Writing and Presenting

for EDLF Master's

Courses

A Handbook for Master's Students Enrolled in the Department of Educational Leadership and Foundations Brigham Young University

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Writing and Presenting for EDLF Master's Courses

"I believe it is our duty to imitate everything that is good, lovely, dignified, and praiseworthy. We ought to imitate the best speakers, and study to convey our ideas to each other in the best and choicest language. . . .
I generally use the best language I can command."
--Brigham Young

The Department of Educational Leadership and Foundations uses the APA format and editorial style for all assigned papers. Please refer to the *Publication Manual of the American Psychological Association, 5th edition*. A few copies of the manual are available in the department secretary's office and can be checked out. The department also recommends *Keys for Writers* by Ann Raimes as a writing handbook and guide.

Referencing Sources

Handling Quotations in Text

When using APA format, follow the author-date method of citation. The author's last name and the year of publication for the source should appear in the text, and a complete reference should appear in the reference list at the end of the document.

Examples:

Cox (2001) reported that school administrators . . .

In a recent study of schools administrators (Cox, 2001), . . .

In 2001, Cox studied school administrators in . . .

Short Quotations

To indicate short quotations (fewer than 40 words) in your text, enclose the quotation within double quotation marks. Provide the author, year, and specific page citation in the text, and include a complete reference in the reference list. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quotation but after the parenthetical citation if they are a part of your text.

Examples:

"The school administrator's role description has changed greatly in the last twenty years" (Cox, 2001, p. 276).

According to Cox (2001), "The school administrator's role description has changed greatly in the last twenty years" (p. 276).

Long Quotations (Block)

Place quotations longer than 40 words in a block and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after closing punctuation mark.

Example: *(remember to double space)*

Miele's (1993) study found the following:

The placebo effect disappeared when behaviors were studied in this manner. Furthermore, the behaviors

were never exhibited again, even when real drugs were administered. Earlier studies conducted by the same group of

researchers at the hospital were clearly premature in attributing the results to a placebo effect. (p. 276) *(Note period*

placement)

Reference List

Your reference list should appear at the end of your essay. It provides the information necessary for a reader to locate and retrieve any source you cite in the essay. Each source you cite in the essay must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Reference List Basic Rules

- Authors' names are inverted (last name first); give last name and initials for all authors of a particular work.
- Your reference list should be alphabetized by authors' last names. If you have more than one work by a particular author, order them by publication date, oldest to newest (thus a 1991 article would appear before a 1996 article). When an author appears as a sole author and as the first author of a group, list the one-author entries first. If no author is given for a particular source, alphabetize by the title of the piece and use a shortened version of the title for parenthetical citations.
- Use "&" instead of "and" when listing multiple authors of a single work.
- The first line with the author's last name is at the left margin and all other lines indented one-half inch (hanging indent).
- All references should be double-spaced.
- Capitalize only the first word of a title or subtitle of a work. Italicize titles of books and journals.
- Note that the italics in these entries continue beneath commas and periods and the volume number for journals.
- Each entry is separated from the next by a double space (thus the entire reference list is double spaced, with no extra returns added).

Basic Forms for Sources in Print

An article in a periodical (such as a journal, newspaper, or magazine):

Author, A. A., Author, B. B., & Author, C. C. (Year of Publication, add month and day of publication for daily,

weekly, or monthly publications). Title of article. *Title of Periodical, Volume* (Number), pages.

Note: You need list only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then you should list the issue number as well: Title of Periodical, Volume (Issue), pages.

A non-periodical (such as a book, report, brochure, or audiovisual media)

> Author, A. A. (Year of Publication). *Title of work: Capital letter also for subtitle.* Location: Publisher.

Note: For "Location," you should always list the city, but you should also include the state if the city is unfamiliar or if the city could be confused with one in another state.

Part of a non-periodical (such as a book chapter or an article in a collection)

> Author, A. A., & Author, B. B. (Year of Publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book*
>
> (pages of chapter). Location: Publisher.

Note: When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references.

Basic Forms for Electronic Sources

Note: For the most current way of citing electronic sources (since the APA changes frequently), please visit the APA page:

> http://www.apa.org/journals/webref.html

A web page

> Author, A. A. (Date of Publication or Revision). *Title of full work.* Retrieved date, from full web address.

Note: Date of retrieval should indicate the date you visited the website. This is important because online information is frequently altered. If no date is available, use "n.d."

An online journal or magazine

> Author, A. A., & Author, B. B. (Date of Publication). Title of article. *Title of Journal and volume number.* Retrieved
>
> date from web address.

Sources Cited In-text Only

Personal Communication including Email
Personal communication includes letters, memos, e-mail messages, personal interviews, telephone and personal conversations, and class discussions. Personal communications are not easily retrieved by the public so no entry appears in your reference list. When you cite a personal communication in the body of your paper, acknowledge it in your parenthetical citation:

> Examples:
>
> Carl Glickman (personal communication, April 4, 2002) repeated this idea recently.
>
> The writer has repeated this idea recently (Carl Glickman, personal communication, May 1, 2001).

Legal Sources, Cases, and Statutes

The source of legal citation that the APA follows is: *The Bluebook: A Uniform System of Citation.* (See pp. 397-410 of the *Publication Manual of the American Psychological Association, 5th ed).*

For EDLF, the preference for citing legal cases is that the full reference form is preferred included in text, as opposed to endnotes:

Name v. Name, Volume Jurisdiction Source, Page (Year).

For example: Board of Trustees of the University of Alabama v. Garrett, 121 S. Ct. 955 (2001).

Subsequent references to the case in text can be abbreviated with case name and date only:

Board of Trustees of the University of Alabama v. Garrett, (2001).

EDLF prefers that statutes be cited in text following APA/Bluebook style, as opposed to endnotes:

Name of Act, Volume Source § xxx (Year).

Example: Native American Languages Act, 25 U.S.C.A. §2901 (1990).

Headings

APA's heading style consists of five possible formatting arrangements, according to the number of levels of subordination. Most papers for coursework will require from 1 to 3 levels.

One Level: For a short article, one level of heading may be sufficient. In such cases, use only centered uppercase and lowercase headings.

Example:

<div align="center">Centered Uppercase and Lowercase Heading</div>

Two Levels: For papers that need two levels of headings, use the centered uppercase and lower case as above for the first level, and flush left, italicized, uppercase and lower case side headings for the second level.

Example:

Flush Left, Italicized, Uppercase and Lowercase Side Heading

Three Levels: Some longer papers will need three levels of headings. Use the two above and then use indented, italicized, lowercase paragraph heading ending with a period.

Example:

Indented, italicized, lowercase paragraph heading ending with a period.

Refer to APA pp. 111-115 for Four and Five Levels.

Paper Format

You should submit your manuscript paper as if you were sending it to a publisher. Submit your paper as outlined below:

- No cover sheets or plastic covers
- No title pages unless specifically assigned by your instructor
- Use 12-point serif font such as Times New Roman
- Double-space all text including blocked quotations and references
- Keep all margins at 1 inch
- Left justified only
- Printer needs to be either ink jet or laser jet
- First page should contain your name, email address, date, course, and assignment in the upper corner (no page number on first page).
- Title of the paper centered about 2 inches down from the top.
- On all pages after the first, place the abbreviated title and page number in upper right corner (use a "header").
- For all formatting questions, refer to APA publication manual.

Example:

```
                                          Name
                                 Email Address
                                          Date
                      Course Assignment

               Title
```

```
                              Abbreviated Title    2
```

The Writing Process

Prewriting
- Select a subject in which you are interested
- List parts of the subject
- Select the part that can best fit your assignment and interest.
- Collect as much information as you can about the subject
- List all the ideas you have on the subject.
- Write a thesis statement (or question)
  - Limited subject with your opinion or other features about the subject makes a thesis statement.
- Organize your ideas into clusters or an outline

Drafting
- Write the first draft shortly after your prewriting.
  - Write freely.
  - Keep writing until you do not feel you can write anymore.
- After you have exhausted free writing consider the following to get more ideas:
  - The 5 W's: who? what? where? when? why?
  - Cubing: describe it, compare it, associate it, analyze it, apply it, and argue for or against it.
  - Research more information
- Write an introduction
  - Spark your audience's attention.
  - Introduce the subject and the thesis statement.
- Write a conclusion
  - Tie up loose ends and clarify certain points.
  - Leave your reader thinking.

Revising the draft
- Read the first draft, keeping in mind the purpose, thesis, and audience.
- Add, cut, or rearrange ideas as necessary.
- When possible, put your writing aside for a few days.
- Ask others (peers, family members) to read it.
- Determine what works and does not work.
- Cut out words, phrases, sentences, and passages that are not necessary.
- Revise, revise, revise

Editing and Proofreading
- Check for errors in usage. punctuation, capitalization, spelling, and grammar.
- Prepare a neat final copy.
- Proofread your final draft for errors before submitting it.

Publishing
- Discuss with your instructor as to possible publication sources to submit your work

Paper Evaluation Rubric

Typical Characteristics of the *A* Paper

- **Ideas and Development:** The paper is unified and clear in its purpose. It makes a point or answers a well-defined key question. The main idea (thesis or research question) is clearly stated. Each paragraph has a unified idea, solid detail, and smooth transitions. Supported details (examples, facts, anecdotes, quotations, etc.) are accurate, relevant, and helpful.
- **Organization:** The paper is logically organized, and the organization does not seem mechanical or imposed. The main ideas are identifiable and lead to valid conclusions. Supported details are linked to the question or thesis. The introduction is engaging and provides a clear purpose and direction. The closing effectively resolves the question and/or reinforces the assertion.
- **Voice and Tone:** The writer's enthusiasm for the question or topic is evident. The paper clearly belongs to the writer. The writing is readable, interesting, and engaging.
- **Word Choice:** The writer consistently chooses explicit, vivid words and phrases to make the message clear. The writer goes beyond the automatic word to find one more precise and effective. The phrasing is original and not copied or imitated. Technical or little-known words are defined or clarified as appropriate. Jargon and overly technical language are avoided. Metaphors and similes are used appropriately and add interest and understanding.
- **Sentence Fluency:** Sentences are strong, grammatical, clear, and direct. Text can be read quickly and without any confusion. Meaningful sentence beginnings lend variety and clarity. Sentences vary in length. No words are wasted.
- **Conventions and Presentation:** The writer demonstrates a good grasp of standard writing conventions (grammar, capitalization, spelling, punctuation) and also uses specialized conventions (titles, headings, subheadings, bullets, referencing, and other graphic devices) to enhance layout and readability. All sources are correctly documented. Strong evidence indicates the paper has been well thought out, reviewed, and revised several times. The paper is ready to be published.

Typical Characteristics of the *B* Paper

- **Ideas and Development:** The paper addresses an identifiable question or thesis but offers only basic information and support. Each paragraph has a unified idea and supporting detail. The organization is logical, but transitions are sometimes strained. The paper has a firm purpose, is focused, and is interesting. Some support seems grounded in solid research or experience, but some is based on common knowledge. Stronger support and greater attention to detail is needed to strengthen the paper.
- **Organization.** A mix of key points confuses the reader. Supporting details are loosely linked to the question or thesis. The introduction is present but may not give the reader a strong sense of where the paper is headed. The closing wraps up the paper but may fail to resolve the question or reinforce the assertion.
- **Voice and Tone:** The writer projects sincerity but not strong interest. The paper may be too formal or overly personal and distracting. The paper may not be individualistic to the writer.
- **Word Choice:** Though most language in the paper is accurate and functional, some vocabulary may be too technical or informal. Most words are familiar and comfortable but may be routine. The word choice is almost uniformly correct. Metaphors and similes are used appropriately.
- **Sentence Fluency.** Sentences are clear and mostly grammatical. Meaningful sentence beginnings lend clarity and variety—additional transitions would be helpful. Wordiness may be a problem.
- **Conventions and Presentation:** The paper is generally correct mechanically, though there are some problems with spelling, grammar, and punctuation. Errors do not impair meaning. The basic layout of the paper is visually pleasing. Sources are cited correctly. The paper is ready to be published when the corrections are made.

Typical Characteristics of the *C* Paper

- **Ideas and Development.** Though the paper has some interesting parts, the interest is not uniformly maintained. The purpose is not always clear. The thesis may not be stated clearly. Support is missing or questionable. Some paragraphs lack a unified idea, and the support is sometimes vague or weak. Some paragraphs may be underdeveloped.
- **Organization.** The organization is acceptable, though some parts may be disorganized. The reader may be confused about the question or thesis. The supporting details seem randomly ordered. The paper wanders from

point to point. Ideas are weakly linked. There is no real lead to give the paper direction. The closing does not help the reader resolve the question or follow the assertion.

- **Voice and Tone:** The writer seems indifferent to the question or topic. The writer seems bored or seems to be writing the paper only to fulfill an assignment.
- **Word Choice:** The writer uses vague words and phrases. Redundancy is noticeable. Clichés and trite phrases may be apparent. Some words may be used incorrectly. Pronouns lack easily identifiable antecedents. Subject and verb agreement is sometimes apparent. Few metaphors or similes are used.
- **Sentence Fluency:** Several sentences are unclear or ungrammatical. Ideas are hard to connect. Some sentences may be too long or too short and choppy. Wordiness is a problem. The reader often has to re-read for meaning. Grammatical mistakes are distracting.
- **Conventions and Presentation:** Mechanically the paper may have considerable spelling, grammar, and punctuation errors. The paper has been proofread but errors still remain. Citations are missing or incorrect. The paper would have to be re-written and revised to prepare it for publication.

NOTE: All papers are expected to be at the *C* level or above.

Editing and Correction Marks

The EDLF faculty uses the following common editing and correction marks:

agr	agreement problem	s-v	subject verb agreement
awk	awkward structure	w	wordy
utah	use a capital letter	ww	wrong word
doc	documentation	??	unclear
frag	sentence fragment	¶	new paragraph
inc	incomplete sentence	no ¶	no new paragraph
Øff	use lowercase	∧	insert
pass	ineffective passive voice	⁓	close up space
pron	pronoun error	#	add space
quot	quotation error	×	obvious error
ref	pronoun reference error	⊙	needs punctuation
rep	repetitive	☺	good idea!
shift	verb shift	—	delete
sp	spelling error	//	parallelism

Making a Presentation

Professionals are often presenting and reporting to others. Some of these presentations are for policy making groups such as school boards or advisory groups. These types of presentations are usually recommendations or reports. Other presentations are for professional meetings such as conferences or workshops. Some of these presentations are paper sessions, conversation sessions, symposiums, and recommendations.

As a student, you will also be asked to make in-class presentations. These assignments could be presentations on research findings, case studies, or reporting on models and concepts.

When presenting for class assignments, consider the following guidelines:

- Remember that listeners are different from readers and that a presentation is different from a speech.
- Use the complete written script or, preferably, an outline created from the complete script. Note: the script is different from the written paper.
- The general organization for the presentation is 1) Introduction: tell them what you are going to tell them; 2) Body: tell them; and 3) Conclusion: tell them what you told them. If you have a persuasive or controversial topic to present, you may choose to give your supporting evidence before you present your claim.
- Use special effects with your voice. Two effects are especially useful: inflection and pauses.
- Visual aids can be useful but they can also be disruptive and distracting. Limit your visual aids. A typical presentation only affords the use of about 5 slides (transparencies or PowerPoint,). Be sure to use a font size of 16 or larger.
- Rehearse your presentation several times. Rehearsing before a mirror or in front of other people can be helpful.
- Keep your presentation *under* the assigned time limit. Most in-class presentations will be about 10 minutes.

Academic Honesty

The first injunction of the BYU Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct:

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism. Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism. Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- Direct Plagiarism. The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism. The paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for your own.
- Plagiarism Mosaic. The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgment. The partial or incomplete attribution of words, ideas, or data from an original source.
- Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Fabrication or Falsification

Fabrication or falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

1. Citing a source that does not exist.
2. Attributing to a source ideas and information that are not included in the source.
3. Citing a source for a proposition that it does not support.
4. Citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper.
5. Intentionally distorting the meaning or applicability of data.
6. Inventing data or statistical results to support conclusions.