

Marine Corps University

Communications

~~Style Guide~~
Pocket Style Guide

Marine Corps University

Quantico, Virginia

A PUBLICATION OF

THE LEADERSHIP COMMUNICATION SKILLS CENTER

Editors' Note

Student feedback on the original *MCU Communications Style Guide* has been largely positive since its first edition in September 2007; however, the large size of the book itself and the wide-ranging body of information seem to have overwhelmed some students. In response, the LCSC has created a companion to the guide. This small, pocket-sized manual is comprised of information deemed most essential to MCU student writers. The LCSC has gathered information from one-on-one student sessions, track changes and comments on student papers, and student self-assessment surveys to come up with what we feel are the most common problems in MCU student writing. The five sections included in the pocket style guide are designed to resolve these four key issues:

- **Grammar:** Students can find information relating to common grammatical concerns.
- **Drafting:** Students can get fast tips on outlining, brainstorming, and writing papers.
- **Citing:** Students will find information on and examples of Chicago Style bibliography references and end notes.
- **Revising:** Students can revise their work with these quick tips and proofreading checklists.

It is our hope that you find this pocket style guide useful as you complete your coursework at Marine Corps University; however, if you find yourself perplexed and need additional assistance, we are available for walk-in appointments in the Alfred Gray Research Center, Room 122, MCB Quantico. Our contact number is 703-784-4401. To submit a paper for review, please e-mail us at lcsc.papers@gmail.com. We are honored to work with you and are ready to assist you with any questions or concerns you may have.

Sincerely,

Leadership Communication Skills Center Staff

What you *really* need to know about... GRAMMAR

Using appropriate grammar is a part of writing clearly and concisely. Writing with appropriate verb forms, correct punctuation marks, and the like will polish your ideas and make your paper stronger and clearer to readers. The following strategies can be used to polish your paragraphs and sentences.

Comma: indicates a pause in the text and highlights relationships between words and phrases within a sentence; generally used to emphasize a particular part of a sentence or to clarify a meaning.

Use a comma:

- To separate an adjective from the noun it follows.
 - The general, old and wise, will never forget his first tour overseas.
- To separate an adverbial modifier if it appears at the beginning of a sentence.
 - During the staff ride, students got to experience Pickett's charge firsthand.
- To separate two independent clauses (sentences that can stand alone) with a coordinating conjunction in between.
 - I'm going to rock and roll all night, and I will party every day.
- To emphasize contrasting statements in a sentence.
 - It was her MMS paper, not her Clausewitz summary, that won the student the writing award.
- To separate parallel adjectives.
 - It was a long, hot day to go for a hike.
- To separate parenthetical or nonrestrictive elements.
 - The MRE, though unappetizing, was filling.
- To separate a series of phrases, letters, or numbers.
 - Conference groups one, two, and three were the first to submit papers for review.

- To set off transitional words.
 - The students differed, however, in their discussion of the book *On War*.
- To separate city and state names.
 - I work on a base in Quantico, Virginia.

Do **not** use a comma:

- To separate two independent clauses (comma splice).
 - The Marine Corps Marathon is today,I am going to run 26 miles.
 - Corrected: The Marine Corps Marathon is today; I am going to run 26 miles. (**Note:** A period can also be used in place of a semicolon.)

Semicolon: mark of separation, designates an almost complete stop.

Use a semicolon:

- Before conjunctive adverbs (*therefore, however, thus, hence, nevertheless*) when they connect two related, complete thoughts.
 - We have turned in our position papers; therefore, we now have time to research topics for our MMS papers.
- To connect two complete sentences.
 - Col. Smith wants the documents by 0800; he needs to evaluate the information.
- To separate a series of clauses or phrases if one or more elements contain internal punctuation.
 - The awards ceremony was attended by Dr. Jones, the project's benefactor; Mr. Davis, the project engineer; and Mrs. Beck, the president of the university.

Do **not** use a semicolon:

- To separate two independent clauses if a coordinating conjunction is present.
 - I fought in Operation Desert Storm; and I fought in Operation Iraqi Freedom.

- Corrected: I fought in Operation Desert Storm; I also fought in Operation Iraqi Freedom.

Colon: generally used to call attention to the words that follow it.

Note: According to the Chicago Manual of Style, “when a colon is used within a sentence [such as in the first example below]...the first word following the colon is lowercased unless it is a proper name. When a colon introduces two or more complete sentences, or when it introduces a speech in dialogue or an extract, the first word following the colon is capitalized.”¹

Use a colon:

- After an independent clause to call attention to a list, an appositive, or a quotation.
 - Maslow considers the following in his proposed hierarchy of needs: physiology, safety, love/belonging, esteem, and self-actualization.
- After the salutation in a formal letter.
 - Dear President Obama:
- Between independent clauses if the second clause summarizes or explains the first.
 - I will not be running a marathon this year: I tore my ACL last month.

Do not use a colon:

- Between a verb and its object.
 - This year I will write: a campaign analysis paper, a position paper, and an MMS paper.
 - Corrected: This year I will write a campaign analysis paper, a position paper, and an MMS paper.
- Between a preposition and its object.
 - During his period of service, my brother was stationed at: Pendleton, Quantico, and Iwakuni.
 - Corrected: During his period of service, my brother was stationed at the following bases: Pendleton, Quantico, and Iwakuni.

Dash: used for emphasis, or to represent a sudden break in thought; frequently used when a writer wishes to represent linguistic patterns in dialogue (e.g., repetition, afterthoughts).

Use a dash:

- To point out a sudden break in thought, or set off a parenthetical element.
 - *On War*—which was written by Clausewitz—is an important text.
- To emphasize the second independent clause, or to emphasize a single word.
 - Lamb on pita—that is the best sandwich at Harry O’s.
- For repetition, or to give the appearance of an afterthought.
 - The soldiers completely lost morale after losing over 1,000 men in the battle— they were ready to surrender.
- Before summarizing words that set off a group of ideas or details.
 - Two conference groups—eight and ten—attended the Chancellorsville staff ride.

Do not use a dash:

- In **scholarly writing** if another punctuation mark can be used in its place.
 - I’m running three races this month—a 5k, a 10k, and a half marathon.
 - Corrected: I’m running three races this month: a 5k, a 10k, and a half marathon.

Hyphen: generally used to create the impression of unity, or to clarify ambiguity, particularly when distinguishing a similar sounding compound word from a word with a different meaning.

Use a hyphen:

- When the modifier precedes the noun it modifies.
 - The meeting will assess the long-term goals in Afghanistan.

- When the modifier is a letter or number.
 - M-16
- When a letter would be doubled or tripled in order to create a compound word.
 - Anti-immigration laws
- When a prefix is added to a proper noun.
 - Pre-World War II

Note: Prefixes such as non- and mid- often combine with a common noun to form one word (e.g., mid-career).

Do **not** use a hyphen:

- When the modifier follows the noun it modifies.
 - Our goals, which are lengthy-in-scope, will be assessed at the meeting.
 - Corrected: Our goals, which are lengthy in scope, will be assessed at the meeting.
- After adverbs ending in -ly.
 - I'm going to order a freshly-baked croissant at Harry O's.
 - Corrected: I'm going to order a freshly baked croissant at Harry O's.

Parentheses: enclose explanatory words, phrases, or sentences; may provide a reader with a note of interest, or provide valuable information.

Use parentheses:

- To clarify the meaning of a particular passage without changing its message.
 - There was a small dent in the plane (though it is unknown how it got there).

*Note: If parentheses occur at the end of a sentence, the closing punctuation point should appear **after** the second parenthesis.*

- The president vetoed the bill. (However, the veto can be overturned by Congress.)

Note: An entire sentence is sometimes enclosed in parentheses. In this case, the ending punctuation mark should go inside the second parenthesis.

- To enclose numerals or letters that indicate sequence.
 - The soldier’s narrative (see Section A) described the Battle of Fallujah.

Do **not** use parentheses:

- If the information in the parenthesis is necessary to complete the sentence’s meaning and interferes with the grammatical structure of the sentence.
 - There was a small dent (~~in the plane~~), though it is unknown how it got there.
 - Corrected: There was a small dent in the plane (though it is unknown how it got there).

Brackets: help ensure that readers can understand quoted and/or parenthetical material; also to correct any mistakes made by the original author (i.e. misspelling, capitalization errors).

Use brackets:

- To enclose parenthetical information that is already in parentheses.
 - (The president [George W. Bush] introduced the legislation five years ago, but it didn’t pass.)
- To clarify an ambiguous pronoun in a quotation.
 - “He [Abraham Lincoln] gave the Gettysburg Address in this very spot.”
- To insert words or phrases that help clarify the meaning of a quotation.
 - According to the authors, “The immediate overriding menace of nuclear war [which helped to characterize attitudes during the Cold War] seems to have faded from the forefront of national concern.”²
- If you are quoting an independent clause but not the whole sentence (omitting words at the beginning of the quoted sentence).
 - According to David Kilcullen, “[T]his is a form of ‘counter-warfare’ that applies all elements of national power against insurrection.”³

- To indicate a misspelling, using the Latin abbreviation [sic], meaning “thus” or “such as.”
 - “We will construct the Maginot line too [sic] prevent the Germans from invading France.”
- To indicate that an original quote emphasized material using bold or italics.
 - “Education and training are *significantly* [emphasis in original] different.”

Italics: used to indicate book titles, foreign expressions, or to add emphasis, should be used consistently throughout the paper (i.e. choose italics or underlining and consistently use one form).

Use italics:

- To emphasize a particular word or phrase.
 - I would *never* leave my post unattended.
- For titles of books, newspapers, periodicals, films, paintings, and TV shows.
 - *The New York Times, Mad Men, Joint Force Quarterly, The Last Supper*
- To highlight unfamiliar foreign words and phrases in a text.
 - *Bon vivant*
- When referring to words, letters, or figures.
 - The word *strategic* is often misinterpreted.

Do not use italics:

- To emphasize familiar foreign words.
 - *Persona non grata*
 - Corrected: persona non grata
- For titles of individual chapters in books or articles in periodicals.
 - *Research Methodology and Data Collection in the MCU Communications Style Guide*
 - Corrected: “Research Methodology and Data Collection” can be found in the *MCU Communications Style Guide*.

Abbreviations: shortened forms of words or phrases; should only be used if context is clear to the reader; must be spelled out completely the first time they are used in a paper.

Use abbreviations:

- When using acronyms (words formed by combining the first letter of a series of words in a phrase).
 - scuba, NASA

Note: Many acronyms are written in capital letters without punctuation (NASA). However, other acronyms (such as scuba) have become so familiar that they are used as words themselves and appear in lowercase.

Do **not** use abbreviations:

- When beginning a sentence, with the exception of address terms (i.e. Mr. or Ms.).
- Before a person is identified by his or her full military rank.
 - Brigadier General John Martinez (Use this construction to identify a person the first time, and then switch to Brig. Gen. Martinez.)
- If “the” precedes the term.
 - Hon. Jones → The Honorable Jones
- For states and territories.
 - Virginia instead of VA

Capitalization: Use of an uppercase letter to mark the beginning of a sentence or a proper noun.

Use capitalization:

- For the first word in every sentence.
- For the first word of every expression used as a sentence.
 - Really? How come?
- When writing the salutation and the closing of a letter.
 - Dear Richard, Sincerely
- For proper nouns.
 - United States Marine Corps

- For a common noun or adjective that forms an essential part of a proper noun.
 - Note: If a common noun is used to stand for a proper noun, do not capitalize the word.*
 - Rappahannock River versus the river
- For all names of national or international government and military organizations, documents, and regions.
 - The Bill of Rights versus the bill
- For names of departments within organizations.
 - Department of Agriculture
- For military ranks when used with proper names.
 - Colonel Fairfax versus colonel
- For proper names of colleges, organizations, committees, and agencies.
 - Marine Corps University, Committee of Academic Affairs
- For official degree names only when they are spelled out.
 - Master of Education versus master's degree
- Note: When referring to a degree in general terms, it requires an ('s).*
- For the titles of official regulations, directives, acts, laws, bills, and treaties.
 - The Declaration of Independence versus the declaration
- For names of programs, movements, or concepts when used as proper nouns.
 - the Republican Party, the Quadruple Alliance
- For nouns followed by numbers or letters with the exception of the following: note, page, paragraph, line, size, and verse.
 - Figure A, Section 1
- For compass directions when referring to a specific region, or if the direction is part of a proper name.
 - Southern Maryland versus south

- For days of the week, months, events, races, languages, seasons, holidays, religions, and events.
 - Monday, German, Memorial Day
- For brand names.
 - Nike shoes versus shoes
- For specific course names.
 - History 545 versus history
- For the first word after a colon when:
 - The word is a proper noun.
 - Major Civil War battles occurred in the following cities: Atlanta, Fredericksburg, and Gettysburg.
 - The word is the first word of a quoted sentence.
 - Winston Churchill was quoted as saying the following: “He is a modest little man who has a good deal to be modest about.”
 - The colon introduces two or more sentences; the first word following the colon is capitalized.
 - Marine Corps University is dedicated to fostering both academic and professional achievement: Its schools offer students the opportunity to think, write, and speak critically. Additionally, the University publishes award-winning papers at the end of the year, allowing students to take their ideas beyond the classroom.

Do **not** use capitalization:

- For common nouns that refer to proper nouns.
 - ~~The Military~~
 - Corrected: the military

Numerals: help to determine size or amount of a person, place, or thing.

Use numerals:

- When referring to money.

- \$100
- When referring to measurements, dimensions, and/or temperatures.
 - 57cm, 7x6, 25 degrees Celsius
- When referring to percentages, ratios, proportions, and/or scores.
 - 25%, $\frac{1}{4}$
- For numbers referred to as numbers.
 - Even numbers include: 2, 4, and 6
- When referring to mathematical expressions.
 - $100 + 25 = 125$
- When referring to abbreviations, symbols, and/or serial numbers.
 - SECNAV M-5216.5
- When referring to unit modifiers and hyphenations.
 - M-16
- When referring to dates or military time.
 - 14 June 2010, 1300
- When referring to state, federal, and interstate highways.
 - I-95, Route 1

Do **not** use numerals:

- When a number is less than ten.

Note: If numbers appear in a series and one of those numbers is greater than nine, all the numbers in the series should appear as numerals (1, 6, and 13).
- When referring to a particular century.
 - Twenty-first century
- When referring to a decade.
 - Nineties, the sixties
- When referring to a time of day without using a.m. or p.m.
 - Twelve thirty
- If the number is the name of a numbered street and is less than one hundred.
 - Fifth Avenue

- If the number begins a sentence.
 - Two days ago, I gathered some interesting research for my MMS paper.
- If the number is used with a formal subject.
 - the thirteen colonies
- When preceding a compound modifier with a number.
 - Four 6-inch submarine sandwiches

Possessive Nouns: used to indicate ownership; formed by adding an apostrophe (') or an apostrophe "s" ('s) to the end of a word.

Use possessive nouns:

- To put acronyms and numbers in possessive form.
 - The USA's (U.S. Army) motto is "this we'll defend."
- On the last word of a possessive compound word.
 - Committee Chair's, Committees Chair's (plural possessive)
- To show possession of countries and organized bodies.

Note: Apostrophes are not used after countries or organizations ending in s. Words ending in s, x, or z, if the word is one syllable, require an apostrophe "s" ('s). Add only an apostrophe and omit the (s) for words of more than one syllable.

 - Valdez' army, Marx's philosophy, Venus' atmosphere
- To show possession of geographic names, company names, and institutions.
 - Library of Congress' archives, St. Mark's Square

Do not use possessive nouns:

- To put acronyms and numbers in plural form.
 - Our convoy was hit by several IED²s.
 - Corrected: Our convoy was hit by several IEDs.
- More than once in a sentence.
 - The battalion commander's squad's meals were delivered on the truck.

- Preferred: The meals of the battalion commander's squad were delivered on the truck.

Pronouns: nouns that take the place of a person, place, or thing; frequently used in writing to avoid repetition.

- **Subjective Case:** pronouns used as subjects (I, you, he, she, it, we, they, who).
- **Objective Case:** pronouns used as objects of verbs or prepositions (me, you, him, her, it, us, them, whom).
- **Possessive Case:** pronouns that express ownership (my/mine, your/yours, her/hers, it/its, our/ours, their/theirs, whose).

When using pronouns:

- If a compound sentence contains two pronouns, or a noun and a pronoun, drop the other noun. This action will help you decide which case pronoun you need to use in the sentence.
 - My supervisor and I/me have a few things to discuss. (I have a few things to discuss.) My supervisor and I have a few things to discuss.
- Comparisons shorten sentences by cutting out unnecessary words. Filling in those words in your mind as you write can help you to choose the appropriate case pronoun.⁴
 - Peer editing helps you as much as (it helps) me.

Do **not** use pronouns:

- With unclear antecedents (nouns before pronouns).
 - ~~We~~ must use caution as ~~we~~ study historical cases for lessons learned.
 - Corrected: Marines must use caution as they study historical cases for lessons learned.
- With unclear demonstrative pronouns (pronouns that substitute for nouns, when the nouns they replace can be understood from the context)
 - I did this last year. *What does this refer to?*
 - Corrected: I did this work assignment last year.

Coordinating conjunctions: connect words, phrases or clauses that are of equal importance or have the same grammatical structure within a sentence, include: for, and, nor, while, so.

Use coordinating conjunctions:

- To connect compound subjects.
 - The State Department and other government organizations must coordinate their efforts with the military to win the Long War.
 - To connect compound objects.
 - I plan to invest in Google and Yahoo stock.
 - To connect compound phrases.
 - Students should be expected to complete all the reading and to participate in class.
- Note: A comma is not used in this case.**
- When paired with a comma to connect two independent clauses.
 - The LCSC staff can help students to revise their papers, but we work with more than just grammatical errors.

Parallelism: the act of balancing single words with single words, phrases with phrases, and clauses with clauses; makes a sentence more easily understood and more pleasing to the reader's ear.

Use parallelism:

- To balance single words.
 - General Neller spoke in a candid, genuine, and passionate manner at the meeting on Friday.
- To balance phrases.
 - “I choose my friends for their good looks, my acquaintances for their good characters, and my enemies for their intellects.” – Oscar Wilde
- To balance clauses.
 - “The inherent vice of capitalism is the unequal sharing of blessings; the inherent virtue of socialism is the equal sharing of miseries.” – Winston Churchill

Active versus Passive Voice: When you use the passive voice, the subject (typically a noun) of the sentence is acted upon. When you use the active voice, the subject of the sentence performs an action.

Use active voice:

- To strengthen your writing.
 - The general issued the command to his troops.

Do not use passive voice:

- Because it detracts from the strength and validity of your writing.
 - The command ~~was issued~~ by the general to his troops.

Point of View: the perspective from which a paper is written; errors in student writing occur when inappropriate or multiple points of view are used.

Use point of view:

- In the first person for personal narratives and/or some social science papers.
 - I observed the participants in their natural habitat.
- In the second person when an author wants to address readers directly, or to give the piece an informal tone.
 - Change the structure of the government to allow for a better civil military relationship. (The implied subject in this sentence is “you” because the sentence is a command.)
- In the third person to allow for distance or objectivity between the author and the subject.
 - The researcher took a case study approach to collect and organize the data.

Do not use point of view:

- In the first person if writing a formal, academic paper.
 - I am going to report my findings on potential Marine aviation improvements.
 - Corrected: The researcher will report findings on potential Marine aviation improvements.

- In the second person if writing a formal, academic paper.
 - ~~You~~ need to learn from the failures of those who came before you on the battlefield.
 - Corrected: It is necessary to learn from the failures of those who came before on the battlefield.

Read these quick tips before
you start...

DRAFTING

Planning an Approach: Here are three key steps you can take to make sure you meet the requirements of your assignments:

- Identify the key words.
- Keep the essay requirements in mind (length, outside research, type of paper).
- Give yourself enough time to complete the assignment correctly.

Identify the Key Words: First, look for the key words in the assignment. Key words will tell you how to approach the assignment and will indicate the type of paper the instructor wants you to develop. Below are some examples of common key words:

- **Summarize:** to give the main points briefly.⁵
- **Apply:** to use a learned concept, model, or idea, in a new situation.⁶
- **Argue:** to take a position; to choose a side with justification.
- **Compare/contrast:** to bring out points of similarity and points of difference.⁷
- **Evaluate:** to weigh the advantages and limitations; to appraise.⁸
- **Synthesize:** to combine existing elements in order to create something original.⁹
- **Explain:** to make clear; to show the meaning of something.¹⁰
- **Interpret:** to translate; to explain the significance of something.¹¹
- **Justify:** to give support for your position.

- **Discuss:** to consider a subject from multiple points of view (cite); to present the pros/cons.
- **Analyze:** to break content into components in order to identify parts, see relationships among them, and recognize organizational principles.¹²
- **Comprehend:** to understand what is being communicated in order to make use of the information.¹³

Usually you will have to perform more than one cognitive task (i.e., evaluating, synthesizing, analyzing) when answering a test or assignment question; this may require you to answer multiple sub-questions. Below is an example of the sub-questions you may need to address in order to fully answer a test question or prompt:

- **Example 1:** Compare Bugeaud’s counterinsurgency theory with Callwell’s counterinsurgency theory. Which approach is more applicable today?
 - A. How are the theories similar?
 - B. How are the theories different?
 - C. What is the current military situation?
 - D. Apply the theories to the current situation.
 - E. Argue which approach would work best.

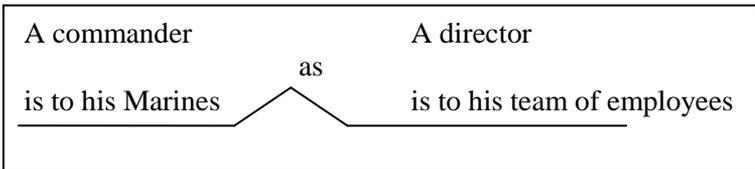
Determine the Scope of the Assignment: When deciding on what information to include in your assignment, make sure to keep the essay length in mind; strive for depth as opposed to breadth. When an instructor assigns a short paper on a broad topic, he/she is often checking to see if students recognize the most important elements in the material. Keep this in mind when deciding what details you can afford to leave out.

Give Yourself Enough Time: The scope of the assignment and needed approach will help you to determine how much time you need to complete the assignment. When possible, it’s always best to complete the assignment in steps.

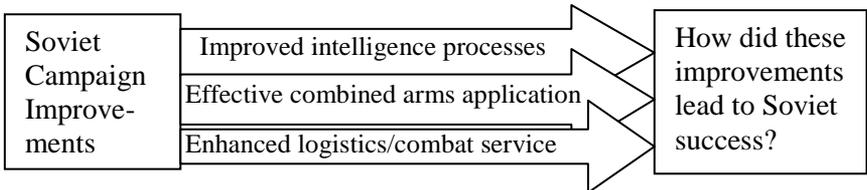
Prewriting: a plan or model for the paper; follows the completion of research and includes brainstorming, mind mapping, and outlining. Prewriting helps you to decide what it is you want to say and how to organize your information effectively.

Prewriting Strategies:

- **Use a tape recorder:** Record yourself talking about your subject. Then, play the tape back and write down everything you said.
- **Free write:** Write down any words, sentences, ideas, or phrases that relate to your topic. This effort will help you to see your ideas on paper, so you can begin to make connections. Don't worry about organization.
- **Post-it Notes/Different colored index cards:** Write ideas, words, phrases, or entire paragraphs on Post-it notes or different colored index cards. Assign each topic idea to a different Post-it or colored index card. This technique will help you figure out how to best organize your ideas, as you will be able to move the notes/cards when you see a better flow or fit for the information.
- **Mind mapping:** Similar to cluster diagramming and outlining, uses specific strategies to highlight connections between ideas. Each mind map has its own purpose. Some are used to compare/contrast, while others are used to break down an idea/concept/object into its component parts or to formulate analogies.
- **Bridge maps:** helpful for *highlighting analogies between different subjects*. It may be hard to explain how a military structure works; therefore, it may be helpful to compare the military structure to something with which your audience is familiar.



- A commander supervises his Marines on tasks and assignments, while guiding them and working with them to advance their performance in the military combat and operation zones.
 - A director supervises his team as well, while guiding the members and working with them to advance their performance in the workplace and boardroom.
- **Cause and effect maps:** show the causes and effects of a thesis statement.
- **Thesis statement:** Finland's tactical success ultimately factored into its strategic demise; this demise occurred once the Soviets demonstrated vast campaign plan improvements to include improved intelligence processes, effective combined arms application, and enhanced logistics and combat service support effort.



- **Theory and application matrix:** helps to visually depict the concepts in your readings/research; this example takes the key components of two counterinsurgency theories and connects the theory to its application in the field.

Kilcullen’s Insurgency Theory	Contextualize the Theory/Application
Views insurgency as a global conflict	Need to control overall environment as opposed to specific area (war on terrorism approach as opposed to war in Iraq approach).
Views counterinsurgency as a system	Strategy of disaggregation (de-linking or dismantling elements so insurgency can no longer function).
Classic Insurgency Theory (Galaula)	Contextualize the Theory/Application
Views insurgency as political/revolutionary war. Therefore, military leaders must consider the political reaction of every military action.	Insurgency will be defeated by controlling the target population. This means eliminating opposition, winning hearts and minds of the people, and building infrastructure.
People tend to favor the side that can offer the most protection.	Presents unity of command; divides lower ranks from the leaders.

Thesis Statement: sustained and logical argument that outlines the main idea of the paper (your position) and how the main idea will be proven; students must take a position and use facts and examples to support that position.

Topic: Chances are your topic has been covered by someone else at some point in time. This doesn’t necessarily mean you should choose a new topic. However, be careful not to recycle old arguments. You may want to ask yourself: “What new insight can I bring to this event? Are there any research gaps—is there a particular aspect of a conflict that has yet to be uncovered?”

Research Question: tells the reader “what” is going to be looked at—the topic of the paper. However, effective thesis statements include not only a “what,” but also a “why” and “how.”

Going from Research Question to Thesis Statement:

- **Research Question:** How should the United States address Hugo Chavez’s growing influence in Latin America? Is this growing influence dangerous to the United States’ national and regional (Latin American) interests?
- **Working Thesis Statement:** The U.S. must counter Hugo Chavez’s influence in Latin America to maintain its regional credibility in the region.
 - This thesis is still vague and incomplete because it does not answer the “how.”
- **Developed Thesis Statement:** In an effort to maintain its regional credibility in Latin America and to preserve its national interests, the U.S. must become less dependent on Latin American oil and must reach out diplomatically to other nations in the region to counter Hugo Chavez’s influence.
 - This thesis statement is complete because it contains the “what,” “how,” and “why.”

Effective Thesis Statement Examples:

- *The U.S. reconstruction of infrastructure in Iraq, particularly the reconstruction of the electrical system, served as a non-kinetic force multiplier for the coalition forces to set conditions to create a secure and stable country.*
 - Argument is specific (focuses on one aspect of reconstruction).
 - Answers “what” this did for Iraq (set conditions to create a secure and stable country).
- *An examination of the current operating environment dictates that today’s artillery community is not structured, trained, or employed to maximize its*

effectiveness in support of full spectrum operations conducted by expeditionary forces.

- Provides a framework for the claim (the current operating environment).
- Tells the reader why the artillery community is not able to maximize its effectiveness.
- Presents criteria (structure, training, employment) to measure/determine the lack of effectiveness of the artillery community.
- Further narrows the thesis by including the qualifier “in support of full spectrum operations conducted by expeditionary forces.”

Outlining: allows you to see all your main points on paper and to organize them strategically before you begin to write; makes it easier to see where additional research or evidence is needed.

Your thesis and topic sentences (i.e., sentence containing the main idea in each paragraph) provide the frame for your outline. You may also want to use questions to develop your outline. For instance, while you may use your primary research question to construct your thesis statement, you may want to use the secondary research questions to develop your supporting ideas. Your outline may be as structured or as abstract as you would like.

When you evaluate your outline, make sure each point directly relates back to your thesis (argument). Each main point should be followed by two or three components that are linked to the main category. Order your points according to importance; give more weight to major points.

Sequential thinkers may find it more useful to develop a standard, structured outline that orders points/ideas in order of importance. If you are a less sequential thinker, you may find it more useful to use a cluster diagram, or to develop your own visual. You may even want to write down a few of your main points on note cards and move them around until you find the appropriate order for your ideas.

Organizational methods:

- **Chronological order:** Paragraphs separate the process or series of events into major stages.
- **Classification:** Paragraphs divide the material into major categories and distinguish between them.
- **Increasing importance:** Paragraphs are arranged so that the most important point comes last, thus building the paper's strength.
- **Cause and effect:** Indicates causal relationships between things and events.
- **Compare and contrast:** Line up related ideas for a detailed account of similarities and differences.

Sample Outline:

1. Introduction: Provide an introduction that emphasizes that Irregular Warfare is here to stay. Explain the nature of Irregular Warfare and implications on tactical intelligence operations. We adapt our conventional forces for this type of fight, but need to formalize lessons learned by way of institutional change to reap the most benefits. Illuminate the trends and best practices that worked and argue for transformation of Company intelligence cells from interim solution to permanent.
 - a. Irregular Warfare is nothing new, but is enduring and effective
 - b. Learn to adapt
 - c. Transformation
 - d. Thesis
2. History (Purpose): Review of history to **determine trends in adaptations** of conventional forces in regards to tactical level intelligence operations/etc.
 - a. Archival research on USMC operations (Banana Wars/etc)
 - b. Vietnam interview
 - c. Algeria
 - d. Brits in Malay

Preliminary research shows the primary capability sets required are Human Intelligence and Information Operations.
--

- e. Philippines
 - f. Portuguese in Africa
 - g. Rhodesia
3. Allies: Review of Allies and other service current practices in an attempt to identify “best practices” being used in an adaptive manner or as part of institutional change.
- a. Australians
 - b. Brits
 - c. Israelis
 - d. Army
 - e. ODA
 - f. Conventional
- All use the concept of an intelligence cell.
4. Doctrinal Review: What does doctrine tell us about the many trends identified?
- a. MCDP-2
 - b. Front Line intelligence
 - c. 3-24 Counterinsurgency
 - d. Small Wars manual
 - e. Information operations
- Preliminary doctrinal review demonstrates the requirement of Company intelligence capability.
5. What does our current adaptation look like?
- a. SASO history
 - b. Journey interview
 - c. Alford interview
 - d. MCCLL pull
 - e. HUMINT enterprise
 - f. MCWL initiative
 - g. Mojave Viper
 - h. Marine JF command MTT
- Overwhelming trend to use Company Intel Cell; all vary in composition, training, and capabilities. MCCDC efforts are working to find best practices/etc.
6. Conclusion: Formalize our “best practices” with institutional change in order to maximize their needed capability.

Parts of the Paper: Most academic papers contain three main parts: the introduction, the body, and the conclusion. The length and scope of each part will depend on the type and length of the paper you are writing.

Introduction: varies in length and complexity depending on the type and length of the paper you are writing, contains just

enough background information to lead up to your thesis statement. The thesis statement is usually the last sentence (or group of sentences) in the introduction; however, the thesis should be placed where it will be most effective for the purpose of your paper and for the reader's needs.

Introductions should:

- Present relevant background—just enough for the reader to understand your thesis statement.
- Capture the reader's interest.
- Present an argument (thesis) that will be proved in the body of the paper.
- Define terms or concepts when necessary.
- Explain the focus of the paper and your specific purpose.

Introductions should not:

- Have vague terms: acronyms, abstract ideas (concepts, subjective terms).
- Have broad, sweeping statements: from the beginning of time man has..., underdeveloped nations are a threat to national security.
- Give too much information: If you want to investigate how George Washington shaped the Continental Army, you do **not** need to begin providing specific examples of his leadership style in the introduction. Save it for the body.
- Create suspense: The reader should not have to “dig” or read beyond the introduction to get a sense of what the paper is about.

Body Paragraphs: considered the “meat and potatoes” of the paper and provide specific evidence and examples to support the thesis statement. In the body of the paper, you will synthesize the data you've gathered from your literature review, field research, and interviews for MMS, IRP, and Future War papers—or resource materials for short papers.

Body paragraphs should:

- Have unity: each paragraph should contain only one main idea. The main idea of a paragraph is often expressed in a topic sentence (usually the first sentence). Just as the paper should only cover the scope of the thesis statement, a paragraph should only address the main idea covered in its topic sentence.
- Be coherent: highlight connections between ideas, provide transitions—that is, show the reader how each sentence (idea) in a paragraph is related to the next idea; highlight relationships between paragraphs; show the reader how each element of the thesis is related to the next.
- **Use transitional words and phrases:** (i.e., however, therefore, conversely, moreover).
- **Avoid ambiguous pronouns:** While you do not want to constantly repeat the same words, be careful with your pronoun usage. When you use pronouns, make sure it is immediately clear what the pronoun is replacing.
- **Keep your terminology consistent:** Make sure you are using the same terminology throughout the paper. If you begin changing these key words or replacing them with synonyms, you run the risk of confusing your reader.
- **Develop ideas:** Each paragraph should contain enough examples and evidence to support the paragraph's central claim. Also, the source material you use to support your claims (whether it is paraphrased or quoted) and the way you present the material will influence the way your reader perceives your argument.
- **Make sure your sources and paraphrases play a supporting role:** Your paper should not be a collection of paraphrases and quotes. When you

write a research paper, you need to make an original argument based on the research you conduct—your sources merely provide the evidence to support your central argument.

- **Don't use a quote when a paraphrase will suffice:** Exact wording may be important at times, especially when you are discussing doctrine, legislation, or another researcher's exact position. However, don't use quotes just because you think the author expressed a particular concept or idea better than you can paraphrase it. Use your own words.
- **Don't use a quote without placing the quote into context.** Make sure you fully explain the significance of the quote (who said it, how does it relate to your research, why it is important).
- **Avoid back to back quotations:** Placing one quote directly after another doesn't give you the chance to fully explain how the first quote supports your thesis (point) before moving on to the next statement.
- **When multiple sources make the same claim, you may want to group them together:** For instance, instead of saying, "General X believes it is important to employ the concept of D.O. in current and future conflicts. General Y also thinks D.O. should be used in current and future conflicts." You may want to say, "According to Generals X and Y, the concept of D.O. should be employed in current and future conflicts."

Conclusion: gives you the chance to make connections between the main points you've presented throughout the paper and to draw broader implications; may include a call to action or may present an issue that is worthy of further study.

Conclusions should:

- Provide the "so what;" explain implications.
- Give the reader a sense of closure.

- Synthesize material you've presented in the body of the paper.

Conclusions should not:

- Rewrite the introduction in different words.
- Restate the thesis statement verbatim.
- Introduce new information.

As stated in previous chapters, writing is a process and involves multiple steps. Therefore, it's important to remember that your first draft will not be your last. Once you've finished your draft, try to put it aside for a few days before taking another look.

CITATIONS

When using words, phrases, ideas, and/or arguments from outside sources (other than you), remember to follow the following guidelines:

- When using exact words or phrases from sources, put quotation marks around the text and cite the material using an endnote.
- When using the ideas of another source and putting them into your own words, no quotation marks are needed, but you still need to cite the material using an endnote.
- When summarizing the ideas of another source, cite the source using an endnote, and put quotation marks around any exact words or phrases.
- Remember to include an endnotes page and a bibliography to reference **each and every source** you used in your paper.

For more information on plagiarism and how to avoid it, please see the unabridged *MCU Communications Style Guide*.

Books

Book with One Author:

Bibliography	Millett, Allan Reed. <i>Semper Fidelis: The History of the United States Marine Corps</i> . New York: FreePress, 1991.
Note	¹ Allan Reed Millett, <i>Semper Fidelis: The History of the United States Marine Corps</i> (New York: Free Press, 1991), 26.

Book with Two Authors:

Bibliography	Sideman, Belle Becker, and Lillian Friedman. <i>Europe Looks at the Civil War: An Anthology</i> . New York: Orion Press, 1960.
Note	² Belle Becker Sideman and Lillian Friedman, <i>Europe Looks at the Civil War: An Anthology</i> (New York: Orion Press, 1960), 21.

Book with Three Authors:

Bibliography	Erfurth, Waldemar, Stefan Possony, and Daniel Vilfroy. <i>Surprise</i> . Harrisburg, PA: Military Service Publishing Company, 1943.
Note	³ Waldemar Erfurth, Stefan Possony, and Daniel Vilfroy, <i>Surprise</i> (Harrisburg, PA: Military Service Publishing, 1943), 18, 21-22.

Book with Four to Ten Authors:

Bibliography	Suisman, Doug, Steven Simon, Glenn Robinson, C. Ross Anthony, and Michael Schoenbaum. <i>The Arc: A Formal Structure for a Palestinian State</i> . Santa Monica, CA: Rand, 2007.
Note	⁴ Doug Suisman and others, <i>The Arc: A Formal Structure for a Palestinian State</i> (Santa Monica, CA: Rand, 2007), 16.

Book with a Corporate Author:

Bibliography	Center of Military History, and Elizabeth A. Shields. <i>Highlights in the History of the Army Nurse Corps</i> .
---------------------	--

	Washington, DC: U.S. Center of Military History, 1981.
Note	⁵ Center of Military History and Elizabeth A. Shields, <i>Highlights in the History of the Army Nurse Corps</i> (Washington, DC: U.S. Center of Military History, 1981), 33.

Book with an Editor:

Bibliography	Gokay, Bulent, ed. <i>The Politics of Oil: A Survey</i> . London: Routledge, 2006.
Note	⁶ Bulent Gokay, ed., <i>The Politics of Oil: A Survey</i> (London: Routledge, 2006), 55.

Book with Edition:

Bibliography	Whittaker, David. <i>Terrorism: Understanding the Global Threat</i> . Rev. ed. Harlow, UK: Longman Pearson, 2007.
Note	⁷ David Whittaker, <i>Terrorism: Understanding the Global Threat</i> , rev. ed. (Harlow, UK: Longman Pearson, 2007), 33.

Book with an Author/Editor and Translator:

Bibliography	Clausewitz, Carl von. <i>On War</i> . Edited by Michael Howard and Peter Paret. Translated by Michael Howard and Peter Paret. Princeton, NJ: Princeton University Press, 1984.
Note	⁸ Carl von Clausewitz, <i>On War</i> , ed. Michael Howard and Peter Paret, trans. Michael Howard and Peter Paret (Princeton, NJ: Princeton University Press, 1984), 99.

Article in an Edited Book:

Bibliography	Calder, Kent. "U.S. Foreign Policy in Northeast Asia." In <i>The International Relations of Northeast Asia</i> , edited by Samuel S. Kim, 225-248. Lanham: Rowman & Littlefield Publishers, 2004.
---------------------	---

Note	⁹ Kent Calder, “U.S. Foreign Policy in Northeast Asia,” <i>The International Relations of Northeast Asia</i> , ed. Samuel S. Kim (Lanham, MD: Rowman & Littlefield Publishers, 2004), 225-248.
-------------	---

Reprint:

Bibliography	Callwell, C. E. <i>Small Wars: Their Principles and Practice</i> . 3 rd ed. London: His Majesty’s Stationery Office, 1906. Reprinted with introduction by Douglas Porch. Lincoln, NE: University of Nebraska Press, 1996.
Note	¹⁰ C. E. Callwell, <i>Small Wars: Their Principles and Practice</i> , 3 rd ed. (London: His Majesty’s Stationery Office, 1906; Lincoln, NE: University of Nebraska Press, 1996), 13.

Book with Multiple Volumes:

Bibliography	Asprey, Robert B. <i>War in the Shadows: The Guerrilla in History</i> . 2 vols. Garden City, NY: Doubleday & Company, Inc., 1975.
Note	¹¹ Robert B. Asprey, <i>War in the Shadows</i> , vol. 2 (Garden City, NY: Doubleday & Company, Inc., 1975), 243.

E-book

Bibliography	Author Last Name, First Name. <i>Title</i> . Publication Location: Publisher, Publication Year. Kindle e-book.
Note	¹² Author First Name Last Name, <i>Title</i> (Publisher, Publication Year), Kindle e-book.

Book Available Online:

Bibliography	Suisman, Doug, Steven Simon, Glenn Robinson, C. Ross Anthony, and Michael Schoenbaum. <i>The Arc: A Formal Structure for a Palestinian State</i> . Santa Monica, CA: Rand, 2007. http://www.rand.org/pubs/monographs/MG327-1/ (accessed June 27, 2007).
Note	¹³ Doug Suisman and others, <i>The Arc: A Formal Structure for a Palestinian State</i> (Santa Monica, CA: Rand, 2007), http://www.rand.org/pubs/monographs/MG327-1/ (accessed June 27, 2007).

Publisher's Imprint:

Bibliography	Behrens, Laurence, and Leonard J. Rosen. <i>A Sequence for Academic Writing</i> . (New York: Longman-Pearson, 2010).
Note	¹⁴ Laurence Behrens and Leonard J. Rosen. <i>A Sequence for Academic Writing</i> . (New York: Longman Pearson, 2010), 225.

Contribution to a Multi-Author Book:

Bibliography	Kanet, Roger E. "Limitations on the Soviet Union's Role in Protracted Warfare in the Third World." In <i>Guerrilla Warfare and Counterinsurgency: U.S.-Soviet Policy in the Third World</i> , edited by Richard H. Shultz, Jr., Robert L. Pfaltzgraff, J., Uri Ra'anan, William J. Olson, and Igor Lukes, 81-98. Lexington, MA: Lexington Books, 1989.
Note	¹⁵ Roger E. Kanet, "Limitations on the Soviet Union's Role in Protracted Warfare in the Third World," in <i>Guerrilla Warfare and Counterinsurgency: U.S.-Soviet Policy in the Third World</i> , ed. Richard H. Shultz, Jr., Robert L. Pfaltzgraff, J., Uri Ra'anan, William J. Olson, and Igor Lukes, 81-98 (Lexington, MA: Lexington Books, 1989), 96.

One Volume of a Multi-Volume Work with Different Authors:

Bibliography	Garand, George W., and Truman R. Strobridge. <i>Western Pacific Operations</i> . Vol. 4, <i>History of U.S. Marine Operations in World War II</i> . Washington, DC: Historical Division, Headquarters, U. S. Marine Corps, 1971.
Note	¹⁶ George W. Garand and Truman R. Strobridge, <i>Western Pacific Operations</i> , vol. 4, <i>History of U. S. Marine Operations in World War II</i> (Washington, DC: Historical Division, Headquarters, U. S. Marine Corps, 1971), 125.

Pamphlets and Reports:

Bibliography	Sustainable Defense Task Force, <i>Debt, Deficits, and Defense: A Way Forward</i> . Washington, DC: Center for Defense Information, 2010.
Note	¹⁷ Sustainable Defense Task Force, <i>Debt, Deficits, and Defense: A Way Forward</i> (Washington, DC: Center for Defense Information, 2010).

Letter in a Published Collection:

Bibliography	Adams, Abigail. Letter to John Adams, 1801. In <i>My Dearest Friend: Letters of Abigail and John Adams</i> , edited by Margaret A. Hogan and C. James Taylor, 15. Cambridge, MA: Belknap Press of Harvard University Press, 2001.
Note	¹⁸ Abigail Adams to John Adams, 1801, in <i>My Dearest Friend: Letters of Abigail and John Adams</i> , ed. Margaret A. Hogan and C. James Taylor. (Cambridge, MA: Belknap Press of Harvard University Press, 2001), 15.

Congressional Research Service (CRS) Reports

Print:

Bibliography	Katzman, Kenneth. <i>The Iran Sanctions Act (ISA)</i> . CRS Report for Congress RS20871. Washington, DC: Congressional Research Service, January 25, 2007.
---------------------	--

Note	¹⁹ Kenneth Katzman, <i>The Iran Sanctions Act (ISA)</i> , CRS Report for Congress RS20871 (Washington, DC: Congressional Research Service, January 25, 2007), 12.
-------------	--

CRS Reports Retrieved from Electronic Databases:

Bibliography	Kan, Shirley A. <i>China and Proliferation of Weapons of Mass Destruction and Missiles: Policy Issues</i> . CRS Report for Congress RL31555. Washington, DC: Congressional Research Service, May 9, 2007. http://search.ebscohost.com/ .
Note	²⁰ Shirley A. Kan, <i>China and Proliferation of Weapons of Mass Destruction and Missiles: Policy Issues</i> , CRS Report for Congress RL31555 (Washington, DC: Congressional Research Service, May 9, 2007), 5, http://search.ebscohost.com/ .

CRS Reports Available Online:

Bibliography	Best, Richard A. <i>Intelligence Issues for Congress</i> . CRS Report for Congress RL33539. Washington, DC: Congressional Research Service, May 16, 2007. http://www.fas.org/sgp/crs/intel/RL33539.pdf (accessed June 29, 2007).
Note	²¹ Richard A. Best, <i>Intelligence Issues for Congress</i> , CRS Report for Congress RL33539 (Washington, DC: Congressional Research Service, May 16, 2007), 6, http://www.fas.org/sgp/crs/intel/RL33539.pdf (accessed June 29, 2007).

Government Publications

Government Documents Available in Electronic Databases:

Bibliography	U.S. Congress. Senate. Committee on Indian Affairs. <i>Combatting Terrorism</i> . 108 th Cong., 1 st sess., July 29, 2003. Committee Print 37. http://www.lexis-nexis.com/ .
Note	²² Senate Committee on Indian Affairs, <i>Combatting Terrorism</i> , 108 th Cong., 1 st sess., July 29, 2003, Committee Print 37, 11, http://www.lexis-nexis.com/ .

Government Documents Available Online:

Bibliography	U.S. Government Accountability Office. <i>Defense Contracting: Use of Undefined Contracts Understated and Definitization Time Frames often not Met</i> . Washington, DC: Government Accountability Office, 2007. http://www.gao.gov/new.items/d07559.pdf (accessed June 29, 2007).
Note	²³ Government Accountability Office, <i>Defense Contracting: Use of Undefined Contracts Actions Understated and Definitization Time Frames often not Met</i> (Washington, DC: Government Accountability Office, 2007), 16, http://www.gao.gov/new.items/d07559.pdf (accessed June 29, 2007).

Congressional Hearings in Print:

Bibliography	U.S. Congress. House. Committee on Armed Services. Procurement and Military Nuclear Systems Subcommittee. <i>Status of the V-22 Tiltrotor Aircraft Program: Hearing before the Procurement and Military Nuclear Systems Subcommittee and the Research and Development Subcommittee of the Committee on Armed Services</i> . 102 nd Cong., 2nd sess., August 5, 1992.
Note	²⁴ House Committee on Armed Services, Procurement and Military Nuclear Systems Subcommittee. <i>Status of the V-22 Tiltrotor Aircraft Program: Hearing before the Procurement and Military Nuclear Systems Subcommittee and the Research and Development Subcommittee of the Committee on Armed Services</i> , 102 nd Cong., 2nd sess., August 5, 1992, 12-14.

Executive Department Documents (Reports, Bulletins, Circulars)

Bibliography	U.S. Department of Defense. <i>Report of the Panel to Review the V-22 Program</i> , by John R. Dailey. Arlington, VA: Department of Defense, 2001.
---------------------	--

Note	²⁵ U.S. Department of Defense. <i>Report of the Panel to Review the V-22 Program</i> , by John R. Dailey. Arlington, VA: Department of Defense, 2001, 6.
-------------	---

Commission Reports:

Bibliography	Commission on Roles and Missions of the Armed Forces. <i>Report of the Commission on Roles and Missions of The Armed Forces</i> . Washington, DC: Government Printing Office, 1995.
Note	²⁶ Commission on roles and Missions of the Armed Forces, <i>Report of the Commission on Roles and Missions of the Armed Forces</i> (Washington, DC: Government Printing Office, 1995), 26.

Committee Prints:

Bibliography	U.S. Congress. Senate. Committee on Foreign Relations. <i>Palestinian Legislative Council Elections: Challenges of Hamas' Victory: Staff Trip Report to the Committee on Foreign Relations United States Senate</i> . 109 th Cong., 2 nd sess, January 2006. Committee Print 55.
Note	²⁷ Senate Committee on Foreign Relations. <i>Palestinian Legislative Council Elections: Challenges of Hamas' Victory: Staff Trip Report to the Committee on Foreign Relations United States Senate</i> , 109 th Cong., 2 nd sess., January 2006, Committee Print 55, 13.

Presidential Documents:

Bibliography	President. "Honoring the Memory of the Victims of the Indian Ocean Earthquake and Tsunamis." <i>Federal Register</i> 70, no. 3 (January 1, 2005): 1159.
Note	²⁸ President, Proclamation, "Honoring the Memory of the Victims of the Indian Ocean Earthquake and Tsunamis." <i>Federal Register</i> 70, no. 3 (January 2005): 1159.

Laws and Statutes:

Bibliography	Public Law 107-56. 107 th Cong, 26 October 2001.
Note	²⁹ <i>USA Patriot Act of 2001</i> , Public Law 107-56, 107 th Cong, <i>U.S. Statutes at Large</i> 115 (October 26, 2001): 275.

Interviews

Unpublished, Personal Communications:

Bibliography	It is not necessary to include unpublished interviews and personal communications in the bibliography.
Note	³⁰ Condoleezza Rice, email message to author.

Published/Broadcast Interviews:

Bibliography	Gallagher, Gary. "Gettysburg Then and Now: A Civil War Times Interview." By Peter S. Carmichael. <i>Civil War Times Illustrated</i> , July 2007, 20-27.
Note	³¹ Gary Gallagher, "Gettysburg Then and Now: A Civil War Times Interview," by Peter S. Carmichael, <i>Civil War Times Illustrated</i> , July 2007, 20-27.

Published/Broadcast Interviews Retrieved from Electronic Databases:

Bibliography	Gallagher, Gary. Gettysburg Then and Now: A Civil War Times Interview. By Peter S. Carmichael. <i>Civil War Times Illustrated</i> , July 2007, 20-27. http://www.proquest.com/ .
Note	³² Gary Gallagher, "Gettysburg Then and Now: A Civil War Times Interview," by Peter S. Carmichael, <i>Civil War Times Illustrated</i> , July 2007, 23, http://www.proquest.com/ .

Published/Broadcast Interviews Online:

Bibliography	Rice, Condoleezza. "Interview with Condoleezza Rice." By Wolf Blitzer. <i>CNN Late Edition</i> , September 8, 2002. http://www.mtholyoke.edu/acad/intrel/bush/wolf.htm (accessed June 29, 2007).
---------------------	---

Note	³³ Condoleezza Rice, "Interview with Condoleezza Rice," by Wolf Blitzer, <i>CNN Late Edition</i> , September 8, 2002, http://www.mtholyoke.edu/acad/intrel/bush/wolf.htm (accessed June 29, 2007).
-------------	--

Audio and Visual Sources

DVD or Video:

Bibliography	Aiken, Andrew, Dave Flitton, Charlie McBride, and James Wignall. <i>The Battle of Midway: the battle/ videorecording</i> . VHS. Alexandria: Time-Life Video, 1995.
Note	³⁴ Andrew Aiken and others, <i>The Battle of Midway</i> (Alexandria, VA: Time-Life Video, 1995), VHS.

Lecture or Presentation:

Bibliography	Al-Bayati, Hamid. "Spring Erskine Lecture. Ceremonial lecture, The Erskine Lecture Series, Marine Corps University, Quantico, VA, May 6, 2008.
Note	³⁵ Hamid Al-Bayati, "Spring Erskine Lecture" (lecture, Marine Corps University, Quantico, VA, May 6, 2008).

Journal Articles

Journal Article in Print:

Bibliography	Hammes, T. X. "The Emergence of 5 th Generation Warfare." <i>Military Review</i> 87, no. 3 (May-June 2007): 14-23.
Note	³⁶ T. X. Hammes, "The Emergence of 5 th Generation Warfare," <i>Military Review</i> 87, no. 3 (May-June 2007): 16-17.

Articles from Electronic Databases (Proquest, JSTOR, EBSCO):

Bibliography	Sanasarian, Eliz, and Avi Davidi. "Domestic Tribulations and International Repercussions: The State and the Transformation of Non-Muslims in Iran." <i>Journal of International Affairs</i> 60, no. 2
---------------------	---

Note	<p>(Spring-Summer 2007): 55-69. http://search.ebscohost.com/.</p> <p>³⁷Eliz Sanassarian and Avi Davidi, “Domestic Tribulations and International Repercussions: The State and the Transformation of Non-Muslims in Iran,” <i>Journal of International Affairs</i> 60, no. 2 (Spring-Summer 2007): 56-57, http://search.ebscohost.com/.</p>
-------------	--

Foreign Language Articles and Journals:

Bibliography	<p>Foucault, Michel. “Des espaces autres,” <i>Architecture, Mouvement, Continuité</i> 5 (October 1984): 46-49.</p>
Note	<p>³⁸Michel Foucault, “Des espaces autres,” <i>Architecture, Mouvement, Continuité</i> 5 (October 1984): 46.</p>

Translated Article:

Bibliography	<p>Foucault, Michel, “Of Other Spaces.” Translated by Jay Miskowiec. <i>Diacritics</i> 16.1 (Spring 1986): 22-27.</p>
Note	<p>³⁹Michel Foucault, “Of Other Spaces,” trans. Jay Miskowiec, <i>Diacritics</i> 16.1 (Spring 1986): 24.</p>

Article from an Online Journal:

Bibliography	<p>Fotopoulos, Takis. “The Civil War as a Means of Imposing the New World Order.” <i>International Journal of Inclusive Democracy</i> 2, no. 4 (November 2006). http://www.inclusivedemocracy.org/journal/newsletter/civil_war.htm (accessed June 27, 2006).</p>
Note	<p>⁴⁰Taki Fotopoulos, “The Civil War as a Means of Imposing the New World Order,” <i>International Journal of Inclusive Democracy</i> 2, no. 4 (November 2006), http://www.inclusivedemocracy.org/journal/newsletter/civil_war.htm (accessed June 27, 2006).</p>

Magazine Articles

Magazine Articles in Print:

Bibliography	McGirk, Tim. "In the Shadow of 1967." <i>Time</i> , June 11, 2007, 42-44, 47.
Note	⁴¹ Tim McGirk, "In the Shadow of 1967," <i>Time</i> , June 11, 2007, 43.

Magazine Articles from Electronic Databases:

Bibliography	McGirk, Tim. "In the Shadow of 1967." <i>Time</i> , June 11, 2007. http://www.lexisnexis.com/ .
Note	⁴² Tim McGirk, "In the Shadow of 1967," <i>Time</i> , June 11, 2007, http://www.lexisnexis.com/ .

Magazine Articles from an Online Magazine:

Bibliography	Cragg, Jennifer. "Battle of Midway." <i>All Hands</i> , June 2007, 15-23. http://www.news.navy.mil/media/allhands/acrobat/ah200706.pdf (accessed June 27, 2007).
Note	⁴³ Jennifer Cragg, "Battle of Midway," <i>All Hands</i> , June 2007, 15, http://www.news.navy.mil/media/allhands/acrobat/ah200706.pdf (accessed June 27, 2007).

Military Publications

Doctrinal Publications:

Bibliography	Headquarters U.S. Marine Corps. <i>Warfighting</i> . MCDP 1. Washington, DC: Headquarters U.S. Marine Corps, June 30, 1991.
Note	⁴⁴ Headquarters U.S. Marine Corps, <i>Warfighting</i> , MCDP1 (Washington, DC: U.S. Marine Corps, June 30, 1991), 52.

Directives:

Bibliography	U.S. Department of Defense. <i>Joint Improvised Explosive Device Defeat Organization (JIEDDO)</i> . Directive 2000.19E, February 14, 2006.
---------------------	--

Note	⁴⁵ U.S. Department of Defense, <i>Joint Improvised Explosives Device Defeat Organization (JIEDDO)</i> , Directive 2000.19E, February 14, 2006, 2.
-------------	--

Instructions:

Bibliography	U.S. Department of Defense. <i>Junior Reserve Officers' Training/Corps (JROTC) Program</i> . Instruction 1205.13, February 6, 2006. http://www.dtic.mil/whs/directives/corres/pdf/120513p.pdf (accessed July 14, 2007).
Note	⁴⁶ U.S. Department of Defense, <i>Junior Reserve Officers' Training Corps (JROTC) Program</i> , Instruction 1205.13, February 6, 2006, 2, http://www.dtic.mil/whs/directives/corres/pdf/120513p.pdf (accessed July 14, 2007).

Orders:

Bibliography	Commandant of the Marine Corps. <i>Marine Air-Ground Task Force Staff Training Program</i> . MCO 1500.53A, August 20, 2002. http://www.usmc.mil/directiv.nsf/82001916d226893285256d12004936dd/f7b8f00bfce223f285256c5400698535/\$FILE/MCO
Note	⁴⁷ Commandant of the Marine Corps, <i>Marine Air-Ground Task Force Staff Training Program</i> , MCO 1500.53A, August 20, 2002, 13, http://www.usmc.mil/directiv.nsf/82001916d226893285256d12004936dd/f7b8f00bfce223f285256c5400698535/\$FILE/MCO%201500.53A.pdf (accessed July 5, 2007).

Marine Corps Bulletins:

Bibliography	Commandant of the Marine Corps. <i>Fiscal Year 2007 Individual Clothing Allowances</i> . MCBul 10120, October 1, 2006. http://www.usmc.mil/directiv.nsf/44528eaa1f9c9e8885256d11005ebe54/1df834f08042262b852571fe007735c6/\$FILE/MCBUL%2010120.pdf (accessed July 12, 2007).
---------------------	--

Note	⁴⁸ Commandant of the Marine Corps, <i>Fiscal Year 2007 Individual Clothing Allowances</i> , MCBul 10120, October 1, 2006, 1, http://www.usmc.mil/directiv.nsf/44528eaa1f9c9e8885256d11005ebe54/01df834f08042262b852571fe007735c6/\$FILE/MCBUL%2010120.pdf (accessed July 12, 2007).
-------------	---

Student Thesis

Student Thesis in Print:

Bibliography	Culbertson, Matthew C. "A Study of the Soviet Conflict in Afghanistan and Its Implications." Master's Thesis, Marine Corps University, 2005.
Note	⁴⁹ Matthew Culbertson, "A Study of the Soviet Conflict in Afghanistan and Its Implications," (Master's Thesis, Marine Corps University, 2005), 23-24.

Student Thesis Retrieved from Electronic Database:

Bibliography	Amdemichael, Haile Araya. "East African Crisis Response: Shaping Ethiopian Peace Force for Better Participation in Future Peace Operations." Master's Thesis, Naval Postgraduate School, 2006. http://stinet.dtic.mil/ .
Note	⁵⁰ Haile Araya Amdemichael, "East African Crisis Response: Shaping Ethiopian Peace Force for Better Participation in Future Peace Operations" (Master's Thesis, Naval Postgraduate School, 2006), 51, http://stinet.dtic.mil/ .

Unpublished Paper:

Bibliography	Sashkin, Marshall. "Organizational Culture Assessment Questionnaire." Manuscript, George Washington University, 1990.
Note	⁵¹ Marshall Sashkin, "Organizational Culture Assessment Questionnaire," (manuscript, George Washington University, 1990).

Working Paper/Draft:

Bibliography	Cordesman, Anthony. "One Year On: Nation Building in Iraq; a Status Report." Working paper, Center for Strategic and International Studies, April 16, 2004.
Note	⁵² Anthony Cordesman, "One Year On: Nation Building in Iraq; a Status Report" (working paper, Center for Strategic and International Studies, April 16, 2004), 21.

Reference Materials

Print Dictionaries, Encyclopedias:

Bibliography	Langer, Howard J. <i>The Vietnam War: An Encyclopedia of Quotations</i> . Westport, CT: Greenwood Press, 2005.
Note	⁵³ Howard Langer, <i>The Vietnam War: An Encyclopedia of Quotations</i> (Westport, CT: Greenwood Press, 2005), 33.

Dictionaries, Encyclopedias Available Online:

Bibliography	NOTE: <i>Most dictionaries and encyclopedias found online will be electronic versions of well-known sources. As in the print version, well-known online dictionaries and encyclopedias do not have to be cited in the bibliography.</i>
Note	⁵⁴ Encyclopedia Britannica Online, s.v. "battalion." http://www.search.eb.com/eb/article-9013771 (accessed July 14, 2007).

Newspaper Articles

Newspaper Articles in Print:

Bibliography	Blatt, R. "Marine Group Moving Half-Marathon to City." <i>Fredericksburg (VA) Free Lance-Star</i> , June 13, 2007.
---------------------	--

Note	⁵⁵ R. Blatt, "Marine Group Moving Half-Marathon to City," <i>Fredericksburg (VA) Free Lance-Star</i> , June 13, 2007.
-------------	--

Newspaper Articles from Electronic Databases:

Bibliography	Associated Press. "Israelis Kill 11 Palestinians." <i>Richmond (VA) Times-Dispatch</i> , June 28, 2007. http://library.pressdisplay.com/ .
Note	⁵⁶ Associated Press, "Israelis Kill 11 Palestinians," <i>Richmond (VA) Times-Dispatch</i> , June 28, 2007, http://library.pressdisplay.com/ .

Newspaper Articles from an Online Newspaper/News Site:

Bibliography	Mears, Bill. "Divided Court Rejects School Diversity Plans." <i>CNN.com</i> , June 28, 2007. http://www.cnn.com/2007/LAW/06/28/scotus.race/index.html (accessed June 28, 2007).
Note	⁵⁷ Bill Mears, "Divided Court Rejects School Diversity Plans," <i>CNN.com</i> , June 28, 2007, http://www.cnn.com/2007/LAW/06/28/scotus.race/index.html (accessed June 28, 2007).

Archives and Special Collections

Correspondence:

Bibliography	McCutcheon, Keith B., papers, Archives and Special Collections Branch, Library of the Marine Corp Quantico. Coll. 3040.
Note	⁵⁸ McCutcheon, Keith B. to Earl E. Anderson, September 27, 1971, Keith B. McCutcheon Papers, Archives and Special Collections Branch, Library of the Marine Corps. Box 1, Folder 12. Coll. 3040.

Reports:

Bibliography	Headquarters, United States Marine Corps, "Composition and Functions of Marine Aviation," Archives and Special Collections Branch, Library of the Marine Corps, Collection 3746.
---------------------	--

Note	⁵⁹ “Composition and Functions of Marine Corps Aviation,” 1955, Headquarters, United States Marine Corps, Studies and Reports Collection, Archives and Special Collections Branch Library of the Marine Corps, Quantico, Coll. 3746.
-------------	--

Photographs:

Bibliography	Jonathan F. Abel Collection, Archives and Special Collections Branch, Library of the Marine Corps. Coll. 3611.
Note	⁶⁰ Straub, Robert, photographer, “Mortar Fire,” photograph, San Francisco: Force Information Office, III Marine Amphibious Force, Military Assistance Command Vietnam 1969, Archives and Special Collections Branch, Library of the Marine Corps, <i>Jonathan F. Abel Papers</i> , Folder 58, Box 4, Coll. 3611.

Oral Histories:

Bibliography	Victor I. Kulak. Oral History Transcript. Archives and Special Collections Branch, Library of the Marine Corps. Oral Histories Collection.
Note	⁶¹ Krulak, Victor I., Interviewed by Benis M. Frank, 1970, transcript, History and Museums Division, Headquarters United States Marine Corps, transcript, page 83, Archives and Special Collections Branch, Library of the Marine Corps. Oral Histories Collection.

Films:

Bibliography	Frederick S. Armitage, <i>Bargain Day, Fourteenth Street, New York</i> , Library of Congress. Early Motion Pictures Collection.
Note	⁶² Armitage, Frederick S., photographer, <i>Bargain Day, Fourteenth Street, New York</i> , 35mm film, United States: American Mutoscope and Biograph Co., 1905. Library of Congress, <i>Early Motion Pictures, 1897-1920</i> .

Maps:

Bibliography	United States Department of the Interior, Geological Survey. <i>Topographic Map of the Island of Saipan, Commonwealth of the Northern Mariana Islands.</i> Archives and Special Collections Branch, Library of the Marine Corps. Map Collection.
Note	⁶² United States Department of the Interior, Geological Survey, <i>Topographic Map of the Island of Saipan, Commonwealth of the Northern Mariana Islands</i> , map, Reston, Va.: U.S. Geological Survey, 1983, Archives and Special Collections Branch Library of the Marine Corps, Map Collection.

Sound Recordings:

Bibliography	Bourgeois, John R., <i>Esprit de Corps</i> , Archives and Special Collections Branch, Library of the Marine Corps. Sound Recordings Collection.
Note	⁶³ Bourgeois, John R., director, <i>Esprit de Corps</i> , compact disc, Quantico, Va.: Marine Corps Historical Foundation, n.d., Archives and Special Collections Branch, Library of the Marine Corps, Sound Recordings Collection.

Web Sites and Postings

E-mails and Online Postings (Blogs):

Bibliography	Note: E-mails and postings are commonly omitted from the bibliography. E-mails that are not part of an online discussion should be treated as personal communication.
Note	⁶⁴ Mark Steyn, comment on “A Historic Day in Iraq,” The Corner on National Review Online, comment posted June 17, 2009, http://corner.nationalreview.com/archives/2009/000_Iraq (accessed June 20, 2009).

Web Site:

Bibliography	Same as stated above for bibliographic reference.
---------------------	---

Note	⁶¹ Purdue University, Online Writing Lab, http://owl.english.purdue.edu/owl/ .
-------------	--

Electronic Mailing Lists:

Bibliography	Turnitin Academy, email to Turnitin mailing list, June 2, 2011.
Note	⁶⁵ Turnitin Academy, email to Turnitin mailing list, June 2, 2011, http://pages.turnitin.com/index.php/email/emailWebview?mkt_tok=3RkMMJWWfF9wsRonv6%2FBZKXonjHpfsX57%2BgoWaKg38431UFwdcjKpMjr1YsJS9QhcOuuEwcWGog8yRxZCOGRdYdN6Q%3D%3D .

And just when you thought the paper was finished... **REVISION**

Revision: The purpose of the revisions process is to catch errors **before** they become part of the final product. Do not expect your first draft to be perfect. In fact, you should **spend as much time revising as drafting**.

Revision Strategies:

- First, print out the document so that you can mark it up; it’s easier to spot errors when you have a hard copy in front of you.
- Read the document from start to finish each time you revise so you get a sense of how the document flows.
- It often helps to **read the document out loud**; this strategy will prevent you from filling in words or glossing over areas that need transitions.
- The **first time you revise**, focus on content issues, or “big picture” errors. This means primarily focusing on the logic of your arguments and the general organization of your ideas.

Revision Checklist:

- Does the paper contain an introduction that provides enough information to contextualize the argument or ideas that you are presenting?
- Does the paper have an identifiable thesis statement?
- Do supporting paragraphs follow logically from the thesis statement?
- Does each paragraph contain a topic sentence that directly relates back to your thesis statement?
- Do you provide enough supporting evidence? Make sure your claims are supported by primary/secondary sources, not just your opinions and personal experience.
- Are paragraphs arranged in a logical order? Do they build on each other? Are there adequate transitions used between supporting paragraphs?
- Does the paper contain a conclusion? Does the conclusion demonstrate how all the ideas connect, or does it merely summarize/restate the claims you made in the introduction? Make sure the conclusion does not present a completely new thought.
- Are the conclusions you have drawn from your sources logical?
- Do you cover the full scope of the issue/topic?

It's also important to check for effective transitions and headings when you revise, as these are the elements that help you to connect your argument back to your thesis statement and provide organizational cues to help the reader.

Using Transitions: Transitions connect each new idea or topic back to your original thesis and highlight relationships between supporting ideas; they also prevent abrupt jumps between words, sentences, paragraphs, or entire sections.

- **Using the proper transition:** Make sure the transition you select serves your purpose. The following section lists transitional words and phrases.

To compare use: whereas, but, yet, on the other hand, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes

To indicate sequence use:

now, at this point, after, afterward, subsequently, finally, consequently, previously, simultaneously

To emphasize use: definitely, extremely, obviously, in fact, indeed, absolutely, naturally, surprisingly, eternally, never, emphatically, unquestionably

To contrast use: however, nevertheless, on the contrary, by comparison, where, compared to, but, although, conversely, meanwhile, after all, in contrast

To prove (argue/influence)

use: for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact

To show cause and effect: therefore, consequently, thus, as a result, for this reason, because, since

Headings: Headings, like transitions, help to orient the reader. While headings do not replace transitions, they do signal to the reader that you are starting a new topic/section. Below are a few basic guidelines for using headings.

- **Be consistent:** For instance, don't use all capital letters for one main heading and use all lowercase letters for the next heading.
 - **Main headings:** Main headings (first-level headings) should be centered and should use all capital letters.
 - **Sub-headings:** Sub-headings should be left-aligned, bolded, and the first letter of each word should be capitalized. Only use subheadings if you have more than one within the section.
- Note:** If there are components that need to be further broken down under a subheading, the section title should be indented (five spaces using the Tab key) and should appear in bold italics. The first letter of the first word should be capitalized.

Editing: Once you have corrected the structural and logical errors in the paper, it's time to begin revising the document for **sentence-level problems**.

Editing Strategies:

- Evaluate your word choice to make sure your writing is specific, strong, and active in voice.
- Make sure you select words that convey your exact intent. For example, instead of saying “It was a **good** meeting,” say “The meeting **resolved three questions.**”
- Avoid abstract language—words that cannot be represented by anything in the physical world (e.g. moral). While you will need to use abstract terms in your writing, you will need to define these terms so the reader can understand what they mean within the context of your paper.
- Avoid clichés, euphemisms, idioms, and careless phrasing that may produce two interpretations.
 - Example of cliché: It was **raining cats and dogs.**
 - Example of euphemism: My mother **passed away** last year.
 - Example of idiom: She is the **apple of my eye.**
- Avoid using jargon—technical language used by a specific group of individuals as a form of shorthand—when writing for or speaking to people outside of your group. Use jargon sparingly when writing for or speaking to people within your group.
 - Example of jargon: I wore my **cammies** today.
- Avoid using ambiguous acronyms and abbreviations.
 - Example of acronym: We need to adjust **PME** (without explaining that PME stands for Professional Military Education).
 - Example of abbreviation: The **prof.** lectured for 90 minutes.
- Eliminate filler words to avoid verbosity. If your writing is cluttered with filler words and phrases, you seem less credible, even if the ideas you are presenting are valid and original.

- Example of filler word: **In light of the fact that**
= because
- Eliminate unnecessary prepositional phrases.
 - Example: This character and nature of the Continental army was a direct result of the profound significance of George Washington’s motives for joining the cause and his actions during the war.
 - Revision: George Washington’s motives for joining the continental army and the actions he performed during the war directly shaped the character and nature of the continental army.
Note: The second sentence still contains prepositional phrases, but many of the unnecessary phrases were eliminated.
- Look for sentences that begin with “there are” or “it is.” Forms of the verb “to be” (am, is, are, was, were) tend to make your sentences wordy and less active. If possible, try to replace these verbs with active verbs (argues, establishes, proves, debunks).
- When evaluating your diction (word choice), you need to question whether the vocabulary used in your paper suits your intended purpose and audience. For example, the vocabulary used when writing to a friend is much different from the type of vocabulary used in a formal research paper.
- Make sure the tone of your writing is appropriate to your audience. Tone **refers to the attitude the author adopts towards the audience and the subject** of the paper or presentation. Tone may be formal or informal, depending on the audience and the purpose of the communication. Tone refers not only to the degree of formality used, but also to the specific attitude of the writer. For instance, tone may be grave, serious, sarcastic, impassioned, experimental, or plain-spoken.

Editing Checklist:

- Do you use strong, active verbs, such as *illustrates* instead of *shows*?
- Do you use specific nouns, such as *Clausewitz* instead of *the strategist*?
- Do you avoid using intensifiers, such as *extremely*, *really*, *importantly*?
- Do you avoid indefinite pronoun starters, such as *it* and *their*?
- Do you keep verbs in active voice (subject before verb), but use passive voice to soften criticism?
- Do you avoid changing verbs into nouns and adjectives with endings such as: - ion, - ment, and - ency?
- Do you express parallel ideas in sentences in parallel form?
- Do you use a mix of sentence lengths and structures for variety, but select the type that best fits the thought?
- Do you keep sentences short – 20 words on average – but vary the length to make your writing (or speaking) interesting and to keep the audience’s attention?
- Do you rely on short words, but make sure they are appropriate for the assignment and academic level?
- Do you use words that are familiar to the audience?
- Do you avoid clichés?
- Do you avoid obsolete or pompous language, including cumbersome words, trite phrases, and elaborate sentences?

Proofreading: The final step in writing a scholarly research paper is proofreading. In this step, you will **examine the “nitty-gritty” sentence level errors**. When you proofread, you are looking for punctuation and grammatical errors within your document. **Do not rely on spell check!** It will not catch all the errors.

Proofreading Strategies:

- Read your document backwards. That is, read each page from the bottom right corner to the top, starting at the last word in each line.
- Place your finger under each word and read the word silently.
- Make a slit in a sheet of paper that reveals only one line of type at a time. Proof the words from the bottom right corner to the top of the page, one line at a time.
- Read the document out loud and pronounce each word carefully. You can also use a tape recorder to record your words as you read. Then play the tape back to yourself and listen for discrepancies.

Endnotes

¹ University of Chicago Press. *The Chicago Manual of Style*. 15th ed. (Chicago: University of Chicago Press, 2003), 257.

² <http://www.cdi.org/issues/failedstates/march99.html>. <accessed 29 June 2010>.

³ <http://smallwarsjournal.com/documents/kilcullen1.pdf>, pg 2.

⁴ Purdue University Online Writing Lab, "Pronoun Case," *Online Writing Lab* (2004), http://owl.english.purdue.edu/handouts/grammar/g_proncase.html (accessed May 28, 2008).

⁵ Laurence Behrens and Leonard J. Rosen, *A Sequence for Academic Writing* (New York: Longman-Pearson, 2010), 225.

⁶ San Diego State University, "Bloom's Taxonomy," *Encyclopedia of Educational Technology*, <<http://coe.sdsu.edu/eet/Articles/BloomsT/index.htm>> (7 May 2009).

⁷ Laurence Behrens and Leonard J. Rosen, *A Sequence for Academic Writing* (New York: Longman-Pearson, 2010), 225.

⁸ Laurence Behrens and Leonard J. Rosen, 225.

⁹ San Diego State University, "Bloom's Taxonomy," *Encyclopedia of Educational Technology*, <<http://coe.sdsu.edu/eet/Articles/BloomsT/index.htm>> (7 May 2009).

¹⁰ Laurence Behrens and Leonard J. Rosen. *A Sequence for Academic Writing* (Longman, 2010), 225.

¹¹ Laurence Behrens and Leonard J. Rosen, 225.

¹² San Diego State University, "Bloom's Taxonomy," *Encyclopedia of Educational Technology*. <<http://coe.sdsu.edu/eet/Articles/BloomsT/index.htm>> (7 May 2009).

¹³ San Diego State University, "Bloom's Taxonomy," *Encyclopedia of Educational Technology*. <<http://coe.sdsu.edu/eet/Articles/BloomsT/index.htm>> (7 May 2009).

Bibliography

Behrens, Laurence and Leonard J. Rosen. *A Sequence for Academic Writing*. New York: Longman-Pearson, 2010.

Hacker, Diana. *A Writer's Reference*. Boston: Bedford/St Martin's, 2007.

The Writing Lab, The OWL at Purdue, Purdue University. *The OWL at Purdue*. www.owl.english.purdue.edu (accessed August 6, 2007).

University of Chicago Press. *The Chicago Manual of Style*. 15th ed. Chicago: University of Chicago Press, 2003.