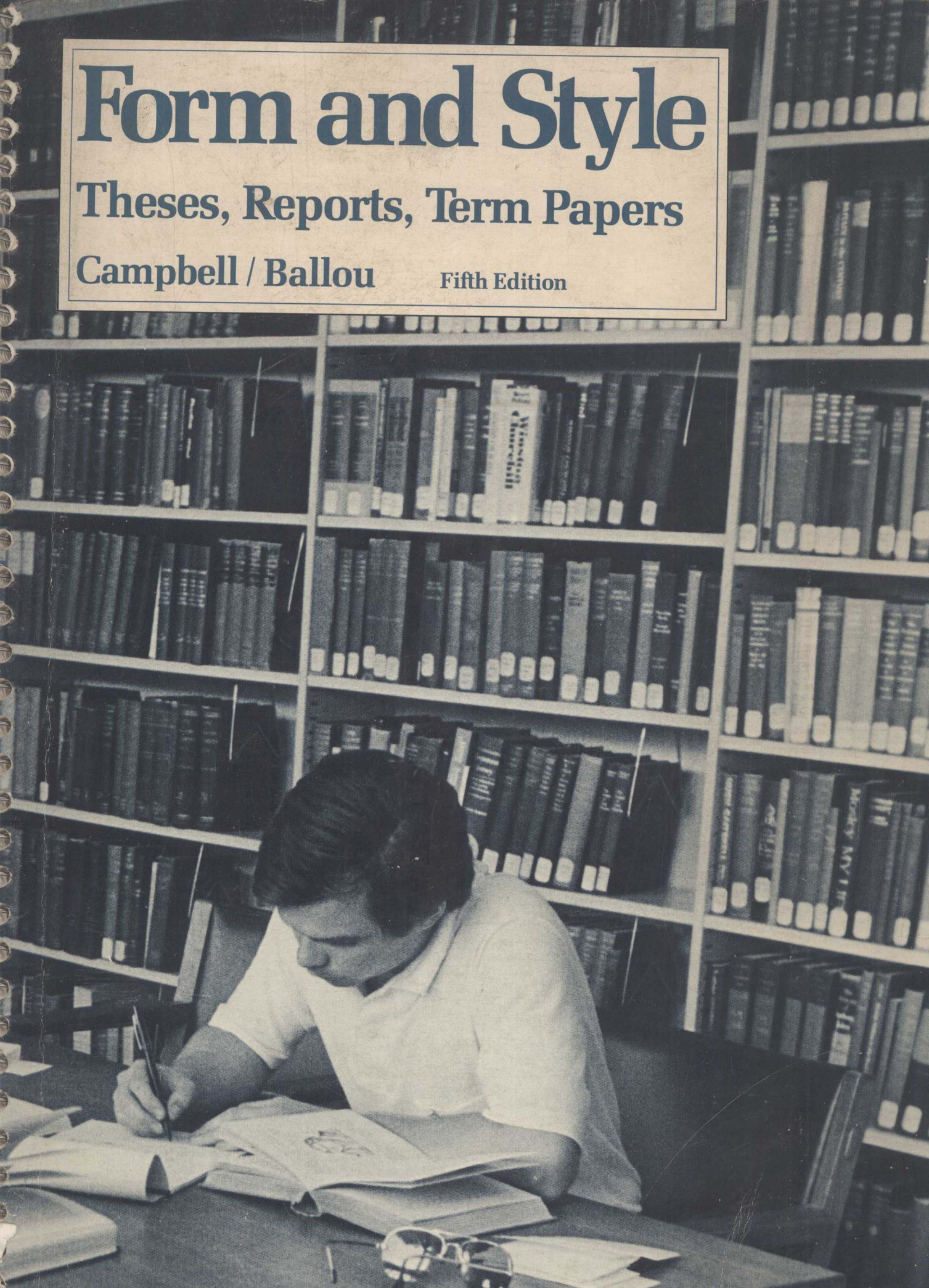
Form and Style

Theses, Reports, Term Papers

Campbell / Ballou

Fifth Edition



Form and Style

Theses, Reports, Term Papers

Fifth Edition

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Preface

Form and Style continues to have one primary aim: to render maximum assistance to students and other writers in the preparation of scholarly papers. Since its first publication, its scope has continually broadened so that now it serves a school audience from high school through graduate school and an out-of-school audience in government, business, and industry. Content has been expanded to provide needed guidelines for writing in all the academic disciplines and for preparing all kinds of papers and reports, from class assignments to dissertations and technical reports. *Form and Style* may be used as either a basic or a supplementary textbook in English writing courses, in technical writing courses offered in any department, or in any course that requires the writing of research reports or term papers. It is especially appropriate in research courses and seminars, as well as in the writing of theses and dissertations. Many typists acquire their own copies for handy reference in the typing of theses and research papers.

Guidelines in this edition of *Form and Style* are liberal in the sense that choices of format—in documentation of citations, for example, and in captions for tables and figures—are provided. This feature does not mean that the writer is given free rein to choose any form and style; rather, it demonstrates the recognition that no single set of guidelines can fulfill the requirements of every discipline. Some writers are guided by usage in the journals of their respective fields; some choose a particular set of guidelines for its superior practicality in a given discipline. The writer is assumed to have a basis for making a set of choices and is expected to be consistent in applying those choices.

A special feature of *Form and Style* is a separate chapter on the writing of class papers and reports, often called term papers. Prominence is given to the nature and value of a thesis sentence and a sentence outline by basing Chapter 1 on a thesis sentence and by presenting step-by-step guidelines for writing a term paper in a modified sentence outline format.

Other features designed to assist users of *Form and Style* are: (1) chapter tables of contents; (2) typing instructions—including instructions for spacing—at the ends of most chapters; (3) a section on handling computer materials; (4) the inclusion of specimens and examples in appropriate chapters; (5) the use of marginal notations and color for quick location of topics; and (6) an improved style and organization for more

efficient reading. New examples of footnotes have been included to clarify the distinctive features of three styles of documentation widely used in the humanities, social sciences, and professional disciplines.

One of the outstanding features of *Form and Style* is the charting of format decisions involved in footnoting various kinds of sources. The fifth edition contains separate charts for single-volume works, multivolume works and series, and journals; the latter chart contains separate columns explaining three format practices: the H. W. Wilson Company form, the Modern Language Association form, and the traditional form. These charts provide the most comprehensive and complete instructions available for the preparation of footnotes in any one of the generally accepted formats.

As with earlier editions, much of what is new in the fifth edition of *Form and Style* is the result of suggestions from students and from the field. Users are encouraged to continue the helpful practice of raising questions and making suggestions for a future revision. The authors take this opportunity to acknowledge the valuable contributions of J. Ellen Eason, Towson State College; Warren B. Fruechtel, Edinboro State College; and Vergil Miller, American General Capital Management, Inc., who made thoughtful and analytical proposals for this revision. Suggestions and technical assistance from professors at the California State University, Fresno—Harold S. Karr in the English Department, Berle Haggblade in the School of Business, and Bruce M. Wilkin in the School of Education—were especially valuable and are hereby gratefully acknowledged.

Finally, we acknowledge our deep gratitude and appreciation to our wives, Madge P. Campbell and June K. Ballou, for their constant interest and support in this undertaking.

W.G.C.
S.V.B.

Contents

1 Writing Reports and Term Papers

Contents

This manual is designed for a variety of audiences: high school students, college and university students, advanced degree candidates, and writers of research reports in business and government. This chapter is written especially for students who have had little or no experience in library research and in writing reports and term papers. Its main value for advanced students and experienced writers is as a review of a particular process, such as using a card catalog, outlining a paper, or taking notes.

Getting started

For many of you, the major hurdle to overcome in writing a paper is just getting started. Instead of concentrating on what to do first, you tend to dwell on the task as a whole; you are overwhelmed by the seeming magnitude of the assignment. The solution is to decide what needs to be done first and to do that with little thought for the rest of the task. You should maintain perspective on the topic as a whole, but you should take one step at a time.

Topic outline

One of the keys to successful writing is the careful preparation of an outline. The preceding abbreviated outline of this chapter is an example of the useful *topic outline* (you will note from reading the outline that this chapter is organized in terms of the "steps" in writing a paper). The outline should also prove helpful in finding specific topics for review.

(See page 153 for two types of the outline format with additional levels of subdivision. To meet the aesthetic requirements of book design, the outline above does not, of course, conform to the recommended outline formats shown on page 153.)

Sentence outline

A topic outline sketches the content, the line of reasoning, and the structural pattern of the paper. The *sentence outline*, in which each topic is expressed in a complete sentence, provides a more substantial summary of the finished paper. Because outlining is such an important part of organizing and writing a paper, what follows is a conversion of the abbreviated topic outline of this chapter into a sentence outline (in italic type). The subject of each sentence in italic type states the topic of the section that follows; for topics that are subsequently subdivided, the predicate identifies those subdivisions. (Note also that the first sentence of each numbered subdivision states the topic of that subdivision.) Some specialists in technical writing call a sentence outline of this kind an *analytic outline.*

Thesis sentence

Some writing assignments require that the paper be a logical development or expansion of a "thesis sentence." A useful form of the thesis sentence is the one described in the preceding paragraph: a subject that names the topic of the paper and a predicate that states the major parts of the topic (and, hence, of the paper).

The usual "steps" in writing a report include: (1) choosing a topic (I in the following outline), (2) preparing a working bibliography (II following), (3) outlining the paper (III following), (4) collecting information (IV following), and (5) writing the paper (V following).

The preceding statement is the thesis sentence for this chapter. The word *steps* is in quotation marks as a caution against your thinking that the process of writing a paper is strictly sequential. You may find yourself going back and forth and sometimes working on two or three "steps" at the same time. They are the basic elements in the process of writing a paper, and they are taken more or less in the order in which they are presented in this chapter.

I. Choosing a Topic

Choosing a topic involves (a) determining the area of available choices, (b) narrowing the scope of the topic, and (c) stating the topic in a sentence.[1] As you make the decisions leading to the statement of the topic, you should consider such factors as your interest and background in the subject, your ability to be objective, especially if the topic is controversial, and the time available for the assignment.

A. Choices Available

The instructor sets the limits on the choice of available topics. The instructor may assign you a specific topic, provide a list of topics from which you may choose, or give you a free choice of topics within the general scope of the course.

B. Scope of the Topic

The scope of the topic should satisfy the criteria of (1) worthwhileness, (2) manageability, and (3) availability of needed information. Failure to

[1]The small letters in parentheses in this major heading statement represent the capital letters of the following subtopics.

consider these matters often results in plunging into writing without adequate planning and on a topic which is not practical under the circumstances. The results may be personally frustrating and academically disappointing.

1. *Worthwhileness* is a subjective characteristic. What seems worthwhile to you may seem relatively unimportant or irrelevant to others, including your instructor. The topic should be of such a nature and scope that, after reading your paper, others will agree with you that it was worthwhile.

2. *Manageability* means that a topic is limited enough to allow for the depth of treatment expected for that assignment. Admittedly, the instructor makes the eventual judgment, but you can tell as you are writing whether the scope of the topic chosen is forcing you to be superficial in your reading and writing.

3. *Availability* refers to the information on hand in the library and, in some cases, the data that can be collected under the existing circumstances. Availability is in a sense an aspect of manageability, but the local library, not the nature of the topic, is the key factor. Some schools without extensive library holdings have guided research textbooks to facilitate the writing of compositions and reports. These books may be anthologies of literature, basic documents, or scientific and critical studies. If your report entails a survey or an experiment, you need to determine that you can really collect the data required within the time limits of the assignment.

C. Statement of the Topic

The topic should be expressed (1) as a thesis sentence or (2) as a question. Suppose, for example, that you decide to write about pollution in the United States. In the process of narrowing the scope, you consider the cost of eliminating pollution in streams and lakes, the role of industrial and governmental agencies in polluting streams and lakes, and a timetable for the elimination of pollution in streams and lakes. These possibilities are more restricted in scope than the original choice, but they can be focused more sharply by stating them as sentences. Here are two ways each of the topics may be stated. Focusing topic

1. *Thesis sentence*	2. *Question*
The elimination of pollution from streams and lakes would reduce or eliminate profit margins of many businesses unless government shared the cost.	How can the cost of cleaning up the streams and lakes be distributed without bankrupting the businesses that are producing the pollution?
Serious pollution of streams and lakes is caused by industrial concerns and governmental agencies.	To what extent are industrial concerns and governmental agencies polluting streams and lakes?
A crash program of pollution elimination and control could clean up the country's streams and lakes in five years.	What is the shortest economically feasible time that would be required to control or eliminate pollution in the country's streams and lakes?

Perhaps as you experiment with sentences that identify various aspects of the broad problem, you recognize that the scope is still too large to be manageable. You may then decide to choose only one aspect to develop in your paper and also to restrict your treatment to one state, or even one Making scope manageable

city. This would be making the topic manageable in two ways: by choosing only one aspect of the larger problem, and by reducing the geographic scope of that aspect. Similarly, with other topics, you might reduce the scope by, say, analyzing only one of Shakespeare's tragedies instead of all of them, by studying the presidency of the United States in war time instead of for all the years of the republic, by investigating the drug scene on your own campus instead of in the entire school district. Stating the topic as a sentence sharpens the focus, and with a sharper focus you are better able to determine the real scope of the topic and its manageability.

Thesis sentence: deductive

Question: inductive

The thesis sentence is a kind of hypothetical proposition that requires evidence in order to support or test it. It is a conclusion in search of arguments, basically a deductive approach. The question statement, on the other hand, begins with a search for information that, correctly assembled, leads to valid conclusions, basically an inductive approach.

II. Preparing a Working Bibliography

Preparing a working bibliography requires (a) knowledge of library resources, (b) the ability to use indexes to locate references, (c) a system for recording pertinent sources of information, and (d) continuous evaluation of references. Most short research papers should be based upon more than two or three references, probably at least ten and possibly twenty or more in some cases.

A. Library Resources

To the extent they are available and relevant, the following library areas and services should be used: the information desk and printed guides, the reference room, the card catalog, periodical indexes, the periodicals room, the reserve reference room, government documents, special collections, and mechanical aids like typewriters and copy machines. Some libraries conduct an occasional guided tour; otherwise, you can locate the various resources on your own.

B. Reference Systems

References containing needed information may be located by consulting (1) encyclopedias and bibliographies of bibliographies, (2) the card catalog, and (3) periodical and subject area indexes. The key to efficiency is to focus on those reference tools that lead to pertinent sources in the library. There is no point in spending time looking for books and periodicals that are not in the library.

1. *Encyclopedias and bibliographies of bibliographies,* found in a reference room or section of the library, provide useful starting points in many cases. If you have considerable latitude in the choice of a topic, and particularly if you lack background in a subject, you will find that a general encyclopedia like the *Encyclopaedia Britannica* or the *Encyclopedia Americana* can be very helpful, both for an overview of possible topics and for selected references on a given topic. Subject area encyclopedias may be even more useful in many instances.

2. *Card catalogs* list volumes in three ways and classify them by means of call numbers and letters. Volumes are listed in a card catalog by author, by title, and by subject.

Main entry card: author

The author listing is known as the *main entry card;* the category includes editors, compilers, and translators as well as authors. In addition to finding the location of a particular work by a certain author, you can

also find a complete listing of works by that author available in the library.

Works that are better known by title than by their authors, and works by unknown authors, can be located by finding the *title card.* It is usually interfiled alphabetically with author and subject cards according to the first word—excluding *A, An,* and *The.*

Title card

Subject cards are the means for locating references in the library that are relevant to your topic; they are filed in a separate card catalog in some libraries. In many cases this is the most useful starting place for a working bibliography, and the key to it is the system of subject classification and subdivision adopted by the library.

Subject card

In order to use subject cards intelligently and efficiently, you should study the category headings, subheadings, and cross-references in the system used: Dewey decimal or Library of Congress. Knowing the major categories and subcategories of the system helps in locating additional sources, especially if the library has open stacks in which you may browse. If the classification system books listed below are not available, look in the card catalog under the heading Subject Headings, or ask a librarian. In the card catalog, look first under the name of the subject, for example: art, history, linguistics, physics; here you will find subdivisions and cross-references related to the subject, and you can begin to narrow the range of possible choices. Choose the most promising headings and look under them.

Subject classification systems

Subject headings in card catalog

For a card catalog with headings based upon the Dewey decimal system, see *Sears List of Subject Headings,* by Minnie Earl Sears. Call numbers, found in the upper left-hand corner of the cards, are based upon the Dewey system; the major categories are as follows:

Dewey decimal categories

000–099 General Works	500–599 Pure Science
100–199 Philosophy	600–699 Technology
200–299 Religion	700–799 The Arts
300–399 Social Sciences	800–899 Literature
400–499 Language	900–999 History

For a card catalog with headings based upon the Library of Congress system, see either *Subject Headings Used in the Dictionary Catalogs of the Library of Congress,* edited by Marguerite V. Quattlebaum (with supplements) or *Outline of the Library of Congress Classification.* The latter is organized under the following major categories, which serve as the basis for Library of Congress call numbers:

Library of Congress categories

A	General Works—Polygraphy	N	Fine Arts
B	Philosophy—Religion	P	Language and Literature
C	History—Auxiliary Sciences	Q	Science
D	History and Topography (except America)	R	Medicine
E-F	America	S	Agriculture—Plant and Animal Husbandry
G	Geography—Anthropology	T	Technology
H	Social Sciences	U	Military Science
J	Political Science	V	Naval Science
K	Law	Z	Bibliography and Library Science
L	Education		
M	Music		

3. *Periodical indexes* list each article, editorial, review, and the like in each issue of the periodicals surveyed for that particular index; *subject*

area indexes list books also. Consult the card catalog under the heading Indexes by itself or as a subdivision of a specific subject, or ask the reference librarian for the location of suitable indexes. These indexes are extremely useful and rather easy to use if you read the description of the organization of the index and the list of abbreviations first. Find out which of the periodicals included in the index are in the library; there is no point in writing down references that are not available.

C. Preparing Bibliography Cards

References that appear to be pertinent to the chosen topic should be listed systematically, (1) one to a card and (2) in an acceptable bibliographic format. These are known as the *working bibliography.*

1. For ease of revision and final alphabetizing, list each reference on a separate 3 × 5 card.
2. The usual elements in a bibliography entry are author (or equivalent), title (of book or article and periodical), facts of publication (place, publisher, and date of a book, or volume number and date of a periodical), and the inclusive page numbers (for an article in a periodical). If the references on the cards follow the specified format, you can prepare the bibliography from the cards when the final selection of sources has been made (for a wider variety of examples, see Chapter 5).

D. Evaluating References

A continuing evaluation of references should be made in terms of (1) relevance, (2) primary and secondary sources, (3) objectivity, (4) author qualifications, and (5) readability.

1. *Relevance* is a matter of degree: too literal an interpretation could result in the elimination of most references; too broad an interpretation could send you off on interesting but nonessential bypaths.
2. *Primary sources* are usually original, creative works (autobiographies, diaries, literary works); eyewitness and newspaper accounts of

Amalrik, Andrei. Will the Soviet Union Survive until 1984? New York: Harper & Row, 1970.

Bibliography card: book

Kassan, Lawrence. "The Serpent in the Garden."
Phi Delta Kappan, 54:261-65, December, 1972.

Bibliography card: periodical

events; and historical documents. They are generally considered to be superior to *secondary sources,* which are what someone has said—usually in writing—about a primary source. However, the distinction is not always sharp; for example, a secondary source is also a primary source with respect to personal opinions expressed by the author of the secondary source.

3. *Objectivity* is the lack of bias. Partisan points of view may appropriately be included as part of the research for a paper, but they should be recognized and identified as such.

4. *Author qualifications* include education, experience, and allegiance. This information may be found in preliminary or appendix material in the reference itself, in a biographical dictionary or encyclopedia, or in a directory like *Who's Who.* The author's allegiance—be it commercial, political, philosophical, or religious—is extremely important, especially for its possible effect on objectivity.

5. *Readability* is measured by the degree of understanding gained by the reader from a particular source. If you find that a reference is too technical or advanced to understand, you should probably omit it.

III. Outlining the Paper

Outlining the paper effectively requires an understanding of (a) the developmental process involved, (b) the kinds of outlines, (c) the choices of outline format, and (d) principles of organization. Not only is outlining a way of thinking systematically about a topic, it is efficient in terms of the time needed to write the paper. It saves time in the long run.

A. The Outlining Process

An outline for a paper develops out of (1) the thesis sentence or question to be answered, (2) the working bibliography, and (3) the process of trying different patterns of subtopic relationships. Suggestions for writing the topic sentence and selecting a working bibliography are made in sections