

## Unit Five: Writing Academic Papers

At the end of this unit, the students will be able to:

- Identify the processes of a term Paper
- Write academic papers following the steps of term paper
- Use Proper ways of acknowledging sources in writing academic papers
- Use paraphrasing verbs in writing academic papers
- Write a Bibliography of references used in writing an academic paper.

### 5.1 A Term Paper

Term paper writing is one of the major academic tasks you will be doing in the coming years during your stay at the universality. Did you have any experience of writing a term paper in your high school years? What does this writing activity involve, if you did one? Try to compare your points with the discussion given below.

A term paper is primarily a record of intelligent reading in several sources on a particular subject. Unlike a paragraph, a term paper is an expanded writing in which you present your own interpretation or evaluation or argument on a given academic topic. When you write a paragraph, you use everything that you personally know and have thought about a subject. When you write a term paper you build upon what you know about the subject and make a deliberate attempt to find out what experts know. A term paper involves surveying a field of knowledge in order to find the best possible information in that field. Why do you think instructors assign term paper writing tasks? Answering this question is a good place to start thinking about term papers because if you know why papers are such a common assignment, then perhaps you can approach the task with added enthusiasm and dedication. Two goals usually motivate this assignment. One goal relates to the specific subject of the course; the other goal is based on your professional development. The first course-specific goal is to increase your expertise in that particular area of the course you. The amount that you learn from this or almost any other course will be expanded significantly by doing research and by writing a paper. The effort will allow you to delve into the intricacies of a specific topic far beyond what is possible in the no doubt broad lectures that your instructor must deliver in class.

The second and probably more important goal behind a paper-writing assignment extends beyond the specific content of the course. The object is to sharpen your analytic and writing skills in preparation for the professional career that you may wish to pursue after graduation.

There are several processes that you should pass through in writing a term paper. These processes are discussed below.

### 5.1.1 Establishing the Task and Researching for the Topic

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#### Activity – 5.1

Before you embark on the task of writing your paper, you need to have a framework to do it. What do you think should a student do before he/she starts writing the paper? Do you think that he/she should start writing out right? Why or why not? Discuss your points in groups and compare points of the group with those provided below

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When you first read your assignment topic, identify *what* content you must deal with and how you are to deal with it.

You do not organize your essay around what you know, but around what you are trying to achieve. If you are clear what you must achieve, you will be able to structure your research for the essay more effectively, and read materials more purposefully and effectively. An assignment does not require you to simply reproduce knowledge; it requires you to *use it*. Therefore, it is essential that you understand what your assignment topic requires you to do.

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#### Activity – 5.2

Look at the following assignment topic and identify the question and instruction words which tell you what you must do.

*Choose a civil liberty that interests you. How adequately does the law which applies in Ethiopia protect that liberty? Compare the level of protection in Ethiopia with that in some other country.*

Assignment topics usually make quite clear what your task is by using clear instruction words or phrases. Can you identify the key words clearly set out your task in the assignment? How do you think would these words help you in accomplishing your tasks? Try to report your answers to the group and share the views of others. Finally, one of the group members will report the conclusion of the group on the point.

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The crucial words directing you are set in bold. In this assignment there are three quite separate tasks, each clearly set out.

**Choose** a civil liberty that interests you. **How adequately** does the relevant laws in Ethiopia protect that liberty? **Compare** the level of protection in Ethiopia with that in some other country.

The key words carry the components of the assignment and in effect what you are supposed to do: (1) choosing a civil liberty, (2) assessing level of protection of this civil liberty under the Ethiopian law and (3) comparing the level of protection of this liberty in Ethiopia with that in another country. This gives structure to your task and your objective in the assignment.

Yet being clear about your objectives, knowing the sketch of your task is not enough; you also need to be clear on what areas of law you need to research.

What do you need to find out in order to deal with each of the components of this assignment?

You may feel you have very little idea since this is an area completely new to you. However, you can identify a number of things through careful analysis of the topic. This provides a starting point for your thinking and research.

The following table lists some of the things you would need to know to deal with the assignment on civil liberty. These are only some examples, and you might like to think of others.

Assignment Tasks	What I need to find out
Choose a civil liberty that interests you.	<ul style="list-style-type: none"> <li>• What counts as a civil liberty?</li> </ul>
How adequately does the legislation and which applies in Ethiopia and the international covenants protect that liberty?	<ul style="list-style-type: none"> <li>• What are the relevant statutes in the Ethiopian laws and the international human right instruments ratified by Ethiopia?</li> <li>• What protection do the laws of Ethiopia and these instruments offer?</li> <li>• Will I find this protection clearly stated somewhere, or will I need to interpret implications of existing law for the protection of this liberty?</li> <li>• What criteria can I use to measure "adequacy"?</li> </ul>
Compare the level of protection in Ethiopia with that in some other country.	<ul style="list-style-type: none"> <li>• Which other country should I consider? Have any countries been particularly concerned with this civil liberty?</li> <li>• What is the protection offered by this country?</li> <li>• What criteria shall I use to compare the two countries? (How are comparisons usually made?)</li> </ul>

**Note the following points:**

- The questions you ask yourself at this stage are basic; they give you direction. Issues will become clearer as you research your topic and you will find greater focus.

- If you are clear what you are trying to do, you will read materials far more purposefully. You will notice more easily what is relevant. You will be clearer how you need to read specific texts. Are you looking for information explicitly contained in them, or do you need to 'read between the lines', interpreting what it might mean for your task?
- Reading for and writing your assignment will involve you in using a number of legal skills. These include: interpreting the law, evaluating legal (and other) arguments, applying the law to new circumstances, and justifying claims you make (e.g. by appeal to the law).

### 5.1.2 Outlining the Paper

At this stage you have generated ideas relevant to your purpose. Yet you should not hurry into writing. Think over again what your subject and purpose are, and what kind of material you have found. Then review notes to find main sub-divisions of your subject. Sort the points you come across in your reading into natural groups and then write an outline. Term paper outline usually includes introduction with thesis statement, several points which support the main idea of a work (thesis) and a conclusion which summarizes the material presented in the introduction and body paragraphs and restates your thesis.

### 5.1.3 Parts of the Paper

After you accomplish these tasks, write the paper following the outline you have developed. Your paper will have three basic components: introduction, body and conclusion. Each of these parts has their own functions. Your introduction is the blueprint for your paper. There are no strict rules about the content of your introduction and you need to decide for each essay just what you need to include. However, there are a few points to keep in mind when writing an introduction:

- You will almost certainly **state** quite clearly just **what you are going to do**, or the case you will make.
- With almost equal certainty you will *provide a context* that shows the significance of your discussion in relation to broader issues.

- If your topic is potentially large and needs to be clearly limited, **state the limits** you have set to your discussion.
- If certain terms central to your discussion have ambiguous meanings or might give rise to confusion, **present definitions** for these terms in the introduction.
- If an **outline of the structure** or development of your essay would help your reader, you should provide one.

You must judge what you need to provide in order for your reader to understand clearly what your essay is about and what you are going to do in it.

Because your introduction introduces your essay (and not issues in general) it is almost certain that you will need to make final changes to your introduction after you have completed the rest of the essay. It is only at that point that you know exactly what you are introducing.

The main body is where you support your case through illustrations, exemplifications and interpretations of the law. By so doing you can set out your argument and prove your point. Remember, if you tell your reader in your introduction that you are going to do something, you had better do it. If you wander off of your intended path, you can easily lose your reader. One strategy you can employ is to write your introduction first and constantly refer to it as you write the paper tinkering with it as you go along. Another strategy is to write the paper and then write the introduction.

The last component of your paper is the conclusion. At the introduction you have told your reader what you are going to tell them and now it is time to tell what you told them...again. Your conclusion should contain no new evidence or interpretation. Do not add on a last tidbit in your conclusion-- it is the mark of a poorly organized paper. You are attempting to summarize now, not prove. Hopefully you have successfully done that in your main body.

### **5.1.4 Important tools in the process of writing a term paper**

#### **5.1.4.1 Avoid Plagiarism**

When you write your assignment, you often need to integrate material from published sources into your own writing. This means you need to be careful not to plagiarize: “to use the ideas or writings of another as your own without giving credit.”

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### Activity 5.3

Your assignment requires you to take ideas from different sources. Yet copying the idea of others is prohibited. Do you think that these two ideas are contradictory? Why or why not? Take time to discuss your points in group members.

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The ideas are not contradictory. You are not prohibited from taking ideas of others from other sources. What is prohibited is copying directly the ideas of others word for word without giving credit to the writer of that text in any way. So, if you give credit to the writer, you can use the ideas and, in effect, avoid plagiarism.

#### 5.1.4.2 Paraphrase

Paraphrasing is often defined as putting a passage from an author into your own words. But what are your own words? How different must your paraphrase be from the original? How do you do the paraphrase? Below are given guidelines for paraphrasing:

- ◆ Include all important ideas mentioned in the original passage but not in the same order.
- ◆ Keep the length approximately the same as the original.
- ◆ Do not stress any single point more than another.
- ◆ Do not change the meaning by adding your own thoughts or views.
- ◆ Do not use the original sentence structure.
- ◆ Below are activities that give you the opportunity to practise paraphrasing and in the end to understand the processes it involves.

### Activity 5.4

***Read the following passage and answer the questions that follow.***

Critical care nurses function in a hierarchy of roles. In this open heart surgery unit, the nurse manager hires and fires the nursing personnel. The nurse manager does not directly care for patients but follows the progress of unusual or long-term patients. On each shift a nurse assumes the role of resource nurse. This person oversees the hour-by-hour functioning of the unit as a whole, such as considering expected admissions and discharges of patients, ascertaining that beds are available for patients in the operating room, and covering sick calls. Resource nurses also take a patient assignment. They are the most experienced of all the staff nurses. The nurse clinician has a separate job description and provides for quality of care by orienting new staff, developing unit policies, and providing direct support where needed, such as assisting in emergency situations. The clinical nurse specialist in this unit is mostly involved with formal teaching in orienting new staff. The nurse manager, nurse clinician, and clinical nurse specialist are the designated experts. They do not take patient assignments. The resource nurse is seen as both a caregiver and a resource to other caregivers. Staff nurses have a hierarchy of seniority and they are assigned to patients to provide all their nursing care. (Chase, 1995, p. 156)

Assume that a student called Lemma wants to incorporate the material in the original passage above into a section of a term paper on the concept of “experts” that compared the functions of experts and no experts in several professions. He takes the ideas of the writer as follows:

*Critical care nurses have a hierarchy of roles. The nurse manager hires and fires nurses. S/he does not directly care for patients but does follow unusual or long-term cases. On each shift a resource nurse attends to the functioning of the unit as a whole, such as making sure beds are available in the operating room, and also has a patient assignment. The nurse clinician orients new staff, develops policies, and provides support where needed. The clinical nurse specialist also orients new staff, mostly by formal teaching. The nurse manager, nurse clinician, and clinical nurse specialist, as the designated experts, do not take patient assignments. The resource nurse is not only a caregiver but a resource to the other caregivers. Within the staff nurses there is also a hierarchy of seniority. Their job is to give assigned patients all their nursing care.*



Do you think that Lemma takes the ideas of the writer (Chase) properly? Why or Why not? Give reasons for your answer and share your points to your group mates.

In his paper, the writer takes the idea of the writer (Chase) with no acknowledgment. Also, he largely maintained the author's method of expression and sentence structure. For example, the first sentence in the student's paper is almost directly copied from the source or changed only slightly in form. This is also true for the other sentences in the student's text. Even if the student-writer had acknowledged Chase as the source of the content, the language of the passage would be considered plagiarized because no quotation marks indicate the phrases that come directly from Chase.

Now let's read a paper in which Aster takes the idea of chase in doing her assignment.

*In her study of the roles of nurses in a critical care unit, Chase (1995) also found a hierarchy that distinguished the roles of experts and others. Just as the educational experts described above do not directly teach students, the experts in this unit do not directly attend to patients. That is the role of the staff nurses, who, like teachers, have their own "hierarchy of seniority" (p. 156). The roles of the experts include employing unit nurses and overseeing the care of special patients (nurse manager), teaching and otherwise integrating new personnel into the unit (clinical nurse specialist and nurse clinician), and policy-making (nurse clinician). In an intermediate position in the hierarchy is the resource nurse, a staff nurse with more experience than the others, who assumes direct care of patients as the other staff nurses do, but also takes on tasks to ensure the smooth operation of the entire facility.*

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### Activity 5.5

Do you think that Aster uses the idea of chase better than Lemma does? Why or Why not? Try to present you points to your classmates. Finally, compare your points with those provided below.

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Aster has documented Chase's material and specific language (by direct reference to the author and by quotation marks around language taken directly from the source). Notice too that Aster has modified Chase's language and structure and has added material to fit the new context and purpose—to present the distinctive functions of experts and not experts in several professions. The difference is that the phrases in Aster's paraphrase are all precise, economical, and conventional.

### **Activity 5.6**

Now it is your turn to produce a paraphrased form of a text on your own. The text is given below. Try to paraphrase it following the rules discussed so far.

At least four separate theories of crime and punishment compete for preeminence in guiding correctional policies. First, there is the ancient Judeo-Christian idea of holding individuals responsible for their guilty acts and compelling them to pay a debt to society. Retribution is an expression of society's moral outrage, and it lessens the impulse of victims and their families to seek revenge. Another philosophy argues that punishment should be sure, speedy, commensurate with the crime, and sufficiently conspicuous to deter others from committing crimes. Still another philosophy in correctional policy is that of protecting the public from lawbreakers or habitual criminals by segregating them behind prison walls. Finally, there is the theory that criminals are partly or entirely victims of social circumstances beyond their control and that society owes them comprehensive treatment in the form of rehabilitation. (Dye, T. (1995). p. 100-101)

#### **5.1.4.3 Use quotations**

In addition to paraphrasing, you may also use quotation when you are compelled to take the words of the writer as it is. How do you think you should do this? Follow the following guidelines.

- ◆ Direct quotations should appear between quotation marks (“ ”) and exactly reproduce text, including punctuation and capital letters.
- ◆ A short quotation often works well integrated into a sentence.
- ◆ Longer quotations (more than 3 lines of text) should start on a new line, and be indented.

Sometimes you may feel that it is important to include a rather lengthy section of the original text in your paper. If the section is over 4 lines or 40 words long, indent the text half inch from the edge of the paper instead of using quotation marks.

***When should you use a direct quotation?***

Remember, quotations are there to support your ideas. Hence, you will need to decide when to use quotations and when to use your own words. Make sure that you have a good reason to use a direct quotation. Quoting should be done sparingly and should support your own work, not replace it. For example, make a point in your own words, and then support it with an authoritative quote. Quotations used sparingly have more impact. Use a quotation when you want to:

- ◆ Let a great passage speak for itself.
- ◆ Show the different sides of an argument in the debater’s own words.
- ◆ Be sure to correctly incorporate highly technical information.
- ◆ Analyze specific language and/or word choice in a passage.

Well-selected quotations and references in your paper clarify and illustrate points to make your paper more persuasive. When you choose your quotation, see if you can answer these questions about it:

*Does this quote illustrate or explain my point? If so, how?*

*Does the quote add strength to my paper because it comes from a respected source? Or does the quote weaken it?*

Read the two examples below. What differences do you notice between them?

***Example A:***

Frederick Douglass maintained that it was a concerted effort on the part of slave owners to make the slaves feel less than human.

**Example B:**

Frederick Douglass maintained that it was a concerted effort on the part of the slave owners to make the slaves feel less than human. In the narrative of his life, he writes that “By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant” (255).

Both excerpts discuss the same topic, but the quote in the second example supports the idea with an example thereby making the writing more persuasive.

**5.1.4.4 Use appropriate words to introduce quotes or paraphrases**

Each time you incorporate outside information in into your text you will need to integrate your ideas and the ideas of the author. To do this you need to use verbs useful for this purpose. Below is a list of verbs.

**Neutral Verbs:** When used to introduce a quote, the following verbs basically mean "says."

The author <b>says</b> . . .	The author <b>notes</b> . . .
The author <b>believes</b> . . .	The author <b>observes</b> . . .
The author <b>comments</b> . . .	The author <b>relates</b> . . .
The author <b>declares</b> . . .	The author <b>remarks</b> . . .
The author <b>discusses</b> . . .	The author <b>reports</b> . . .
The author <b>explains</b> . . .	The author <b>reveals</b> . . .
The author <b>expresses</b> . . .	The author <b>states</b> . . .
The author <b>mentions</b> . . .	The author <b>acknowledges</b> . . .
The author <b>suggests</b> . . .	The author <b>thinks</b> . . .
The author <b>points out</b> . . .	The author <b>responds</b> . . .
The research <b>shows</b> . . .	The research <b>confirms</b> . . .
The legislative provision in the relevant part <b>provides</b> . . .	

**Stronger Verbs:** These verbs indicate that there is some kind of argument, and that the quote shows either support of or disagreement with one side of the argument.

The author <b>agrees</b> . . .	The author <b>rejects</b> . . .
The author <b>argues</b> . . .	The author <b>compares</b> the two studies . . .
The author <b>asserts</b> . . .	The author <b>admits</b> . . .
The author <b>cautions</b> . . .	The author <b>disputes</b> . . .
The author <b>emphasizes</b> . . .	The author <b>contends</b> . . .
The author <b>insists</b> . . .	The author <b>denies</b> . . .
The author <b>maintains</b> . . .	The author <b>insists</b> . . .
The author <b>claims</b> . . .	The author <b>endorses</b> . . .
The author <b>refutes</b> . . .	The author <b>agrees</b> . . .

### Sample Sentences:

- Despite criticism, **Johnston agrees** that smoking should be banned in all public places.
- **The author argues** that "subjecting non-smokers to toxic second-hand smoke is not only unfair, but a violation of their right to a safe environment."
- **Vick asserts** that "cigarette smoke is unpleasant, and dangerous."
- **The author cautions** that "people who subject themselves to smoky bars night after night could develop illnesses such as emphysema or lung cancer."
- **Rosenthrhaw emphasizes** that "second-hand smoke can kill."
- Still, **tobacco company executives insist** that they "were not fully aware of the long term damages caused by smoking" when they launched their nationwide advertising campaign.
- Though bar owners disagree, **Johnston maintains** that banning smoking in all public places will not negatively affect bar business.
- **Jefferson claims** that banning smoking in public places will hurt America's economy.
- **Johnson refutes** allegations that his personal finances have been in trouble for the past five years.
- **Whiley rejects** the idea that the earth could have been formed by a massive explosion in space.
- **Lucci compares** the likelihood of finding life on Mars to the likelihood of finding a needle in a haystack.
- Although they have stopped short of admitting that smoking causes cancer in humans, **tobacco companies have admitted** that "smoking causes cancer in laboratory rats."

- For years, **local residents have been disputing** the plans to build a new highway right through the center of town.
- **Residents contend** that the new highway will lower property values.

**Inference Verbs:** These verbs can be used to analyze a quote. These indicate that the reader has made an inference based on the text.

The author **implies** . . .

The author **suggests** . . .

The legislator **contemplates**...

The author **thinks** . . .

### Sample Sentences:

- By calling them ignorant, **the author implies** that they were unschooled and narrow minded.
- Her preoccupation with her looks **suggests** that she is too superficial to make her a believable character.
- Based on his research, **we can assume Hatfield thinks** that our treatment of our environment has been careless.

### 5.1.5 Citation and Bibliography Writing

The widely accepted rules of citation of sources require that the writer gives credit for all information whether it be a direct quote or a paraphrase. Generally, you are required to give the following information: author, year of publication, and page number for any direct quote. For paraphrases, you are only required to give the author and year of publication, though it is suggested that you also provide the page number. You should use p. (or pp. for multiple pages) before the page numbers in in-text citations.

### Examples

**Direct Quote** "Apes can gesture, but do not understand the grammatical structure of American Sign Language" (Smith, 1994:345).

**Paraphrase** It has been shown that apes do not actually understand the syntax and structure of ASL (Smith, 1994: 345).

If there is no publication date, cite the author's last name followed by a comma and n.d. (for no date).

**Direct Quote from a source with no publication date**

"Doctors have been prescribing a new drug to treat social anxiety" (Geraldi, 24).

If you include the author's name as part of the sentence, just give the year in parenthesis directly after the author's name, and put the page number in parenthesis after the quote.

**Direct Quote with author's name in the sentence** According to Jack Gannon (1988), "The protest provided a wonderful opportunity for those interpreters to assist the deaf community" (p. 94).

**Paraphrase with author's name in the sentence** Jack Gannon (1988) explained that the DPN protest gave interpreters a chance to help Gallaudet's deaf community (p. 94).

If you include the author's name and date of publication as part of the sentence in which you use a direct quote, you should put the page number in parenthesis after the quote. If you include the author's name and date as part of a paraphrased sentence, you don't have to put anything additional in parenthesis. You can, if you chose to, provide the page number after the paraphrased information, but the page number is not required.

**Direct Quote with author's name and date in the sentence** In 1988, Jack Gannon explained that "the protest provided a wonderful opportunity for those interpreters to assist the deaf community" (p. 94).

**Paraphrase with author's name and date in the sentence** In 1988, Jack Gannon explained that the DPN protest gave interpreters a chance to help Gallaudet's deaf community (p. 94).

If you refer to the same text more than once within one paragraph, give the author's name, date, and page number only the first time you cite the source. After the first time, just give the author's name and page number (if it is different from the prior page number). If you cite the same text in two different paragraphs, you need to include the full reference information in both paragraphs.

**First reference to a source** "Gallaudet's Deaf community earned the respect of deaf communities around the world during their 1988 DPN Protest" (Harding, 1988: 86)

**Later reference to**

**the same source (in the same paragraph)** "Deaf people deserve the right to determine their own leaders, just as hearing people have the right to chose theirs" (Harding: 87).

If you are using several different works to illustrate one point, you may find it necessary to cite two or more works written by different authors with different dates. In that situation, organize the information alphabetically by the authors' last names, and separate each block of information with a semicolon. Put all the names inside one set of parenthesis.

**Citing several different works by different authors at one time**

Several studies (Burna, 1980; Geraldi, 1988; Kesser & Morals, 1990) indicate that the cure for the common cold is just around the corner.

**Multiple Authors**

When a source has two authors, you should give both last names. Within the parenthetical citation, use the authors' names. If you use their names in the sentence, just write out their names.

**Source with two authors**

The Oxford English Dictionary was written "specifically for learners of English as a foreign or second language" (Hornby and Ruse, 1976: 82).

**Source with two authors -- with authors' names in the sentence**

Hornby and Ruse (1976) explain that the Oxford English Dictionary was designed to be used mostly by new English users (p. 82).

When a source has three, four or five authors, cite all the authors' last names and the year the first time the reference occurs. For later references to the same source in the same paragraph, cite only the first author's last name followed by *et al.* You do not need the year if it is in the same paragraph as the prior reference. If it is a repeated reference in a separate paragraph, cite the first author's last name followed by *et al.* and the year

**Source with 3-5** "Scientists are tying to find a cure for the common cold"



**authors, a first reference** (Juneston, Craig, & Carter, 1993: 220).

### 5.1.6 Writing References for Books

For books, there are four main parts to the reference:

author

(year of publication)

title of the book

publication information (place of publication: publisher).

Each of the four parts ends with a period followed by a space. The second line (and subsequent lines) of each entry is indented 5 spaces.

- |                                  |  |
|----------------------------------|--|
| Book, one (1) author             | Clone, J.E. (1991). <i>Learner's grammar review</i> . Washington, DC: American Educational System.   |
| <i>Book, two (2) authors</i>     | Carrey, A., & Hollis, F. (1989). <i>Fish and underwater life</i> . Boston: Big Press.  |
| <i>Book, three (3) authors</i>   | Carrey, A., Hollis, F., & Katerdunk, S. (1990). <i>Early water experience</i> . New York: Howard Press.  |
| <i>Book, more than 3 authors</i> | Elliot, C., Harvey, K., Silverman, E., & Mudd, J. (2000). <i>Fighting the winter blues</i> . Philadelphia: Made-Up Press.                          |
| <i>Book, no author named</i>     | <i>Writing strategies for first time writers</i> (6 <sup>th</sup> ed.). (1998). Springfield, IL: Writers Association.                              |
| <i>Edited book</i>               | Giblets, K.N., & Homey, J.N. (Eds.). (1993). <i>Children behaviors: Behavior modifications and interventions</i> . San Francisco: Jonessy-Blithum. |

### 5.1.7 References for Articles

Citations for periodical articles have four main parts:

- author,
- (date of publication), --- most magazine and newspaper articles, you should use the year followed by a comma and the month. If it is a daily publication, you should also include the day.
- title of the article,
- publication information. --- (generally the *periodical title*, *volume number*, and page number). The volume number should be a part of the periodical title. Use pp. or p. before the page numbers for newspaper and encyclopedia articles only.

<b><i>Journal Article</i></b>	Buman, J.A. (1993). Finding ways to overcome college stress. <i>Stress Reliever</i> , 24, 12-16.
<b><i>Magazine Article</i></b>	Posher, N.I. (1992, October 24). How to budget your finances wisely. <i>Money Wise</i> , 432, 13-17.
<b><i>Newspaper Article</i></b>	Celtan, B. E. (1996, Spring). Gas prices expected to increase. <i>Washington Outlook</i> , 14, pp. 4-5.
<b><i>Newspaper Article, no author</i></b>	Diet rites. (1997, August/September). <i>Health Wise Editor</i> , 3, pp. 1-2.
<b><i>Encyclopedia or Dictionary Entry</i></b>	Statton. B. (Ed.). (1983). Idioms. <i>The dictionary of deaf culture</i> (4th ed., Vol. 1, pp. 142-156). Washington: Deaf Press.

### Sample Term paper

Below you are given a model term paper in which you can see the basic components of a term paper and the other tools of writing a term paper. Read the text critically and answer the questions that follow. Your teacher will help you to analyze it and discover the writing tools employed to develop the paper.

## **Hate Speech on College Campuses**

As colleges struggle to handle the various differences their students and faculty embody, the problem of “hate speech” has become a focal point of educational erudition and policy-making. In the most deliberate and alarming cases, hate speech is projected to degrade or disgrace those at whom it is directed, usually colored people, gays, lesbians, the physically or mentally challenged, and women, regardless of their sexual orientation, race, religion or ability. Less disturbing examples include insensitive or careless comments, jokes, and other expressions that are painful to those to whom they are directed, regardless of the intent of the person by whom they are spoken or written.

The main focus of this essay is to discuss the current dominant structure within which the matter of hate speech is being debated. This structure draws heavily on the discussion of the Fourteenth and the First Amendments of the constitution of the United States, which in my opinion are not adequate to the issue of hate speech. There is a pressing need for extra-legal standards for communicative interaction to handle this sensitive issue.

In our society various laws have been invoked to regulate an increasingly extensive range of social communications. The very language with which we percept and talk about our needs, desires and disagreements is often highly legalistic (Glendon: 1991). When reacting to someone else’s hurting experience, one may lament that there should be a law against such acts. But the existence of a law is hardly sufficient to prevent the hurt provide some compensation. Interestingly, appeals to the law are outlined in terms of different rights. For example, smokers appeal to their right to smoke but on the other hand non-smokers appeal to their right to clean air; pro-choice supporters appeal to women’s right to privacy, while pro-life believers appeal to fetus’ right to life. Concerns regarding environmental destruction often stir up claims about supposed rights of plants and animals; these claims are against the counter-claims relating to property and employment.

Those discussing the hate speech on college campuses often support either the Fourteenth or the First Amendments, depending on their political preferences. Fourteenth

Amendment advocates the value of “equal protection” while the First Amendment supports “freedom of speech”. Due to this general tendency to rely more and more on various laws, it is not unexpected that hate speech should also be conceived legalistically. On College campuses, where hate speech has become a pressing issue, administrators have tried to deal with the situation by implementing legalistic policies that define certain speech as “discriminatory”. For example, at the University of Michigan “discriminatory expressions” are those that are based on color, race, creed, religion, sex, sexual orientation, national origin, ancestry, marital status, age, or handicap that has the effect of creating an intimidating, antagonistic or unpleasant environment for academic pursuits (Harwood : 23).

The justification for these speech regulations is that the school environment that allows certain statements can be unfavorable to various educational endeavors and may comprise discrimination under federal and state laws. According to this justification, “discrimination” is not just restricted to certain explicit notions like denying admission or financial aid on the basis of race, sex, etc. Speech, whether verbal or symbolic, can be just as discriminatory when it disgraces and discourage individuals who are members of certain close groups. When speech is envisioned as potentially biased, words are not viewed as mere verbiage or symbolic expression; they are seen as having a material dimension: words can “*wound*” (Matsuda et al :1993). The harm caused by hate speech not only affects the specific individual to whom it is directed, but also to all members of his or her group; In this sense speech directed at one person can be considered as a kind of “collective defamation”. Therefore, to create a non-discriminatory school environment, it is necessary to implement certain limitations on expression.

Those holding the view that some speech must be regulated in order to develop an environment where all can learn effectively, often question the extent to which the ideal of “free speech” is actually operative in schools and in society generally. According to this argument, power relations structured partly by race, gender, and class, make free speech almost impossible. In classrooms, as in the society of which they are a part, not everyone feels themselves to be equally free to speak. Speech regulations seek to equalize

the inequalities that are thought to prevail in the classroom and that interfere with genuinely “free” expression. Judith Martin and Gunther Stent state that: “Only when insults, harassment, disrespect and obscenity are banned [in universities] can people engage in truly substantive argument”.

In response against those who seek to categorize hate speech as discrimination, strong supporters of free speech usually argue that universities breach the First Amendment when they seek to forbid forms of expression. Those in favor of this argument have the courts on their side. In June 1992, a St. Paul municipal ordinance aimed against prejudice was found unlawful on the grounds that it violated the First Amendment. The ordinance made it an offense to place a characterization where it is likely to “[arouse] anger, alarm, or resentment in others on the basis of race, color, creed, religion or gender”. Similarly in the academic world, federal district courts have found the policies at the University of Wisconsin and the University of Michigan, mentioned above, to be unlawful again on the grounds that they violate the First Amendment.






Apart from arguing against speech regulations on constitutional grounds, free speech supporters also often argue that the First Amendment actually helps historically disadvantaged groups. They argue that if there was no law advocating freedom of speech, these groups would not be able to criticize the policies and preferences of the leading classes who would have the power to muffle problematic criticism.

Keeping the legal status of speech regulations aside, there are other grounds for questioning the effectiveness of rules projected to administer communicative interactions. First, the rules that merely disallow certain speech will be inadequate to the intricacies actually encountered during communication. This is due to the fact that meaning is highly context dependent; an insult in one situation can be a term of endearment in another. For example, a rule intended to forbid the “infantilization” of women might forbid the use of the word “babe” when reference is being made to adult females. Indeed, for many women, being referred to as “babe” by an unfamiliar man on the street *is* demeaning. But the same word, spoken by a friend or lover can be an affirmation of intimacy and approval. The possible implications of this one word when spoken in various other situations suggest why rules for communicative interactions can be unhelpful.

In addition, rules can have the unintentional effect of encouraging ethical disengagement. By specifying rules for expressions that should not be used, the outer limits of accountability are also defined. As long a person abstains from engaging in forbidden language, he or she has met his or her responsibility, as defined by the rules (Thompson : 238-59). Yet mere self-control can be insufficient to the needs of the situation at hand. For example, one may avoid using racial insults while harboring feelings that will exclude the possibility of open or impartial conversation with persons of races other than one's own.

The arguments presented above clearly demonstrate that legalistic policies intended to forbid hate speech on college campuses have failed to solve the problem they address. Even if lawful grounds were found to support such policies, it is not obvious that excluding certain expressions would indeed have the required result of making college campuses places where all students can flourish irrespective of their color, creed, sexual preferences, origin, and sex. Rules forbidding some language and the exclusion of students from conversation are insufficient to encourage the aims of open and equitable conversation and may have the unintended result of reducing students' sense of responsibility in regard to communicative relations.

**Look at the following example of bibliography!**

-  Buman, J.A. (1993) Ten Ways to Deal with Hate Speech ,Boston solidarity, 30, 16-22.
-  D'Souza, Dinesh (1991) Illiberal Education: The Politics of Race and Sex on Campus. New York: Vintage Books, 1992.
-  Glendon, Mary Ann (1991) Rights Talk: The Impoverishment of Political Discourse New York: The Free Press. Harris, P.K. (1998, July 14). The young generation and Hate speech. Cleveland: Coastal University. Retrieved April 5, 2000, from <http://www.coastaluniversity.edu/younggen>
-  Raush, Jonathon ( 1992) Kindly Inquisitors: The New Attacks on Free Thought Chicago: University of Chicago Press.
-  Matsuda, Mari J.et al (1993) Words that Wound: Critical Race Theory, Assaultive Speech and the First Amendment Boulder: West view Press.

**Activity 5.7**

**Answer the following questions based on your reading of the term paper above and the discussion you read on term paper writing.**

1. Which paragraphs of this term paper form its introduction, body and conclusion respectively? What does the writer provide in the respective parts of the term paper? Cite evidences from the text.
2. What are the sources the writer used in developing the term paper? How does he cite them in the text? Mention examples from the text. Can you explain how he finally writes the bibliography of the sources he uses?
5. Develop a term paper on the issue of hate speech in the context of Ethiopian university campuses or in the society in which you are a part now.

In your paper you should demonstrate:

- (1) whether hate speech is prevalent among students of your university campus or the society,
- (2) its manifestation, if there is any or how and why hate speech is not a problem at all .
- (3) whether the Ethiopian laws including the FDRE constitution are strong enough to protect violations of individual rights because of hate speech .
- (4) possible recommendations to change the exiting ( including laws of the country) or/and to strengthen the already existing traditions and laws pertaining to the issue raised.
5. cite your sources properly
6. write bibliography of the sources use the formats discussed earlier under term paper writing.