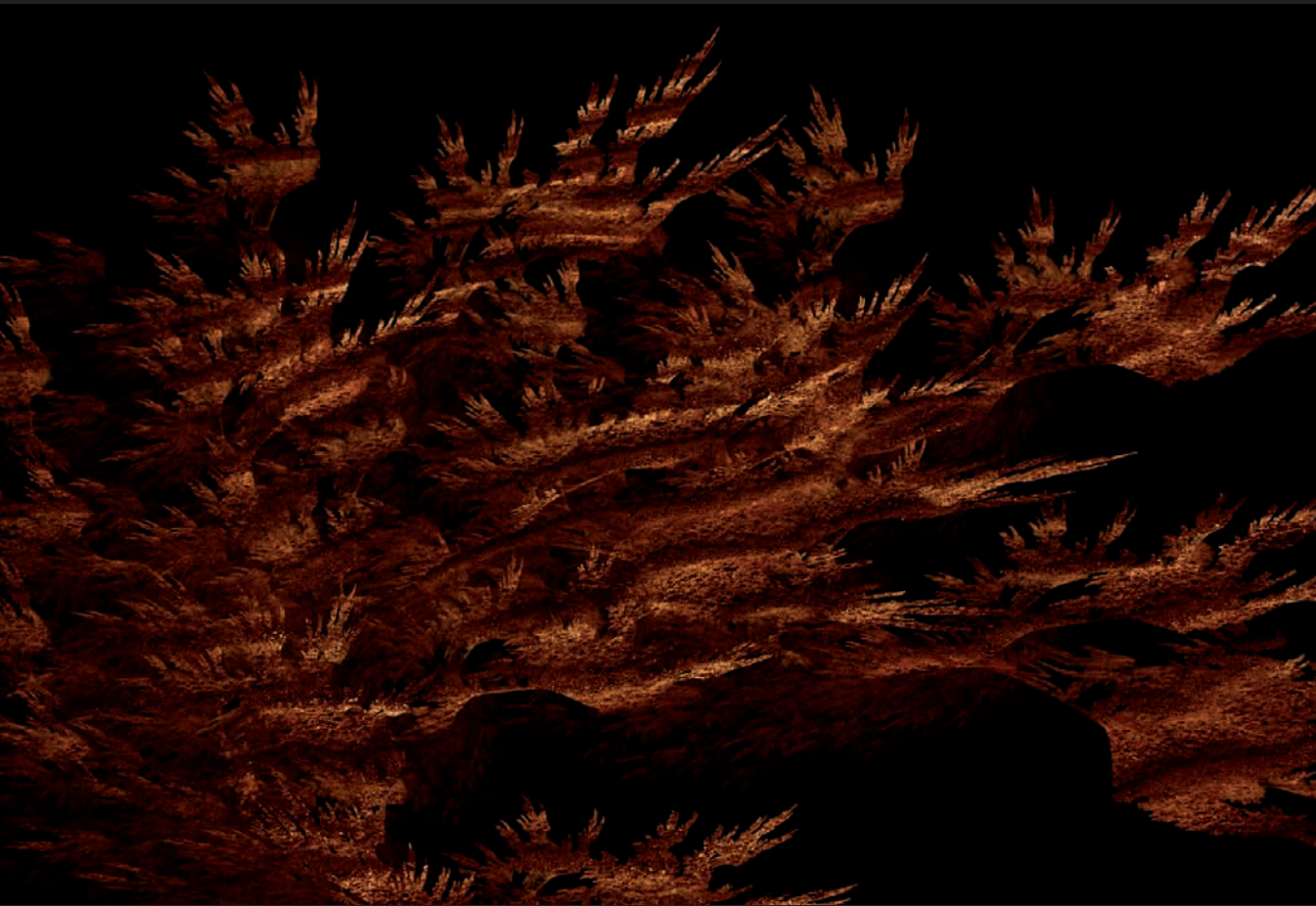


REASON TO WRITE



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“Outcasts” play an important role in our society. First, they serve as an example that those who are inside of a social system can observe. The result can be positive or negative. Outcasts are visible, and tend to draw attention. One can look at a person and think, “I never want to be like that.” One can also look at a person and say to oneself, “This is a person who has taken risks, and whom I admire.”

The figure of the outcast does the unusual, whether right or wrong. Some become leaders because they act outside of the boundaries of mainstream society, and some become examples of what happens when one steps outside of those boundaries.

Being an outcast is what gives these people their ability to play this role, in the first place. To gain that viewpoint, an outcast has to be on the outside, looking in. An outcast must view the society as a whole, and in relationship to which he or she is slightly apart.

An outcast is a person who has the ability to see what someone on the “inside” cannot. From this unique perspective, they sometimes develop a means for change. And in this light, an outcast can be both one of the most powerless people in society, and at the same time can also be one of the most powerful agents of change in society: the Activist, the Artist, the Critic, or the Revolutionary.¹

3 FORMATTING IS FUN! –NOT

If it were possible to simply establish, once and for all, the rules for formatting the academic essay, this would be an easy section—one would simply follow a template and get on with one’s life. What prevents this is that the rules of formatting change. They are updated every year. As such, any attempt to provide the details of such rules would quickly become obsolete. That is the reason college handbooks exist, and why one must find the newest edition of that handbook, if one is to format correctly.

Nevertheless, there are certain important pieces of general information to understand about formatting. First of all, formatting is both a function of convention—like wearing a black suit to a funeral—and also serves a purpose. The practical function of formatting is to standardize a series of elements in the academic essay for the purpose of publication. Those elements include the appearance of the article (size of

¹ Writing 1. Winter 2008. UCSB.

margins, placement of title, formatting of date, whether or not it has a cover page, etc.), and ensures that anyone reading the article would have a reliable way to access any source material presented within the article.

Many college handbooks are expensive. It is possible to find the information online, provided one is willing to take the time, and that one trusts the source (e.g.: a university website), and that one knows that the information represents the most current update. Otherwise, one must simply pay for the information.

There are several advantages to formatting a paper correctly. The most practical refers to the nature of one's readership. Many instructors require it, and it can be a part of your grade. Even if they don't require it, formatting an essay demonstrates academic professionalism. In other words, instructors, like other people, are creatures of habit. It is soothing to see the date in a uniform format. Few instructors respond well to pink ink.

The stakes get higher when one submits an essay to a conference panel, or to an editorial board for potential publication. Often, the first wave of submissions is weeded out on formatting alone. These go into the round file. The general feeling is that if you can't be bothered to take the time and effort, well...right back at you. It doesn't matter if you've written brilliantly, any more than it matters if you have a lot of marketable skills, but you show up at a corporate job interview in a wrinkled suit and badly mismatched socks.

There is probably no more tiresome task than formatting an essay correctly. It is a boring task, and it is a necessary task, and your willingness to engage in it will affect such things as your G.P.A., as well as the reception of your writing within other academic contexts.

Formatting determines a series of rules that govern the presentation of academic writing:

- The physical layout of the document, including such things as page size, margins and spacing between elements, tabs, indentation, how pages are numbered, and in what area of the document information is given, etc.
- The text on the page, including such things as font size, title, subtitles, underlining or bold, date, author name, etc.
- The order of presentation of the information, including the presence or absence of a cover page, whether or not there is an abstract, where the document begins, how one orders the information, the sorting of appendices, etc.

- How one indicates sources, including in-text citations, or footnotes, or endnotes, or a notes page, whether citation goes at the end of the paper or on a separate page, what the citation page is titled, whether one indents lines on the source page, what information must be included, what numerals are used to indicate sources, what information must repeat within the text in regard to sources, etc.

These rules are laid out very precisely, and all formatting indicates a specific difference between how one indicates a source within the body of one's text, and how one indicates a source within a separate source page. In all forms of formatting, both are always present.

Formatting conventions are partially tied to disciplinary divisions. The three major divisions are the humanities, the sciences, and the arts. In the strictest sense, the sciences are constrained to those disciplines that employ a limited range of quantitative methods: physics belongs to the sciences; archaeology is in the humanities. The arts, as the third division, refer to disciplines that engage in the practice of producing art. Any interpretation—such as Art History or Art Appreciation—would fall under the humanities.

To clarify, the U.S. Congress defines the humanities as the following:

The humanities include, but are not limited to: history; literature; philosophy and ethics; foreign languages and cultures; linguistics; jurisprudence or philosophy of law; archaeology; comparative religion; the history, theory, and criticism of the arts; and those aspects of the social sciences (anthropology, sociology, psychology, political science, government, and economics) that use historical and interpretive rather than quantitative methods.

The humanities are distinguished, within this tripartite structure, by emphasis on logic, analysis, and the exchange of ideas.

The current compartmentalization of the disciplines within the university is relatively new. After Aristotle, the Romans broke study down into: grammar; rhetoric; logic; geometry; arithmetic; music; astronomy. When Christianity swept through Europe, universities became primarily theological, and this continued well into the 17th century. In contrast, scholars in Iraq and Persia were already engaged in analysis, experimentation, and publication of findings as early as the 11th century.

The 19th century brought a radical secularization of the university. There was still no word for “scientist” until 1833, and even then it still referred to Aristotelian concepts of logic. It was not until the 20th century that Karl Popper, who died in 1994,

formalized scientific method, and science splintered from the humanities—although still retaining much of the methodology derived from formal logic. This is why mathematics is a subset of logic.

This left the social sciences in an awkward position—on the one hand, it often engages in study involving quantitative data, but, on the other hand, it also engages in questions regarding humanity, and not just natural phenomena. As such, the social sciences remain in the humanities, but the formatting that is used to present scientific material was developed in the social sciences, from the field of psychology.

There are three forms of formatting with which you should be familiar, broken down according to how a typical reader of that kind of document would be best served in terms of accessing the information contained within it. The three primary forms of formatting, for the purposes of an introduction to academic writing, are:

MLA Formatting:

Appropriate to the Humanities

MLA formatting is governed by the Modern Language Association, which also oversees official rules for the standardization of grammatical and syntactical rules within the English language.

In general, MLA has no cover page or abstract, uses in-text citation and signal phrases, utilizes footnotes or endnotes for commenting, and includes a Works Cited page with citations that are formatted in a specific style.

Chicago Style Formatting:

Appropriate to the Humanities, including Social Sciences, and especially for the purpose of writing and research. Chicago Style is especially common within the disciplines of anthropology and history.

Chicago Style is governed by the University of Chicago, and also dictates official rules for the standardization of grammatical and syntactical rules within the English language, as well as presentation of research material. Chicago Style is the oldest of the formatting styles, and set foundational standards for citation of source material in research writing.

In general, Chicago style has a cover page, but no abstract, and does not use in-text citation, but, rather, gives that information in either footnotes or endnotes, indicated by raised numerals within the body of the text. Full citation material is given in what is called a Bibliography, with citations that are formatted in a specific style.

APA:

Appropriate to the Social Sciences, especially to the degree in which the writing engages with primarily quantitative data, and the Sciences. It is also adopted in non-academic writing, with some variation, including grant and business proposals.

APA is governed by the American Psychological Association.

APA format, in general, has a title page, an abstract page, and utilizes in-text citations and signal phrases. Full citation information is given in what is called a References page, with citations that are formatted in a specific style.

Which formatting style you use will, therefore, depend on the discipline in which you are writing, the degree to which the writing engages in research, and instructor preference. This formatting style will, in general, also determine how you present elements: for example, APA style uses an abstract, and an abstract always offers, at the beginning of the final paper, the findings, or answer, to the question posed within the study.

4 PRIMARY AND SECONDARY SOURCES: RAW OR COOKED

This is also an excellent time to deal with the issue of the difference between primary and secondary sources. In the draft, the ideal initial situation is to try to avoid secondary source material.

Unless there is a genuine need for a secondary source, such as an initial theory upon which to build, analysis in a draft should initially consist of primary sources.

In academic writing, any research is original research, and original research is almost exclusively performed, at this academic level, in the realm of primary sources. Secondary resources are appropriate for a final draft, in learning academic writing.

Therefore, it's important to know the difference.

Primary Sources can be thought of as “raw.” For example, let's say your question has to do with the preference, in the general population of the United States, for pumpkin pie.

In your *primary* research, you locate the record of what kinds of pies are stocked, in a typical month, from 1,000 supermarkets and bakeries. You find that pumpkin pie is not as popular as chocolate cream pie, although it is the most popular pie during certain holiday seasons. Those are your raw data drawn from primary source material.

Secondary Sources are “cooked.” For example, for your study, you could reference Joe Schmoe's article entitled: “Study from a Survey Concerning Preference for Pumpkin Pie in the General Population.” Joe Schmoe has done his own primary research into this question; you may have a conversation with him about those findings, in your writing, but you cannot take his primary source research, and call it your own.

The difference between a primary and secondary source often doesn't have to do with the source, itself. The difference between a primary and a secondary source has to do with *how you use the source*.

Let's say your question is, instead: “Do more people prefer pies made from puddings, or made from fruit?” In that case, Joe Schmoe's study on pumpkin pies is still a **Secondary Source**, even though he didn't answer your question directly. His study provided you with “cooked” material to work with—an answer that was not common knowledge, and that the author did his own work to provide, and that speaks directly to your question, in however small a way.

Then again, let's say your question is, instead:

“How can the way that questions are posed, in a survey, change the answers that people provide?”

In that case, Dr. Joe Schmoe's survey could become a **Primary Source**. In his study, he performed research on pies—not on how surveys are worded. Thus, his survey would provide you with “raw” material concerning his survey techniques, a topic about which he did not intend to provide information.

Many primary sources cannot be “cited” in the typical way, although some can. For example, if you were researching migration patterns of moose by tracking them in the wilderness, you could hardly cite the moose, could you? However, if you were looking at representations of certain types of music in a series of films, you would have to cite both the artists of the music, and the films you used to conduct your analysis.

Primary Sources provide you with the information you need to conduct your own original research. You analyze such data to draw conclusions.

Secondary Sources can be useful: they provide you with a comparison to your own ideas. You can use them: as backup; to argue against; to set an example of; to illustrate a technique for analysis you are going to use; etc. They also can be, and are, routinely misused: an essay composed of other people's work is the subtlest form of plagiarism. *Even if you find 500 sources that support the claim that pumpkin pie is popular, so that you can prove, in your essay, that pumpkin pie is popular, all you've assembled is a book report.* A book report is an assignment designed to reflect what you have learned; in university, we write to instruct others.

5 REVIEW

CHAPTER REVIEW

In academic writing, there are certain functions that can be identified. Each serve a particular purpose in the process of creating reasoned conclusions. A particular function may appear in a specific place within the writing (e.g.: opening), or the writer may engage in an ongoing process that includes that function (e.g.: organization).

These functions include the following, although not all elements will be in this order:

- Opening the essay and introducing the question at hand
- Putting the question at hand into a specific context in order to refine it and prepare for analysis
- Defining any terms that are ambiguous
- Performing analysis through breakdown of constituent elements. This includes engaging in a recursive return to the original question, based upon information drawn from the analysis
- Determining a principle of organization for the writing
- Anticipating and answering to legitimate points of contention
- Establishing the heart of the matter
- Offering an answer to the initial question
- Closing the essay

In rhetoric and logic, these functions break down, roughly, into:

- Exordium
- Narratio
- Definitio
- Amplificatio
- Partitio
- Refutatio
- Stasis (Thesis/Antithesis/Synthesis)
- Epilogus

Primary and secondary sources are different: primary sources are the raw material of the world that you collect for analysis, in relationship to a question. Some can be cited; some cannot. Secondary sources are the result of someone else's research in primary source material. You cannot use secondary sources to answer your question directly, because that would be merely stealing other people's ideas and work. A book report offers knowledge of other people's ideas. Research is original.

VOCABULARY REVIEW

APA formatting

From the American Psychological Association, a formatting style appropriate to writing occurring within the sciences and social sciences, as well as non-academic contexts, such as informal and formal proposals

arts

One of three disciplinary divisions in the university engaged in direct instruction in the production of artistic works

Chicago Style formatting

From the University of Chicago, a formatting style appropriate to writing performed in disciplines within the Humanities, including social sciences, but especially history, anthropology and research-oriented writing

culture

In part, specific traditions that tend to accumulate around ethnic identity, often linked to nationality

definitio

The act in which the writer stipulates the definition of any term

epilogus

The closing of the paper that can serve the function of answering the question or stylistically wrapping up the paper

ethnicity

In part, a particular politico-geographical point of origin for an individual, often involving a shared history or culture

exordium

The point at which one prepares one's audience (the reader), in the opening, for the writing that will follow

formatting

Formal guidelines determining a wide range of rules for the physical presentation of academic writing

humanities

One of three disciplinary divisions, with a primary emphasis on logic, analysis, and the exchange of ideas

MLA formatting

A formatting style primarily appropriate to writing performed in disciplines within the Humanities

narratio

Putting a question into a specific context in order to refine it and prepare for analysis

nationality

In part, the boundary in which one holds legal status (citizenship)

partitio

The logical organization of the body of a paper based upon the analysis performed

primary source

Material that provides you with the information you need to conduct your own original research. You analyze such data to draw conclusions

refutatio

Any point in which a writer anticipates an objection on the part of the reader and engages actively with that objection

race

In part, a means by which people identify, and are identified, within a context that is entirely socially constructed

sciences

One of three disciplinary divisions, with a primary emphasis on value-neutral quantitative inquiry based upon scientific method

secondary source

Material that represents the results of other people's analysis of primary sources, and therefore used for the purpose of interacting with conclusions drawn from the analyses of others, but never as representing one's own analysis

stasis

The source of the primary conflict that first motivated the initial question

6 THE DRAFT

Different writers have different approaches to drafting a paper. The important thing to realize is that no paper can be simply written, printed, and submitted. Re-writing, including editing, is as essential as any other portion of the process of composing a quality academic essay.

However, first one must get something down on paper. The more organized your first attempt is, the less work there will be on the other side. One of the first things to do is to determine the formatting in which the essay will be written, and set up a new document for that formatting.

At this point, you should already have a title, opening paragraph, and an organizing principle drawn from analysis. When composing writing, it is often helpful to imagine the essay as a house. Writing is a lot like an act of hospitality; one invites another

into one's thoughts, and shows that person around, in an organized manner. This means that the house has an entry, which is your reader's introduction to you. Make a good first impression.

The shape of the house will depend on your organizing principle, but one thing will always be consistent: at the center of the house is a question. Each time you lead your guest into a particular room, and collect an item of value, you return your guest to this main room in order to show how all of it fits together.

Your organizing principle should give you the first step after the opening. You have broken the issue down; pick the first door that you will open. If your organizing principle is chronological, the rooms will be taken in a particular order determined by that order: earliest to latest, or latest to earliest, etc. If your organizing principle has types and subtypes, you may show your guest to a room, and then several smaller rooms connected to it, before returning to the main room.

Go slowly; take one room at a time, and be a gracious host. Do not rush through a particular room, and make sure to explain any items with which the reader might be unfamiliar. Explore all of its contents. If the room changes shape, let it—the nice thing about extended analogies is that, unlike a real house, one is free to reorganize it to accommodate that change without having to do any demolition.

Keep track of any details regarding source material, as you find them, and make sure to note all essential information for that source, so you do not have to find them later, which is time-consuming.