This syllabus is meant to be a guide. The general structure will not change, but the order of specific topics and readings may do so.

**Class times:** Our academic classes are scheduled to meet Fridays 9:00AM-12:30PM at The Congressional Apartment Building, 215 Constitution Ave NE [http://thecongressional.com/](http://thecongressional.com/). Friday afternoons will be used for meetings with guests, term paper consultations, and other activities. Absences will be excused more liberally for afternoon activities than for classes. The classroom portion of the day may well last later on Fridays (with advance warning). This certainly will occur on weeks when individual students or teams are making presentations, or when we have scheduled consultations on papers. We would generally let you know about a late class at least one week in advance. In general, if you are planning to go out of town on a Friday, it is not wise to schedule anything before mid- to late-afternoon.

Because we only meet once per week, you should also note that the due dates for papers and other individual assignments are often at the end of the weekend (Sunday, midnight) rather than a Friday. These are to be delivered electronically and may, of course, be turned in at any time earlier. Typically, there will be two sets of assignments each week: one for 341-342 and the other for 495.

**Attendance** at all classes is expected. We accept legitimate medical excuses and will give absence permissions for *academically appropriate* reasons, but expect to be asked in advance about these.

**ACADEMIC COURSE WORK FOR THE SEMESTER**

**COURSES:**
The academic content of The Washington Semester Program is comprised of three distinct courses:

- **POS 341:** Washington in Perspective (3 credits)
- **POS 342:** Washington Internship (9 credits)
- **POS 495Z:** Reading and Writing in Washington (3 credits)

There will typically be two sets of writing assignments per week: one for 341/2; the other for 495.
POS 341: WASHINGTON IN PERSPECTIVE

Goals: This course is designed to help place your internship assignments within the context of Washington as a working city. This will be done first through a direct study of organizations and then through an examination of issue arenas. In the section on issues arenas, students will work on teams and make a group presentation to the class by the end of March.

Grading for POS 341:

Individual work: (75%)
Informational interview (2/25) (5%), Paper (3/3/) on your internship setting (15%)
Other reading reactions (inc. Craft of Research) and other homework submissions. (25%)
Class preparation and participation (10%)
Internship logs/commentaries on what you have learned (15%)
Author/source interview (5%)
Team work on issues: (25%)
Presentations to the class, as graded by other groups (10%) and by the instructors (10%)
Within-group peer evaluations (5%)

POS 342: WASHINGTON INTERNSHIP

Goals: The goals of a credit-bearing internship are both personal and academic. The internship gives the student an opportunity to see how skills learned in college are put to use outside of the classroom. From a personal vantage point, this will give the student a chance to develop career skills and networks, and test what kind of setting may be a “good fit” for a life.

Logs and Academic goals: In addition, however, the academic goal is to develop the skills of participant observation, sharpened though regular logs. The first log will capture your initial impressions and expectations. Four subsequent logs (due on the Sundays indicated): should not just describe what you did. They should focus on something you learned (from the week’s experience, reading or conversations with professionals) about politics and policy or about your organization, how it works, where it fits. Most good logs (receiving A or A-) will relate what is seen to something previously read for a course. Because the good logs will integrate readings, they will be graded and will count toward the grade for POS 341.

Grading for POS 342 (S/U): Requires (1) Satisfactory performance, punctual attendance, on internship; (2) completion and submission of assignments (logs, internship evaluation).

POS 495Z: RESEARCH AND WRITING IN WASHINGTON

Goals: Students will learn how to work through the steps involved in writing a multi-draft 20-25-page paper (not counting notes or graphics) using primary source material to test a general thesis or idea in the scholarly literature. The goal is to learn how to develop an argument – making a claim and using appropriate evidence – that tests the issues and processes experienced by those who work in or around government and politics against the generalizations about government and politics that appear in scholarly writings. They are not to be papers about what is a good or bad policy choice, but could well be about participants in the process who are making such claims.

Paper writing process and due dates: All paper topics must be approved in advance by the instructor. The POS 495 work goes through the following steps in sequence – topic selection, question formulation, research design, finding and using appropriate primary source material, testing the validity of one’s evidence and
argument, drafting, critiquing, revising and polishing. Assignments to start the process begin in February and include something to be done every week – usually with an assignment to be turned in. The syllabus contains assignments for every week. Students who are working at a faster pace, or who have to double back because of problems with the initial topic definition, may do so with the instructor’s approval. However, some form of approved written progress will be expected every week from everyone beginning Feb. 8. The due date for electronic submission of a final, polished paper is no later than May 10, the day before you are required to move out of the apartment.

**Mandatory and optional consultations:** You should make appointments for at least two consultations on your 495 papers, one each with Prof. Malbin and Adam Kress. These should be by appointment. At least one should be during the early phases of the project, starting Feb. 22. Another should occur at some time after the required submission of March 17. Additional appointments are available to those who need or want them. Adam prefers in-person appointments to be scheduled after class on Friday. Prof. Malbin can meet after class Friday or Thursday evening. Either can also make formal telephone appointments at other times. For any appointment, you should come with something written to discuss (or email it in advance of a telephone appointment) and you should take notes during the meeting. You should email detailed notes of the meeting immediately afterwards to both Prof. Malbin and Adam Kress. These should have the level of accuracy and detail that your office would expect if asked you to cover a meeting or hearing and should include any decisions or next assignments.

**Grading for POS 495Z: (A/E):** The final grade will be based on the final draft of the paper as long as you finish each required interim step in a timely and serious manner. A lack of effort and satisfactory submitted work on the earlier steps will result in a reduction of the final grade. A *failure to produce work product that shows the developmental steps on the way toward a final paper will create a presumption that you have not done the work and that the paper is not yours and therefore should not pass.* All changes in topic must be approved by the instructor or the paper will not be accepted.

**Use of the Library:** You will be expected to be doing library as well as Internet research. The Library of Congress is one of the world’s greatest libraries. We will have an orientation class taught by a reference librarian early in the semester. The facility has wonderful collections, but it is a closed-stack facility. That means you have to request materials and wait. In addition, because it is not a university library, many of its reading rooms are only open 8:30-9:30 on MWTh and only until 5 on TFS. I recommend that you start using the library early in the semester and keep going back.

Also useful: **Gelman Library, George Washington University**, 2130 H St NW.: 7AM – Midnight. GW card is said to be needed, but they have regularly given access in the past with a SUNY ID. Near Foggy Bottom Metro. [http://www.gelman.gwu.edu/](http://www.gelman.gwu.edu/).
POLICIES FOR POS 341, 342 AND 495Z

Internet + Laptops: Internet research will be required to complete the assignments in this course. On some days, teams will be doing Internet research together and reporting the results. Each team will be responsible for assuring that one or more laptops are available for team use in class. Distributing students who have WiFi capability on their laptops will be a consideration in forming teams. Use of a laptop or other electronic device during class for non-class related purposes is strictly prohibited.

Academic Honesty: Students are expected to adhere to the university’s regulations concerning academic honesty. A full set of guidelines appears at the end of this syllabus. You are expected to read these guidelines, study them and follow them. From past experience: pay particular attention to what they say about the need for citations when paraphrasing or summarizing. Violation will result in a severe penalty, such as a failing grade for the course, and referral to the appropriate academic authorities.

Late papers and assignments: All papers and assignments are due on the date assigned. Late papers without medical excuse will have their grades reduced at the rate of one plus-or-minus level per calendar day late.

BOOKS TO PURCHASE:


Other readings on the syllabus will be available on Blackboard.

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MEETING AND ASSIGNMENT SCHEDULE

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<tr>
<th>JAN</th>
<th>POS 341, POS 342</th>
<th>POS 495</th>
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<tbody>
<tr>
<td>Wk 1: Wed 23</td>
<td>Check into apartment. 7PM We, The Pizza 305 Pennsylvania Ave SE</td>
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| Fri 25 | **Reading:**  
*Grabowski on ethics +  
*Insiders’ Guide to Political Internships.*  
All read ch. 1, 2, ch. 3 (pp. 39-43), ch, 6 (80-86), ch, 8 (111-119), 13, 14, 15.  
Congressional interns: rest of ch 3, all of ch 12.  
NGO interns read the rest of ch. 8.  
Executive branch: the rest of ch. 6.  
Submit 1-2 pp. reading reactions to the Insider’s Guide: (1) Make a comment or raise a question about the group conversation in ch. 15, and (2) Make a comment or raise a question about the other assigned chapters (with page reference). (3) Optional: feel free to make additional comments. |
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<tr>
<td>Mon 28</td>
<td>First Day of Interning</td>
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| Thurs 31 | 6-8 PM: Reception at Tortilla Coast, 400 1st St. SE.  
(Around corner from apt. Attendance expected.) |
| FEB | **Part II: (After Reader Registration. See ➔)**  
*The Political Context, Spring 2013*  
NB: Without any extension, the debt ceiling could be breached Feb. 15 - Mar. 1.  
**Reading:**  
BPC: Comparing Budget Plans (April 2011)  
CRS –Deficit – Comparing Approaches (Nov 2012)  
Fiscal Cliff Analysis 1/1/13 - Comm. for a Responsible Fed. Budget (CRFB)  
Post-Deal Long Term Outlook – 1/4/13 - CRFB  
House GOP Thinks Sequester Is A Better Fight – 1/18/13 – Politico  
Table: Incumbents in the Elections of 2012  
Pew Poll, Obama in Strong Position (1/17/13), pp.1-4, 10-15  
The “Hell No” Caucus – Politico  
Tea Party Turns to DC Insiders - Politico  
Boehner Coup Attempt Larger than First Thought – 1/6/13 – Roll Call  
House GOP Rebels Give Boehner Another Chance – 1/18/13 – Politico  
Red State Senate Dems May Break with WH – 1/18/13 – Politico  
2 pp. paper. Due in class. Topic TBA. |
| Wk 2: Fri 1 | **Part I: 9AM: Meet at Library of Congress for Reader Registration. Madison Bldg., 1st and C St. entrance.** |
| Sun 3 | **Initial Log:** This week: Impressions and observations. |
| **Wk 3:** Fri 8 341 | **9AM: Guest Speaker,** Allison Getty, *New to DC*  
http://new-todc.com  
Ms. Getty will talk about networking in DC.  
**Read:** *What Color is Your Parachute*, ch. 4-6.  
Informational interview assignment: Interview to be completed within two weeks. (Good days might be afternoon of Feb. 15 or 22.) **Informational interview report due Sun. Feb. 25.** |
|  | **Read:** *Craft of Research*, ch. 1-2.  
**Submit:** reading reaction, 1 pp. |
<table>
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>Tu 12</td>
<td>State of the Union Address (watch on your own).</td>
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<tr>
<td>**Wk 4:</td>
<td><strong>Fri 15</strong> Discuss State of the Union Address + reply. See → for 495 reading for class. Optional activity PM: National Gallery of Art Tour.</td>
<td><strong>Read:</strong> <em>Craft of Research</em>, ch. 3-5. Take notes. (Use posted outline. Fill it in. Bring to class. <strong>Submit:</strong>) <strong>Also read:</strong> <em>Yin – Case Study Research</em> <em>Sample topics, past years.</em> Guide to Citations</td>
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<td>Sun 17</td>
<td><strong>Submit log + See →</strong></td>
<td><strong>Submit:</strong> Select a potential case for research. Provide biblio citations to one or more secondary narrative sources to be read for next week’s assignment.</td>
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<td>**Wk 5:</td>
<td><strong>Fri 22</strong> 10-11:30: Library of Congress orientation, Jefferson Building, G-7 Reading: Differentiated readings, for paper due Sun. Mar. 3 (see below). (Need to read ahead so you can have paper notes for 4/1 workshop)</td>
<td><strong>Submit:</strong> Submit 1-2 page descriptive narrative of the cases or organization you want to study.</td>
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<tr>
<td>Sun 25</td>
<td><strong>Informational interview paper due.</strong></td>
<td><strong>Submit:</strong> Submit 1-2 page descriptive narrative of the cases or organization you want to study.</td>
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<td><strong>MAR</strong></td>
<td>We have asked for a White House + Capitol tours in March. Request placed with Rep. Tonko for Mar. 1, 8, or 15. Assignments below may be reshuffled.</td>
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<td>**Wk 6:</td>
<td><strong>Fri 1</strong> Part I: Workshops on 2/22 readings for assignment due Sunday. Bring in drafts or outlines of papers for peer critiques. These should not be narratives. They should have a thesis reflecting something important about how the office’s structure relates to the way it works in its context.</td>
<td><strong>Read:</strong> <em>Craft:</em> ch. 6-7 <strong>Submit:</strong> Submit biblio of 2-3 political science (or other approved) works. These works are chosen because your narrative suggests they cover aspects of the process (not narrative) for your case study on which you want to focus.</td>
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<td>Sun 3</td>
<td><strong>Due date for electronic submission of 4-5 pp. paper on your office.</strong> Purpose: Identify important theses or claims in the differentiated reading listed for 2/22. Explain your office either in light of or as a refutation of those claims. Due midnight Sunday or any time before.</td>
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<td>**Wk 7:</td>
<td><strong>Fri 8</strong> Read: Birkland, ch. 5-6. Submit: 2 pp. Reading reaction to Birkland. Which of the theses he summarizes are useful for helping you understand the setting in which you work and how/why are they helpful? Form teams for presentation of 3/22 (3/29 if pushed back by WH tour). Assignments will relate Birkland to your issue arena. Need to do team research to answer these questions in your domain for the presentation: (1) Iron triangle vs. issue network. How porous your policy arena? (2) Media coverage: how much in WP/NYT? Or is most coverage in the specialized press? What readership? (3) Role of think tanks in your domain. Idea-generators or publicists for current battles?</td>
<td><strong>Submit:</strong> Initial primary source biblio</td>
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<td>Sun 10</td>
<td><strong>Submit log + See →</strong></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignment/Activity</td>
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<td>Wk 8: Fri 15</td>
<td>See →</td>
<td>495: <strong>Read:</strong> <em>Craft</em>, ch. 8-10. Take notes on the chapters. <strong>Come in with</strong> a written version of the question you plan to use for your Sunday submission (below). Question may change after class.</td>
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<td>Sun 17</td>
<td>See →</td>
<td><strong>Submit 1-2 pp.</strong> What is your 495 paper’s thesis question? [NB: In the final 495 paper at the end of the semester, the answer to this question is your paper’s main claim or thesis.] Explain in this 1-2 pp. paper (1) Why is the thesis question intellectually important? Does it relate to thesis in your secondary source reading? (2) What primary source evidence you will weigh to find an answer to your question. Show one example of one such piece of evidence. NB: You are not required to stick with your thesis question if more reading and evidence leads to change. However, you need work with one. This material can revised later to be used in the opening pages of your paper.</td>
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<tr>
<td>Wk 9: Fri 22</td>
<td><strong>Team presentations on their selected subject areas</strong></td>
<td>Submit notes on bibliography. Also: Make appointment before April 12 to interview of at least one think tank (or other approved) author whose work you have read for your 495 paper. (An alternative might be with a participant in the process. Interview questions should still reflect reading and research). Interview notes may be cited in the paper. NB: that you will have to schedule the interview significantly in advance. Start now.</td>
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<td>Sun. 24</td>
<td>Submit log</td>
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<td>Wk 10: Fri 29</td>
<td>Flex space in calendar allows for fact that one week in March will be for WH and Capitol tours and if it is before this date, the subsequent weeks will slide. <strong>Optional Activity, 2PM:</strong> Nats vs. Yanks (exhibition). Alternative option: Thurs. Apr. 4. (Only if at night). Game time TBA. Regular season game v Miami</td>
<td>Submit: Weekly progress report on paper. Assignment TBA.</td>
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<td>APR</td>
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<td>Sun 7</td>
<td>Submit log</td>
<td>Submit any 3-5 pages from 495 paper, together with an outline of the rest.</td>
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<td>Wk 12: Fri 12</td>
<td><strong>AM (not optional): Newseum.</strong> Time and place of meeting TBA. Includes a class on presidential campaign media + free entrance to the museum.</td>
<td>Submit: Weekly progress report on paper. Assignment TBA.</td>
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<td>5 14</td>
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<td>Submit: Summary of interview (see 3/22 above).</td>
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<td>Wk 13: Fri 19</td>
<td><strong>495 Workshops</strong>: team-based peer-reviews. <strong>Wed. before class</strong>: Distribute to team: thesis, partial draft – at least 5 new pp. beyond Apr. 7 submission; outline of rest of paper -- including initial findings or conclusions + evidence + potential counter-arguments. <strong>In class</strong>: Peer critiques, discussion.</td>
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<td>Th 25</td>
<td>Last day of internship:</td>
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<td>Wk. 14 Fri 26</td>
<td>TBD</td>
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<td>S 28</td>
<td><strong>Final logs</strong>: overviews of the internship. What did you learn? What might you have done differently? Would you recommend this office?</td>
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<td><strong>MAY</strong></td>
<td>Meeting date TBD for paper presentations. Following days: telephone appointments.</td>
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<tr>
<td>Apr 29 - May 3</td>
<td>Closing event TBD. This is in addition to the 495 class at right →</td>
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<tr>
<td>F 10</td>
<td>Final papers due.</td>
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<tr>
<td>S 11</td>
<td>Check out of apartments</td>
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<tr>
<td>May 17</td>
<td>Graduation Weekend in Albany</td>
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POS 495 Paper Topics

As noted, all POS 495 paper topics must be approved in advance by the instructor. While you are free to work on a different subject (subject to approval by the faculty in advance), we suggest the following as good default topics for you to consider:

- For students working in an interest group or non-governmental organization: a paper about the organization, comparing it to one or more in the same policy arena. A useful idea to consider for thesis questions: do the organizational issues raised in your reading assignment about interest groups help explain the choices your groups have made over time?

- For students on Capitol Hill:
  - The politics of an issue arena in which you and your office have a particular interest.
  - Comparing the politics/influence of a committee on which the member serves with the parallel committee in the other chamber and/or over time under a different chairperson or different party control.

- Students working in an executive agency might also want to think about the following, if you do not want to write about a specific policy issue:
  - Interagency or internal executive branch politics in a specific issue arena; or
  - Changes in agency politics or behavior under different leaders.

- Students in any internship could write about the politics of just about any specifically defined issue or past decision in which you and/or your office have an interest. There are a few keys to this kind of paper:
  - You should be looking at the politics or process and not trying to make your own assessment of what would be a good policy option;
  - You are not going to be in a position to make your own independent assessment of whether a policy succeeded or failed, and
  - You don’t want to bite off more than one person can handle in a 20-25 page paper. (Classic example: the student who one wanted to write about US policy toward the Middle East, with no further definition.)

- For students interested in politics or communications: past students have written successful papers about political party committees, politically active interest groups, political campaigns, and the media.

Citation formats for POS 341 and 495Z: Citation in APA or MLA style will be accepted. Manuals for these citations may be found on the university library’s website at [http://library.albany.edu/cfox#top](http://library.albany.edu/cfox#top) for APA and [http://library.albany.edu/cfox?type=mla](http://library.albany.edu/cfox?type=mla) for MLA. These sources are generally good. You are expected to following one of these the manuals consistently. Government documents are not adequately handled in the manuals. Therefore you will also need to use an additional source made available on Blackboard for the kinds of government documents not covered by the standard manuals above. (This will especially apply to Congressional documents).

Note that if you use within-text parenthetical citations, the first words within the parentheses – usually the author’s last name, year or date of publication and page number – should match the first word in the “works cited” page at the end of the document, in order of the author’s last name. Note too that the “works cited” page should be presented in alphabetical order by author or issuing body.
When and Why to Cite Sources

What is Plagiarism?

Plagiarism is defined as "a piece of writing that has been copied from someone else and is presented as being your own work" or "taking someone’s words or ideas as if they were your own."  

Plagiarism is a serious issue in the academic community. While plagiarism sometimes does occur intentionally, it also occurs because the writer doesn’t understand or does not know how to avoid it. Please visit our online tutorial: Plagiarism 101 for an entertaining and interesting look at why people plagiarize and strategies to avoid it.

Plagiarism occurs when you use someone else’s ideas and PRETEND they are your own. Avoiding plagiarism doesn’t mean that you can never use other people’s ideas. It’s a widely known secret that in fact you CAN use other peoples’ ideas and even their words. For many research papers you NEED to do this in order to prove your own points. So use their ideas! Use their words! Professors expect to see in your writing that you’ve done your research and understand what the experts think when you formed your own opinions. The trick is to acknowledge who these expert ideas really belong to by CITING them!

So let’s assume you don’t want to plagiarize, you’ve given yourself enough time to do it right, but you’re still not sure about “putting things in your own words,” judging when to cite work, or how to cite it. Read on for more information and examples.

Why Acknowledge Sources

Doing research for a paper is an exploration and learning process. By acknowledging our sources we show our reader the path we took to come to our conclusions. Citing the authors we read shows how we tied others’ research and ideas together and how we came to learn about and develop our own ideas and opinions.

Why should you cite your sources?

1. Citations reflect the careful and thorough work you have put into locating and exploring your sources.

2. Citations help readers understand the context of your argument and are a courtesy to the reader, who may share your interest in a particular area of study.

3. Citations allow you to acknowledge those authors who contributed to your learning and your work.

4. Citations, by illustrating your own learning process, also draw attention to the originality and legitimacy of your own ideas.

5. By citing sources you demonstrate your integrity and skill as a responsible student and participant in your field of study.

When to Cite Sources

While professors and scholars may have specific requirements based on the needs of their discipline, there are cases where you should always cite your sources.

1. Direct quotes of more than one word. If the author’s words are powerful or you need to be specific for your argument, the authors’ words can be used as a direct quote.

2. Paraphrasing or summarizing. If you want to use someone else’s idea to help you make your point or to support your own ideas, in this case you would “translate” the ideas into your own words. [NB: “Always cite.”]
3. **Information which may be common knowledge** but still unfamiliar to your reader. This would also include statistical information which may be familiar information but still requires confirmation.

4. **Not just books or articles** should be cited. Any source that you use for information can and should be cited including interviews, websites, TV programs, etc.

5. **Whenever you are not sure** if something should be cited, err on the side of caution and cite sources.

Let’s look at some examples...

### Direct quotes

How much you quote will determine how it appears in the body of your paper but whether it is one word or an entire paragraph, direct quotes need to be cited.

*Lappe’s explanation of a “thin democracy”* \(^{[1]}\) **addresses a number of basic flaws within our American society.**

*Global warming is being recognized as a major issue throughout the world and as Al Gore instructs, “it is time to make peace with our planet.”* \(^{[4]}\)

### Paraphrasing or Summarizing

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<th>Paraphrasing or Summarizing</th>
<th>[NB: “Always cite”.]</th>
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This involves translating what you have read (or heard) and putting it into your own words. Paraphrasing typically refers to putting an idea or passage into your own words. Summarizing involves capturing the main idea or reducing a detailed piece to a shorter and more general synopsis.

*[Instructor’s additional comment: when summarizing someone else’s work, it is not sufficient to drop in a footnote. The text must also say something like “according to …” or “Smith says that…” or “some historians have argued …”]*

**HERE’S AN EXAMPLE:**

"Instructors usually allow students to find their own topics for a major writing assignment; thus choose something of interest to you so you won’t get bored after a few days. At the same time, your chosen topic will need a scholarly perspective." \(^{[5]}\)

**Paraphrase:** When students are permitted to select their own topic to write about they should choose one that is interesting to them. The topic should also be scholarly in nature so that students will be able to find appropriate research and resources on the topic. \(^{[5]}\)

**Summary:** Students should select writing topics that are interesting and also lend themselves to academic research. \(^{[5]}\)

A summary generally addresses the overall theme of a passage, article, opinion, etc. while a paraphrase generally restates a more specific thought or idea. The difference between summarizing and paraphrasing is sometimes obvious and sometimes subtle — do you see the difference?

### Common Knowledge? Or Not?

Some basic facts are common knowledge and easily confirmed from a variety of sources. Statistics should always be cited, as well as opinions and less familiar facts. Information that is considered well-known within your field of study will also help determine if it is considered common or not. However, if you are not sure, cite it!

**Example 1:**

*The University at Albany located in Albany, New York and is part of the State University of New York.*

This is common knowledge and easily confirmed in a multitude of sources.
How to Cite?

We've talked about plagiarism as well as why and when to cite. The next question is "How?"

There are two things you need to know from your professor.

The FIRST is how you will reference your sources within your paper. Generally you will use one of the following options:

- **IN TEXT** citation is when your source author is included within the body of your paper. This acts as a reference to your 'Works Cited' page.
- **END NOTES** format is used in this document. The cited idea or quote is noted with a number and the source is listed at the end of the paper.
- **FOOT NOTES** format is similar to end notes however the citations are listed at the bottom of each page.

The SECOND thing you need to know is what Format and Style Guide to use. There are very specific rules about how to do this that are not included in this document. Your professor will tell you which s/he wants you to follow. The choices will typically be one of the following:

- **MLA** Format and Style Guide (Modern Language Association)
- **APA** Format and Style Guide (American Psychological Association)
- **CHICAGO** Manual of Style

Please visit the University Libraries' Cite... Web page at Cite... for information and instructions on these style guides. Once you know what your professor wants you will need to follow the rules of that format accordingly.

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