

RESEARCH PROJECTS*

*Portions derived from Bidde, Arthur W., and Kenneth M. Holland, (1997), *Writer's Guide: Political Science*, Lexington, Mass.: D.C. Heath; Sage, Gregory M., and Stephen M. Carrson, (2007), *The Political Science Writers Manual*, 4th Edition, Upper Saddle River, NJ: Prentice Hall, and Conrad, Diane E. (2000), *Writing in Political Science: A Practical Guide*, 2nd Edition, Boston, Mass.: Addison-Wesley.

RESEARCH PROJECTS

- Why is the proper **format** important?
 - Aesthetics, yes, but... *communication* with reader:
 - Shouldn't interfere with communicating (Don't make it more difficult or confusing!)
 - Helps fit your work into 'stream of research' (Allows grader or reader to assess and/or use your work)
- POLS/IA department standard: **APA Style**
 - <http://owl.english.purdue.edu/owl/resource/560/01/>

RESEARCH PROJECTS

- General Formats
- Do not deviate unless *specifically* instructed
 - U.S.: **8½" x 11"** standard (other countries vary)
 - **1" margins, double-space**
 - Learn to set these in your word processor if needed.
 - **12-point standard font** (Times, Calibri), **black ink**
 - **Page numbers** (always!)



RESEARCH PROJECTS

➤ Title Page

- Title
- Name(s) (alphabetized by last name)
- Course and instructor
- Institution
- Date

- Title: specific, but no longer than 2 lines
- Avoid 'cute' titles (wont help)

RESEARCH PROJECTS

➤ Tables, Illustrations, Figures, & Appendixes

➤ Tables: Discuss in text!

- Format:
- Table #: Title
- Column headings
- Data (with row headings on left)
- Notes and/or Source

Table 43: Time Spent in Social, Commercial and Legislative Activity As a Percentage Of All Time Performed Activities

Year	Social Activities	Legislative Activities	Commercial Activities	Other Activities	Total Time Spent on Activities	Percent of Total Time Spent on Activities
1	1000	700	5000	10000	12000	83.3
2	1500	1200	6000	15000	18000	90.0
3	2000	1500	7000	18000	21000	90.5

Notes: All data are based on data from the Legislative Committee on Government and Finance (LCGF) and the Legislative Committee on Government and Finance (LCGF).

- Figures (including charts, graphs, illustrations)
- Discuss in text; same format as tables

RESEARCH PROJECTS

➤ Tables, Illustrations, Figures, & Appendixes

➤ Appendixes

- In back of text. Supplemental, not integral (though usually mentioned parenthetically in text or in notes)
- Same format as tables, but *lettered*, not numbered

➤ Always use section headings!

- Introduction, Background/History, Analysis, Conclusion (or similar headings)

RESEARCH PROJECTS

➤ Sources

➤ Academic!

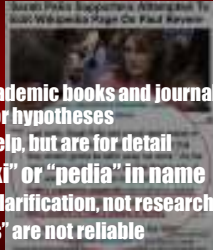
➤ For most projects: relevant academic books and journals *first* – to develop theory and/or hypotheses

➤ Newspapers and magazines help, but are for detail

➤ NEVER cite: dictionaries, “wiki” or “pedia” in name

➤ At best, they are for personal clarification, not research

➤ Communally-developed “wikis” are not reliable



RESEARCH PROJECTS

➤ Citing Sources

➤ When in doubt, cite! *Always* cite direct quotes

➤ APA style (author-date system)

➤ Information in text: (Author Date)

Example: Presidential power is based on persuasion (Neustadt 1990).

➤ Direct quote in text: (Author Date, page or para.)

Example: Presidential power is “the power to persuade” (Neustadt 1990, p. 11).

RESEARCH PROJECTS

➤ Bibliography/References:

Book: Last, First M. (Year). *Title*. City: Publisher.

Article: Name. (Year). Title. *Journal*,
Volume#(Issue#), pages.

Web: Name. (Year). Title. *Site*.
↳ <url> (date retrieved).

➤ ‘Outdent’ 5 spaces or ½” (a.k.a. “hanging indent”)

RESEARCH PROJECTS

- **Citing Sources**
- **Note: Citations should match references**
 - **Citation (e.g., of quote in paper):**
One prominent theory of presidential power is that it is “the power to persuade” (Neustadt 1990, p.11).
 - **Reference (in bibliography):**
Neustadt, Richard E. (1990). *Presidential Power*.
New York: The Free Press.

WRITING

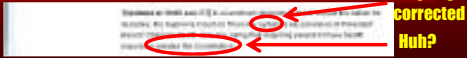
- **Writing is one of the best ways to *learn***
- **The Process:**
 - 1. *Prewriting*: Planning, Organizing
 - 2. *Writing*: Drafting
- **Cavalli: “The *best* writing is...”**
 - 3. “...*R*Ewriting!”: Revising, Editing, Proofreading

WRITING

- **Competent writing is *important!***
- **Failure to do this: distracts/misleads, alienates**
- **‘Surface errors’ (spelling, grammar)**
 - **Minor punctuation errors can mean the difference between a pleasant evening and a horrific crime!...**
 - “Let’s eat, Grandma” vs. “Let’s eat Grandma!”
 - **Too much info can be as problematic as too little info...**
 - Avoid gender unless needed (e.g., use plural “they”)

WRITING

- RE-writing is *important!*: Health Care upheld
- CNN, Fox mistakenly report it was overturned
 - CNN blog: "Supreme Court...**overturned** a key provision... ruling that requiring people to have health insurance **violates the Constitution**"
 - CNN later corrects story, but **fails to properly rewrite its entry**, leaving this odd (and *still* incorrect) entry:



WRITING

- Use spell-check, but don't RELY on it!
 - Often wont help (than/then, affect/effect), CAN make WORSE: <http://public.wsu.edu/~brians/errors/spellcheck.html>
- Consider audience: voice, knowl. (DON'T assume!)
- Be consistent!
 - spelling (espec. foreign words), grammar (tense, subj./verb), style/format (headings, organization)
