

NORTHFIELD MOUNT HERMON SCHOOL
DEPARTMENT OF HISTORY

Writing Manual & Stylebook

Contents

History Department Mission	3
Definitions of Academic Dishonesty	4
Writing a Research Paper	5
Creating Proper Citations	10
Policies & Grading Standards	20

Mission Statement

History and social science courses at Northfield Mount Hermon School are designed to encourage students to develop knowledge of and respect for the human heritage and condition. To achieve these goals, courses

- examine significant episodes, ideas, and institutions;
- study the history and behavior of individuals in society;
- investigate the nature of historical and cultural change;
- analyze the decision-making process at the individual, group, and national levels;
- develop students' questioning, analytical, and research skills, both written and oral
- integrate literary, religious, and artistic perspectives, where sensible.

Definitions of Academic Dishonesty

Are there really six types of Academic Dishonesty? Yes, there are! While you are probably familiar with cheating or plagiarism, there are other types of academic dishonesty that you need to be aware of. Following are the six types of Academic Dishonesty that are commonly encountered at NMH:

1. *Cheating*: Using assistance without permission.

Example: Looking at another student's work, or using a cheat sheet during a test.

2. *Plagiarism*: Using someone else's ideas, wording, or data without proper or complete acknowledgement (citation).

Example: Copying a passage out of a source without quotations and/or citing the source. Taking or purchasing another person's work from the Internet or another source and submitting it as your own.

3. *Multiple Submissions*: Using work previously submitted at this or any other school to fulfill academic requirements in another class, without prior permission.

Example: Submitting a reworked English paper for a History class.

4. *Fabrication*: Providing false information for any assignment.

Example: Making up or altering data that doesn't exist for a lab report.

5. *Unauthorized Collaboration*: Working with another student or getting assistance when solo effort is expected. Ask your teacher for clarification if guidelines and expectations for collaboration are unclear.

6. *Negligent Inconsideration*: Damaging or hoarding materials/information; lying about needing an assignment/deadline extension.

NOTE: It is VERY important that you read and understand these definitions. If you remain unclear about any of the six types of Academic Dishonesty, you should speak with your teacher or class dean for further clarification. Remember, Academic Dishonesty is a major school rule and can result in very severe disciplinary measures.

WRITING A RESEARCH PAPER

Selecting a Research Paper Topic

A formal research paper is an essay in which you form an opinion of your own about an issue or topic, take a side on that issue, and then support that opinion by using research from a variety of sources as evidence.

Three keys to choosing a successful topic:

1. Look for a topic that is fairly narrow so you can dig into it with great detail rather than a very broad topic that you deal with only superficially.
2. Choose a topic that allows you to create a statement of thesis which you can prove in your paper. You should attempt to reach some sort of conclusion regarding the topic that you have chosen based on the research that you have done.
3. Avoid topics that are just a factual recounting of a particular event or life of a person.

Writing Multiple Drafts

In order to write a successful research paper, you need to create and edit multiple drafts to ensure proper organization, clarity and correct mechanics. You should treat your First Draft as if it is the Final Draft and not simply as a Rough Draft that you jot down on paper. Think of the First Draft as a Final Draft and the Final Draft more as a mandatory rewrite.

While creating a First Draft, keep the following four criteria in mind:

Research: How thorough is your research? How many sources do you utilize? How many different types of sources (i.e. books, periodicals, newspapers, internet etc ...) do you incorporate?

Content: Is your thesis statement clearly stated and appropriate? Do you cover the topic thoroughly? Do you cover it in a scholarly fashion? Do you explore the topic in proper depth and discuss the key issues related to your topic

Grammar: Do you write clearly, correctly, effectively and in an organized fashion? Have you introduced quotations properly?

Technical: Have you followed the proper guidelines for footnotes, bibliography, indenting quotations of more than 50 words etc ...

Creating an Effective Thesis Statement

Your thesis statement will be the answer to a question which you ask yourself about your topic. It is the point which you will prove. It is the single sentence around which your entire term paper must revolve.

After you write your initial thesis statement, you will need to revise it, perhaps several times, as you do more reading/research about your topic. It is imperative that you communicate clearly with teachers who have assigned the paper about their expectations. Thus, if something is unclear, be certain you follow-up and get the answers you need.

In your introductory paragraph you should give background to your thesis statement and build up to it. In your concluding paragraph you should move beyond your thesis statement by arriving at some idea which is the synthesis of the research you have done and your own thoughts on the topic. In the body of your paper, only include information which supports the thesis. By including extraneous ideas, material or information, you will only detract from your paper's cohesiveness and effectiveness. Do not forget that you will probably not be able to discuss everything which interests you about your topic.

A good thesis statement is:

1. Clear, concise and straightforward
2. Original
3. Believable
4. Provable
5. Focused narrowly enough that you can explore it in-depth in your paper (an overly broad thesis statement will result in a superficial paper).

Effective Notes using Note Cards

If you take the time to do your note cards correctly, you will find that once you have completed your research and placed all of your cards in the proper order, grouping them by paragraph, your paper will practically write itself. Following are some additional reasons why using notes and note cards can be effective:

1. To create correct footnotes/endnotes
2. To locate information easily as your research progresses
3. To discover and eliminate holes in your research
4. To organize and reorganize your material
5. To integrate your sources

NOTE: There is no such thing as a “wasted note,” so do not worry if your paper does not include every note you take. In fact, it is good not to use every one of your cards. You should eventually have enough note cards that you are able to select among them and use only the best. If you feel compelled to use every card, you have not taken enough notes.

CREATING PROPER CITATIONS

Why do I have to footnote my work?

Footnotes, endnotes and bibliographic citations are essential for giving proper credit to sources you've used in developing your paper, thesis and supporting evidence. In addition to avoiding questions or plagiarism, proper citations allow you to recognize another author's work, ideas, facts, words, sentences, and visual images. Listed chronologically within your paper, footnotes or endnotes denote which source you used to develop specific ideas within a particular paragraph or sentence. Listed alphabetically at the end of your paper, citations in a bibliography serve as a guide for readers to survey your sources should they wish to conduct additional research into your topic.

In general, there are three types of information that requires citation. They are:

1. Any and all material taken directly from another author or source. This includes all direct quotations (regardless of length) and visual resources (graphs, pictures, etc).
2. Any and all paraphrased material. In other words, you must cite any case when you utilize someone else's opinion, interpretation, bias, theory or ideas even if you have put those thoughts into your own words. Changing another author's words around does not make them your own! This is very tricky so be careful and ask your teacher for help. If in doubt, cite it!
3. Objective facts that are not common knowledge or unusual. This is also tricky, but the general rule states that if a fact is only found in one source, it should not be considered common knowledge and you must cite it. Statistics almost always fall into this category. Dates almost always do not.

Tips for Using Effective Quotations

1. Do not quote and/or footnote from an encyclopedia unless you receive permission from your teacher
2. Do not quote and/or footnote from a non-academic website (including Wikipedia) unless you receive permission from your teacher
3. Do not over-quote. The majority of your research paper should be in your own words. Use quotations only to support your own ideas, not to make your points for you. Also quotations should be brief and utilized only to emphasize specific points or particular examples.
4. Set-up your quotation. When you incorporate an outside source into your research paper, be sure to establish why you are using or referencing that particular work or quotation. Do not allow quotations to stand alone or to “speak for themselves.” Again, quotations only to support your own ideas, not to make your points for you.
5. While a quotation is often an effective way to begin a research paper, you should not use a quotation to end your essay. The final sentence of your paper should be in your own words and therefore should not be footnoted.
6. Prose quotations that are longer than four lines must be indented five spaces from both margins and single spaced. These quotations should not have quotation marks as the indentation makes clear that the passage is a direct quote.
7. Employ a variety of outside sources. All effective research papers utilize multiple and varied sources as supporting evidence. Never draw too heavily on a single source.
8. A research paper without footnotes is unacceptable. An effective research paper should have several footnotes on every page.

Proper Citation:

Footnotes, Endnotes, and Bibliographies

Below you will find the basic forms of Chicago-style footnotes, endnotes and bibliographic references. This is NOT a complete list, and there are many other forms for citing different kinds of works. The examples below cover the basic forms you will use while writing a research paper. For a more complete source, consult *The Little, Brown Essential Handbook* by Jane E. Aaron (Pearson Longman, 2006).

In a bibliography, works cited, footnotes or endnotes, the format of the citation (capitalization, order of author or editors' names, spacing and punctuation) are important and need to be exact. Be sure to follow the correct format in its entirety.

Following you will find numerous examples of correct format and proper execution of bibliographic citations as well as footnotes and endnotes.

BOOKS WITH ONE AUTHOR

Format:

Last name, First name. *Title: Subtitle*. City of publication: Publisher, year of publication.

Bibliography:

Strayer, Joseph. *On the Medieval Origins of the Modern State*. Princeton: Princeton University Press, 1970.

Footnote/endnote:

Joseph Strayer, *On the Medieval Origins of the Modern State* (Princeton: Princeton University Press, 1970), 39.

BOOKS WITH ONE EDITOR

Format:

Last name, First name, ed. *Title: Subtitle*. City of publication: Publisher, year of publication.

Bibliography:

Lopate, Phillip, ed. *The Art of the Personal Essay: An Anthology from the Classical Era to the Present*. New York: Anchor-Doubleday, 1994.

Footnote/endnote:

Phillip Lopate, ed. *The Art of the Personal Essay: An Anthology from the Classical Era to the Present* (New York: Anchor-Doubleday, 1994), 39.

BOOKS WITH TWO OR MORE AUTHORS OR EDITORS

Format:

Names appear in the order they are listed on the title page.

Last name, First name, and First name Last name, eds. *Title: Subtitle*. City of publication:
Publisher, year of publication.

Bibliography:

Sweet, David, and Gary B. Nash, *Struggle and Survival in Colonial America*, Berkeley:
The University of California Press, 1981.

Footnote/endnote:

David Sweet, and Gary B. Nash, *Struggle and Survival in Colonial America* (Berkeley:
The University of California Press, 1981), 39.

BOOKS WITH MORE THAN THREE AUTHORS OR EDITORS

Format:

Use the first name listed on the title page. "Et al." means "and others."

Last name, First name, First name Last name , First name Last name, and First name Last
name, eds. *Title: Subtitle*. City of publication: Publisher, year of publication.

Bibliography:

Tignor, Robert, Jeremy Adelman, Stephen Aron, Stephen Kotkin, Suzanne Marchand,
Gyan Prakash and Michael Tsin. *Worlds Together, Worlds Apart*. New York:
Norton & Company, 2002.

Footnote/endnote:

Tignor, Robert, et al. *Worlds Together, Worlds Apart* (New York: Norton & Company,
2002), 39.

COMPONENT PART BY ONE AUTHOR IN A WORK BY ANOTHER

Format:

Use the first name listed on the title page. "Et al." means "and others."

Last name, First name, "Title of Article: Subtitle." In *Title: Subtitle of Anthology*, edited by
editors First Name Last Name, #-#. City of publication: Publisher, Year of publication.

Bibliography:

Dunn, Richard, "Sugar Production and Slave Women in Jamaica." In *Cultivation and Culture:
Labor and the Shaping of Slave Life in the Americas*, edited by Ira Berlin and Philip D. Morgan,
33-39. Charlottesville: University Press of Virginia, 1993.

Footnote/endnote:

Richard Dunn, "Sugar Production and Slave Women in Jamaica." In *Cultivation and Culture: Labor and the Shaping of Slave Life in the Americas*, edited by Ira Berlin and Philip D. Morgan, (Charlottesville: University Press of Virginia, 1993), 33-39.

SOURCE QUOTED FROM A SECONDARY SOURCE

Format:

Last name, First name. *Title: Subtitle*. #-#. City of publication: Publisher, year of publication. Quoted in First Name Last Name, *Title: Subtitle*. City of Publication: Publisher, Year of Publication, #-#.

Bibliography:

Smith, Adam. *The Wealth of Nations*, 11. New York: Random House. 1965. Quoted in Mark Skousen, *The Making of Modern Economics: The Lives and Ideas of the Great Thinkers*. Armonk, NY: M.E. Sharpe, 2001, 16.

Footnote/endnote:

Adam Smith, *The Wealth of Nations*, 11 (New York: Random House. 1965). Quoted in Mark Skousen, *The Making of Modern Economics: The Lives and Ideas of the Great Thinkers*. Armonk (NY: M.E. Sharpe, 2001), 16.

ARTICLE IN GENERAL ENCYCLOPEDIAS AND DICTIONARIES

Format:

Encyclopedias and dictionaries are usually not included in the bibliography however they are referenced in footnotes and endnotes. s.v. (sub verbo) means "under the word."

Title: Subtitle. Edition. Year of publication. s.v. "Article Title" by First Name Last Name

Footnote/endnote:

The New Encyclopedia Britannica: Macropedia. 15th ed. 1988. s.v. "Drawing" by Henry Robert Harlow.

ARTICLE IN SPECIALIZED ENCYCLOPEDIAS

Format:

Last Name First Name, eds. *Title: Subtitle*. City of publication: Publisher, Year of publication. s.v. "Article Title," by First Name Last Name.

Bibliography:

Smith, Allan and Walter Johnston, eds. *Encyclopedia of Medieval Europe*. Boston: Harvard University Press, 1976. s.v. "The Papacy of Leo X," by Justine L. Roberts.

Footnote/endnote:

Allan Smith and Walter Johnston, eds. *Encyclopedia of Medieval Europe* (Boston: Harvard University Press, 1976), s.v. "The Papacy of Leo X," by Justine L. Roberts.

MAGAZINES

Format:

Last name, First name. "Article Title." Magazine Title, Date of publication, #-#.

Bibliography:

Insdorf, Annette. "Heroism Amid the Holocaust," *The New Yorker*, 29 September 1982, 45 - 49.

Footnote/endnote:

Annette Insdorf, "Heroism Amid the Holocaust," *The New Yorker*, 29 September 1982, 45 - 49.

SCHOLARLY JOURNAL

Format:

Last name, First name. "Article Title." Journal Title, Volume #, Issue #, (Year), #-#.

Bibliography:

Thompson, Peter. "Inventive Localism in the Seventeenth Century." *The William and Mary Quarterly*, 32, 2 (2007), 45 - 49.

Footnote/endnote:

Peter Thompson, "Inventive Localism in the Seventeenth Century," *The William and Mary Quarterly*, 32, 3 (2007), 45 - 49.

NEWSPAPER

Format:

Omit definite article "the." Citation should read "New York Times" not "The New York Times."

Last name, First name. "Article Title." Newspaper Title, Month Day, Year, #-#.

Bibliography:

Stern, Peter. "President Questioned on Sudan." *The Boston Globe*, May 4, 2005, C45.

Footnote/endnote:

Peter Stern, "President Questioned on Sudan," *The Boston Globe*, May 4, 2005, C45.

VIDEO OR DVD

Format:

Title, Format, Director and/or Producer or Writer, Original Release Date, City of Manufacture: Manufacturer, year of release.

Bibliography:

Civil War Battlefields. DVD. Directed by Franklin S. Turner. 1998. Los Angeles, CA: Turner Films, 2001.

Footnote/endnote:

Civil War Battlefields, DVD, Directed by Franklin S. Turner. (1998. Los Angeles, CA: Turner Films, 2001).

ACADEMIC WEBSITES

Format:

Title of Website. s.v. "Title: Subtitle." (by First Name Last Name) URL/(accessed Month day year).

Bibliography:

Atlantic History.net. "The Middle Passage." (by Daniel Peterson) <http://h-atlantic.net/passage/peterson/seventeenthcentury/> (accessed March 4, 2006).

Footnote/endnote:

Atlantic History.net, "The Middle Passage," (by Daniel Peterson) <http://h-atlantic.net/passage/peterson/seventeenthcentury/> (accessed March 4, 2006).

Tips for Taking Proper Citations

Following are four tips for taking proper citations. These general guidelines will also make the process of creating and using citations much easier.

1. Every time you consult a source, write down the bibliographic citation. Doing this will save you much time later
2. Always copy citation information directly from your source, not from another author's bibliography or an on-line catalog
3. Use the citation information on the title page, not the book or source cover
4. Follow the exact format for Chicago-style footnotes, endnotes and bibliographies. In the following section of the NMH handbook you will find formulas explaining each type of citation.

Sample Bibliography

Primary Resources

R.E. Lee to Joseph Seaward, December 4, 1862. *The Papers of Robert E. Lee*. Washington and Lee University.

Secondary Resources - Books

Encyclopedia Britannica, 5th ed., s.v. "The Civil War."

Foote, Shelby. *The Civil War, a Narrative: Red River to Appomattox*. New York: Vintage, 1986.

McPherson, James M. *Battle Cry of Freedom: The Civil War Era*. New York: Oxford University Press, 1988.

Willis, Brian Steer. *A Battle from the Start: The Life of Nathan Bedford Forrest*. New York: HarperCollins, 1992.

Secondary Resources - Journal Articles

Rogers, Henry. "The Battle of Appomattox: Civil War Defensive Tactics," *Journal of Southern History*, No. 4 (1988): 22-28.

Williams, Harriet. "Women in the Confederacy," *New York Magazine*, August 8, 2004, 11-13.

Class Discussions

World History Class, *The French Revolution*, Northfield Mount Hermon, January 17, 2007.

Video

The Civil War Years, VHS, Washington, DC: The History Channel, 2003.

POLICIES & GRADING STANDARDS

History Department Policy on Wikipedia & Online Encyclopedias

The NMH History Department believes that Wikipedia, like any general encyclopedia, is a useful tool for:

1. initial exploration of a topic
2. use as an index
3. a quick reference point

However, because anyone can add or change content on Wikipedia, (and, the authors are not necessarily experts on the topics they write about), there is a lot of room for error and misinformation.

Building a research argument is much like building a legal brief. Students should attempt to persuade their readership that their evidence stands up to review. Any information found in Wikipedia, or any other general encyclopedia, should be corroborated by several scholarly sources before being included in any written work or oral presentations.

NO WRITTEN OR ORAL WORK should cite Wikipedia or any general encyclopedia as a source. Students are responsible for any information taken from Wikipedia that is incorrect. Similar standards apply to any online, non-academic site (Google, Yahoo, Ask.com, Ask Jeeves, etc.).

Grading Standards

Class Participation

The following guidelines are used to evaluate student performance in all history classes.

“A” level participants consistently offer relevant and insightful contributions, without prompting, that enrich the overall learning environment. The participant demonstrates a deep knowledge of the text and topic. He or she has come to class prepared, with notes and outside cited information. The participant actively listens to other students and regularly leads the discussion or activity.

“B” level participants frequently contribute to class discussions with solid analysis, insightful contributions and quality insights. Through his or her comments, the participant demonstrates a strong command of the text and topic. He or she comes to class prepared, with notes, and actively listens to other students.

“C” level participants offer some analysis but need prompting from the teacher or peers. The participant demonstrates a general understanding of the material. The participant is less prepared, with few or no notes. The participant does not actively listen to others.

“D” or “F” level participants offer little or no commentary. The participant comes to class ill-prepared with little understanding of the text or topic. The participant does not listen to others or is disruptive.

Grading Standards

Writing Assignments & Exams

The following guidelines are used to evaluate student performance in all writing assignments and exams.

“A” work: is clearly written with a well-stated thesis and supported consistently by well-integrated and well-chosen evidence. It demonstrates a solid command of the course material and has near flawless presentation. It lacks grammatical or major stylistic errors.

“B” work: effectively answers the assigned question or topic with a strong point of view and a solid understanding of major concepts. Analysis is strong and the thesis is defended with well-chosen and specific examples. It might contain a slight misunderstanding or confusion of course material or evidence. It may have some flaws in content, organization, grammar or spelling.

“C” work: demonstrates some understanding of the question or topic but concurrently fails to adequately analyze evidence or support the thesis. This work contains obvious oversights in course content or evidence that is used inconsistently or poorly. It has substantial flaws in organization or grammar. It does not meet the length specifications.

“D” work: has significant flaws in argument or major misunderstandings of key issues. It ignores obvious and important sources. It lacks a clear train of thought and is encumbered by grammatical flaws that render it difficult to understand or evaluate. Mechanics and structure are poor. It does not meet the length specifications.

“F” work: has major problems in argument, sources, evidence, clarity, grammar and organization. It might be written quickly with no attention to the assigned reading or class material. It does not answer the assigned question or topic. Also included are all papers that violate the Northfield Mount Hermon School policy on Academic Integrity as outlined in the Student Handbook.

Universal Correction Symbols

The abbreviations and symbols below have been chosen from nearly a hundred possible choices as those which you should know and use with facility. Each teacher may need to add more in order for the corrections to make sense to you. Please feel free to write them in on this page so that you always know where to go to interpret the corrections from your teachers.

agr	lack of agreement between subject and verb or between a pronoun and its antecedent
cap	missing or improper capitalization
inc	incomplete thought or idea
mod	dangling or misplaced modifier
frag	sentence fragment, incomplete sentence
p	punctuation error
ref	incorrect pronoun reference
RS	run-on (run-together) sentence
sp	spelling error (circled)
w w	wrong word (weak word or phrase)
awk	Awkward word of phrase