

ABSOLUTE & UNBENDING FORMAT REQUIREMENTS

COVER PAGE: Format a separate title page. The title page should include the title of your paper in the middle, and then lower down, set off, your name, the name of the class, and the date.

PAPER TITLE: The TITLE is your first chance to sparkle, to show some creativity as well as to let the reader know immediately the general gist of your topic. Often titles have two parts: first a catchy phrase, then a colon (:), then a subtitle that is more explanatory.

NEATNESS: All papers should be typed, *double spaced* (except footnotes & bibliography, which are single spaced), printed *single-sided*, *10-12 point* simple font, *white* paper, *1" margins* max. If you used lots of whiteout, hand in a clean xerox. Indent paragraphs 0.5", no extra lines between paragraphs. Sticking out does not help; this is not a graphic design project, but a college-level research paper.

STAPLE: Just staple your paper in upper left corner. Do not bind your work by folding over the corners, using a paper clip, plastic cover, folder, binders, etc. All these invite lost pages.

PAGE #'s: Place page numbers on every page, except title page and first page

LENGTH: Follow the assignment, not much more, definitely no less. Endnotes, footnotes, bibliography, illustrations, cover page are EXTRA, and are not part of the official paper length.

SPELLCHECK / PROOFREAD / GRAMMAR: Run the spell check, put the paper through a computer grammar check, and read the hard copy out loud to yourself (even on rough drafts!!). If English is your second language consider having a friend proof-read it for you or use the CMU writing help center.

KEYED ILLUSTRATIONS: Most papers can be made stronger through a judicious use of illustrations to reinforce your argument. Diagrams, photos, maps are usually invaluable parts to understanding the built environment and should be included in your paper. They may be appended at the back of the paper or integrated into the body of the text. If you talk about a building or plan in your paper, provide an illustration to help the reader. Add an informative caption to the picture. Key the illustrations into your text (e.g. [Fig. 1]). Provide a list of illustrations with the books or sources from which you got them.

FOOTNOTES, BIBLIOGRAPHY & FORMAT REQUIREMENTS

CITATIONS: EVERY paper (and proposals) must have many correctly formatted humanities-format footnotes (or endnotes). Footnotes are proof that you did research. Cite the sources for all your ideas and quotes. If you learned it, you should tell the reader where you learned it (the exact page).

Footnotes or endnotes are not just for quotes, but are signs of acknowledgment to those who influenced your thinking. You do NOT need to cite uncontested facts such as dates or names, but you DO need to cite sources of evidence and interpretations. Failure to cite your intellectual as well as factual debts is PLAGIARISM.

Use footnotes to distinguish your own thinking from the authors who came before you. Identify clearly what other authors wrote and argued, and separate that from your own thoughts, so you get credit later on when others cite your work. Add phrases like: "As the architect Paul Rudolph argued, "..."

QUOTES: Put all direct quotes in quotation marks, followed by a footnote.

Even when you properly give credit for a quotation, you are not off the hook for thinking and writing. That is no substitute for reading, analyzing, figuring it out, synthesizing, and recasting the ideas to fit your particular "thesis." You should never quote an author unless it is absolutely necessary for the point you are making. Keep quotes to a minimum: quote only important sources such as primary sources. Reserve quotes for primary sources of evidence. If the client, architect, or contemporary observer had something to say about the building, which you see as a piece of evidence supporting your point, then quote it.

Rather than quoting the interpretations of historians and critics, learn what they say, integrate it into your own thinking, and if it's particularly unique to those authors cite them as an influence. But do not use their words--you're the historian now. As a general rule, try not to quote secondary sources, especially general surveys like Curtis (paraphrase instead!)

Be sure to EXPLAIN all quotes: do not let them stand alone and think they are self-explanatory. Use quotes to reinforce your argument, not make the argument.

For all quotes over three lines please single-space and block-indent the whole quote.

Be sure to preface a quote with the basic information needed for the reader to understand who is saying this and what their authority is: "The architectural historian, William Curtis maintained that ..." or "William Morris, the nineteenth-century social critic, wrote that..."

Full names only need to be written out once, after that use LAST NAMES only.

FOOTNOTE FORMAT: Historians (you!) use an established system of citation called the "Chicago Style" (or sometime "Turabian") for notes (footnotes at the bottom of the page or endnotes at the end of the paper, the choice is yours).¹

All cites should be at the end of a sentence, following the period and the quotation mark, written in superscript Arabic numerals.² If using footnotes, the cite and note must be on the same page (some school computers have trouble with this).

Basic formats for cites are as follows: book³, chapter in an edited book⁴, journal article⁵, book review⁶ (note EXACT punctuation!!!)...

All footnotes must cite SPECIFIC PAGE #'s where you found the exact information you are referencing.

After the first full citation to a book or article, you should abbreviate all subsequent references!

Never have more than one footnote at any one place: a single footnote can refer to several different quotes or ideas within a single sentence. If you are citing multiple sources that influenced a particular section of your paper--not quoting their work but acknowledging it--you may combine cites into a single block footnote at the end of a paragraph. E.g. If you are citing a bunch of biographical facts about an architect, put a footnote after the first sentence of the facts and let the reader know where you found the evidence, and where s/he can find out more info. If you use someone else's interpretation or idea, you must give them credit.

Do NOT use MLA format or "scientific notation": (Barnet; 40)

ANNOTATED BIBLIOGRAPHY: EVERY term paper must have a correctly formatted *annotated* bibliography, indicating all the sources you used in your paper, (even if not cited in your notes), listed *alphabetically* by author's last name. A good bibliography lets the reader know where to go for more information on the topic of your paper. *Annotate* your bibliography with one to three sentences on the merits of the source for your project.

For this class it must include at least 10 (TEN) separate items. Every paper must include at least one recent journal article (cf. Avery Index, RILA, Art Index, etc) and one primary source.

Bibliographies are formatted slightly differently than footnotes!

Book Format:	Author, <u>Book Title</u> . Place: Publisher, Date. Curtis, William. <u>Modern Architecture Since 1900</u> . New York: Prentice-Hall, 1996
Edited Book:	Author, ed. <u>Book Title</u> . Place: Publisher, Date. Conrads, Ulrich, ed. <u>Programs & Manifestoes</u> . Cambridge, MA: MIT, 1960.
Chapter:	Chapter Author, "Chapter Title," in <u>Book Title</u> , ed. Book Editor. Place: Publisher, Date, pp#. Scharf, Aaron. "Constructivism," in <u>Concepts of Modern Art</u> , ed. N. Stangos. London: Thames & Hudson, 1974, pp.138-140.
Journal Article:	Author, "Article Title," <u>Journal Name</u> vol.# (Date): pages. Bletter, R.H. "Expressionism & New Objectivity," <u>Art Journal</u> 43:2 (1983): 18-19.

WRITING PROCESS GUIDE

KNOW THE ASSIGNMENT – Re-read the syllabus and other handouts for instructions. The assignment is not just about writing a paper or report, it is also about learning the multiple skills required to write a college-level RESEARCH paper. Your project should reflect your ability to formulate a research topic, as well as a research question, and then recast it into a thesis that will lead to a new understanding or insight into a known topic. You'll need to initiate research to answer that question, find lots of detailed and authoritative sources, including primary "evidence," as well as secondary sources about your topic, then sift out what is relevant to your research specifically, draft and polish a paper that presents what you have found while also making a point.

Explanation, not description, is the goal. As in your "Interp. & Arg." course long ago, you should think of yourself as participating in a discussion among experts, in proposing a "challengeable assertion," and then defending it.

UNDERSTAND GOALS

1) History: This is a history seminar. You must write a "history" paper, ask historical questions, and work with historical methods. Historians try to answer "why" something happened in the past, or how something came to be that way in the past.

2) Focused Topic: Smart and curious students tend to try to tackle too broad a subject for a good research paper; results are too often vague or naive or shallow. Because you are a beginner at this, and can't know the "territory" well, I suggest you decide quickly to focus on a particular piece of theoretical writing, or at

¹ See for example http://www.chicagomanualofstyle.org/tools_citationguide.html or Sylvan Barnet, A Short Guide to Writing About Art 7th ed. (New York: Longman, 2003) pp.284-290.

² Arabic numerals are the numbers 1,2,3,4... NOT i, ii, iii, iv... (that's Roman)

³ Book Author, Book Title (Place: Publisher, Date) pages.

⁴ Chapter Author, "Chapter Title," in Book Title ed. Book Editor (Place: Publisher, Date) pages.

⁵ Article Author, "Article Title," Journal Title vol.#, no.# (Date): pages.

⁶ Review Author, review of Book Title by Book Author, in Journal Title vol.#, no.# (Journal Date): pages.

least the work of a specific individual, and then “excavate” and “analyze” specific issues or ideas that come out of the text and primary sources, rather than start with a vague thing that interest you and try to find good examples to support your thoughts. Start with the specific and speculate more generally on its significance and implications, rather than speculate on grand theories which you have a hard time supporting with specific evidence and rigorous logic.

3) Argue & Research: Your paper should present your OWN innovative, logical argument, idea, or thesis, and be backed up by good research. The paper should be MORE than a mere *report* of already known facts/ideas.

4) Know Existing Scholarship: Every paper should communicate how it relates to existing scholarship—this is the purpose of doing research. After the introduction you should be sure to discuss briefly the existing literature on your subject, including books and articles, and then specify how your paper (which includes both researched facts AND your own ideas) will add to or differ from this existing research.

ORGANIZATION - PAPER, PARAGRAPHS, COMPARISONS – Research papers have three basic parts:

- 1) the INTRO to the paper where you state your subject and point; this includes the THESIS statement, your “big idea”, “main point” or point you hope to prove.
- 2) your DISCUSSION of the evidence and ANALYSIS or ARGUMENT leading to the PROOF of the thesis
- 3) a CONCLUSION that sums up what you have found and argued, and raises some future issues.

Paragraphs are like miniature papers, and should follow the same tripartite strategy (thus there is usually a 3-sentence minimum per paragraph). Use topic sentences to introduce the point of each paragraph. Then present evidence or analysis that relates to that topic--and only that topic. Then come to a mini-conclusion. Then start again on the next paragraph. Avoid run-on paragraphs and topic-less paragraphs that are simply sentences following sentences without any internal organization to the paragraph. It can be helpful to think of your topic sentences as the headers in an outline of your paper.

When comparing or showing the influence of one thing on another be sure to do so in DETAIL. Do not describe one, then the other; rather weave your comparison into one flowing paper. Compare buildings in plan, elevation, materials, structure, etc. Provide side-by-side illustrations for easy comparisons. Showing DIFFERENCES between two buildings, architects, or traditions can often be just as illuminating as SIMILARITIES. Do not just show how things are similar, be critical and point out how they are different, how the model or comparison does not work.

DRAFTS

Write multiple drafts. Much like design, the writing process often includes at least three drafts:

1) Rough Draft. The rough draft is your chance to push your ideas out, writing as quickly as possible, not looking back, not worrying about grammar or spelling or repeating yourself. This gives you a document to refine both your research and your writing. 2) Second draft for general organization and completeness. The second draft builds on the first by reorganizing, adding, and removing sections of the rough draft. At the end of this stage, the paper should be conceptually complete in its argument and substantively solid in its evidence.

3) Final draft for polished prose. Finally, when most parts of the paper are roughly in shape, the writer can focus on style and presentation. This is your chance to sharpen your choice of words, to add more vigorous verbs, to catch spelling errors, to correct grammatical mistakes and awkward passages. This is the stage that often separates the conscientious writer from the sloppy one.

GRADING: -- You will be graded on the following:

- 1) A clear THESIS to the paper
- 2) How well the thesis is supported by ARGUMENT and properly footnoted research EVIDENCE
- 3) The QUALITY of research EVIDENCE (recent works are usually better than older ones, at least one scholarly journal article, at least one primary source, visual evidence)
- 4) The CLARITY of writing (includes paper and paragraph organization, use of topic sentences, grammar)
- 5) Correct FORMAT -- such as correct footnotes and annotated bibliographies, proofreading, grammar

DECIPHERING MY COMMENTS

- w.c. "Word Choice": the word you selected is awkward or not quite accurate. Select a better word; perhaps use your thesaurus
- awk. "Awkward": word, phrase, sentences or section is awkward or vague. Reword, rethink and make more accurate and to the point.
- this is "Vague": word, phrase, sentence or section is vague, or awkward. Reword, rethink and make more accurate and to the point.
- ¶ "Paragraph": break paragraph here. Make sure your paper is structured into a series of coherent paragraphs, each with begin-middle-end, about 1/3 - 1/2 p. long
- cf. "Compare": "see also"... (from the Latin *confere*)
- e.g. "For Example": (from the Latin *exempli gratia*)
- i.e. "That is": "also"... (from the Latin *id est*)
- w/ "With"
- (all of) "Word/letter Order": switch order of words or letters for correct grammar and spelling
- to really be "Split Infinitive": avoid split infinitives, put adverbs before or after infinitive
- p.v. "Passive Voice": avoid passive voice. Make sure your verbs have agents, and that inanimate objects avoid too much agency
- ref.? "Referent?": avoid too many direct and indirect objects ("it" "they"...) Make sure each object has a clear referent. When in doubt, write it out.
- Sp.? "Spelling": check spelling
- tense "Tense": Make sure your verb tenses are correct. History is usually written in the past tense. Le Corbusier is dead and does not "DO" anything anymore...
- rec.? "Necessary":
- colloq. "Colloquial": avoid colloquial phrases or tone of voice. Use academic, professional prose.
- ~~was so~~ "Delete": delete these words...
- is
it not
^ "Insert": insert letters or words at this point
- was great.* "Footnote": all direct quotes must be footnoted, as well as all ideas and interpretations taken from any source other than your own imagination.
- expl. "Explain": Interesting idea, but needs more explanation, a bit vague or unclear as you have it.
- ↪ "Transition": the transition from one sentence to another, or one paragraph to another seems rough or not continuous. Make sure your paper and argument flow logically and continuously into each other. Avoid abrupt changes of topic or ideas!
- ↕ "Spaces" or "Margins": avoid extra spaces in your paper, especially between paragraphs. Close up all unnecessary spaces. Margins should be no larger than 1" on any side!