WRITING: A KEY COMPONENT OF A LOYOLA EDUCATION

Writing is taken very seriously here at Loyola, and we know writing well is challenging for all writers. Faculty face the blank page whenever they start a new research project, write departmental reports, create a syllabus, outline a scholarly essay, or brainstorm a lead for a new piece of fiction or an op ed piece. What experienced academic writers have at their disposal is a set of resources to help them through what can be an exciting, but demanding, and sometimes intimidating, process. They have developed a repertoire of writing strategies to help them along the way: finding information, assessing what they already know, generating and refining productive questions, gathering data, analyzing their assignment and audience, creating a schedule for writing, getting a draft out quickly, getting useful feedback, revising, and editing. The first section of this text, the *Writer's Reference* portion, offers serious guidance on the process of composing and revising, from planning to drafting to designing documents. The Researching section takes writers through the researching and writing process for writing assignments that require primary or secondary research.

In addition, Loyola has many resources to assist you both inside the classroom and across the college. This section features several of the resources you may find helpful in core courses, majors, and for all the other kinds of writing you may be doing (resumes, grant proposals, applications, newspaper articles, short stories, poems, and so forth).

WRITING RESOURCES & INFORMATION FOR STUDENTS

THE LOYOLA WRITING CENTER
Email Contact: lwc@loyola.edu
Web site: www.loyola.edu/cas/writingcenter
410-617-5415

Evergreen Campus
Undergraduate and Graduate Consulting
Jenkins Hall 011

Hours of Operation (May vary by semester)
Monday- Friday 1PM-7PM
Sunday: 1PM-6PM
(Morning hours depend on tutor availability)

In addition to the main writing center location on the Evergreen Campus, a satellite site for graduate students only is available at Loyola's Columbia campus.

WRITING IN THE CENTER

> *"I learn by going where I have to go."* –Ted Roethke

While your teachers are your best guides for writing in your courses, much of the writing process will be in your hands. You will need to find topics of interest, gather your thoughts and information, create arguments and test them, figure out how new genres work in different disciplines, try out language that will be persuasive, juggle the order of sentences in a paragraph to enhance its coherence, seek out the nuanced differences between a dash and a semicolon. At various points in this process, you might find it helpful to share your thinking, your draft, or your questions about the intricacies of academic documentation with someone else. Novice or expert, all writers need good readers.

In its mission to support the development of *eloquentia perfecta*, the Jesuit tradition of "perfect eloquence," or communication which serves to "work on the human spirit towards good and just action," the Loyola Writing Center works with writers across the curriculum—students or faculty—at any stage of the writing process, from brainstorming to drafting to the final stages of revision. Through open dialogue with peer consultants (both undergraduate and grad-

uate) trained in writing center pedagogy, the LWC consultants encourage writers to come to their own decisions on content, style, voice, audience, and purpose according to the assignment.

Using the Loyola Writing Center
Call the LWC (410 617-5415), stop by the center (JH011), or check the Web site (www.loyola.edu/cas/writingcenter). Try to call a few days ahead to make sure you can be accommodated. Online conferences may also be available, so check the Web site.

What is a Conference?
Most of our conferences are self-sponsored, but sometimes a professor will encourage or require you or your class to visit the LWC. If so, that professor feels that you will benefit from an additional reader of your work in progress, and we welcome your visit.

Conferences typically last from thirty minutes to an hour. As the writer, you determine the kinds of feedback that will be most helpful to you. Writing conferences are dialogic; they are genuine conversations about the writing, thinking, style, and genre of the piece. They are not simple editing sessions where you hand over your writing for someone to "fix," nor are they simple "tutorials," where you receive tutoring by a mini-teacher. This model of conferencing is built on the principle that learning can be collaborative, that people make knowledge through this collaboration.

The LWC as a Research and Teaching Center
The LWC also supports research on writing and the teaching of writing through collaboration with students and faculty in all disciplines and in the larger community. Many of the undergraduate and graduate consultants are engaged in writing center and writing in the disciplines research, and interested students are encouraged to take WR 323: Writing Center Theory and Practice, the required course for tutoring in the center.

We all learn by "going where we need to go." Going to the Loyola Writing Center may help you to harness the creative, intellectual, and transformative power of language as a developing scholar, professional, and citizen.

OTHER WRITING RESOURCES

While the writing center offers comprehensive help on writing assignments throughout the writing process, there are also other places on campus where you can get help for specific needs.

The **National Fellowships Program** is "dedicated to helping outstanding students obtain national fellowship and scholarship opportunities," according to its Web site. The office guides qualified students through the entire application process, from identifying appropriate programs to completing the application. See the program's Web site (www.loyola.edu/nationalfellowships) for more information.

The **Career Center** offers assistance to all students and alumni on internship and job search materials (as well as many other services not writing specific). The counselors provide workshops and one-on-one help with documents such as resumes and application letters. Stop by their offices in the west wing of the DiChiaro College Center (below the McManus Theater on the ground floor) or find out more by visiting their homepage (http://www.loyola.edu/thecareercenter).

In addition to these specific resources, there are many other support services on campus that do not focus exclusively on writing but offer general academic assistance. For example, The Study, located on the top floor of Jenkins Hall, provides quite space, private study rooms, computers, and tutoring services. ALANA Student Services offers mentoring and support for African, Latino, Asian and Native American students. Some departments and majors offer tutoring, study sessions, or assistance with graduate school applications. Most importantly, your professors are available, in the classroom and during their office hours, to help you learn how to write more effectively.

ENRICHMENT OPPORTUNITIES

During your years at Loyola, you will have many opportunities to expand your horizons as a writer and to learn more about the art and craft of writing. Practicing, professional writers regularly visit campus through annual programs such as the Modern Masters Reading Series, the Humanities Symposium, and the Caulfield Lecture, as well as through special events. These writers, who often meet with small groups of students, can help you understand the critical role writing plays not just in the academy but in the world.

Besides these special events, you will also have many opportunities to practice and enhance your writing abilities through independent research programs, co-curricular activities and student activities. Many of the independent academic research opportunities available to you—such as the Undergraduate Student Research and Scholarship Colloquium, the Kolvenbach Summer Grants, or Catholic Studies Grants—not only require writing as part of the application process but also provide you with the prospect of learning more

about effective writing. Through the Center for Community Service and Justice, you can realize the power of writing to promote change in the community; through student clubs, you can see how writing is linked to action as you plan events and apply for resources; through internships and service learning, you can discover writing's central role in corporate and non-profit workplaces. As a developing scholar and writer, keep yourself open to these opportunities to find the power of writing to affect you and the world around you.

See the Writing Department section (p. 80) for more writing enrichment activities that are open to all interested students.

THE LOYOLA/NOTRE DAME LIBRARY

The ability to find, evaluate, and ethically use information will be important to your success at Loyola, in graduate or professional school, and in your career. The writing and research assignments in your courses, coupled with a thorough understanding and effective use of available information resources, will enable you develop these important competencies. Take advantage of the library to help you achieve these goals.

The Loyola/Notre Dame Library (LNDL), serving both Loyola College and College of Notre Dame, is located between the two schools near the residence halls on the east side of campus. The newly renovated library provides quiet study spaces, computer workstations, wireless access, and in-house loan of PC tablets. In addition, its holdings include 426,000 books and bound journals, 28,000 online and print periodical titles, and 16,500 media items (including CDs and DVDs and videotapes of professional and feature films). Recently added facilities include an auditorium, cybercafé, gallery, group study and seminar rooms, and a digital media lab, where students can work with staff on digital media projects.

During the regular academic year, the library is open (hours vary during holidays and breaks):

> Monday through Thursday 8AM - 2AM
> Friday 8AM - 7PM
> Saturday 8AM - 8PM
> Sunday 10AM - 2AM

24/7 Library Access
The library's Web site (http://www.loyola.edu/library) provides access to the online databases 24 hours a day, seven days a week. Using your library barcode, the 14-digit number on your ID card beginning with 22425, you can access the library's databases remotely from anywhere you have Internet access.

The library's homepage also provides links to style manual help guides, electronic reserve materials, interlibrary loan request forms, email and online chat with reference librarians, and other information about the library.

Doing Research

Much of the writing you do for your courses at Loyola, from seminar papers and reviews in history to article summaries in biology and presentations in business courses, will require support and documentation from primary and secondary sources. Many of these resources are available through the library.

The research librarians at LNDL can help you with many aspects of the research process from refining your research question to determining and executing your search strategy, evaluating your sources and citing them properly. This help is available in person at the research assistance desk or by phone, email, or Instant Messaging (IM) until 9:30 PM Sunday through Thursday or until closing on Friday and Saturday. You can even request an appointment for a one-on-one research consultation. When LNDL reference services are not available, you can get help from a 24/7 chat service maintained by a consortium of Jesuit colleges and universities. You can access all these services from the library homepage. (See overview in the Research section of this text for more information about the research process.)

Choosing Appropriate Sources

As discussed in the *Writer's Reference* Research section, an important step in a successful search strategy involves identifying the best sources of information to meet your particular research needs. The easy availability of information in the "information age," adds new challenges to doing research, especially in determining credibility. Although search engines such as Google or Yahoo can be helpful for finding certain kinds of information quickly, you will find that by using the specialized resources available through the library, you will more effective locate the kinds of material that you will need for many of your papers and projects at Loyola. The library makes available online over 140 databases that have articles and other information needed for academic research. In addition, the library has a number of print resources that may be needed to answer certain research questions.

To make it easier for you to choose among the available databases for a particular research project, the webpage organizes databases by broad subject areas (Find Articles and Other Resources, Databases by Subject) in addition to an alphabetical listing of databases (Find

Articles and Other Resources, Databases by Title). These subject pages group together the most useful databases for each discipline and also provide links to reference sources, quality Web sites, and specialized help guides. To help you effectively use these resources and select appropriate databases, research librarians are available.

To locate books (both print and electronic) and media (Find Books and Media), check the library catalog (SHARC), which lists not only the holdings of our library but also those of four other Maryland college libraries. A special courier service allows you to get books from these other libraries in a day or two. You may also access full-text encyclopedias, handbooks, dictionaries, and other reference sources from this section of the homepage.

Beyond LNDL

If LNDL does not have the books or articles you need for your project, we can get them for you from another library through interlibrary loan (ILL) as long as you allow enough time in your search strategy to get these materials. During busy times of the semester, when many students at all colleges are making requests, ILL requests may take up to three weeks to arrive.

If you do not have time to wait for ILL or are able to go to other libraries, you may take advantage of the library's reciprocal borrowing privileges with many local academic libraries, such as Towson University, Goucher College, Morgan State University, University of Baltimore, St. Mary's Seminary, and UMBC. (There is a College-town shuttle service to many of these campuses.) You may borrow materials directly from these libraries with your Loyola ID. You can also visit the Johns Hopkins University main library with your Loyola ID, to consult texts, but you won't be able to check out materials.

Additional Resources

In addition to this handbook, the library Web page, and the research librarians, you may get formal instruction in library research. Faculty frequently arrange with librarians to provide database instruction for specific courses. However, if you do not get instruction in a class, you may make arrangements for individual instruction or take advantage of Research Survival Skills sessions offered by the library throughout the semester. These sessions show you how to search various databases, avoid plagiarism, and use RefWorks, a "bibliographic manager" that allows you to save your references in your own database and also format them in a variety of styles for your bibliography. Dates and times of *Research Survival Skills* sessions are listed on the library homepage or can be obtained by calling a librarian at 410-617-6802.

ACADEMIC INTEGRITY: LOYOLA'S HONOR CODE

"The students of Loyola College in Maryland are citizens of an academic community that will conduct itself according to an Academic Code of Honor, following Jesuit ideal of cura personalis and keeping within the school motto 'Strong Truths Well Lived.'"

Integrity, or ethos*,* is a critical component of good writing; in an academic environment, it is essential. Learning, teaching and scholarship depend on all community members acting in honest and ethical ways. As members of Loyola's community of scholars, all students have pledged to uphold the Academic Honor Code. In terms of writing, this means that students are expected to produce texts that are the result of their own work and in their own language. Sources must be properly documented.

Learning to write with sources is a discipline-specific task that takes ongoing practice, attention to detail, and careful management of research material. Students, whether writing a single-authored essay or a collaborative paper, should be attentive to the guidelines and expectations specified by each discipline and articulated by individual instructors.

Although faculty as well as the Loyola Writing Center can help students develop their abilities to manage source material effectively in their writing, it is the student's responsibility to be proactive in this process. Information on documentation and avoiding plagiarism is discussed in the Research section of *A Writer's Reference*. (See R3 "Managing Information: Avoiding Plagiarism.") In addition, beginning in the fall of 2007, each first year student will have to complete an online tutorial on academic integrity and scholarly research that includes a basic primer about how to properly acknowledge sources. More specific information about Loyola's Honor Code, the Honor Council, and the online tutorial is available on the Web site www.loyola.edu/campuslife/honorcode.

WRITING IN THE FIRST YEAR

"Both long tradition and the needs of contemporary life mandate the ability to communicate effectively and elegantly as a primary goal of liberal education. Therefore, writing plays a central role in the core curriculum."
(1992 & 2004 Loyola Core Review Committees)

As you begin your studies at Loyola College, you will encounter writing tasks throughout your courses, especially in core subjects, such as Introduction to Theology, Introduction to Philosophy, Western Civilization, and Understanding Literature, along with Effective Writing. In these courses and others you select, you will begin to develop the rhetorical abilities you need to succeed as a writer in these disciplines. Each of these courses, and in fact each discipline, uses writing to help you learn, to discover what you think, to understand the ways of thinking and communicating particular to that discipline, and to demonstrate your knowledge.

As a writer, you will be developing the skills and abilities you need to contribute to what Kenneth Burke described as a "parlor" filled with others who "are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact the discussion had already begun long before any of them got there. . . . You listen for awhile, until you decide you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense . . . the discussion is interminable" (*Philosophy*, 110). Through writing, your ideas and thoughts will become part of this ongoing conversation about a topic, idea, or question that has continued to occupy thinkers and writers across the ages: Why is virtue so elusive? What is the nature of our human condition? How do we define justice and can we attain it?

To help you succeed in the varied tasks and situations you will encounter, Loyola faculty have customized *A Writer's Reference* to explain our expectations and to facilitate your transition to Loyola College as you move through both the core and your major. Although there are many differences in the expectations and features of writing across the disciplines, there are several key assumptions about writing that are essential to remember.

Writing requires ongoing practice and guidance. It is a meaning-making activity used to make sense of the world around us and to communicate to others. It is closely connected to reading and criti-

cal thinking. Writing strategies, expectations, and criteria are context dependent; effective writing depends on the writer's ability to understand and address audience, purpose, and topic.

Although they may not be explicitly articulated, these assumptions, based in rhetorical principles that were first catalogued in classical times—and that formed the foundation of Jesuit education—will guide your writing in all courses and disciplines and beyond.

WR100 EFFECTIVE WRITING

As a Loyola student, you will be writing in many guises—as an historian, a philosopher, an accountant, a sociologist, a chemist, an engaged citizen. You will use writing as a tool for learning, and you will be producing and polishing writing appropriate to various academic fields.

In Effective Writing, you will learn that writing is more than an academic tool. It is a lifelong activity. As the most deliberative use of language, writing is one of the best means for creating the thoughts that help us make sense of our world. It allows us to think through our ideas, to create meaning, and to communicate our thoughts and experiences to others.

Thinking through your ideas requires that you engage in inquiry—that is, investigating a topic or issue through a variety of techniques such as self-reflection, close observations, questioning, and reading. Such inquiry will allow you to engage in the Burkean parlor in thoughtful, informed ways so you can make a unique contribution to the ongoing conversation.

Although WR100 is taken in your first year, it focuses on higher order activities, not remedial or basic skills. The goal is to teach you to approach writing as a rhetorical activity, not as a set of rules or conventions. It helps you develop your ideas through writing and your ability to express those ideas clearly and concisely.

Good writing—effective writing—takes time and practice. It is unreasonable to expect to write a coherent, clear, thoughtful essay in a single night. We have designed WR100, therefore, to exercise your abilities and build your writing strengths incrementally, over the course of the semester.

During the course, you will attend to writing as both a process and a product within a community of writers. In other words, you will engage in writing processes such as inquiry and research, drafting,

revising, and editing. You will attend to all aspects of the text—the content, language, style, and syntax. And, you will do all of this with your peers, learning how to contribute to the class and how to use others' contributions for your own learning.

To guide you in your development as a writer, the Writing Department has determined learning aims for the course. Over the course of the semester, in Effective Writing you will

- Use writing and reading for inquiry, learning, thinking, and communicating
- Explore how genre shapes reading and writing as you write contemporary American essays (e.g., literary, scholarly, and narrative)
- Identify and respond to different rhetorical situations by adopting appropriate voice, tone, and level of formality
- Formulate an original thesis, focus, or controlling idea and support it by using a variety of strategies, including the integration of ideas and information from others
- Use flexible strategies for generating ideas, drafting, revising, editing, and proofreading
  - Critique your own and others' work (balancing the advantages of working with others with the responsibility of doing your part)
  - Develop an effective writing process that encourages later invention and re-thinking to revise your work
  - Use multiple drafts to create and complete a successful text, and
  - Generate texts that conform to conventions of edited American English.

These learning aims may seem confusing to you now, but as the class proceeds, you will be engaging in activities to help you understand these concepts and to achieve them.

As you work to achieve these goals, you will be reading primarily contemporary essays by a variety of writers such as Joan Didion, Brent Staples, Ellen Goodman, E.B. White, Judith Ortiz Cofer, George Orwell, bell hooks, Stephen Jay Gould, and others. You will write 3-5 fully developed formal essays that go through multiple drafts. In addition, you will be writing many less formal texts such as reading analyses, freewrites, critiques, event reviews, and journal entries.

Effective Writing is not a lecture class. It is a highly interactive, participatory experience. You will learn well only if you involve

yourself, working with other student writers, discussing essays written by both your peers and professional writers, practicing writing techniques, experimenting with new forms, and learning new writing strategies.

Within these parameters, individual instructors develop specific writing and reading assignments for the course. Sometimes instructors design theme-based courses that focus on a specific topic or issue such as urban life, service learning, diversity, or literacy. In all cases, however, the courses are designed to provide opportunities to develop the rhetorical skills and writing processes that will allow you to engage thoughtfully in the contemporary world around you both within and beyond Loyola College.

EVALUATION: HALLMARKS OF EFFECTIVE WRITING

We grade you according to what you have done—not according to who you are, how smart you are, or how nice you are. Nor does it matter if you were a straight-A student in high school, say, or that you're earning rave reviews in other college classes. In this class, your grade is based solely on what you accomplish *here*. This means that you and everyone else start with a clean slate, and it is only you who can make that grade go "up" or "down." We do not grade on a curve; we have no quotas to fill; you are not competing against anyone else in the class.

In general, while grading, we consider two things: what kind of writer you are and what kind of student (participant) you are in this class. In other words, your grade grows not only from your final, revised essays, but also from your participation in class activities and writing exercises—such as workshopping, peer-editing, and reading analyses.

However, the final course grades will be determined primarily by the achievement you demonstrate through your final formal essays. Because the focus of the class is on your development as a writer, work done at the end of the semester—whether through a cumulative portfolio or specific revised essays—is weighted more heavily than work done in the beginning of the course. Your participation in class activities and writing processes will also contributes to your grades because part of what you learn is not just how to write an effective text but also how to participate in a community of writers.

ADVICE FOR WRITERS

In Latin, the root meaning of "text" is "something woven." The Greek root of our word "poem" is *poiein*—"to make or to do." The threads you'll use to make your texts are your ideas, your research,

your bits of thought and emotion about a subject that combine mightily into something that has meaning for and effect on an audience. The key to success in WR100 is to think of yourself as a writer—a weaver of ideas. The course provides many opportunities for developing this aspect of yourself as creator.

The word "essay" means "to try." When people first started writing essays, over four hundred years ago, they were trying out their ideas about certain topics. To understand a topic, any topic, even something you know a lot about, you'll need to shape your thinking over time—it's a gradual process. When writing an essay in Effective Writing, you will be surprised at how your own thinking about a topic changes from day to day. Why the changes? Probably because you are changing every day: you're not the same person today that you were last week, because you're now more experienced, you've seen a little more, you've done a little more, you've thought a little more about your world, particularly if you're working through a problem. Writing reflects these changes.

This means that your writing about a topic is really never done— since *you* are never done developing. Consequently, when you've finished a piece of writing, you're only finished *for now*. Later, say next month or next year, you could return to it and see new ideas and better options. That's what *revision* (re-seeing) is all about: we are constantly revising our thinking because we are constantly, but gradually, changing.

To be a good writer, you have to be a good reader. Reading gives you experience with different thoughts and language, and that experience helps you understand what makes writing work. Once you start seeing how other people's writing works—once you see why and how certain writing excites or pleases you—you will be better able to analyze and judge your own writing.

Writing takes time. We keep saying this, don't we? The more time you give to your writing, the more effective your writing will be. Start your writing projects early. Work on them incrementally, not all at once. Ask others to read and respond to your drafts so that you are sure you are saying what you mean to say. If you need extra help, consult your professor and consider visiting the Writing Center, which offers well-trained readers who will ask you questions. Use this book as a reference in all aspects of your work from drafting through editing and proofreading.

Asking questions is one of the primary methods writers use to develop their ideas and strategies. Get in the practice of asking yourself questions such as these as you read over your draft:

- Why did you start your essay as you did? What effect do you think this opening will have on your reader?
- Where do you tell the reader what your agenda is? By "agenda," we mean your guiding idea—your thesis.
- Why do you tell the reader your agenda in this particular place? Consider what you've offered before this and after. Why does your thesis make the most sense in this spot?
- What is the one thing you think your readers will have the most trouble understanding about your discussion of this topic? What have you done to clarify this difficulty?
- Where do you leave the reader at the end of your essay? Why have you chosen this close? How does it compare to your opening? What effect do you think it has on the reader? In other words, what distance have you traveled as a thinker?

ENRICHMENT ACTIVITIES

First-year Essay Contest: Awards are given to the best essays from the first-year courses (WR100, WR101, HN200). The *Forum* and the *Garland*: These student-run magazines publish prose (*Forum*) and poetry and art (*Garland*) annually. *The Modern Masters Reading Series:* Important and innovative writers, both established and emerging, are brought to campus to present readings and meet informally with students and faculty.

FIRST-YEAR ACADEMIC PROGRAMS

Loyola has many First-Year Programs aimed at instilling an appreciation of effective and artful communication, *eloquentia perfecta*, right from the beginning of incoming students' college careers. To that end, each program, in its unique way, emphasizes and highlights the art and skill of writing well, adding additional depth and mentored practice to your education.

ALPHA PROGRAM

The Alpha Program is a set of intensive thematic seminars and affiliated co-curricular experiences, many of which fulfill core or diversity course requirements. The program's goals include cultivating life-long habits of careful reading, critical writing, and scholastic conversation. In short, Alpha courses are devoted to rhetoric in its fullest and best sense. In the Alpha Seminars, students and their professors engage in intellectual inquiry that culminates in good and varied kinds of academic discourse. Under the guidance of their professors, students become proficient in developing theses, extending arguments intelligently, supporting their contentions with appropriate evidence and expressing these thoughts in strong, elegant prose. Alpha students learn to draft and revise their work, gaining competencies that will enable them to write more effectively across the curriculum, becoming practicioners of *eloquentia perfecta* in the true spirit of the Jesuit intellectual tradition.

FIRST-YEAR EXPERIENCE PROGRAM

FE 100: The First Year Experience Seminar is a one-credit elective course that meets regularly across the fall to acquaint students with Loyola "inside and outside of the classroom." Students learn about the curriculum, culture, and educational opportunities at Loyola as well as enjoying the rich culture of Baltimore. Typically, students in FE100 sample outdoor experiences, learn about Jesuit spiritual programs, and work on community service projects. As part of these activities, students engage in regular written reflection to facilitate both understanding and articulation of the aims of a Jesuit liberal education at Loyola.

COLLEGIUM

Loyola's Living and Learning Community, Collegium is designed to build a social and academic community by offering shared housing and two common courses with a small cohort of twenty other students, as well as the FE 100 Seminar course. Collegium blends the traditional academic writing experience of the common courses with the reflective goals of FE100, giving students a broad, well-rounded introduction to college-level discourse.

What unifies these programs is their emphasis on the importance of appropriate and effective self-expression as the mark of an educated person. This handbook is an important tool for Loyola students as they work to achieve that status.

WRITING IN THE
COLLEGE OF ARTS & SCIENCES

As a Loyola student, you will take many classes in the College of Arts and Sciences because almost all core courses are offered through CAS departments. You will experience many different writing activities and tasks as you explore the humanities, the social sciences, and the natural and mathematical sciences. In the humanities, writing is often focused on texts, and scholars use writing as both a process of inquiry and a product of that inquiry. You will grapple with texts—whether written, visual, or performative—as you produce your own. Through this interaction, you will participate in conversations about ideas and the human condition that have continued since ancient times.

In general, writing in the sciences is used to collect data and report research findings. Practicing scientists use writing during their research (e.g., recording results, observations, and methods) as well as for communicating their research findings (e.g., in research reports, journal articles, and conference presentations).

Tasks and requirements will vary from discipline to discipline, but you can expect to use writing both to learn the concepts and practices of a specific discipline and to learn how to communicate effectively about them.

Sharing their work through written texts is a critical component of the scholarly enterprise, whether in psychology, art history or biology, because it allows other scholars to validate and build on an individuals' work, adding to the body of knowledge and methods of inquiry which define a discipline. It is also a core component of the liberal arts because writing is a primary way of learning, thinking and communicating as the CAS faculty explain in the departmental entries you will find in this section.

THE DEPARTMENT OF BIOLOGY

PURPOSE

Biology graduates, whether they pursue careers in research, teaching, or the health professions, must be able to write clearly and effectively. Learning to write well about scientific topics is, therefore, an important objective of every student's biological training. As engaged citizens, biologists must also develop effective communication in nonprofessional formats, and consequently, must learn to write in forms amenable to lay audiences, government officials, and

lobbying groups, among others. Writing is, therefore, an integral part of the biology curriculum, although the degree of explicit attention it receives will vary from course to course, depending on the subject, course level, class size, and aims of the instructor.

TYPES OF WRITING ASSIGNMENTS

Among the types of writing that are required across the biology curriculum are the following:

Laboratory report. This is a brief account of experiments or observations conducted in the laboratory or in the field. Although short, the laboratory report does follow the format of the full scientific paper, meaning that specific sections (Abstract, Introduction, Materials and Methods, Results, Discussion, References) must be included in this form of writing. The department strongly encourages our students to consult *A Short Guide to Writing about Biology* by Jan Pechenik (2004) for an in depth presentation on this style of writing.

Summary of a scientific paper. This learning exercise requires that you read and summarize in nontechnical language a research paper from a recent biological journal. The one-to-two-page summary tests your ability to grasp the specialized vocabulary, complex methodology, and terse arguments typical of actual research publications, and to express this information in your own words.

Abstract of a scientific paper. This is a brief, technical summary of a publication. The assignment requires that you first fully comprehend a research article, and then that you be able to convey its essentials to other specialists. An abstract is typically very concise, usually restricted by scientific journals to word counts between 200-300. Thus, as biologists, we must choose our words carefully. Nearly all published papers begin with a one-paragraph abstract; facility in writing abstracts is an important professional skill for scientists.

Term paper. This longer assignment asks you to integrate information from a variety of sources into a comprehensive analysis of a carefully chosen topic. In essence, you are expanding on the skills initially developed in specific first-year core curriculum courses at Loyola, to be refined within the context of biology. You are expected to do more than simply redescribe previous research; you should advance your own hypotheses, interpretations, and criticisms. What makes this form of writing especially challenging is that the targeted audience may be at different levels, i.e., a community of scientific scholars, liberal education community, or the general public. Depending on the course of study in the department, you will be

exposed to multiple forms of term paper writing relevant to all biologists for use in many facets of their professional lives.

Poster presentations. It is very common for a biologist to present the details of experimental research in a writing style that combines many elements of a lab or journal report, with a visually pleasing presentation in a much larger format (4' x 4', 6' x 8'). In this form of writing, you must consider not only what information is essential for the reader to understand the project, but also how it should be presented visually to catch the attention of a passerby, maintain the interest of the reader, and have a logical organization in large format that is easy for the reader to follow.

PowerPoint presentations. Development of these presentations combines elements from term papers as well as poster displays in that the type of presentation will vary depending on the level of the audience. The same balance between creative visual displays and maintaining intellectual merit must be achieved for an effective presentation (Chapter 13, Pechenik, 2004).

Journal formatted report. For students engaged in independent research either alone or with a faculty member, reports detailing findings and other aspects of the experiment(s) follow a nearly identical format to those outlined for a lab report. The exception between the two forms of writing usually lies in the amount of detail provided in each section of the journal report and in subtle formatting and organizational features that are unique to a particular subdiscipline in biology. Development of this form of report involves close interaction with a faculty mentor.

Examination essays. Essay questions are designed to probe in greater depth your understanding of specific biological topics. Such questions can vary greatly in length and in the type of responses necessary. Generally, as you progress from introductory biology courses into upper-division classes, the frequency and length of essay questions increase, so that by senior year, many of these questions require synthesis of concepts, facts, and other readings, which often require application instead of rote memorization.

Editorial or letters to editors. An important responsibility of a biology graduate is to become an engaged citizen. One way in which this can be realized is through making contributions to your communities by providing insight and expertise into relevant issues in biology and, when appropriate, other sciences. In some biology courses, students are asked to develop letters relevant to a particular global or community science issue in a format appropriate for sending to either newspaper or magazine editors.

HALLMARKS OF EFFECTIVE WRITING: CRITERIA OF EVALUATION

Scientific writing should be organized, clear, and succinct. It should be accurate and precise in matters of science, and correct in its use of the English language.

The department's interest in writing does not merely attest to a preoccupation with the minutiae of grammar, punctuation, spelling, and style; rather, it bespeaks a fundamental concern with students' ability to express their scientific knowledge and reasoning skills. "Bad scientific writing," according to scientist and editor F.P. Woodford, "involves more than stylistic inelegance: it is often the outward and visible form of an inward confusion of thought."

The frequency and types of writing assigned in biology courses and detailed grading policies are left to the discretion of the individual instructors. In general practice, instructors of most courses at the introductory level provide detailed grading rubrics to students as a guide for developing the various forms of writing, and helping them determine what are the basic elements that should be included in each form of writing. As with any form of writing, the best way to improve is by providing drafts to your instructors, analyzing their feedback, make necessary revisions, and then repeat the process. Development of excellent writing skills in any discipline is a gradual process that requires continued practice, refinement and learning. In biology, the faculty value excellence in many forms of writing and we are here to serve as mentors as you strive to acquire the skills necessary for effective communication as a biologist and scholar.

ADVICE ON WRITING

Writing about biological subjects is similar to serious expository writing in most other disciplines. Strategies for effective writing that are taught in courses such as Effective Writing, (e.g., organizing by thesis and subtheses, connecting ideas logically, being aware of audience, revising repeatedly) and in core courses with significant attention to factual accuracy like History of Modern Civilizations are just as relevant in the sciences.

There are, however, some important differences. Most forms of scientific writing are concise, spare writing. Its primary aim is to present facts, procedures, and theories logically and clearly. The style is impersonal; writers seldom draw attention to themselves or their feelings. Rhetorical flourishes and self-conscious attempts at stylistic elegance are generally discouraged, although exceptions abound as such prominent scholars as E.O. Wilson and Robert Sapolsky have shown that excellent scientific works do not have to be devoid of imagery and emotion.

ADDITIONAL RESOURCES

Students should consult *A Writer's Reference* for general advice on grammar, punctuation, and usage. Guidelines on matters specific to scientific writing may be found in *A Short Guide to Writing about Biology* by Jan Pechenik. The department also recommends *Writing Papers in the Biological Sciences* by V.E. McMillan. Specialized rules of usage and nomenclature that apply in some subdisciplines of biology are covered in the appropriate courses. Students should also use the department's Web site (www.loyola.edu/biology) for access to biology-specific search engines as well as the LND Library resources (both on-line and in the library) for literature searches and other information useful for an array of writing assignments.

THE DEPARTMENT OF CHEMISTRY

PURPOSE

For students, the purposes of writing in the Chemistry Department are to determine what you have learned, to see if you can express that knowledge clearly, to see if you can analyze what you have read or otherwise learned, and to see if you are capable of original thought. All of these skills are critical for your success as a working scientific professional, either in chemistry or in some other part of the scientific community. On occasion Loyola undergraduates are coauthors on collaborative papers dealing with student-faculty research projects, best exemplified by papers that have appeared in the *Journal of Chemical Education*, the *Journal of the American Chemical Society,* and *Biochemistry*.

TYPES OF WRITING

Procedures for making assignments and handling drafts are defined and handled by the instructors on an individual course basis. In all cases the procedures are clearly explained to the students beforehand and discussed in the course syllabus.

Every course offered by the Chemistry Department involves some form of writing, each with its own purpose. Many of these types of writing are common across scientific disciplines, so it would be worthwhile for you to read the sections of this handbook prepared by the other Loyola science departments. The kinds of writing students are expected to do in chemistry courses are listed below, along with the courses in which each type is required:

Class notes. (All courses) Chemistry courses typically contain considerable amounts of factual information, which students then use

as the foundation for developing a broad, critical understanding of a topic. Thus in chemistry courses it is vital for you to develop good note-taking skills. Good course notes do not merely contain the facts presented in class—they should include the connections that instructors have drawn between pieces of information and provide some sense of the "bigger picture" of the topic in question. In this sense, course notes are useful for remembering information and also for future reflection and analysis.

Brief essays on tests. (Most courses)

Term papers and formal essays. (Chemistry and Society; Medicinal Chemistry; Physical Chemistry)

Laboratory notebooks. (All laboratory courses) While the exact format of a laboratory notebook will vary among courses, there are some guiding principles that should be mentioned here. Generally scientists use their notebooks as a sequential record of their activities in the lab on that day. In preparing your notebook, imagine that five years from now you or someone else needs to reconstruct exactly what you did, why you did it, and what the measurements or observations were. (This is exactly the situation that has come up in some NIH investigations into possible scientific "misconduct" or fraud.) Your notebook should start with a Title Page and Table of Contents, which you continually update as you proceed through the semester. Always write in ink. Put the date on which the data was recorded at the beginning of each experiment. If you write down some data incorrectly, strike over the data with one line. Do not scribble out data or write over data. Calculations (or representative sample calculations) must be shown; if a calculator is used, show the mathematical operations.

Informal laboratory reports: handout sheets, short-answer questions. (General Chemistry; Organic Chemistry; Inorganic Chemistry; Biochemistry)

Formal laboratory reports: lengthy, typed reports. (Physical Chemistry; Chemical Instrumentation; Biochemistry) The written laboratory report is one way of sharing one's results with colleagues or a broader community. It has been said that no experiment is complete until it has been described in a written report. In addition, the act of writing a report (or a research paper) frequently provides new insights into the meaning of experimental data. Preparation of the report provides the opportunity to critically analyze and evaluate what one had done in the laboratory.

Poster presentations. (Chemistry and Society, Chemical Instrumentation)

Written visual aids for oral presentations. (Chemistry and Society; Chemical Instrumentation; Biochemistry) Oral presentations are a part of the life of every professional scientist. The quality of these presentations can be greatly affected by the quality of the visual aids that accompany a presentation. The use of visual presentation software such as PowerPoint gives a presenter great flexibility. However the misuse (or overuse) of visual aids frequently interferes with the goal of an oral presentation, which is to clearly communicate complex scientific information to a group audience. It is important that students be trained in the proper use of this form of writing early in their careers.

CRITERIA FOR MARKING

Procedures for responding to student writing vary on an individual course and instructor basis. Papers are graded on such matters as content, clarity, organization, correctness of calculations, grammar and proper use of references. Points will be deducted for failure to use graphics where appropriate, lack of understanding of the principles of an experiment, failure to give due emphasis to a discussion of the significant and implications of your results, lack of neatness and proofreading. In some cases papers are returned for corrections of obvious flaws in calculations, format, neatness, or basic understanding. In all cases some response is made to the quality of your writing, usually in the form of written comments on the paper itself, but often in the form of oral comments during consultation with the instructor. Generally papers are not rewritten. Instead, emphasis is put on improvement of future writing of new material.

ADVICE

You are urged to keep in mind the purpose and the intended audience for each specific writing assignment. If these are not clear, then you should seek the advice of the instructor before doing extensive research and any writing. All writing is expected to follow the basic rules of grammar, mechanics, and usage as well as be written in the appropriate style. (See the relevant sections in *A Writer's Reference* section.) Scientific journals appropriate to the particular assignment should be consulted for style, format, and other discipline-specific conventions.

THE DEPARTMENT OF CLASSICS

PURPOSE

We study Greco-Roman culture largely in order to examine the origins of much of our language, literature, thought, institutions, and history, and to read some of the most important and delightful works of literature. Only through learning the ancient languages can we accomplish these two goals. The ancients' most significant and stimulating testimony, the very core of their legacy, is written. Thus, the heart of classical learning is inextricably entwined with writing: reading sensitively and insightfully what the Greeks and Romans have written, translating their works into English which accurately reproduces the sense and feel of the original, conveying through essays and papers our understanding of their culture, using their writings to formulate our own answers to the eternal questions the ancients first posed for discussion.

Classics is an adventure in language. Study of the Greek and Latin languages, analysis of the rhetorical and literary techniques pioneered and mastered by the ancients, and writing about ancient civilization help students learn to think about the precise meanings of words and about the composition of written works. These exercises should, then, enable our students to communicate their ideas more effectively, logically and clearly.

TYPES OF WRITING ASSIGNMENTS AND ADVICE

At the earliest stages, students learning Latin and Greek are required to translate passages from those languages into English and, sometimes, from English into Latin and Greek. Translations into English should be grammatical, clear and faithfully reflective of the original. Instructors make a particular effort to root out sloppiness and ambiguity, signs that the student has not understood the original passage, is not thinking clearly, or needs work in putting his thoughts on paper. At the more advanced stages of study of Greek and Latin works in the original languages, students continue to translate passages into English. Good grammar, clarity, and accuracy are still required. Moreover, classes entail a more sophisticated examination of the literary and rhetorical techniques the ancients employed: students study examples of good writing in detail and learn to recognize what works, what does not, and why. In many of these classes, students are also required to write research and/or analytical papers. Classics courses in translation usually demand papers as well.

Although the precise requirements and expectations may vary according to the topic, the assignment, and the instructor, the Department of Classics generally adheres to certain principles:

- A paper should provide a lucid, coherent argument supported by evidence and examples. A series of interesting facts without integration and interpretation is unacceptable. Eloquently expressed, dazzling ideas without supporting evidence are likewise unacceptable. If rhetoric and clarity clash, clarity must prevail.
- Research should be thoughtful and thorough. It is crucial that the student have the facts straight and understand the interpretations encountered in researching the paper.
- Correct grammar and spelling are crucial.
- Before using any words or phrases in a paper, students should make sure they know precisely what these words and phrases mean and how they are normally employed.
- To quote Homer, "Worse than the gates of hell," we hate superfluous material. Leave out anything, no matter how nifty and entertaining, which is not essential to the argument of your paper.
- Document: 1) every quotation, no matter how brief; 2) other people's ideas, no matter how informally acquired; 3) the sources of all your facts and information. If you have any doubt whatsoever whether you should document something or not, document it!
- Start early on your research and writing, and leave time for rethinking, rewriting and proofreading. First drafts are never adequate.
- The Roman poet Horace recommended putting away written works for seven years before rereading them and then finally publishing them. We recommend nothing so drastic, but Horace got the principle right. At some point near completion of your paper, put it aside for a day or two. Then reread it. Often while writing we are so close to our own work that we miss even elementary errors of grammar, expression and thought.
- Above all we prize academic integrity. If you have any doubts about the integrity of your research or writing, consult your instructor for guidance. Be sure you understand the College's policy on plagiarism and cheating as outlined in the section on Academic Integrity.

Last updated by the Classics faculty in 1994.

The *Writer's Reference* section of this handbook covers all aspects of writing from drafting, researching, documenting and proofreading and editing. Please refer to them throughout your writing process.

THE DEPARTMENT OF COMMUNICATION

OVERVIEW

For more than four centuries, the Jesuits have been educating students, and at the heart of education in the Jesuit tradition is the notion of *eloquentia perfecta.* The ideal graduates of a Jesuit school should be so grounded in all the tools of communication and in the liberal arts, that no matter what their specialization, they should be able to persuasively communicate pro-social values and be an eloquent force for good in their own communities.

Students in the Communication Department are introduced to some of the most powerful tools for persuasion the world has ever known. We expect our graduates to use those tools to be committed and engaged agents for change to bring about a better world, and we expect them not only to know the facts and information about our world, but to be eloquent in positions of leadership. This includes the world of the media and world of popular culture.

The department encompasses many forms and genres of writing. And as one advances deeper into the curriculum, the richness and variety of media writing unfolds for each student—limited only by your creativity, your understanding of the popular culture, your curiosity about the world around you and your ability to analyze and connect events within a meaningful context.

The main focus of this department is "professional writing," although students are also asked to write critical and analytical research papers in many courses. Our objective is to have our students graduate with a portfolio of highly polished work that demonstrates journalistic writing, promotional and persuasive writing, and writing for oral media (which includes radio and television) and presentation of graphic concepts and other business presentations. In these genres, the audience is either the broad public (as in a newspaper or documentary film) or a targeted segment of that public (as in an advertisement for a specialized product). While formats in media writing vary as widely as the number of publications, our primary style tool is *The AP Stylebook,* which applies to both short-form and long-form journalistic writing in the department. All Communication majors and minors are required to own this book.

JOURNALISM

"We will always fight for progress and reform, never tolerate injustice or corruption, always fight demagogues of all parties, always oppose privileged classes and public plunderers, never lack sympa-

thy with the poor, always remain devoted to the public welfare, never be satisfied with merely printing news, always be drastically independent, never be afraid to attack wrong, whether by predatory plutocracy or predatory poverty."

— Joseph Pulitzer

Some say journalism is more of a calling than a profession. Others see it as a constitutionally privileged "fourth arm" of government playing a watchdog role as a proxy for the public interest. Either way, the journalist operates against a backdrop of moral and ethical responsibility. Codes of ethics are commonplace to all the media professions. But when a journalist sits at the keyboard, not a word should traverse the neural pathway to his or her fingers unless it is factual, fair and truthful.

We expect basic newswriting to be objective, not revealing your personal opinion or using language that colors the story with your approval or disapproval. Yes, you can quote the opinion of others, but fairness demands that you quote an opposing opinion as well. Nor can you tilt the story in favor of the facts of which you approve. That's why we adhere to the signature of objectivity: the inverted pyramid structure of the news story. That means the first paragraph covers all the salient primary facts (who, what, why, when and where) and all the other facts are submitted in subsequent paragraphs in descending order of importance. Of course, human judgment is involved in ordering the facts, and that's why some say pure objectivity is impossible to achieve.

Journalistic stories of any nature do not use the "referencing" format found in academic research papers. Instead, you are expected to use "attribution." You must cite the source of all new information within the body of the story. The most commonly used verbs of attribution are "said" and "reported," but it is a good idea to include others so as to reduce the repetitiveness in your writing. While much of academic research involves secondary sources in scholarly journals (articles written about primary source historical documents), journalistic research is not bounded by source limitations. In fact, getting direct quotes by interviewing people directly involved in stories is the preferred form of fact gathering, as is direct observation, a tactic that journalism shares with the sciences.

When you first begin to do journalism assignments, some of them will involve writing from fact sheets chosen by your instructor. Eventually, you get into reporting, which enables you to collect public documents (like the minutes of a meeting) and interview those involved about the "why" and "how" behind the facts. The most dif-

ficult adjustment will be to ignore the protocols of academic writing in order to write stories made more accessible to the general public through more informal and colloquial writing. Here are a few easy tactics to help you get on the journalistic track:

- Prefer the monosyllabic word (crowd) to the mutisyllabic word (multitude).
- Prefer Anglo-Saxon roots words (many) to Latin-root words (plethora).
- Address one idea to a paragraph.
- Try to hold your paragraph to three sentences.
- Vary the word-length of your sentences, but try to not exceed 30 words.

Later on, when you get into magazine writing, feature writing, travel writing and opinion writing, you will learn how to write with perspective and develop a personal style. Most news reports follow the institutional style of the publication or electronic venue. We want you to learn the basics, so that you will have a firm foundation on which to build a more personal and creative style.

PUBLIC RELATIONS

Public relations is a management discipline that can affect what people know, how they think and how they act. The success of any particular public relations effort is based on building relationships with various constituents, conveying information effectively and educating targeted audiences. These objectives are accomplished through a variety of communications tools, but the single most important tool is writing.

Students must be able to write coherently with accuracy, brevity and clarity, but they must also be able to tell a story engagingly, and at times subtly, to convince an audience to behave a certain way.

This very specialized type of writing combines the objective skills of journalism with the persuasive skills of public relations communications. It requires analytical thinking before actually writing: Whom does the writer need to reach? What does this audience need to know? Where does the writer post her message so that it is noticed by the targeted audience? When does she make her move? Why is she doing this? How does she package the story.

This last point warrants particular notice. While journalists, for the most part, settle into one sort of journalism, public relations writers need to be adept at a variety of writing: media releases, feature

stories, signed articles, op-eds, letters to the editor, position papers, speeches, pitch letters, public service announcements, writing for internal as well as external audiences and crisis management communications. Furthermore, media releases can be broken into subcategories: hard news, news-feature, product or service announcements and personnel releases. Knowing what type of public relations writing tool to use and when to use it is as important as mastering the various types of writing themselves.

The nature of the public relations writer, in contrast to the journalist, is made most clear in the case of media releases. Both writers need to master the fundamentals of journalism: fact gathering, fact checking, research, interviewing, crafting strong leads, constructing the story according to the inverted pyramid and utilizing proper style. But whereas a journalist is an objective observer of a situation, a public relations writer is an active player, who can, and essentially must, break the journalistic rules. She can manipulate the lead so that it evokes shock, sympathy, rage or empathy in the reader. She can convey important content by creating a quote and attributing it to the most appropriate person (upon that person's approval of course). She can write her own headlines and subheads to grab the reader's attention. She can use creative storytelling to her advantage and dynamic language to either sharpen or soften an impact.

It must be said, however, that this creativity and latitude must be employed with the utmost integrity for the sake of the client, for the sake of a successful public relations effort and for the sake of that writer's on-going relationship with media and other constituents. Public relations is as much about building trust as it is about affecting behavior.

DIGITAL MEDIA

Writing in the digital media area of specialization consists of three types. The first is the more traditional kind of writing that one would expect in an academic setting. This includes intellectually rigorous research and reflections on all areas of the liberal arts, and more particularly on the history, aesthetics and impact of media and popular culture.

The second kind of writing is the script. This is the moment when the tools and techniques of communication meet the committed communicator compelled to use those tools and techniques to impact the world. The written product could be as short as a slogan on a poster or as long as a script for a feature length film or an audio or video documentary.

Finally, the third type is more media specific and is the expression of the techniques associated with a specific professional field. In general, however, the writing is focused on persuasion and entertainment. Thus, in graphic design, and audio and video production, it is essential to master elements of the <u>grammar</u> of visual and aural communication. In a very real sense, the graphic designer and the videographer communicate with their images; they are writing with different tools.

In each of our audio, video and graphic design classes, the ultimate goals are first the mastery of the grammar, syntax and, ultimately, the rhetoric implicit in each of these 21st-century media. The second goal is to develop a certain eloquence: the assignments and projects expect the student to "say" something important, persuasively and with style, about something meaningful in their life, and in our lives. And finally, our students must be observant critics of the media world in which they practice and articulate writers of more traditional articles aimed at the betterment of their professions.

ADVERTISING

As is true professionally, undergraduate work in advertising demands an exceptionally strong ability to understand, speak and write English – frequently under intense deadline pressures.

In addition to creating actual ad copy for a full spectrum of print, broadcast and electronic (Web-based) media, students must hone their business writing skills for advertising plan books, internal and external communications, written and oral presentations and detailed research papers. (See the Business section at the end of the Sellinger School of Business and Management section.) Accepted guidelines vary depending on the type of writing required and the format specified in each course. Many rules, however, are constant such as word processing all work that will be collected, follow conventions of grammar, mechanics and usage as appropriate for the audience and purpose of the text. There are some general writing tasks you can expect in advertising courses: formal research papers; creative copywriting for various media including radio, TV, and the Internet; and presentations. Please visit the Loyola Writing Center Web site for a more detailed handout on the expectations of each of these genres. (Be sure also to check with instructors and course syllabi for specific information.)

THE DEPARTMENT OF COMPUTER SCIENCE

PURPOSE

The Computer Science Department seeks to develop graduates who can author high quality automated solutions to real problems, communicate effectively with people as well as machines, and adapt in a rapidly changing technological environment.

The purpose of writing in computer science is to explain: to explain to the novice how to function in a new environment, to explain to a colleague techniques and methods, to explain to the manager concepts and functions.

Writing, then, assumes many forms. For the user, instruction guides and tutorials are needed. The complement of this manner of writing is forming the user's wishes for automation into a requirements document that makes sense to the intended user and the intended system developer.

For the colleague, there is the computer program and its accompanying description. Computer programs must be written for human as well as machine understanding. An important but often neglected part of program development is that of commenting programs. Comments (statements intended for human reading) tell what is going on; the program itself tells how the objective is accomplished.

Managers, especially, must be able to write functionally. For the manager, writing must convey purpose and form without getting bogged down in detail. Managers must be able to specify to their programmers the objectives to be accomplished, without forcing a specific implementation. Conversely, they must be able to communicate these specifications to their peers and management without dwelling upon specific implementation details. The form of these communications will most likely be reports and memos.

TYPES OF WRITING

Computer science students can expect to author many readable, documented programs. Program style is, in fact, covered as a topic in Computer Science I (CS201). Upper-division courses may require the writing of user manuals and tutorials as appropriate.

ADVICE

Not too surprisingly, instructions for most writing projects reside in computer files, prepared by individual instructors for their classes.

However, assignments and advice can be easily modified "to adapt in a rapidly changing technological environment." In the CS496 required course, senior students study the text book, *Writing for Computer Science* by Justin Zobel, (Springer, 2nd ed. 2004.)

Awed as we often are by the technological complexity of computers, the following words might help to put things in perspective:

"All a programmer needs, besides a little mathematical inclination, is mastery of his native tongue".

— E. Dijkstra

THE DEPARTMENT OF EDUCATION

PURPOSE

Programs in education are designed to advance the study of education as a distinct academic discipline and to provide students with the knowledge, skills, and dispositions needed to be effective practitioners and critical observers of educational theory and practice. In the spirit of the Jesuit tradition of *eloquentia perfecta,* the Education Department recognizes that effective teachers must be effective communicators in their professional endeavors.

The department seeks, in part, to achieve these general purposes by:

- Encouraging initiative, reflection, and the development of sound critical judgment that will enable students to interpret, organize, synthesize, and communicate facts, principles, and opinions in a logical and intelligible manner;
- Exposing students to research-oriented experiences that will increase their competence in the use of source materials and the critical examination of evidence; and
- Incorporating technology in a variety of ways will enable students to access information and formulate high-quality learning products.

The department promotes writing as a powerful tool and an important mode of learning and expression. Effective writing skills enable students to create, organize, synthesize, and refine ideas. Students will learn to demonstrate critical and higher-order thinking (analysis, synthesis, evaluation, and application) in their writing and develop the skills to be effective communicators to a variety of audiences, including colleagues, professors, parents, community groups, and administrators. Because students take courses that satisfy Core requirements and others that prepare them to be prac-

titioners of competence, conscience, and compassion, writing genres will vary. The relationship of writing to learning is a strong one—one actively encouraged and developed in all education courses.

TYPES OF WRITING ASSIGNMENTS

Because the Education Department believes that writing facilitates student learning and cognitive development, written assignments, of either a formal or informal nature, or both, are required in all education courses. For more formal, academic writing, the student is referred to the section on *Academic Writing* in the *Writer's Reference* section of this text. Courses in the Education Department will incorporate one or more of the types of assignments listed below. Instructors will provide students with specific instructions on how the requirements of particular assignments are to be met.

Formal research/term papers. Students are to develop and practice effective library and electronic research skills. Students are required to conduct in-depth research and write papers that present the research in a well-organized, clear, and coherent manner. Students are encouraged to take an informed position on controversial issues whenever possible and to incorporate opposing views when appropriate.

Critiques. Students will write critiques of written work to include journal articles and other types of literature.

Reflection essays. Because effective teaching and learning requires reflection, students will develop the skill of writing thoughtful reflections on field experiences and other learning activities. These reflection essays may be of a formal or informal nature, depending on the requirements of the course.

Persuasive essays. Students are required to develop well written essays that clearly and persuasively present their informed opinions on a specific subject related to education.

Professional reports. Reports of a professional nature, such as one evaluating the behavior of a student, are assigned in a few courses.

Journal entries/logs. To help students develop skills as reflective practitioners, students will maintain journals of field experiences and other learning activities that will inform reflection essays, class discussions, and their subsequent activities. Journal entries often involve an accurate description and assessment of a classroom situation or problem.

Lesson plans. As a part of their training in the tools of effective classroom teaching, students are required to write lesson plans that inform instruction. Lesson plans typically include: (a) a behavioral objective, (b) a set of procedures for teaching the objective, and (c) a plan for assessing student learning to inform further instruction.

Class notes. Students are expected to take well-organized and comprehensive notes, since class lectures often present information not found in the textbook.

Exams. Students are required to take mid-term and final examinations in most of their courses. Examinations usually include essay and short-answer questions. Students must learn to use writing to formulate and express their ideas in order that the faculty might evaluate them.

Summaries/Syntheses. Students will use a variety of formats, including electronic forms (e.g., PowerPoint), to summarize and synthesize main concepts from text or to facilitate effective class presentations.

Parent communications and newsletters. Learning how to effectively communicate to parents and the community are important abilities for educators to master, and students may practice them through classes or during practica.

Portfolio. All students who seek teacher certification will produce a professional portfolio that illustrates their understanding of the INTASC principles and provides evidence of meeting those standards. The portfolio includes a clear description of the student's teaching philosophy.

CRITERIA FOR EVALUATING STUDENT WRITING

The department expects students to demonstrate their ability to communicate effectively to a variety of audiences and in a variety of formats. Students are expected to use a word processing program for their writing assignments and to follow American Psychological Association (APA) manuscript style to the extent possible on all writing assignments.

At a minimum, the use of APA style requires one-inch margins, 12-point Times New Roman type, page numbering and a header at the top right of every page, proper citation of all sources of information within the text, and a reference page for all references used and cited in the paper. Some papers will require a title page. Information on these and other APA criteria can be accessed through the Loyola College Library Web Page under *APA citations*, as well as in

the Research section of this text, which also provides excellent guidelines for writing with clarity, smoothness, and organization (as does the fifth edition of the APA *Publication Manual*, 2001).

In general, a paper that would be assigned a grade of "A":

- Addresses the assignment thoroughly without needless or unassigned content that does not enhance the paper; is well researched.
- Uses sentences that are forceful, varied, clear, and logical, reflecting a strong vocabulary and word use.
- Demonstrates coherent and rhetorically sophisticated organization; makes effective connections among ideas.
- Shows especially careful and logical development of related ideas in coherent, sequential paragraphs.
- Demonstrates an analysis of the problem or question in a very sophisticated, intelligent manner and provides clear, compelling support for statements.
- Cites relevant sources properly and integrates them into text appropriately and well.
- Uses APA manuscript style properly throughout the paper.

Plagiarism is considered a serious offense that is likely to result in a grade of "F" for the assignment or the course. See the Research section of this handbook for more information on how to avoid plagiarism and cite material appropriately.

ADVICE

Instructors expect students to demonstrate elements of critical and higher-order thinking in their writing. Bloom's *Taxonomy of Educational Objectives* (1956) provides an excellent guide for the level of understanding that most instructors expect.

Students are expected to proofread and revise written assignments prior to submission to the instructor and to take the initiative to utilize the resources of the Loyola Writing Center as needed.

Students must understand the importance of properly identifying and citing sources of information used in all forms of writing. The APA section in this text provides guidelines for avoiding the improper borrowing of ideas and language. Students are also encouraged to consult the Loyola/Notre Dame Library Web site for more information on plagiarism. To paraphrase a legal adage, ignorance of the "laws" regarding plagiarism is not a valid excuse for violating them.

Students are responsible for submitting work on time and following other guidelines for assignments provided by the instructor.

THE DEPARTMENT OF ENGINEERING SCIENCE

PURPOSE

In the engineering profession, the ability to communicate ideas and technical information in written form is mandatory. Engineers may need to address a wide variety of audiences—management, peers, nontechnical professional groups, lawyers and courts, state legislatures and committees, technical symposia, improvement associations, and school groups—because constituencies such as these may have an interest in a project. A key characteristic of all written documents about an engineering-related topic is that they must be clear and concise communication of technical information appropriate for the intended audience; therefore, engineers must become proficient in using writing styles and formats appropriate for various audiences.

In communicating with peers, engineers typically use two types of documents: the research paper for a peer-reviewed technical journal and the technical report. The technical report is a brief on a special topic to be used internally within an organization to communicate ideas or progress on a project.

For nonengineering audiences, engineers may need to write texts that explain a project or comment on a proposal. These texts can take various forms such as an op-ed essay for a local newspaper or white papers for civic groups or clients. Because these are not for technical experts, they cannot depend on mathematical formulas, equations, and other typical features used in technical reports or journal articles.

Writing and more broadly communicating with these diverse audiences may also require other forms such as computer presentation software (PowerPoint) and posters.

TYPES OF WRITING

Engineering students are expected to learn, practice, and hone their written communication skills with their professors and peers in a variety of styles and situations.

To facilitate this learning process, beginning students are exposed to readings, information-gathering techniques, and report writing. First-year engineering students will have an opportunity to write short laboratory reports. In the sophomore year, students are required to create more extensive laboratory reports and essays. By the junior year, students are expected to produce term papers and

technical documents. Seniors are required to produce documents, especially as a product of their senior design course, that may be suitable for publication in such venues as the technical proceedings of a conference (such as the American Society for Engineering Education or the National Educator's Workshop). Thus report writing skills are built upon, enhanced, and brought to greater levels of expertise throughout the student's undergraduate education.

There are also opportunities for engineering students to exercise their writing and technical communication skills through Hauber summer fellowships and the Undergraduate Research Colloquium. These venues provide students with the opportunity to experience the art and science of oral presentations, poster presentations, and writing sustained technical reports.

In short, engineering students should expect to write a variety of documents including lab reports, exam or homework essays, abstracts or summaries of a research or popularized science article, software-based (PowerPoint) presentations, poster presentations, term papers, and technical documents. More details about suggested formats for these various kinds of writing can be found on the Loyola Writing Center Web page at *A Writer's Reference* portal.

The exact nature of writing assigned in engineering courses is left up to the individual instructor. Assignments may vary in length, complexity, and the time required to complete them, ranging from a few weeks to the full school year for a senior design project. Students are encouraged and often required to submit rough drafts of their work for review. An instructor will respond, depending on the type of document, with a verbal review, generalized or extensive written comments. The review may encompass the use of the language, the format, the use of technical information, the interpretation of experimental data, the experimental techniques, and other appropriate feedback to the students to help them produce the best possible final document. Each instructor sets his or her own detailed expectations for a particular style, such as what constitutes a lab report that is appropriate for that course and its level.

ADVICE

Othmar H. Ammann, the Swiss-born civil engineer who was a major force in the designs, contracts, and building of important New York tri-state region bridges (including the George Washington, Throgs Neck, Whitestone, and Verrazano), stressed the importance of larger concepts, effectively communicated through well-ordered verbal structures:

Unfortunately, most engineers think in terms of details. And so most engineering reports are cluttered with meaningless particulars. Actually, what the reader needs most is a good general view of the situation. In my reports, I usually start off with a summary and a statement of conclusions. Then, I use logical subdivisions of the subject, and try to develop my basic material in language the layman can understand. Effective communication in engineering usually involves not only the interpretation of mathematical formulae, graphs, charts, and experimental data, but the understanding of the underlying principles of the topic.

Writing, in all its forms, is the primary way in which one expresses scientific knowledge and reasoning. Typically technical writing includes graphical texts as well as mathematical equations that should work with the prose to effectively communicate the information. When done well, each mode—graphics, mathematical equations, and writing—serves to enhance and reinforce the other. A number of books by Edward Tufte, including *The Visual Display of Quantitative Information,* are useful resources for any serious engineering writer. Good writing provides the context for the technical information and calculations helping a reader to navigate the logic. A one-credit course in spreadsheet software, such as Excel, will help you learn guidelines for proper and powerful graphical displays and analyses.

Thinking back on your own difficulties reading textbooks or technical articles should make you sensitive to the complex interplay of words, graphics, and mathematical expressions characteristic of technical writing. Although not every intermediate step needs to be detailed, a clear chain of reasoning that allows the reader to follow your thinking is imperative.

We encourage you to hone your writing skills in core courses, including WR100 Effective Writing, and to be prepared to exercise these skills in your engineering courses. You can refer to the Loyola Writing Center Web site and other parts of this text for details about the expectations for writing at Loyola College.

Different journals and engineering disciplines (e.g., mechanical, electrical, materials, computer, or civil engineering) will have different citation styles, and writers are required to adjust to as need. For engineering courses, you will need to follow the style required by the instructor in a particular class. Beyond citation formatting styles, you are expected to practice good research and citation habits that show you have studied the material and synthesized it, rather than cobbling together "cut and pasted" paraphrases. You

are expected to appreciate the different forms of information available—from Web sites, popular journals, technical journals, mass media outlets and their different levels of technical detail and accuracy—and use appropriately. While most popular writing is not an appropriate source for students doing technical reports, there are a few exceptions, such as works by Henry Petroski. However, few writers match Petroski's accuracy, knowledge, and skill, so it is usually better for you to use technical sources in your research.

A good writer is first a knowledgeable reader, and, therefore, students are encouraged to read scientific and engineering journals, both professional such as *The Proceedings of the IEEE, Journal of Metals, Advanced Materials and Processes, Journal of Mechanical Design, Journal of Heat Transfer* and *Journal of Fluids Engineering,* as well as more popular journals such as *Scientific American, Physics Today, Byte,* and *Spectrum.*

Students are advised to find writing processes that suit them as individual writers. For instance, some authors can only work from an outline; others prefer to jot down ideas; still others begin writing rough drafts immediately. (See the section on Composing and Revising for helpful strategies.) Starting early and writing multiple drafts before exposing a piece of writing to the world is critical. Last minute writing is seldom successful and usually seriously impedes the effective communication of ideas. The Loyola Writing Center can be a great resource for help with the writing process and organization, especially with larger and longer term projects.

THE DEPARTMENT OF ENGLISH

Courses in the Department of English teach students to engage in reasoned critical discussion and debate concerning the nature, purposes, history, and value of literature. This aim necessarily involves a heavy emphasis on writing, not only because the student must learn to argue and support a critical position effectively, but also because the subject of argument itself is the creative use of written English.

In all English courses, reading and writing assignments go hand-in-hand in teaching the student to become both an active reader, sensitive to the richness and complexity of language, and a lively and persuasive writer, able to use that rich language responsibly and effectively. Knowledge of language and skill in its use form the foundations of the study of English.

TYPES OF WRITING ASSIGNMENTS

General comments. Students in English courses are called upon to do many different kinds of writing, including notes, summaries, paraphrases, reaction papers, imitations or parodies of poems or prose styles, examination essays, explications (or close readings) of individual texts, comparison and contrast essays on two works, and full-scale research papers. In general, however, the most common kind of writing in English courses is analytical, critical, and argumentative.

Analytical writing takes something complex (a poem, a story, or a literary movement or trend, for example) and divides it into its component parts. The idea behind analysis is that one can understand the whole of a complex thing by understanding the individual parts of which it is composed. In any good poem, for example, too much goes on all at once for a reader to have a conscious sense of the whole. By considering individually the work's imagery, figures of speech, literary conventions and expectations, rhythm, sound, and the like, the student writer can begin to understand how all of these elements, in combination, work to make the poem effective. Analytical writing, then, focuses for the most part on the question "how": how is this complex thing made?

Most good writing about literature does not ask and answer the question "how" in isolation. We wish to know how something works because we wish to evaluate it, to say whether (and why) it is good or bad, worth reading or not, belonging to one movement or kind or another. Critical writing asks questions about the nature, purposes, or value of the poem, novel, writer, body of work, or literary movement. "Is this a good poem?" is a critical question, as are the questions "According to what standards is Oscar Wilde an important writer?"; "What did Modernism contribute to twentieth-century art?" Each of these questions requires both a firm knowledge of what one is discussing—the poem, Oscar Wilde, Shakespeare, or Modernism—and a fully developed context within which judgments about the topic may be made.

The issue of evaluation leads inevitably to the importance of argument. In making a judgment of value, the burden of proof is the writer's. Analysis gives one an understanding of the complexities of the topic; argument provides the means by which the writer convinces a reader, through logical organization and supporting evidence, that the analysis of the work is accurate and the critical evaluation is reasonable. In good argument, the writer limits his or her topic to a scope that can be treated sufficiently within the time and space constraints of the assignment, anticipates and answers

possible counter-arguments, and is careful to support all assertions with appropriate evidence.

Writing in EN101 Understanding Literature. Understanding Literature, the first of two English courses in the core curriculum, is writing and reading intensive. The course is an introduction to college-level literary analysis, criticism, and argument (see General Comments, above), and focuses primarily on close readings of shorter works in verse and prose. Basic critical concepts and terminology are also covered. Students should expect to write a minimum of ten typed pages of formal critical argument (usually in two or three essays). Shorter writing assignments may include examination essays, summaries, reviews, and reaction papers.

Writing in 200-level core courses. Core courses at the 200 level build upon the skills taught in EN 101 by requiring students to apply those skills at greater length and in response to more ambitious assignments. Whereas EN 101 essays typically focus on a single short work or on a comparison and contrast of two short works, an EN 200 level-essay might treat an aspect of a long work, an idea that runs through several works, a group of works by a particular writer, or a set of interrelations between a novel, play or poem and a philosophical, theological, political, or social issue. The EN 200-level paper is also designed as an introduction to literary research. The student will be required to do library research in literary scholarship and criticism on the topic and to employ this research in the development of an argument.

Various other kinds of shorter assignments may also be made, as in EN 101: summaries, reviews, reactions, and the like. Many EN 200-level courses also require essay examinations.

Writing in upper-level courses. Assignments in upper-level courses (EN 300-499) require the student writer to employ the skills learned in earlier courses, while treating more specialized literary topics at greater length and in greater depth than is required in the core courses.

These courses typically require critical argumentative essays that are fully developed and researched. In many sections, students begin work on this long essay early in the semester and have ample opportunity to consult with the instructor about strategies, revisions, and research possibilities. Most courses at the 300-level also require some sort of short writing at regular intervals during the semester (weekly summary-response essays, reports, and the like). Essay examinations are the rule in these courses.

LITERARY CRITICISM AND SECONDARY SOURCES

Beginning with 200-level English, students are expected to use literary criticism in their research papers. Works of literary criticism, which can take the form of peer-reviewed journal articles or entire books on an author or a literary work, are disciplined attempts to analyze some aspect or aspects of one or more works of art—for our purposes, mostly literary art (plays, novels, short stories, essays, poems). Serious literary critics study their primary materials very closely and repeatedly, examine the contexts in which the works they are studying were produced, and read widely in the work of other literary critics on their subject before producing their own original analysis of a work or works of literature.

Encyclopedia articles do not offer true literary criticism, nor do *Cliff's Notes, SparkNotes,* or "overviews" of authors, works, or literary topics available online. Some Web sites post serious scholarship, but many are run by fans or students who may or may not know more than you do. True literary criticism, in contrast, is reviewed by experts in the field to insure its accuracy in points of fact and its attention to previously published scholarship. If you find your sources through the SHARC catalogue or the MLA Bibliography database online (the bibliographical resource of the Modern Language Association), you are unlikely to go wrong.

CRITERIA FOR MARKING

The aim of all formal writing done in English courses is the thoughtful treatment of a topic worth writing and reading about, presented in a clear and persuasive manner. Essays are judged, then, according to the quality of thought that went in to choosing and framing the topic (is the subject of the essay sufficiently complex and interesting?), the adequacy of the treatment (does the student show sufficient knowledge of the topic?), the development and organization of the argument (is the treatment reasonable and full?), and the presentation (are word choices precise? is the essay free of grammatical errors and other mechanical problems?). All of these criteria are important, and the best essays will be those that are impressive both in conception and in execution, right down to the minute details of punctuation and typographical presentation. Anything that impedes the reader's attention or calls into question the writer's abilities (including verbal or grammatical slips) weakens the argumentative force of an essay.

ADVICE

In the words of E.B. White, "There is no satisfactory explanation of style, no inflexible guide to good writing…no key that unlocks the

door, no inflexible rule by which the young writer may shape his course." In this, as in so many other things, the long way around is the short road home, and nothing takes the place of practice. A good deal of help is available, however, to the writer who wishes (as all good writers wish) to do better. E.B. White's own revision of William Strunk's classic *The Elements of Style,* popularly known as "Strunk and White," is very brief, very commonsensical, and very helpful on matters ranging from organization to recognizing clichés and empty phrases. The Loyola/Notre Dame Library and the campus bookstore also offer many other titles that you may wish to consult in addition to the *Writer's Reference* portion of this text.

And don't overlook your most immediate source of writing help and instruction—your professor. Every member of the Department of English has experience as a writer, and each holds regular office hours during which time you are free—and encouraged—to come and discuss ideas or problems connected with your writing projects.

INTEGRITY

The English Department regards plagiarism and other forms of cheating as the antithesis of scholarship, learning, collegiality, and responsible citizenship. The department defines plagiarism as any unacknowledged use of another's words or ideas. This definition applies to nonprint media, including the Internet, as well as to books, magazines, journals, newspapers, or other print media. To monitor the use of nonprint media, the department subscribes to an electronic retrieval and detection service.

Each English course is covered by the Loyola College Honor Code. All students guilty of plagiarizing or cheating on any assignment will fail the course regardless of their grades on other assignments or activities.

It is the student's responsibility to understand what constitutes plagiarism and to avoid it in all assignments. Students should familiarize themselves with the statement in the *Loyola College Undergraduate Catalogue,* "Intellectual Honesty"; that in the *Loyola Community Standards* brochure, "The Honor Code"; and section R-3 in the *Writer's Reference* portion of this text. Anyone having questions or uncertainties about plagiarism should consult with the instructor before submitting an assignment. Neither ignorance of the definition of plagiarism nor the lack of the intention to deceive constitutes an acceptable defense in matters of scholarly dishonesty.

THE DEPARTMENT OF FINE ARTS

PURPOSE

In each of the five areas in Fine Arts (Art History, Music, Photography, Studio Arts, and Theatre), students are encouraged to develop original, clear, and critical thinking about works of art and to express their thoughts in careful, intelligent writing.

ART HISTORY

All art history courses incorporate written assignments. At the most basic level, students learn to "re-present" works of art by using the tools of formal analysis. A good formal analysis reflects the students' mastery of a new language: rather than describing an image, students learn to explain *why* an image succeeds. An understanding of the medium, and the processes by which a work was created, is essential. Line, shape, texture, color, space, light and shade may all contribute to the unity of a work of art. An informed observer may use these tools, in turn, to situate art in its historical context.

Art history courses also encourage the development of critical reading skills. To that end, students in many courses are asked to assess texts through essays. Such assignments require students to identify an author's thesis and the evidence used to support an argument, and to weigh the effectiveness of the argument. Students must find their own words to explain the complexities of a challenging text.

Upper-division courses require lengthier papers. Students may be asked to design a hypothetical exhibition or to formulate an independent research topic. In either case, the tools of formal analysis and critical reading remain essential. In addition, students develop research skills, learning how to use primary and secondary resources, how to construct their own arguments, and how to present those arguments effectively.

Art history courses require 10-20 pages of written work, depending on the course. All research papers require the use of MLA style with footnotes (parenthetical citations are not permitted).

MUSIC

The study of music involves work in three areas: music history, music theory, and performance. Students learn to understand, create, and enjoy music by studying the great works of the past and present in historical, theoretical, and aesthetic terms. Students in

performance and composition then apply this knowledge and experience to the development of the art and craft in their own music making.

All music history courses require papers and well-written essays. Papers are sometimes required in theory classes. Short critiques of concerts are required in nearly all music courses.

To say that papers in music should focus on the musical aspects of the piece being discussed seems to be an obvious statement. Many students, however, often concentrate on inappropriate areas in their first attempts at writing about music. Biographical information is important, but only to the extent that it helps the reader to understand the music under discussion. This information should take up only a small portion of a paper. A chronological listing of events in a piece of music by itself is meaningless. The impact of each event and its relationship to other parts is central to a good paper.

Historical context is an important factor in the discussion of a work. A writer needs to consider the musical environment in which the work was created and the social forces which helped to shape that environment. Those elements should serve to illuminate the principal subject, the music itself. They will not, generally, be the main focus.

More to the point, works should be discussed in terms of how the musical elements of melody, rhythm, harmony, form, and timbre are manipulated by the composer and/or performer to create a complete and aesthetically satisfying work of art. The level of sophistication employed by the student will depend on the particular course, where it falls in the curriculum, and the point in the semester in which the paper is given.

The music faculty know from personal experience that writing about music is one of the most difficult forms of literal expression. Their experience and guidance are valuable resources that all students should use to their fullest advantage. Proper preparation for writing, e.g., research, outlines and the like, is expected. Papers should be typed and adhere to the MLA format.

PHOTOGRAPHY

Most of the introductory photography courses include writing analyses of individual artists, specific photographic works, or exhibits. These analyses explore the history, visual elements and principles of design, and themes used to construct the work. For

guides, students read and discuss criticism and analysis of past and contemporary photographers, photographs, and exhibitions. Students conclude their formal analyses with an argument outlining the content or meaning behind the work and their personal relationship to the work.

Many upper-level photography courses require the students to keep an artist sketchbook/journal that is checked throughout the semester. The content of this book must be course specific, and must include visual components such as sketches and photographs. The regularity with which the student writes, and the specificity of the content, will affect the grade. Most upper-level photography courses also require students to write artist's statements. These statements take the form of art gallery statements in which the students explain and analyze the impetus, method, and content of their work.

Courses in cinema require longer papers that examine specific directors, styles, genres, or periods. These papers are expected to be very similar to students' essays in literature and to follow the standard MLA format. Discussion and analysis of cinema technique, content, interpretation, and the students' personal response are expected.

STUDIO ARTS

Studio arts faculty incorporate writing in distinctly different ways, depending upon the course. Journal keeping, academic essays, and personalized responses of various kinds are some ways that writing is included in studio disciplines. The practice of writing becomes especially useful when potential future artists are expected to write and speak clearly about their own work and processes with an informed sense of their relative positions within art historical time and the present.

Students learn to articulate verbal responses to their own and others' artwork through the discipline of critique in a manner that is modeled by the professor. Writing will typically build upon the foundation laid in class through lecture and critique. Guidance regarding the expected format of the written work will usually be given. Museum and/or gallery visits may precede a written response.

Most studio courses are accompanied by some type of formal, technical, and art historical visual information that provides context for the practical, sequential assignments throughout the semester. Visual references of historical precedence can provide inspiration for students and help them become more sophisticated and conceptual in their work once they have developed technical skills.

Students physically go through the process of creating artwork and assessing that work along the way to completion. They learn to objectively consider the works of their peers through the shared experience of having completed the same assigned problem and witnessing the many different visual solutions that were found. Students also learn to objectively consider the works of established artists, through practicing some form of a "Conversation With A Work of Art." An essay of this nature employs appropriate terminology learned in class in order to consider of the formal, technical and compositional aspects of a work. A deeper appreciation of the work can be developed through considering the emotive and stylistic characteristics of the work and the artist's possible intention. Only after considering an artwork thoroughly and objectively—supported by observable visual facts—is it possible (or fair) to proceed to articulate a subjective response, whether of a famous work, the work of one's peers, or of one's own.

Students in upper level courses may also engage in research about particular artists' works or historical movements as inspiration for their own original art that references the past. Students are encouraged to attempt to synthesize concepts learned in all their studio courses, applying the strengths of the many disparate disciplines and techniques in pursuit of their own vision. Informed personal insights will, ideally, lead to breakthroughs in students' visual thinking and creative production. Writing about one's own work and others' can be an invaluable tool toward this end.

THEATRE

Every theatre course requires students to attend theatrical performances. Typically, students write reflection papers about these performances to sharpen their perception based on the content of the courses and to articulate responses to both professional choices and the thematic content of the play script.

In performance classes, each performance is accompanied by a written analysis such as a character analysis, a rehearsal journal, or a statement of directorial concept. These written components encourage students to clearly articulate a specific rationale for the choices they make in performance.

Research papers in theatre history/dramatic literature courses ask students to compile information on a subject and make and support an original statement/claim about the topic. These courses also include written examinations.

THE DEPARTMENT OF HISTORY

GENERAL PURPOSES

In History 101 our goals include acquainting you with using evidence about the past and introducing or re-introducing you to historians' skills in using facts: in critical reading and accurate writing.

In addition to these goals, intermediate and advanced history courses are designed to teach basic research skills. Library, archive, or other research work will be required, and you will normally write formal papers that report your research results, using approved means of citing and acknowledging outside research sources. These research skills may be used in fields other than history.

TYPES OF WRITING ASSIGNMENTS

Formal papers in intermediate and advanced courses will usually conform to one of the formats listed below. Unless you are instructed otherwise, all formal papers involve correct use of the approved forms of historical citation – footnotes or endnotes. See the *History Style Sheet,* available at the History Department office, for the rules.

- Analytical book reviews or primary-source document analyses which break down the arguments and supporting evidence of the author involved and compare them to other arguments and evidence found in books, scholarly articles, and primary sources.
- Reviews of current historical literature, comparing, analyzing, and criticizing the ideas of several historians, as found in books, monographs, scholarly articles, etc.
- Argumentative papers that defend a point of view on an historical issue.
- Comparative papers, based on either primary or secondary sources, that analyze similarities and differences in institutions, personalities, gender relations, etc., across temporal or cultural boundaries.
- Research papers that (a) state an historical thesis; (b) investigate other historians' arguments and counterarguments on the subject; and (c) use argument and specific evidence to support the thesis. These papers involve extensive library research and use of primary sources whenever practicable. Seminar papers, research papers assigned in HS 400-level seminars are usually 15 pages or longer; they constitute an in-depth "capstone" project for history majors.

Instructors may assign a wide variety of informal papers: summaries, narratives, analyses, "prewriting" or "writing to learn" exercises. In general, informal papers do not require footnotes.

HALLMARKS OF EFFECTIVE WRITING: CRITERIA FOR EVALUATION

The specific procedures for grading will be stated by the instructor in each course.

In general, History 101 papers judged "excellent" (A grade) should be analytical, incorporating facts and including structured, balanced arguments. For intermediate (300-level) core courses, papers graded "excellent" should create, sustain, and present arguments based on assigned textbooks and library and/or Web-based sources. Excellent papers in advanced (400-level) courses should demonstrate extensive research in both primary and secondary sources in support of sophisticated arguments in elegant prose.

All formal papers should conform to the rigorous rules and conventions for historical writing that are outlined below and described more fully in the *History Style Sheet* available on the History Department Web site. You might also use the Chicago Manual of Style (CMS) format described in Section CMS-4 of *A Writer's Reference*.

Students enrolled in all history courses are eligible for the department's writing prizes, given each year for the best essays at the 100 level and the intermediate-advanced level. Nominations are made by course instructors. You do not need to be a history major in order to compete.

PARAMETERS AND ADVICE

A formal history paper should argue a THESIS about the past. Include nothing in your paper, no matter how quaint or curious, that is not connected with or important to your thesis. See the guidelines for argumentative writing in Sections A2-A4 of Hacker.

FOOTNOTE (or endnote) the sources of the evidence and opinions in your paper so that others can find and follow them. When in doubt, provide a note.

IF IN DOUBT ABOUT WHETHER TO USE A QUOTATION OR NOT, DON'T. Quotations should only be used as evidence, that is, as examples or illustrations of ideas you state in your own words. Do not let quotations state the paper's argument for you. A good rule of thumb is to ask whether the paper would still make the same points if all the quotations were left out. If not, put more of the paper in your own words.

DO NOT USE "ANONYMOUS" OR "DROPPED" QUOTATIONS. The reader should know—from the text —just who is being quoted. "George III was a tyrant," means different things if it was said by Thomas Jefferson or by the British prime minister Lord North. So make sure that your text contains phrases like, "according to Jefferson," or "Lord North admitted," or "Bancroft wrote" in connection with all quotations. Section CMS-3 of Hacker makes this same point and suggests an assortment of "signal phrases" to introduce quotations correctly.

Always PROOFREAD and correct your work. This includes spell-checking on the computer, but it should also involve proofreading by eye. Spell-checking alone is not sufficient. Remember that you—not your computer—are responsible for any errors.

PROCESS

Try to write up your research soon after you do it, and expect to do some rewriting to make your earlier writing fit together.

Begin writing early. Almost all successful formal papers go through several drafts, so do not expect to do all the writing on the night before the paper is due. Writing a paper from scratch the night before is not a sign of cleverness or bravery, but of poor organization or, perhaps, laziness. It will be evident to your instructor and win you neither respect nor sympathy.

Compose a complete draft as early as you can, and show it around—to your instructor, if possible, or, if not, to classmates, roommates, parents. If you do not show it to anyone, at least read it aloud to yourself and see how it sounds. Expect to make large changes from draft to draft. Almost all professional writers —including your instructor—prepare multiple drafts of their work. *A Writer's Reference* contains some excellent suggestions for revising and improving draft papers in Sections C2 and C3.

THE DEPARTMENT OF MATHEMATICAL SCIENCES

PURPOSE

When you write something in a mathematical science course, two general purposes are being served. Your purpose, as in all writing, is to communicate your ideas as clearly as you can. Of course, it helps if you come up with some good ideas! The purpose of the assignment is to further the objectives of the course or provide a means of assessment. See also section **C**, pp. 5, 38.

AUDIENCE

Whenever you are writing, you must constantly keep your audience in mind. Actually, maybe you should keep in mind who you are pretending your audience to be! Sometimes it's a mistake to think that the teacher is your audience. Thoughts like "I don't need to explain this because the teacher understands" or "Of course the teacher knows why we're looking at this problem" cause students to leave out too much explanation and background.

Imagine instead your audience as other students in the class who have been absent for the last week or so. They have the necessary background, but haven't thought about the specific problems that you have. Now write down what you would tell them to help them understand your work. See also sections **C**, pp. 5, 21, 38; **W**, p. 147.

TYPES OF WRITING

Quizzes and examinations. Writing in a quiz or exam will usually be short, maybe 2–5 sentences, and provide an answer to a specific question, or a justification for an answer.

Book reports, reading responses. Often the math and stats content in this type of writing will be fairly low, in which case the criterion for the assignment might be the same as for similar assignments in other classes. See also section **A**.

Proofs. In advanced math classes (MA 395 and all the 400 levels) proofs are commonplace. The ideal proof always has a significant written portion. It will also often have verbal phrases alternating with mathematical phrases; beware! these are challenging to combine well.

Projects. Projects are the most involved type of writing in a math or stats course. These might consist of expositions, or a lengthy problem, or data gathering, analysis, and interpretation.

GENERAL GUIDELINES

Criteria for assessment. Even in a math or stats class, grammar counts. Spelling should be correct, sentences complete, subjects and verbs in agreement, etc. See sections **G, P** and **M**. These things count because they help the reader understand mathematical content.

However, content, instead of grammar, will usually be the primary criterion for assessing a written product. In a mathematical document, written content usually includes some of the following: introduction, explanations, interpretations, justifications, discussions of shortcomings, and conclusions. The main challenge in mathematical writing is to combine these words with mathematical symbols in the clearest way possible.

Clarity. Mathematics is hard to learn and even harder to read. Therefore a good writer will work extra hard to be understood. The most common problems are to leave out too much and to construct unclear sentences.

Sweat the details. The difference between a clear mathematical statement and an unclear one is often very small: perhaps a single word or comma. Some examples are given below, but in general, plan on spending time rereading your words and formulas and asking yourself if your audience will understand.

Completeness and explanations. It is a matter of balance to decide how complete your work should be, how many steps should be included, and how many explanations to give. To strike the right balance, you should keep in mind your audience and what your most important points are.

If you do choose to leave something out, it still might be nice to include a short phrase about what was omitted. For example, you might leave out the quadratic formula but say, "By the quadratic formula we have $x = 2, 3$."

Words and symbols. Mathematical writing is a tricky blend of two languages: ordinary prose and mathematical notation. Many writers make the mistake of replacing prose with notation; in fact, you should do the opposite: minimize notation and increase the number of words used, though not to the point of verbosity.

Here are three more rules for adding words: introduce each new symbol with a word or two that tells the reader what is coming;

include written transitions between different types of calculations; make every mathematical symbol or number in your paper part of a sentence (tables are one of the very few exceptions to this rule).

SPECIFIC EXAMPLES

Add words for context and meaning. Here's an example that needs improvement.

Bad | Part (a) 3/3! = 1/2, 5/5! = 1/4!, 7/7! = 1/6!, 9/9! =1/8!.

Never leave your calculations naked; clothe them in writing! Here's a better version.

Good

> Part (a) Here we simplify some fractions that contain factorials. For instance,
>
> $$\frac{5}{5!} = \frac{5}{5 \cdot 4 \cdot 3 \cdot 2} = \frac{\cancel{5}}{\cancel{5} \cdot 4 \cdot 3 \cdot 2} = \frac{1}{4 \cdot 3 \cdot 2} = \frac{1}{4!} .$$
>
> The crucial step is that the 5 on top cancels the 5 on the bottom. Similar calculations show that
>
> $$\frac{3}{3!} = \frac{1}{2} , \ \frac{7}{7!} = \frac{1}{6!} , \ \frac{9}{9!} = \frac{1}{8!} .$$
>
> We will use these calculations in part (b).

Equals signs: "=" is not "is" and does not equal "equals."
Here's an example of a common misuse of "=".

Bad | The derivative of $\sin(x) = \cos(x)$.

Usually "=" indicates that the things on either side should be treated as one grammatical unit. With this interpretation, the example says that $\sin(x)$ equals $\cos(x)$! Here's a clearer way to rewrite this example.

Good | The derivative of $\sin(x)$ is $\cos(x)$.

Here's a similar example involving only arithmetic.

Bad | The remainder of $\dfrac{11}{4} = 3$.

Good | The remainder of $\dfrac{11}{4}$ is 3.

Don't mix math and prose in a single phrase. Here's an example where notation replaced words, with a bad result.

Bad | Taking the $\sqrt{2}^3$ would yield $2\sqrt{2}$.

Adding a few words removes the needless confusion. Here is a better version.

Good | Taking the cube of $\sqrt{2}$ would yield $2\sqrt{2}$.

Label graphs.
When people look at a page that contains a graph, the first thing they see is the graph, not the words that explain the graph. So don't make the reader dig through your writing to find out what the graph means.

Every graph should include as much useful explanation and context as possible: give a caption for the graph, label different curves, include a scale or numerical values on the axes, etc. See also section **C**, pp. 43-47.

References and citations. How much to cite and what format to use for citations are questions with no definitive answers, and should be taken up with your instructor. However, it is generally true that what is considered common knowledge in mathematical sciences is rather broad. Most likely, any mathematical statement or fact that you see in any book or article is considered common knowledge and would not need to be cited directly. However, opinion, interpretation, or a new approach to a topic should be cited. Finally, you *should* cite background sources in your references, and mention them at some point in the text. Here are two examples.

Unnecessary | According to Doe [1] the Fundamental Theorem of Calculus states that . . .

Here "[1]" is, presumably, the citation information for this book.

Safe | Most of the ideas in this paragraph are from the book by Doe [1].

FURTHER REFERENCES

[1] www.evergreen.loyola.edu/~educkworth.
A longer version of this document, with more examples.

[2] Paul Halmos, How to write mathematics, American Mathematical Society, 1973, pp. 19-48.

THE DEPARTMENT OF MODERN LANGUAGES & LITERATURES

PURPOSE

Writing is an integral part of proficiency in a foreign language. As students deal with vocabulary, grammar, structure, syntax, and style, they actively and frequently rely on comparative grammar and on the writing skills they learned in other classes.

Although the general writing process in a foreign language and in English are similar in nature (both stress proper language use, careful organization, and critical thinking skills), the degree of sophistication differs greatly. The task at hand is not to refine, but rather to build upward and guide students from an elementary language level through a number of increasingly complex stages until they arrive at an acceptable level of competence with the written language. This process necessarily incorporates learning vocabulary and studying grammatical structures. As students begin to express themselves coherently and more confidently, they can focus their attention on stylistic matters. However, even in the upper language levels, while students try to achieve an advanced level of competency, writing continues to be quite a complex process done with dictionary in hand. Doubts constantly arise about correct grammatical and idiomatic use of linguistic structures in the target language.

Seeking this degree of competency, the elusive "other world" of linguistic peculiarities, encourages students to evaluate reality through a different perspective. In order to express themselves well, they must learn the points of reference and subtleties of idiomatic expressions, which tie linguistic expression to the cultural framework in which it is used by native speakers.

TYPES OF WRITING

All courses require class notes. These vary, according to course level, from simple examples of grammatical usage, questions-answers, and translation to extensive notes on lectures and class discussions in culture and literature courses.

Since writing, more so than the spoken word, encourages students to use proper grammar and structure and to organize ideas and concepts logically and convincingly, the department has agreed that frequent writing must be integrated into every level of language study. The information governing each assignment is left to the discretion of the individual instructor. At the first-semester level, stu-

dents will hand in a minimum of two typed samples of their writing, each of at least one paragraph in length; in the second semester, two longer pieces of writing. At the intermediate level, each semester students will compose a minimum of two essays of at least one typed page in length. The following is a list of possible types of writing required at each level of the program:

Introductory courses
- Brief descriptions
- Brief summaries
- Dialogues

All are logical expansions of basic vocabulary and grammar structures.

Intermediate courses
- Summaries. These condense versions of the essential thought of a longer, more complicated piece improve reading skills as well as organizational skills.
- Interpretative summaries. Rather than simply offering a compressed version of material, these summaries encourage students to choose details carefully from the text in order to support their interpretation or thesis.
- Compositions. These one- to two-page papers, based on the thesis-subthesis model taught in the freshman writing course, employ the special vocabulary and structure of a particular lesson.

Composition and conversation courses
- Descriptive, narrative, and expository essays. Using the techniques of definition, classification, comparison and contrast, and argumentation, these different types of writing expose students to stylistic conventions of literary and nonliterary traditions.

Upper-division culture and literature courses
Each course requires one or more of the following in target language: a major paper (8-10 pages), a short paper, an essay test.
- Short answers and essays answers to tests
- Interpretative essays
- Analyses of a poem or literary selection
- Research papers. The expectations in terms of format, mechanical correctness, and style are not unlike those of other departments.

WRITING GOALS

Introductory courses
Students will be able to write a short, comprehensible paragraph on a familiar topic with a minimum of logical and grammatical errors.

Intermediate courses
Students will be able to compose paragraphs or take notes on familiar topics—their interests, daily routine, everyday events, and the like.

Composition and conversation courses
Students will be able to write descriptive, narrative, and expository prose. They will also be able to proofread their own and other's work for errors in mechanics, organization, and stylistics.

Upper-division culture and literature courses
Students will be able to express themselves effectively in test essays, summaries, and critical and interpretive analyses.

CRITERIA FOR EVALUATION

Mechanical correctness is required in all courses. Faulty genders and noun-adjective agreements, improper word choice, misspellings, and misuse of verb tenses all result in lowering a grade. In addition, writing is evaluated in terms of originality, content, organizational skill, appropriateness of tone, and style. Some instructors assign a separate grade for content and style; the final grade is an average of the two. Many instructors require multiple drafts: the first draft is destined for peer critique while the second is graded. For the format of research papers, the department endorses the *MLA Style Manual* or other appropriate system of norms approved by the instructor. (See the Research section of this text for more specifics about MLA style.)

ADVICE ON WRITING

The process of learning to express yourself correctly and develop your ideas in a foreign language requires patience, practice and attention to detail. The goal is not direct translation from your native language, but rather an increased sensitivity to the range of linguistic and stylistic possibilities which the new language affords. The following are suggestions as to how to develop this ability.

Mechanics and Style
- Use a dictionary for spelling/gender.
- Avoid circumlocutions by using a specific word.
- Cross-check dictionary entries to ensure the proper meaning of a word or expression.
- Avoid needless repetition of nouns. Use synonyms or pronouns.
- Vary sentence structure by combining simple sentences into complex ones.
- Vary sentence structure by introducing a sentence with a prepositional phrase or adverbial-adjectival clause.

- Use transition words to create a more even flow of thought.
- Check noun-adjective agreement and verb endings by reading aloud. Do this on several separate occasions before handling your final draft.

Organizational
- Choose specific concrete detail which supports the thesis and/or the topic sentence of each paragraph.
- Look for possible interesting comparisons or contrasts.
- Group and order details logically under the proper topic sentence.

THE DEPARTMENT OF PHILOSOPHY

PURPOSE

The purpose of philosophy within the liberal arts curriculum of Loyola College has always been to provide students with an opportunity to reflect critically and intelligently on their experiences as well as to develop a better understanding of the rational character of human life and the world. Such critical, rational reflection is fostered, encouraged, and strengthened through the process of writing. Thought itself requires language. Sometimes that language is highly technical and formal in construction; sometimes it is quite familiar and ordinary. In all cases, however, language is the formulation of reasoning. It shapes our thoughts, and it communicates them to others. Thus, it is simply untrue to say, "I know it but I just cannot put it into words." One of the preeminent twentieth-century philosophers of language, Ludwig Wittgenstein, reminds us: "That which can be spoken of can be spoken of clearly."

The most important purpose of the writing assignment in philosophy is to promote the written communication of what one thinks with clarity, accuracy, and critical assessment. The process of writing is also a key part of developing that thinking in the first place. The types of formal writing assignments employed by the philosophy department include essay examinations, book reports, short reflection papers, and longer research papers.

TYPES OF WRITING AND WRITING ADVICE

General remarks. It is useful to make some general observations about writing for philosophy courses, especially since philosophers themselves use various styles or modes of discourse in the presentation of their teachings. In almost all cases, students will find that philosophers value the following traits in any composition.

- A principal concern in philosophic writing is the completeness and accuracy of the information presented. Be certain of the facts and the details involved in the doctrines or theories you discuss.
- The primary mode of communication available to the philosopher is rational discourse. Therefore, take care to expound philosophical arguments as clearly and logically as possible. A sound procedure, particularly for beginning students, is to omit nothing from the composition of your argument which otherwise would have to be supplied by the reader. That is, all the logical steps should be demonstrated carefully and all the rational connections among them should be noted plainly. Observing that procedure benefits you as well as the reader, for if writers express themselves clearly and rationally, then the persuasiveness of their theses to the reader will be enhanced.
- Philosophy addresses human concerns. Hence you should be aware of those areas of human experience which are germane to your topic. You should indicate and develop any particular implications for human life which might be contained in your position. A sound philosophical account should comprise both what is known or familiar to us and those facets of human life previously unnoticed. Attention to such concerns will enhance your philosophical writing.

Introductory level essays. In introductory courses, a principal aim of the teacher is to identify and describe the abiding philosophical questions or problems and to show how they have been treated by various philosophers. Writing assignments for such courses regularly involve exposition and criticism of the philosophers' teachings. Students need to acquire a variety of effective reading strategies to work with the demanding texts of philosophical discourse.

Once a philosopher's doctrine has been comprehended, the student should work to develop a formulation of it which is clear and coherent. Any expository essay on a philosophical teaching must involve a course of reasoning which makes plain the philosopher's thinking. Most philosophical accounts proceed by demonstrating that our immediate comprehension of an issue is inadequate to explain the matter completely. Therefore, when composing an expository essay, you might do well to consider these two questions:

- What does the philosopher argue is wrong with the accepted understanding of the issue being discussed?
- What does the philosopher suggest may be done to correct such errors?

In the simplest writing assignment, the treatment of those two questions alone may be sufficient to satisfy the essay requirements. But

if the paper also involves a critical component, then student must provide some appraisal of the philosopher's doctrine. Accordingly, you may need to treat one or more of these questions in the essay:

- Has the philosopher actually discovered a real defect in the way the issue is regularly understood?
- Does the manner of resolving the problem avoid subsequent defects?
- Has the philosopher taken into account all pertinent factors in resolving the problem or have some been ignored?
- Does the philosopher's proposed resolution of the matter actually accomplish what it intends to?
- Does the philosopher's resolution of the issue in fact raise other difficulties which have not been taken into account?

Compositions for a philosophy course which involve both exposition and criticism should take such questions into consideration and provide clear, reasoned responses to them. Note that a critical dimension to an essay does not exclusively imply a negative criticism of the philosopher's teaching. Indeed, positive criticism may reflect how the philosopher's teaching adequately resolves the questions addressed or the extent to which solutions offered are superior to those offered by others.

Personal reflections in essays. You may often be asked to write essays on topics which emphasize your own thinking about your experiences. Such writing assignments are quite common in ethics courses where the theoretical and practical intentions of philosophy frequently converge. What has already been said about expository or critical papers also applies to personal reflection essays. But it is worthwhile to note the following objective guidelines for argumentation and evidence in papers which might seem to invite a completely subjective orientation:

- Since personal reflection essays focus on your critical thinking about your own experiences, it is plain that reference to your own activities is pertinent to such writing. But in order to make a philosophic statement about such experiences, they must be basically universal. The specific experiences you incorporate as evidence in your argument and the conclusions derived from them must apply to human experience in general, for philosophy considers the nature of what is to be human and that cannot be decided by what is exclusively peculiar, rare, or idiosyncratic to individual human beings.
- The main source for the personal reflection paper is your own experiences. However, you cannot rely simply on a description of the experience or the sentiments which accompanied it. Instead, the strength and worth of the views advocated in the essay will be determined by the logic, the consistency, the ratio-

nality, and the coherence of the arguments which are adduced as support.

- In addition to developing a reasoned account which reflects on your own personal experiences, it is important to be mindful of possible contrary arguments. It may be worthwhile to incorporate counterarguments to the views you endorse and the reasons for the superiority/soundness of your position over alternative interpretations or accounts.

Critical book reviews. Book review writing assignments require you to summarize and describe the principal doctrines, arguments, or conclusions of a philosophic text as well as offer some critical assessment of them. The primary purpose of critical analysis and reflection is to examine carefully and evaluate thoroughly the adequacy of any philosophic account.

Major research papers. Particularly in upper division philosophy courses, you will often be expected to write a research paper of *ten to fifteen pages* to satisfy the requirements for the course. The specific requirements for such papers may vary from one professor to another. Some will emphasize attention to primary sources; others may specify consulting secondary literature or commentaries as the basis for research. In all cases, it is imperative that you provide a complete bibliography of the texts which have been consulted and employ an appropriate means for citing passages or ideas which have been taken from them for use within the essay. When employing secondary literature, commentaries, or interpretations of philosophic texts do not assume that such sources are infallible. Be as critical about the acceptance or selection of secondary sources as you are about the philosopher's teachings themselves.

TYPES OF WRITING ASSIGNMENTS

Individual professors establish different requirements regarding writing assignments. Some require the submission of preliminary drafts of the essay prior to submitting the final version. Some may require only an essay topic proposal prior to submitting the essay. Others may require only a copy of the final draft. Your professor will also offer guidance on the appropriate stylistic conventions for citation and form and *A Writer's Reference* offers a thorough treatment of MLA style. Remember, whether the composition is for an essay examination, a reflection paper, a critical book review, or a research paper, the writing assignment in philosophy is intended to promote critical, rational reflection in the best way possible.

As the writer, you are responsible to draft, get feedback, and revise as necessary, regardless of the procedure set by the assignment. And you are always encouraged to consult with the individual pro-

fessor about the choice of essay topic or book to be reviewed, the most appropriate means of creating the subject under consideration, and the best way to meet the requirements for the writing assignment. The Loyola Writing Center provides additional (non-expert) readings by peer consultants.

CRITERIA FOR EVALUATING ESSAYS

As requirements for essays differ from professor to professor, so too, do the criteria for grading. Though the differences are not arbitrary, the criteria for grading written work reflect several considerations. Writers of philosophic essays should consider these integral features:

- a focus on textual analysis;
- the use of critical reasoning;
- the gathering and presentation of evidence for your views;
- the difference among kinds of evidence and their respective worth;
- the manner of formulating your argument and possible counterarguments;
- the testing of the strength of your arguments and conclusions in terms of their clarity, consistency, rationality, and coherence.

Without assigning any rank of priority, the following factors do influence professors in grading written assignments:

- the use of correct spelling, punctuation, and grammar;
- clarity of expression;
- the accurate interpretation of texts being examined;
- originality and independence in thought; the use of the powers of critical analysis;
- the logical character and formulation of arguments;
- the ability to adduce evidence in support of an interpretation;
- an awareness of the strengths or weakness of alternative accounts;
- the rationality of the account which you have given.

Additional resources for writing in Philosophy can be found on the Loyola Writing Center Web site.

THE DEPARTMENT OF PHYSICS

PURPOSE

The ability to communicate effectively is of essential importance to every member of the scientific community. Science thrives in an atmosphere where ideas and information flow freely. Therefore, it is critical that students develop their scientific writing skills as they progress through their program of study at Loyola.

In science, generally, and in physics, specifically, we learn by doing. This is true in mastering the concepts of physics where problem solving and working with the ideas is critically important to learning. This is also the case with writing. Therefore, we attempt to include writing assignments throughout the program, with the goal of expecting progressively more sophisticated work as students progress through the program.

We are careful to remind students that written work in the major is always directed at a minimum of two audiences: the instructor of the course and the student herself or himself. Because every topic in the study of physics builds on earlier physics knowledge, students will continually need to return to written work to refresh their knowledge about various topics. Thus, when a particular concept is mastered, it is important that the written work pertaining to that concept be sufficiently clear to the student when he or she returns to it at a later date.

TYPES OF WRITING

There are three distinct types of courses offered in the department, and the appropriate types of writing vary accordingly in each course. The courses in which writing perhaps plays the largest role are the courses designed for those not majoring in the sciences. The laboratory courses also have a large writing component, and this type of writing is different in style and purpose than other types of writing. The advanced courses for physics majors are traditionally less oriented toward writing than other courses, but the type of writing done there is important to learn.

Courses for non-science majors. Writing is considered to be an integral part of the courses designed for non-science majors. Lengthy research papers, essay and discussion questions on exams, and other appropriate writing tasks are all assigned. These courses also frequently have assignments such as book reports and article reviews to keep the non-majors aware of excellent science writing in the popular media. Faculty teaching these courses are strongly encouraged to feature writing assignments prominently. Efforts are taken to discourage plagiarism by designing writing projects that connect to specific aspects of the course and by using available technologies.

Laboratory courses. In the laboratory courses, formal reports are required in most courses. The length and level of detail vary in different courses, but a high quality of writing (both content and style) is demanded in all cases. Another type of writing, peculiar to the laboratory, is the laboratory notebook, which is informal but must

be a complete and orderly record of experimental work done. In all cases, students are given specific examples of the writing to ensure they understand the expectations.

Courses for majors. In advanced physics courses, essay questions are sometimes assigned on exams, though mostly mathematical computations are more common. Projects are assigned in several of these courses, and formal written reports are required in such cases. Term papers are also assigned occasionally.

HALLMARKS OF EFFECTIVE WRITING: CRITERIA FOR EVALUATION

All written work must have correct grammar, punctuation, and spelling; substandard work is returned to the student for revision. Beyond meeting such minimal standards, criteria for evaluating are determined by individual faculty members and by the context of the written work.

ADVICE

The department encourages students to read appropriate journals, such as the *American Journal of Physics,* in order to familiarize themselves with the styles common in the professional physics literature.

The department also endorses the *AIP Style Manual* and makes it available to the majors. This can be found at http://www.aip.org/pubservs/style/4thed/AIP_Style_4thed.pdf.

A guide for writing laboratory reports is part of the material given the students in the introductory course. A detailed discussion concerning what is appropriate in the lab report is also held prior to the first assignment.

Students are encouraged to make use of these resources as well as the general writing advice included in the *Writer's Reference,* especially those sections on grammar, mechanics, and usage.

THE DEPARTMENT OF POLITICAL SCIENCE

PURPOSE

Students of political science are advised that all members of Loyola's department fully endorse the long-standing commitment of the college to the aim of *eloquentia perfecta.* Teachers in the department are convinced that writing plays a key role in the education of their students.

Also, as a practical matter, how well a student writes (and otherwise communicates ideas) is important in the evaluation of each student's academic progress.

Thus, writing assignments are a crucial component of the political science program at Loyola. Those wanting to succeed in this program are well advised to address this reality. Such students will find members of the department ready, willing, and able to assist them.

TYPES OF WRITING

Students of political science well know that theirs is a diverse discipline. From course to course, the subject matter ranges from abstract theory to what may be learned during a "hands-on" internship in a governmental agency, from foreign policy manipulation to local political maneuvering, from legal decision-making wrapped in constitutional principles to electioneering characterized by partisan hyperbole.

This diversity is engaging. Very likely, on balance, this diversity is a strength. Nevertheless, it differentiates this discipline from most others in important ways. And, please note, where writing assignments are concerned, the diversity of topics dealt with in political science presents special challenges to students.

On the largest campuses, the members of Loyola's Political Science Department would find themselves in separate departments. One might be in an international relations department, another in a department of government, and a third in a department of public law or administration. In the world at large, each of these "departments" of political science study has developed a discrete "literature" and often employs distinct methodologies. To be sure, political scientists are often asking the same sort of questions. However, early in the twentieth-first century, it is the diversity of concerns within the one discipline that is more striking than unity of purpose.

ASSIGNMENTS AND CRITERIA FOR EVALUATION

Given (a) the commitment of the department to the importance of writing in its program, and (b) the condition of the discipline outlined above, what is the policy of the Political Department faculty with regard to making and grading written assignments?

The following list illustrates the sort of assignments made in political science courses (both core and upper-level) in the recent past.

- Summary of a shorter work (journal article, essay, speech, or selected passage)
- Summary and critical analysis of a shorter work (journal article, essay, speech, or selected passage)
- Contrast/comparison of two "conflicting" shorter works (journal articles, essays, speeches, or selected passages)
- Report and/or critical analysis of a book
- Contrast/comparison between two "conflicting" book-length studies
- Summary and/or critical evaluation of a political controversy
- Report and/or critical analysis on a foreign culture/political system/problem
- Report and/or critical analysis on a court case
- Report and/or critical analysis on results of a public opinion survey
- Report and/or critical analysis on the result of public opinion surveys over a period of time
- Report on results and critical analysis of results and methodologies employed in such a survey or surveys
- Exercise in "empathy": report on foreign culture/political system or controversy as might be prepared by a citizen or representative of another country
- Report and/or analysis of an election(s)
- Report and analysis of election(s) not yet determined—including the projection of winner(s) (i.e., The Fearless Forecasting Service, Inc.)
- Conducting, reporting, and/or providing a critical analysis of a poll
- Conducting, reporting, and analyzing the results of a poll and the methodologies employed
- Exercises in persuasion such as
  - arguing the merits of a position in a controversy
  - arguing the merits of various "schools of thought" attempting to "explain" certain public policy problems
  - arguing the merits of various "schools of thought" attempting to "solve" certain public policy problems
  - arguing what might be done to "solve" or "ameliorate" a particular domestic or foreign problem
  - presenting a "brief" on behalf on one side or the other in a real or hypothetical court case (i.e., Moot Court)

The topics to be assigned in each class are determined by the instructor responsible for that class. The department is agreed that writing assignments of some sort will be required. In addition, it is agreed that these assignments will be spelled out for the students in as explicit a fashion as possible. Among other things, students will be told (a) the purpose of the assignment(s); (b) the audience; (c) the sort of sources that should be employed, including specific examples; (d) the length; (e) what criteria will be employed in grading the student's effort.

The policy of the department on grading is two-fold: first, the individual faculty member is responsible for setting the standards that will be employed; second, these standards will, course by course, be made as clear as possible for the students.

ADVICE ON WRITING

Among other things, the ideal student in any political science department should be reasonably well acquainted with philosophy, economics, history, a foreign language, statistics, sociology, literature, psychology, and the English language. Therefore, students in this department are advised to consult what such departments have to say in this handbook about writing, including the use of standard sources in their disciplines. (The Research section of *A Writer's Reference* is also helpful.)

In passing, let it be noted that the members of this department do not deem their students to be in a "pre-professional" discipline. We are convinced that if our students adopt attitudes about their education that are consistent with the liberal arts model and behave accordingly, they will do well after graduation. Students wanting good advice about how to "succeed" in the years ahead could do worse than take seriously what we (and others across the campus) have to tell them about the importance of communication skills. Advice about the importance of writing is, after all, ultimately advice about the importance of thought – and thinking. Such are the benefits of the college experience. Properly done, writing is not, nor was it designed to be, an easy experience.

Yes, there are (obviously) various sources–and standard lines of attack on the research front–that typify work in this discipline. Yes, there are standard sources for students of international relations, for students of American politics, and for students of the law, among other sub-fields. For reasons that should be obvious, these cannot be detailed here.

But members of the department stand prepared–course by course–to make clear what can be made clear in this regard. They are agreed that students of political science should know what other, less diversified disciplines suggest. They know that theirs is a rich discipline. Politics is "the greatest show on earth." But a serious student of politics has to know more than what one discipline—political science—may have to offer.

Students who take political science at Loyola find that out, sooner or later. Those who take their writing assignments seriously find this out sooner than those who do not.

THE DEPARTMENT OF PSYCHOLOGY

PURPOSE

Undergraduate psychology students are introduced to the science of psychology and the theories developed from this science. Armed with this education, students can begin to apply the knowledge acquired in efforts to understand emotions, thinking, and behavior: the subject matter of the discipline.

The scientific approach is one of the hallmarks of undergraduate education in the psychology major at Loyola. One of the hallmarks of science is the creation of an empirical and public knowledge base that is clear, concise, and consistent within the technical language of the field. Whether one is communicating to others in the field or with a lay audience, the ability to be clear and concise while maintaining professional rigor and accuracy is extremely important. This is the general goal of writing in the discipline for psychology students.

TYPES OF WRITING ASSIGNMENTS

The types of writing assignments given to psychology students depend largely on the nature of the course. Some examples include:

Essay questions on exams. (Core and major courses)

Personal journal writing. (Core and major courses)

Term papers. (Core and major courses) The standard writing assignment for most courses, these involve an extensive review of existing literature (research journal articles, book chapters, etc.) on a topic culminating in a summative and integrative written product.

Critiques. (Core and major courses) These include brief reviews and critiques of existing scientific journal articles.

Research reports. (Major courses) Report about research the student conducted as a part of a class, these typically includes a review of the existing scientific literature on the topic of the research, a description of the methods used to collect the data, a discussion of the statistical analyses of the data, and a discussion of the meaning and significance of the findings and how they then relate to and fit in with the existing scientific literature on the topic.

HALLMARKS OF EFFECTIVE WRITING: CRITERIA FOR EVALUATION

The specific criteria for evaluation will vary depending on the assignment. For example, the level of writing in a research report is

expected to be much higher than the writing in an essay question given in an in-class examination. However, there are general criteria or hallmarks for effective writing in psychology that are generally consistent across assignments.

APA writing style. Students should assume that unless they are told otherwise by the instructor, APA style is the proper format for all written assignments in psychology courses at Loyola College. APA Style is not simply a mechanical exercise; its guidelines for organization, structure, and processes for written communication encompass the scientific approach to psychology that is the hallmark of the field. The *Publication Manual of the American Psychological Association* provides detailed information regarding APA Style, and, therefore, it is often a required text in psychology courses. (The LND Library has several copies of it.) It is recommended that all psychology majors purchase their own copy of the *APA Publication Manual.* For those students who are taking a psychology course that does not require the APA manual, consult the APA section in *A Writer's Reference* section of this text.

Clarity. The type of writing in the field of psychology that is most common is a type of "technical writing." One of the hallmarks of good technical writing is clarity. Since psychology is a science, clear writing is important for the advancement of the science so that others can read, understand, and build on the knowledge in a written product.

Concision. Another hallmark of good technical writing is brevity, or using no more language than is necessary to make the point.

Technical language. As with all sciences, psychology demands a command of the technical terms and definitions of the field. Effective writing in psychology makes accurate use of these terms and definitions. Writing that does not use them, uses them inappropriately, or even includes everyday language instead of the technical language of the field all result in a written product that can be misunderstood, is not compelling to others in the field, and does not fit in with the existing knowledge base of the discipline.

ADVICE AND WISDOM

Throughout the writing process, you should always keep in mind the specific contribution to the knowledge in the discipline that your paper is making. For example, many students stop with only a summary of the literature they have read on their topic. Although this is obviously important for writing in psychology, the student is in a position to make a much more significant contribution to the knowledge base of the field by providing more to the reader than a

summary of a journal article or book chapter. The student is in a position to write about the integration of these seemingly unrelated research articles and book chapters. By linking all this existing knowledge together in this new and integrative way, the student can make a more significant contribution. A summary is not "new" information. An integrative paper that assimilates diverse knowledge into a meaningful whole is "new" and a very appropriate goal for an undergraduate student in psychology.

In general, the most common difficulty faced by students on writing assignments in psychology courses is associated with errors in APA writing style. Students should always review their written products several times to ensure that they are following APA writing style. Remember, APA style is about more than mechanical adherence to the details; however, adherence to the mechanics of it is a necessary component.

Command of the technical terms and language in psychology is extremely important. Because of the "everyday" nature of the subject matter of psychology—namely, behavior—psychology students are in a difficult writing position: they must use newly learned technical terms and language to describe phenomena for which they have ample lay terms. What makes the person a student of psychology is the use of the technical language over the lay language, even though there is a strong desire to use the lay language because of the familiarity of the terms. By using technical language appropriately in writing, communication is enhanced and the reader will likely perceive more competence in the writer.

ADDITIONAL RESOURCES

As previously stated, the most recent *Publication Manual of the American Psychological Association* is the most important stylistic guide for those writing in psychology. It encompasses a wealth of information including tips on sentence and paragraph structure as well as appropriate methods for the citations of sources used in written products. The APA section in *A Writer's Reference* offers good supplemental information as well.

APA-Style Helper is a software package for new writers in psychology. It is fully compatible with the most recent edition of the publication manual and gives help on formatting references, citations, headings, statistics, tables, and more. It also provides step-by-step instructions for what should be included in reports on empirical research, article reviews, and theoretical manuscripts.

The Web page of the American Psychological Association also has many links to help psychology students with a number of topics related to the field. The APA Web site can be found at www.apa.org.

Psychology majors are active participants in the Undergraduate Research and Scholarship Colloquium, which is held every spring on campus. Students submit written products of their own research and writing and, if selected, present their projects orally at a colloquium meeting. A link for more information can be found on the Loyola College homepage under Academics and Research.

THE DEPARTMENT OF SOCIOLOGY

PURPOSE

An important goal of the sociology faculty is to help students develop their writing skills. We know that effective writing, like any skill, requires practice, so our courses usually ask for a substantial amount of writing of some kind. We also know that, as in sports, people become more skillful when they are coached in ways to improve. We attempt in our courses to identify writing problems and to suggest strategies for dealing with them. We also attempt to make our expectations clear by being as specific as possible about writing assignments and the criteria by which they will be evaluated—the essential "rules of the game" students must know in order to write effectively.

Many rules of the game should be well known; after all, the typical American college student has had many years of education in how to write in the English language, and all Loyola freshmen take WR100 Effective Writing. We assume, therefore, that students know "the basics" of good writing, as described in Diana Hacker's *A Writer's Reference* portion of this text. Our goal is to help students develop the ability to write *sociologically*, and we assume they will consult *A Writer's Reference* regularly as they undertake writing assignments.

Writing sociologically requires understanding how sociologists think and why they think that way. Sociologists often approach familiar subjects in unfamiliar ways. When attempting to understand such issues such as divorce, unemployment, and criminality, many people emphasize individual motivations and choices, or even human nature; whereas sociologists seek to uncover the *social* forces that constrain and shape what individuals do. It should be stressed, however, that thinking sociologically does not boil down to simply saying, "Society made me/them do it." The term "society" is an abstraction that fails to capture the concrete, complex, and often quite subtle social forces that underlie human behavior.

TYPES OF WRITING

Students can expect to write a variety of texts cross sociology courses:

Personal journals. We sometimes ask students to write a number of essays in a personal sociological journal. The task here is to practice viewing and writing about everyday life from a sociological perspective.

Article analyses. A useful skill sociology students should develop early on is the ability to identify, succinctly summarize, and critically reflect upon the key components of professional journal articles that report on a piece of research or develop a theoretical perspective. If the student is asked to do an article analysis, more than a summary is called for; some effort must be made to evaluate the article's theory, methods, findings, and conclusions, which may include comparisons with other articles she/he has read. Direct quotations should be used sparingly, if at all.

Book reviews. As with article analyses, it is generally expected that the book review will go beyond summary to critically examine the author's theoretical perspective, research methods, findings, and conclusions and will reflect upon the work's broader implications.

Original sociological analyses. Students are often asked to do their own analysis of some social phenomenon. This task may be part of an exam, or it may be a paper assignment. Typically, the student is asked to view the phenomenon from one or more theoretical perspectives or to apply one or more sociological concepts. When theories or concepts are not suggested by the instructor, students should attempt to supply their own, drawing on course materials or other sources.

Literature reviews. A fairly common term paper in sociology is a literature review. The goal is to synthesize what is known about a particular research question or the current state of a particular theory. The literature review is a key early step for anyone conducting original research.

Research reports. Students in some courses, especially those taken for the major, conduct original research and report their findings in a formal paper. Research reports typically contain the following: a statement of the research question or problem, the theoretical perspective and hypotheses that guided the research, description of the research design, presentation of the findings, analysis of the findings, and conclusions.

The skills required for these types of writing overlap considerably. Skills we think most important include careful observation, summarizing, synthesizing, applying theories and concepts, logical reasoning, critical reasoning, and applying research techniques.

ASSIGNMENTS

All sociology instructors will provide written statements of writing assignments. These statements will identify (1) the purpose of the assignment, (2) the audience to be addressed, (3) procedures for successfully completing the assignment, and (4) criteria for grading the assignment.

CRITERIA FOR MARKING

What we expect of students will vary by the type of writing assignment. For example, we would not expect personal journal essays or essays on exams to be as polished as research reports, book reports, and literature reviews. On the other hand, all writing should reflect clear, logical, and informed thinking. Unless an instructor states otherwise, all written work submitted for grading should be mechanically correct and neat in appearance. Plagiarism is always forbidden. Due dates are firm. All papers that cite other materials should follow the American Sociological Association format. See the ASA's "Quick Style Guide" at www.asanet.org/page.ww?section=Sociology+Depts&name=Quick+Style+Guide.

ADVICE ON WRITING

Most advice on writing will be provided in association with specific assignments. We strongly recommend that all sociology majors purchase and use the following book, which is available in the bookstore: *The Sociology Writing Group: A Guide to Writing Sociology Papers* (5th ed.), Worth Publishers, 2001. (The 6th edition is forthcoming.) And, as indicated earlier, we expect all students to rely on the *Writer's Reference* portion of this text to insure that their work conforms to the principles of good writing.

The Sociology Department at the University of North Carolina at Chapel Hill has an excellent handout that we strongly recommend for any undergraduate taking sociology courses at any level. Go to ww.unc.edu/depts/wcweb/handouts/sociology.html to download a copy.

THE DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY

PURPOSE

Teaching writing in the Department of Speech-Language Pathology and Audiology focuses primarily on developing organized thinking, synthesizing information from a variety of sources, and expressing thoughts clearly and concisely. These goals are manifested through the development of writing styles for the academic, research, and

eventual clinical needs of students. Thus, we find that style and interpretation must be tied very closely to accuracy and objectivity. Resulting written products must present factual material in a number of given formats appropriate to both academic and preprofessional goals. A number of courses (e.g., SP 302 and SP 308) include instruction from the Loyola Notre Dame Library in conducting searches for research material. As a speech-language pathology and audiology major, you are required to complete the course *Professional and Technical Writing in Speech-Language Pathology/Audiology* (SP 308). Although you may take this course at any point in your major sequence of courses, you will benefit from taking this course by your junior, or even sophomore, year.

TYPES OF WRITING ASSIGNMENTS

You will engage in two primary forms of writing at the undergraduate level: academic and preprofessional clinical preparation. These broad categories of writing are reflected across a variety of assignments and formats. All assignments are intended to be a means of assessing course knowledge, and courses vary in the number of, and expectations for, written work.

The following list includes brief descriptions of writing assignments typical for an undergraduate student in speech-language pathology and audiology.

- Note taking in lectures and observations captures the main ideas in a logical sequence, providing supporting information as needed.
- Essay examination question responses are succinct, synthesizing appropriate information and integrating this information in a coherent manner.
- Journal entries are typically related to service learning experiences and involve reflection, a critical component of the experiences.
- Film and book summaries demonstrate the ability to identify main points and summarize these points logically with original writing.
- Research and journal article summaries synthesize the most salient points of the research with original writing and often provide a limited evaluation of the research results.
- Reports of self-conducted empirical studies present data collection and analysis in a clear, easily accessible format. These reports are often in the form of poster presentations.
- Clinical observation summaries highlight main ideas and present supporting information in an objective manner.
- Critiques of interventions and assessments contrast between fact and opinion while integrating material from course work.

HALLMARKS OF EFFECTIVE WRITING: CRITERIA FOR EVALUATION

Grading rubrics are typically presented, allowing you to clearly understand the expectations in both content and style for an assignment. Minimally you are expected to show competence in the following areas: (a) structure (including paragraph development and transitions), (b) mechanics (including spelling, word choice, and grammar), (c) content (including appropriate and accurate focus), and (d) research (including use of APA guidelines).

Unless you are instructed otherwise, you will be expected to follow APA citation and style guidelines for all written assignments, minimally for references, pagination, and cover page (typically in 200 level courses), and ultimately for appropriate use of guidelines for most areas including in-text citations, headings, and numeration (typically 400-level courses). You can find basic APA guidelines in Section Three of *A Writer's Reference,* and more detailed guidelines in the most current APA published manual. Overall writing expectations are typically more rigorous in 400-level courses than in 200-level courses.

Regardless of level, you are expected to write in manner consistent with the guidelines presented in *A Writer's Reference,* particularly in the areas of (a) composition, (b) sentence style, and (c) word choice, as well as (d) grammatical accuracy in sentences and (e) punctuation and mechanics. Although you are always expected to revise your paper multiple times during the writing process, some courses (e.g., SP 303) allow you to revise previously submitted papers for an average of the two grades, as a means for you to practice and attain higher-level writing skills.

For all writing assignments, you are held to the highest standards of academic integrity. Instructors will address plagiarism on each course syllabus and will review how it applies to their course's written assignments.

ADVICE FROM FACULTY

Remember that writing is a process. It takes time, clarity of thought, critical thinking, integration of information, and revising.

When planning for a writing assignment, estimate the amount of time it will take you and then double, or even triple, that amount of time. Allow yourself at least this much time to work on the assignment.

Be sure to start with a complete outline. Keep an open mind and realize there are different ways to accomplish the task of addressing all areas on your outline.

Write concisely and only include relevant information. Avoid irrelevant, tangential information or comments.

Have your APA information or manual by your side and refer to it often.

Use quotations sparingly. When necessary, quotations should be used to enhance and support what your paper already states.

Although you should use the spellchecker on your computer, don't rely on the spellchecker to proofread your paper. You must carefully proofread the paper yourself. Slowly read the paper out loud to help identify errors. If your paper is hard to read or doesn't make sense, you need to revise.

When you think you are done, put the paper aside and read it the next day. Proofread and revise as needed. Obviously, we assume you will not be writing your paper the night before it is due.

ADDITIONAL RESOURCES

We encourage you to utilize the Loyola Writing Center at all stages of the writing process. Additionally, instructors in the Department of Speech-Language Pathology and Audiology are a valuable, and approachable, resource for information and assistance.

THE DEPARTMENT OF THEOLOGY

PURPOSES

Writing is integral to the discipline of theology for at least two reasons. First, texts that are held to be, in one way or another, divinely inspired are central to Christianity, as they are to Judaism, Islam and other religions. Therefore, a large portion of writing in theology has always been dedicated to the interpretation and elucidation of the books of Scripture. Second, writing is an important means of helping us inquire into the God of Christian Theology and into those who have shaped their lives in accordance with their knowledge of God. Thus, theological writing also includes writing on the work of past theologians, as well as writing on any number of possible topics, from questions of morality and politics to questions concerning the nature and final destiny of human beings, in such a way that a theological perspective is brought to bear.

In theology courses you will be asked to write for many of the same reasons that theologians write: to interpret and elucidate Scripture, to examine the work of other theologians, and to inquire about God and about fundamental human questions from a distinctly theologi-

cal perspective. While multiple choice and fill-in-the-blank exams have their place in theology courses, many of the questions you will be asked to explore in those courses will not have simple answers. They will be questions that have a degree of complexity or abstractness that can only be adequately explored in writing, whether in relatively short answers or longer essays. Thus, one of the reasons you are asked to write in theology is because writing is a primary means of actually doing theology: it is in writing that you formulate, revise, and sharpen your thought about the subject matter of theology, and in writing that you deepen your reflection on the profoundly human questions that form the center of a liberal arts education.

Writing in theology courses has benefits beyond your ability to think theologically. Theological writing teaches you to read texts closely and critically and to make textuallybased arguments. It is for this reason that theology has long been considered excellent training for the practice of law. More generally, theological writing sharpens your ability to think logically and analytically and hones your ability to present ideas in a clear and persuasive manner, all skills that are crucial to successful participation in your civic and professional life.

A further reason for cultivating the practice of writing is to provide you with the necessary tools for graduate or professional work in the fields of theology (should you wish to pursue it). Students who pursue parish work or teaching in a secondary school will have developed their ability to interpret and elucidate Scripture, to clearly and persuasively convey the teachings of the Church as well as the deliberations of theologians concerning any number of matters. For the student hoping to pursue graduate studies, writing in theology is dedicated to laying the groundwork for future scholarship, which requires an ability to analyze primary and secondary sources and incorporate what one has learned from research into a coherent, well-documented work.

AUDIENCE

Theologians write for many different audiences. While the primary reader of your writing will be your professor, it is not necessarily the case that you should write with your professor in mind as your primary audience. This can lead to a number of pitfalls. For instance, you might assume the reader knows too much, and you will therefore not demonstrate the depth and breadth of your knowledge or not lay out your argument in sufficient detail. Your professor may specify the audience you should have in mind when writing an assignment, but even this may not tell you all that you need to know. For instance, your teacher might tell you to "write as if I

don't know anything," but not say whether this means he wants you to summarize the entire content of the book about which you are writing. The professor might say "write with a roommate in mind who has not taken the course," but this may not mean that she wants you to use slang rather than more formal language. Certainly, if a teacher does not specify what the imagined audience should be, then you should ask. And even when the teacher does define your audience, *in general, the more questions you ask the professor about what the intention behind and expectations for a given assignment are the better.*

TYPES OF WRITING ASSIGNMENTS

Writing in theology will take many forms, from notetaking to textual analyses to research papers. In any case, almost all of the writing you will be asked to do in your theology courses will be writing about specific theological texts. Typically, an assignment will ask you to make an argument about that text, which means that the primary evidence used to support your argument will be the content of that text itself.

Good writing depends on careful reading of the work about which you are asked to write. The clarity of your writing is closely tied to the quality of your reading. If you have not understood material you have read, you will not be able to write clearly about it. Confused readers produce confused prose. When it comes to reading texts in theology it is important to keep several things in mind. First, theology, like all rational endeavors, advances through argument. More often than not, things your professor will ask you to read will be cast as arguments that try to resolve disputes and disagreements about particular issues. To do this, an author will need to engage prior arguments made by others, and often will rehearse central elements of another person's argument. Students frequently run into trouble when they fail to distinguish an argument an author is making from an argument of another writer, which an author rehearses in order to refute or modify it. The ability to keep an author's point of view distinct from other points of view that the author may discuss, but reject or modify, is a key to understanding the text you are reading. This is one of the main reasons why you must read Theology with a pencil in your hand. *Underlining important parts of an article or a book and taking notes in the margins is one of the best ways to help you keep an argument clear in your own mind.* Do not be afraid to do this; your professors do it all the time. (But please only do this in books that are your own; never do it to a library book.)

Sometimes an author will presume that readers know something that you do not know. This may be a word, or a concept, or an his-

torical or a cultural allusion. If you leave this problem unresolved, it will almost certainly lead to confusion. *One of the important things you can do to help yourself read better is to figure out what terms, concepts, or allusions you need to understand in order to fully grasp what an author is saying and why.* In fact, figuring out the essential information that you need to know but do not yet know is the most important skill to acquire for success in any mental activity. Some of the responsibility for helping you lies with your professor. For the most part, though, **you** are the one responsible for addressing your lack of knowledge—for identifying what things you don't know, but need to know, to understand what an author is saying.

Be cautious when using a dictionary to understand the meaning of a given term. Dictionaries record the ways a word may be used; they do not define or limit its usage. Thus, a dictionary may not be able to give you insight on how a word is being used in a specific text or even a specific discipline of study. Consult your professor for appropriate resources.

It is equally important that you take the time to analyze the writing assignment given you. Frequently, in addition to the actual question your writing is meant to address, the assignment will contain background information that is intended to guide you in your approach, or will list various aspects of the question that your answer should address. See the Loyola Writing Center Web site for more advice on how to analyze a writing assignment.

HALLMARKS OF EFFECTIVE WRITING
Good writing in Theology will

- present accurately and fairly the argument of the text being written about, without mischaracterizing or over-simplifying its content;
- take account of how a text's argument has been made, what may be at stake for the author in the argument, what an author's assumptions have been (along with one's own), and what the implications of the text's argument may be;
- demonstrate enough mastery of material to present ideas concisely with originality, insight, and creativity;
- make clear from the outset what the paper's thesis will be, and presents a clear, focused argument supported by specific evidence from the text under discussion or from course readings, as appropriate;
- contain paragraphs that have a beginning, middle, and end, in the sense that what is said connects to what has preceded it and leads into what follows;

- be written in clear, grammatically correct prose, free of exaggerated piety or unnecessarily antiquated diction. Clarity of expression, rather than grand-sounding phrases, is the fundamental form of beauty in theological writing;
- be free of grammatical, punctuation, and typographical error;
- properly cite all sources. Failure to cite one's sources—plagiarism—is sufficient reason for failing both the written assignment *and the course.* For specific instructions on how to cite biblical and other ancient texts, see the Loyola Writing Center Web site.

A Writer's Reference and the Loyola Writing Center are both helpful resources for you during all stages of writing.

THE DEPARTMENT OF WRITING

We in the Department of Writing celebrate writing's integral role in the tradition of Jesuit education. Our curriculum frames the spectrum of writing—from literary to professional—with the aim to help students understand the demands of each genre as *a rhetorical act* (a form of communication).

We believe that whatever the form and whatever the use, writing is the discovery and expression of an individual's thought—about the self and about the world. We are mindful that "thought" involves the whole person, that it is grounded in perception constructed by emotion as well as intellect. Students of writing learn to distinguish the difference between these two influences and use the strengths of each to write persuasively and powerfully.

Ultimately, the study of writing is the study of the self in the world and, more specifically, the study of how you represent yourself through writing and engage in the world. Through the systematic study of the writer's art and craft, you will develop particular habits of mind, practices, and civic responsibilities that will serve you well no matter what field of study you pursue or what professional goals you seek.

In our courses, you will read widely across genres, cultures, disciplines, and media

- to develop knowledge of the world beyond the self
- to develop a language of cultivated response
- to discern rhetorical and stylistic strategies that best suit particular arguments, situations, and audiences
- to develop an appreciation of language

In order to produce finished, polished texts that show competence in the standards of English usage and style, you will

- write widely across genres and for a variety of purposes, showing an ability to adjust your style appropriately to audience and situation
- develop a distinctive voice with original ideas through frequent practice
- situate yourself in a larger intellectual conversation in developing and researching your ideas,
- write multiple drafts of extended works in order to develop the rhetorical strategies you began in Effective Writing (see section "Writing in the First Year" as well as sections in *A Writer's Reference* such as "Composing/Style")
- develop an ability to critique other's writing constructively and to work collaboratively through frequent group exercise (workshops) and conferences
- learn to use technology to the best advantage of your writing through daily exposure, understanding both the various forms of media and their rhetorical effects

TYPES OF ASSIGNMENTS

In all of our courses, we use both formal and informal writing. The formal assignments focus on developing your abilities to write in particular genres for particular audiences. Courses explicitly focus on instruction in writing, and you are expected to do multiple drafts, to try new techniques and approaches, and to explore a variety of topics. While individual courses may focus on a specific type of writing—e.g., fiction, poetry, editorials, proposals or professional reports—you may also be required to do other types of formal assignments. You may have to write an analysis of a writer, text, or a genre; you may have to write an imitation or parody of a text; or you may have to write a review of a piece of writing.

In addition to formally graded assignments such as these, you will do frequent less formal writings—e.g., journals, responses to peers' work, class notes, research notes, exercises, and invention activities. Although these kinds of writings are less formal and may not be graded individually, they are critical to your development as a writer and play an important role in your coursework, often contributing to your course grade. In fact, you may find that seriously engaging in these activities will pay off not only in terms of your grades but also—and maybe more importantly—in the quality of your writing.

HALLMARKS OF EFFECTIVE WRITING: CRITERIA FOR EVALUATION

Outstanding writers make distinct, original contributions to an ongoing discussion. Sometimes the conversation spans centuries,

other times it is more limited in time, scope or audience. Inquiry—which may include self-reflection, close observation, reading, interviewing, and more formalized academic research techniques—is a critical component of writing that works in concert with other important processes, such as critical thinking, analysis, and synthesis. Writing allows you to contribute in meaningful, substantive ways to the ongoing discussion of a topic or issue. Through your writing, you not only engage in the discussion but make a unique contribution to it.

You are expected to be an ethical writer, acknowledging others' work and avoiding plagiarism. Citation and documentation conventions vary according to genre, audience, and publication venue. To enter into a particular conversation on a subject, you need to use the appropriate citation style. Typically, you will be required to submit a list of references, research notes, and other forms of documentation to show the sources for your information. Academic research conventions—which are used in some writing assignments—are covered in the Research and MLA sections in *A Writer's Reference*.

Each of the types of writing we focus on in our classes has specific criteria associated with it. For example, the specific evaluation standards for judging a short story will be markedly different than those used for judging an editorial for a local newspaper. The level of the course—whether the writing is done in an introductory or advanced course—also influences the evaluation criteria. Given the different expectations and conventions across our courses, it is difficult to make generalizations. However, we do have some shared approaches to evaluating writing:

- How well does the writing demonstrate a mastery of genre conventions?
- Is the writing appropriate for its purpose and audience?
- Does it demonstrate a control over syntax and language?
- Does the writer's choice of style, tone, and voice enhance its effectiveness?
- Is the language precise and correct?

Although many people think that evaluating writing is based on individual preferences, in fact, there are standards and expectations that we as experienced professionals apply to your work. Part of our goal is to help you learn what these are and how to use them in judging your own and others' work. To this end, we also will focus on self-evaluation and peer evaluation.

ENRICHMENT ACTIVITIES

Writing students have a wide range of opportunities to practice and develop their abilities around campus. The department also pro-

vides support for students interested in graduate school as well as opportunities to participate in the Baltimore community. The activities, organizations, and opportunities listed here are those sponsored directly by the department.

Readings and Presentations

The department regularly sponsors opportunities for students to engage with published, working writers in a variety of forums, including class visits and public events. In addition, we host faculty and student readings and an annual reading series, the *Modern Masters Reading Series,* that brings important and innovative writers, both established and emerging, to campus to present readings and meet informally with students and faculty. The series was established with the generous support of the Center for the Humanities.

Awards and Honors

Pi Epsilon Pi: The honor society for writers.
First-year Essay Contest: Awards given to the best essays from the first-year courses (WR100, WR101, HN200).
Academy of American Poets Prize: An annual award given by the AAP and sponsored by the department and the Center for the Humanities to the best collection of poetry.
Grants and Fellowships: The College and outside organizations have several programs to support independent student work. Faculty are eager to work with students to support them in these endeavors.

Student Publications, Organizations, and Other Opportunities

The *Forum* and the *Garland*: Student-run magazines that publish prose and poetry and art annually.
Student Writers Workshop: Student-run writing workshop group.
Writing or Writing/Researching Internships: Paid research assistant to help on faculty's scholarly work.
Writing Center Consultants: After completing the Writing Center Theory and Practice course, students are eligible to work in the Loyola Writing Center as paid peer tutors.
Internships: Students can earn credit working in local organizations or campus offices learning to bridge the classroom with the professional world.

WRITING IN THE JOSEPH A. SELLINGER, S.J. SCHOOL OF BUSINESS & MANAGEMENT

While clear and effective writing has always been critical for success in the professional workplace, the demands of the twenty-first century have made it even more important. Recent research by the National Commission on Writing documents the role writing plays in the workplace both for entrance and advancement. Across a variety of fields from finance to real estate, whether in the private sector or civil service, informants detailed the significance of writing.

The faculty of SSB are committed to providing students with a variety of writing activities to promote learning and communication and to prepare them for the writing demands they will encounter beyond the classroom. In the Business Core, students may write in the areas of marketing, economics, accounting, law, finance, information systems, and business policy, as well as their required and elective major courses. Across their courses, students can expect to write a range of genres—reports, presentations, research papers, cases, essay exams—appropriate to the particular discipline. For guidance, students should consult the individual departmental entries below as well as the General Business Writing section following the department entries.

THE DEPARTMENT OF ACCOUNTING

PURPOSES

Accounting is the language of business; therefore, our distinctive purpose is to continue the development of students' writing skills to include clear communications of financial information.

TYPES OF WRITING

The preparation of financial statements and footnotes will be addressed in the introductory, intermediate, and advanced accounting courses. The importance of expressing the exact meaning of transactions and values will be stressed.

Informal writing, in the form of business memoranda and short written exercises, is assigned in all department courses. Formal report writing, in the form of term papers and similar research projects, is required in the upper-level courses.

In general, students are expected to use computers for word processing all writing assignments.

CRITERIA FOR EVALUATION

Student in accounting courses are expected to exhibit all the good writing qualities taught in previous courses. Thus, clarity of expression, grammar, spelling, and organization will be considered. We will add an emphasis on exact and concise wording and the use of business terminology. Careful attention will be given to fullness and appropriateness of content and flawless conformity with requirements.

There is no standard department writing check list. We suggest that students should use the *Writer's Reference* portion of this text, including the Business section, as an aide in all aspects of writing.

ADVICE

Whether a student follows a career in business or elsewhere, it is not enough to know the technical matter required in the field. The ability to communicate effectively is essential in our modern world.

In preparing writing assignments, you should not regard them simply as part of the grading process. We intend them to be part of the learning process. Unless you can explain technical subject matter to someone else, you probably have not learned it very well, nor will it be useful to you. In all accounting courses, you should be striving to improve your ability to express your thoughts. Accountants are accountable for their own exactitude as they assess the accountability of others.

THE DEPARTMENT OF ECONOMICS

PURPOSE

Economics occupies a unique place in the curriculum at Loyola College. It is the only department that offers degrees in both the College of Arts and Sciences and the Sellinger School of Business. Students in the Economics Department, then, draw on the writing, reading, and speaking cultures from both the liberal arts and applied professional fields. Writing in economics requires students to master mathematical and technical competencies as well as effective prose styles and integrate them in the service of the larger logic of an analytic or persuasive argument.

The ability to write, read, speak, and listen well is clearly important to your success in economics. We can think of economists as

participants in a conversation about the economy. Much of this conversation is oral, or virtual, such as using email or Web sites, but a great deal of it is written in traditional ways as well. We intend this multi-modal conversation to improve our understanding of human behavior and the workings of the economy. We use writing to participate in this conversation and in advocating for specific models or policies to create and sustain a healthy national and global economy. Thus, communicating in economics is a part of the enterprise of rhetoric, which Wayne Booth's described as "the art of discovering warrantable beliefs and improving those beliefs in shared discourse." When we share our ideas and evidence through texts—whether these are written, oral, visual, or a combination—they can be confirmed, clarified, or challenged by peers or professors, which in turn helps us as economists make stronger arguments over time.

To be effective, we need to be convincing. Our writing must convince the various readers (peers, faculty, and outside audiences) that what we express contributes to understanding economic behavior. We can use many devices to express our views, but we depend on logic and mathematics as bases for expressing theoretical results and empirical evidence. We then create thoughtful arguments in prose to help us evaluate alternative theories. Clarity and style in writing are essential for making convincing arguments because readers are not likely to be persuaded by confused, disorganized, or incoherent writing.

TYPES OF WRITING

Economists write scholarly articles, popular articles, and books to express their ideas about the economy. We write to a variety of audiences, including professionals in the social sciences, business, law, and government as well as the general public.

As a student, you will find writing assignments in almost every economics course. While the level of analysis varies in the assignments, each kind of assignment will incorporate an introduction to the problem at hand, an analysis of the appropriate theory and/or data, and a conclusion. Clarity of writing is crucial as it is impossible to disentangle good economics from poor writing. The most frequent course assignments are described below.

Research reports. Students will often be asked to do short research memos or longer, in-depth analyses of the particular topics or issues. While incorporating the basic structure of any writing assignment (including an introduction, body, and conclusion), extended research reports will include an expanded body, including a detailed review of the pertinent literature, and may require the em-

pirical analysis of data. Given the length of such papers, its organization is crucial to its clarity and persuasiveness. All majors should produce at least one extended researched report in their advanced courses so that they will have a professional writing sample for job interviews.

Case studies and statistical interpretation. Students will take at least one course (EC 220) in which they will do an extended case study. Other upper-division courses also commonly require written case studies or analyses. This analysis of a particular scenario may be in the form of a term paper, a case report, or a business memo. Regardless of the form, the assignment involves the presentation of hypotheses, empirical analysis, and the drawing of conclusions. Case studies require sophisticated interpretations of information on a specific firm in addition to the gathering and analysis of numerical data. Students need to be careful that the written and quantitative presentation is appropriate to the paper's intended audience(s). Some assignments may require placing technical details in an appendix, for example.

Critiques and reviews of journal articles or books. Students should identify the goal of the article or book, present its methodology, criticize the methodology, and evaluate the conclusions. If appropriate, topics for future study should be incorporated. Practice with individual journal article reviews prepares students for longer literature surveys, which commonly provide a foundation for original research.

Essay and short answer exams. Students should provide written answers that clearly and persuasively present an analysis of the question. Answers will often incorporate graphs and theoretical models.

Class notes. Students often overlook the importance of the quality of writing in their class notes. The notes need to be clear, concise, and organized. They should make it possible for the student to follow the introduction, the development, and the conclusions reached about a specific topic in a lecture.

CRITERIA FOR EVALUATION

The department encourages instructors to include writing assignments, as described above, in all their courses. Instructors should make the criteria for grading clear when assignments are made. There is, however, one general rule that will usually apply in grading any writing in the department: unskilled writing will reduce the grade. All writing should be clear, correct, and concise. Errors

in grammar, spelling, and punctuation detract from the clarity of the composition, and the student should take care to avoid these. Students should also avoid wordiness and should keep to the point. Good writing is economical. Most instructors consider the inclusion of irrelevant "filler" in essays to be as great a sin as poor grammar or weak analysis.

ADVICE

While the depth and sophistication of the analysis varies with each assignment, the basic rules for any written assignment are consistent in economics. The writer needs to clearly define the economic problem or issue, present an economic method for analysis, develop the analysis, and draw the appropriate economic conclusion.

Analytical papers in economics typically follow this structure:

- **Introduction.** An introduction describes the topic or question; the evidence that will be brought to focus on the issue; and the conclusion or resolution of the issue.
- **Body.** The body of the paper advances the hypotheses or develops the theory to be analyzed or tested, presents relevant facts or data, uses economic logic and/or statistical tools to analyze that information, and draws appropriate economic conclusions. Depending upon the length of the assignment, the body may also include a literature review. A good tool for identifying relevant literature for review is EconLit, a searchable database of academic research in economics that is available electronically through the LND Library. Available business literature databases include *ABInform*, Business and Company Resource Center, and Business Source Premier.
- **Conclusion.** The conclusion recapitulates the topic or question addressed and the hypotheses or theory investigated, summarizes the evidence, and puts the result(s) in perspective.

In the development of the paper, the writer is encouraged to think carefully about what he or she wishes to say, to explore alternative hypotheses, and to review the organization of the assignment. Concern for details in the early stages will enhance the quality of the final product and its value to the reader. Careful attention to style is an important step in producing quality research. Readers recognize bad writing when they see misspelled words, grammatical errors, the passive voice, trite metaphors like "reflect," hopelessly vague phrases like "a number of," bureaucratese like "utilize" instead of "use," and wordiness like "on a daily basis" instead of "daily." Economics students should avoid these hazards, which primarily arise from carelessness. For example, instead of using "reflect," the student should find the verb that actually expresses the

desired thought. Instead of using "a number of," the student should determine the actual number or give the reader some idea that it is large or small, if any indication is necessary at all.

Writing is a process of intellectual inquiry. Instructors know that good disciplinary writing does not happen by accident nor does it happen without considerable practice and revision. Faculty understand from their own writing practices that first drafts are rarely effective drafts and that peer feedback is invaluable. Students should plan their time when first given an assignment to permit researching, brainstorming, and multiple drafting sessions as necessary. Faculty are glad to meet with any student who would like feedback on a draft-in-progress. The Loyola Writing Center is another resource for students who want a fresh reader as they develop their assignments. *A Writer's Reference* has an excellent section on the research process and on APA Style, the most common citation system used in economics. It also has a comprehensive guide to grammar and style which students are expected to use.

Deirdre N. McCloskey has produced a short, elegant guide to writing in economics, *Economical Writing,* (published by Waveland Press in 2000), that serious students of economics should read. It is available in the LND Library.

THE DEPARTMENT OF FINANCE

PURPOSE
Although finance is typically thought of as a quantitative discipline, effective written communication skills are essential for success in the finance profession. To prepare majors for successful careers in finance, the department's curriculum integrates writing throughout its courses to develop effective written communication skills. More specifically, the goal is to develop the following written communication skills in students majoring in finance:
- The ability to clearly develop a topic and present a high-quality written report.
- The ability to develop hypotheses, evaluate them by gathering data, and explain the results clearly and concisely.
- The ability to explain numerical results in clear prose.
- The ability to relate theory and practice.
- The ability to use financial terminology correctly and in the context appropriate to the finance profession.
- The ability to present lessons learned and reflective thoughts thereof regarding future behavior.

TYPES OF WRITING

The finance curriculum requires a variety of types of writing frequently found in a business setting. Individual faculty members make specific writing assignments, and the assignments vary from course to course. The type of writing typically required of finance majors includes the following:

Informal writing. Short writing assignments, such as homework assignments, consist primarily of written responses to assigned questions. Informal writing also includes a "journal" or "work log" kept in conjunction with the FI499 (Finance Internship) course.

Formal reports. Several courses, such as FI340 Global Financial Management, FI380 Fixed Income Securities, FI381 Equity Securities, FI433 Portfolio Management, FI440 Financial Analysis and Valuation, FI441 Advanced Financial Management and FI426 Special Topics in Finance, often require formal written reports. The requirements are typically course specific.

Executive summary. An executive summary typically accompanies a longer report. Its purpose is to provide a concise summary of the longer document and should direct the reader's attention to the document it accompanies.

Memos. These are a form of written communication used within an organization. They may be used in a number of ways. For example, memos may be used to summarize the results of a report, study, or analysis or to detail recommendations, communicate new policies and procedures, and delegate tasks to others.

Formal case reports. Several courses require a formal written case report that generally contains the following: discussion of the case situation, diagnosis of the problem area, problem statement, development of alternatives, evaluation of alternatives, recommendation, and implementation. In addition, they usually include tables containing numerical analyses and data referenced within the written case report.

Formal research reports. FI429, Financial Research Projects, normally requires a written research project. The research report typically contains the following: a statement of the research question, the theoretical perspective, discussion of existing literature relevant to the research project, the hypothesis, the description of the research design, a presentation and analysis of findings, and a conclusion.

CRITERIA FOR EVALUATION

Criteria for marking are determined by individual faculty members. In general, however, finance faculty emphasize organization, content, clarity, grammar, and spelling when evaluating written assignments.

ADVICE

Specific advice and guidance will be provided by the instructor making the writing assignment. With the ready access of computers, finance faculty expect "printed" reports. Reports should be proofread for spelling and grammatical errors prior to submission for grading. Please note that "spell check" and "grammar check" features found within wordprocessing packages may not find and correct all errors. As such, students have the ultimate responsibility for ensuring that their written work does not contain spelling and/or grammatical errors.

When submitting reports that contain tables and figures, be sure that the tables and figures are correctly labeled and referenced within the text of the report.

When writing, be consistent with respect to tense used. Also, be consistent with respect to voice. It is generally best to use third person (i.e., avoid the use of "I") in business reports.

When writing, use active voice instead of passive voice. For example, do not write "the S&P 500 will be used by the fund" instead write "the fund uses the S&P 500 as."

A Writer's Reference covers issues of grammar, mechanics, and usage as well as editing and proofreading strategies.

THE DEPARTMENT OF INFORMATION SYSTEMS & OPERATIONS MANAGEMENT

PURPOSE

The disciplines of information systems and operations management involve both the means for making good decisions and the use of information on which to base these decisions. The ability to gather and organize data and to make sound decisions through available software (data structures and flows and analytical models) and human analytical capability is greatly enhanced by the ability to put thoughts in writing and to present ideas cogently.

Writing, when assigned in these courses, serves any or all of three major purposes. The student is helped by writing to gain and demonstrate understanding of the logic of a set of techniques or theoretical constructs; to apply techniques and systems to practical and hypothetical situations and problems; and to convince those affected by decisions and changes in operations of the advantage or appropriateness of applying such systems and techniques.

TYPES OF WRITING

Below is a list of types of writing you may be expected to do in IMOS courses:

- Term papers
- Term projects applying techniques to a problem area or designing systems for improved effectiveness of enterprises
- Short essays or reports explaining principles or techniques and, perhaps, applying those techniques to a real or proposed situation
- Summaries of articles
- Cases
- Written analyses within examinations and problem sets

ASSIGNMENTS

Writing assignments in IMOS differs from course to course and from instructor to instructor. Those who assign term papers, projects, and essays generally expect a typed, double-spaced paper but vary in the required use of and citations for outside sources. The writing assignments (except exam essays and homework responses) are generally included in the course syllabus. The purpose of writing is seldom stated in the syllabus, but it is likely to be stated in writing when the assignment is broached by the instructor.

Assignment sheets provide an introduction or purpose, assigned topic or boundaries of topic choice, length, due date, and some format guidance. You should find out in advance the criteria for grading and the audience to whom the assignment is directed. Consult your instructor on these matters. The General Business section of this text, which is located after the department entries, can also be helpful in completing the assignments.

CRITERIA FOR EVALUATION

Each professor should put in writing or, at least, state orally what is expected in terms of length, format, and subject matter. Certainly, a linear programming problem solution will require less sophisticated prose than a systems analysis and design for a large organization, but students should feel free to ask specific questions

about grading at the time the assignment is given and when the written work is returned.

ADVICE

Professors are people. Though a professor may indicate that content or solution of a problem is the strongest or even the sole criterion, remember that written text influences people and that well-written text influences people more strongly. The following may provide a helpful model for writing in information systems and decisions sciences:

Define the problem
- Know the purpose of the writing.
- Locate the central problem.
- Expose it in the opening of the paper.

Analyze the environment
- Recognize the problem as part of the larger system.
- Model the system in your mind.
- Decide when to provide this understanding.

Choose a solution and/or thesis
- Decide between a simple thrust and complex contingencies.
- Understand the positive impact of a solution.
- Understand the side effects and system problems.
- Decide whether to reveal this thesis in the opening of the presentation or to develop it with the system analysis. The latter choice is generally less comfortable for the reader but may increase dramatic effect.

Support your statements and conclusions
- Minimize use of unsupported assertions.
- Make assumptions clear.
- Support factual statements with data analyses.
- Support opinions from other sources and make appropriate citations.

The use of correct grammar and spelling in any writing is to your advantage. Some professors will stop at every split infinitive and others make no editorial comments, but no reader, however unconscious of style, wants to guess at the contents of a poorly constructed argument.

THE DEPARTMENT OF LAW
& SOCIAL RESPONSIBILITY

PURPOSE

In general, the purpose of writing requirements in courses offered by the Law and Social Responsibility Department is the same as for other academic disciplines. Loyola's Jesuit tradition includes a commitment to *eloquentia perfecta*—of both the spoken and written word. The act of writing that aims at *eloquentia perfecta* is a disciplining act that enables simultaneously intellectual discovery and appropriate expression of exact meaning. Readers—and the writer—are enlightened and moved by the writing.

Beyond this general purpose, the law focuses on written words. In particular, legal writing highlights words, their meanings, and applications. Words, particularly written words, create and change legal realities. Writing assignments remind students how demanding a task it is to create and change legal realities through the instrumentality of words alone.

TYPES OF WRITING ASSIGNMENTS

In addition to essay responses to questions on tests, you will be required to write a variety of other kinds of texts in undergraduate courses. The following list describes some of the most common types of writing you will be required to do. These assignments are aimed at helping you learn appropriate ways of writing when dealing with legal issues. A key component of your success is learning how to reason in ways that are effective in law.

Case analysis. In this assignment, you choose a U.S. Supreme Court or Maryland Court of Appeals case on an issue relevant to the subject matter of the course. A case analysis typically has three components: a description of the case analysis itself, a summary of the public perception of its significance, and a reasoned statement that articulates your own position.

First, you state the issue to be decided, the relevant facts, prior legal disposition of the case, and the decision. You then summarize the legal reasoning of the majority opinion and any concurring and dissenting opinions. The assignment asks you to pay special attention to legal principles, the use of precedents, and how the majority opinion is responsive to the contentions of the losing party and of the dissenting judges. You next report the public perception of the significance of the case as reported in newspapers, such as *The New York Times* and *The Wall Street Journal*. Finally, the assignment asks you to state your own position on the case, with supporting reasons.

The "imaginary" intended audience is the readership of "op-ed" articles in major newspapers or of essays in magazines such as *Time* or *Newsweek*.

Analysis of a legal question or issue. You choose a precise legal question to address. For example, you might ask, "Should courts or legislatures outline rules for what constitutes a 'taking' of property?"

The assignment then asks you to formulate the question. Second, you state the answer you have discovered. Third, you explain the reasoning and legal authorities (with citations) that provide the basis for the answer.

Often, students discover that the question has more than one answer. Students make this discovery after engaging in research in relevant periodicals and books. Analysis includes the range of positions and counter-positions on the issue, and the position the student takes, with an explanation of supporting reasons.

The assignment will make it clear you may use endnotes with a bibliography, or detailed footnotes.

Industry analysis. In some sections of LW305, the Legal Environment of Business, professors will ask you to research the legal and regulatory environment in a particular industry, such as trucking or pharmaceutical sales. Instructors will assist you in locating research that makes clear how regulatory agencies place limits on and/or highlight the best behavior within a particular industry.

After engaging in research, you will write a paper that presents a summary of the legal and regulatory environment in their assigned industry. This paper is a standard research paper, similar to one the student would create in any discipline.

For legal research papers, it is especially important for students to cite their sources fully and carefully.

Book review assignment. Approximately 80% of the review should be devoted to an accurate summary of the book's contents, 10% to a summary of critical reviews of the book, and 10% to your own response to the book. Students must cite their sources fully and accurately.

Writing to learn activities. Professors in the department are likely to give smaller, "mini," assignments. These assignments give students opportunities to practice a particular skill, such as making an argument with solid supporting reasons. Two examples are analysis of proposed statutes and analysis of an assigned DVD.

Analysis of proposed statute. You state how the proposed statute changes current law. You then state whether you support or are against the proposed change. You provide reasons in support of your position.

Analysis of assigned DVD. You respond to a structured set of questions that guide viewing of the DVD.

HALLMARKS OF EFFECTIVE WRITING: CRITERIA FOR EVALUATION

Generally, professors use three criteria to evaluate student work: (1) insights the paper offers, (2) clarity of writing, and (3) depth of analysis.

With regard to insight, professors ask: Does the paper put ideas together in an interesting way? Did the student discover insights after careful reading and thought? This criterion is especially important. If you write an insightful paper or essay, you will distinguish your work. Insightful work is often excellent, rather than good.

With regard to depth, professors ask: Does the student's paper make it clear they invested a significant amount of time to reading the relevant subject matter? Does the paper show the student drew from a wide range of sources to create the analysis?

With regard to clarity, professors ask: Has the student taken time to organize the paper? Edit it carefully? Does the paper use strong transitions to guide the reader?

With regard to individual assignments in specific courses, professors make clear how they will evaluate assignments. It is typical for professors to use a grading rubric, which makes clear the specific expectations for each assignment, including a range of points assigned for completing sub-components of the assignment.

ADVICE ON WRITING AND ADDITIONAL RESOURCES

What are the most important rules for legal writing?
The most important rules for legal writing share a common theme: use words carefully.

Students who write about law should practice choosing their words carefully, and defining the words they use. Writers in this discipline spend a considerable amount of time editing, looking at each word, and making sure each word is exactly right.

Also, legal writers cite their sources carefully. When in doubt, use a footnote! In legal writing, you cannot have too many footnotes.

Most legal writers use *The Bluebook: A Uniform System of Citation* to guide them in creating footnotes. You can find out about this book by going to www.legalbluebook.com/about.shtml.

Your professor may or may not want you to use *The Bluebook*. Often, lawyers accept other forms of citation, including endnotes with a bibliography. The most important rule is that you are consistent in the way you cite. Also, you must give other writers credit for their ideas and definitions.

What style should legal writers use?

Most people who read legal writing acknowledge that statutes, judicial opinions, and legal documents such as wills and contracts are "heavy wading." They are often difficult to understand.

Today, some lawyers adhere to "legalese," the term lawyers use to mean "jargon." However, legal writers who see themselves as contemporary strive to use clear, concise, active language. A good, classic (yet contemporary) reference for clear, concise, active writing is *Plain English for Lawyers* (5th Edition) by Richard C. Wydick.

What makes the writing *yours*?

Sometimes, students get the impression that legal writing is a massive "cut and tape" effort, especially because lawyers rely on other writers' work, and, consequently, use many footnotes. What makes writing uniquely *yours*, though, is your style and voice.

When lawyers write, they often want the reader to see an issue in a new way. For example, the writer might want to frame a particular issue in a way that gets the reader to see and appreciate a new perspective.

For example, you might want to persuade the reader that a court's refusal to grant an individual a particular right presents a social justice issue. Here, to make the writing *yours,* you would draw upon other writers' work, but it is *your* style and voice that would persuade (or not).

The more you have mastered the material, the more you can "own" it and create work that is *yours.* The stronger your knowledge, the more likely it is that you will write with passion and conviction. Writers who argue with passion and conviction are more likely to be persuasive.

Thus, the foundation for excellent writing in the field of law is extensive knowledge of the subject matter.

THE DEPARTMENT OF MANAGEMENT & INTERNATIONAL BUSINESS

PURPOSE

The disciplines of management and international business involve problem finding as well as problem-solving and critical thinking skills. In management, particular emphasis is given to developing an understanding of human behavior within the context of different types of business organizations—private and public, for-profit and not-for-profit, small and large. Management deals with how people work together; how work itself is organized; and how skills and expertise are deployed within specific work environments.

In international business, students acquire an understanding of the external political, cultural, financial, and technological influences affecting the practice of management in multinational enterprises. Students examine specific functional areas and associated decision-making processes of the multinational enterprise to understand and apply internal management practices within that context.

In both areas, regular practice with writing strengthens the students' respective critical thinking, problem finding, and problem solving skills. Students learn to shape their arguments and thoughts to communicate more effectively with the complex, multiple (including multicultural and multilingual) audiences who compose the global workplace. Formal writing in the discipline is required to propose or report on strategic plans and to create management implementation documents for both the domestic and global contexts. The text—the 'deliverable' required by a corporate hierarchy or a business client—should be a document of clarity, depth, and well-supported conclusions, using charts, graphs, and bulleted summaries as necessary.

The section on general business writing following the individual department entries is a useful supplemental resource for the forms, formats, and conventions of writing in several business situations and environments.

TYPES OF WRITING ASSIGNMENTS AND ADVICE

Typical writing assignments include a mix of traditional academic genres and applied workplace genres: succinct summaries of current topics, research papers and reports, special projects, short and long case analyses, and oral presentations of slides and overheads. Virtual and electronic modes of researching, composing and communicating (from PowerPoint to email) are also increasingly com-

mon forms of writing in business communication, and you will encounter these as well in courses. *A Writer's Reference* offers useful information in the section on research writing as well as the sections on grammar, mechanics, and style.

Much class discussion is student-centered, with students leading or contributing significantly in that setting. Informal writing to respond to readings, to brainstorm, and to prepare for presentations and classroom conversation can help students to make new connections, learn the material, and practice the kinds of complex problem-posing and problem-solving work that are at the heart of effective management.

Several of the management and international business faculty members employ "Lessons Learned" and "Learning Diaries." The most important reason for these regular informal assignments is to encourage students to think about how the skills and knowledge that they are acquiring could be used in their own organizations. These reflective diaries also provide students with an opportunity to think more deeply about related topics or issues in the discipline.

Naturally, the instructors in the department will have individual preferences for specific assignments. However, these general guidelines may be helpful in responding to many assignments. (A) define the problem; (B) analyze the situation; (C) layout alternatives; (D) select an alternative; (E) explore potential consequences of the chosen alternative; (F) modify alternative if feasible; and (G) support conclusions with data and information sources.

In both disciplines, students are expected to research external and internal environmental data on the way to developing strategic, organizational behavior, and international business analyses. They are expected to integrate knowledge from class, relevant case studies, textbooks, and readings to create a substantive and creative analysis. All appropriate attributions are required and data sources should always be preserved and available. The LND Library and *A Writer's Reference* offer substantive help for students.

CRITERIA FOR EVALUATION

Each professor usually describes, either in the syllabus, in a specific assignment handout, or in class comments, the length, format, and other specifics pertaining to a writing assignment. Many assignments are collaborative as is typical in the professional world. Both the content and the process issues (of writing, research, analysis, and synthesis) are examined and graded. Better grades are given to those students who have shown that they are not only capable of

writing well on their own but are also capable of collaborating effectively or leading a team of students in developing a coherent and persuasive longer case study or project report.

In evaluating students' written work, many of the management and international business faculty use all or some of the following criteria as appropriate:

- Clarity
- Logical flow
- Simplicity, brevity
- No "fluff" or unnecessary background
- Organization
- Reader friendliness
- Use of subheadings and "reader guideposts"
- Integration
- Reference to attachments
- Objectivity
- Professionalism
- Factual support and lack of unsupported opinion
- Financial and strategic business language

In general, faculty stress written work that truly analyzes, rather than simply describes, a business initiative. The department expects that students will integrate knowledge and lessons learned from different classes, as well as external and experiential sources, to provide deep, well-grounded, and original written arguments and analyses.

In sum, the business of good writing and oral communication is simply good business.

THE DEPARTMENT OF MARKETING

PURPOSE

Writing in marketing builds on the communication skills developed in the core: practice with making arguments and using evidence, developing a sense of audience awareness, and attending to the various types and conventions of academic writing. Marketing, however, is an applied field that draws on academic genres and specific workplace knowledge, skills, and specialized types of writing. Effective writing and oral presentation are crucial for success in marketing and related business fields. A recent report of business leaders by the National Commission on Writing (2004) found that writing is a "threshold skill" for hiring and promotion: 80% of the

companies surveyed assess writing during hiring; two thirds of salaried employees in major U.S. companies are required to write regularly as part of their position. Technical reports, formal reports, memos, correspondence, email, and PowerPoint presentations are frequently required in more than half of all the responding companies.

Marketing employs a broad range of types of writing depending on instructor preference, level and types of course. A significant part of the marketing process involves informative and persuasive communication—both internal and external. Concision and clarity and attention to multiple audiences and purposes are critical to effective and efficient communication.

The department expects that students will develop the following writing, critical inquiry, and communication skills throughout their major courses:

- Learn to use complex factual evidence to inform and persuade.
- Relate theory and practice.
- Develop hypotheses concisely and collect appropriate data.
- Describe marketing research results accurately and clearly.
- Learn to write collaboratively through team-based projects.
- Communicate product information to a wide variety of potential customers.
- Persuade potential customers to become actual customers.
- Write recommendations that decision makers will adopt.

TYPES OF WRITING

The types of writing required vary according to level and specialty. Thus, a wide variety of writing assignments are expected in the marketing program. Like all students, marketing students will write in all traditional academic genres including research papers and essays; examinations; note taking and reading responses; and business literature reviews for formal research projects.

For additional information and resources for these kinds of assignments, students can refer to the sections in *A Writer's Reference* on Composing and Revising, Academic Writing, and Researching. There are also several sections devoted to issues of grammar, mechanics, usage, and style to help students observe the conventions of Academic English.

Writing Specific to Marketing
In addition to typical academic writing, students will also learn and practice writing tasks and genres specific to marketing including

- Memos, email, and correspondence
- Formal case reports
- Marketing plans, sales plans, advertising plans
- Marketing research which combines data, results, and explanatory notes
- Advertising copy
- Sales presentations
- Sales letters, quotations and proposals

Parameters for specific assignments will be provided by the instructors in your courses. The section on general business writing following the individual department entries in this text can also provide help with the specific conventions of workplace writing.

CRITERIA FOR EVALUATION

Concise and complete communication is important, particularly in business reports. Avoid jargon, obscure and unnecessarily long words, and bureaucratic ambiguities. Clarity, accuracy, and attention to the specific audiences and purposes are essential to

- Persuade a superior, peer, or subordinate to your point of view as expressed in a plan or proposal.
- Convey the results of research to individuals (inside or outside of an organization) who use or act on the information.
- Persuade customers to purchase your product or service based on your marketing communication.

ADVICE AND ADDITIONAL RESOURCES

Identify what it is you want to say. Clarify in your own mind the problem you are addressing. Remember that writing only occurs for some purpose. Be sure you know yours.

Plan how you will go about writing. What preparation is necessary to accomplish your purpose? How will you go about it? A good house must have a strong foundation.

Explore for different ideas. Do not commit yourself to the first idea. Do not prematurely decide what it is you want to say. Writing and thinking are interactive. Give the writing process a chance to help you think.

Organize your writing before committing yourself to a final form. Test your proposed organization to see if it accomplishes your goals and meets the needs of the reader.

Review and revise what you have written. This insures that it communicates what you wish to communicate, that it persuades if you need to persuade. Several drafts may be necessary.

Proofread your finished work to see that it is in correct form. Attend to format, spelling, punctuation, sentence structure and neatness. Remember that while readers should not judge a book by its cover, they often do.

If a writing assignment involves team work, coordinate the efforts of writing within the team. Before you start writing, make sure everyone understands the architecture of the writing project. The architecture includes dividing workload, using common frameworks, coordinating the timeline to completion, adopting consistent style, getting feedback from peers or the Loyola Writing Center, and final copy editing. Remember that sections written by different members still need to flow as if they were written by one author.

Final Advice: "Papers aren't written, they are worked on." Give yourself the needed time to polish your work.

Additional Resources for Writing in Marketing: There are some fine style resources and texts for writing in applied business fields including

Alred, Gerald T, Charles Brusaw, Walter E. Oliu. *The Business Writer's Handbook.* Eighth Edition. Bedford/St. Martin's, 2006.

Brereton, John C. and Margaret Mansfield. *Writing on the Job: A Quick-Reference Guide to Writing in the Workplace.* Norton, 2000.

Writing in business

Communication, especially writing, is central to the business world. Because business writers generally aim to persuade or inform their audiences, they place a premium on clarity, brevity, and focus. Business writers always take into account their audiences. If they are writing for their colleagues, for example, they may use a slightly less formal tone than if they are writing for clients or prospective clients. In all situations, business writers avoid complex metaphors and elaborate language; they also avoid slang and colloquial language.

When you write in business courses, you will usually write for a specific audience. Your goal will be to communicate in a straightforward manner and with a clear purpose.

Recognize the forms of writing in business.

In business courses, you will be asked to create documents that mirror the ones written in the field. The different forms of business writing covered in this section are used for varied purposes, such as informing and persuading. Assignments in business courses may include the following:

- reports
- proposals
- executive summaries
- memos and correspondence
- presentations
- brochures and newsletters

Reports

Reports present factual information for a variety of purposes. If your company is considering the development of a new product, you may be asked to write a feasibility report that lays out the pros and cons. If you are asked to determine how your sales compare with those of a competitor, you will need to write an investigative report. A progress report updates a client or supervisor about the status of a project. A formal report details a major project and generally requires research.

Proposals

Proposals are written with the goal of convincing a specific audience to adopt a plan. A solicited proposal is directed to an audience that has requested it. An unsolicited proposal is written for an audience that has not indicated interest. An internal proposal is directed at others in your organization. An external proposal is directed at clients or potential clients. The length of a proposal will vary depending on your goals and your intended audience.

Executive summaries

An executive summary provides a concise summary of the key points in a longer document, such as a proposal or a report, with the goal of drawing the reader's attention to the longer document.

Memos and correspondence

In business, communication often takes place via letter, memo, or e-mail. Letters and e-mail are written to clients, customers, and colleagues. Memos convey information to others in the same organization for a variety of purposes. A memo might summarize the results of a study or project, describe policies or standards, put forth a plan, or assign tasks.

Presentations

Presentations are usually done orally, in front of a group, to instruct, persuade, or inform. Presenters often use presentation software or tools such as whiteboards to prepare and display visuals — graphs, tables, charts, transparencies, and so on.

Brochures, newsletters, and Web sites

Brochures generally convey information about products or services to clients, donors, or consumers. Newsletters generally provide information about an organization to clients, members, or subscribers. Web sites may either advertise products or provide information about an organization.

Know the questions business writers ask.

In business, your purpose and your understanding of your audience will determine the questions you ask.

- If you are writing a proposal to persuade a client to adopt a product, you will ask, "How will this product benefit my client?" "What does my client need?"
- If you are asked to write a report informing your supervisor of your progress on a project, you will ask, "What does my supervisor need to know to authorize me to proceed?" You will also want to ask, "What does my supervisor already know?" "How can I target this report to address my supervisor's specific concerns?"
- If you are applying for a job, you will ask, "What qualifications do I have for this job?"

Understand the kinds of evidence business writers use.

In business, your purpose for writing, your audience, and the questions you ask will determine the type of evidence you use. The following are some examples of the way you might use evidence in business writing:

- If you are writing a report or a proposal, you may need to gather data through interviews, direct observation, surveys, or questionnaires. The sources of data you choose will be determined by your audience. For example, if you are studying the patterns of customer traffic at a supermarket to recommend a new layout, you might go to the supermarket and observe customers, or you might ask them to fill out surveys as they leave the store. If your audience is the store manager, you might focus on surveys at one store. If your audience is the owner of a large grocery chain, you would probably need to use data from several stores.

- If you are writing an investigative report in which you consider how to entice users to a health club, your evidence might include facts and statistics about the health benefits of exercise that you have drawn from published materials such as books, articles, and reports. You might also conduct research about the facilities of a competitor. In a long proposal or report, your evidence will probably come from a variety of sources rather than just one source.

- If you are applying for a job, your evidence will be your past experience and qualifications. For example, you might explain that you have worked in the industry for six years and held three management positions. You might also discuss how the skills you learned in those jobs will be transferable to the new position.

- If you are writing a brochure to promote a service, your evidence might be testimonials from satisfied users of the service. For example, a brochure advertising financial services might quote a customer who says, "My investments tripled after I took the advice of this company."

Become familiar with writing conventions in business.

In business, writing should be straightforward and professional, but not too formal.

- Buzzwords *(value-added, win-win, no-brainer)* and clichés *(The early bird catches the worm)* should be used sparingly. This kind of vocabulary is imprecise and can sound affected.

- Use personal pronouns such as *you* and *I.* Where appropriate (in letters, e-mails, proposals), you can use the pronoun *you* to emphasize the interests of your readers. When you are addressing multiple readers, you might want to avoid using *you* unless it is clear that you are referring to all readers. When you are expressing your opinion, you should use the pronoun *I.* When you are speaking on behalf of your company, you should use the pronoun *we.*
- In business writing, it is important to avoid language that could offend someone on the grounds of race, gender, sexual orientation, or disability. Use terms like *chair* or *chairperson* instead of *chairman* or *chairwoman* and *flight attendant* rather than *stewardess.* Unless it is relevant to your point, avoid describing people by race or ethnicity. If you are describing someone with a disability, use phrases like *client with a disability* rather than *disabled client* to show that you recognize the disability as one trait of the client rather than as something of overall importance. (Also see W4 in *A Writer's Reference.*)
- Business writing should always be concise. Avoid using words that are not essential to your point. For example, instead of writing *at this point in time,* just write *now.* Also avoid words that make a simple idea unnecessarily complicated. Using the passive voice often creates such complications. For example, instead of writing "This report was prepared to offer information to our customers," write "We prepared this report to inform our customers."

Use the APA or CMS *(Chicago)* system in business writing.

Business students typically use the style guidelines of the American Psychological Association (APA) or *The Chicago Manual of Style* (CMS) for formatting their paper, for citing sources in the text of their paper, and for listing sources at the end. The APA system is set forth in the *Publication Manual of the American Psychological Association,* 5th ed. (Washington: APA, 2001). CMS style is found in *The Chicago Manual of Style,* 15th ed. (Chicago: U of Chicago P, 2003). (For more details, see APA-4, APA-5, CMS-4, and CMS-5 in *A Writer's Reference,* Sixth Edition.) In business courses, instructors will usually indicate which style they prefer.

Models of professional writing in business

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