Writing Requirement in the Department of Government Writing Requirement in the Department of Govern-Writing ment Requirement 2013-2014

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Writing Requirement in the Department of Government Writing Requirement

The Writing Requirement in the Government Major

The Government Department at Strictlespecies committed to helping its students become skilled writers. Recognizing probatant part of learning to write well in political science and government gisto write well overall, the Government Department places consideralisted by the quantity and quality of writing opportunities in our courses and the desawdide-reach indighorough set of Standards and Expectations for Washing mants in Government and a Uniform Code of Notation for Providing Feedback on Written Work. Students in Government classes can expect too bleehest pectations and standards estalished in these documents. Thus, to by somo pessifing the requirements for the Government major, students to Will thing Requirement in Government.

Conventions of Writing in Government (Political Science)

The discipline of political science is tr

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- 2. What each of these multiple forms of writing shares is that they require students to employ clear and compelling analytical reasoning and empirical and logical evidence. Thus another of our main objectives is that we teach our students to be clear thinkers who can make anthantments swell supported by logic or empirical evidencegardless of the subfield. To help students learn how to think and write in this way, we have crafted a set of Standards and Expectations for Written Assignments in Government, which may be found on the Government Department website. Individual faculty members in the Government Department may use these standards in different ways in their courses, but all Government majors should expect to be held to these Standards and Expectations.
- 3. All forms of writing in government rely on and conform to the standard rules of English grammar and composition. Thus we are devoted to ensuring that our students adhere to the accepted rules of English grammar and usage. For this reason, we have developed and adopted for universal use the Uniform Code of Notation for Providing Feedback on Written Work in the Government Department. This document is also available on the Government Department website. Individual faculty members in the Government Department may use this Uniform Code in different ways in their courses, but our hope is that all Government majors will benefit from a close engagement with the standard rules of English grammar and composition as presented in this document.

Standards and Expectations for Written Assignments in Government

We expect papers to have these basic parts:

I. Introductory Paragraph

What to do: Briefly introduce the reader to the subject of your paper. Your introduction must include a thesis statement that presents the argument of your paper, and specifies how you will prove this argument or how you will organize your paper. Address yourself to an intelligent reader with a general knowledge of whatever your class is about.

What to avoid: Broad or sweeping claims, especially those that are trite, patronizing, and not important to your argument, do not belong here (or anywhere in your paper). An opening such as "Throughout time, Socrates has been justly admired as a great philosopher" should be avoided.

Where to look for help: Ch. 33: Planning and Drafting Essays (especially 33b and 33c), and Ch. 34: Revising and Editing Essays (especially 34b) in Hodges Harbrace Handloods.).

II. Body of the Paper

What to do: Paragraphs spell out the arguments that will move your reader to the conclusion you yourself have drawn from your thoughtful reading or research. They contain evidence to support your thesis statement, and proceed logically, in a compelling or inevitable way (step-by-step) to your final conclusion. Each paragraph should therefore be a coherent unit with its own topic. The first sentence of each paragraph should state the main theme of the paragraph, and each subsequent sentence of the paragraph should follow logically and smoothly one from another. The concluding sentence may summarize the paragraph.

What to avoid: Blind transitions and disorder force your reader to work hard, and often leave the reader guessing at your meaning. Consider whether you have prepared your reader for each sentence, or have instead left gaps in your argument--something you were thinking (and needed to think) but neglected to say, or said later on, in the wrong place. Cut from your argument anything that is unnecessary to it or repetitious.

Where to look for help: Ch. 33: Planning and Drafting Essays (especially 33d, 33f and 33g), Ch. 34: Revising and Editing Essays (especially 34c, 34d, and 34f), and Ch. 35: Writing Arguments, in Hodges Harbrace Handloodbd.).

III. Conclusions

What to do: Having gone through your argument and evidence, your reader will be fully prepared for, and even anticipate, your conclusions. You will therefore present no new material or arguments, but will briefly summarize your principal arguments.

What to avoid: While it is sometimes necessary, especially in research papers, to spell out unanswered questions or topics for future inquiry, it is important to avoid the temptation to throw in your unsubstantiated personal reflections or mere feelings, especially if they contradict what you have just presented. (If you have not been moved by your argument, why should the reader be?)

Where to look for help: Ch. 34: Revising and Editing Essays (especially 34b) in Hodges Harbrace Handbook

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D — Passing but not satisfactory. A "D" paper reads like a rough draft written with some effort.

F — Failure. An "F" paper reads like a rough draft written with minimal effort.

Note that an A grade recognizes work that is not simply good or even superior, but rather work that is distinguished.

In addition to all the standards and expectations listed above, we also consider the following criteria when we grade student papers:

- VII. Assignment completed according to schedule.
- VIII. Accuracy of information.
- IX. Relevance and use of evidence to support arguments.
- X. Coherence and internal consistency.

The Uniform Code of Notation 1 1 for Providing Feedback on Wri 4en Work 1

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The Government department has adopted adentifonotation for providing students with feedback on their written work. Your instructor will employ the following n system to identify unclear constructions and their subject and verb fail to agree eith for example, your paper includes a symittentheties ubject and verb fail to agree eith in number (singular or plural) or in pretseac(find, or third), your instructor will underline or circle the offending sentencies almet polarge in the number "3." This notation will direct you to the #3 in the code the lower whill find the chapter(s), section(s), are in some cases, pages the third of The Hodges Harbrace Handbook (referenced as Hodges) that both describe this error and offer instructions for how to correct in

1 The Uniform Code

Clarity, Grammar, and Punctuation

No. 1: Sentence Fragments: Hodges, Chapter 2

Incorrect: When the president gives a press conference.

<u>Correct</u>: When the president gives a press conference he tries to sound like Andrew Shepherd. 1

No. 2: Comma and Semicolon Errors: Hodges, Chapters 12-14

a.) Comma Errors

Incorrect: Nicolas Sarkozy worked assiduously to be a good family man but, he was alas, French.

<u>Correct:</u> Nicolas Sarkozy worked assiduously to be a good family man, but he was, alas, French.

b.) Semicolon Errors

<u>Incorrect:</u> Queen Elizabeth resolved to lay down for her God, for her kingdom, and for her people her honor and her blood; even in the dust.

<u>Correct:</u> Queen Elizabeth resolved to lay down for her God, for her kingdom, and for her people her honor and her blood, even in the dust.

No. 3: Comma Splices and Run-On Sentences: H	<i>lodges</i> , C	Chapter 3
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<u>Correct</u>: President Uribe was bored with plantains. He asked his mother to start packing Razzles in his lunchbox.

b.) Misuse of Prepositions

<u>Incorrect</u>: This is the sort of bloody nonsense up with which I will not put.

<u>Correct:</u> I will not put up with such bloody nonsense.

No. 8: Parallel Constructions: *Hodges*, Chapter 26

<u>Incorrect</u>: The Seciethot to be tossed lightly aside, but it was hurled with great force.

<u>Correct</u>: The Secisthot to be tossed lightly aside, but to be hurled with great force.

No. 9: Incorrect Pronoun Case: *Hodges*, Chapter 5, Section b

Incorrect: Just between you and I, "Pitchfork" Ben Tillman was raised in Crackerbox Palace.

<u>Correct</u>: Just between you and me, "Pitchfork" Ben Tillman was raised in Crackerbox Palace.

No. 10: Overuse of Passive Voice: *Hodges*, Chapter 7, Section c and Chapter 29, Section e

Incorrect: The British Expeditionary Force was shredded by the German Luftwaffe.

<u>Correct</u>: The German Luftwaffe shredded the British Expeditionary Force.

No. 11: Misplaced, Dangling, and Unattached Modifiers:

es.tache e.

(Placement of "only" suggests that the lonely know nothing other than the way that "I" feel tonight; that is, "the lonely's" SAT verbal score is "1")

<u>Correct</u>: Only the lonely know the way I feel tonight.

(This placement of "only" suggests that no people other than the lonely can understand my despair, which is the meaning that the "celebrated Orbison" wished to convey to his auditors)

No. 13: Mixed Metaphors: Hodges Chapter 23, Section b

<u>Incorrect</u>: Leaders of developing countries cannot eat their seed corn without gumming up the wheels of commerce.

<u>Correct</u>: Leaders of developing countries cannot eat their seed corn without reducing economic yields.

No. 14: Subjective Verbs

Incorrect: I feel that Moby Dick is white.

Correct: Moby Dick is white.

No. 15: Inconsistency of Verb Tense/Sequence of Verb Tense: *Hodges*, Chapter 7, Section b

<u>Incorrect</u>: Gandhi was fond of salt. He thinks that by marching to Dandi to protest the British salt tax he would gain the upper hand on both "perfidious Albion" and unpalatable popcorn.

<u>Correct</u>: Gandhi was fond of salt. He thought that by marching to Dandi to protest the British salt tax he would gain the upper hand on both "perfidious Albion" and unpalatable popcorn.

No. 16: Incorrect Use of Common Abbreviations (e.g., i.e., pp., etc.): *Hodge*s, i.e., pp. 749, etc., p. 748

<u>Incorrect</u>: Castro did not accept Kennedy's gift of a herbicide-lined wet suit (e.g., he wanted to maintain his smooth, rosy-hued skin).

<u>Correct</u>: Castro did not accept Kennedy's gift of a herbicide-lined wet suit (i.e., he wanted to maintain his smooth, rosy-hued skin).

No. 17: Ungrammatical Incorporation of Quotations: Hodges, Chapter 16

Incorrect: Lincoln said to Herndon that he was, "go to Gettysburg on the same train that broke John Henry's heart."

<u>Correct</u>: Lincoln said to Herndon that he was "going to Gettysburg on the same train that broke John Henry's heart."

No. 18: Anachronisms

<u>Incorrect</u>: Thomas Aquinas loved to turn back the clock.

<u>Correct</u>: Thomas Aquinas would have loved to turn back the clock but the clock had yet to be invented.

No. 19: Jargon/Slang: *Hodges*, Chapter 19, Section c

Incorrect: Webster kept dogging Hayne, despite the latter's statement that he subscribed to synergistic approaches to reconciliation.

<u>Correct</u>: Webster continued to question Hayne's argument, despite the latter's statement that he was committed to reconciliation.

No. 20: Unidiomatic Expressions: *Hodges*, Chapter 20, Section c

Incorrect: Senator McCain says that I am green behind the ears.

Correct: Senator McCain says that I am wet behind the ears.

No. 21: Unnecessary Words and Pleonasm: *Hodges*, Chapter 21

a.) Unnecessary Words

<u>Incorrect</u>: Indeed, the fact that there is no capitalism without failure means that there is no religion without sin.

<u>Correct</u>: Capitalism without failure is like religion without sin.

b.) Pleonasm

<u>Incorrect:</u> Dr. House called Foreman a stupid idiot for failing to harvest cancer boy's kidneys before he expired.

<u>Correct:</u> Dr. House called Foreman an idiot for failing to harvest cancer boy's kidneys before he expired.

No. 22: Hyphen v. Dash: Hodges Chapter 18, Section f and Chapter 17, Section e

<u>Incorrect</u>: Stalin had well—thought--out ideas- including many that Beria thought were whacky- for directing the kulaks "toward the light."

<u>Correct</u>: Stalin had well-thought-out ideas—including many that Beria thought were whacky

<u>Correct</u>: The United States Senate operates according to rules drafted by Gilbert Gottfried.

No. 28: Lack of Reference or Footnote Marks

<u>Incorrect</u>: A melancholy John F. Kennedy once averred, "There is always inequity in life. Some men are killed in war and some men are wounded, and some

No. 44: Precede/Proceed

No. 45: Respectfully/Respectively

No. 46: Than/Then

No. 47: That/Which

No. 48: There/Their/They're

No. 49: To/Too

No. 50: Unique

No. 51: Who/Whom

No. 52: Who's/Whose

No. 53: Your/You're

No. 63: With all due respect

No. 64: Absolutely

No. 65: It's a night mare

No. 66: Shouldn't of

No. 67: 24/7

No. 68: It's not rocket science

No. 69: The fact of the matter is

No. 70: Let me be perfectly clear