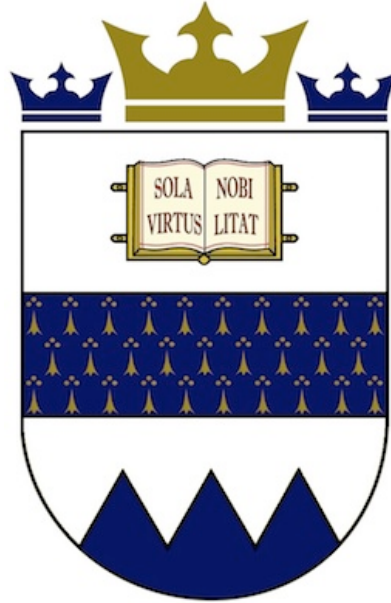NOTE ON GRAPHICS

Jeffrey Henderson 11-01-25 10:55 PM
Students are not to place any graphics on the title page whatsoever other than the University's logo. All other graphics are considered inappropriate.

All header and section titles are to be in BLACK only.

Jeffrey Henderson 10-02-07 9:38 AM
The name of the school should appear on the cover page.

Henderson Jeffrey 11-01-26 1:20 AM
This is how your title should be formatted. All assignments, essays, and papers should have a clear, concise and related title to what is being discussed.

You need to take the time to fashion a well thought out title. Often you start with a working title and once finished the paper you may then modify the title to something more in alignment with your final product.

A title is NOT a question.

Jeffrey Henderson 10-02-07 9:41 AM
Place all the identifying information here. Make sure you refer to yourself as Mr. or Ms. Make sure you always get the title of your professor correct. It is bad form and bad manners not to know the correct title. Capitalize your last names as it is often difficult for professors to know which is which, especially with foreign names.

SOLA NOBI
VIRTUS LITAT

UGSM-Monarch Business School

The Correct Way To Format Term Papers

Course:	Geopolitics
Assignment:	Number 1
Date:	January 20, 2010
Student:	Mr. John APPLEBAUM
Professor:	Dr. Jeffrey Henderson, Ph.D.

The Correct Way To Format Term Papers

Professor Dr. Jeffrey Henderson, Ph.D.

Q: What is the correct way to format essay questions and term papers for graduate students studying at UGSM-Monarch Business School. Pay particular attention to style, placement of elements, formatting, referencing style, spelling and grammar.

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Style, Form and Formatting

Henderson Jeffrey 11-01-26
1:19 AM
Often the First Heading is Centered and begins a new major section that often is placed at the top of a new page. However, this is usually true only for larger document such as thesis work and dissertations.

Term papers should use a continuous style without large page breaks.

This paper will identify the many basic issues of style, form and formatting for scholarly short responses and longer essay submissions. Students should make sure that they follow all the suggestions within this document. Often students do not understand that the form of their submitted work is as important as the content. That is, if a paper has poor formatting or simply lacks form, it detracts from the contents of the written material. The same can be said for grammatical issues and errors. Thus, students should take particular care to examine both the content they wish the professor to mark and the form in which they submit that work. Ultimately, marks are deducted for poor form regardless of content.

As it is said in business that you only get one chance to make a first impression the same is true in scholarly pursuits, and bad form in scholarly work is the same as showing up late to your first business meeting improperly dressed. As in the case of a bad business impression, bad scholarly form leaves the other party with the same thought: that the employee or student does not care enough about their work to take the time to be meticulous in their presentation.

In business, it is not always the smartest person who gains the most respect. It is often the person who is the most meticulous at presenting their thoughts in a clear and concise manner, one that is easily understood by their peers and superiors, who ultimately triumphs above the others. Otherwise said, the skill of writing is as important in business as it is in the literary arts. Unfortunately, many students and business people believe that the bulleted memo style is the only appropriate style for business and this is simply not the case. A well-written document, whether for a business or scholarly audience, takes advantage of many elements to reinforce its underlying points and is appreciated by the reader for having done so.

Below we introduce a number of essential elements and important notes of which students MUST be aware and incorporate into their work. There are many more issues than identified herein. Note that good form and structure is a skill that must be learnt over time and you must put effort into learning that skill. It takes concentration and dedication to submit a well-written and well-formatted paper. When done correctly, it only reflects positively on the contents and author. And that is what we are all striving for: students, professors and business people alike.

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Paragraph Structure

Jeffrey Henderson 11-01-25 11:01 PM
New Sections may be identified with a paragraph header. If so they must follow a logical hierarchy. Most software programs will do this automatically but you should understand how to do this manually as well.

All paragraph headers should be in Black. Do not use varying colors. Paragraph header fonts may be of different size to indicate a Main Header Section in large documents, however, this is rarely needed for a scholarly paper or short answer response other than thesis and dissertation work.

The first thing that a student should understand is that they must format the paragraphs of their paper correctly. For scholarly work, or any work that is well thought out, a paragraph must have at least three sentences. The first sentence as shown above introduces the unique idea being presented in that particular sentence. The second sentences builds upon that first idea and expands it. So may the third, fourth and fifth sentences continue to build the thought in the paragraph. Ultimately, the last sentence concludes the thought of the paragraph and often leads the reader on to the next paragraph, as does for example the next sentence presented here. Thus, all paragraphs must have at least three sentences to be considered proper form and to build good over-all structure within assignments while providing a solid base from which other issues may be addressed.

Paragraph Alignment and Indentation

Paragraphs should be alignment to the left. Paragraphs are not to be indented and should be flush to the left as presented in this paper. Paragraphs within the same section should be spaced with one extra carriage return or blank line. The right hand side of the paragraph should be typewriter style where the sentences are NOT flush to the right hand border but have carriage returns after the appropriate word.

Non-native English speakers must take care not to use foreign standards for paragraph formatting. These standards often creep into a document by habit and the student is unaware that he or she has done so. These practices will stand out like a sore thumb and should be eliminated as soon as possible.

Standard Font and Size

The standard font to be used is Ariel 12 point or Times New Roman 12 point. Often students try to squeeze more or less into a page limit by varying the font size. This can be a dangerous habit as font size is easily detectable by the professor and marks may be deducted for lack of using the standard font size. Font size may be modified for some professors who prefer to read larger or smaller font however this is the prerogative of the professor and he should indicate such to the students in advance.

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The same is true for the font type. Some professors prefer Times New Roman and will indicate this to the students. However, students should not vary from either Ariel or Times New Roman, with Ariel as the main standard, and should consult their professor to be sure what standard they prefer.

Font Usage, Word Colors, Underlining and Capitalization

Students should be careful when using fonts. Ultimately different fonts are used to help reinforce the importance of an idea and should be used sparingly. <u>That is</u>, the use of **too many** fonts causes *more confusion* than CLARITY. As is shown in the last sentence the use of too many fonts, especially close to one another, complicates the reader's comprehension of the ideas being put forward.

Also, the use of varying colors within the document can be problematic, especially when used within the **same** sentence. As is shown, the use of color can seriously detract from maintaining a scholarly style. The use of color is appropriate when writing a warning on a sign, for instance, where there is the potential for "**danger!**", as in a life threatening situation. However, within a scholarly work different word color should not be used except when those colors refer back to a schematic or table reference where the use of color aids the reader in finding the correct element. Otherwise, refrain from using different colored fonts.

In like fashion, <u>underlying</u> and CAPITALIZATION should not be used for entire words or sentences unless it is essential. <u>IT IS POOR JUDGEMENT TO CAPITALIZE OR UNDERLINE AN ENTIRE SENTENCE MERELY FOR EMPHASIS</u>. Though one may think that this technique helps to emphasize an idea it can easily backfire on the writer. In other words a sophisticated reader would assume that the writer feels the need to use capitalization and underlining in place of proper writing style in order to emphasize their thoughts. Otherwise said, as a writer you should be able to communicate the emphasis of your thoughts through proper structure and turn of phrase usage as opposed to relying on improper highlighting techniques.

Line Spacing

Line spacing for business documents is generally single-spaced. Typically, scholarly articles are single spaced when published. However, academic work

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submitted for correction by a professor usually is double spaced, unless specifically mentioned otherwise by the professor ahead of time. Most word processing software will allow you to automatically modify the line spacing by selecting the proper default for the document. Students should generally stick to the rule that all submitted work is submitted double spaced unless otherwise specified.

As an aside, the standard of doubled spacing was introduced so that professors may be able to include remarks, corrections and substitutions within the body of the document. It is also easier to read and causes less fatigue to the professor, especially after many papers have been read. Moreover, all thesis work both at the Master and Doctoral level is required to be double-spaced. Notice that when using double spacing, as is shown here, the paragraphs are separated by an extra carriage return or line. Also, students should be careful not to use varying line spacing defaults within the same document. That is, if the document is to be doubled spaced then the entire document should use this default.

Section Headers

New Sections may be identified with a paragraph header as is used in this document. If so they must follow a logical hierarchy. Most software programs will do this automatically but you should understand how to do this manually as well. Essentially, each level on the hierarchy has its own format and font size so that readers can easily understand where in the hierarchy a section lies.

All paragraph headers should be in Black. Do not use varying colors. Paragraph header fonts in larger documents may be of different size to indicate a Main Header Section or sub-header section however this is rarely needed for short answer response. If it is required then the writer must be careful to use headers that are easily understood and vary formatting minimally.

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Unfortunately, too many word processing software programs have defaults that are not academic in nature and rely on too many fonts and color changes to indicate different section header hierarchy levels. Students should avoid these installed defaults.

Also, Section Headers should never be page split between themselves and their first paragraph. That is, if a Section Header is placed at the bottom of the page without any narrative below it then it should be manually moved to the next page so that it is contiguous with the first paragraph.

Two examples of often-used Heading conventions are as follows:

Heading 1 (16 font, bold)
Heading 2 (14 font, bold)
Heading 3 (12 font, bold)

Heading 1 (16 font, centered, bold)
Heading 2 (14 font, left-justified, bold)
<u>Heading 3</u> **(12 font, indented, underlined)**

Headers & Footers

Headers and footers should be used when submitting academic works specifically for the reason of identifying errant pages. For each assignment of a reasonably sized class a professor receives close to 300 to 400 pages of written work. It is easy for some of these pages to go missing or to be mixed up with other student submissions.

Students should ensure that the header includes the name of the course, course number if available and the name of the Professor. The footer should include the Assignment name, date, section name or number and student name (or names when handing in group work).

When referencing the Professor's name students must be extremely careful to make sure that the appropriate title of the professor is being used. If the professor is a doctor then the "Dr." title must be included. It is very bad form within academics not to know your professor's title and worse not to include it correctly or getting it wrong on a submitted piece of work. Similarly, students should verify that they are spelling the name of the professor correctly. Students

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should not expect to make a positive impact with a professor if they misspell the professor's name or make an error as to the correct title to be used.

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Referencing, Quoting & Plagiarism

Referencing is a particularly difficult subject for students who have not covered it before. First, there are several different types of referencing systems: MLA, APA, Harvard and Chicago, to name a few. Second, students tend to get the concepts of referencing and quoting mixed up. The good news is that most of the latest word processors greatly facilitate the practice of including correct referencing.

Students must understand that all indications any idea or thought that is not their own must be referenced. If it is not referenced then the student runs the risk of plagiarizing. Plagiarizing is representing someone else's work as your own. Even if it is done unintentionally it can be considered plagiarism. This is why students need to be meticulous. Plagiarism is the academic equivalent to theft: you are stealing someone else's work or thoughts. It is to be avoided at all cost. Thus, students have no alternative than to understand how to reference.

Often in a paper a student will wish to reproduce a section of a document word for word or reproduce a part of a speech from a keynote speaker. When students take from a document or a speech they must indicate that they are doing so. Referencing provides that indication to the reader that what they are reading is not the words or product of the student. When reproducing sentences either from a speech or text the student must include that text within quotation marks and then provide the reference within the appropriate referencing style. For most papers students should use either APA or MLA referencing style as these are the most commonly used. Other acceptable referencing systems include Harvard and Chicago, however, APA is the most commonly used referencing style and is the default at Monarch Business School.

An example of reproduced text is shown below. Quoted text should be indented a minimum of 2 centimeters from the left hand border.

> "The potentially negative role that business can play in the struggle between the ecological, economic and social systems has in a few short years become clear. Evidence that the engine of global economic growth is driving its way into unsustainable territory, that ultimately may cause a depletion of resources and possibly lead to a collapse of the very economic system upon which it is based, is available to all to see." (Henderson, 2009, p. 13)

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As you may see the reference at the end of the quotation (APA style) points the reader to the Bibliography contained at the end of the document (see the end of this document for the example) where they may investigate the source of the reference and obtain a copy of the book, article or manuscript if desired. When dealing with quotations it is necessary to include the actual page reference number from where the quote is taken. This is done to assist the reader so that they may see in exactly what context the quote was used. Often, quotations may be taken out of context and used for other purposes and so it must be clear that the context was similar to what is being discussed.

Notice that the reference to the cited work is NOT included in footnotes at the bottom of the page as is often the habit of high school educators. Footnotes are specifically used to elucidate a point and are discussed immediately after this section.

The second type of reference is where the author discusses something that another scholar has already discussed or another scholar has already made the point elsewhere and the author must give credit as such. If not, the author runs the risk of presenting these thoughts as their original thoughts. An example is shown in the paragraph below taken from the previously referenced work, p.17.

Returning the world to a state of sustainability while at the same time reinstating the individual as the primary element or actor requires a look back to the causes or roots of the problems the world is now collectively facing. It is far too easy to point a finger and simply blame Transnational Corporations for the ills affecting the planet as many in the media often do. (Child & Rodrigues, 2003; Rondinelli & Berry, 2000; Bansal, 2005) The world is an interconnected system of economic and social organizations that together have laid the groundwork for the errors and omissions that have enabled both corporate and social irresponsibility to flourish. (Held, 2000)

The student should note the difference between the above case of referencing and the previously discussed case of quoting. In the above case of referencing there are no original quotations from other authors being used. Consequently there is no need to use to use "" quote symbols nor is there any need to indent any specific text within the overall narrative. The author is simply repeating ideas or thoughts that other authors have written and he must give due course to these authors.

The student should also notice that there is more than one reference in cases where the author states that several author state a view. In these cases the author is obliged to give reference to multiple authors. That is, if the authors says, "several authors state…." then he must reference at least several authors

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individually. Otherwise, the statement is just an off the cuff casual pronouncement and not based in fact. As with the previous case, these referenced works appear in the Bibliography as well.

As a final note on referencing and quoting, students should only use reputable sources within their assignments. In order to understand what is a reputable source one should speak to their professor. However, most universities do not allow Wikipedia or other non-professional blogs to be used as sources. In the case of Wikipedia and other encyclopedias it is considered that these sources are already assemblages of information put together by someone else. They are considered appropriate for the student to use to get a basic understanding of a concept or topic but must not be used as a reference. The student should consult other sources for citations, such as: scholarly articles and journals typically peer reviewed and appropriate for referencing. These journal articles are typically found using Google Scholar, for instance.

Footnotes

Many students are familiar with footnotes. However, often their familiarity causes them to use them inappropriately. Many teachers at high school instruct their students to place references in the footnotes at the bottom of the page as opposed to using the footnotes for additional yet secondary information that supports the point being made.[1] This is a very old style of referencing and is generally no longer accepted in scholarly work.

When combined with modern referencing styles as discussed previously footnotes are reserved for comments and additional information that assist the reader in understanding the material at hand. These can sometimes include references to other works of note or a short discussion on opposing views, or the inclusion of supplementary facts, as is shown in footnote #1 included in this section. However, these added elements must be for the purpose of elucidation and should not be included unless they are directly related to the discourse. Footnotes typically use a different font than the standard font of the document in order to show that they are separate from the main narrative. In short, students should use footnotes very carefully and with caution.

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[1] Dr. Jeffrey Henderson in a 2009 seminar on essay formatting given at Grenoble Graduate School of Business, France indicated that over 50% of high school students did not receive the proper training on how to correctly use footnotes.

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Referring to Various Authors

Often students like to use common language that can be interpreted differently when writing scholastically. That is, a student might write the following:

> Many authors believe that CSR is essential to the profitable running of an enterprise.

The above might be entirely true. However, since the student has indicated that there are many authors who believe this, he is also indicating that he knows who those authors are. Thus, he must indicate those authors as valid references along the standards discussed at the beginning of this document. Without including at least several referenced names (as the statement assumes a multitude of authors) the students is simply stating an opinion and it is of no particular importance.

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Document Elements

Documents elements are those items that are included in a document other than the narrative text that assist the reader in understanding. They include such things as: Title Pages, Fly Pages, Indices, Figures, Graphics, Tables, Table of Contents, Table of Figures, Bibliographies and Appendices. Some of these are discussed below.

Table of Contents

The student must use his judgment on whether to include a table of contents. Usually, short written answers or essays of less than 10,000 words do not include a table of contents. However, there may be times when a table of contents adds clarity to a document even when it is of a shorter type. There is no hard and fast rule as to the inclusion of a table of contents.

Most modern word processing programs will automatically produce a table of contents when default headers are used. This greatly assists the student when writing a large project or dissertation style work. Nevertheless, the student should have a good understanding as to how a table of contents should look and how that table should be arranged irrespective of using the automated software. As mentioned previously, students should be careful that the word processor does not include non-traditional fonts and color defaults when creating a Table of Contents. If so, the students must afterwards reformat the table to academic standards or change the default setting.

Table of Figures

In larger documents a "Table of Figures" is also included. This table is similar to a table of contents but only references "Figures" within the document for fast searching by the reader. That is, within larger documents various figures or graphics are used and can be buried within the document and hard to find. A solution to this is to create a separate table known as the "Table of Figures". This "Table of Figures" usually follows the "Table of Contents" in placement within the document. The same vague rules apply to the "Table of Figures" as the "Table of Contents". That is, if you decide that the document warrants the inclusion of a "Table of Contents" then you should include a "Table of Figures".

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End Notes / Bibliography

As discussed above, each document should include an End Note section or Bibliography that includes all the referenced works. The end-notes or bibliography should be included in the same style as the referencing system being used, that is: MLA, APA, Chicago, Harvard, etc. Bibliographies typically are the last document element. There is an example of a Bibliography at the end of this document.

Some Confusion with the Term End-Note

Unfortunately for students there exist confusion with the term End-note. For some an end-note is not a bibliographic reference but merely a footnote (as we described a proper footnote: descriptive) that is placed at the end of the document instead of being at the bottom of each page. For others the term End-note is synonymous with Bibliography.

It is the opinion of the author that End-note should only be used to refer to footnotes that appear at the end of an article. While the term "Bibliography" should only be used to refer to the bibliographic document element at the end of an article or journal that provides the referenced article listing sorted by Author last name.

Fly Pages

Fly pages are essentially empty or blank pages that are used in larger documents in order to help break the sections and as well provide space for manual hand written mark-ups and comments. Fly pages may be inserted anywhere in a document at the beginning or ending of sections. For smaller documents such as essays it is a good habit to include at least one fly page at the end of your document to leave the professor ample room to make summarizing comments.

Word Count (+-10%)

Professors vary on the way or fashion that they provide instructions on the appropriate length of assignments. Unfortunately, due to the various numbers of fonts and font sizes instructing students simply on the basis of page length can

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be problematic. Therefore, it is best for the professor to provide a word count limit. For some professors word count may be an ultimate limit that the student cannot pass. For other professors the limit represents more of a target zone and the student may fall somewhere around that number, such as plus or minus 10%. Still other professors will indicate the limit as a minimum amount of words to ensure a certain level of work.

Whichever the case, students must be clear with the professor as to which standard he is referring to when they are given a word count limit. Students need to be clear as to whether it is a minimum, target zone, or maximum number of words being indicated.

Lastly, as a rule of thumb students should calculate the number of pages for an assignment by taking the word limit and dividing by 400. Thus, a 5,000 word term paper is equal to 12 to 13 pages double spaced.

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Proofreading

All students should proofread their document. In fact, students should get in the habit of proofreading their document more than once. The average number of times a student should proof read their document is at least three. A good practice for students to follow is to have a trusted schoolmate also proofread their document. This is so as we are often incapable of finding the main nuisance mistakes that our brain is accustomed to making. Many smaller words are often left out of sentences because when we read the documents for ourselves we already know what we wish to say and therefore we skim over missing words without noticing, as our brains fill in the missing word without us knowing. A second reader can easily pick up on these missing words. Moreover, as is covered in the grammar section of this paper, ill-written phrases can often be opaque to a second reader while seeming sensible and logical to us. Second readers can easily point out where the meaning of a sentence is clouded due to either bad grammar or confusing sentence structure.

It is important that students realize that assignments that are not proofread are very easy for the professor to notice and ultimately receive much lower marks than the work of students who have taken the time to be meticulous and proof read several times, ultimately eliminating faulty writing.

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Typical Grammar and Writing Errors

The following section represents many of the common and basic errors that new university students make when writing. Students are to look out for these mistakes and correct them as soon as possible. Assignments containing these errors will loose marks due to poor presentation.

Contractions

Contractions, such as: can't and shouldn't are appropriate to use. The only issue is when the use of contractions becomes so dominant that the language being used sounds too common to the reader. Conversely, contractions should be used whenever the language being used seems too stilted and the use of contractions would make the language flow better. When proof reading their document students should eliminate any contractions that cause the document to read artificially or add any contractions that facilitate understanding and reading comprehension.

And, Ampersands & And/Or

Students should make sure that the usage of the ampersand symbol "&" is used only in headers or titles and not in narrative text. Moreover, students should not intermix the use of the "&" symbol and the "And" word in titles or headers. That is, one should decide on one style and stick to it. If the decision is to use the "And" then one needs to decide if the word is to be capitalized or not within the title or header. Historically conjunctions are not capitalized, however, the capitalization of conjunction is being used with greater frequency. Varying upper and lower case letters for conjunction within headers and titles is considered poor form. If the student chooses to use the "&" symbol in headers then he should do so uniformly within the document.

Lastly, the use of "And/Or" should be avoided. Often the sentence can be rewritten to read better without the use of And/or. The use of And/or is considered academically inappropriate.

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Are & Our

Students need to be careful not to write phonetically and misplace "Are" for "Our" and vise versa. This is a common mistake for non-native English speakers. Students should proof read their document carefully looking for this error.

Should Have & Should Of

Another common mistake is to write phonetically and misrepresent the auxiliary verb "to have". This is common since the vocalized form is often pronounced as the misspelled error. The correct form is "Should have" as in "I should have gone" and not "should of gone". The word "of" is a preposition and does not belong between two verbs.

Its & It's

Many students mistakenly use the wrong form of the third person possessive when writing. The correct possessive form is "its". The easy way to remember this is that "It's" is the contraction for "It Is". When keeping this in mind it is easy to spot when and where the error is being made. The form "it's" can also be the contracted form of "it has" as in "it has been a hot day". Otherwise written, "It's been a hot day". Students should be especially careful of this type of mistake.

There, Their & They're

One of the most common mistakes made by students is between the three forms of: there, their and they're". The first is an adverb and connotes place, as in "over there". The second form shown is a possessive adjective and connotes belonging, as in "their car, or their attitudes". The final form shown is simply a contraction of "they are" and should be used in that manner.

Colors & Colours, Labor & Labour

Since the English language is used in many countries there exists differing forms of spelling. The dominant forms are American and British spelling with Canadian spelling as a third, which tends to be a mixture of both British and American usage. Most of the commonwealth countries follow the convention of British spelling where the "u" is added to many words, such as: colour and labour.

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Otherwise said, the U.S. convention is to drop the "u" from these words. Either form is acceptable as long as the same convention is kept throughout the entire document. Writers should however identify the audience for their paper and use the appropriate spelling convention.

S or Z

Another variation that is found between the various forms of English shows up when spelling words such as: organization or organisation. Typically American spelling uses the "z" form while British spelling typically use the "s" form. Canadian spelling uses both forms typically dependent on the age of the writer. Older persons gravitate toward the British style while younger writers gravitate toward the American style. Other examples include:

British	Canadian	American
Defence	*Defence / Defense	Defense
Analyse	Analyse / Analyze*	Analyze
*Authorise / Authorize	Authorize	Authorize
*Harmonise / Harmonize	Harmonize	Harmonize
Other Spelling Variations		
Programme	Program	Program
Dialogue	Dialogue	Dialog

The above shows that a language is a living thing and standards come and go between the ages.

ER or RE

Another very common spelling variation between British and American spelling is the ER / RE terminal. For instance, the word "center" is often spelt in varying forms: shopping center or shopping centre. Typically, American spelling uses the "er" form while British and Canadian usage employs the "re" form.

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Irregular Past Participles

An irregular past participle is the past form of a verb that does not take the standard "ed" ending. An example of such is the word "learnt" or "spelt", common in British and Canadian grammar. The U.S. form is "learned" or "spelled" and has taken the regular form. Either form is correct but should be used uniformly through the document. Naturally, if the student has chosen to use the British convention of spelling, as in the section above, then they should use British past participle forms and not mix the two systems.

It should be noted that that the sound of irregular past participles is very distinctive and will sound odd to a listener who is not used to or who has never heard them before. Conversely, the standardized form may sound as odd to the other person but will be more acceptable since most past participles utilize such form.

Two, To & Too

A common mistake that reflects poorly on students is to mix the "two, to and too" forms. The first "two" is simply the word for the number "2", while the second form "to" is a preposition expressing motion, as in "I went to the store". The third "too" is an adverb and expresses a higher degree, as in "she gave me too many gifts". Often, an error with these is more a case of sloppy writing and sloppy proofreading than misunderstanding.

Two & 2

Students should refrain from using number symbols in full sentences. It is incorrect form to write the following: "She gave me 2 pennies". It is proper form to write: "She gave me two pennies". Number form can be used when refereeing to a specific section or item that is otherwise indicated with numbers, as in: "Please refer to Paragraph 2" where "Paragraph 2" is a specific title and thus referenced in the same manner.

Legal writing has introduced the convention of adding the Arabic form after the written form as in: "She have me two (2) pennies". It should be understood that this is done for legal reasons of clarity in contracts and should be avoided within scholarly writing.

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1920's & 1920s

When referring to dates it has been grammatically correct to use the apostrophe, as in "She loved the 1920's". However, more recently the apostrophe has been dropped in order not to confuse the reader with the possessive form. Thus, the phrase would be written, "She loved the 1920s".

The Possessive Form

The possessive form in English is formed by adding the ('s) at the end of a noun or name. Thus, we have "John's car" or "The Church's money". However, the confusing case can occur when a noun ends with "s", as in Illinois or Charles.

Typically, if the word ends in "s" the proper form is to simply add the apostrophe without adding an extra "s", so as to have "Illinois' land" or "Charles' baby" however there is debate concerning this treatment. Some insist that only Proper nouns take only the apostrophe, such as "Jesus' disciples" while all others take "'s" to make "Charles's son" or Illinois's land". However, in this last example of "Charles's" and "Illinois's" the addition of the " 's" creates an odd sound when vocalized and is used as the argument as to why the word should simply taking the apostrophe without an extra "s".

Often a simple solution to the above where there is an awkward possessive form is to reverse the phrase. So, "Illinois' Constitution" becomes "The Constitution of Illinois" and "Charles's son" becomes "the son of Charles".

Collective Nouns

Words such as "team" and "fish" are known as collective nouns in so far as they represent more than one person or thing within the term. When creating the possessive form of a collective noun such as "team" the correct form is "team's". When creating the possessive form of many teams taken together as a larger grouping the correct form is " teams' ". Otherwise said, we could have the following two sentences, each meaning slightly different things:

1. It was the team's sports complex.
2. It was the teams' sports complex.

In the first sentence the sports complex belongs to one team. In the second sentence the sports complex belongs to at least two, if not more, teams.

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In the case of collective nouns similar to the word fish they can often mean two different things and one must look at the context of the phrase for understanding. For instance we could have the following three sentences:

1. The fisherman caught a fish.
2. The fisherman caught some fish.
3. The fisherman caught many fishes.

In sentence 1 it is clear that the fisherman only caught a single fish. In sentence 2 the fisherman caught at least 2 or more fish. The confusion is created when the fisherman catches 2 or more fish and whether or not we use the "es" plural form.

It is typically agreed that the collective form of the word "fish" would refer to many fish of the same species while the term "fishes" refers to a variety of fish not of the same species. Thus, the rule is based on uniformity. If you are using the word as a collective noun then all item within the collective must be identical. Otherwise, you pluralize using standard practices.

Gender: He, She & They

Often students are confused on how to consider the use of gender in English. Though the English language did away with gender forms for nouns, (most nouns taking the male gender after the era of middle English) there still exists difficulty with gender when referring to the actors of an action when the actors are not specifically defined. This is especially true since English does not have a widely used neutral gender, and the use of the form "one" is frowned upon as it can be easily misused or over-used and does not exactly equate to the neutral forms in other languages.

During recent years, authors and academics have grappled with the notion as to which is the correct neutral form to use when writing. Is it best to employ the form "he or she", "his or her", or "s/he". This came about as the traditional use of the male gender started to be considered as not fully inclusive of all persons in society. Thus, the singular form of sentence #1 was often rewritten in a cumbersome manner as in sentence #2, or sentence #3. Thus the following sentence would refer to all authors regardless of their own particular gender, and not just simply to male authors:

#1: "In Section 2, the author must make changes to his manuscript."

#2: "In Section 2, the author must make changes to his or her manuscript."

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#3: "In Section 2, the author must make changes to his/her manuscript."

The easiest way to deal with the above and remain gender neutral is to rewrite the sentence in the plural form and employ the form "their", as follows in sentence #4:

#4: "In Section 2, authors must make changes to their manuscript."

The above easily corrects the cumbersome usage of the modified "his or her", "he/she", s/he" forms that were introduced for political correctness. Nevertheless, if the student employs the traditional form as in sentence #1, it is still considered correct usage at this time.

Another approach that academics have used is to employ the female gender as often as the male gender when writing for the neutral gender. That is, feminist scholars believe that the usage of a uniformly male neutral form is biased and should be counter balanced by the female neutral form. Therefore, sentence #1 would be rewritten as is shown in sentence #5:

#5: "In Section 2, the author must make changes to her manuscript."

Though there is nothing incorrect concerning the usage of gender in sentence #5, it is not a generally adopted practice to use the female gender as the neutral form and can often sidetrack a reader from what is being said to how it is being said. Moreover, the use of the female gender in English was historically reserved for instances when the audience in question was uniformly women.

That is, traditionally sentence #5 would only be considered correct if "all" authors were already understood to be "female", for instance when writing to authors in a women's college and therefore one knows that all the readers in question are in fact women. Otherwise, if the potential is that the audience is a mixture of male and female readers then the male gender is used.

The important point to make on this is that if the author does wish to use the female gender as the neutral gender then they must do so uniformly within their document and not mix male and female genders as bouncing back and forth between genders becomes too confusing for the reader.

Lastly, often the best way around this confusion is to take the gender out of the sentence altogether, whenever possible. For instance sentence #1 would take the form of Sentence #6:

#6: "In Section 2, the author must make changes to the manuscript."

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Non Uniform Verb Tense Usage

Another mistake that students often make is to mix up the verb tense usage within the same paragraph and thought. Otherwise said, the student does not make up his mind as to what tense they wish to use and therefore are not consistent in usage. This is shown in the following simple example sentence #1:

#1: "As the department head was making corrections to the pricing strategy his assistant walks into the room."

#2: "As the department head was making corrections to the pricing strategy his assistant walked into the room."

Sentence #2 is the correct form and there is no "time-warp" between the first and second parts (verb tenses) of the sentence. Admittedly, the above mistake of inconsistent verb tense usage more often then not occurs when writing in a second or even third language. Nevertheless, students should be aware to look out for these basic mistakes and correct them as soon as possible.

Dangling Modifiers / Dangling Participles

This is one of the most common errors that students make. A dangling modifier is a phrase or word that is attributed to one word or phrase where the intention was to attribute it to another. Otherwise said, there is confusion or ambiguity in the sentence as to who is the doer or subject of the phrase. An example of this is shown below:

#1: Arriving late for the meeting, the manager handed a report to the board.

#2: The manager arriving late for the meeting handed a report to the board.

In sentence #1, it could have been two different people involved in the actions, as in "I arrived late for the meeting and the manager handed in a report to the board". In sentence #2, the doer of the action is clearly identified whereas in sentence #1 it is only vaguely insinuated that the manager both arrived late and handed in the report. The intent is unclear. Another example includes the ambiguous use of words, such as;

#3: Hopefully, the sun will shine when we go to the beech.

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#4: When we go to the beech we are hopeful that the sun will shine.

In sentence #3 the word "hopefully" may be attributed to the wishes of some unknown actor or it may be the way in which the sun shines. We are unsure as to what the author wishes to say. Sentence #4 corrects that by introducing the author. Another example of ambiguity is as follows:

#5: Yesterday, I petted my dog in my pajamas.

#6: Yesterday, while I was wearing my pajamas I petted the dog.

In sentence #5 it is unclear as to who is wearing the pajamas. Is it the person or the dog. One could ask the follow question as to how the dog got into your pajamas in the first place? Sentence #6 corrects this ambiguity.

Thus, students should be very careful to rewrite any sentence that may be unclear or ambiguous due to the occurrence of dangling modifiers. As the saying goes, "If you don't say what you mean, you will never mean what you say."

Non Academic (Casual/Internet) Language

With the increased usage of chatting technology both on portable phones and the internet the occurrence of non academic or casual language has increasingly crept into essay work. An example in specific that was recently handed in was the following, shown in sentence #1:

#1 "The company misread the market, big time."

Naturally, the use of the phrase "big time" is not academic nor is it particularly descriptive. Its usage shows that the author is not taking enough effort or time to craft his phrases. It is essentially lazy work and reflects the thought that the underlying ideas within the entire submitted work is most likely of the same poor quality and it runs the risk of being completely dismissed by the professor. Moreover, any inclusion of text message spelling in an academic document is strictly forbidden.

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Punctuation: Commas, Question Marks and Exclamation Marks

When reading older articles students may notice that punctuation, especially commas, were used much more than at present. One reason is that many older scholarly articles used a narrative form where colorful language was a sign of academic mastery. In recent years, the opinion of academics has changed to reflect the thought that more concise writing is better and reduces the strain on the reader. Therefore, clumsy compounded sentences that run on for lines and lines, causing the use of multiple commas, are to be split into separate sentences.

Also, students should be aware that the use of questions to introduce a new concept or issue should be used carefully. Often, students use questions within their narrative as a quick way to introduce a point as opposed to taking the necessary time to construct the appropriate phrase. Question marks should only be used where there is a true question being posed and should not be used for rhetorical purposes. Similarly, exclamation marks should only be used when exclaiming a point, or making an emphasis. Typically, exclamation marks are not to used in scholarly articles unless one is absolutely confident that they are being used appropriately.

Asking a Multitude of Questions Within the Narrative

In writing scholarly material it is considered improper to ask a series of questions in the effort to introduce new ideas especially when those questions are not addressed within the same section. That is, the student's responsibility is to analyze and not simply to question. Leaving unanswered questions anywhere in your document is considered poor form and also considered to be unfinished work. For instance, the following would be considered very poor form:

> The situation of CSR in its modern form can be considered confusing and nebulous since differing cultures have differing views or values and norms. Is it possible for cultures to come together and develop a set of general CSR norms? Will companies abide by them? Are people concerned with this type of effort? Are governments ready to attack such a need? These are questions that beg answering.

If a student introduces these issues in question form then the student is obliged to answer them or address them somewhere in the document. Moreover, it is very poor form to include leading questions in a conclusion if you are not specifically addressing follow up research that should be completed at a later

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date to address those unanswered questions. Simply, leaving unanswered questions in a conclusion shows that the work is incomplete and is considered intellectually lazy. Thus, if you find yourself asking several questions to your reader you more likely than not should rewrite your narrative.

Introducing What Is To Be Written

A good introduction to a scholarly work introduces the main concepts and issues that will be dealt with throughout the document in a way that orients the reader on what is to follow.

However, students often mistakenly wish to introduce not the concepts and issues but what they will consider in their paper in step form. This is poor writing. For instance, it is poor form to include in an introduction the following:

> First, I will consider the definitions of CSR and ethics, then I will discuss how these are addressed within various corporations, then I will make conclusions on how these can be improved, then I will………."

This is considered very lazy writing and it also relies on the first person being used as the writer puts himself at the center of the sentence and as such also places himself at the center of the essay, paper, thesis or dissertation. This should be avoided at all cost.

Moreover, in the above example the author is not focusing on the content of the paper but on the writing procedure or process, which is of no specific value to the reader or to what is being analyzed. Otherwise said, through proper construction and structure the writer should be able to introduce the main concepts and issues so that the reader knows exactly what is the orientation of the paper and is thus prepared for the follow up sections.

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Conclusion

The use of proper form and proper grammar is essential to producing an essay that is both pleasing to read and pleasing to grade. Students should understand that errors on either form or grammar seriously affect their ability to obtain higher marks and also runs the risk of placing them in a difficult light with respects to the professor.

The typical and common errors or misunderstandings presented in this document reflect the most simple of errors. Students who feel that they need additional work on either form or grammar should consult additional resources.

Students should finally understand that a mastery of the basic elements of writing is a prerequisite to university studies, especially at the master and doctoral levels. They should also realize that a mastery of the written form is the very skill that will enable them to communicate with their business and academic peers and enable them to advance throughout their careers.

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Example Bibliographic Formatting

1. Bansal, P. (2005). Evolving sustainably: a longitudinal study of corporate sustainable development. *Startegic Management Journal , 26*, 197-218.
2. Child, J., & Rodrigues, S. (2003). The International Crisis of Confidence in Corporations. *Journal of Management and Governance , 7*, 233-240.
3. Held, D. (2000). Regulating Globalization? The Reinvention of Politics. *International Sociology , 15* (2), 394-408.
4. Henderson, J. S. (2009). Global Citizenship Examined: The Methodology of New Traid Model. *Ph.D. Dissertation-SMC University* , 1-250.
5. Rondinelli, C., & Berry, M. A. (2000). Environmental citizenship in multinational corporations: social responsibility and sustainable development. *European Management Journal , 18* (1), 70-84.

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Example Fly-Page.

A Fly-Page is a blank empty page included between sections or at the end of the document where hand written remarks can be made by the professor.

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