

DANT 385.001

Dance History: Primitive Cultures to 19th Century

Fall 2010

Dr. Stephanie Milling

Guidelines for Research Papers

Your research paper will be graded on both content and form. An advanced level of analysis and writing is an expectation in this course. Therefore, I have included a list of the guidelines and requirements for written work below.

1. A clearly stated thesis and well-developed introduction
2. The ability to summarize an author's arguments into your own words
3. The ability to analyze an author's argument and demonstrate how it is relevant to your argument
4. Clear writing that presents a coherent point, cogent argument, and a thorough analysis of the topic being discussed that includes original thought as opposed to a restatement of researched ideas
5. No grammatical, spelling, and/or punctuation errors
6. The arrangement of words in the sentences and the sentences themselves flow well and create a nice rhythm when read aloud
7. Paragraphs are organized in a manner that supports the flow of your essay, are well-developed, and contain more than three sentences each
8. A conclusion that both summarizes and extends what you have said
9. Quotes are used sparingly, only when necessary, and highly relevant to your argument
10. Referring to writers by their full names the first time that you mention them, then only using their last name
11. Avoiding the use of "man" or "mankind" when referring to "human beings"
12. The use of the MLA or APA style manual for all citations and bibliographic references in the body of your paper and works cited/consulted page.

**Points 7-12 adopted from Dr. Analouise Keating

Please also remember the points listed below, which have appeared in previous assignments and been discussed in class earlier this semester.

1. Your paper should be 7-8 pages in length.
2. Please double-space your paper and use Times New Roman font, twelve-point case, and one-inch margins.
3. Please make sure that you title your paper.
4. You should have at least five sources listed in your bibliography. Sources can include the following: books, book chapters, and/or articles that discuss and/or relate to your chosen topic. The use of web sources should be considered secondary instead of primary sources. In your bibliography you may include **one** source from the selection of required readings for this course. In addition, you must include **two** sources that have been written in the past four years.

Your writing will be evaluated according to the criteria above and will be evaluated on the following scale:

Criteria/Expectations for Assignments	25 possible points
WOW: Exceeds expectations, guidelines, and requirements for the assignment, amazing ideas which demonstrate thoughtful critical analysis of and reflection upon course material and researched information, ideas are organized and articulated in an exceptional manner	24-25 points
Strong: Meets the expectations of the assignment, demonstrates insightful critical thinking about course material and researched information, ideas are organized and articulated very well	22.5-23.9 points
Competent: Meets expectations of the assignment, contains good ideas and demonstrates critical thinking skills, but revisions could make this assignment much stronger, the organization and communication of ideas are average	20-22.4 points
Developing: Almost meets the expectations of the assignment, ideas demonstrate some thinking about course material and researched information but remain unrefined; organization, and communication of ideas could use many revisions	17-19.9 points
Emerging: Barely meets the expectations of the assignment, ideas demonstrate a minimal amount of reflection upon course material and researched information; organization of ideas need major revisions	15-17.4 points
Not Yet: Does not meet any of the guidelines and/or requirements of the assignment, work is sloppy and unintelligible	14.9 points and below

Below is a list of the markings that will find on your papers after I have graded them:

V or Vague: Vague Reference. Using "This," "It," or other pronouns as the subject of a sentence. For instance: "This is a confusing way to write a sentence."

RO: Run-on: Run-on sentences are sentences that actually contain two or more sentences--due to incorrect punctuation. For instance: "The readings were very enjoyable, the majority of the students enjoyed them quite a bit." Here's a really popular run on: "Learning grammar is boring, however, it's important to know how to punctuate properly."

Frag: Fragment: Sentence fragment—part of a sentence masquerading as a complete sentence. For instance: "Which meant that the categories were eroding."

Awk: Awkward Phrasing: In my experience, awkward phrasing often occurs when writers try to sound like academics—using a lot of prepositional phrases, multi-syllable words, passive sentence construction, etc. Here's an example: "Although problematic, many of the topics covered in this course have much relevance to the complexity of issues investigated, interrogated, and deconstructed in the readings currently under discussion in this course."

W.C: Word Choice: I have noticed that writers usually use words that don't quite describe what they are trying to say when they are having trouble varying their words or when they use the thesaurus indiscriminately. Watch out for what I call 'thesaurusitus', a condition when a writer tries to sound really smart by using a big word and her or his sentence ends up making no sense at all. For example, "By scrutinizing the performance through a structure used habitually in the discipline of dance, we understood how depictions of gender, race, class, and ability can limit our own discernment of the world."

Agr: Agreement: The subject and verb of your sentence do not agree in number. For example: "The teacher has an obligation to teach the student how to think critically. When the student learns how to do this, they are more prepared to deal with the issues that they will face in the real world."

****This marking system is borrowed from Dr. AnaLouise Keating.**