The concept of percentage difference is elusive, and I believe that you are misusing it here. Let me provide an example that may shed light on what you have done and why it is incorrect. Assume that you have surveyed a group of 100 people, and 20% of them [20 people] favor capital punishment. [This must be a group of bleeding heart liberals!] Some time later the same 100 people are resurveyed and 40% of them [40 people] favor capital punishment. If you use the numbers as you have in your paper, you will say that the group favoring capital punishment on the second survey was 20% larger that the group favoring capital punishment on the first survey. Actually the second group is twice as large or 100% greater than the first. It is proper to talk about "a 20 point increase" in the percentage supporting capital punishment. I hope that helps!
royal decree.

Effect is generally used as a noun meaning a result. ("The effect was sudden weakness in my knees.") Psychologists use affect as a noun meaning feeling or emotion.

AGREE

Nouns and verbs must agree as to number. Singular nouns take singular forms of the verb, plural nouns take plural forms of the verb. The same is true of the relationship between pronouns and verbs. In a sentence, two or more singular nouns and/or pronouns connected by and are logically and grammatical plural. E.g., Billy and Bob are coming home today. Two or more singular nouns connected by or remain logically and grammatically singular. E.g., Is Billy or Bob the better driver?

"Collective nouns"--like couple, pair, family, government, Congress, Senate, House, cabinet, army, jury, committee, assembly, United States, and faculty--are a little trickier. If the group is considered as one unit or acts collectively, the singular is appropriate: "The faculty approves course schedules." "The majority decides." If the members of the group are considered individually or act individually, the plural is appropriate: "The faculty are engaged in a variety of pursuits." "The majority are idiots." (Idiocy is an individual trait.) Consider your choices in the broader context. No one would object to "the couple was [singular] married." On the other hand, in the following example, the broader context would argue against the singular: "The couple was married and spent its honeymoon in Nebraska. Later it was divorced and went its separate ways."

Collective nouns that refer to groups of inanimate objects are always singular: baggage, cutlery, dinnerware, luggage. The noun number is particulary flexible, but the decision whether is is singular or plural is relatively easy: always use a singular verb when number is preceded by the; use plural when preceded by a. "The number of students was [singular] small." "A number of students were [plural] addicted." See Sections 26-27 of Ellsworth.

AMONG/BETWEEN

Between and among are both prepositions. Between indicates a relationship involving two persons or things; among indicates more than two.

AMOUNT/NUMBER

Things that are characterized as discrete units or quanta--and which logically take plural forms--are measured in terms of number. In short, they are counted. Things that are characterized as part of a continuum--and which logically take singular forms--are measured in terms of amount or degree. Thus one says "a large number of dollars" but "a large amount of money." You have "a small number of leaders" but "a small degree of leadership." You'll notice that the adjectives large and small can be used with both number and amount/degree. Some adjectives are not so flexible. Few works only with number; less works only with amount/degree. E.g.: "Few leaders," but never "less leaders." "Less leadership," but never "few leadership." Most works only with number. Much works only with amount/degree. "Most leaders," but never "much leaders."
AN

The proper use of *a* and *an* depends on the pronunciation of the word that follows, not on its spelling. If the
word following sounds as if it begins with a vowel, use *an*: e.g., "*an* honorary degree." If the word that
follows sounds as if it begins with a consonant, use *a*: e.g., "*a* unanimous vote," "*a* history class."

ANON - ANONYMOUS SOURCES

Anonymous actors and anonymous sources have no place in a scholarly paper that is supposed to rely
evidence duly documented.

ANT

Avoid anthropomorphizing!

APA CITE

Your system of citations does not conform with the *Publication Manual of the American Psychological
Association*. A citation to a general idea or to an entire work must include the last name(s) of the author(s)
and the date of publication. For more specific facts and all quotations, the page number must be included.
Information contained in the body of the sentence is not repeated in the citation. Consult the examples below
and Section B-3 in Ellsworth.

David M. O'Brien (1990) discusses the role of the Supreme Court in American society.

An important treatise has recently been published on the role of the Supreme Court in American society

According to David M. O'Brien (1990), "the Senate Judiciary Committee spent little time on Scalia" (p.
105).

"The Senate Judiciary Committee spent little time on Scalia" (O'Brien, 1990, p. 105).

APA MIX

You may not arbitrarily mix different forms of documentation. Since you have adopted APA model
parenthetical citations in the text, you must complement them with APA model references at the end. You
haven't done that here.
APA REF

Your list of references does not consistently conform with the *Publication Manual of the American Psychological Association* (1994). A reference to a book must include the name(s) of the author(s) (last names and initials), year of publication (in parentheses), full title (underlined or in italics with sentence-style capitalization), place of publication, and publisher. The major elements are separated by periods.


A reference to a journal article must include the name(s) of the author(s) (last names and initials), date of publication (in parentheses), full title (no quotation marks and with sentence-style capitalization), name of periodical (underlined or in italics), volume number (underlined or in italics), issue number (in parentheses), and inclusive page numbers. The major elements are separated by periods.


There are also specific styles for popular magazines, newspapers, government documents, and other sources. Consult the *Publication Manual of the American Psychological Association* (1994) or Ellsworth for the details. Under the APA style the preferred heading for this section of your paper is "References."

Note: The 1994 edition of the *Manual* created massive confusion about what the left margin of a reference list should look like. Historically, APA references had indented every line after the first (hanging indent). The 1994 edition reversed the policy calling for indenting only the first line as in the examples above. However, the bibliography in the 1994 *Manual* continues to indent after the first line as before. The formal explanation may be that the APA *Manual* is supposed to provide guidance in the preparation of manuscripts for publication. The publisher will convert your conventional indent to a hanging indent. Of course you are publishing your own paper. No undergraduate student should be expected to figure this out. Do it whichever way pleases you.

APPENDIX

To be useful an appendix must support the purpose of the paper. It must also be a self-contained unit capable of being understood on its own by a reader.

ASSERT

An assertion of this sort clearly goes beyond common knowledge. You are obligated to support it with some sort of documentation or evidence.

AVG%

You can't average percentages because you don't know how many cases were included in the calculation of
Lack of attention frequently leads to constructions that are awkward, ungrammatical, or without style. Very frequently what you need to do to address the problem is to think in terms of shorter, tighter sentences.

Your system of documentation (the combination of parenthetical citations and bibliography or reference list) does not conform with any manual of style approved for this course. Quoting from your syllabus: For the purposes of this class you are **required** to use one of the three standards listed below. If you are already familiar with one, use it. If you are not, choose one likely to meet your future needs and get to know it.


Taken literally, a list of "works cited" appended to your paper ought to contain only those sources for which there are actual citations in the text. The terms "bibliography" and "reference list" are somewhat more ambiguous. Regardless of the standard for documentation you select, abide by the "Reliance Rule." Include all works **upon which you relied** whether or not they are formally cited in the text. Do not include works that you located but that proved not to be helpful.

This error is especially troubling because I've called it to your attention before.

Neither belittling the arguments of your opponents nor calling your opponents names makes your argument stronger. Quite the contrary. Policy papers are meant to be persuasive. If the reader already agreed with you, there would be little reason to write. You must assume that the reader is either hostile or undecided, and making light of values or attitudes the reader might hold is likely to be a counter-productive strategy.
BIAS
This is political science, not propaganda. You should strive to avoid the use of biased language.

click to return to index

BILLS
House and Senate bills are often referred to by number: HR 39, S 262, etc. Bills receive numbers as they are introduced, and numbering begins again at 1 with the commencement of each new Congress in January of odd-numbered years. It follows that, absent some sort of dating, a bill number can refer to as many as 106 different pieces of proposed legislation.

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BRACKETS [ ]
Square brackets are used for a parenthesis within a parenthesis, to enclose interpolations in quotations, and to indicate missing or unverified data in documentation. Insert square brackets by hand if they are not on your typewriter or in your font. See section 54 in Ellsworth.

click to return to index

BREAK
There is a major continuity break here. Words--perhaps even lines or paragraphs--appear to be missing.

click to return to index

BS
I believe the technical term for this is "B.S." It is wordy and pretentious, and it really communicates very little of substance. Write tight!

click to return to index

CALC
Your calculations are in error.

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CAPQUOTE
When direct quotations are incorporated into sentences of your own composition, the capitalization of the first word quoted is adjusted so as to be appropriate for your sentence. It is appropriate to capitalize the first
word of the quotation when it begins your sentence or is preceded by a colon. The first word of the quotation should not be capitalized when the quotation simply continues your sentence. Note the examples below.

The Fourteenth Amendment declares: "The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States."

The Fourteenth Amendment declares that "the Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States."

Note that the framers of the U.S. Constitution capitalized many words you would not. If you're going to quote them, don't try to correct them.

**CAPS**

The following require capitalization: the first word in any sentence; proper nouns (names) and adjectives made from proper nouns like "American"; the first word and all main words in titles of books, plays, articles, papers, etc.; and titles of rank or honor when attached to a proper name like "President Clinton." Note that "main words" in titles are a function of usage, not length. If in doubt, capitalize everything except articles, conjunctions, and prepositions. Refer to section 61-63 of Ellsworth for a much more detailed consideration of capitalization.

**CASE STUDY**

When a case study is used to prove a general point, you must take special care to demonstrate that the lessons of the specific case are applicable to the more general situation.

**CITE REF**

You have a mismatch between your citation (the parenthetical note in the text) and your reference (the bibliographical entry at the end of the paper). Citations usually contain author, date and specific page(s). An abbreviated title is substituted when there is no author. References contain author, date, title, and publication data. No citation should appear in the text without a full reference at the end. The first word(s) of the citation and the reference must be identical, and the references must be in alphabetical order.

**COLLOQ**

Avoid colloquialisms in formal writing. There is always an appropriate word or phrase that won't brand you as uneducated.

**COLON (:)**
A colon indicates that what follows will be an example, explanation, or elaboration of what has just been said. A colon is also used to introduce quotations and to separate titles from subtitles. There are additional uses in bibliographical citations. In typescript a colon is generally followed by one blank space, not two. See also Ellsworth, Section 49-50.

COMMACON

Your probably need a comma here, just because the text is likely to be confusing without it.

COMMAPOL

You have commas lying about littering the literary landscape. Most commas are used according to specific rules. You need to learn them. Section 30-32 of Ellsworth would be a good place to start.

COMMASER

Commas are used to set off the elements in a list which concludes with an and or an or. The final comma is often optional. E.g., "Medicaid benefits were judged best in Minnesota, Wisconsin[,] and New York." The final comma is not optional when its absence renders the sentence ambiguous or difficult to read. E.g., "individual characteristics such as impaired daily functioning, low resilience to stress, and socially unacceptable forms of behavior." Note that without the comma one might reasonably read "low resilience to stress and socially unacceptable forms of behavior" as one thing rather than two.

COMMASPL

The result of taking two or more complete sentences and stringing them together with one or more commas is called a "comma splice." It is an error in sentence construction. See section 29.B in Ellsworth. If you do it with a dash, it's still wrong.

COMPARE

Forms of the adjective ending in "er" and indicating "more," e.g. greater, higher, dumber, are said to be comparative. Forms of the adjective ending in "est" and indicating "most," e.g. greatest, highest, dumbest, are said to be superlative. Comparative forms are appropriate when two cases are involved. (She was taller than he was.) Superlative forms are appropriate when three or more cases are involved. (She was the tallest of the bunch.) You can't logically mix the two.
COMPLEX PROPOSAL

Adopting a proposal of this complexity insures that your discussion will be inadequate. Each part of the proposal raises somewhat different issues and requires the presentation of somewhat different evidence. Each part will elicit somewhat different arguments from your detractors. No one could make an effective case for so complex a proposal in the space available. It is always tempting to solve all the world's problems at once, but it is naive to think you can succeed.

COMPLIMENT/COMPLEMENT

The noun/verb "compliment" has to do with praise or congratulation. The noun/verb "complement" has to do with completeness. You have chosen the wrong one here.

COMPOUND

Compound sentences, consisting of two independent clauses joined by a coordinate conjunction (and, but, or, nor, for, yet, so) require a comma preceding the conjunction. When independent clauses are joined together without a coordinate conjunction, a semi-colon is appropriate. See Ellsworth, section 30.A.

COMPRISE/COMPOSE

Comprise is a wonderful verb in the process of being destroyed by barbarians who would confuse it with compose. Iowa comprises 99 counties; 99 counties compose Iowa.

CONCLUSION

Just as a good introduction should set the stage for the paper by providing the reader with a road map of what is to follow, so also the final paragraphs must pull together the themes developed in the body of the paper and present a substantive conclusion relevant to the topic of the paper.

CONG DOC

Congressional publications are generally hearings, reports, or documents. Titles tend to be repetitive, and title alone may not allow another researcher to locate the document you reference. Be sure you have the complete citation in every case including the institutional author in detail (i.e., committee and subcommittee), full title, other relevant descriptive information such as report and document numbers, and complete date. Here, for your assistance, are sample references to each type of publication using the Turabian style sheet. Minor adjustment in the order of elements, capitalization and punctuation would need to be made for MLA or APA.
Hearings


Reports


Documents


CONGRESS

By convention, "Congress" is capitalized when you mean the Congress of the United States. When you mean the President of the United States, "president" may be capitalized or not at your discretion. Of course, you should be consistent in whatever you choose.

CONTRACTIONS

Some experts believe contractions, like abbreviations, should be avoided in formal writing. Others argue that contractions are a normal part of speech and that they contribute to lucid prose. Make your own choice, but remember, when a contraction is used, an apostrophe must be inserted to indicate the missing letters or numbers. Common examples include "it's" (when you mean "it is"), and "'84" (when you mean 1984).

CONTRADICTION

These statements appear to be mutually contradictory.

COORD ADJ

Coordinate adjectives are adjectives of equal importance listed in series and modifying the same noun: "desirable, negotiated settlement." Generally, you are required to separate them by commas. The exceptions involve common combinations of adjectives that sound weird if their order is changed: "five little old men." Each of the three adjectives modifies *men*, but nobody familiar with English would say, "old little five men." See Section 30.D of Ellsworth for details.
COUNCIL/COUNSEL

Council means assembly, conference, convention, or meeting. Counsel means advice, recommendation, or lawyer. Counsel is also a verb meaning to advise or to recommend.

CRITERIA/CRITERION

"Criterion" is the singular form; "criteria" is plural.

DASH

The dash is a form of punctuation used between words to signal a fairly abrupt break in the flow of the sentence. Don't use dashes when commas, semicolons, or colons would be more appropriate. Don't confuse the dash with the hyphen, which is always used within a word, generally to form a compound word (e.g., anti-American, twenty-one, president-elect), or to divide a word between syllables at the end of a line. In printed text, the dash and the hyphen are two different symbols, the former longer than the later. There was no dash key on typewriters, and that artifact of a bygone age has carried over to computer keyboards. In typescript the dash was represented by back-to-back hyphens with no spaces--thus. Most modern word processors will insert a proper dash symbol if you type two hyphens back to back. See section 51 in Ellsworth.

DASH SPL

A dash is a super comma. The result of taking two or more complete sentences and stringing them together with one or more dashes is a form of "comma splice." See section 29.B in Ellsworth.

DATA/DATUM

Although some authorities allow the use of "data" with a singular verb, technically "data" is plural; "datum" is singular.

DATE - DATES/STATES

I think of this as the "dates and states" rule: the year in a month-date-year sequence, the state in a city-state sequence, and the country in a city-country sequence should be set off with commas as though they were parenthetical, which, in fact, they are. E.g.: Craig Allin was born October 3, 1998, in Two Harbors, Minnesota, on the north shore of Lake Superior. See Ellsworth, Section 31.D.
DEFER
You appear to have already picked your side. By the time you formulate your policy proposal you will need to have done that. Between now and then, I hope you will read and research with an open mind. Increasing your level of knowledge might change your view. Indeed, if that did not occasionally happen, there would not be much reason to learn the facts.

DEV -- DEVELOPMENT
This argument needs to be developed. You have not provided the information required to understand or evaluate this contention.

DISCON -- DISCONTINUITY
There is serious discontinuity between these adjacent sentences. This violates logic as well as the rules of sound prose construction. Expert use of paragraphs is a subjective business, but there are two principles which should be observed. (1) Each paragraph should be organized around one main idea expressed in a thesis sentence or topic sentence. The thesis sentence is often, but not always, the first sentence of the paragraph. (2) To assure the unity of your paragraph every other sentence in that paragraph should bear a close and supportive relationship to the thesis sentence.

DIVIDE
Words may be divided at the end of a line only between syllables. Even divisions between syllables should be avoided if the division is likely to confuse pronunciation or readability. Today, many style sheets recommend against dividing any word. In any event, words should never be divided at the end of a page. See section 64 of Ellsworth.

DOC -- DOCUMENTATION
Documentation as to source is required for all direct quotations and specific facts beyond the realm of common knowledge. Except when your reference is to a book or article generally, that documentation must lead the reader to the specific page on which you found the quotation or facts cited. Documentation is important for both ethical and practical reasons. Ethically, documentation gives credit where credit is due. Practically, documentation enhances the credibility of your work by demonstrating its reliance on and relationship with credible sources of information. Furthermore, others may need to follow up your research. Without good documentation, they'll waste a lot of time. For general guidance on documentation, please refer to Ellsworth, Section 92-95.
DN -- DOCUMENTATION NOTICE
You were required to give notice of your system of documentation following the title of your paper.

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DS -- DOCUMENTATION SYSTEM
Your system of documentation does not conform to any standard approved for this course. Please refer to the documentation section of your course syllabus.

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DROPQ
This is a so-called "dropped quotation." It is not properly integrated into your text. It is bad form simply to substitute someone else's words for your own. You should identify the author or speaker and inform the reader why his or her words carry weight. E.g.: Michael Malarkey, the student's Head Resident Advisor, later told police, "I knew Jerry was a little demented, but I never dreamed he would do anything like that." Failure to integrate your quotations deprives your text of authority as well as style.

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DUP REF
There is no need to submit both a list of works actually cited and a list of works consulted. Submit whichever your instructor or publisher has required. For this class the answer to what is required is found in the section of your syllabus that deals with documentation:

Taken literally, a list of "Works Cited" (the preferred heading in the M.L.A. and Turabian styles) appended to your paper ought to contain only those sources for which there are actual citations in the text. The headings "Bibliography," "References," and "Reference List" are somewhat more ambiguous. Regardless of the heading you use, include all works upon which you relied whether or not they are formally cited in the text. Do not include works that you located but that proved not to be helpful.

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DUE TO
Due to is incorrect when used as a preposition. Use because of or rewrite the sentence. Never use due to the fact that. Use because.

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ELLIPSIS ( . . . )
An ellipsis, written as three spaced periods (" . . . "), indicates the omission of words in a quotation. There
are four principles worth remembering regarding its use:

1. An ellipsis cannot logically be used in your own original text.
2. The ellipsis represents the material which has been eliminated and must be located accordingly. E.g.: "Congress shall make no law . . . abridging the freedom of speech . . . or the right of the people . . . to petition the Government. . . ." In the example above the final ellipsis follows the period that ends the sentence. If you resume quoting in a subsequent sentence, you must show both the period that ends the sentence and the ellipsis.
3. Do not use an ellipsis to stand for an omission so large that you really have two separate quotations.
4. It is generally unnecessary to use ellipses at the beginning and end of quotations. Your reader understands that, since you have not quoted the whole book or article, something obviously precedes and follows the passage quoted.

For additional information see Section 33.D of Ellsworth.

END PREP

In formal prose you should generally avoid ending a clause with a preposition. Incorrect form: "The Act established a deadline for the process to be completed by." Correct form: "The Act established a deadline by which to complete the process." See Ellsworth, Section 29C(5).

END SEN

In typescript you double space after the punctuation that ends a sentence.

ETC

"Etc." is an abbreviation for *et cetera* meaning "and others," "and so forth," or "and so on." If you cannot substitute one of these phrases for "etc." in your text, your usage is incorrect. "Et al.," meaning "and elsewhere" or "and others," is the customary phrase for designating additional people (e.g., authors, litigants) not named.

EXPERTS

Phrases such as "experts say," "according to authorities," "researchers report," etc. are very poor substitutes for real evidence. If you are prepared to make such an assertion, you should have the evidence to back it up. If you have the evidence, don't just assert. Present the evidence to back it up.
Your assertion is simply not true. Perhaps what you wrote is more encompassing that you meant it to be. Perhaps you misread or misinterpreted a source.

FALSE DOC

This information is not to be found at the location you cite.

FOLLOWS

This conclusion does not follow clearly and logically from the evidence previously presented.

FORMAT

Manuscripts should be double-spaced and typed with reasonable margins. Generally, that means a minimum of one inch, top, bottom, and sides. See section 60 of Ellsworth for a general discussion of formatting.

FORMULA

My job is to set high standards and help you achieve them. If you got a grade lower than B, it's because you have not made a plausible argument for a specific policy. You probably don't want to hear that, but better you hear it from me than from the boss who is about to fire you.

Great writing cannot be reduced to a formula, but good writing can be. Since you probably have to pass through good to get to great, I will try, once again, to set forth the formula.

If you'd like a big increase in your grade on the rewrite, do the following:

Abstract: (1) State the policy recommendation with as much specificity as space permits. (2) State each of your arguments in one sentence.

Introduction: (1) Tell the reader what the paper is about. (2) Set forth your policy proposal in all its complexity right away. Do not save it for later. Do not dispense it in pieces throughout the paper. Explain clearly what you recommend. (3) When you are through explaining what you recommend, turn your readers' attention to why you recommend it. List the main arguments for the adoption of your policy. Each argument should be in the form of a declarative sentence. E.g.: "The current policy in this issue area is ineffective." "The recommended policy will save the government money." "The recommended policy will enhance biological diversity." "The recommended policy treats all the interested parties fairly." Note that each of the sample arguments is capable of being supported by evidence. The introduction, however, is not the place for that evidence.

Argument: (1) Restate the first argument in support of your policy. Organize and present the evidence that supports the first argument. If your opponents challenge this argument, what is their evidence? Why should the reader conclude that your argument is superior to theirs? (2) Restate the second argument in support of your policy. Organize and present the evidence that supports the second argument. If your opponents
challenge this argument, what is their evidence? Why should the reader conclude that your argument is superior to theirs? (3) Continue in this fashion until you have restated each argument and presented the relevant evidence. Information that does not support an argument on behalf of your policy is irrelevant to the argument and irrelevant to the paper. Leave it out. Two pages of relevant argument is obviously preferable to two pages of relevant argument hidden among 10 pages of irrelevant information. The goal is "all message, no static." See the section on HIERARCHY.

**Conclusion:** Remind the reader of your policy recommendation and the major lines of argument you have developed on its behalf.

FRAG -- FRAGMENT

This is a sentence fragment, not a sentence. A "legal" sentence must have a subject and a predicate. It must have meaning apart from its context. Fragments are grammatically and logically meaningless. Subordinate clauses can never be sentences by themselves. Be on the lookout for words like "as," "although," and "if" which nearly always introduce subordinate clauses. Sometimes a sentence fragment can be grafted on to the preceding or following sentence. In other cases there is no alternative but to rewrite it. See section 29 A in Ellsworth.

FULL JUST

Full justification--where the left and right margins are both justified--makes a text difficult to read by introducing inappropriate spaces in the middle of the line. Avoid it.

FUSED

The result of taking two or more complete sentences and stringing them together without any punctuation is called a "fused sentence." It is an error in sentence construction. See section 29 B in Ellsworth.

GENDER

Most style manuals now recommend that unnecessarily gender-specific language should be avoided. Attempting to generalize using singular, third-person pronouns (he and she [subjective case], him and her [objective case], his and her [possessive case]) is the major problem. E.g.: "Anyone who believes the world is flat, should have his/her head examined." Writing "his or her" (or "her or his") is perfectly grammatical, but it can get tedious. Frequently, the simplest solution is to generalize in the plural. E.g.: "People who believe the world is flat should have their heads examined."

HEARING
Your citations to what I take to be the hearings are incomplete. In general a citation to Congressional hearings should approximate the following form:


**HIERARCHY**

As noted in your syllabus, a complex argument is always a hierarchy of contentions. Visually your hierarchy is a pyramid. At the top of the pyramid is your policy recommendation. Your policy recommendation is supported directly by a number of primary supporting contentions. Those, in turn, are supported by secondary supporting contentions. The structure of the pyramid is up to you. Only you can decide how many primary arguments there are for your policy. Only you can decide how many secondary arguments are required for each primary argument. At the base of your pyramid you must supply the empirical evidence upon which the whole edifice is built. Textually your hierarchy is an outline. One example might look like this:

- **Policy Recommendation (Central Contention; Thesis)**
  - **Supporting Contention #1**
    - **Subordinate Supporting Contention #1**
      - Evidence for Subordinate Supporting Contention #1
    - **Subordinate Supporting Contention #2**
      - Evidence for Subordinate Supporting Contention #2
  - **Supporting Contention #2**
    - **Subordinate Supporting Contention #1**
      - Evidence for Subordinate Supporting Contention #1
    - **Subordinate Supporting Contention #2**
      - Evidence for Subordinate Supporting Contention #2
    - **Subordinate Supporting Contention #3**
      - Evidence for Subordinate Supporting Contention #3
  - **Supporting Contention #3**
    - Evidence for Supporting Contention #3.

**HYPHEN (-)**

The hyphen is used to join the parts of a compound word, to join certain prefixes and suffixes to a root word, and to divide a word between syllables in order to carry a part of it over to the next line of text. Do not guess about the proper break between syllables. Either look up each case in the dictionary or don't divide the word. In typescript a hyphen is printed with no spaces. E.g.: Manuscripts should be double-spaced. The hyphen (-) and the dash ( - ) are different marks of punctuation and have different uses. Be careful not to confuse the two. Refer to Section 55 in Ellsworth.
IBID

Ibid. is an abbreviation for *ibidem*, Latin for "there the same." It is used in footnotes and endnotes--but not in parenthetical citations--to indicate that the source is exactly the same as the source of the previous note. When a page number is appended--e.g., ibid., p. 36--it means that the source is exactly the same except for the page. In modern usage ibid. is not underlined or italicized.

IE/EG

The abbreviations "i.e." and "e.g." are frequently confused. One way to avoid the confusion is to speak English. If you want to use them, please be aware of the distinction. "I.e." is short for the Latin "id est" and means "that is." "E.g." is short for the Latin "exempli gratia" and means "for example." Note that proper spelling of each of these abbreviations requires two periods.

ILLIT

This expression is considered to be "nonstandard" (that's the polite word) or "illiterate." Its use would be acceptable only in dialogue where you intend to portray illiterate speech.

ILLQUOTE

Accuracy is always important, but it is vital when you are quoting another author. Either your source is illiterate or you have misquoted. Either way, the problem this passage creates is your responsibility. You can indicate that an unexpected or inappropriate use of language actually appears in the quotation by following it with "*[sic]*." *Sic* is Latin for "thus" or "so." In this context it means, "I know it's hard to believe, but that's what the author wrote." E.g.: "He who pays the piper, plays [sic] the tune." On the other hand, why would a good author want to use an illiterate quotation at all?

IMPLY/INFER

*Imply* means to indicate without saying openly or directly, to suggest, to hint, or to intimate. *Infer* means to conclude or to deduce. Example of correct usage: "She *implied* she would vote for my proposal. At least that is what I *inferred* from her comments."

INCOMP -- INCOMPREHENSIBLE

This is pretty incomprehensible. You are lost in a grammatical and stylistic maze of your own creation. The first task in good writing is knowing what you want to say. The second task is communicating your message with as much precision as you can muster. For most of us that means writing and rewriting and rewriting and rewriting.
INEL -- INELEGANT
Although there are no glaring grammatical errors and the meaning is clear enough, this passage lacks the elegance associated with good idiomatic English.

INQUOTE
Clauses which introduce quotations are sometimes separated from the quotation proper by a comma or a colon. "Whether set off from the text or run into it, quoted material is usually preceded by a colon if the quotation is formally introduced and by a comma or no punctuation if the quotation is an integral part of the sentence structure" (MLA Handbook, 1999, p. 90). When the quotation is a complete sentence, punctuation should be used. See sections 49 B-C of Ellsworth.

INSUB
Introductory subordinate clauses should be set off from the main body of the sentence with a comma. See Section 30 B in Ellsworth.

INTRO
Every paper needs some sort of introduction to prepare the reader for what follows. A good introduction will state the paper's thesis or the question it is supposed to investigate. It will describe the plan of the paper so as to provide a kind of road map for the reader.

IR -- IRRELEVANT
This is irrelevant. It might be true, and it might be interesting. However, it is not advancing your thesis.

IS
"Is" or "are" play the role of equals signs in this kind of sentence. If the noun that precedes the equals sign is singular, the one that follows must be too. If the first is plural, the second must be as well.
ITALICS

Italics, a slanted variant of your customary typeface, is used to designate (a) titles of separate publications, such as books, magazines, newspapers, court decisions, plays, films, and TV shows; (b) titles of works of art; (c) names of ships, including airships, and spaceships; and (d) foreign words. Italics are also used for emphasis including when needed to call attention to words as such. E.g.: You use however too frequently in your prose. In each instance underlining may be substituted for italics if your printer or typewriter does not have an italic font. Other uses of italics are inappropriate.

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IT'S

In this context "it's" is a contraction of "it is." The apostrophe is required.

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LATE

I hate to penalize anyone for handing in late papers, but at Cornell no one seems to hand in work on time unless a penalty is enforced. And, of course, I can't be selective about enforcement. If there is a legitimate need for an extension, it is your obligation to communicate that request and the facts supporting it in advance of the paper's deadline.

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LAW REF

Modern federal statute laws are referenced in one of three ways as follows:

1. By Public Law Number. P.L. 98-165 means the 165th law passed by the 98th Congress.

2. By location in the Statutes at Large: 68 Stat. 549 means the statute begins on page 549 of volume 68 in the Statutes at Large. 68 Stat. 549, 554 means the statute begins on page 549, but your specific reference is to page 554. The Statutes at Large is a chronological list of all the public laws passed by Congress. This form is most useful for historical work.

3. By location in the United States Code: 40 U.S.C. §403 means Section 403 of volume 40 in the United States Code. [You may also see references to U.S.C.S. (United States Code Service) or U.S.C.A. (United States Code Annotated) which are privately published versions of the United States Code. The volume and section numbers are the same no matter which version you use.] The United States Code is a compilation of all the public laws currently in force organized by subjects. This form is most useful for legal work.

Bibliographic citations to a federal law will usually give the name of the statute followed by a reference to either Statutes at Large or U.S. Code and date. The order depends on your style sheet.


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LEGAL REF

References to court cases should include the full title of the case followed by the year in which the decision was made enclosed in parentheses and the page reference to the official court reporter. For example: Brown
v. Board of Education of Topeka (1954) 347 U.S. 483

Note that "347 U.S. 483" is the recognized shorthand for "United States Supreme Court Reports, volume 347, page 483." Works that follow A Uniform System of Citation (Cambridge: Harvard Law Review Association, 1981) don't italicize or underline names of court cases and books when they appear in notes and references. Most other works do. Names of court cases and books must always be italicized or underlined when they appear in text.

LEVELS

One can conceptualize excellence in this type of endeavor as involving three levels, each of which requires success at the lower level(s). Level 1 involves the clear articulation of the policy proposal or recommendation. Level 2 involves the use of selective evidence to support one's case. Level 3 involves the fair presentation of your adversaries' best case and the attempted demolition of that case. In most instances, the most effective presentation will proceed from Level 1 to Level 2 to Level 3.

LIKE/AS

Don't use like [preposition] when you really mean as or as if [subordinate conjunctions]. Prepositions show how a noun or pronoun (the object of the preposition) is related to the rest of the sentence. E.g.: "The letter was delivered to him." "The letter was delivered by him." Subordinate conjunctions begin subordinate clauses and join them to independent clauses. The most publicized error of this sort was a famous advertising campaign for Winston cigarettes. It included the slogan, "Winston tastes good, like a cigarette should." The like should have been as. "Winston tastes good, as a cigarette should." "As a cigarette should" is a subordinate clause linked by the conjunction as to the independent clause, "Winston tastes good." If the promotors of Winston cigarettes wanted to used like, they should have followed it with a noun. E.g.: "Winston tastes like excrement."

LQF --LONG QUOTATION

Quotations of more than four lines length should use a long quotation format. Quotation marks are not used in long quotations which are set apart by changes in margin, line spacing, print size, or type face. The exception would be a quotation within the larger quotation. See section 60 C of Ellsworth.

METHOD

This description of the methodology is too general to be of any use to a reader.

MISCITE

Your citation is factually in error.
MLACITE

Your system of citations does not conform with the *MLA Handbook*. A citation to a general idea or to an entire work must include the last name(s) of the author(s). For more specific facts and all quotations, the page number must be included. Information contained in the body of the sentence is not repeated in the citation. Consult the examples below and Sections 92-94 in Ellsworth.

David M. O'Brien discusses the role of the Supreme Court in American society. [Note: No parenthetical citation is necessary because all the required information is in the sentence.]

An important treatise has recently been published on the role of the Supreme Court in American society (O'Brien). [Note: MLA recommends including the author's name in the text.]

According to David M. O'Brien, "the Senate Judiciary Committee spent little time on Scalia" (105).

Scalia's nomination was approved by the Senate Judiciary Committee (O'Brien 105). [Note: A quotation should be introduced. See DROPQ. So this form of the citation is more appropriate for facts beyond common knowledge than for quotations.]

The basic MLA citation contains no internal punctuation and no abbreviations. If you have more than one reference by the same author(s), insert an abbreviated title between the author name and the page number: (O'Brien, *Storm Center* 105). If you have works without authors, use an abbreviated title and page number: ("Allin Resigns . . .” 35). The abbreviated title should be punctuated as it is in Works Cited: books are in italics; articles are in quotation marks. Notice that, except for long quotations, the parenthetical note is considered part of the sentence and is followed by a period.

MLA MIX

You may not arbitrarily mix different forms of documentation. Since you have adopted MLA model parenthetical citations in the text, you must complement them with MLA model list of "Works Cited" at the end. You haven't done that here.

MLA REF

Your list of references does not conform with the *MLA Handbook for Writers of Research Papers*. A reference to a book must include the full name(s) of the author(s), full title (underlined or in italics with full formal capitalization), city of publication (accompanied by state or country only when city alone is ambiguous), publisher, and year of publication. The major elements are separated by periods, and a hanging indent format is used. The list must be in alphabetical order. Numbers are inappropriate.

O'Brien, David M. *Storm Center: The Supreme Court in American Politics*. 2nd ed. New York: W. W.
A reference to a scholarly journal article must include the full name(s) of the author(s), full title (in quotation marks with full formal capitalization), name of periodical (underlined or in italics), volume number, issue number (if page numbers are not continuous throughout the volume), date (in parentheses), and inclusive page numbers. The major elements are separated by periods, and a hanging indent format is used. If the reference requires an issue number it follows the volume number and is separated from the volume number by a decimal point with no intervening spaces. E.g., "7.2" means "volume 7, number 2."


Newspaper articles, popular magazine articles, government documents, etc. have their own specialized formats. Consult the MLA Handbook for Writers of Research Papers or Ellsworth for the details.

MOD PROX

Think about the proximity of the modifier and the modified when you write. Failure to do so can cause serious ambiguity, as in the headline: "House filled with teens hit by bullets." See Section 29 C of Ellsworth.

MULTI REF

When all the specific facts requiring documentation in a particular paragraph come from a single source, one citation to that source at the end of the paragraph is sufficient. If you have several paragraphs of information from a single source, consider acknowledging your dependence on that source in the text. E.g.: In the pages that follow information on the behavior of arctic wildlife is from Ralph Hickenlooper's 1987 book (36-43). [Note: the parenthetical citation included page numbers only because author and date are in the body of the sentence.]

NAMES

It is good practice to give the full name of every person, place, or thing at its first appearance in your manuscript. In subsequent references shortened versions of the name are perfectly appropriate. E.g.:

<table>
<thead>
<tr>
<th>First Use</th>
<th>Subsequent Use(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senator Thomas Eagleton</td>
<td>Eagleton or Senator Eagleton</td>
</tr>
<tr>
<td>National Environmental Policy Act (NEPA)</td>
<td>NEPA</td>
</tr>
<tr>
<td>Nairobi, Kenya</td>
<td>Nairobi</td>
</tr>
<tr>
<td>Federal Bureau of Investigation (FBI)</td>
<td>FBI</td>
</tr>
</tbody>
</table>

Note: When the subsequent use is an acronym, it should be "introduced" at the time of the first use.

NO POL

The major problem in this paper is organizational: it is a policy paper without a policy. Well, OK, maybe there is a policy there somewhere, but it's not easy to find. You have presented a history of your research: This is the topic I explored. This is what I learned. This is the current policy situation. Maybe we should do
adopt this new policy. It stands to reason that you will adopt your policy recommendation only after a thorough consideration of the facts. The paper itself, however, is meant to be persuasive. The policy is the paper's thesis, and the bulk of the text must concern itself with arguments in support of that thesis. For more information on how to organize your policy paper consult the section on HIERARCHY.

NOT MEAN
This is certainly not what you mean to say.

NOT POLICY
Your description of where you are headed does not sound like a policy paper. Please review the requirements for a policy paper before you research or write things that might not prove helpful.

NOUN/ADJ
Don't use nouns as adjectives when there are accepted adjectival forms available.

NOUN/VERB
You are confusing nouns with verbs here.

NRC -- NON RESTRICTIVE CLAUSE
Nonrestrictive (nonessential) clauses should be set off from the rest of the sentence, generally by commas. A nonrestrictive clause can be identified by the following test: Does the sentence still convey its essential message when the clause is eliminated? If the answer is "yes," the clause is nonrestrictive and should be set off. If the answer is "no," the clause is restrictive, and no punctuation is used. An example: "Men who rape women should be shot." Note that the entire meaning of the sentence is changed if the underlined clause is removed. It follows that this clause is restrictive and that no punctuation is used to set it off.

Non restrictive clauses are a subcategory of PARENTHELITICAL EXPRESSIONS.

# -- NUMBERS
There are four situations when numbers should be written out in words: (1) when the number can be written in two or fewer words; (2) when the number is part of a compound adjective, e.g. three-year-old child; (3) when the number is a fraction unaccompanied by a whole number; and (4) when the number begins a sentence. Except in these situations, it is generally preferable to use figures. Use of figures is mandatory in dates, times, addresses, percentages, decimal fractions, statistics, and precise measurements unless they
begin a sentence. Furthermore, convention dictates that numerals and words not be mixed when they are presented together and refer to similar things, as in the case of comparisons, for example. Therefore, if the conventions require any of your numbers to be expressed as numerals, all related numbers should be expressed as numerals. For a more complete discussion of this topic and unique features of the style you are using see Sections 65-67 of Ellsworth (1997), Section 2.5 of the MLA Handbook (1999), sections 3.42-3.49 in the APA Publication Manual (1994), or sections 2.29-2.73 in Turabian (1996).

OFFENSE
Being offensive to your adversaries is not generally an effective approach.

ONLINE
I am pleased to see you using some of the data sources rapidly proliferating on-line. Although formal rules for citing such sources will inevitably lag behind the changing technology, all the principles of documentation still apply. It is still your job to provide the reader with the information required to retrieve the exact information you used. Most on-line documents have some sort of author and some sort of title. Many are dated. All on-line documents have a specific on-line address. Please consult the syllabus page on citing Internet sources.

OPINION
This appears to be unsupported opinion. It might be right, but you have made no argument and offered no evidence in its support.

ORIG CITE
You should endeavor to provide a citation to the original source. If a secondary source quotes a primary source to which you have access, you should consult the primary source rather than relying on someone else's characterization of it. Every student at Cornell College has access to all laws of the United States and all Supreme Court opinions in the Library and many of them on-line. If you have ONLY indirect access to the source, then both the original and the secondary source should be cited as in the following example, which uses Turabian as a model.

OUTLINE

Much of what you have written here seems disorganized. Outlining is a good technique for avoiding this problem. Outlining can be formal or informal, but to be effective it must help you understand your major points and how they are related to one another. For more information consult section 1.9 of the MLA Handbook. For more information on how to outline an argument, see the section on HIERARCHY.

¶ -- PARAGRAPHS

Expert use of paragraphs is a subjective business, but there are two principles which should be observed. (1) Each paragraph should be organized around one main idea expressed in a thesis sentence or topic sentence. The thesis sentence is often, but not always, the first sentence of the paragraph. (2) To assure the unity of your paragraph every other sentence in that paragraph should bear a close and supportive relationship to the thesis sentence.

¶ DOC

When all the information in one paragraph comes from a single source and there are no direct quotations to complicate the documentation, then one note at the end of the paragraph is sufficient.

PARALLEL

The items in any formal list should be grammatically parallel. A list may consist of nouns, verbs, adjectives, phrases, clauses, or complete sentences, but it should not mix the types together. See Section 28 F of Ellsworth.

PAREN -- PARENTHESES ( )

You should use parentheses sparingly. They tend to be a crutch to avoid the necessity of a sound prose construction. Properly used, parentheses, like dashes, enclose parenthetical remarks that break too sharply with the surrounding text to be enclosed in commas. Parentheses are also correctly used in several forms of documentation. For a more detailed discussion refer to Sections 52-53 in Ellsworth.

PAR EX

Parenthetical expressions have two characteristics. They interrupt the main flow of a sentence, and they are not essential to the meaning of the sentence. They should be set off from the rest of the sentence with commas or, if more emphasis is desired, with dashes. Examples include general parenthetical expressions (on the other hand, moreover); nonrestrictive, i.e., nonessential, clauses (Thomas Jefferson, who was elected president in 1800, designed and built Monticello); and most appositives (Monticello, the Jefferson family
estate, was designed a built by Thomas Jefferson). Notice that in every case the parenthetical expression could be removed without changing the meaning of the sentence. See section 30 E of Ellsworth for an extended discussion.

PASSIVE

Voice is a grammatical term which tells whether the subject of the sentence is acting or the recipient of action. In active voice the subject of the sentence is doing something. In passive voice something is being done to the subject. Active voice is generally clearer and more to the point than passive voice. For that reason, it is wise to avoid passive voice except when you want to emphasize the recipient of action rather than the actor. For example:

"The Constitution was approved in Philadelphia." (passive)

"They approved the Constitution in Philadelphia." (active)

Here the emphasis is intended to be on the Constitution. If we wanted to emphasize the role of those doing the approving, we would use active voice and avoid the indefinite pronoun.

"The framers approved the Constitution in Philadelphia." (active)

In the case in your paper, your sentence would certainly be improved by use of active rather than passive voice. See Sections 12-15 in Ellsworth.

PERIOD

A period is required to terminate every sentence except a direct question or an exclamation; the exceptions noted are terminated by question mark and exclamation point respectively. Periods are also required after an abbreviation or an initial. Exceptions include postal abbreviations for states (e.g., IA, IL, MN, NY), names of broadcast stations (e.g., KGAN, WGN, KCBS) and certain acronyms (e.g., IBM, CBS, FBI). See Section 33-34 in Ellsworth.

PLAGIARISM

Failure to achieve an appropriate level of documentation may constitute plagiarism. According to the MLA Handbook, plagiarism is "intellectual theft. . . Forms of plagiarism include the failure to give appropriate acknowledgment when repeating another's wording or particularly apt phrase, when paraphrasing another's argument, or when presenting another's line of thinking" (30). For further information, please refer to Section 1.8 of the MLA Handbook.

POLPAP

Your research logically precedes your conclusion about what policy to recommend, but research-first, policy-second is not an outline for a policy paper. Once you have concluded your research and made your own judgment, you must state that judgment in the form of a lucid policy recommendation and do all you can to build a compelling case for it. In a policy paper, the policy recommendation is the thesis to be supported, not some opinion attached to the end of a research presentation. Think about it this way. If you
have a lucid policy, the reader can easily remember it as the arguments and evidence are presented. The
reader sees how each argument and each piece of evidence does in fact support your proposed policy and
probably comes to agree with you. By contrast, the reader cannot possibly remember all the evidence and
arguments you make long enough to see how they relate to the policy when it is finally revealed at the end of
the paper. For more information on how to do this right, see the entries on HIERARCHY and FORMULA.

POOR WORD
This is a poor choice or words for the context. Check your dictionary.

POSSESS
An apostrophe followed by an "s" is used to designate the possessive form of most nouns. If the noun ends in
an "s," the possessive is generally indicated by adding only the apostrophe. Possessive forms of the personal
and interrogative pronouns (yours, ours, hers, his, theirs, its and whose) never use the apostrophe. Possessive
indefinite pronouns follow the normal rule: anybody's, someone's, each other's, someone else's, everybody
else's, etc. For further information consult Section 40 of Ellsworth.

POSTAL
Not a reference to workplace shootings by disgruntled workers. Postal abbreviations for states are always
expressed as two capital letters with no period. Save postal abbreviations for addresses and other specialized
uses. E.g.: Representative Barney Frank (D-MA). Eschew their use in sentences.

PPH -- PARAPHRASE
If you are going to paraphrase, please use your own words. Occasional slight variations in what is otherwise
a direct quotation do not constitute original writing.

PRECEDENT
Like many student attorneys--you tend to leave your precedents with less than optimal development. It is
important not merely to cite the case but to quote the exact language of the holding and to articulate the
similarity between the precedent case and the present case. Much legal reasoning is reasoning by analogy.
Unless you provide the court the tools with which to analogize, it will be loth to extend the holding of a
precedent case to the case at bar.
PREP -- PREPOSITIONS

Prepositions and prepositional phrases are difficult, because they frequently follow tradition or convention rather than logic. The best choice here would probably be as indicated.

PRONOUN

Pronouns must agree in number with the nouns they replace. Thus, a plural noun is replaced by a plural pronoun, a singular noun by a singular pronoun. If your pronoun has no antecedent (the noun it replaces), it may be misused. If the antecedent is ambiguous, your pronoun is certainly misused.

PROOF

Your paper would have profited from a more careful proofreading than you gave it.

PROSPECTUS

A good prospectus should: (1) clearly identify the nature and scope of the inquiry, (2) describe the relationship of your study to previous work that has been done in this area, and (3) describe the sources and methods to be used, indicating by means of a working bibliography or plan of research that the goals of the study can be accomplished.

PROVE

I always get nervous when students talk about proving a hypothesis. A hypothesis is a statement put forward for the purpose of an empirical test. A good scientist is an objective observer of the facts. The goal of science is to find the truth, not to support some preexisting bias. When you talk about proving a hypothesis, it sounds as if you have already decided it is true. A scientist should never do that. Even if the the data are consistent with the hypothesis, the hypothesis is not proven; it is only supported by the available data. Here's an example: I hypothesize that there are no Asians at Cornell. I take a random sample of 100 students and find no Asians. The data support my hypothesis, but they do not prove my hypothesis. I take another random sample of 100 students. This time I find one or more Asians in the sample. I have refuted the hypothesis. Thus, a hypothesis that is supported by the data might be true. A hypothesis that is refuted by the data is false.

PSPACE

Periods, commas, colons, semicolons, question marks, exclamation points, closing quotation marks, closing parentheses, and closing brackets are never preceded by a blank space. They are almost always followed by
a blank space or another mark of punctuation. The only exceptions I can think of involve use of commas and
decimal points in numbers, certain abbreviations, and sometimes initials, e.g. 689,000 acres, $1,000.00, 9.45 billion, i.e., Ph.D., B.A., and K.D. Lang. Opening quotation marks, opening parentheses, and opening
brackets are always preceded by a space and never followed by one. Hyphens and dashes are never preceded
by a space. They are followed by a space only when they fall at the end of a line. In typescript you double
space after the punctuation that ends a sentence.

Q-INTEG

Quotations must be integrated into the sentence of which they are a part without destroying the substantive
or grammatical integrity of either the quotation or the sentence. You haven't done that here.

QM -- QUOTATION MARKS

Quotation marks are used to enclose direct quotations, the titles of short written works, the definitions of
words, and words used in special sense. Quotation marks are not used for emphasis or to enclose the title of
your own paper (unless the title is itself a quotation). Except when a parenthetical note intervenes, final
quotes always follow commas and periods and precede semicolons and colons. This is a case where
correctness is a matter of convention and bears no relationship to logic. Position with respect to question
marks, exclamation points, and dashes is a function of whether that punctuation is a part of the quotation or
of the sentence. For further information see Sections 44-48 of Ellsworth.

QOC -QUOTED OUT OF CONTEXT

The quoted passage is partial and sufficiently out of context so as to misrepresent the author's views to the
reader.

QPOS -- QUOTATION MARK POSITION

Except when a parenthetical note intervenes, final quotes always follow commas and periods and precede
semincolons and colons. Position with respect to question marks, exclamation points, and dashes is a function
of whether that punctuation is a part of the quotation or of the sentence. This is a case where correctness is a
matter of convention and bears no relationship to logic. For further information see Sections 44-48 of
Ellsworth.

RAMBLING

You are rambling here. By that, I mean that you are presenting a series of sentences or ideas which are not
linked by a clear logical structure or which do not serve to advance the argument you are attempting to
make.
REAL QUOTE

Just as it is impermissible to quote without attribution, it is impermissible to attribute a quotation to an author unless there really is a quotation. The general rule is that what appears between your quotation marks must be exactly what appears in the original source. There are five exceptions to the general rule. They concern ellipses, brackets, quotation marks, capitalization of the first word quoted, and terminal punctuation.

1. You must use an ellipsis, written as three spaced periods (" . . . "), to indicate the omission of words in a quotation.
2. You must use square brackets to enclose interpolations in quotations.
3. When you use double quotes to mark a quotation that already contains a quotation, you must change the double quotes that appear in the original to single quotes in your text to clarify the location of the quotation within the quotation.
4. When you incorporate a direct quotation into a sentence of your own composition, you must adjust the capitalization of the first word quoted so as to be appropriate for your sentence. It is appropriate to capitalize the first word of the quotation when it begins your sentence or is preceded by a colon. The first word of the quotation should not be capitalized when the quotation simply continues your sentence. Note the examples below.
   • The Fourteenth Amendment declares: "The Citizens of each State shall be entitled to all Priviledges and Immunities of Citizens in the several States."
   • The Fourteenth Amendment declares that "the Citizens of each State shall be entitled to all Priviledges and Immunities of Citizens in the several States."
5. When you incorporate a direct quotation into a sentence of your own composition, you must adjust the terminal punctuation in the quotation so as to be appropriate for your sentence. "The Citizens of each State shall be entitled to all Priviledges and Immunities of Citizens in the several States," according to the Fourteenth Amendment. (In the original, the quotation ends with a period.)

REDDUNDANT

Your text is redundant. You repeat yourself using slightly different words or differing sentence structure. You need to edit your prose ruthlessly. There is nothing wrong with trying various ways to say what you have on your mind, but in the end you must choose the best and discard the rest.

REFORM

Proposals that call for "reform" or "change" in the abstract are not really policy proposals at all. To be capable of being enacted, a policy proposal must have some measure of specific content. Precisely articulated recommendations are typically the occasion of more effective arguments. Think about it. How could you possibly make a clear argument for a proposal that was itself unclear or lacking in substance?
REHIST
Most of the elements of a good policy paper are here, but you have written the classic "history of my research": Here's what I learned about the situation; this is what I think we should do. You need to craft a policy paper: Here's what we should do; here's why. The things you learned about the situation presumably caused you to reach the conclusion you did. It follows that this information ought to be persuasive if recast in the active role of supporting your policy recommendaton. For a more detailed discussion on how to do it right, see the section on HIERARCHY.

REPEAT
There is no reason to be repeating yourself in a paper of this length. If you find yourself doing it, there is something wrong with the organization of your paper.

REWRITE
I hope that you will choose to rewrite this paper as the rules allow. There is much here that could be improved, and I would prefer to grade a paper that better represents your capability.

RIGHTS
You should be careful about asserting "rights" in a generic way. Is the right you assert Constitutional? legal? moral? natural? Without more, a mere assertion of "rights" is the intellectual equivalent of "because I say so."

RJUSTIFY
Right justification makes a text difficult to read by introducing inappropriate spaces in the middle of the line. Avoid it.

ROUGH
Your paper could profit from more care and attention to the details of grammar, style, spelling, and punctuation. In general it gives the impression of being a rough draft rather than a finished manuscript.

RUN-ON
This is a run on sentence: it has three or more independent clauses. A compound-complex sentence has two independent clauses and one or more dependent clauses. Greater complexity than that almost always leads to grammatical abominations.

; -- SEMICOLON

Semicolons should be used sparingly, generally to separate short independent clauses or to separate elements in a series where one or more of the individual elements contain commas. For further information see Section 39 of Ellsworth.

SENTENCE

Your concept of sentence is deficient. At the minimum a sentence requires a subject and a verb. It must sound complete and make grammatical sense apart from its context. See sections 1 - 3 of Ellsworth.

SEXPRO -- GENDERED PRONOUNS

I am committed to the legal, political, and social equality of the sexes, but I believe that the problem of generalizing in a world of gender specific pronouns can and should be achieved without destroying the English language. Say "she or he" when you must, but also consider: (a) using the pronoun one; (b) using plural pronouns, which are not gender specific; (c) using passive voice, which gets rid of the pronouns altogether; or (d) using the second-person pronoun, when your text is meant to provide instruction to the reader.

SHALL

Your use of shall is inappropriate. Shall is used in the first person--"I shall return"--or to indicate command as opposed to prediction: "He shall take care that the laws be faithfully executed."

SIC

When you quote, you must quote exactly. If the quotation contains an error in grammar, spelling, or usage, you must accurately reproduce the error inserting the word sic (Latin for thus or so) in brackets to signal the reader the error is in the original and not in your copying.
It's almost always a mistake to use complex constructions and a multitude of words when a simpler construction will express the idea with greater clarity.

SLASH [/]

The slash (or virgule [/]) should never be used in place of a hyphen. Properly used, it expresses ratios such as 2/3 or $3/person. It is also to indicate words that may be substituted for each other in the text such as and/or or he/she.

SPLIT -- SPLIT INFINITIVE

An infinitive is composed of the word to followed by a verb. It is used in sentences as a noun, an adjective, or an adverb. When you put one or more words between the to and the verb, you have split the infinitive. Although many grammarians no longer object to split infinitives, some do. To be safe split infinitives should be avoided. Star Trek is responsible for America's most famous split infinitives: "to boldly go where no man has gone before" (James T. Kirk); "to boldly go where no one has gone before" (Jean-Luc Picard). The "next generation" adopted nonsexist language but continued to split the infinitive. The Trekkers did get it right once. At the end of Star Trek VI: the Undiscovered Country James T. Kirk manages a grammatically correct formulation by avoiding the infinitive altogether: "boldly going where no man--no one--has gone before." For more on infinitives see sections 14 D and 29 C(4) in Ellsworth.

SQUOTE

The convention in the United States is that a quotation within a quotation is set off by single quotes when double quotes are used to set off the larger quotation. The professor continued, "We must remain true to the liberal ideals of the American Revolution so proudly proclaimed by Thomas Jefferson in the Declaration of Independence: `We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.'" If single and double quotes mark exactly the same passage, there is no quotation within a quotation, and the single quotes are redundant. The text, the citation, or some combination of the text and the citation should provide the reader both with the name of the original author and with the name of the source upon which you relied. Single quotes are not used for emphasis. See Section 46 in Ellsworth.

SUB/PRED

Unless there is a strong reason not to do so, it makes sense to keep the subject of your sentence in close proximity to the predicate. Subject followed by predicate is the conventional word order in English sentences. Variety is desirable, but too much creativity regarding word order may make your sentence needlessly difficult for the reader to understand. See "Needless Separation of Related Parts of a Sentence," 29 C in Ellsworth.
SUBJUNCTIVE

"The subjunctive mood expresses doubt, uncertainty, wish, or supposition or signals a condition contrary to fact. In the subjunctive mood, am, is, and are become be; was becomes were; has becomes have; and -s endings are dropped from other verbs" (Ellsworth, Section 15 C). Be on the lookout for clauses that begin with if, suggesting that what follows is uncertain, doubtful, hypothetical, etc. Preston Nichols provided me the following example of the increasingly rare subjunctive mood used in the present tense: "If any p rows of a determinant be selected and every possible minor of the pth order be formed from them, and if each be multiplied by its complementary and the sign + or – be affixed to the product according as the sum of the numbers indicating the rows and columns from which the minor is formed be even or odd, the aggregate of the products thus obtained is equal to the original determinant" (Thomas Muir, A Treatise on the Theory of Determinants. London: Macmillan and Co., 1882). Note that the conclusion -- "the product thus obtained is equal to the original determinant" -- is not counter-factual, doubtful or hypothetical, and accordingly is not expressed in the subjunctive mood.

TABLE

Repetitive information like that presented here ought to be presented in columns or tables. Remember, your goal is to communicate information clearly, not to fill pages.

TABLES

Tables and figures should appear in the text in as close proximity as is practical to the point where they are discussed. They should be carefully designed so as to provide a large amount of information in a compact and readily understandable form. Each table and figure should have a title and be understandable in its own right independent of the text. The text should call attention to each table and figure and explain its importance to the purposes of the manuscript. If a table or figure merely repeats information already contained in the text, it is superfluous and should be excised. Each table or figure must contain a full bibliographic reference, typically following the word "Source:" If such a source note is already part of the table or figure, you must still supply full bibliographic information indicating where you found it.

TENSE

Your use of verb tense in this situation is inappropriate. Verbs are action words, and verb tenses provide important information about the timing of actions. Tenses tell us "when." English verbs have six tenses:

1. **present**: "I move." [I am moving now.] E.g., "I move from room to room looking for my car keys."
2. **past**: "I moved." [I moved in the past.] E.g., "I moved to Mount Vernon years ago."
3. **future**: "I shall [will] move." [I will move in the future.] E.g., "I shall move to the Sun Belt as soon as I thaw."
4. **present perfect**: "I have moved." [I moved in the past and continue to move in the present.] E.g., "I have moved my desk once a month since July."
5. **past perfect**: "I had moved." [I moved in the past but prior to some subsequent past event.] E.g., "I had moved three times before I was 12."
6. **future perfect**: "I will have moved." [I will move in the future but prior to some other future event.] E.g., "I shall [will] have moved before school starts."
A shift of tense should always have a reason. For further information, see Section 14 B in Ellsworth.

Your text leads the reader to believe you are quoting one source while your citation suggests another.

Many experts, including the grammar program built into Microsoft Word, have a strong preference for that when introducing restrictive clauses and which when introducing nonrestrictive clauses. Because it introduces clauses of the restrictive variety, that should be not preceded by a comma. Because it introduces clauses of the nonrestrictive variety, which should be preceded by a comma. See Section 30 F in Ellsworth.

The major problem in this paper is organizational: it is a policy paper without a policy. Well, OK, maybe there is a policy there somewhere, but it's not easy to find. You have presented a history of your research: This is the topic I explored. This is what I learned. This is the current policy situation. Maybe we should do adopt this new policy. It stands to reason that you will adopt your policy recommendation only after a thorough consideration of the facts. The paper itself, however, is meant to be persuasive. The policy is the paper's thesis, and the bulk of the text must concern itself with arguments in support of that thesis. According to the MLA Handbook, writing a thesis statement is a way of making sure that you know where you are headed. It will help keep you on the right track as you plan and write (35). For the reader, your thesis statement serves as a kind of road map providing information about where the paper is headed. Without it the reader's task in following the argument is more difficult, and the probability that the reader will find your argument convincing is reduced.

Through means "from one end (or side) to the other." I should not be substituted for by or by means of.

This is a throw-away sentence. What you have said doesn't make much sense, and there seems little reason to have said it at all.
TITLE

The title you choose is your first opportunity to communicate something to your reader. A catchy title may improve the reader's attitude, suggesting that what follows may be enjoyable. A descriptive title may suggest that what follows will be informative. Your title is neither catchy nor descriptive.

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TITLES

Titles of periodicals, books, court cases, and ships, among other things, are printed in italics or underlined when they appear in text. You will note that periodicals, books, court cases, and ships are each independent entities rather than parts of something else. Titles of chapters, magazine articles, and other parts of larger documents are enclosed in quotation marks when they appear in text. For more detailed discussion see sections 43 and 45 A of Ellsworth. Please note that your paper's title should not be underlined, italicized or enclosed in quotation marks. In citations and references these rules may not apply. Refer to your style manual.

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TO

English is full of "2s." Make sure you select the right one for the purpose. To is a preposition with many meanings. To is also found in infinitives (the word to plus a verb). Infinitives may be used in sentences as nouns (To recline is divine.), adjectives (She is the woman to beat.), or adverbs (He came to help.). Too is an adverb meaning in addition (I think so too.) or to an excessive degree (too pooped to party). Two is the sum of one plus one.

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TOO GEN

This characterization is too general to be very helpful.

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TRANS

Transitions are important. When you move from one major idea to another, you should begin a new paragraph and provide a sentence designed to make the transition gracefully. Headings within your paper can be very helpful, but they should supplement not substitute for good transitions sentences.

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TUR CITE

Your system of citations does not conform with A Manual for Writers by Kate Turabian. A citation to a general idea or to an entire work must include the last name(s) of the author(s) and the date of publication. For more specific facts and all quotations, the page number must be included. Information contained in the body of the sentence is not repeated in the citation. Consult the examples below.
David M. O'Brien (1990) discusses the role of the Supreme Court in American society.

An important treatise has recently been published on the role of the Supreme Court in American society (O'Brien 1990).

According to David M. O'Brien (1990), "the Senate Judiciary Committee spent little time on Scalia" (105).

"The Senate Judiciary Committee spent little time on Scalia" (O'Brien 1990, 105).
This seems extremely unlikely. If you want a reader to believe that you know what you're talking about, you had better provide some evidence or documentation.

URL

The URL or Uniform Resource Locator is the key to finding information on the World Wide Web. It is also an indispensable component of bibliographic references to on-line sources. See Citing Internet Sources. To have any reference value, URLs must be both accurate and complete. Many long URLs, often generated by search engines, get truncated when you use your browser's print function. If a URL contains an ellipsis, it won't work. The only certain way to be sure that your URL is valid is to paste it into your browser's location window, hit Enter, and see if you get to the Web reference you want.

Some Web sites provide reference URLs for particular documents. For example, a search for the Supreme Court Case of Bush v. Gore, 531 U. S. ____ (2000), in the legal site, FindLaw, might display the following URL in the location window of your browser:


But the actual document displayed, Bush v. Gore, 531 U. S. ____ (2000), contains the reference URL:

http://laws.findlaw.com/us/000/00-949.html

A document-specific reference URL like this should always be used in preference to the URL that appears in the location window of your browser. A reference URL strongly suggests that the site in question is well organized intends to keep the document available indefinitely.

USAGE

Your usage is incorrect. Look up this word in your dictionary.

USA

Certain proper nouns are difficult to classify with regard to number. Is "United States" singular or plural? To be precise, "United States" is plural in form but ordinarily singular in meaning. In the words of the Pledge of Allegiance it is, "one nation, under God, with liberty and justice for all." It follows that you would normally construe "United States" as singular. Other examples of this problem include "United Nations" and "Centers for Disease Control." For a more complete discussion of the problem of collective nouns see also AGREE.

VAGUE

The language used here is vague or subject to multiple interpretations. It needs to be rewritten with greater precision.
VERBOSE

Anytime words can be removed from your text with no loss or change of meaning, they are superfluous and ought to be removed. Anytime a sentence can be simplified without losing precision, it out to be simplified. Anytime clarity can be achieved with fewer words, it ought to be.

VERB PREP

Your use of this specific combination of verb and preposition strikes me as outside the realm of good idiomatic English. I've supplied a combination that works better.

WEAK VERB

Most wordiness and a lot of awkwardness in sentences results from substituting nouns combined with wishy-washy verbs for more powerful and direct verbs.

<table>
<thead>
<tr>
<th>STRONG</th>
<th>WEAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>rely</td>
<td>place reliance on</td>
</tr>
<tr>
<td>consider</td>
<td>take under consideration</td>
</tr>
<tr>
<td>disclose</td>
<td>make a disclosure</td>
</tr>
<tr>
<td>infer</td>
<td>draw an inference</td>
</tr>
<tr>
<td>pertain</td>
<td>have pertinence</td>
</tr>
<tr>
<td>limit</td>
<td>place limitations on</td>
</tr>
<tr>
<td>favor</td>
<td>are favorable</td>
</tr>
</tbody>
</table>

E.g.: "I believe we should rely on secrecy and refuse to disclose pertinent information," is clearly preferable to, "I am of the belief that we should place reliance on secrecy make a refusal to make a disclosure of the information."

WEB GOSSIP

You have one or more Internet references that provide no information about authorship or responsibility for publication. Many on-line sources do not list authors, but someone or some organization is always responsible for the contents of any given web site. Unless you can ascertain that responsibility, you have no way to judge the credibility of the source. Information for which no one claims responsibility is the Internet equivalent of gossip and should be avoided.

WEB REF

The information from your syllabus should be your guide in web references.
WHILE

When used as a conjunction, *while* means "during or in the time that." It should not be used as a substitute for *though*, *although*, or *whereas*.

WHO/WHOM

*Who* and *whom* are pronouns analogous to he and him.

*Who* and *he* are correct when used as a subject:
Who voted for George W. Bush? [subject of *voted*]
He voted for George W. Bush. [subject of *voted*]
I am the one who voted for George W. Bush. [subject of *voted*]

*Whom* and *him* are correct when the pronoun is used as an object:
For whom did you vote? [object of preposition *for*]
Did you vote for him? [object of preposition *for*]
Whom can we blame for this election fiasco? [direct object of *blame*]
We can blame him for this election fiasco. [direct object of *blame*]
Bush is the one whom we can blame. [direct object of *blame*]

*Whoever* and *whomever* work the same way.
We should blame whoever voted for George W. Bush. [subject of *voted*]
We should blame whomever we want. [direct object of *blame*]
We should send condolences to whomever voted for George W. Bush. [object of preposition *to*]

WHYQ

I can't think of any reason for the quotation marks. Quotation marks are used to denote quotations, the titles of certain published works, and occasionally an odd or unusual use of the language. None of the above apply here; you should lose the quotation marks. See Sections 44-48 in Ellsworth.

WW -- WRONG WORD

This word is used contrary to its dictionary definition or as a substitute for a similar word that would be much more appropriate. Check your dictionary.

WORDPRO

An important part of learning to use a word processor is remembering that it is not a typewriter. That should be easy for a generation of students who have never seen a typewriter. All modern word processors have explicit commands for changing margins, starting new pages, numbering pages, setting tabs, and creating columns, tables, indents or hanging indents. You should never attempt to accomplish any of these tasks using the enter key or the space bar.
WORSE CITE

Your system of parenthetical citations does not correspond to any approved for this course. In fact, to the best of my knowledge, it does not conform to any known standard.

WS -- WRITING STUDIO

Your paper also demonstrates a serious weakness in prose skills that cannot be remedied in a single course. Writing problems of this sort are serious. I hope you will make an appointment with Dr. Ann Gruber-Miller at the Writing Studio in the Library. I know you don't really want to be told that you need remedial work, but there is a smart person in there trying to get out. Let's give that person a hand. Doing what you need to do will take some time and effort--perhaps even a little pain--but it will pay dividends for the rest of your life!

XWISE

Constructions like this one using "x-wise" are inelegant at best!