



DICKINSON COLLEGE

DEPARTMENT OF CLASSICAL STUDIES INTERDISCIPLINARY ARCHAEOLOGY PROGRAM

Checklist for writing papers

- Find an attractive title, indicative of the topic in question.
- Do I have a clear thesis statement?
- Have I included an introduction and a conclusion?
- Is my central thesis supported thoroughly by evidence and examples?
- Is the supporting evidence integrated well into the argumentation?
- Is the structure of the paragraphs coherent? Do the paragraphs progress logically and are the transitions from paragraph to paragraph smooth and effective?
- Do I discuss the work in the present tense?
- Do I use short sentences with proper use of subordinate clauses?
- Do I have commas before my coordinating conjunctions which separate two complete sentences (and, or, for, nor, so, yet, but)?
- Did I check for grammatical mistakes?
- Did I proofread this paper for typing errors, missing and misspelled words?
- Did I properly acknowledge the work of others, quoted or paraphrased in my paper?
- Did I include footnotes and/or endnotes in the appropriate form? Did I include a consulted or select bibliography?
- Did I double-space? Did I leave a wide left margin for feedback and comments?
- Did I include illustrations and drawings, if applicable, and a list of illustrations?
- Is the overall presentation of my paper neat and attractive?



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Guidelines for writing papers

1. Every paper, whether long or short, should have an **introduction** and a **conclusion**. The former introduces the reader to the topic of the paper and presents the goals and strategic plan of the writer; you should, therefore, set forth the background and context of the problems to be discussed, outline these problems, formulate a clear thesis statement, and announce how and in what order you intend to do all this. ‘Rem tene, verba sequuntur’ (Cato Major) – “get the topic, the words will follow.” Always place yourself in the shoes of the reader: the more clearly you present your goals and intentions to the reader, the better you yourself will be able to realize them. Often it might be effective to start with a typical example, the analysis of which will facilitate your formulating the main problem and your thesis. In the conclusion you need to summarize your argument and results of your research.
2. In the main body of your paper, your **argumentation** should have a clear and logical progression towards your stated thesis and goals; according to Euripides, “σοφὸν τὸ σαφές” – “clarity is wisdom.” Your **central thesis** must be consistently and thoroughly supported by **evidence and examples**, and the supporting evidence must be integrated well into your argumentation. An old proverb says of the archaeologist: “He who has seen one monument has seen none; and he who has seen many has seen one!” In other words: one piece of evidence is not sufficient to support a thesis; the more evidence you can adduce, the firmer the foundations of your thesis will be, especially if the supporting evidence is not linear or circumstantial, but derives from a variety of different sources or disciplines (multivariate approach and interdisciplinary research). Of course, in a short paper you have considerable spatial restraints: instead of attempting to fit everything in the text, you may discuss some of your best evidence and examples in the text and list the rest in a parenthesis or in a footnote.
3. Make sure you maintain a balanced and coherent **structure of the paragraphs** with smooth and effective transitions from paragraph to paragraph. Treat each paragraph as a very short paper (with a short introduction, the main topic of treated in the paragraph, the evidence and examples, and a conclusion/transition to your next point in the following paragraph).
4. **How much to quote:** “As much as necessary, as little as possible.” A paper consisting of a compilation of quotations, without the personal style of the writer, is

like undigested food. As a rule, quote especially striking words, expressions, or passages which need to be presented in their original wording because a paraphrase or summary would not do them justice.

5. **Footnotes & endnotes:** although simple references to pages, chapters, lines, etc., in ancient sources can go into parentheses in the text (*Iliad* 1.1-5), longer lists of references (more than two or three), comments of yours that do not quite fit into the argument in the text, discussion of various scholarly opinions that would distract from the main argument, should all be put in footnotes or endnotes.
6. **References:** always acknowledge the work of others, quoted or paraphrased in your own work (*plagiarism* is stealing, and as such it runs contrary to academic and common ethics, and entails serious consequences). Titles of works and books, as well as foreign words are typed in italics or underlined; titles of papers in journals should be put in quotation marks: i.e.

Maggidis, Chr., *From Prepalatial to Protopalatial: Defining the Transitional EM III - MM II Ceramic Phases at Archanes and North-Central Crete*, INSTAP Press, Philadelphia 2008

“Κατάδεσμοι or Binding Spell Tablets: A Journey on the Greek Dark Side,” *Archaeologia Transatlantica* XVIII, 2000, pp. 83-100

Alternatively, you may compile a full bibliography at the end, classified by author and publication date for each author, and then include references in parentheses in the text (Maggidis 2000, 83-100); in a short paper for which you read only ancient sources or assigned bibliography, you can use short titles in the text (*Greek Art and Architecture*, 25) and the bibliography consulted at the end. In term or major papers a bibliography is indispensable.

7. **Overall presentation:** packaging and looks are important; it makes no sense to destroy your hard work by presenting it badly. Check carefully for grammatical mistakes, proofread your paper for typing errors, missing and misspelled words, add plans, drawings, and photographs when needed. Your paper must be neat and attractive to the reader; often a bad-looking paper full of typos may put off the reader, shift his attention from content to appearance, and force him to judge your paper more negatively than it deserves. Appearance may be often deceiving; nevertheless, it plays an important role in shaping the reader's predisposition, especially if combined with an equally good content.
8. Finally: the more you enjoy your work, the better the results: the writer's enthusiasm, passion and ability infiltrate through his/her work. “Ut sementem feceris, ita metes” (Cicero, *De Oratore*, II, 65, 261). Have fun!

GUIDELINES FOR PAPERS

1. **Title page:** Times New Roman, bold, centered – create an attractive title

<p style="text-align: center;">Title (font size: 16) Your name (font size: 16)</p> <p style="text-align: center;">Picture or drawing of your choice</p> <p style="text-align: center;">ARCH 390 etc (full title of course as listed above – font size 12) Prof. Christofilis Maggidis (font size 12)</p>
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2. **Structure of paper:**

Introduction

I. Text (or Textual Evidence, etc)

II. Context (or Contextual Evidence, Archaeological and Historical Evidence, etc)

Conclusions

Endnotes

Bibliography

Figures and Illustrations

3. **Paging:**

Page numbers must be placed on all pages except the title page, on the top right of the page, in the following format: your last name and page # (e.g. Cuneo 1, Cuneo 2, etc)

4. **Text Format:**

Times New Roman

Font-size: 12

No bold or underline (not even for headings of sub-chapters)

Justify text (both left and right)

Space: 1.5

Margins: 1 inch on all sides

Indent paragraphs – leave no space between paragraphs – leave one space at the end of final paragraph of a sub-chapter and right before the heading of the new sub-chapter

Greek accents: add by hand on printed hard copies (2)

5. Endnotes Format:

Use only endnotes of the following format: Maggidis 2007, 22-35, figs. 5-7

Avoid p. or pp. – use fig. and figs.

These citations in the endnotes refer to your listed bibliography

6. Bibliography Format:

For articles in journals:

Maggidis, Chr., “The Aphrodite and the Poseidon of Melos: A Synthesis,” in *Acta Archaeologica* 69, 1998, 175-97

For articles in collective volumes:

Maggidis, Chr., “Mycenae Abroad: Mycenaean Foreign Policy, the Anatolian Frontier, and the Theory of Overextension – Reconstructing an Integrated Causal Nexus for the Decline and Fall of the Mycenaean World,” in P. Kousoulis and K. Magliveras (eds.), *Moving Across Borders: Foreign Relations, Religion and Cultural Interactions in Ancient Mediterranean, Orientalia Lovaniensia Analecta*, Leuven, Peeters Publishers 2006, 155-185.

For books:

Maggidis, Chr., *From Prepalatial to Protopalatial: Defining the Transitional EM III - MM II Ceramic Phases at Archanes and North-Central Crete*, Institute for Aegean Prehistory Press, 2008.

7. Illustrations:

All illustrations (figures) at the very end of the paper – no illustrations in the text

8. Print-outs:

Print out two (2) copies of each paper; print each page front and back

9. Time-frame and deadlines

Due before thanksgiving recess

10. Follow these editing instructions and my comments on the papers to the letter.



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Cover sheet for student assignments

Name..... E-mail.....@dickinson.edu
Major..... Minor.....
Course.....
Assignment # Date.....
Title of assignment.....
Instructor..... E-mail..... maggidic@dickinson.edu

Declaration

1. Word count:
2. This paper represents my own work, or group work prepared in accordance with the instructions relating to the particular course.
3. Material from the work of others has been acknowledged, and all quotations and paraphrases suitably indicated; I understand the consequences of plagiarism as described in the Dickinson College Academic Handbook.

Signed.....

Date.....



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Faculty feedback on student assignments

Name..... E-mail.....@dickinson.edu

Course..... Date.....

Title of assignment.....

Instructor..... E-mail..... maggidic@dickinson.edu

The following areas need further care and attention:

- | | |
|---|---|
| <input type="checkbox"/> Clarity of central thesis | <input type="checkbox"/> Checking for typing errors |
| <input type="checkbox"/> Supporting evidence and examples | <input type="checkbox"/> Presentation |
| <input type="checkbox"/> Integration of evidence into argumentation | <input type="checkbox"/> Bibliography |
| <input type="checkbox"/> Coherent structure of paragraphs & transitions | <input type="checkbox"/> Referencing |
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Delivery |

Comments

Provisional Grade: A+ A A- C+ C C- F
 B+ B B- D+ D D-

Revision required: Yes No Signed.....