Argument
Offer a claim and some reasons to believe it
Ask opposing questions on behalf of your readers and answer them
Test your claim and its support
Must explain and demonstrate how your claim is sound and how you reached it (evidence)
Lay out your reasons and evidence for readers to consider, and then imagine their possible questions and your answers

Main claim=Thesis. This appears in your introduction. It does not have to be the last sentence of the introduction, but it must be obvious and very argumentative, like a lawyer presenting a case in court.
Point sentence=Topic sentence (does not have to be first sentence of paragraph).
This is a mini-claim that gives your reader the argument of the paragraph.

What is your claim?
What reasons support it?
What evidence supports those reasons?
How do you respond to alternative views and objections?
How are your reasons relevant to your claim?

To have it be an argument and not a report: Ask yourself
What is my argument about this topic?
What do I want my reader to believe once they finish my essay?
So what?
Why is everything I've said important/how does it relate, strengthen, and add complexity to my argument?

State your claim. Avoid vague, imprecise words like *interesting*, *significant*, *important*, etc. Look at the difference between these two statements:
Masks play a significant role in many religious ceremonies
In cultures from pre-Columbian America to Africa and Asia, masks allow religious celebrants to bring deities to life so that worshippers experience them directly.
Ask yourself: So what? Why is this important? Why should the reader care? If your thesis seems trivial or if it rehashes old arguments and does not do anything new, you need to revise it until it has a significant claim.

Support claim with reasons and evidence
Reasons: they are abstract and are logical connections.
Evidence: hard facts that you back up with citations
Here is a sentence that tries to be evidence but that readers may have a problem with:
Soon after the battle, many newspapers used the story to celebrate our heroic national character.
Possible questions a reader may have: How soon is "soon"? How many is "many"? Which papers? In news stories or editorials? What exactly did the articles say? How many papers did not mention it?
See 5.4.2 for more in-depth explanations

Acknowledge and respond to readers' points of view
Looks for the two types of questions your readers may have:

1. Problems inside your argument (usually in your evidence)
    a. Evidence is from an unreliable or out of date source, is inaccurate, is insufficient, does not fairly represent all evidence available, is the wrong kind of evidence for your field, or is irrelevant because it does not count as evidence.
2. Problems outside your argument – your reader views the world differently from you. Acknowledge this and try to see your argument through their eyes. Do not treat this as right (you) and wrong (them); that will offend many readers. Instead, acknowledge the differences and then compare them so readers can understand your argument in its own terms (Turabian 54).

Remember to keep asking yourself *What casts doubt on my claim?* and then directly address those concerns in your essay.

Format (A.1):

1 inch margins on all side
Use Times New Roman font
Double space all lines except block quotes, table titles and figure captions, footnotes, and bibliographies.
Number pages in the body of the paper. Numbers either appear centered in the footer, centered in the header, or in the right in the header, whichever your professor tells you to do.
If you have a title page, the title is centered, one third down the page. You name, class information, and date appear centered in the bottom third of the title page.

Integrating quotes (7.4, 7.5, and 25)

When to quote:

- The specific words back up your reasons
- You disagree with a passage, and to be fair you accurately quote it rather than paraphrase
- The quote is from an authority that backs up your argument
- The quote expresses your main idea so well that it frames the rest of your discussion

Be careful; do not over-use quotes. Readers do not like to see 3-4 quotes per paragraph connected with only tiny sentences. Quotes do not make your argument! Having a quote and then spending many sentences pulling it apart and showing how it fits into your claim does make your argument. As a rule, try to only use 1 or 2 quotes per paragraph. The majority of the space in the paragraph should be your own words and thoughts.

Four lines or less:

Have the quote be a part of your sentence. You must have some sort of introduction to the quote; do not merely plop it into the paragraph. You can use only a few explanatory words, but make sure all of your quotes do not begin with *says*, *states*, *claims*, *argues*, etc. It helps to give a bit of interpretation before the quote to situate your reader and give context, and then you follow the quote with more interpretation. For example,

Diamond suggests that one lesson we can learn from the past is to not expect history to repeat itself: "The histories of the Fertile Crescent and China . . . hold a salutary lesson for the modern world."[2]

Or, you can have the quote more integrated into the sentence and have it mesh with your own grammar. For example,

Political leaders should learn from history, but Diamond points out that the "lesson from the modern world" in the history of the Fertile Crescent and China is that "circumstances change, and past primacy is no guarantee of future primacy." [2]

Five Lines or more (see 25.2.2 for more detailed information):

This is called a "block quote." Hit ENTER and make the quote an indented block of text. Each line is indented one TAB space.

> Here is an example of a block quote. It is single spaced, with a blank space before and after the block quote. There are no quotation marks at the beginning or end of the block quote, but do keep any "quotation marks within" the quote itself.
> If you quote more than one paragraph, indent the first line of the second (and any other) paragraphs, but do not add extra lines between quoted paragraphs. When you have finished the quote, simply hit ENTER once more.[1]

When you resume your paragraph, you do not indent it since it is a continuation and not a new paragraph. Notice that you end the block quote with a superscript number that is a footnote.

If you add or change words, enclose the changed information in brackets [ ]. If you delete information, replace the information with ellipses (. . .). The first time you refer to a source, use the person's full name (Steven Pinkler). After that, you can simply use their last name (Pinkler).

Footnotes (16.3)

If you use Office 2007, footnotes are easy to insert. Simply click on the References tab and then click "Insert footnote." Do not worry if you forget a footnote and have to add it in later; Word automatically updates the numbers.

If the quote is at the end of the sentence, the footnote number comes after you close quote marks "like this."[3] If the quote is in the middle of the sentence, the footnote comes at the end "of that clause,"[4] which tends to be the end of the sentence, "although not in" the previous case.[5]

The first time you quote a source, the footnote must include all of the citation information. This includes the author's full name, the title in italics or surrounded by quotation marks, (the place of publication: Publisher, and Year of publication all in parentheses), and the page number. Example: Philip Green, "The Politics of Exit: Reversing the Immigration Paradigm," (New York: Random House, 2001), 138.

After the first footnote of a particular source, subsequent footnotes include just enough bibliographical information for the reader to find the citation in the bibliography or in an earlier note. There are two main types: *author-only* and *author-title*.

Author-only: includes author's last name, page numbers. Example: 1. Green, 138. If there is only an editor and no author, use the editor's last name instead (but do not add *ed*)

Author-title: author's last name, a shortened title in italics or surrounded by quotation marks of up to four distinctive words from the full title, and page numbers. Example: 1. Green, "Politics of Exit," 138.

Multiple authors:

Two authors: Author 1's last name and author 2's last name, page number.
4. Green and Kelso, 56.

Three authors: Author 1's last name, author 2's last name, and author 3's last name.
5. Green, Kelso, and Sacks, 56.

Four or more: First author's last name and then use *et al.,* to stand in for everybody else.
6. Green et al., 56.

Ibid. If one footnote comes from the same source as the previous footnote, you can use *Ibid.* to stand for all of the same information. For example,

1. Green, "Politics of Exit," 138
2. Ibid., 95
3. Ibid.

In number 3, the quote was from the same page, so only Ibid. was used. Avoid using Ibid. for footnotes that do not appear on the same page. That is, you should write out an author-only or author-title citation every time you start a new page.

Bibliography

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations.* Ed. Wayne C Booth, Gregory G. Colomb, Joseph M. Williams, et al. 7th ed. Chicago: U of Chicago P, 2007.

Arrange all sources alphabetically by the last name of the author or editor. If you have two or more works by the same author, alphabetize those according to the first word in the title (except for *A*, *An*, and *The*). Replace the author's last name in all but the first entry with a 3-em dash (go to Insert, then Symbol, then More Symbols, Special Characters, and insert the Em dash 3 times in a row).

Grass, Helen. *Economic Diversity*. Chicago: Random House, 2005.
———. *Major Change: Problems Affecting the United Sates in the 21st Century*. 2nd ed. London: Houghton Mifflin, 2006.
Grass, Helen and Henry Louis Gates, Jr. *Signing the Declaration*. New York: Penguin, 1998.

Books (17.1)

Author's last name, author's first name. *Book Title: Subtitle All in Italics*. Nth ed. City of publication: Publisher, year.
Grass, Helen. *Major Change: Problems Affecting the United Sates in the 21st Century*. 2nd ed. London: Houghton Mifflin, 2006.

Journal Articles (17.2)

Author's last name, author's first name, and second author's first name, second author's last name. "Article title: Subtitle all in Quotation Marks." *Journal Name in Italics* volume number, no. N (Month and year of publication): page numbers.
James, Brandy and Maren Henry. "Shout Out: Looking for Love in all the Wrong Places." *Ethics* 38, no. 4 (October 2007): 345-351.
If the article is online, add the following information: URL (access date).
James, Brandy and Maren Henry. "Shout Out: Looking for Love in all the Wrong Places." *Ethics* 38, no. 4 (October 2007): 345-351. http://www.jstor.org/sici?=sciri/heu30478/i7enhyr (accessed June 20, 2008).

Visual Sources (17.8.1)

These are only cited in footnotes. Author name, title of artwork and date of creation (use ca. if the date is approximate), and the name of the institution that houses the piece (if any) along with the location. Titles of paintings and sculptures are in italics, and titles of photographs are in quotation marks.
4. Georgia O'Keefe, *The Cliff Chimneys*, 1938, Milwaukee Art Museum.
5. Michelangelo, *David*, 1501-4, Galleria dell'Accademia, Florence.
6. Ansel Adams, "North Dome, Mount Hoffman, Yosemite," ca. 1935, Smithsonian American Art Museum, Washington, DC.