THE SCHOOL OF BUSINESS

Guide to Writing

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The College of New Jersey

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Dear Student:

When building your career many factors can contribute to your success. The ability to manipulate and analyze datasets will get you noticed. A strong network of colleagues, starting with TCNJ friends and alumni, will help. Even looking good (i.e., professional) can be a plus. No asset, however, will be more important to your continued success than the ability to effectively communicate your ideas.

In fact, in a recent survey that asked about skills important to achieving success in an organization the most often mentioned skills that “most young professionals lack” were communication skills – oral and written. It makes sense. Once the data is collected and analyzed, once existing strategies have been reviewed, once others have had their say, you need to be able to clearly articulate your views. In short, you will differentiate yourself and demonstrate your value to the organization by what you say and what you write.

This Guide is designed to help you become a better writer. Using it may help you achieve a higher grade in your course work – a short term benefit. The more enduring benefit is the skill and confidence you will have as you enter the business environment.

Word choice, revision, logical flow, conciseness, and effective use of supporting evidence all make a difference. Your professors have dedicated their careers to helping students develop both an understanding of business and the skills necessary to succeed. Please take the time to see how what they have assembled in this Guide can help you achieve your goals.

Think, Compose, Revise, Reflect, Rewrite, Relax….

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Introduction – Is Great Writing Magic?

In this Guide, we will provide you with a wealth of ideas about how to write effectively. Before we speak to the particulars, however, let us offer a few thoughts about the writing process generally.

Beginning writers sometimes assume that great writing is a magical gift bestowed on the lucky few. The assumption is dangerous, and wrong. It is dangerous because it implies that great writing "just happens." Those who subscribe to the writing-as-magic theory often assume that they are destined to live out their college and business careers as average writers – since their own sentences do not flow from the mind to the page in perfect form.

It turns out, however, that great writing is <u>not</u> magic. Great writing is hard work. That is both bad news for those who expect their first drafts to be perfect, since they assuredly will not be. And it is bad news for those who would prefer to have an excuse for not writing well.

For the rest of us, however, the news is good – quite good. If we are willing to work hard, we can produce strong written work. And with perseverance, we can achieve excellence. Every piece of writing that you create in your years at TCNJ and beyond can be improved with time and care.

Suppose that you are asked to write a paper that presents a provocative new thesis supported by original arguments. You begin with the seedling of an idea, and as you write, you experiment and play with ideas until you arrive at a thesis that is original, interesting and important. Next, you develop some powerful arguments to support your thesis. Now stop and look at what you have done. Is it ready to hand in? Although you have the makings of something profound and original, consider what remains to be done. You have not focused on the organization of the paper, the flow of the argument, the clarity of the sentences, the precision of the language, the economy of the prose or any of the other writing suggestions that you will read about in this Guide.

Stephen King, the bestselling suspense writer, suggests that writing should be divided into two distinct phases – the creation and revision phases. So why not separate the tasks? The first involves what you have already done – creation. Your first draft is the product of mind on fire with ideas. While you create, you cannot worry about the rules of grammar, the precision of your language, the organization of the paper or any of the other suggestions we offer in this Guide. Your first goal is to create. And, as we all know, it is difficult to create while someone is criticizing your creation.

Phase two is the time to critique your creation. It is the time to turn your creation into a work that is organized, clear, concise, precise and direct. Ask yourself whether your arguments hold up and fit together. Look for order in your materials – find the organic basis by which they all hang together. Admit that while your ideas are creative and important, at this early stage only <u>you</u> can understand them. Rephrase them over and over until they are crystal clear to your imagined reader. Study each sentence, and strike the colloquial phrases, the vague language, the redundancies and sloppy word choices that erode the power and precision of your writing. Work the paper over and over, draft after draft – clarifying, tightening improving. In time, you may discover that there is an art to revising – an art honed through hours of revising practice. You may find that the *fourth* rather than the first draft exhibits the organization, polish, clarity and control that approaches great writing.

Your paper flows and the ideas are clear and direct. The reader is taken by the power of your ideas, and the ease and grace of your sentences. To her, it all seems effortless – a kind of magic.

Perhaps *that* was the very magic that fooled you not so long ago. Great writing only *looks* like magic. Real writers know whence it really comes – draft, after draft, after draft.

How to Use this Guide

This edition of the School of Business Guide to Writing is designed to accomplish two goals: the first goal is to present you with the entire picture of what is involved in providing clear and complete assignments (whether they are research papers or memos) to your professors and managers. The second goal is to provide a quick "go to" index for when you have specific questions that you need fast and definite answers to. The first goal is accomplished by reading through this Guide in its entirety. The second goal is accomplished by the Table of Contents with its live links to the various sections.

This Guide was compiled by School of Business faculty from several departments, along with the Business and Economics Librarian and the Director of the Tutoring Center. While the authors of this Guide believe we have provided advice on how to write and cite in the best style for business, it is important for you to make sure that you always follow your professor's or manager's instructions as to format and citation for whatever assignment or task you need to accomplish. There is no "one size fits all" model for a memo, or a research paper, or for whatever other assignment you will need to complete. Additionally, you may need to ask your professors or managers questions such as "what is your preferred format for this project?" While this Guide endeavors to help you do your best possible work, it is not a substitute for making sure that you understand what it is you are to produce.

In addition to asking your professors or managers about the preferred project format, be sure before you begin writing that you are clear as to the purpose of the piece you are going to write and that you know who your audience is. You will include more or less explanatory information depending on whether you are writing for a group of colleagues knowledgeable about your topic or a manager or executive who will make a decision based on your research and conclusions. The tone of your writing is also critical. You need to treat your audience with respect and not assume a casual tone that is best left for your correspondence with friends. And remember to always check your spelling, grammar and punctuation before sending your work along. Text message conventions are for text messages, not for writing assignments.

This Guide is just one resource. In the Guide we also reference books and websites that provide information on writing and citation as well. Be sure to look at those resources. We look forward to working with you.

Forms of Business Writing

There are numerous forms of what we might informally call business writing. These include: major reports, business plans, research studies, and memos. Some of these business writings may be rather long (20 to 30 pages), such as business plans; other business documents, such as memos, may be one or two pages. Regardless of length, you should strive to be concise, clear, and organized. Therefore, a longer report should not be longer because it contains more padding and fluff; rather, a long report may be warranted in instances where there is an enormous amount of material that needs to be covered. For example, an involved research study may require a long report with numerous tables and graphs. A simple analysis of some data related to a specific question may best be reported in a two to three page memo.

The major reason why business writing should be concise, clear, and organized is that business decision makers have an enormous amount of paper cross their desks (or across their computer screens nowadays). They have to quickly read something, or the most relevant parts, and move on to the next thing.

Large Reports and Business Plans

We cannot cover all forms of large business reports here, but we can make a few comments about them. Although organization is always important in writing, it is particularly important when a document is relatively long. You should make sure that the report or plan is well organized and the flow has logical consistency. Headings and subheadings for sections will aid in this. Headings not only help you organize the document, but they allow the reader to quickly locate a section of particular interest.

An important element of a longer document is an *executive summary*. An executive summary is the abstract of the entire report or plan. In the normal course of business, a decision maker may only read the executive summary (for such reports done in academic classes, your professor will read the entire document). Since a decision maker may only read the executive summary, you should make sure that it highlights the important points of the entire document. You should be sure that it includes the implications of any analyses and important recommendations that you are making. Write the summary with the assumption that it may be the only part of the document that a decision maker will read. Executive summaries are typically two to five pages long.

Memos

Memos are written for a variety of reasons. Typically, they are used to provide a brief discussion of an issue, a short analysis of some information, or a point of view about something. Memos may also present some specific information (e.g., the time and place a meeting will occur). The format of a memo will vary, depending on the purpose of it; however, there is a premium on conciseness. Most decision makers (your boss and people above him/her) will read an enormous number of memos daily, either in paper form or via email. In a memo, you want to get to the point quickly, concisely, and clearly.

As noted, memos are often used to present a brief discussion of an analysis. This analysis may be of some sort of quantitative or qualitative information. Individuals in a variety of positions will often find themselves doing a short analysis and then reporting that analysis in a memo. This type of memo is often called a *memo report* in that it reports an analysis of information, but is shorter than a business report. A memo report is usually an internal document, written to a few others in your organization. Alternatively, a business report generally would be bound with colored covers and is suitable for distribution beyond your organization (depending on whether there is private or classified information in it).

An example of a short memo report is presented here **to illustrate the way you should organize information from an analysis**. This example presents the shipments/retail sales of Blu-ray discs for the third quarter of 2010, and then uses information from the first three quarters of the year and previous years' data to project the sales for the fourth quarter of 2010. The specific headings a memo report can use may differ from this particular example; you should follow any specific instructions that a professor or manager may give you. The important thing to note is that this example presents the most important material up front; the key information a decision maker needs to see is on the first page.

After the "TO," "FROM," and "DATE" of the memo, it should have a subject line (either "SUBJECT:" or "RE:"). This subject line and the first paragraph of the memo should provide the reader with enough information to decide whether he/she needs to read it. As Holly Weeks states, "Your opening must answer the reader's question 'Why am I reading this?' To do so, it needs to establish the relevance and the utility of the document as a whole."[1] If you believe that your analysis is important, you should make sure that the nature of it and the relevance to the reader is clear in the subject line and the first paragraph. Therefore, the first paragraph should be a clear statement of the purpose of the memo (e.g., what it reports).

A short statement of the method comes next. The <u>Method</u> section should provide the reader with enough information to evaluate the worth of what is being presented. Thus, the Method section should deal with such topics as the sources of the information presented and the nature of the analyses performed. If primary research was conducted (e.g., a study of some sort was conducted by the person writing the memo report), the <u>Method</u> section should spell out such things as the procedures that were followed, the nature of the questionnaire (if one was used), and the sampling procedures used to acquire respondents.

In this memo, a <u>Findings</u> section follows the <u>Method</u> section. In this particular case, the findings are somewhat more important than the recommendations. If the recommendations are the most important thing, then you may want to organize the memo to present them before findings.

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[1] Weeks, Holly (2005), "The Best Memo You'll Ever Write," *Harvard Management Communication Letter*, Spring 2005, p. 3.

Note that the Findings section briefly presents the important results of the analysis without unnecessary embellishment. At this point, you do not want to overwhelm the reader with a lot of detail. Leave the detail for the Detailed Analysis section that begins on the second page. Therefore, if a decision maker wants to further investigate something you report in the Findings section, he/she can go to the Detailed Analysis section. The Findings section provides the most important *findings* of your analysis and the *implications*, stated briefly.

The Recommendations section provides a statement about what you believe should occur as a function of your analysis. In many cases, you may not have a Recommendations section; it depends on the nature of the analysis. When appropriate, however, you should state what course of action should be taken (or considered). This may take the form of a specific decision that should be made. In this case, you have recommended how much of an increase in the production of Blu-ray discs should be made, given your prediction of sales for the 4^{th} quarter.

Depending on the depth of the analysis, you may have a Detailed Analysis section. You can think of this section as similar to an appendix. It presents the findings in greater detail. Here is where you would present detailed tables, charts, figures, and numbers. When possible, it is always better to present a lot of numbers in a table or chart, as it is difficult for a reader to deal with numbers in the middle of text. Remember the old saying “A picture is worth a thousand words.”

There will be some redundancy between the Findings and the Detailed Analysis sections. In fact, there should be nothing presented in the Findings that is not presented in the Detailed Analysis section in a more thorough manner. These two sections do not provide different information, just different levels of detail of the same information.

Again, this example of a memo report is not the only acceptable format. It illustrates the important aspects of any memo. This example presents the purpose of the memo immediately. The findings and recommendations are presented early in the memo (on the first page). The presentation of detailed information is relegated to the end of the memo. This organization allows the decision maker to decide quickly if he/she needs to read it, then presents the important information concisely and quickly.

TO: Justin Blake, Vice President of Marketing

FROM: John Willis, Research Associate

DATE: Oct. 6, 2010

RE: Estimated Sales of Blu-ray Discs for 2010

The 3rd quarter Blu-ray disc shipments in the United States were recently published by Digital Entertainment Group. Given that figures for the first three quarters of 2010 are now available, retail sales (which corresponds very closely to shipments to retailers) for the 4th quarter of this year and for the total of 2010 can now be estimated.

Method

The data were published by Digital Entertainment Group (http://www.degonline.org/) and collected for them by Swicker and Associates. The data show the shipments of Blu-ray discs to retailers for each of the quarters of a year from the 1st quarter of 2007 to the 3rd quarter of 2010. Previous analyses have indicated that shipments are an excellent proxy measure for retail sales in the same quarter.

Findings

Shipments of Blu-ray discs for the 3rd quarter of 2010 were 21.10 million units.

Assuming that shipments in the fourth quarter of 2010 are approximately 35% of the shipments for the year, it is predicted that shipments (and therefore retail sales) for the 4th quarter of 2010 will be about 52.82 million discs, a 36.7% increase from the 4th quarter of 2009.

Total retail sales for 2010 are predicted to be 150.92 million discs. Therefore, Blu-ray disc sales continue to increase and are expected to do so for the near future. It is also noted that there is some shifting of sales from the 4th quarter to other quarters of the year.

Recommendations

It is recommended that production of Blu-ray discs be increased by 20% over last year fourth quarter levels. This assumes that predicted figures are relatively accurate and that the discs continue to be a popular holiday gift.

Detailed Analysis

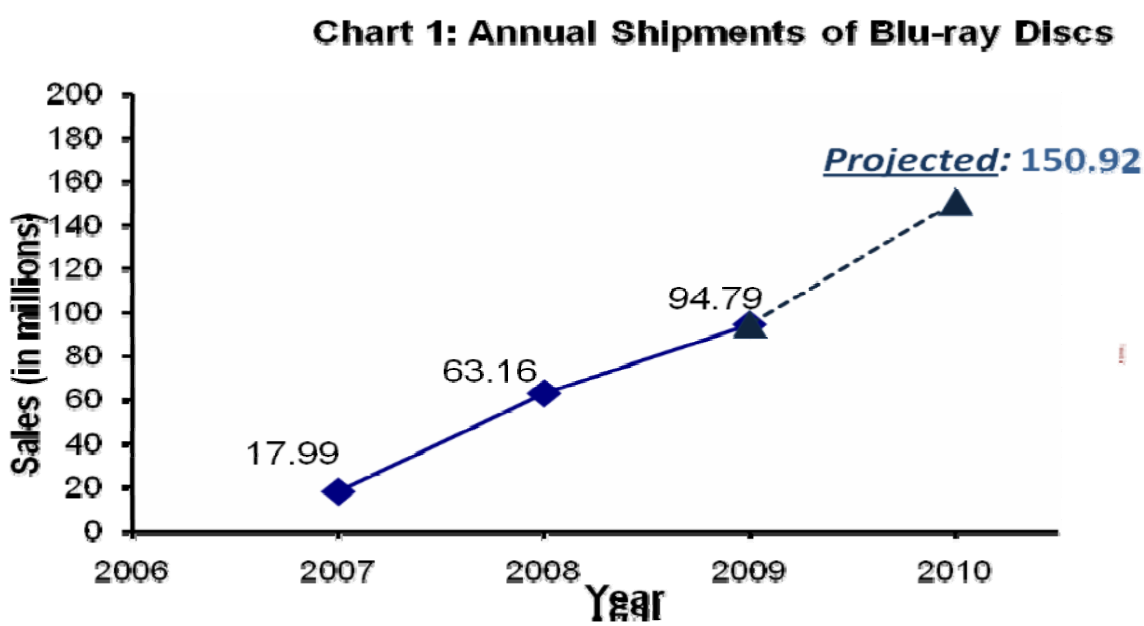
- Shipments of Blu-ray discs for the 3rd quarter of 2010 were 21.10 million units.

- The 4th quarter of each of the past three years has been the strongest quarter, although the percentage of total yearly shipments that the 4th quarter represents has declined over those years (as Blu-ray discs become more popular and purchased more frequently for reasons other than as holiday gifts).

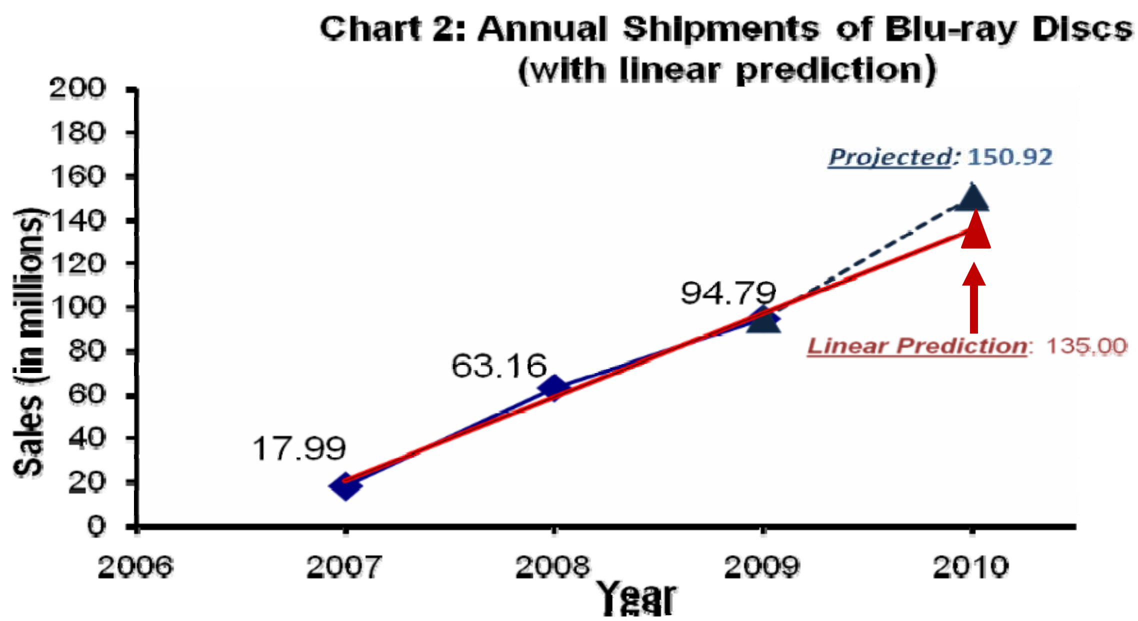
Year	Total Year Shipments (in millions)	4th Quarter Shipments (in millions)	Ratio 4th Q/Total Year
2007	17.99	9.54	53.0%
2008	63.16	28.60	45.3%
2009	94.79	38.64	40.8%

- Assuming that there will be some decline in the ratio of 4th quarter to total year sales in 2010 from that of previous years, 4th quarter shipments are estimated to represent about 35.0% of the shipments for 2010. It is projected that shipments of Blu-ray discs in the US in the 4th quarter of 2010 will be 52.82 million units.

- Based on data from the first three quarters, projected shipments/sales for the total year 2010 are 150.92 million units, as shown in Chart 1.



- The projected sales of 150.92 for 2010 (projected from the first three quarters of the year) is slightly higher (about 12% higher) than a linear prediction using regression. The linear regression was based on only three years of data and should only be considered a rough and potentially unreliable estimation. However, the proximity of the projected sales to the level predicted via regression suggests that sales for the total year will likely be in the 135 to 150 million range.



Writing Academic Research Papers in Your Business Classes

In your business classes, you may be assigned business memos or reports to write, as described in the last section of this Guide, however, you will often write academic research papers much like those you would write in a non-business class (e.g., history class, psychology class).

Although there is no consensus regarding what an outstanding research paper is like, there are strategies that can be used to organize your paper in a clear, logical, and coherent way. Good writing not only helps you receive a better grade from your professors but also helps you get promoted in your future career. The following are some important elements a good research paper should have.

1. A compelling and debatable claim in the introduction

   In the introductory section of your paper, it is important to present the main point of your thesis (e.g. "Argentina is a good place to invest now because [insert your claim/position/point here]." You should also summarize the principal supporting arguments and the conclusion of the argument that you will present in the main body of the paper. However, details are saved for the body where you provide full analysis, evaluation, and synthesis to support your claims.

   A well organized introduction gives readers information about the structure and content of the paper. It lets them know what to expect. The main point or the contribution of your paper should not be a surprise left for the end of the document. Remember, you're writing for the business community, which values clear, objective, concise, and organized documents.

2. Literature review

   Few of us are likely to write a ground-breaking research paper in today's highly complex and specialized world. A good literature review not only provides the background information on your research topic but also serves as the starting point to develop your own hypothesis by pointing to the gap in existing research. The trick is to choose the most relevant books and articles for your project and summarize them from a critical perspective. You need to acknowledge the findings made by other researchers, describe the underlying connection to the existing work, and place your own contribution within the context of the most current research. For more details, please consult "How to Conduct a Literature Review" at TCNJ library:
   http://www.tcnj.edu/~library/research/guides/HowtoConductaLiteratureReview.htm

3. Paragraph structure and development of ideas

   Each paragraph in the main body of your paper needs to have a topic sentence, which is typically one of the arguments that supports your thesis. The topic sentence is important because it relates the facts meaningfully for readers and proves that you understand how these facts are connected. The topic sentence doesn't need to be the first sentence, but the readers need to be able to recognize that sentence and know where it occurs in the paragraph. For example, a paragraph might use a series of details to lead up to the topic idea in the last sentence. Or, two or three sentences of details could lead to the topic idea in the middle of the paragraph, followed by additional details, as long as those details support the topic sentence.

   When editing your paragraphs, be sure that you have synthesized your ideas to show how they are linked to the thesis, and be sure that you are clear and concise. Your audience needs to understand why each paragraph is included in your paper. Ask yourself if all sentences in the paragraph are necessary to develop the idea completely, or if any sentences can be eliminated. Also, ask yourself if there are gaps in logic where another sentence is needed to advance the idea or clarify your position.

   In addition, well organized papers have logical transitions between paragraphs as well as within paragraphs. These transitions help your audience understand the relationships of your ideas and the direction of your paper. Transitions meaningfully show where you've been and where you're going. Statements such as "As for other economic situations in Argentina" or "Turning to the unemployment picture in Argentina" are useful transitions because they prepare your audience for a new but related topic.

   Furthermore, the transition between two paragraphs may come at the end of the first paragraph or at the beginning of the second. It may be the topic sentence or it may be a sentence that precedes the topic sentence. A transition may be used to signal to the audience that you are continuing your thought or expanding your argument (using words such as *moreover, in addition, similarly, also*, or *furthermore*). Or, you might need a transition to let the audience know you are changing direction or presenting information or arguments that are contrary to those you have presented in the previous paragraph or sentence (using words such as *in contrast*, *however, but,* or *on the other hand*). *Therefore, thus*, and *as a result* are transition words that signal to the audience cause and effect or that you are drawing a conclusion from the information you have just presented. No matter what type of transition you use, it is critical to provide a logical flow from one idea to the next.

4. Analyze, evaluate, and synthesize information to support your idea

   In a research paper, it is important to provide ample, relevant, concrete, and persuasive evidence to support your idea. In particular, you need to synthesize information and arguments from multiple reliable sources, evaluate them fairly, and analyze them critically.

Please note that analysis, evaluation, and synthesis are critical components in the process of writing. Simple description of a fact is important, but analysis, evaluation, and synthesis give *meaning* to the facts and details that you provide in your paper. Just a list of facts or other people's opinions, does not present your argument. You ***must*** explain the meaning of your facts and statistics clearly. Through careful analysis, evaluation, and synthesis you prove to your readers that you understand what the facts mean and that you are able to draw conclusions from them.

First of all, analysis is the process of dividing a whole issue into different parts so that each of them can be examined. When you analyze an issue, you may look for patterns and trends; compare and contrast two subjects, or calculate statistics to offer more insights. It is important to analyze an issue from different angles.

Second, when you evaluate facts, you are ascertaining their value or meaning. You present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. You explain to the audience how each fact fits into your argument and explain what idea or claim is supported by that fact.

Finally, to synthesize information, you are combining your observations, analyses and evaluations to form a new, complex product for readers or to propose an alternative solution to a problem. Synthesis is the process of linking all of your facts, analysis, and evaluations together to present your claim. It is not done at the end of the paper but is woven throughout the whole paper in order to present a smooth and seamless document. In other words, you need to synthesize the large amount of information you have gathered and the analysis and evaluation you have offered into a thesis statement. Therefore, analysis, evaluation, and synthesis are intrinsically linked together in the process of writing a paper.

5. Conclusion

A good research paper should finish with a good conclusion. The conclusion is where you summarize the main points of your thesis and present your own recommendations. It is where you may acknowledge the caveats that apply to your conclusion and suggest future research venues. Remember, no new information is presented in the conclusion! In the conclusion, you should wrap all ideas into a short summary so that readers can take away the main arguments and ideas.

6. Principles of wording, phrasing, tone, and other elements of business writing

An outstanding paper must have good control of language, which includes effective word choice, correct tone, and superior facility with the conventions of standard written English (i.e. grammar, usage, and mechanics). For more details, please read *Elements of Business Writing* by Blake and Bly (1991).

Example Outline for a Research Paper

TITLE PAGE

a. Select an informative title.

1. INTRODUCTION

a. Provides a blueprint for the entire research paper. It is meant to acquaint the reader with the rationale behind the study, with the intention of defending it.
   - State your purpose and focus of the paper
   - State the problem or express it so that the question is implied

b. Significance of the study. Why is it worth doing in the first place?

c. The introduction is usually written in present tense.

2. LITERATURE REVIEW

a. What has been written on this topic in the past? Convey to the reader what knowledge and ideas have been established on a topic and what are the strengths and weaknesses.

b. How your study contributes to the existing literature

c. Definition of terms

3. HYPOTHESES

a. What question(s) are you trying to answer and why?

b. State the hypothesis precisely.

c. Present background information only as needed in order to support a position. The reader does not want to read everything you know about a subject.

4. DATA COLLECTION AND METHOD OF ANALYSIS

a. How are you going to answer the questions?
   - Population and sampling
   - Instrument (e.g., a questionnaire, include copy in appendix)
   - Procedure and time frame
   - Assumptions
   - Scope and limitations

b. This section is usually written in past tense.

5. RESULTS

a. Present and illustrate your findings. Make this section a completely objective report of the results, and save all interpretation for the discussion.

b. You should use tables, charts, and graphs only when you are sure they will enlighten your readers rather than confuse them.

c. The rule of thumb for presenting a graphic is first to introduce it by name, show it, and then interpret it.
d. Do not confuse figures with tables - there is a difference.
e. Either place figures and tables within the text of the result, or include them in the back of the report (following Literature Cited) - do one or the other
f. Each figure and table must be sufficiently complete that it could stand on its own, separate from text
g. The results section is usually written in past tense.

6. DISCUSSION

a. Provide an interpretation of your results and support for all of your conclusions.
b. The distinction between the results section and the discussion section is not always so clear-cut. Some evaluation and commentary on your data may be appropriate and even necessary.
c. The significance of findings should be clearly described.
d. Decide if each hypothesis is supported, rejected, or if you cannot make a decision with confidence. Do not simply dismiss a study or part of a study as "inconclusive."
e. Try to offer alternative explanations if reasonable alternatives exist.
f. One study will not answer an overall question, so keeping the big picture in mind, where do you go next? The best studies open up new avenues of research. What questions remain?
g. The discussion section is usually written in present tense.

7. CONCLUSION

a. Summary (of what you did and found)
b. Discussion (explanation of findings - why do you think you found what you did?)
c. Recommendations (based on your findings)
d. The conclusions and recommendations section is usually written in present tense.

REFERENCES

a. Properly document sources of all of your information. (See discussion in the Guide to Writing Citations Section.) Websites are inappropriate as primary sources. List all literature cited in your paper, in alphabetical order, by first author.

APPENDIX

Group Project Writing

Workplace teams have been lauded for improving the quality of decision making in an organization, for fostering innovation and creativity, and for improving productivity. Recognizing that organizational structures are getting flatter, it is not surprising that employers are increasingly seeking college graduates who are well prepared in teamwork. As a School of Business student you will be assigned one or more group projects. These projects will typically involve some type of research that will need to be written up as a paper, and you may also be required to give a presentation about your findings to the class. In this section of the Guide to Writing we will give you some general advice on how to approach and successfully complete this type of assignment. As always, you should follow your professor's instructions completely and ask your professor about anything about which you are unclear. In fact, the most important point we can stress here is to follow the professor's specific guidelines.

Professors have differing expectations for how to approach a group project. Some professors expect each group member to focus on his or her particular strength and divide the work accordingly (e.g., a finance major may take the lead in the financial aspects of a group project). Other professors expect that each student is equally involved in each phase of the project. Whenever you are part of a group, it is important that no matter what type of assignment all group members understand thoroughly the work that is handed in. The professor expects you to learn about the whole topic, not just the particular area that you prefer.

When writing up a group report some professors will expect the entire group to work on writing the whole paper, while other professors may require that each group member write up an individual section. Where the latter approach is used the professor will still expect the paper to read as a consistent, coherent "whole" which means the paper must be edited to insure that the paper reads smoothly without jarring transitions from one section to the next. While it might make sense to let the strongest writer in the group act as the overall paper editor, this does not mean that the rest of the group members can simply "dump" a rough draft on the group editor and expect the designated editor to polish or rewrite that section. A clear, coherent and well-written report is EVERYONE'S responsibility in the group.

As you probably have noted in other sections of the Guide to Writing, accuracy of details, precision in language, clarity of organization, and attention to audience contribute to the overall effectiveness of a course paper since it greatly enhances the persuasiveness and acceptance of your analysis and proposals. The two most critical ingredients to making good decisions for all writing tasks is to always keep in mind the purpose and the audience for your project report. Is the purpose of your paper to describe a situation in detail or to bring the spotlight to some aspect that needs urgent fixing? Is the purpose of the group project to recommend a change of policy or to discuss alternatives and be creative?

In terms of audience, two particular cases are worth remembering. Your professor is the most obvious audience for your paper. This is especially true in research papers when the group has to convince the professor of the quality of the analysis and the strength of the arguments. When writing a case analysis, an auditing report, a financial market analysis, or a marketing plan, your professor will often indicate that the audience for your paper is either a manager, the

Board of Directors, an auditing committee, or a group of shareholders. What this usually means is that your paper has to address the specific concerns of that particular audience, be written in a particular professional way, and still convince the professor.

Three Special Demands of Group Writing

Group writing projects impose special demands on writers in addition to those of single-authorship. These demands include

1. Coherence throughout entire text from the executive summary, to the introduction, through the analysis and through the conclusion.
2. Consistency of tone and voice from one section to the next.
3. Uniformity in formatting.

The following section explains reasons these qualities are important for the success of group writing and offers suggestions to achieve an effective final result.

1. Coherence of information, arguments, findings, and conclusions

   While your report title page or memo will have indicated to your readers that the text was written by a group, their reading should focus on the logic of your arguments or explanations and the data that ground your text, not on errors and contradictions that occur when the pieces of multiple writers are simply cut and pasted together. These errors and contradictions include, but are not limited to, the following:

   a) Repeated references to the same organization, business, product, statute, or regulating body each time as though there is no previous mention of this entity.

   b) A first reference using an abbreviation or acronym when the full name has not been previously stated.

   c) Repetition of the same factual information in detail when such information was previously explained fully. This often occurs when one group member takes on more than he or she was assigned to do, as another team member is working on the same subject.

   d) Discussion of key points or supporting information as though the section writer has not read previous or subsequent sections of the report/proposal.

   e) Conflicting information.

   f) Missing information. Missing information often occurs when the team is not willing to revise the division of work done at the outset of the project and the members refuse to accept additional tasks. Since not every task is foreseeable from the start of the project, critical parts are missing or receive only cursory attention. Missing information can also result from last minute editing, especially when one person is responsible for bringing the page count down and does not understand the importance of a key piece of information.

2. Consistency of tone and voice from one section to the next

   Textual indicators that reveal different group members wrote different sections distract the readers' attention from understanding your argument, explanations, supporting data, and conclusions. Such textual indicators include, but are not limited to the following:

   a) Awkward phrasing used to identify separate contributors ("I, John Jones, interviewed…..").

   b) Shifts in pronoun person and number ("you" vs. "one's"; "he" vs. "he or she", " him" vs. "they").

   c) Unnecessary shifts in verb tense (present tense in one section, and past tense or a mix of past and present tense in another).

   d) Shifts in formality of word choice (employees vs. folks).

   e) Unevenness in sentence and paragraph length.

3. Uniformity in formatting

   Typographic uniformity in formatting assists the readers to understand quickly the categories or sections of the text. In turn, this rapid comprehension helps readers to mentally organize and assess information, logic, and connections (both within the text and to the contextual information external to the text). Readers must assimilate information following the writer's logic, so if they are distracted by shifts in font, irregularities in spacing, differences in the patterns used to itemized key points (i.e. by numbers, letters, or symbols), and section numbering, those readers may lose the thread of the writers' argument or explanation. Worse, readers may become annoyed at such distractions and reject the proposal, disregard the report or memo, or give your group a low grade. Discontinuities in formatting fall into the category of easily avoidable irritants; they are a clear indicator to the reader (and to the professor) that the group did not put enough attention and effort into the report.

Strategies for Coherence in Group Work

The following strategies will significantly improve the coherence in presentation of your group's information and argument, the consistency in voice and tone of the writing, and uniformity of formatting:

DON'TS

- Do NOT simply divide up tasks and expect to cut and paste the parts together a few days before the project deadline.

- Do NOT assume that once the sections have been drafted that your work is finished.

- Do NOT assume someone else is going to revise the writing.

- Do NOT appoint one person to "fix" the writing.

DOs

- DO begin discussions of the project requirements early and have those discussions frequently.

- DO leave ample time for each group member to read the draft for writing effectiveness. Every group member needs to read the entire document at least twice to check for
  - accuracy of content
  - coherence in presentation
  - consistency of voice and tone
  - uniformity of formatting

- DO ask one or more "outside" readers to read your text closely and give the group feedback. An outside reader might be a friend who is a careful reader and strong writer, a Writer's Place peer tutor, a classmate, or your professor if he or she is willing to look over a draft.

- After each reading, group members should suggest revisions to the draft. Discussions of all writing concerns should involve all group members and can be done in person or through online chat and group-authoring options on SOCS.

- DO have a final revision of the full paper at least two days prior to the submission deadline. Revising multiple times is vital to making your ideas clear, your organization coherent, your facts correct and relevant, your argument logical and convincing, your voice and tone consistent, and your format uniform and accessible to follow.

What the TCNJ Library Can Do for You

The TCNJ Library is an essential resource for the successful completion of your research and writing assignments.

It may seem that all the information you need is available at no cost via the World Wide Web, but this is not true. The Library spends well over $1 million each year to acquire materials to support your research, and your professors expect that when you engage in a comprehensive search for information, your results will include books and other publications that you can only find in the Library.

Moreover, the Library serves as a gateway to subscription-based online resources that are made available to you as a member of the TCNJ community, but are not freely accessible by anyone who happens to have access to the Internet. These resources, which cost hundreds of thousands of dollars each year, include articles from scholarly journals, industry and trade periodicals, popular business magazines, and US and international newspapers—as well as financial and demographic data and other research-related information.

In addition to subject-specific materials to support your studies, the Library has an abundance of resources to expand your knowledge of the topics covered in this Writing Guide: understanding the research process; learning effective writing styles; preparing proper citations for sources consulted; and avoiding the perils of plagiarism.

But perhaps your most important library resources are the librarians. Students arrive at TCNJ with varying levels of expertise in undertaking college-level research. Our dedicated staff of reference and instruction librarians is ready to help you sharpen your research skills to meet the demands and expectations of your professors. Additionally, the librarians will work with you to ensure that you get connected in the most efficient way possible with the best available materials to support your research.

To learn more about resources and services available at the Library, visit the Library's website at http://www.tcnj.edu/~library/index.html

The Writer's Place in the Tutoring Center

The Writer's Place tutors are undergraduate students who have completed an International College Reading & Learning Association certified training program on providing assistance to students at any stage of the writing process to:

- analyze assignments
- connect readings and class notes to assignment requirements
- brainstorm ideas
- research appropriate materials
- organize ideas and start an initial draft or revise a draft (once or multiple times)
- edit draft for correctness in grammar, punctuation, usage
- develop strategies to read and reflect on a draft with specific attention to
    - clarity
    - organization
    - transitions
    - completeness of explanations
    - logic
    - verification that all assignment requirements are addressed
    - audience

Tutors will NOT

- create your thesis or your draft
- find your data
- determine the effectiveness of your research
- decide what your paper should include
- do your proofreading
- make other writerly decisions for you

But tutors WILL HELP YOU create or revise a thesis, search the library databases for information, decide how to organize and present data effectively, consider the relevance and effectiveness of your research, decide what your paper should include (and omit), proofread effectively, and make other writerly decisions independently.

TUTORING SERVICES: Weekly appointments for writing and/or course content
Single session writing conferences
*Students Writing And Talking (SWAT) sessions led by tutors
*Tutor-facilitated writing groups
*at invitation of professor

LOCATION: 101 Roscoe West Hall

WEBSITE: www.tcnj.edu/~tutoring

PHONES: Main: 609-771-3325
Mathematics/Science/Business: 609-771-2983
Humanities/SocialScience/Writing: 609-771-2985

EMAIL: tutoring@tcnj.edu

TUTORING HOURS: Mondays –Thursdays 10 A.M.-7 P.M. Fridays 10 A.M.- 5 P.M.

S:\\Tutoring\HumnitiesSocialScienceHSS\Business Writing\SoBus Guide to Writing\Writer's Place info rev. 2011.docx

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM

Why does plagiarism matter to employers, professors, and other students?

Plagiarism is theft of another person's words or ideas. You would not make a copy of the *Mona Lisa*, sign your name to it, and pass it off as your own work. Nor would you copy a new song composed by your favorite band and beat them to the recording studio. You would not steal the architectural plans to the World Trade Memorial and claim them as your own. We would all agree that these are clear-cut examples of taking credit when someone else has done the hard work.

Let's make it a little less obvious. Let's say you are hired by *Business Week*. You are assigned to report on a public hearing but your car breaks down on the way to the hearing and you miss it completely. You read about it on the news wires and then construct an article based on another journalist's report. Your boss finds out and calls you into the office. Should you be fired?

Or perhaps you have been hired by a marketing firm. You are supposed to conduct 20 phone interviews a day, but you are rather slow and only do 16. You fabricate the other four interviews. You get caught. Should you be fired?

Let's say you work for a financial analyst and you are hired to write an analysis of Upron Corp. You do most of your own research, but you are largely influenced by a financial analysis prepared by a competing firm. When Upron files for bankruptcy, your boss asks you for your research. He finds out that you adopted much of the analysis of the competing firm and showed little independent judgment. Should you be fired?

Or, you download your paper for Intro to Management from an online paper mill. You get an A-. Other students spend twenty hours writing the management paper and get the same grade or worse. Should they resent you? Should they turn you in for violating the Academic Integrity Code?

Perhaps you wrote your management paper but got lazy and paraphrased a few pages and neglected to include internal citations and a Works Cited page. Should the professor report you for violating the Academic Integrity Code?

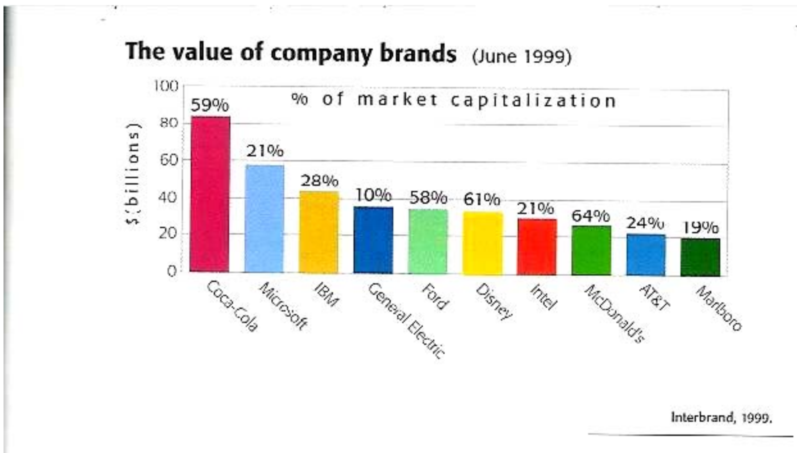
What do all of the scenarios have in common? They all involve dishonesty and the use of shortcuts to get a job done without the extra hard work or effort. They all demonstrate a lack of independent thought and analysis. You aren't doing the job you were asked to do; you are passing someone else's work off as your own. That's dishonest.

Professors, employers, and classmates do not respect someone who takes shortcuts to avoid work and who lies about the work they did or did not do. In short, they don't like dishonest people who lack integrity.

In our cut-and-paste world, it has become all too easy to commit plagiarism unwittingly. Let's look at some examples of plagiarism and learn how to avoid it.

EXAMPLE I

Original Document: Grayson D., Hodges A., (2002). *Everybody's Business: Managing Risks and Opportunities in Today's Global Society* (DK/FT Press) p. 33, "The Value of Company Brands"



Brand value
The percentage of the total stock market value of selected companies that can be attributed to the value of brands, as show in a survey carried out by Interbrand.

Plagiarism by Direct Copying

In 1999, Interbrand determined **the value of company brands.** They found that 59% of **the total stock market value of Coca-Cola can be attributed to brand value while** 58% of **the total stock market value of Ford can be attributed to its brand value. Sixty-one percent of the total stock market value of Disney** is attributable **to brand value** In contrast, only 19% of Marlboro's stock value is attributable to **brand value.**

Plagiarism by Paraphrasing, Rearranging Words, and Substituting Words

In 1999, Interbrand conducted a survey to determine what is the **value of** certain **company brands.** They found that corporations such as Coca-Cola, Ford, McDonald's and Disney **attribute** more than 50% of their **total stock market value to brand value.** In contrast, only 19% of Marlboro's stock value is attributable to **brand value.**

Plagiarism by Theft of an Idea

Business branding consultants have determined that more than half of a corporation's stock value is attributable to brand value. More than 50% of the total stock market value of corporations such as McDonald's (64%), Disney (61%), Coca-Cola (59%), and Ford (58%) can be attributed to brand value.

Revision 1: Correct Paraphrasing

In 1999, Interbrand, a branding consultant, calculated how much of a corporation's stock value is directly related to the value of the corporation's brand. They found that more than half of corporate stock value can be attributed to intangibles such as brand. For example, 59% of Coke's stock value relates to brand, while 58% of Ford's stock value is directly tied to brand. In contrast, only 19% of Marlboro's stock value is attributable to the value of its brand. (Grayson & Hodges, p. 33, "The Value of Company Brands" chart).

Revision 2: No Plagiarism and Some Evidence of Independent Thought

A corporate brand is a valuable corporate asset. In 1999, Interbrand, a branding consultant, calculated how much of a corporation's stock value is directly related to the value of the corporation's brand. They found that more than 50% of the total stock market value of corporations with readily identifiable brands such as McDonald's (64%), Disney (61%), Coca-Cola (59%), and Ford (58%) can be attributed to brand value. (Grayson & Hodges, p. 33, "The Value of Company Brands" chart). For example, Coca-Cola's brand—its red and white logo—is worth about $82 billion dollars. (Grayson & Hodges, p. 33).

EXAMPLE II

Original Document: Grayson D., Hodges A., (2002). *Everybody's Business: Managing Risks and Opportunities in Today's Global Society* (DK/FT Press) p. 132, "Demonstrating Added Value in Emerging Economies" table.

Demonstrating Added Value in Emerging Economies

Area of Added Value	**Methods of Demonstrating Value**
Building Human Capital	• Investing in education, training, health and safety of employees • Exposing local nationals to international contacts and practices • Paying taxes for the government to spend on social services • Investing in education, training, health, and nutrition projects

<u>Plagiarism by Direct Copying</u>

When a corporation operates in **emerging economies** it must demonstrate how it can add value to the local economy by **building human capital.** It can do this in four ways. First, the corporation helps the local economy by **investing in education, training, health and safety of employees.** Second, the corporation **exposes local nationals to international contacts and practices.** Third, the corporation is a benefit to the local economy because **it pays taxes for the government to spend on social services.** Finally, the corporation can invest in **local education, training, health, and nutrition projects.**

<u>Plagiarism by Paraphrasing, Rearranging Words, and Substituting Words</u>

A U.S. corporation that hires employees in emerging economies can demonstrate its value to the local economy in four ways. First, the corporation helps the local economy by hiring employees, training them, and making sure they work in a safe environment. Secondly, by operating in the local area, the corporation acts as a role model to introduce the local residents to American cultural values and practices. Third, the corporation is a benefit to the local economy because the taxes it pays to the local government will help subsidize social services. Finally, the corporation can go beyond its duty as an employer and invest in local projects that help train local residents or helps educate them on issues such as nutrition and health.

<u>Plagiarism by Theft of an Idea</u>

A U.S. corporation that hires employees in emerging economies can demonstrate its added value to the local economy in four ways: by hiring and training local residents; by introducing these employees to different cultural values and practices; by contributing to the local tax base; and by investing in community projects.

<u>Revision with No Plagiarism and with Independent Thought</u>

U.S. corporations that hire employees in emerging economies can show added value to the local economy in four ways: by hiring and training local residents; by introducing these employees to different cultural values and practices; by contributing to the local tax base; and by investing in community projects. (Grayson & Hodges, p. 132, "Demonstrating Added Value in Emerging Economies" table). For example, when a corporation such as Sean "P. Diddy" Combs' corporation, Sean John Apparel, sets up business in Honduras, it hires and trains unemployed local women to sew shirts. These women work alongside U.S. managers and are introduced to American culture. Sean John Apparel pays taxes to the Honduran government, allowing for social services such as health care and education. Finally, according to the National Labor Committee, Sean John Apparel, after being publicly humiliated, is "doing the right thing" and has a recognized union at the Honduran plant. (National Labor Committee, p. 1).

Rules to Follow to Avoid Plagiarism.

1. **Cite.** The revision gives a short internal cite to the original source. The full cite will be located in the Works Cited page.

2. **Use quotation marks for direct quotes.** Direct quotes in the second to the last line are placed in quotation marks, with the source at the end of the sentence.

3. **Do not copy long excerpts from the original source.** No more than two or three words in a row are copied from the original source.

4. **Do not just paraphrase the original.** Add something new in terms of thoughts and ideas. The revision is not simply a paraphrase of the original; it is an integration of other thoughts and ideas, some original thoughts and some ideas from other sources.

   For more information on how to properly cite and avoid plagiarism, see Charles Lipson, *Doing Honest Work in College.*

How Professors Spot Plagiarism

You may wonder how your professors will know that you have taken someone else's work, whether you are copying and pasting it directly from another source without attribution, or paraphrasing the author's words and passing them off as your own. The answer is that it's not as difficult as you might think to spot plagiarism and professors are experts at it.

Professors are experts in their field and that means that they are part of an ongoing "conversation" with other experts. This means that they will generally know what the important ideas are right now in their discipline. They will be aware what research is currently being conducted and what theories are being put forward by their colleagues on the issues of the day. In fact, your professor may well have used her knowledge of the interesting debates in her discipline to frame the research paper you are doing. That way the professor hopes to get you to read the views of experts in the field about an important topic and start to formulate your own ideas, develop critical thinking and reasoning skills and learn to defend your own conclusions. If you paraphrase an idea and pass it off as your own, your professor is very likely to recognize the idea, be familiar with its real source, and know that you are not its original author.

Professors also get to know their students and their writing style. If the tone of your paper or the level of complexity of your ideas and argument suddenly changes, (whether midway through a paper, or midway through a semester) your professor may suspect it's not your own work. From here it's an easy matter for the professor to check her suspicions. There are also numerous ways for professors to check any hunches they have about the originality of your work, particularly in a digital age. The first thing that the professor is likely to do is to use Google, or a similar search engine, to search the web using phrases from your paper. If you have copied directly from another source then very often this simple action will bring the professor directly to the paper from which you took your idea. Professors also have access to paid databases and some more sophisticated web-based resources (like Turnitin) for checking for plagiarism.

It's really not that difficult to spot that some detailed facts or a complex theory in a student paper does not originate with a student who, after all, is not an expert in the subject area. Professors want to know that you have read, understood, and analyzed the views of experts in the field. They will not be impressed if you try to pass off the work of these experts as your own.

They will be far more delighted (and inclined to grade accordingly) if they believe that you have read and understood what the different experts are saying, can describe the different theories on the topic by the various experts, perhaps show some evidence of independent thought and can now really join the "conversation."

Plagiarism Self-Quiz

Let's see if you understand and can apply these concepts. Here's a plagiarism self-test with an answer key to see if you are on the right track. In each of the following questions, read the original and determine if the student examples were plagiarized.

1. John reads the following passage in Marianne M. Jennings' *Business: Its Legal, Ethical, Global Environment*, at 789-790 (6th ed. 2003).

> In *City of Los Angeles Department of Water v. Manhart*, the Supreme Court held that employers could not require female employees to contribute more to their pension plans than males. The additional contributions for the female employees were required by the employer because the pension planner had statistical evidence that longevity of female employees exceeded that of male employees. If the Supreme Court had sanctioned the disparity in pension plan payments, the higher cost of having female employees could have been cited by employers as the reason for their hiring practices. Insurers and employers are required to treat employees as a group and not break them down by their age, sex, or other characteristics.

He **does not** read the case being discussed—*City of Los Angeles Department of Water v. Manhart*. He solely relied on the Jennings excerpt. In his paper, he writes the following sentences. Which of the following **does not** involve plagiarism?

a. In *City of Los Angeles Department of Water v. Manhart*, the Supreme Court held that an employer unlawfully required female employees to contribute more to their pension plans than males.
b. The Supreme Court has held that an employer could not structure pension contributions so as to allow male employees to contribute less to their pension plans than females.
c. The Supreme Court has held that insurers and employers are required to treat employees as a group and not break them down by their age, sex, or other characteristics.
d. Textbook author, Marianne Jennings, notes that "[i]nsurers and employers are required to treat employees as a group and not break them down by their age, sex, or other characteristics." Marianne M. Jennings *Business: Its Legal, Ethical, Global Environment*, at 790 (6th ed. 2003).

2. Original: Anon, A Beautiful Day for a Fair, *Pennsbury News*, June 14, 2005, at p. 2. “At today’s Pennsbury fair, the weather was perfect and the students were excited. Kites were flying, children were running about, and parents were hugging the happy graduates. In an address to those present, Principal Katz said, ‘Never say anything that does not need to be said.’”

   You attend the fair and write the following. You did not read the article printed above. Which of the following is plagiarism?

   a. The day was gorgeous, the graduates were smiling, and the children were running after kites.
   b. The day was gorgeous, the graduates were smiling, and the children were running after kites. Speaking to the audience, Principal Katz said, “Never say anything that does not need to be said.”
   c. Neither is plagiarism

3. The original was written by sportswriter Peter King on the *Sports Illustrated* website: “McNabb had a bad throwing thumb at the time of the 2003 meeting with the Pats, which was part of the reason he was stinking up the joint. All he’s done since is have his best regular season ever, and take this star-crossed team to its first Super Bowl since the Dick Vermeil days.”

   Ken Powers, a reporter for the *Worcester Telegram and Gazette* which is owned by the *The New York Times*, wrote the following column:

   “What those vocal Philly fans didn't know then was that McNabb had a bad throwing thumb, a large part of the reason he was stinking up the joint. All he’s done since is have his best regular season ever, and take this star-crossed team to its first Super Bowl since the Dick Vermeil days.”

   Should Ken Powers be fired for plagiarism?

   a. Yes
   b. No

4. Original: Eric Schlosser, *Fast Food Nation*, p. 96 (2003): “The new franchising strategy proved enormously profitable for the McDonald’s Corporation. We are not basically in the food business,” Sonneborn once told a group of Wall Street investors, expressing an unsentimental view of McDonald’s that Kroc never endorsed. “We are in the real estate business. The only reason we sell fifteen cent hamburgers is because they are the greatest producer of revenue from which our tenants can pay us rent.”

Which of the following is **not** plagiarism?

a. Although Ray Kroc would attribute McDonald's success to brand loyalty to his hamburgers, his business partner Sonneborn would attribute its success to its real estate holdings.
b. Although Ray Kroc would attribute McDonald's success to brand loyalty to his hamburgers, his business partner Sonneborn would attribute its success to its real estate holdings. (Schlosser, at 96).
c. Franchising was the heart of McDonald's success; in fact, one of the original founders of McDonald's said that they are not in the food business, they are in the real estate business. (Schlosser, at 96).

Answer Key:

1. The correct answer is d.

   a. In *City of Los Angeles Department of Water v. Manhart*, the Supreme Court held that an employer unlawfully required female employees to contribute more to their pension plans than males. **This is incorrect because (1) it does not cite to the original work (Jennings), (2) it is plagiarizing by direct copying, and (3) John should read the original source (*City of Los Angeles Department of Water v. Manhart*) if he wishes to directly cite it; otherwise, he is misleading the reader into thinking that he read the original source. The proper way to cite this is as follows:**

      In *City of Los Angeles Department of Water v. Manhart*, the Supreme Court held that an employer unlawfully required "female employees to contribute more to their pension plans than males." (Jennings, at 789-90 (citing *City of Los Angeles Department of Water v. Manhart*)).

   b. The Supreme Court has held that an employer could not structure pension contributions so as to allow male employees to contribute less to their pension plans than females. **This is plagiarizing by paraphrasing.**

   c. The Supreme Court has held that insurers and employers are required to treat employees as a group and not break them down by their age, sex, or other characteristics. **This is plagiarizing by direct copying.**

   d. Textbook author, Marianne Jennings, notes that "[i]nsurers and employers are required to treat employees as a group and not break them down by their age, sex, or other characteristics." Marianne M. Jennings *Business: Its Legal, Ethical, Global Environment,* at 790 (6th ed. 2003). **This is correct.**

2. The correct answer is c. You did not plagiarize since you did not read the original source. You directly quoted from Principal Katz, and that is permissible.

3. Ken Powers was fired for plagiarism. According to an article by Katherine Seelye, "Sportswriter at Massachusetts Paper is Fired for Plagiarism," published by *The New York Times* on February 4, 2005, p. C-5, the *Worcester Telegram and Gazette* published a correction, stating that "'substantial portions' of Mr. King's column were printed 'under the byline of Ken Powers.'" The newspaper apologized to its readers and to *Sports Illustrated* and said it was conducting an investigation. *The Worcester Telegram's* editor, Harry Whitin, issued the following statement: "Ken Powers's column on Jan. 30 did not constitute his own work. He does not dispute that. Further investigation has revealed that this was not an isolated incident and that he has previously used the work of others without proper attribution. We have terminated his employment and our investigation into his past work continues." <u>Sportswriter at Massachusetts Paper is Fired for Plagiarism</u>. The editor noted that Ken Powers had plagiarized "at least a half dozen" articles.

4. The correct answer is b.

   a. Although Ray Kroc would attribute McDonald's success to brand loyalty to his hamburgers, his business partner Sonneborn would attribute its success to its real estate holdings. **Plagiarism by Theft of Idea.**
   b. Although Ray Kroc would attribute McDonald's success to brand loyalty to his hamburgers, his business partner Sonneborn would attribute its success to its real estate holdings. (Schlosser, at 96). **Proper citation.**
   c. Franchising was the heart of McDonald's success; in fact, one of the original founders of McDonald's said that they are not in the food business, they are in the real estate business. (Schlosser, at 96). **Plagiarism by paraphrasing. The proper way to cite this would be:**

      Franchising was the heart of McDonald's success; in fact, one of the original founders of McDonald's said "We are not … in the food business…. We are in the real estate business." (Schlosser, at 96 (citing Sonneborn)).

Citations and Bibliography

In-text Citations.

At the end of the sentence with something to cite, insert (author's last name, year). For example, when there are two coauthors:

(Aslanbeigui and Oakes, 2010)

Many specific, tailored examples of citations are provided in the book assigned in BUS 200:

Lipson, C. (2004). *Doing honest work in college: How to prepare citations, avoid plagiarism, and achieve real academic success.* Chicago, University of Chicago Press.

On page 109, Lipson (2004) provides an index with page numbers for specific kinds of citation.

When citing the same source twice in a row, your in-text citation should be (*Ibid.*). *Ibid.* is short for *ibidem*, the Latin for "in the same place." That is, the citation can be found in the same place (source) you previously cited. If your source is the same, but the page number is different, cite with the new page number: (*Ibid*., p. 13).

Bibliography Format

Your bibliography must be alphabetical by author or publishing agency. APA (American Psychological Association) style is the format used in business writing. For specifics, see http://owl.english.purdue.edu/owl/resource/560/01/.

Here are some standard kinds of citations. For less common sources, check Lipson (2004, p. 109).

Journal article:

Johnston, J. (1958). Statistical cost function: A reappraisal. *Review of Economics and Statistics, 40*, 339-350.

When you use online journal databases to locate a journal article, the web address of the article should **not** be included in your citation. It is not a generally accessible url, only those with passwords to enter the database can get there. Instead the citation includes the database from which you accessed the article:

Greenberg, P.E., Kessler, R. C., Birnbaum, H. G., Leong, S. A., Lowe, S. W., Berglund, P. A., Corey-Lisel, P. K. (2003). The economic burden of depression in the United States: How did it change

between 1990 and 2000? *Journal of Clinical Psychiatry 64*(12):1465-75. Retrieved March 3, 2007, from JSTOR database.

However, the standard bibliographical citation of a journal or news article should include a web address if the journal is in the public domain and you accessed it on the web. See for instance the examples under **News Articles** below.

Book chapter in an edited collection:

Appelbaum, E. (1979). "The labor market." In A. Eichner, Ed., *A guide to Post Keynesian economics* (pp. 100-119), Armonk, NY: M. E. Sharpe, Inc., pp. 100-119.

Book:

Dean, J. (1951). *Managerial economics*. Englewood Cliffs NJ: Prentice Hall, Inc.

Classic Text (Book):

Keynes, J. M. (1936/1964). *The general theory of employment, interest and money*. New York: Harcourt Brace.

The original date of publication is put first, with the current reprint year after the slash. In the paper you will cite both years: (Keynes, 1936/1964).

News Article with Author:

O'Brien, K. (2010, May 21). We ask, we tell, we whisper. *The Star-Ledger*. Retrieved June 15, 2010, from http://blog.nj.com/njv_kathleen_obrien/2010/05/post_6.html

This is cited in-text as (O'Brien, 2010).

<u>News Article without Author</u>:

BP—Blah Performance. (2010, June 16). *Newsweek*. Retrieved June 15, 2010, from http://www.newsweek.com/2010/06/16/bp-obama-s-blah-performance.html

This is cited in-text as (“BP—Blah Performance,” 2010).

<u>US Government Publications</u>

First you have to figure out which US agency published the webpage. This may be right after www. in the web address, but may not be completely specified there. Three examples follow.

U.S. Department of Labor, Bureau of Labor Statistics (US BLS) (2006). “College enrollment and work activity of 2005 high school graduates.” News release USDL 06-514. Retrieved June 15, 2010, from http://www.bls.gov/news.release/archives/hsgec_03242006.pdf

Providing the abbreviation “US BLS” after the author permits you to use the following in-text citation:

(US BLS, 2006).

When your source is an official US or state government document, include “US” or, e.g., “NJ” in the abbreviation and at the beginning of your in-text cite. For instance, information from the state’s environmental protection agency would be cited (NJ DEP, 2010). That way the reader can recognize without checking the bibliography that your material is from an official source.

If you have two citations for the same year, label them sequentially (alphabetically by title since the author is the same) 2006a and 2006b, then cite, e.g., (US SSA, 2006a) for the first source:

US Social Security Administration (US SSA) (2006a). “Fact sheets for demographic groups: Social Security is important to women,” June. Retrieved March 31, 2007, from http://www.socialsecurity.gov/pressoffice/factsheets/women.htm

Sometimes the web-address does not automatically translate to the authoring agency, so always check the homepage for confirmation. For instance, for http://www.fns.usda.gov/fsp/ your bibliographical entry and citation would be:

US Department of Agriculture, Food and Nutrition Service (US FNS) (2007). “Food stamp program.” Retrieved March 31, 2007, from http://www.fns.usda.gov/fsp/

The in-text citation would be (US FNS, 2007).

NGOs (Non-Government Agencies, aka Non-Profit Organizations)

If you used the following website:

http://www.nationalhomeless.org/directories/advocacydirectory/new_jersey.html

to cite it requires figuring out who the sponsoring organization is. The homepage should identify that organization, and the phrase after www. usually gives a good hint; in this case, the sponsoring organization is listed at the top of that page, National Coalition for the Homeless.

Also, you need to know the name of the page you are looking at, which would be the title of the page. This is usually provided at the top, but sometimes in the web address. In this case, the appropriate citation for the above web address would be

National Coalition for the Homeless (2010). “Advocacy directory, NJ Homeless,” retrieved June 9, 2010, from http://www.nationalhomeless.org/directories/advocacydirectory/new_jersey.html

where the title comes from the web address, since it is not posted on the webpage.

Writing Rubric for Assessment

On the following page you will find a Writing Rubric for Sophomore and Senior-Level Courses. This is not the rubric your professors will give you for their particular classes. We have included this here to show you our expectations for how you will develop as a writer during your college years. This is the rubric used by the School of Business to assess our students' writing during their college careers.

Writing Rubric for Sophomore and Senior-Level Courses				
PAPER CODE NAME:		ASSESSMENT DATE:		
EVALUATOR:				
KEY CHARACTERISTICS	DEVELOPED 3	DEVELOPING 2	UNDERDEVELOPED 1	SCORE
Purpose & Thesis	The Intro provides easily identifiable purpose/thesis. Conclusion nicely unifies work.	Intro states purpose/thesis but value of contribution may be unclear. Conclusion hits key results.	In the Intro, the purpose/thesis of the paper is unclear. Conclusion missing or unsupported by findings.	
Logic, Evidence & Reasoning	All ideas in the paper flow logically; each argument is identifiable, reasonable, and supported by appropriate evidence. Author anticipates and successfully defuses counter-arguments and makes novel connections to illuminate thesis. Examples are used to support the paper's purpose. Excellent integration of quoted material into sentences. Excellent transitions from point to point.	Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments are acknowledged, although perhaps not adequately addressed. Examples used to support points where helpful. At times, evidence could be deployed more effectively. Quotes generally well integrated into sentences.	Logic often fails, or argument is often unclear. May not address counter-arguments. Points often lack supporting evidence, or evidence does not advance or relate to claims (often because there may be no clear point). Quotes may be poorly integrated into sentences.	
Document Organization	Organization is clear and appropriate for thesis. Paragraphs support solid topic sentences.	Organization generally clear and appropriate, though may wander occasionally.	Overall structure and organization less than evident.	
Mechanics & Control of Language	Excellent sentence structure and grammar. Correct use of punctuation and citation style. Minimal to no spelling errors. No run-on sentences, comma splices, or non-sentences.	Sentence structure and grammar strong despite occasional lapses. Punctuation and citation style often used correctly. Some (minor) spelling errors; may have 1-2 run-on sentence or comma splice.	Problems in sentence structure and grammar. Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.	
PLEASE PLACE COMMENTS TO HELP IMPROVE ASSESSMENT (E.G. RUBRIC/ASSIGNMENT) ON THE BACK				