THE ACADEMIC SUCCESS AND WRITING STYLE GUIDE

SUCCEEDING AS A GRADUATE STUDENT IN THE SCHOOL OF EDUCATION
TRINITY WASHINGTON UNIVERSITY

(Revised August 2011)
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td>3</td>
</tr>
<tr>
<td>II. Ethical Professional and Personal Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>III. Key School of Education Policies</td>
<td>4</td>
</tr>
<tr>
<td>IV. Academic Planning and Advising</td>
<td>5</td>
</tr>
<tr>
<td>V. Tips for Surviving and Thriving</td>
<td>8</td>
</tr>
<tr>
<td>VI. Guidelines for Written Paper/Assignments</td>
<td>12</td>
</tr>
<tr>
<td>VI.1 Format</td>
<td>13</td>
</tr>
<tr>
<td>VI.2 Content Layout</td>
<td>13</td>
</tr>
<tr>
<td>VI.3 Assessment of Writing</td>
<td>14</td>
</tr>
<tr>
<td>VI.4 Writing as a Process</td>
<td>14</td>
</tr>
<tr>
<td>VII. Writing Assignment Guidelines using APA Style</td>
<td>18</td>
</tr>
<tr>
<td>VII.1 Making the APA Manual Your Friend</td>
<td>18</td>
</tr>
<tr>
<td>VII.2 APA format- In-text parenthetical citations</td>
<td>19</td>
</tr>
<tr>
<td>VII.3 Suggested Tabs Based on Common Usage in Papers</td>
<td>19</td>
</tr>
<tr>
<td>VII.4 Reference list</td>
<td>25</td>
</tr>
<tr>
<td>VII.5 Other Tips</td>
<td>27</td>
</tr>
<tr>
<td>VIII. The Graduate Student To-Do List</td>
<td>30</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>Graduate School Writing Expectations</td>
<td>32</td>
</tr>
<tr>
<td>Writing Rubric</td>
<td>33</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>35</td>
</tr>
<tr>
<td>Professional Dispositions</td>
<td>37</td>
</tr>
</tbody>
</table>
INTRODUCTION

This Guide was prepared to assist candidates in their transition into the School of Education’s graduate programs.

Your decision to enter a graduate program will significantly change your daily routine. The rigorous courses of study might cause anxiety, frustration, and fear as well as excitement. Therefore, we designed this guide to ease your transition. In putting this information together for you, we drew upon our own experience as faculty members at Trinity; suggestions from The Adult Learner’s Guide to College Success, revised ed., (Smith, L.N. and Walter, T.); the Trinity Washington University Writing Center, and material provided in guides and manuals for candidates at other universities. Please take the time to read it thoroughly and consider the suggestions carefully.

The Guide is in 8 sections, and a condensed version of this Guide can be found by accessing the Trinity web page and going to the School of Education link.

I. ETHICAL, PROFESSIONAL AND PERSONAL RESPONSIBILITY

The Faculty of the School of Education (EDU) is committed to educating candidates to be professionally and ethically responsible. We are bound by the ethical principles of the education and counseling professions. The National Education Association’s code of ethics states, “the educator… shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attributes.” Therefore, according to the School of Education’s Retention Policy, candidates will be held accountable in terms of their academic performance, interpersonal skills and ethical behavior.

Candidates are expected to demonstrate a positive attitude toward the learning process and towards the candidates, faculty, and administrators of the university. Candidates’ progress through a graduate program can be affected by demonstrations of poor academic performance and unethical/unprofessional behavior. EDU has also described the “dispositions” that candidates are expected to demonstrate. Those dispositions are stated in all syllabi, and a graphic is displayed in the Appendices of this document. Candidates are expected to have knowledge of the Retention Policy and the corresponding Review Process.
II. KEY SCHOOL OF EDUCATION POLICIES

- **Remember the “five year rule”:** Candidates have five years from the semester they started a graduate program to complete a degree. Even if you stop-out for only a semester, that time is counted towards the five years.

- **Communicating with Faculty:** Never leave written correspondence/papers under a faculty member’s door. All full/part-time faculty have a mailbox on the first floor of Main by the Faculty Services Office. The boxes are located in a room that is locked; therefore, to leave written materials for a faculty member, you must use the Red Box. This box is in front of Room 186, and there are envelopes available for your materials. Address the envelope and just drop the envelope in the slot. If you need to leave something that will not fit in the slot, the Administrative Assistant in the Faculty Services Office will assist you. All full-time School of Education faculty have another mailbox located on the third floor located by faculty offices. These are open boxes and should not be used for important or confidential materials.

- **Dropping or withdrawing from a class:** Sometimes candidates decide to drop or withdraw without following through on the paper work and officially withdrawing through the Enrollment Services Office. If you stop going to class but did not go through the official drop/withdrawal process, you will still be charged for the course. You also must pay attention to the deadlines for dropping and withdrawing from a course. This information can be found on the Trinity Web-page and the semester course booklet.

- **Appeal of a grade:** According to University policy, candidates may only appeal a grade of ‘C’ or below.

- **Your Trinity e-mail account:** Even though you may have a personal e-mail account, you will need to set-up your Trinity email account. Faculty and staff from the University will only use your Trinity email account.

- **Taking courses through the Consortium:** Candidates may only take courses through the consortium under specific circumstances. Candidates must be registered for at least 9 credits and must
follow the guidelines stated in the Academic Policy manual for the School of Education.

- **Trinity Honor System:** Candidates are responsible for being aware of the Trinity University Academic Honesty Policy. (See Academic Honesty, Plagiarism, and the Honor System: A handbook for Students) Candidates found guilty of plagiarism or other violations of the policy will be expelled, regardless of the intent. The Faculty is obligated to report any suspected violation of the policy.

- **End of the semester/Picking up class assignments from professors:** According to EDU policy candidates have until two weeks after the beginning of the following semester to pick up papers from the previous semester. Papers that are not picked up within the two-week time period will be discarded.

All of the policies are on the Trinity website. Read and understand them. Make note of any that affect you or may affect you in the future. *It is your responsibility to know them.*

### III. ACADEMIC PLANNING AND ADVISING STRATEGIES

**Strategy 1: Find out Who Your Advisor is and Schedule an Appointment.**

You will need to know the name of your faculty advisor, phone number, and where his/her office is located. Come to the meeting prepared.

**Strategy 2: Assemble Your Academic Advising File.**

Prepare for the meeting by putting together any and all documents that you have. For your first academic planning meeting, it is suggested that you bring the following:

- Any information about your program
- Your course schedule booklet
- Any transcripts of graduate courses taken elsewhere
- Any notes from any previous sessions or meetings
- Writing paper and pen/pencil
Strategy 3: Determine the Questions you Should Ask Your Advisor.

1. How do the credits that I have already earned in graduate courses/workshops fit into my program of study?
2. Does my chosen field of study have any outside restrictions or requirements of which I should be aware? Are their specific District certification requirements? How do “No Child Left Behind” and accreditation standards affect my course of study?
3. Do I need to have a General Ed review? If you are in Teacher Education you must have a general education review. See Appendix (2) of this guide for a copy of the general education worksheet. Candidates will need copies of all their undergraduate/graduate courses in order to complete the worksheet. Candidates should take the completed worksheet to an advising session.
4. Am I required to take internships, which may require me to take significant time off from work/home?
5. Are there exams that I must take, and when must I take them?
6. Are there any other certifications that are required for me to practice in my field of study?

Below is an example of what should transpire during your initial academic advising sessions:

- Discuss your goals
- Develop a program of study
- Confirm your program of study
- Determine how often and under what circumstances your faculty advisor needs to see you.

Based on your approved course of study, after your first semester, you can register on-line.

Strategy 4: Develop a Graduation Plan.

As you are developing your program of study, you are also developing a graduation plan. Make sure that you understand all graduation requirements. Make sure that you have read the policy handbook on-line, and that you understand all course requirements for your program of study. It is your responsibility, as the candidate, to follow your program of study
and to keep up with your credits and requirements, maintain a file of all paper work, and be aware and follow all academic deadlines. Your advisor will assist you in meeting your educational goals.

Strategy 5: Choose Courses the Smart Way

**S**= Select your course load.
Do you have the time to take more than six credits? You need to allow two to three hours of study time for every one hour that you spend in class.

**M**= Mix of classes.
If your program allows for some flexibility in the sequence of courses, investigate the reading and writing assignments for your courses to ensure there is some balance in your work load.

**A**= A’s are important.
Do not overextend yourself to where you will not be able to keep good grades. Grades are extremely important in graduate school. To make a ‘C’ is essentially failing the course.

**R**= Rest and Relaxation.
Allow time for recreation.

**T**= Time Plan.
When putting your schedule together, incorporate a time-management plan.

Strategy 6: Refine Your Academic Plan Each Academic Year.

Academic advising is an ongoing process, and “life happens.” Your program of study is fluid, which is why you may need to meet with your advisor to refine your plan at least each academic year.

IV. TIPS FOR SURVIVING AND THRIVING IN GRADUATE SCHOOL

**Acknowledge the Commitment**

Graduate school is a big commitment of time (and money). Recognize this and make allowances. Try not to take on other new commitments at this time. Think about what you could spend less time on (chatting on the phone, TV, going out?) to provide adequate time for studying and classes.
Plan Your Week
Many candidates report that their number one problem is TIME. One solution is to plan by the week. Planning a week at a time instead of just one day at a time can give a larger picture of your roles (i.e., candidate, employee, and family member). Separate high priority tasks from lower priority tasks. Schedule specific time for the important items and stick to your schedule.

Create Your Schedule
After planning your class schedule, and your weekly schedule, post your schedule in a place where others will see it. Make your schedule look like an “official” document. Designate open slots in your schedule where others can sign up for “appointments” to see you. Encourage the people living with you to do this as well.

Share Your Educational Plans
The fact that you are returning to college will affect the relationships in your life. Committing to classes and studying may prompt feelings of guilt about taking time away from your loved one(s). You can prevent problems by discussing these issues ahead of time. Another strategy is to involve your spouse, significant other, partners, or close friends in your education. Offer to give them a tour of Trinity and introduce them to your instructors. Look for activities that you and your family may be able to attend on campus.

Take this a step further and ask the key people in your life for help. Ask them to think of ways they can support your success in college and to commit to those actions. Make education a joint mission that benefits everyone. Many candidates who are also parents have discovered that their children become more responsible about doing their own homework when they see their parent/guardian doing homework, too. Consider setting aside quiet time each day when the whole family does homework or reads.

Make sure that you have read the Emergency Procedures for Trinity and you have shared this information with the appropriate family members. These procedures can be accessed through the Trinity University home page. The procedures give detailed information on how family members can contact you if there is a national or some other type of emergency while you are on campus. Always leave family members a list of your classes, and room numbers.
Prepare for an Academic Environment
Knowing and learning the rhythm of academic life will help alleviate frustration, suspense, and stress. For example, part-time faculty do not have offices on campus, and some faculty do not teach during the summer months. Faculty members may take a little longer to return your calls or respond to your e-mails, especially during holidays and summer breaks. Expect these delays and do not feel ignored. Remember, you are responsible for your academic success!

Review Your Course Requirements Before Starting Classes
Most graduate courses are “writing intensive.” If you have not taken a writing course since undergraduate school, consider brushing up on your writing skills before classes begin because candidates are required to write at a scholarly level. If you know that your writing skills need development, consider taking a writing course at a community college, or talk with your future instructors about ways to prepare for their classes. Your instructors will be supportive in helping you improve upon your writing skills.

Be Willing to Let Go of Old, Ineffective Study Habits
Many candidates find it effective to view their assignments exactly as they would a project at work. They use the same tactics in the library as on the job, which often helps them learn more actively. Also, make sure that you effectively learn to use technology to help you in completing your assignments.

Get to Know Other Candidates
Introduce yourself to other candidates. Being in the same classroom and program creates an immediate bond. Exchange work and home telephone numbers and e-mail addresses with other candidates. Build a network of mutual support. Some candidates even adopt a buddy system, pairing up with another candidate in each class to brainstorm information, prepare for tests, or walk to the parking lots.

Enlist Your Employer’s Support
Employers often promote continuing education. Furthering your education increases your skills in either a specialized area or working effectively with people. This skill makes you a more valuable employee or consultant. If appropriate, share your educational plan with your employer; point out how your skills gained in class help meet work objectives and requirements.
Get Extra Mileage Out of Your Current Tasks
Look for specific ways to merge your work and college lives. Your company/school may reimburse employees for some tuition costs or even grant time off to attend classes and pursue internship requirements.

Experiment with combining tasks. For example, when professors assign a research paper, choose a topic that relates to your current job tasks. If you are taking training programs or professional seminars through work, choose topics that will reinforce your course work.

Investigate and use the Support Services on Campus
Take advantage of the many support services on campus for candidates. Some of these services are: the Computer Center, the Writing Center, the Library, the Department of Public Safety, the Counseling and Health Center, Disability Services, and Career Counseling Services. You may find information about these services by reviewing the Trinity home page and reading the Student Handbook.

Use These Tactics for Course Success
The statements below can help identify your strengths and acknowledge your weaknesses. Read each statement and mentally respond, and decide if any of these statements describe your thoughts or actions.

- Make a concerted effort to sit toward the front in each class.
- When not taking notes, maintain eye contact with the instructor to communicate interest.
- Develop an acquaintance with several candidates in class with whom you can share information and who can act as a support group.
- Diplomatically inquire as to course and assignment requirements at any time you have the least uncertainty; however, make sure that you have thoroughly read the syllabus first.
- It should be a rare occasion that you arrive late to class. If arriving late, please explain your reason to the professor at break or after class. If you need to leave early from class, please indicate the reason before the class begins. Professors state in their syllabi their expectations in terms of arriving late and leaving early.
- Professional behavior is always expected, which means cell-phones must be turned off (no text messaging), and other distracting behavior, i.e., chewing gum should be eliminated. Candidates are expected to treat the class and their professors and classmates with respect.
- Learn the names of all your professors.
- Respect the boundaries of the student-faculty relationship. Faculty cannot serve as your personal counselor or friend. Do not burden professors with personal problems. Faculty care about your personal well-being, but boundaries must be respected. Use Trinity’s professional counseling, financial aid, or other support services for advice and support. Most candidates are excellent at informing instructors when a particular obstacle creates an attendance problem or delays in completing a course assignment. Be frank with your professors about these minor roadblocks, but let them know that you are aware the problem is yours and not theirs.

- **Read and reread the syllabus and directions for assignments.** Far too many candidates invest time and effort into an assignment only to get a poor grade because they did it incorrectly. When candidates say, “But, I thought we were supposed to ...” it usually means they were relying on memory rather than carefully reading the instructions for the assignment. Make it a practice to read and reread the instructions for an assignment before starting it.

- **SAVE, SAVE, SAVE.** Computers freeze and crash at the most inopportune times. Be proactive and prevent heartache due to computer failures. Always use a surge protector with your computer. Save your work frequently both to the computer’s hard drive and to an external device such as a memory stick or CD and/or email your documents to yourself at frequent intervals.

If you can utilize these tactics, you are headed in the right direction for success. While you are in class, remind yourself of the importance of all the actions suggested above. These actions will improve your learning and enhance your instructor’s teaching performance.

**Dispense with Frequently Used Excuses**
Always remember that your professors were also graduate students; so do not insult their intelligence. They respect you as an adult; therefore give them the same respect.

Candidates frequently use the following excuses; do not be a casualty of their use. Read and analyze them carefully, and think about a different way to handle them.

- One candidate told the professor, “*I did not do my assignment because I was in the islands and did not have access to a computer.*” It is your responsibility to complete all assignments in
the allotted time. Most professors will not accept late assignments.

- A professor told the candidates, “I need you to come in to review your portfolio.” The candidate responded, “I can’t, tomorrow is my birthday and I am going out to dinner.” Again, priorities must be set. Try rescheduling your portfolio appointment or dinner reservation.

- A candidate told the professor, “I did not come to class last week because I had to work.” Most candidates work full-or part-time jobs. This means that requirements and responsibilities may prevent them from attending classes. The faculty realizes that candidates have other responsibilities. However, attending classes is also your responsibility. If you know that you will need to miss more than one class session during a semester, then you need to reconsider registering for the course. Also, talk with your professors about your situation beforehand.

V. GUIDELINES FOR WRITTEN PAPERS/ASSIGNMENTS

The faculty in the School of Education is preparing candidates to become “reflective practitioners.” One-way candidates will demonstrate an ability to be a reflective practitioner is through their ability to write at a scholarly level. Based on NCATE standards and the need for “qualified educators,” the faculty in the School of Education expects all candidates to demonstrate the ability to analyze and synthesize in their writing. All faculty share the same expectations for writing and the basic formatting of all written assignments. Candidates will be expected to use APA (American Psychological Association) documentation style in all courses, and must acquire the most recent APA Publication Manual. This resource manual can be found in the Trinity bookstore.

The Trinity Writing Center

Candidates are encouraged to use the services of the Writing Center, located in Library. The writing consultants in the Center will help candidates with basic writing issues. The consultants will not edit or write papers for candidates, but will assist candidates in learning how to improve their writing skills.

Candidates are perceived very favorably by their faculty when they know candidates are using the Center’s resources. Also, if an instructor suggests that a candidate use the Writing Center, it is in the candidate’s best interest to seek help.
Presentation of Assignments
All School of Education candidates are expected to follow these guidelines (unless otherwise indicated by the instructor).

- One copy of the written assignment must be submitted by the due date as indicated in the course syllabus. Technical problems with the computer are not considered emergencies or a justification for not turning a paper in by the due date.
- Papers must be word-processed on good quality paper, and printed on one side only.

Format
Font and Margins: Within the text of your assignment use Word, Times New Roman, 12 point, justified, double-spaced. Use 1” margins on the left, right, top, and bottom of each page.

Indentation: For most of your writing assignments, use normal paragraphs in which the first line is indented five characters (use tab key). There are exceptions – check the APA Manual (6th edition, revised).

Punctuation Spacing: Use two spaces after sentence terminators (period, question mark, exclamation mark), commas, colons, and semicolons; periods as part of reference citation; periods of initials in personal names. EXCEPTION: No spaces are used in abbreviations such as i.e., e.g., U.S., a.m., and colons used in ratios.

Document Format: The pages should be numbered. Papers should be presented with a staple through the top left corner. Do not place papers in folders, ring binders, or plastic covers, unless specifically requested by the instructor.

Content Layout
Please do not put your name directly on your assignment. The first page is the cover or title page. A cover page should accompany each writing assignment. The cover page should consist of the following information:

- Title of paper (assignment)
- Your name
- Course name and number
- Instructor’s name
- Date submitted
Assessment of Writing
All written assignments will be assessed on the quality of the writing, the content, and the candidate’s ability to analyze, critique, and demonstrate overall critical thinking skills.

Submitted papers must be grammatically correct, appropriately documented (APA), must use gender inclusive language, and papers should be free of inappropriate jargon and slang. Drafts of papers should not be used for final submission. It is assumed by the instructor that candidates have taken the time to edit and proofread their papers. Some instructors, after finding a number of grammatical errors (usually four), may decide to give a candidate zero points on the assignment or the candidate may be given the opportunity to re-submit. Also, write in the third person, unless your instructor indicates that you should write in the first person for a particular assignment.

All written submissions should address the School of Education Writing Expectations and Writing Rubric. The Rubric is a useful tool: it can be used by the candidate: 1) to guide the writing of a paper/assignment, and 2) in finalizing a paper prior to submitting it. See the Appendices for the School of Education Writing Expectations and Writing Rubric.

WRITING AS A PROCESS
To organize your thoughts, get beneath the surface of an issue, and make writing itself less stressful, approach writing as a process instead of a product. Writing an essay or other type of paper should not be a one-shot deal. Often, papers that receive poor grades are first drafts that have been proofread.

Writing as a Process = Prewriting Drafting Revising

Prewriting: Everything you do before writing the first draft: researching, reading, brainstorming, thinking, outlining, and deciding on a provisional thesis.

Drafting: Writing the first draft. Usually done quite quickly and without stress (you know it does not have to be perfect and that it will be changed and improved).

Revising: Developing revised drafts and making global revisions. This is where the “discovery” stage takes place. Unnecessary points in
the first draft are cut out. Obvious or oft-repeated points in the first draft are dropped out. Interesting and revealing points in the first draft are given more research and development. All of these actions lead to getting beneath the surface of the issue.

At least one day should pass between each new draft, and sections should be moved, developed, or dropped during process. Professional writers are surprised if 50 percent of the first draft survives to the last draft.

Too many candidates confuse revision with editing. Editing is primarily proofreading-polishing the sentences or correcting typos or misspelling just before the final draft is submitted. Often, papers that receive poor grades are just drafts that have been proofread.

When approaching writing as a process, developing drafts can be rough, and they do not need proofreading. Only the final drafts should be carefully proofread and polished for presentation. To improve your proofreading, read your papers backwards, one sentence at a time, and look only for correct sentence form, grammar, punctuation, and typos.

Avoiding Common Pitfalls: English professors used to insist that candidates have a strict “thesis statement” before drafting any paper. To approach writing as a process, it is much better to have a provisional thesis or main point - one that is liable to change and improve as you revise and develop drafts. In that way, you are not locked into a thesis statement that you made up before drafting the paper and doing all of your research. It is fine to change your mind and alter the thesis so that it is more specific or accurate.

As far as research is concerned, it is popular for candidates to go to the library and spend all of the research time on a paper before writing the first draft. To approach writing as a process, it is better to save some of your research time for when you are revising the paper. As you come across new and interesting points to develop, you will have time to find information and specifics to back them up. Once again, by saving time for more study as you develop stronger drafts, you are not locked into using only the information you found before drafting and revising the essay.

Avoiding Common Writing Errors: Most graduate courses are “writing intensive.” Faculty report that candidates make very common mistakes. In writing at the graduate level, candidates need to be diligent in ensuring that they do not make the following errors
- **Paragraph Fragments**: If you write a paragraph that has less than three sentences, this is considered a stylistic device that gives a lot of emphasis to the tiny paragraph. More often, when your paragraph is so small, it is a paragraph fragment, an underdeveloped paragraph that needs more sentences or should be attached to another paragraph.

- **Run-On Paragraphs**: If you write a paragraph that is a page long, or more than a page long, it might be a run-on paragraph. A run-on paragraph tries to cover more than one point or focus, and as result it needs to be broken into two or more shorter paragraphs that are more focused and specific. Even short paragraphs may need to be split and developed separately if they try to cover more than one point or focus at a time.

- **Positioning Language**: Whenever you write, “in this essay I will...” (or similar comments) you are using unnecessary positioning language. Even using “In conclusion...” to introduce your conclusion is redundant. Do not use positioning language and be direct and authoritative, not wordy and blunt.

- **“Little Old Me” Apologies**: Most of the time when you use “I think” or “I believe” or “in my opinion” or “it’s my belief that” or related language, you are needlessly padding your language and harming the authority of your voice. It is much stronger to state your point directly: “Crime is a serious problem” instead of “I think crime is a serious problem.” Your responsibility for declarative statements is assumed because you are the author of the paper.

- **There, Their, They’re Confusion**: Be careful when proofreading. *There* is for direction and indication: “Go over there.” Or “There are seven...” *Their* is a possessive pronoun: “Where are their mittens?” *They’re* is a contraction of “They are...” as in “They’re a happy bunch.”

- **Its and It’s Confusion**: Be careful when writing. *Its* is a possessive pronoun: “I don’t understand its meaning.” *It’s* is a contraction of “It is ...” as in “It’s time to go.” *(Candidates should be careful about using contractions in their writing, because in most formal writing contractions are not used.)*

- **To, Too, Two Confusion**: Be careful when proofreading. *To* is for direction and indication: “Go to the store” or “To Arms!” *Too* is an indication of amount or inclusion: “I ate too much” or I, too,
am unhappy.” Two, of course, is a number: “Two drinks at table three, pronto.”

- **Effect, Affect Confusion:** *Effect* is always a noun: “What is the effect of radiation on corn?” *Affect* is usually a verb: “Did the movie affect in a bad way?” Website for confusing words: [http://www.confusingwords.com/](http://www.confusingwords.com/)

- **Pronoun Agreement Problems:** Your pronoun must match the singularity or plurality of the subject. “The team is moving to Bowie. They were great to watch.” “Team” is singular; therefore, the correct pronoun to refer to it would be “It was great to watch.”

- **Vague Pronoun Reference:** Make certain it is clear which antecedent your pronoun is referring to. “Recesses are important for students. They are often neglected.” Does “they” refer to recesses or students?

- **That and Who Confusion:** “That” is a pronoun used for objects, places, or feeling. “That” should not be used for people. Instead of “a person that I know...” you need to write “a person who I know...” Another example: “The police officer who helped me...”

- **Repetition:** When you needlessly repeat terms or information: “entirely final,” “we must alter and change...” and “John got up...John sat down...John read a book...” (use personal pronouns).

- **Choppiness:** When you have too many short sentences in a row that do not work together. “Crime is a serious problem. People kill for drugs. They have no hope. Crime is getting worse.” Try using more introductory phrase and connect short independent clauses with coordinating conjunctions: “To reduce crime, people need hope for the future, and then the drug-related killings will stop.”

- **Informal “You”:** It is fine to use the word “you” in letters to friends or writing to another specific individual you know, but not for graduate level essays or writing. “You” is exclusive and informal, instead use more inclusive and formal nouns, such as “we,” “our,” “us,” “a person,” or “one.” The change will also increase the authority of your writing voice.

- **Informal “Etc.”:** Like “you,” “etc.” is informal. Essentially, it means that the list is not worth finishing: “At the store, you will find vegetables, cereals, milk, meat, etc.” In graduate level writing, you should not be offering lists that are not worth
finishing. For example, you would not write, “Pregnant mothers should not smoke, use cocaine, drink alcohol, etc.” You would finish the list: “Pregnant mothers should not smoke, do drugs, or participate in any activities that involve exposure to or ingestions of harmful chemicals.”

- **Repeating the Question**: It is strange, but during in-class writing tests, it is common for candidates to repeat the question they are answering in the first paragraph of their essay. Do not waste time and space because it suggests that you are scrambling to fill the page.

- **Parallelism Problems**: When presenting a list, you cannot mix nouns and verb phrases. “On the trip, we saw Paris, Rome, London, boated on the Thames, and visited Dublin.” This should be written, “On the trip, we saw Paris, Rome, London, and Dublin. In London, we boated on the Thames.” When presenting a list of verb phrases, they need to be of the same verb ending. “In London, we went boating on the Thames, walking Chelsea, talked with the Queen’s Guards, and shopped at Harrods.” This should be, “In London, we boated on the Thames, walked in Chelsea, talked with the Queen’s Guards, and shopped at Harrods.”

### VII. WRITING ASSIGNMENT GUIDELINES USING APA STYLE

“APA style” is an editorial style that many of the social and behavioral sciences have adopted to reference written material in the field. Candidates are expected to follow the APA documentation style in all writing assignments. Candidates should purchase the APA Manual (6th edition, revised) from the bookstore. There is also an on-line link to APA from the Trinity Library website. The APA information in this Guide is only a summary, and candidates should always check the manual for specific information.

**Making the APA Manual Your Friend**
The APA Publication Manual is to be used as a resource guide, it is not a book that you would sit down and try to read. However, you will need to become familiar with the contents of the manual. It is recommended that, as you review the manual, you create your own tabs on the parts of the book where you will be seeking information. Below is a suggested list of sections of the book that you might want to tab. It is suggested that candidates review the manual and find the pages that correspond to the suggested tabs.
Suggested Tabs Based on Common Usage in Papers

Introduction - for major research papers
Pronoun agreement
Reducing Bias in language
Quotation marks
Headings
Quotation of sources
Omitting materials - ellipses (...)
Numbers Reference Citations in Text
Reference List
APA reference style - non-periodicals
On-Line Document
Retrieval information electronic sources
Examples of references to periodicals: journal articles
Primary and Secondary sources
Electronic Resources
Page Numbering
Internet Article base on print source
Order of Manuscript - (for capstone papers, and major research paper)
Spacing and Punctuation
Proofreaders Marks

APA Format: Using In-text Parenthetical Citations

- **What needs to be cited?** Any ideas that are not your own, such as direct quotations and paraphrasing (addressed below).
- **What is paraphrasing?** Paraphrasing is restating the ideas of the source material using your own syntax and words in about the same length as the original source. Since a paraphrase is using the source’s idea, the information must be cited. When paraphrasing, you must summarize the author’s words and reiterate them into your own, new sentence. **Simply changing the order of the words is considered plagiarism.**
Candidates are expected to be able to paraphrase because it demonstrates the ability to synthesize information.

What is plagiarism?
Plagiarism is when you take someone’s words, ideas, research, or other intellectual work and transcribe them as your own. Whether intentional or unintentional, plagiarism is an academic offense taken very seriously by Trinity. Using the APA format correctly can eliminate plagiarism. *(See info at the end of this section, and examples of plagiarism can be found in the Academic Honesty, Plagiarism, and the Honor System - A handbook for Students).*

1. Basic format for a quotation
Begin your sentence with an opening phrase that includes the author’s last name and the date of publication in parentheses. Place the page number following the quotation (preceded by “p.”).

For Example:
According to Clark (2000), scientists have discovered the “West Nile Virus in forty percent of mosquitoes in South Africa” (p. 107).

Fewer than 40 words: *(Consider the citation part of the sentence and put punctuation after the closing parenthesis.)*
A primary limitation of the life history method is its reliance on “retrospective evidence” (yow, 1994, p.18).

More than 40 words (block quote): *Indent five spaces on the left or ½ inch (only left indent); double space; punctuate before first parenthesis.*
Denzin (1989) suggested that:

A thick description does more than record what a person is doing. It goes beyond mere fact and surface appearances. It presents detail, context, emotion, and the webs of social relationships that join persons to one another. Thick description evokes emotionality and self-feelings. It inserts history into experience. It establishes the significance of an experience, or the sequence of events, for the person or persons in
question. In thick description, the voices, feelings, actions, and meanings of interacting individuals are heard. (p. 83)

2. Basic format for a summary or a paraphrase
For a summary or a paraphrase, include the author’s last name and the date either in a single phrase or in parentheses at the end. A page number is not required but is recommended.

For example:
According to Clark (2000), scientists have discovered that forty percent of mosquitoes in South Africa are infected with the West Nile Virus.

3. Basic format for citations/references in text (see APA manual)
Generally, citations follow the rule of (author, year). If it is a direct quote, the general rule is (author, year, and page number.
For example:
(Fox, 1991)
(Fox, 1991, p.67)

Within a paragraph, do not include the year in subsequent references to the same work as long as it cannot be confused with other works.
For example:
In a recent study of reaction times, Walker (2000) described the method...

Walker also found...

4. A work with two authors
Name both authors in the signal phrase or parentheses each time you cite the work. In the parentheses, use “& between the authors’ names; In the signal phrase, use “and.”
For example:
Patterson and Linden (1981) agreed that the gorilla Koko acquired language more slowly than a normal speaking child.

Or:
Koko acquired language more slowly than a normal speaking child (Patterson & Linden, 1981).

5. A work with three to five authors
Identify all authors in signal phrase or the parentheses the first time you cite the source.
For example:

Researchers found a marked improvement in the computer skills of students who took part in the program (Levy, Bertrand, Muller, Vining, & Majors, 1997).

**Note*** In subsequent citations, use the first author’s name followed by “et al.” In either the signal phrase or the parentheses. For example:

Though school board members were skeptical at first, the program has now won the board’s full support (Levy et al., 1997).

6. **A work with six or more authors**
   Use only the first author’s name followed by “et al.” in the signal phrase or the parentheses.

   For example:
   Better measurements of sophistication in computer use could be obtained through more thorough testing (Blili et al., 1996).

7. **Unknown Author**
   If the author is not given, use the first word or two of the title in the signal phrase or the parenthetical citation.

   For example:
   Massachusetts state and municipal governments have initiated several programs to improve public safety, including community policing and after school activities (“Innovations,” 1997).

   **Note*** If “Anonymous” is specified as the author, treat it as if it were a real name: (Anonymous, 1996). In the reference list, also use the name Anonymous as the author.

8. **Corporate Author**
If the author is a government agency or other corporate organization with a long and cumbersome name, spell out the name the first time you use it in a citation followed by an abbreviation in brackets. In later citations simply use the abbreviation.

For Example:
First citation
   (National Institute of Mental Health [NIMH], 1997)

Later citations
   (NIMH, 1997)

9. Two or more works in the same parentheses
When the parenthetical citation names two or more works, put them in the same order that they appear in the reference list separated by semicolons.

For example:

Recently, researchers have investigated the degree to which gender affects the distribution of welfare (Gilbert, 1995; Leira, 1994).

Note*** The above citation means that the writer has actually accessed both authors’ work. (See section below on Primary and Secondary Sources.)

10. Primary and Secondary Sources

Throughout your papers it is important to always give credit where credit is due. One particularly important area to note is the use of primary and secondary sources. Wherever possible you should use primary sources - but, you must have read the source in order to cite it. You should try, wherever possible, to find original sources. If you cannot find one, however, use the following citation procedure for citing the secondary source.

In text: Name the original work but give the citation for the secondary source.

Seidenberg and McClelland’s study (as cited in Cotheart, Curtis. Atkins, & Haller, 1993) suggested that...
In reference list: cite only the secondary source:


11. Authors with the same last name
To avoid confusion, use initials with the last names if your reference lists has two or more authors with the same last name.
For example:

Research by D.L. Kim (1996) revealed that ...

12. Personal communication should rarely be used as a source in academic writing.
Conversations, memos, letters, e-mail, and similar unpublished person-to person communications should be cited by initials, the last name, and precise date. Personal communications cannot be listed in the listed of references.

For example:
F. Moore (personal communication, January 4, 1997) has said that funding for the program will continue for at least another year.

13. Electronic document
Candidates should be careful in using websites in scholarly writing. Most of the time, citing a website is an improper use of the net in scholarly research. WebPages are most useful as secondary sources; that is, they can point you in the direction of the appropriate primary source (research study, journal, text), which you can then go look up and analyze for yourself-citing the primary reference.

To cite a Web document, use the author’s name, corporate author, or the first work or two in the title, just as you would for print documents. If you are referring to an entire Web site rather than to a specific document found on a site, simply give the address of the site (URL) in parentheses.
For example:

Information on current legal challenges can be found at the American Civil Liberties Union Website (http://www.aclu.org).
The Reference List (See APA Manual)

The reference list is at the end of your paper/capstone or writing assignment in which you have used citations. The reference list is NOT a bibliography - list only the items that you have cited throughout your paper. The list is arranged alphabetically by the last name of the first author. It is double space and each entry should have a hanging indent. Generally, you can think of each entry in terms of elements. All elements are followed by a period.

- Element one = author
- Element two = year
- Element three = title
- Element four = name of journal/book
- Element five = publisher location and name

Hints:

*Several works by the same author?* Arrange them chronologically, earliest first.

*Same author, same year, more than one citation?* Arrange alphabetically by title and use lower case letters with the years (i.e., 1996a).

*References by both author individually and with others?* An author’s single-author reference precedes his/her multiple author entries.

*Capitalization?* Note that only the first word of a title is capitalized. If the title has a colon, the first word after the colon is also capitalized.

Examples of Some of the Most Common Types of References:

**Book:**
Edited book:
(Note that the name of the school remains capitalized since it is a proper noun)

Chapter in an edited book:
(Note the comma rather than period after Eds.)

Journal Article:

Newspaper article:

Electronic Resources (See the updated information in the 6th Edition of the APA Manual)

Article from public Access Web Journal:

Note the lack of a closing period on this type of citation!
Article/Information with author and date from WWW site:

Article/Information with no author or date from WWW site:

Journal article retrieved from proprietary/subscription web databases:

Other APA “Stuff”
AND vs. &

The word ‘and’ is used in the text while the ampersand is used in the parentheses.

Players begin the game by taking on the role of one of the eight types of commuter students outlined by Stewart and Rue (1983). Advocacy is an important function and effective tool for those who work with commuter students (Jacoby & Girrell, 1981).

In the reference list, always use an ampersand between authors’ names:
**Numbers (See APA Manual)**

In general:
- 1-9: spell out the word
- 10 and up: use the numerals.

You should use words to express any number that begins a sentence, title, or text heading. Whenever possible, reword the sentence to avoid beginning with a number.

Always use numerals for: figures that represent percentages (e.g., 5%); numbers that are grouped for comparison, regardless of whether they are below and/or above 10 (e.g., 3 of 21 analyses).

Note that there are many specifics to this general guideline. See the APA manual for more info.

**Page Numbering**

Number pages in the upper right-hand corner of the pages. Your title page will be page 1.

**Pronoun Agreement**

Pronouns must agree in number with the nouns they replace. For example: Neither the highest scorer nor the lowest scorer had any doubt about his or her [NOT “their”] competence.

**Ellipses (…)**

Use ellipses when you omit any portion of directly quoted material. Type three periods with a space before and after each when omitting material within a sentence and four periods to indicate material omitted between sentences (the first of those four periods is the period for the sentence.)

In addition, when understood as a method under the rubric of interpretive biography, life history research is about “creating literary, narrative accounts and representation of lived experiences... telling and inscribing stories” (Denzin, 1089, p. 11).

**Reducing Bias in Language**

Read this section thoroughly. Here are some specific pointers:

Gender (p. 66): Wherever possible reword sentences so that gender-specific pronouns are not needed. **Do not use “he” as a generic pronoun and avoid the use of “he or she” and “he/she”**.
Racial/Ethnic Groups (p. 68): Capitalize names of racial ethnic groups, including Black and White. Do not use hyphens in such designations as Asian American or African American, not even when the term is used as a modifier (e.g., Asian American students.)

Sexual Orientation: Do not use the term homosexual. Instead, use: lesbian, gay (or gay man), bisexual (woman or man).

Disabilities (p. 69): use the term handicap only to refer to the source of limitations. When referring to people use the terms: person with_______; person living with _______; person who has _____.

Age (p. 69): The terms boy and girl are used for people of high school age and younger while man and woman is used for people 19 and older. The term older person is preferred over elderly.

Candidates are responsible for being aware of the Trinity University Academic Honesty Policy. (See Academic Honesty, Plagiarism, and the Honor System: A Handbook for Students.) Candidates found guilty of plagiarism or other violations of the policy will be expelled, regardless of the intent. Faculty are obligated to report any suspected violation of the policy.

The APA information was furnished by the Trinity University Writing Center and Adrienne Hamcke Wicker at the University of Maryland who compiled the information from the official American Psychological Association website: http://www.apastyle.org/.

See also Diana Hacker’s “Research and Documentation online” website: http://www.bedfordstmartins.com/hacker/resdoc/
VIII. THE GRADUATE STUDENT TO-DO LIST

DO:

- Register for the next semester during the scheduled time to insure that the classes you want will be available.

- After you have registered each semester, set up your Trinity e-mail account (see Trinity web page, and the student technology link). **Faculty will communicate with you only through your Trinity email account.**

- Validate your Trinity ID. Always carry your ID, and it must be presented before you can use the resources of the Library.

- Use the on-line resources of the library.
  (http://library.trinitydc.edu/)

- Keep a file of all your Trinity paperwork, registrations, receipts, transcripts, etc.

- Save copies of all your syllabi, written assignments, and portfolios.

- Follow your program of study. Meet with your advisor to revise your program.

- Purchase all the required books for your classes.

- Buy a copy of the APA manual.

- Develop a calendar indicating all the academic deadlines.

- Take responsibility for your education. Become acquainted with the academic policies.

- Ask for help at the prevention stage (before mid-term). Seek the services of the university and/or talk to your advisor and professors.

- Use the Writing Center and the other
  (http://www.trinitydc.edu/academics/writing/)
_ Academic support services (located in the Library) and counseling services (4th floor of Main Hall) if you need them.

_ Notify your advisor if you decide to drop/withdraw from a class, withdraw from the University or decide to stop-out for a semester. **But remember that you are responsible for submitting all paper work to the Enrollment Services office.**

_ Use the services of campus safety if you need an escort to your car after evening classes.

_ **Your best work.** Remember that you are responsible for your own academic success.

This guide serves only as a supplement to the “official” publications of Trinity University. See the catalog, policy manual, and the student handbook for official policy information.
Graduate school level writing is clear and concise. It conveys meaning using the conventions of standard English, which include correct grammar, punctuation, spelling, and capitalization.

Meaning is further conveyed through the appropriate use of concepts, principles, and terminology relevant to the particular field of study or professional specialization. In tone and voice, graduate school level writing demonstrates mastery of academic style, mature syntax, and appropriate vocabulary. The writing is well organized. It contains a clear and well-supported central idea, logical sequencing, smooth transitions, and strong conclusions. Where appropriate, the document format and citations adhere to the rules described in the *Publication Manual of the American Psychological Association* (“APA Style”). Graduate school level writing demonstrates the writer’s engagement with ideas and concepts, as evidenced through application, analysis, synthesis, and evaluation.
<table>
<thead>
<tr>
<th>Approaches</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure and Voice</strong>&lt;br&gt;Trinity Unit Goal B.4&lt;br&gt;Demonstrate proficiency in technology and oral/written communication</td>
<td>Ideas are not clearly conveyed, organized, and/or connected.</td>
<td>Ideas are generally clearly conveyed, developed, organized, and connected.</td>
</tr>
<tr>
<td>Work does not have clear and appropriate sections (ex. opening, elaboration, and conclusion). Paragraphs and transitions are deficient. Tone, voice, and vocabulary are inappropriate for audience and purpose (ex., overly formal or informal; jargon-laden or overly colloquial).</td>
<td>Work has clear and appropriate sections (ex. opening, elaboration, and conclusion). Paragraphs and transitions are adequate.</td>
<td>Tone, voice, and vocabulary most often appropriate for audience and purpose.</td>
</tr>
<tr>
<td><strong>Content</strong>&lt;br&gt;Trinity Goal B.4&lt;br&gt;Demonstrate proficiency in technology and oral/written communication</td>
<td>Work does not fulfill all requirements of the assignment. The topic is covered superficially or incompletely. Assertions are inadequately supported by evidence.</td>
<td>Work fulfills all requirements of the assignment. The topic is covered sufficiently. Assertions are adequately supported by evidence.</td>
</tr>
<tr>
<td>Mechanics and Documentation</td>
<td>Sentences often contain errors in word selection and usage, sentence structure, spelling, capitalization, and other conventions of Standard English.</td>
<td>Sentences are mostly free of errors in word selection and usage, sentence structure, spelling, capitalization, and other conventions of Standard English.</td>
</tr>
<tr>
<td>Demonstrate proficiency in technology and oral/written communication</td>
<td>Sentences are incomplete or verbose. Sentence structure interferes with meaning.</td>
<td>APA document guidelines are not appropriately applied.</td>
</tr>
<tr>
<td>Trinity Goal B.4</td>
<td>APA document guidelines are not appropriately applied.</td>
<td>Sentences are structurally varied. Meaning is enhanced through sentence construction and the formatting of the work.</td>
</tr>
</tbody>
</table>
Trinity Washington University  
School of Education  
Conceptual Framework

Educating for the Possibilities – For Every Child:  
Excerpts from the School of Education’s Conceptual Framework

The Conceptual Framework guides the curriculum, instruction, and assessment in the School of Education at Trinity University. It informs the School of Education’s approach to teacher, counselor, and administrator preparation.

Preamble:
The vision in the Trinity School of Education is that as educators we are also reformers. We see the possibilities in all facets of what we do as professionals (i.e. advocates, researchers, life-long learners) who educate and serve as co-constructors with our candidates entering the field. Based on Markus and Nurius’s Theory of Possible Selves (1986), we believe that it is essential that we educate our candidates about the endless possibilities for realizing the future potential of children, even though the faculty recognize the realities of the challenges our candidates will face. As reflective practitioners, faculty counter these challenges by preparing candidates to become visionaries of the possibilities….

Candidates in the School of Education will “educate for the possibilities.” They will have an integrated knowledge base and theoretical foundation that encompass an understanding of the impact of diversity on learning, growth, and development. They will embrace reflective practice and be able to educate every child by demonstrating the ability to address the educational and cultural contexts; the cognitive, emotional, physical, psychological and linguistic development; and the relevance of what is being taught for each child (Darling-Hammond & Bransford, 2005). As candidates work with students, they will continually ask and answer the following questions: For what child, for what time in a child’s life and for what purpose (Riccio, 2001)?

Mission and vision of the institution and the unit:
The School of Education’s mission is grounded in the mission of the university. The University’s mission is stated below:

Trinity is a comprehensive institution offering a broad range of educational programs that prepare students across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic and family life. Trinity's core mission values and characteristics emphasize: commitment to the education of women, foundation for learning in the liberal arts, the integration of liberal arts with professional preparation, and grounding in the mission of the Sisters of Notre Dame of Namur to educate people of all faiths in order to achieve the larger purposes of learning in the human search for meaning and fulfillment.

As indicated in the mission statement, Trinity is a multifaceted institution that seeks to develop the whole person. It integrates liberal arts and professional learning to prepare
individuals for work, civic and family life. The mission of the School of Education grows out of this institutional mission. The School of Education’s mission is to prepare educators who will have a positive impact on the social, emotional, and academic lives of each child that they encounter. Through our programs in teaching, administration, counseling, and social change, we seek to prepare professionals who will nurture and develop the whole child and see possibilities in each child. We envision the School on Education as a place of transformative pedagogy centered on the child. Our practice is grounded in the significance of the liberal arts, the belief that professional learning happens as theory and practice are merged, and the belief that learning plays a key role in each individual’s “search for meaning and fulfillment.”

**Unit Goals:**
Based on our beliefs and our mission, the School of Education has developed six unit goals that drive the bulk of our work. The unit goals are to prepare teachers, counselors, administrators and others in the education community who:

1. Demonstrate the knowledge of their professional discipline;
2. Effectively apply their professional knowledge and skills in a variety of educational settings;
3. Practice reflection as an integrated part of their professional lives;
4. Demonstrate proficiency in technology and oral/written communication;
5. Understand diversity and demonstrate the ability to work effectively with diverse populations; and
6. Model ethical standards and professional dispositions.

**Professional Dispositions:**
The faculty recognize that knowledge and skills, while necessary, are insufficient for the work of educators and counselors (Cochran-Smith & Lytle, 1999). Consequently, faculty have identified a set of professional dispositions that are designed to guide candidates in their work. The professional dispositions that the unit has established include:

1. Fairness and the belief that all students can learn: Candidates believe in the infinite possibilities of all children.
2. Diversity: Candidates value group and individual differences and use knowledge of these differences to support learning.
3. Reflection: Candidates think critically about their professional decisions and make adjustments in future actions.
4. Responsibility: Candidates demonstrate professional and ethical behaviors.
5. Advocacy: Candidates recognize and seize opportunities to speak and act on behalf of the best interests of children and their families.


Trinity Washington University  
School of Education  
Professional Dispositions

1. Fairness and the belief that all students can learn: Candidates believe in the infinite possibilities of all children
   a. Interacts in an equitable manner with each child
   b. Takes responsibility for the learning of each child
   c. Sees the possibility for greatness in each child

2. Diversity: Candidates value group and individual differences and use knowledge of these differences to support learning
   a. Demonstrates the ability to differentiate instruction and approaches to support
   b. Uses knowledge of student differences in selecting strategies and materials
   c. Creates an environment that is inclusive, safe, and caring

3. Reflection: Candidates think critically about their professional decisions and make adjustments in future actions
   a. Demonstrates the ability to see linkages between their practices and educational theories
   b. Demonstrates the ability to consider multiple perspectives, particularly the perspectives of students, family members, and colleagues
   c. Demonstrates the willingness to change attitudes and behaviors based constructive criticism by self and others

4. Responsibility: Candidates demonstrate professional and ethical behaviors
   a. Adheres to the Trinity Honor Code
   b. Honors commitments and is punctual
   c. Collaborates well with others in the professional community

5. Advocacy: Candidates recognize and seize opportunities to speak and act on behalf of the best interests of children and their families
   a. Understands the developmental and academic needs of children
   b. Speaks in the interest of children at faculty, professional, and civic meetings
   c. Acts on behalf of children through extra-curricular activities and civic engagement