Guidelines for Preparing Papers

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Prepared For:
Marketing Students

Georgia College

Note: Where possible these guidelines were prepared following these instructions. However, these instructions are single-spaced to save space. Your papers must be double-spaced. Some of these paragraphs are shorter than three sentences for emphasis. Also, you will not be using headers like “Guidelines for Preparing Papers”, “Revised”, or boxes, such as this.
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The “Guidelines for Preparing Papers” were originally created by Dr. Raymond P. Fisk and Dr. Jerry R. Goolsby. With permission, I have adapted and adopted their use for my classes. I would encourage students to refer to these guidelines early and often in the paper writing process. Students may use these as a guide in both starting a paper and as a checklist to assess the completeness of their work before turning it in.
Introduction

Guidelines for preparing papers are established in this manuscript. There is no universally accepted method for preparing papers for submission to professors. Students often find this to be a major source of frustration. These guidelines were created to avoid having to assign bad grades to students who do not know how to prepare papers. Nothing is magical about these guidelines; they are intended for use in courses taught by Dr. Renée J. Fontenot.

College students are required to demonstrate acceptable level of writing skills. However, many professors and business professionals point to the lack of written communication skills as a major shortcoming of college graduates. These guidelines will help you enhance your writing ability by giving you a methodology for preparing professional reports. At the end of the guidelines are resources to assure better grades (Appendix A: Common Errors, and Appendix B: Point-Saver Checklist).

While word processors have significantly reduced the mechanical drudgery of writing, they are not a substitute for the concentrated thought necessary to create good writing. Microsoft Word is the standard word processing program for business schools and for businesses in general. As such, these guidelines have been designed using MS Word.

The guidelines are developed around the following general structure. First, the presentation of the written narrative is discussed. Second, general mechanical issues are addressed. Third, some common style and grammatical errors are listed.

Presentation of the Written Narrative

This section highlights ways that students should structure their presentation of the narrative. Topics covered include: sequence, cover page, executive summary, structure of the main text, footnotes and endnotes, referencing sources in the body of the paper, the references page, and appendices.

Sequence

Following a logical sequence is critical. The paper should follow this general outline:

1 Use of footnotes should be avoided or minimized. This footnote was placed here to inform you that these Guidelines for Preparing Papers were prepared using Word 14.0 for Windows.
1. The Front Matter
   a. Cover Page
   b. Table of Contents (p. i)
   c. List of Tables (p. ii, if used)
   d. List of Figures (p. iii, if used)
   e. Executive Summary (p. ii (or iv))

2. The Main Text
   a. Introduction
   b. Body of Paper (Do not use this label as a heading)
   c. Conclusion

3. The Back Matter
   a. References
   b. Appendix or Appendices

Your paper may not contain all parts of these three sections but it must follow the sequence explicitly. *Sections 1.a, 1.b, 1.e, 2.a, 2.b, 2.c, 3.a and 3.b are required in all papers.*

**The Cover Page**

Every paper should have a cover page. It should present the title of the paper or the client name, the agency name followed by the members of the agency’s names, the professor's name, the course title, the date, and the name of the institution.

All information should be centered on the cover page. The title should be placed 3 inches from the top of the page. You may use a larger font and/or a fancy font on the title. The name of the university should be placed 2.5 inches from the bottom of the page. The agency followed by author's name(s) should be evenly spaced beneath the title. The course information should be grouped together and double-spaced. The date and university name should be grouped together and double-spaced. See the cover page of these guidelines for an example of these instructions.

**Table of Contents**

The table of contents should list every first level heading and second level heading contained in the paper. Additional levels of headings may be added if they add value to the readers ability to seek and find important details. Each heading and subheading should be followed by a line of periods that end with the page number for that heading. The page number should be positioned ‘flush right’ to avoid a jagged right margin. Most word processors can accommodate these instructions and many have procedures that significantly simplify the creation of a table of contents. See the table of contents of these guidelines (p. i) for an example of these instructions.
The Executive Summary

"Out there in the real world" managers will seldom be willing to read a lengthy manuscript or report. Most business managers only want very specific information. Executive summaries are included so a busy executive can, in a short time, determine the essence of the document. If the summary triggers an interest, then the executive can continue to read and determine where in the document to look for the information desired. The executive summary should succinctly address the purpose of the report and all major topics addressed.

The executive summary is normally no more than one page in length. It is not a one paragraph abstract. Where there are page constraints placed on the report, the executive summary does not count as a page. The executive summary is numbered as page "ii," "iii," or "iv" depending on whether lists of tables and figures are included.

Structure of the Main Text

A common weakness in student's presentation of the narrative is the lack of structure. The narrative should be presented in a fashion such that an individual looking for a specific item of information can locate it rapidly. In addition, the writer must presume that the reader approaches the narrative with less interest than the reader of a Stephen King novel. Furthermore, structure enhances the clarity and comprehension of the text. There is an old and very simple description of the desired structure for expository writing or speaking that is easy to remember: "Tell them what you are going to tell them," "Tell them," and "Tell them what you told them."

The introduction of the paper should identify and explain the paper's topic, and explain exactly what is to be presented, why it is being presented, and in what sequence it is to be presented. The sequence is best explained in a plan of procedure paragraph at the end of the introduction.

In the body of the paper, the writer should remind the reader where the narrative is in the sequence of the paper. The narrative should be developed in a logical, systematic fashion as a person would develop a persuasive argument. Be careful to follow any special instructions from your professor about the content or structure of the body of the paper. Also, the body of the paper must properly reflect the subject of the class and the subject of the paper. It is amazing to a professor when a student turns in a paper for a marketing class and the paper contains no marketing content.

The presentation of the narrative should use liberally (but not overuse) headings and subheadings. Table 1 displays the commonly accepted levels of headings in descending order. Examples of the first three levels are used in these Paper Guidelines.

It is not necessary to use all four types of headings; however, the order must be followed. For example, you may only need headings 1, 2 and 3. All topics having the same level should be of similar importance in the narrative. If this is not the case, more heading levels are needed.
Table 1: Levels of Headings

<table>
<thead>
<tr>
<th>Heading Level</th>
<th>Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Centered heading</td>
<td>Upper and lower case letters, bolded and enlarged font</td>
</tr>
<tr>
<td>2. Major side heading (flush with left margin)</td>
<td>Bolded and Italicized</td>
</tr>
<tr>
<td>3. Minor side heading</td>
<td>Bold</td>
</tr>
<tr>
<td>4. Paragraph heading (beginning of paragraph, followed by a period)</td>
<td>Underlined</td>
</tr>
</tbody>
</table>

The conclusion should remind the reader what the purpose of the paper was, summarize the main points of the paper, and note how the written narrative has accomplished its objectives.

Footnotes and Endnotes

Footnotes and endnotes should be avoided. Only when a clarification of information in the text is explicitly needed should a footnote or endnote be used. In business publications, endnotes are preferred to footnotes. A raised number should be placed in the text at the point where the endnote is referenced. A separate page entitled "Endnotes" follows the last page of text with the notes appropriately numbered.

Referencing Sources in the Body of the Paper

The use of references is required in this class. A properly prepared paper must use outside sources. Proper referencing requires that you identify your sources both in the text of your paper and at the end of your paper. The following are general guidelines to follow for citations in the body of the paper:

Citations in the Text

Citations in the text of the paper should be listed by the author's last name (or names if there is more than one author) and the year of publication enclosed in parentheses. Normally, the citation will go at the end of the sentence (or in a logical sentence break). If practical, the citation should stand by a punctuation mark (usually a period). Example:

The expanding interest in services marketing is partially related to economic trends such as the deregulation of various service industries and the growth of franchising (Lovelock 1984).
If you use the author's name within the sentence, there is no need to repeat the name in the citation; just use the year of publication in parentheses:

Grönroos (1985) has suggested that services are performances that are evaluated for the technical and functional excellence of the service worker and his/her support.

If there is no author identified in the citation, then you should list the publisher's name instead:

One retailer that has successfully used extensive sales training is Nordstrom (Advertising Age 1987).

Multiple Authors. For multiple authors, use the last names for up to three authors; but, if you have four or more authors, use the first author's name and indicate the other authors with "et al." Examples:

Other contemporary issues facing services include efforts to personalize services (Surprenant and Solomon 1985).

Pricing services is a formidable task because calculating the underlying costs of services is difficult (Zeithaml, Parasuraman, and Berry 1985).

The often subtle, yet pervasive influence of a service's physical setting cannot be overlooked (Lovelock et al. 1981).

Specific Quotes. If a particular paragraph, sentence, or equation is quoted; the page number(s) must be placed within the parentheses:

"The quality of services, and their ability to satisfy the consumer, depend not only on how well the service provider performs, but also on how well the consumer performs." (Zeithaml 1981, p. 187).

In some situations, you may prefer to skip part of a quote. This is done with the use of three periods (...) marking the position of the text that is skipped:

"The quality of services ... depend not only on how well the service provider performs, but also on how well the consumer performs." (Zeithaml 1981, p. 187).

Long quotes should be kept to a minimum and should not exceed one paragraph from the original source. Any long quote requiring more than four lines of text should be indented on both sides (instead of placing quotation marks on both sides) and single spaced as follows:

Although segmentation is applied in both goods and service companies, the consequences of reaching an inappropriate segment with part of the advertising are less serious for goods than for services. If the wrong group of consumers buys
our detergent, for example, then we do not really care; we still generate sales. (Bateson 1989, p. 399).

Plagiarism vs. Paraphrasing. The writer must always properly reference the words and thoughts of others. To do otherwise is plagiarism. Plagiarism occurs when students try to pass off someone's exact words as their own. Plagiarism is a very serious breach of academic integrity and may result in expulsion from the university.

Paraphrasing is the proper way to restate the work of another person without plagiarizing that work. When you paraphrase you are stating the essential ideas from a passage of text. You must still cite the original source because the paraphrased version is derived from that source. As an example, the previous quote from Bateson is paraphrased below:

Reaching an inappropriate segment with an advertising message is less troublesome for goods companies than services companies. We still make sales even if the wrong consumers buy our product (Bateson 1989).

Note that after paraphrasing the quote from Bateson the basic meaning of the sentences was the same, but the new sentences are different from the original sentences. Note also that the paraphrased version was shorter and simpler. When paraphrasing, only an occasional short phrase may be repeated without risk of plagiarism. The phrase "reaching an inappropriate segment" was repeated. Had any more than one or two phrases been repeated it would have been far better to do the sentences as a partial quote with the appropriate quotation marks. As an example, the previous Zeithaml (1981) quote may be done as a partial quote:

Service quality will "depend not only on how well the service provider performs, but also on how well the consumer performs." (Zeithaml 1981, p. 187).

As a rule of thumb, when you find it hard to paraphrase an author's words then you should quote all or part of the words. Do not take the risk of getting caught plagiarizing!

The References Page

All sources referenced in the body of your paper should be listed on the references page. The complete reference list should be on a separate page(s) following the written text of your paper. The reference page should be titled "References." The page number follows the sequence from the text.

The body of each reference should be single-spaced with flush left margin.

All references are to be listed alphabetically, with the author's last name first, followed by their first names and middle initial. If the reference has no author, the work should be alphabetized by the publication's name. The name is followed by the publication date in parentheses. Next, the title of the work appears, the source of the work, and the page number(s).
Several methods of citing the work of others are available. These instructions are adapted from the referencing instructions of the Journal of Marketing, Journal of Marketing Research, and the Journal of Consumer Research. Further examples of good referencing style may be found by examining recent issues of these journals or by consulting the style sheet periodically published in these journals.

The basic format for all citations will follow this general format:


In the case of electronic citations the complete URL where the article is found serves as the page number.


See the following examples for additional details:

Books. Unique to books, is that the title is underlined, instead of being placed in quotation marks.

Single author reference for books (include author's name, publication date, book title, location of publisher and name of publisher):


Multiple author reference:


Single and multiple author references for an article or case in a book edited by another author(s):


Books with no author:

Edited books:


Journals. Single and multiple author references for journals (include author's name, publication date, article title, complete name of journal, volume number, month of publication, and the page numbers):


Magazines or Newspapers. Single and multiple author references for magazines and newspapers (include author's name, publication date, article title, complete name of magazine or newspaper, month and day of publication, and the page numbers):


Magazine or Newspaper articles with no authors should be alphabetized by the name of the publication (include complete name of magazine or newspaper, publication date, article title, month and day of publication, and the page numbers):


Conference Proceedings. Single and multiple author references for conference proceedings (include author's name, publication date, article title, complete name of conference publication, editors' names (all of them), location of publisher, name of publisher and the page numbers):

**Personal Interview.** When listing a personal interview (whether in person or by telephone), the format should include the words "Personal Interview" or "Personal Telephone Interview" followed by the person's title, the organization they represent, and the exact date and location of the interviewee(s):

Garcia, Manny (1994), Personal Interview, President, Davgar Restaurants, Inc., February 1, Orlando, FL.

Jorgensen, Dennis D. (1997), Personal Telephone Interview, Chief Operating Officer, American Marketing Association, January 9, Chicago, IL.


**Email.** Referencing information exchanged via email take the basic form of a reference. The subject line of the email becomes the title; Personal email is the publication.

Fontenot, Renée (2015), "Excessive Absences," Personal email, Professor of Marketing, Georgia College & State University, January 17.

**Government Documents.** Government documents should be listed by the name of the government agency that produced the report:


**Electronic Sources.** The citing of electronic sources follows similar protocol as other sources, but the complete URL must also be reported. Depending upon the source there are two formats that will be commonly used for referencing electronic sources.

This format should be used for any electronic source (e-mail, data search, interviews, gopher site, web site and surveys). If there is an author, the reference leads with the standard protocol. The date of the posting is listed in the standard date formatting used in referencing but the access date is also listed after the URL.


For electronic sources taken from web pages, such as corporate web pages where an author is not clearly identified, the name of the organizational web site is used as the author. If there is no date indicating last revision or update, current year is indicated and the complete access month and day are listed after the URL.

Radio, Television, Video Sources. The citing of audio/visual sources may become increasingly relevant, no widely accepted formats have been created, yet. In the meantime, we will use the following general format: system (or author), (year), title, venue/media, airing date if radio or television, episode number (when given). For documentaries and taped productions the location of production should be given.


Miscellaneous Works. References to Ph.D. dissertations, class notes, working papers, brochures, corporate seminars, company documents, annual reports, etc., should be included in the reference list without underlining:


As a rule, miscellaneous works should not be major reference sources for your paper. Any exceptions to this rule must be approved by your professor.

Multiple Citations. If an author appears more than once, substitute a one inch line for the author’s name. If a team of authors appears more than once, substitute the line for each name that repeats:

If two works published in the same year by the same author are cited, they must be differentiated. The convention is to alphabetize the works by title and then to place an "a" beside the year on the one article and a "b" by the year on the other, e.g., (1977a, 1977b). The references in the text of the paper are made in the same fashion.


Reprints. If the source you are citing is a reprint, the original citation is listed and then the source of the reprint is listed:


Secondary Citations. A secondary citation occurs when the writer is quoting or paraphrasing a source that was cited in a publication by someone else. Secondary citations should be avoided, if possible. The writer should always find and cite the original sources rather than secondary sources. However, if a secondary citation is unavoidable, the following format would be used for the citation:

No Date. When there is no year given for the date for a reference source, in the citation (n.d.) is inserted where the year would normally be placed. Use the standard format for your citation (authorlastname n.d.).


Appendices

Some items that you create for your paper may be too lengthy to warrant placing them in the body of the text. These items can include copies of important documents, technical notes, and lengthy tables, charts and graphs. Such items are placed in the Appendix. All appendices should be titled in sequence as they first are referenced in the text beginning with Appendix A. Each Appendix should begin on a new page. Each page of the Appendices is numbered in sequence continuing from the references. Only appendices that are referenced and discussed in the text should be included.

Tables, Charts, and Graphs

Where appropriate, tables, charts, and graphs should be used to summarize or clarify the text. Often visual representations can greatly clarify many pages of text. Many business executives strongly recommend students become familiar with the process of developing these visual support mechanisms. It is more efficient for a busy business executive to examine a visual support for understanding than to read several pages of text. The writer's purpose is to communicate understanding and information in the most thorough and yet efficient way possible. If the executive understands the material from the visual support, then that may be enough. Nevertheless, if a clearer, deeper understanding is needed, the executive can read the text.

Tables, charts, and graphs should be clearly labeled with a centered title containing the number of the exhibit in a sequence and its subject. For example, the second table might be labeled, "Table 2: A Statistical Summary of the Population of Orlando." It should be placed on a separate page in the appendix and should be centered on the page from top to bottom. Refer to visual supports in the text by their title (e.g., Table 2: A Statistical Summary of the Population of Orlando).

Appendices should use the same standards as the body of the paper, for structure including margins and fonts, unless a different font is used for creative purposes. If possible, the visual supports should be presented in the same physical direction as regular text, so the reader does not have to shift the text. Exceptions include when doing so reduces the legibility or fails to make best use of the page. Exceptions are likely to include budgets, possible timelines and examples of creative materials such as mocks for web pages and brochures.

If the visual support takes less than one-fourth of a page, place it in the body of the paper as close as possible to where it is discussed in the text. An example is contained in Table 1 on page 4.
Mechanical Issues

This section discusses instructions that you should follow in your paper for several mechanical issues: units of thought, binding, print, spacing, hyphenation, margins, and pagination.

Sentences and Paragraphs

There are two essential units of thought in written communication: the sentence and the paragraph. Effective and persuasive communication requires well structured sentences and paragraphs. It is very hard to be a success in business if you cannot express your thoughts in clear written English.

Be careful to ensure that you have created complete sentences. You should also carefully edit each and every sentence after you write it. Few things signal sloppy work more quickly than incomplete sentences or poorly written sentences.

Even greater care must be taken to ensure that each of your paragraphs is a cohesive unit of thought. For expository writing (as opposed to paper guidelines), a good paragraph has a beginning, a middle, and an end. This translates into a minimum of three sentences in each of your paragraphs.

Bullet points are not a substitute for discussion. The use of bullet points is for lists. Lists should be used sparingly in the body of the paper, and with any table or chart, there should be a discussion framing the relevance of the bullet points.

Binding

The preferred method of binding your paper is with a carefully placed binder clip of the appropriate size for the content being bound. Fancy packaging will not improve your grade.

Printing

Laser or inkjet printers are the common accepted printing method. You must select Times New Roman, 12 point as your font. Larger or smaller point sizes will not be acceptable. The easiest font to read is Times Roman. [These guidelines are printed in Times New Roman, 12 point.] The hardest fonts to read are typewriter fonts like Courier or Prestige or novelty fonts like Flintstones or Shotgun.

Spacing

The lines of text of all papers should be double-spaced, except where noted below. This allows space for the reader to make comments.
Two double spaces (four single spaces) should precede and one double space (two single spaces) should follow any centered major heading. All other headings should be separated by one double space (two single spaces) before and after. All headings or titles containing more than one line should be single-spaced. A double space should precede and follow a visual support (table, graph, chart, etc.) placed within the text.

All paragraphs should be indented a 1/2 inch. Spacing between paragraphs should also be double-spaced (two single spaces).

One space should follow every period at the end of a sentence. Also, one space should follow every colon. Prior tradition in typing was to use two spaces, but one space is becoming preferred with proportional fonts.

All sections of the paper should follow each other with a minimum of wasted space. Do not leave half of a page empty in the middle of the paper.

Do not leave orphans or widows! At least two lines of text must remain together when going to the following page. That is, do not leave one line of a paragraph's text at the bottom (orphans) or top (widows) of a page. The only exception is a situation that is unavoidable (e.g., a paragraph containing three lines). Most word processing programs can automatically manage orphans and widows.

**Hyphenation**

In general, hyphenation of whole words between lines should be avoided or at least minimized. This does not apply to words like "one-third," "twenty-five," etc.

**Margins**

Papers should have one-inch margins surrounding the text, i.e. one inch at the top, bottom, left and right sides. All text should be printed inside this one inch border. The page number, should be placed ½ inch from the paper edge. These guidelines are prepared in this manner.

Margins at the bottom of a page may occasionally need to be more than one inch to avoid leaving an orphan at the bottom of the page.

You may use fully justified margins if your printer can print in true proportional spacing (like these guidelines). Paper should be 8.5" x 11," except for large visual aids that are folded to the proper size.

**Pagination**

With only a few exceptions, all pages in the paper should be numbered. The cover page is not numbered. The Table of Contents is given page "i" (Roman numeral 1) at the bottom of the
page. Each following page before the first page of the text (Table of Contents through Executive Summary) is given the next sequence Roman numeral.

An Arabic number 1 is placed on the bottom center of the first page of regular text (Introduction). On all following pages, the next Arabic numeral (2, 3, etc.) is placed in the upper right hand corner of the page (within the margins). All subsequent pages should be numbered in the same way. The sequence of the presentation was addressed on page 1 of this guide.

**Style and Grammatical Errors**

Errors made in style and grammar seriously damage the credibility of the writer(s) and the entire research project. No substitute exists for careful and thoughtful proofreading of any document before submission. This requires that the document be prepared far enough in advance that corrections can be made in time to meet deadlines. The lack of adequate proofreading is the most common source of student's writing problems (i.e., the writer hurriedly prepares the document and does a sloppy job.) An effective tip on proofing is to read the paper backward. Whenever possible, other individuals should be asked to proofread the document as they may spot errors not detected by the writer.

A list of common errors is in the appendices (Appendix A: Common Errors). A second appendix is provided as a checklist to help students avoid needless penalties (Appendix B: Point-saver Checklist).

Students are urged to purchase a copy of *The Elements of Style* by William Strunk Jr. and E. B. White (small paperback) for consultation about grammar, punctuation and style. Another very valuable reference is the *Handbook of Technical Writing* by Charles T. Brusaw, Gerald J. Alred and Walter E. Oliu (large paperback).

**Voice**

In business writing the author(s) should always assume third person voice and never self-reference (The ABC Agency) or use first person (I) or second person (we/our). Though the paper will be delivered to a specific person, they should not be addressed directly in the paper (you).

Careful editing and proof reading should address issues common of multiple authors. A paper should read as if it were written by a single person. The writing style must be uniform throughout and there must be continuity in use of terms and names (Coke versus Coca-Cola).

Using active voice in writing sentences makes the meaning clear for the reader. It also helps to keep sentences from becoming over complicated and too wordy. Unless needed to make a point, active voice should be the standard. In active voice the sentence subject performs the action, as in, *IBM outperformed their competitors by aggressively launching a direct sales force.* This is in contrast to this passively worded sentence, *By aggressively launching a direct sales force, the competitors were outperformed by IBM.*
Conclusion

Detailed instructions for presenting the written narrative were given in these guidelines. In addition, numerous mechanical issues were reviewed. Finally, common style and grammatical errors were identified.

Students usually have the ability to write well, but fail to use it. No substitute can be made for careful diligence, thoughtfulness, and adequate time allotment. It is strongly urge that students acquire, develop, and polish their written and verbal communication skills before entering their careers. It is sincerely hoped that this document will aid in that process.
Appendix A: Common Errors

The following is a list of common and inexcusable errors often committed by students in their writing:

1. Misspelled words are hard to forgive in this day of word processors with built-in spell checkers.
2. Normally, possessive nouns should contain an apostrophe, e.g., "Bitner's."
3. The term "a lot" is two words and is very ambiguous, almost meaningless.
4. Verb and subject tense do not match, e.g., the data is analyzed.
5. Absence or misuse of commas.
6. No use of semicolons or misuse of semicolons.
7. Use of the indefinite "you," e.g., "When you hire folks like him, you could get burned."
8. Use of they, them, this and other pronouns that could reference more than one noun. Beginning sentences with such pronouns is weak, because the pronoun must modify the entire preceding sentence.
9. Lack of specificity and use of ambiguous terms and expressions, e.g., the foreseeable future.
10. Failure to be specific or "say what you mean and mean what you say."
11. Constructing two very short sentences that could easily be combined into one sentence.
12. Beginning several sentences in a row with the same word or phrase. Such structure is only acceptable when done deliberately and sparingly for emphasis.
13. Starting almost every sentence with "there."
14. Do not start sentences with numbers unless they are written out, e.g., "Twenty-five people..."
15. Using double negatives, e.g., "We didn't do nothing to deserve this."
16. Writing in passive rather than active voice.
17. Use of the past tense exclusively; avoidance of the present tense.
18. Paragraphs that contain only one or two sentences. You are not writing for a newspaper. Your paragraphs need more content and structure than is possible in one or two sentences.
19. Paragraphs that contain several non-related thoughts. In business writing style, paragraph breaks should be used frequently, especially when thoughts change. Paragraph headings should be used liberally.

20. Using a conversational tone, e.g., "Oh, you know what I mean."

21. Sentences that contain a string of several pronouns, e.g., "They did it to them so they would know that he could do business with them."

22. Splitting an infinitive, e.g., to vigorously investigate. The correct form is to investigate vigorously.


24. Avoid writing in the first person, singular (I) and plural (we).

25. Avoid the use of colloquial expressions, e.g., "fit as a fiddle." If a colloquial expression is unavoidable, then show it in quotation marks.

26. Using colloquial two-word verbs, e.g., talk over (discuss), look into (investigate), and throw out (discard).

27. Ending sentences with prepositions, e.g., "...seeing where he is at."

28. Using "which" when "that" is more appropriate. "Which" should be used with nonrestrictive clauses that do not change the meaning of the basic sentence. "That" should be used with restrictive clauses. "That" is often overused. One per sentence.

29. Ending sentences with abbreviations or using abbreviations as if they were regular words. Example: "Reps" is not a word. The word is "representatives."

30. Illogical expressions, e.g., the quota system's nonexistence.

31. Using the word "feel" when the correct term is "think." Learn to distinguish between emotions and thoughts.

32. General sloppiness! Too many papers are submitted with penciled in corrections, pages not numbered, no references, improper margins, and such.
Appendix B: Point-Saver Checklist

______ Have you correctly bound your paper?

______ Have you done the cover page and table of contents correctly?

______ Have you correctly sequenced your paper?

______ Have you written an executive summary, introduction and conclusion?

______ Have you double-spaced your typed or printed paper (except where instructed otherwise)?

______ Have you correctly spaced headings, subheadings, visual supports, and long quotations?

______ Have you used the correct indentations for paragraphs and long quotes?

______ Have you been careful not to leave widows or orphans?

______ Have you used the correct one inch margins?

______ Have you used paper that is 8 1/2" x 11" in size (except where allowed)?

______ Has your paper been printed in the correct point size (12 pt Times New Roman is preferred)?

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