

Department of International Studies

Student Writing Guide

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Contents

1. Department note.....	3
2. SMs (Stupid Mistakes).....	4
3. Basic exam essay form.....	5 - 6
4. What is 'Plagiarism'?.....	7
5. Citations.....	8 – 9
6. References.....	10
7. Homework essay (sample).....	11 - 12

Department Note

The Department of International Studies (DIS) has devised this writing guide to help students meet department expectations regarding basic academic writing. This guide is meant to highlight writing concepts deemed highly important by DIS staff and provide samples of these writing concepts.

Students should use these guidelines to write all in-class essays and homework assignments. Department staff recognizes that the concepts provided herein are not comprehensive, so if students have questions regarding writing form, they should speak to a professor.

Writing is a very important skill during and after university. We hope every student will strive to be the best writer he or she can be. In addition, we believe this guide can be a helpful tool to achieve better writing skills. In addition to this guide, there are many useful sites online that can help students improve their writing.

* Always follow your professor's instructions regarding assignments. These guidelines are general in nature, but your professor may have specific instructions for different assignments.

** This guide should be used for PPT presentations as well.

SMs (Stupid Mistakes)

SMs are stupid mistakes that no student should make when writing. These are mistakes that can be corrected easily with editing and proofreading. Editing is the process of correcting content that has already been written—*everything you write should be read at least two times and mistakes changed!* Proofreading is the final reading of a piece of writing to find any simple spelling or grammar errors.

The following SMs should not happen:

SM #1: Omitting articles: This is cup. Korea is small country. X

SM#2: Omitting prepositions: I go Kyeongju. I live Haeundae. X

SM#3: Wrong tense: Yesterday I play soccer. X

SM#4: Noun-verb disagreement: He like... /They takes... X

SM#5: Omitting plurals: He has many friend and two car. X

SM#6: Omitting basic punctuation: i am bob. who are you X

Correction SM #1: This is a cup. Korea is a small country. O

Correction SM #2: I go to Kyeongju. I live in Haeundae. O

Correction SM #3: Yesterday I played soccer. O

Correction SM #4: He likes... /They take... O

Correction SM #5: He has many friends and two cars. O

Correction SM #6: I am Bob. Who are you? O

Basic Exam Essay Form

An essay is a collection of paragraphs. A paragraph is a collection of sentences.

Sample sentence:

It is important to be a good person.

Sample paragraph (a paragraph explains one idea):

It is important to be a good person. A good person is someone who is ethical in his activities. A good person will not cheat on tests or take something that is not his. Good people are needed to make society a better place to live for all citizens.

(Paragraphs are 3 or more sentences!)

An Essay

An essay has 3 or more paragraphs. It has 3 required parts. It has an introduction, a body, and a conclusion.

1. Introduction: say what you are going to say! (the topic of your essay)
2. Body: say it! (details about your main topic/idea)
3. Conclusion: say what you just said! (your concluding thoughts)

An essay is generally fairly short, maybe only 1-3 pages. Therefore, an introduction and conclusion are usually only 1 paragraph; a body is usually 2 or more paragraphs.

(Sample essay) Ethics and Politics *

A politician is someone whose work and/or responsibility is to influence or help in making decisions in a certain society. In most countries they are elected by people in the society to represent them in decision making. Ethics govern how politicians are expected to behave even in the absence of law. Unfortunately, politics is fraught with ethical dilemmas that often involve politicians.

The most pronounced ethical dilemmas in politics are the behavior of politicians who are expected to give clear direction on what the society is expected to do. They are supposed to be role models, guide the society towards achieving its potential and making good use of available resources to improve the living standards of individuals in the society. Unfortunately, a good percentage of them are not working on making decisions that favor the society. They have diverted their role and taken advantage of the poor in the society, by using their positions to meet their needs rather than those of the people. The nature of this ethical dilemmas related to politics are behavioral and are subject to change.

They dedicate their interest on things that will benefit them only and those of close relations to them; this self centered behavior is not in the expectation of the people they serve in the society and it is against the norms of the same society. Corruption is another vice that run in the blood of most politicians. Some demand to be given bribe in order to perform a certain task. Truth and justice are just but a thing the society must live by. However, politicians take them for granted in favor of their own interests. Another ethical dilemma associated with politics is greed and love for money, which has driven most politicians away from their role in the society and they cannot work to meet their expectations. Despite the natural need to raise the living standards of individuals in the society, politicians take advantage of the poor thus oppressing and exploiting them in several ways as they look for fame and money and enrich themselves at the expense of the common man. This does not conform to the norms and expectations of the society they live in.

The behavior of politicians is often unethical. The society aims at resolving these non-ethical political issues by carrying out campaigns against corruption in the society, educating people especially the youth on the important roles of politicians and on leadership qualities, educating the society on their rights so that they are not exploited by politicians and to elect the right people to represent them. These issues can also be resolved by giving severe punishment on corrupt deals to discourage giving and taking of bribes thus enhancing truth and justice within and outside the society. Politics is fraught with ethical dilemmas, so it should be understood that ethics are as important as laws. It is critical that people, including politicians, are ethical in their behavior.

** This essay taken/adapted from: <http://www.ukessays.com/essays/ethics/ethics-and-politics.php>*

What is 'plagiarism'? *

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism.

But can words and ideas really be stolen?

The answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

** This page from: <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism>*

Citations

Citing sources is the best way to avoid plagiarism. If you use somebody else's words or ideas you must give them credit. The citation will tell the reader from what reference you took the words or ideas. Here in the DIS we like students to use 'in-text citations'—these are citations in parentheses at the end of a sentence. This form is an APA (American Psychological Association) method. It is easy to find helpful sites online about the APA in-text citation style, but a DIS recommended site is the Online Writing Lab (OWL) at Purdue University (<https://owl.english.purdue.edu/owl/resource/664/01/>).

The OWL page states:

“Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.”

Here are some examples of citations

1. Author-page style:

It is easy to see that “regionalization was made possible through hegemonic decline” (Hettne, 14).

Hettne stated that “regionalization was made possible through hegemonic decline” (14).

2. If the author is not known, use the publication or title:

It seems that progressive parties have been crushed and fallen out of favor (Korea Times).

3. If it is a general website, then list the website simply. However, put the page URL in your Works Cited list:

The main purpose of the UN is “to keep peace throughout the world” (UN.org).

4. If you are quoting somebody’s speech or discussion:

To be considered a middle power, a country must at least be a member of the G20 (Cotton).

Citations in the text of a paper reflect the references listed at the end of the paper.

References

References are listed in the 'Works Cited' section of a paper.

- The references are always listed in alphabetical order.
- Give enough information so the reader can find the material.
- More information is better than less information.
- Author, year, title, publication, pages, and web address are some of the items in a citation.
- When in doubt about how to cite a work, go to the OWL website: <https://owl.english.purdue.edu/owl/resource/664/01/>.

Sample of reference list from above examples:

Works Cited

Cotton, James. (2013). Interview on Let's Talk Busan. *Busan e-FM Radio 90.5*. November 11, 2013. Online at: <http://www.befm.or.kr/program/letstalk/main.jsp>.

Hettne, Bjorn. (1999). "Globalization and the new regionalism." in Bjorn Hettne, Andras Inotai and Osvaldo Sunkel, (eds.), *Globalism and the New Regionalism*, Vol.1 of The new regionalism. A UNU/WIDER Study (pp. 1-24). New York: St. Martin's Press.

Korea Times. (2014). "Fall of progressives". *Korea Times*. June 8, 2014. Online at: http://www.koreatimes.co.kr/www/news/opinon/2014/06/202_158699.html.

UN.org. "UN at a glance". Online at: <http://www.un.org/en/aboutun/index.shtml>.

Homework Sample Essay

Student Name

Student Number

Class

Date

A Diplomatic Balancing Act: Great Britain's Role in the U.S. Civil War

The U.S. Civil War, which lasted from 1861 to 1864, was one of the most important events in American history. The divide between northern and southern states can still be seen today. However, the Civil War didn't just impact the U.S. Other countries, including Great Britain, France, and Canada were all forced to decide whether they wanted to get involved in America's troubles. For Great Britain, the U.S. Civil War proved to be a difficult diplomatic balancing act. Because Britain had interests in both the Union and the Confederacy, it maintained a steadfastly neutral position throughout the war.

Great Britain's main interest in both the Union and the Confederacy was trade: Britain relied on goods from all over the U.S. In the south the main export was cotton. In fact, a large part of the Confederacy's plan was to force Great Britain and other European countries to join their side by withholding cotton exports, a plan known as "King Cotton" (Blumenthal, 165). However, this plan was foiled due to the large amount of cotton already stored in Europe, which meant that businesses were mostly not affected by the Confederacy's decisions. This meant that while many in the British government supported the Confederacy, they saw no need to jeopardize their relationship with the North by taking sides.

The reason Great Britain was afraid to fight against the Union was its grain supply. During the time of the Civil War, the U.S. was supplying Britain with over 40% of its wheat (Ginzberg, 152). Because Britain relied on the Union for such a substantial amount of its food, it was unwilling to take an official stance in favor of the Confederacy. In fact, it was this reliance on U.S. grain exports that kept Britain from getting involved when a Union officer boarded a British ship in search of Confederate ambassadors (in what became known as the Trent Affair). Great Britain was not willing to take the chance that a large portion of its food supply would be cut off.

The result of these conflicting economic interests was the Great Britain stayed

neutral throughout the war. On several occasions British businesses became involved in the war—for example, a British shipbuilding company provided vessels for the Confederate navy (Sinclair). But the British government refused to recognize Confederate ambassadors (Martin, 113) and officially never took a side in the war. The government steadfastly refused to back the North or the South, and provided neither resources nor political support to either side.

While initially the Confederate states had hoped that intervention from countries like France and Great Britain would help turn the tide of the war in their favor, in reality no European countries played a significant role in the U.S. Civil War. Great Britain simply had too much invested in both sides to risk alienating the Union or Confederate government. In the end their neutrality paid off, as the war was ended without British involvement, meaning Britain was able to maintain their trade with all parts of the U.S. without investing their own resources in the war.

Works Cited

- Blumenthal, H. (1966) Confederate Diplomacy: Popular Notions and International Realities. *Journal of Southern History*, 32(2), 151-171.
- Duberman, M.B. (1961). *Charles Francis Adams, 1807-1886*. Stanford, CA: Stanford University Press.
- Ginzberg, E. (1936). The Economics of British Neutrality during the American Civil War. *Agricultural History*, 10(4), 147–156.
- Sinclair, A. (1896). *Two Years on the Alabama*. Boston: Lee and Shepard Publishers