

Guidelines for Term Paper

Length: It is expected that the term paper will be 12–15 pages (2000–2500 words) in length (excluding cover page and bibliography)

Format: 12 pt font (Times New Roman), double spaced, 1 inch margins, papers must be typed. Papers must include a cover page that includes a title, the student's name, class number and section number, and date. Failure to include any of this material will result in an automatic 5% deduction on the submission. All papers must be stapled; failure to submit a stapled paper will result in a 5% deduction. All pages (except cover page) must include page numbers. Failure to include page numbers will result in a 5% deduction.

Use footnotes using Arabic numerals (e.g. 1, 2, 3, . . .) and include a separate bibliography at end of paper; use Chicago manual style. Papers must include at least two primary sources and four secondary sources.

* Please note that papers are due at the beginning of class on the assigned date. Papers not submitted in class but submitted after class the same day will receive a 10% deduction. For every additional day the paper is not submitted an additional 10% deduction will be imposed. Papers submitted electronically will receive a 10% deduction.

**** Plagiarism** is the unacknowledged use of someone else's ideas or words. Plagiarized papers will receive a **zero**. If you use the words of someone else they **must** be enclosed in quotation marks and a footnote given. In order to avoid plagiarism it is not sufficient simply to substitute a few synonyms in the original; that still amounts to theft of the author's argument and ideas.

A good paper should have the following elements:

1. It should begin with a clear and succinct statement of the *problem or issue* to be addressed, and a brief outline of the text or texts relevant to the problem. This statement will not come easily and requires a good deal of thought; but the clearer you are able to state the *issue*, the easier it will be to determine the appropriate *method* for addressing the issue, and the more intelligible will be the relationship of the various parts of the paper one to another.
2. *Status quaestionis*: The paper should provide a *succinct* account of the scholarly positions that have, up to now, been taken on the problem. You can do this by organizing the *status quaestionis* historically or chronologically (i.e., by tracing the history of the debate on the problem); or you can proceed analytically, breaking the problem down into its logical components and aligning scholarly opinion on this template.
3. A discussion of relevant *background issues* (e.g., legal issues; literary antecedents; issues of historicity; heuristic definitions of relevant phenomena; etc.),
4. An *analysis* of the texts identified in #1 in light of the history of scholarship (#2) and the relevant background issues (#3).
5. A conclusion indicating which of the available interpretive options seems to be the most cogent (and *why*).
6. A representative bibliography. The bibliography can be classified, and the longer and more diverse it is, the more helpful classification is. It is sometimes useful to distinguish primary texts from secondary treatments; some writers also separate *Hilfsmittel* (lexicas, concordances, etc.) from primary and secondary texts. It is imperative, however, that your citations be *complete, consistent* and *accurate*.

A good paper is not merely an assemblage of facts or statements. It must have an *argument*. All of the contents should function either to set the stage for the discussion of the problem, or to provide background information directly relevant to the issue, or to advance certain interpretive options, or to refute contrary positions. Material that is interesting but not directly relevant to the issue should be discarded or relegated to footnotes. The paper should be constructed so that the reader may follow the train of the argument and understand (a) why the issue is an important one, (b) what the interpretive options are, (c) how and why the background issues are in fact relevant, and (d) why the author is justified in drawing the conclusion he/she does.

Marking Guide

A-/A *Outstanding*. Concise, thorough & accurate account of textual details; critical and careful analysis; hypotheses are plausibly and adequately presented and defended; grasp of the historical and literary issues impinging on the text.

B+ *Excellent*. Accurate account of textual details; careful analysis; critical reasoning in evidence. Improvements normally consist in more precision in argumentation and more attention to fine detail and nuance.

B *Superior*. Generally accurate account of textual details; good analysis; some critical reasoning in evidence. Improvements normally consist in a more concise or precise discussion of details; more attention to detail; better use of arguments.

B- *Good*. Generally accurate account of textual details; acceptable analysis with some critical reasoning in evidence. Improvements would normally consist in a more concise or precise discussion of details; more attention to detail; better use of arguments.

C+ *Satisfactory*. Generally accurate description of the data but lack of evidence of a grasp of the critical issues involved. Improvements: more attention to detail, greater precision in argumentation, better use of historical and/or literary data.

C/C- *Satisfactory*. Satisfactory description of the data, but little or no evidence of a grasp of the critical issues involved. Improvements: more attention to detail, greater precision in argumentation, better use of historical and/or literary data.