

EEB 3220W Course Manual – Spring 2014¹
For students of Profs. Louise Lewis and Bernard Goffinet

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I. Contact Information

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One of us will be your W instructor of record (decided at first meeting). Email is the best way to contact us. Please put "EEB 3220W" in the subject line to ensure your message does not get treated as SPAM. While we don't monitor email constantly, we will do our best to get back to you within 24 h (during the work week).

All papers should be sent to your instructor by email at the address above. All assignments should be in by the due date/time specified in Table 1, with "EEB 3220W" in the subject line. We will acknowledge receipt of papers within 24 h (one working day) of the deadline. If you do not get an email back from your instructor in that time frame assume that s/he did not get the paper, and that you should check with her/him. You are always free to send in your assignment EARLY!

¹ This manual was written and honed by W Instructors over several semesters, specifically for EEB W sections. It is not all our own work. They have given permission for me to use their material in this way, without direct attribution.

II. What Help is Available?

LOTS – but you are responsible for seeking it. First, please email us to ask questions or make an appointment at any time, not just those required. When you do, tell us what you want to talk about and give me a range of times when you are available.

Second, take advantage of the Writing Center (www.writingcenter.uconn.edu), which runs regular tutorials for students. Visit the web site for information on how to make an appointment. The Center has a section of its web site devoted specifically to advice on writing in biology (http://www.writingcenter.uconn.edu/s_biology.php) with a lot of superb information. Review this site during the first two weeks of the semester as it will serve you well for the assignments. Pay particular attention to the "Practical Guide to Reading the Primary Literature in Biology" (http://www.writingcenter.uconn.edu/pdf/Practical_Guide_to_Reading_the_Primary_Literature_in_Biology.pdf) and the "Long Paper Guide", which provides guidance on how to plan your paper (<http://www.writingcenter.uconn.edu/pdf/245WLongPaperGuide.pdf>). Although the latter is aimed at EEB2245W (formerly 245W) almost everything it says applies to 3220W as well.

Finally, please read this entire manual carefully. It is long, but it contains almost everything that you need to know. We suggest reading the entire document early on so that you know what it covers and can ask questions about anything you do not understand. Then, refer back to specific sections frequently as you work on the assignments to ensure that you do not miss important details.

Students With Disabilities: Students who think that they may need accommodations because of a disability should meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

III. Summary of Assignments and Due Dates

Students are required to write two papers over the course of the semester, both of which will be revised and then resubmitted. The first paper is a 2-page summary and discussion of a recent (2013) peer-reviewed scientific paper. The second is a longer term paper on an topic of your choice dealing with green plant evolution (subject to our approval). The paper used for the first assignment can also be used as a source for the term paper, and we would recommend this approach.

All assignments should be submitted via email. Every document you submit should be titled using the course name, your last name, and the assignment, using the following format:
"EEB3220W_yourname_short_paper", "EEB3220W_yourname_source_paper",
"EEB3220W_yourname_short_paper_cover", "EEB3220W_yourname_short_revision", etc.

IMPORTANT: Every assignment you submit should include the following text in the accompanying email: "On my honor as a student, I pledge that this work is my own, and that the writing is original as defined in the course manual. I understand the penalties for violating this requirement."

Table 1 summarizes each part of each assignment. More detail is provided in the subsequent pages of this document. The total number of points for the W portion of EEB3220 is 111 (25% of the entire EEB 3220W grade). Failing an assignment means that you will get zero points for that assignment. If this happens on the long paper you will fail both 3220 and 3220W. One point per day will be deducted for short papers that are turned in late; five points per day for late term papers (these penalties apply to both drafts and final versions). You can always send your papers early!

Table 1. Summary of Assignments (111 points total; 25% of your final 3220W course grade). All dates pertain to 2014.

Assignment	Description	% of W grade	Due Date	Return Date
Attendance at weekly W section meetings	Discussion of assignments, goals, expectations. Using the library database resources. Peer-review.	NA	1st week, TBA	
1st submission of short paper due, with a copy of your source paper	Summary and discussion of a published paper on land plant evolution research from 2013. (See below for full description of this assignment.) Try to pick a paper within the topic that you will use for your term paper. Include a cover letter.	Not graded	Feb. 6, 5 pm	Feb. 10
Required meeting with W instructor ¹	Meet with your W instructor during this week to discuss revision of your short paper, and to discuss possible term paper topics. ²	NA	Feb. 13-14	
Final version of the short paper and description of your term paper topic	1) Final version of your short paper 2) A brief description of your term paper topic with a list of at least 4 references you plan to use, including one recent reference from 2013. The references should be formatted as in the "References Cited" section (example below). 3) Your cover letter	25%	Feb. 27, 5 pm	Mar. 3
Required meeting with W instructor ¹	Meet with your W instructor during this week to discuss your grade for the short paper and your long paper draft. ²	NA	March 6-7	
Term paper 1st submission	This must include all of the sections listed below, and the cover letter.	25%	Apr. 3, 5 pm	Apr. 7
Required meeting with W instructor ¹	Meet with your W instructor during this week to discuss revision of your term paper. ²	NA	April 10-11	
Revised term paper	Final version of term paper, and cover letter.	50%	April 30, 5 pm	At the final exam

¹ You will receive zero points for the assignment if you do not meet with instructor. ² Please contact your instructor at least 3 business days in advance of when you want to meet.

Weekly group meetings: These short meetings are meant for us to help you understand the assignments, to give you feedback on topic development and to utilize peer review. Getting input from your peers is often a helpful way to improve the quality of your paper, so during our weekly group meeting in some cases we will be utilizing peer review. Beyond that, we encourage you to seek out other students and read each other's papers. When reading and discussing a fellow student's paper, please make every effort to be constructive. Give them the type of feedback you would like to receive and that you think will help them get a better grade. Use the grading criteria (part D, this section) to determine what grade you think your fellow student is likely to get – and then explain to them how you came to that conclusion. Doing this will also help you understand the criteria better, which may help you get a better grade. Use the grading criteria to judge your own papers, too.

IV. Grading

A. Course goals

Our goals are (1) to help you learn to present information, ideas, and arguments in clear, well-organized, original prose and (2) to introduce you to library research in biology, including reading the primary peer-reviewed literature in which scientists report the results of their studies.

B. General grading criteria

Grading will be based both on the quality of the writing, and on the content. Your papers should read like good science journalism, but with more attention to the methods and specific results than is typically included in popular science articles. Grades will be based on your ability to follow the instructions; organize your ideas and develop a cogent argument; use correct spelling, grammar and syntax; and hold the reader's interest. Detailed grading criteria are given with the descriptions of each assignment.

Please read through those descriptions very carefully.

To convert your numeric score into a letter grade, use the following scheme (interpretations are based on the undergraduate catalog's description of each letter grade).

Percent	Grade	Interpretation
> 90	A	Excellent
88-90	A-	Excellent
87-88	B+	Very Good
82-87	B	Good
80-82	B-	Good
78-80	C+	Good
72-78	C	Average
70-72	C-	Fair
68-70	D+	Poor
62-68	D	Poor
60-62	D-	Merely Passing
< 60	F	Failure

A few general things to consider:

- If you do not meet the minimum requirements for an assignment (number of pages, etc.), we will consider the assignment unfinished and return the paper without grading it. Also we will not accept final versions of assignments if we have not seen a draft. As deadlines are set well in advance and papers can be turned in early, we will accept late papers only under truly exceptional circumstances (e.g., prolonged illness) **and with documentation**. Our advice is to plan ahead so that papers are finished early. If you get sick two days before a deadline and have nothing to hand in, then your paper will be considered late and penalties applied (1 pt/d for short papers; 5 pt/d for term papers). Back up everything you do (twice), and keep back-ups in separate places (e.g., email the latest version to yourself so it is on a server somewhere).
- Learning to identify errors yourself and edit your own text are critical writing skills. Consequently, we will only correct spelling, grammar, syntax, etc. for the first ~20% of each paper. After that we will just highlight places where we see something that needs fixing. Use these marks to guide your revision of the rest of the document. More substantial problems will be identified throughout. The required cover letters are intended to help you reflect on your writing and learn to critique your own work.
- The ability to keep your writing sufficiently concise for the job at hand is another important skill. Consequently, we will not read beyond the assigned page count and your grade is likely to suffer if you write more than the assignment calls for. Similarly, writing the same thing over and over in slightly different ways will not get you a good grade.
- If you turn in a paper that you did not write, is not based on your ideas, or does not appropriately cite other peoples' work, you will almost certainly fail the course. **MAKE SURE YOU READ THE SECTION ON PLAGIARISM LATER IN THIS MANUAL** (section VII). Papers should not include any direct quotations, even if attributed.
- According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components. I.e., if you fail the W, you will also fail the lecture course.

- There is no "extra-credit" under any circumstances. To do so retrospectively would be unfair to students who did not have the same opportunity to gain that credit...and credit that is available to everyone is just normal credit.

V. The Short Paper Assignment

A. Basics

Short paper (2 pages of text [~ 600 words], 1" margins, double-spaced, 12 pt Times Roman font for all text, including headings), with one revision.

Number the pages. Insert a 1-line header that includes your name, my name, and "EEB 3220W", so that this information appears on every page. Do not include any additional formatting such as extra space between paragraphs, etc. Email the paper as a Word file (.doc or .docx). Also email a pdf of the published paper that your paper discusses (if you just send a link, or the abstract, you will not have met the minimum requirements of the assignment). These details have all been included for a reason and they all matter; consequently, we will deduct points if they are not followed.

Due date for the first submission: **Feb. 6, 5 PM**, emailed to instructor. Your email should have three attachments: (a) the short paper, (b) a cover letter, and (c) a pdf of the source paper. Make sure that all documents you send are named using the conventions described in section III.

Required meeting: Make an appointment for a 30-min meeting with your instructor to talk about your first submission and term paper topic (email is the best way to contact us – put "EEB 3220W" in the subject line). You should come to this meeting prepared to (a) talk about my comments on your first draft, (b) ask questions about your revision, (c) describe what you liked/disliked about the writing in the source paper, and (d) discuss possible topics for the term paper.

Due date for the short paper revision: **Feb. 24, 5 PM**, emailed to instructor. Your email should have three attachments: (a) the final paper, (b) a cover letter, and (c) a short description of your term paper topic (1/2 page max, at least 5 references, at least one reference from 2013, references must follow the format in section VII). All emailed documents should be named using the conventions described in section III.

B. The task

The goals of the assignment are to write a concise summary of the key points of a scientific paper, to think about the paper critically, and to start developing a term paper topic. This is also an important, early chance to get feedback on your writing.

Choose a topic pertaining to the evolution of green plants, from any of the sources listed below. We encourage you to choose a paper related to your probable term paper topic. This paper can be used (and cited) in your term paper. Use the library to locate one paper from the primary literature related to this topic. This paper must contain original data collected by the authors, i.e., it should not be a paper based on commentary, or on reviews of primary literature. We recommend that you check with us once you have found a paper, especially if you are unsure whether it is suitable.

Your assignment is to:

- State the main research problem addressed in the paper.
- Briefly summarize how the data were collected.
- Briefly summarize the results of the paper.
- Discuss the strengths and weaknesses of the study.
- Correctly cite the source paper and any other references that you use. (See section VII, for guidance on how to cite papers.)

- Think about the quality of the writing in the paper you read. Was the writing easy to understand? If so, why? If not, why not? Identifying what makes another piece of writing good or bad can help you with your own writing. You should not write about this issue in your paper, but thinking about it will help. We might also ask you about it when we meet.

Your audience is someone who has taken introductory plant biology and has solid basic plant biology knowledge, but has not read the source paper that you are discussing and is not an expert on the topic. Strive to write a clear, concise "executive summary" for such a reader, so that s/he can understand what the scientists did, why they did it, what they found, and what conclusions they reached. Point out any important ways in which the study was incomplete or unconvincing. Be sure to write your summary in your own words: do not copy the phrasing or organization of the paper's own summary or abstract. If you copy sentences, or even phrases, from the paper you will get a grade of zero. Make sure you read my comments on plagiarism (section VII) before starting to write.

C. Choosing a topic and paper for your short assignment

One goal of the short assignment is to get you thinking about your term paper topic, so you should choose a 2013 paper related to the probable topic for the longer paper. You can consider any area of land plant evolution.

Then, look at recent issues of journals that report basic plant evolution research (e.g., *American Journal of Botany*, *International Journal of Plant Sciences*, *Systematic Botany*), or journals that include plant evolution topics among other areas of science (*Nature*, *Science*). Journals such as *The American Scientist*, *Bioscience*, and *Scientific American* are good sources for ideas, but often do not present primary research, so are less likely to be appropriate. Babbidge Library receives all of these journals, most electronically.

You can also search for papers on-line. One of the best tools for doing this is the Science Citation Index (Web of Science), which can be used for free on any computer within UConn's network (note, you should be able to connect your computer to the network – contact UITS for help or go to: <http://security.uconn.edu/services/vpn/>). You can find the Web of Science by going to the UConn library web page: <http://www.lib.uconn.edu/>.

A second good way to search for papers is Google Scholar (<http://scholar.google.com>). Note that this is different from the regular Google site. This database will return links to pdfs of papers available on-line, but often you will need to go to the library or use the library's eJournal locator to gain access to the full papers. Do not use the regular Google site for searches because most of the returns will be articles that are not peer-reviewed and thus not acceptable sources for my assignments. Even Google Scholar will provide returns that are not peer-reviewed articles so ensure that you know how to identify papers from peer-reviewed journals.

For further help, ask one of the librarians at the library help desk, or contact us.

D. Detailed grading criteria

Table 2 describes the grading criteria for the short paper. We will place greatest emphasis on clarity of writing. We do not expect flowery or profound writing, that you have a thesis or a particular point of view to defend, or that you will be knowledgeable about statistical or technical methods presented. We want to read a clear, concise summary of the source paper without snagging on awkward or ungrammatical sentences. We want to find your paper interesting, to not have to read over sentences to understand them, and to feel that we have learned something by the end. Achieving all of that is harder than it sounds, and will require self-editing and revision before you submit this paper. With practice, though, it should get easier (really).

Table 2. Grading Criteria for Short Paper

Grading criteria	Strong papers: A to high B grades	Satisfactory papers: low B to C grades	Problematic papers: D and F grades
Clarity of writing	The paper reads smoothly, so that the reader can follow the intent of the writer, and readily extract information. The reader can easily understand the most important aspects of the source paper, including its intent, methods, and conclusions. The overall organization (number, order, and content of paragraphs) is strong, as are paragraph and sentence structure. Within each paragraph, the individual sentences cohere around a unified theme, which is declared by a topic sentence, when appropriate. Sentence structures are direct and clear. There are very few or no errors in grammar, spelling, punctuation, or word use.	The paper is mostly well written, presenting a good summary of the source paper and its conclusions. The flow may occasionally be interrupted by confusing statements or awkward sentences. The paper has some problems in overall organization, paragraph structure, and/or sentence structure. For example, it may begin abruptly, may not return to questions raised early on, may lack strong topic sentences where they would be helpful, or may contain sentences that are choppy, awkward, or hard to interpret. The reader can readily comprehend some, but perhaps not all, major aspects of the source study. A few spelling and grammatical errors may be present, and word choice not always optimal.	The organization of the paper is discernible, but has not been crafted to convey information effectively. This may be because sentences are rewritten in the same order in which they appear in the source, without taking into account how well this approach works in a short summary. The reader cannot understand key aspects of the source paper. Sentences have to be re-read multiple times to discern their meaning. Errors in spelling, grammar, punctuation, and word use are common.
Was the assignment followed?	All requirements of the assignment are met. The source paper is from the primary literature and published in 2013. The goals, methods, and results of the study are summarized, and the paper comments on strengths and limitations. The paper is turned in on time, along with a copy of the source paper.	Most or all aspects of the assignment were followed. A copy of the source paper was turned in. The source paper is acceptable, but one or more sections may be treated too briefly. Points may be lost due to missed deadlines.	Characterized by major deficiencies in following the assignment, such as choosing an inappropriate source, not turning in a copy of the source paper or cover letter, not including important aspects of the summary, or submitting the paper late.
Lack of plagiarism	The summary and discussion of the source paper show that the source was read and information digested. The organization and wording of the summary are original, rather than being closely related to those in the source.	The paper is based on original writing, but papers too commonly adopt elements of paragraph organization, sentence organization, or wording from the original source. Doing this results in a lower score.	The paper is unacceptable if it was not written by the student, or if it takes much of its wording from the original source(s), e.g., by quoting phrases or using the same organization with minor word changes.
Mechanics	Each requirement in the format checklist was met.	The format checklist was satisfied with no more than minor deviations.	The specified format was not followed.
Revision	The final version represents a serious effort to improve on the first draft, based on the instructor's comments and on the writer's own efforts to improve the content and quality of the writing. Evidence of self-editing is essential.	The revision addresses most of the instructor's comments, but does little more. For example, if particular problems are noted in the first two paragraphs by the instructor, a weak revision does not correct similar problems elsewhere in the paper.	Little effort was put into revision beyond typing in small corrections noted by the instructor on the first draft.

VI. The Term Paper

A. Basics

The term paper should be 13-15 pages long (4000-5000 words) excluding references, tables, figures, etc. Use 1" margins, 12 point Times New Roman font throughout (including headings), double-spacing (no extra space after paragraphs). Number the pages. Insert a one-line header that includes your name, your instructor's name, and "EEB 3220W", so that this information appears on every page. Do not include any additional formatting. Email the paper as an MS Word file (.doc or .docx). Once again, all of these details are listed for a reason and points will be deducted if they are not followed.

Required meeting: Meet with your instructor to discuss your term paper topic. This meeting will give you a chance to ask questions and ensure that you are on the right track.

Due date for the submission: **April 3, 5 PM**, emailed to your instructor. Your email should have two attachments: (a) the term paper submission, and (b) a cover letter. We do not want to see the source papers this time, though we may request to see them. Make sure that all emailed documents are named using the conventions described in section III.

Required meeting: Arrange a 30-min meeting to talk about the first submission of your term paper (email is the best way to contact us – always put "EEB 3220W" in the subject line). Before this meeting you should have (a) read my comments on the first submission, (b) drawn up a list of questions about those comments, and (c) thought about how you plan to revise your paper. During the meeting I will ask about these things.

Due date for the final version: **April 30, 5 PM**, emailed to your instructor. Make sure that all emailed documents are named using the conventions described in section III. Include a cover letter.

B. The task

The term paper should summarize and discuss 5-7 related papers from the primary literature that focus on the topic of green plant evolution. Your audience is the same as that for the short paper: someone who understands basic biological concepts, but knows little about the particular topic that you have chosen. Your paper should bring such a person up to date on research on your chosen topic. In organizing your paper, you might find it helpful to consider the following issues. What are the main questions around which the research is organized? What approaches have been taken by scientists investigating this topic, and what have these studies revealed? If there are several competing hypotheses, which ones have been well supported? Have any of the others been refuted? What questions remain unanswered? You should comment on the strengths and limitations of the studies you summarize. We can also discuss these things when we meet to talk about your paper.

Your first goal is to find an appropriate topic (see below), which must be approved by your instructor, and several papers from the primary literature that relate closely to that topic. You should discuss a minimum of 5-7 papers, at least one of which must be from 2013. These papers must all come from the peer-reviewed sections of scientific journals (news articles, editorials, etc. are not appropriate, even if they appear in journals that also publish original peer-reviewed research). Many appropriate papers will be available on-line, but you may not use changeable web pages (e.g., Wikipedia) as sources. If you are uncertain about what a peer-reviewed scientific paper is, please ask for help. we can guide you in your search for papers, but expect you to have made a serious attempt to find materials on your own first.

C. Format

The term paper should include the following items:

Title – The title should be brief and informative. This is the bait that lures the potential reader to continue further, so choose your words carefully. Most scientific publishers limit the number of words or characters that you can use in a title, so it is good to learn to be concise.

Synopsis – This brief section (less than a page) gives a concise, specific, balanced summary of all the main points made in the paper. Write it after you have finished a full draft of your paper. Often, journals call this section the "abstract" or the "summary."

Do not include a separate title page. Instead, put your name (in the header), title, and synopsis all on the first page, along with however much of the introduction fits.

Introduction – This section can range from one to several pages. The purposes of the introduction are to introduce your topic or question, to put it into a general framework, and to provide necessary background information for the reader. Clearly state the specific question you are asking, or the topic you are addressing. Put the question or topic in some more general context so that the reader understands why it is interesting and important. If you are not sure why it is interesting and important, then you should find another topic.

Also use this section to explain (briefly) HOW you are going to address the topic. For example, you might state that you are going to (i) summarize several hypotheses related to the issue you have selected, (ii) present and discuss the results of several studies testing these hypotheses, and (iii) draw your own conclusions about the best-supported view(s).

It is not necessary to organize your paper around a particular thesis (a single idea that you plan to support). It is more likely that you will present several lines of evidence that bear on a problem, or several hypotheses along with evidence for or against each of them.

Main body of the text – This section should present an objective, unbiased account of the relevant information from the primary literature and your critical evaluation of that literature. It will be most effective if you present information organized around key points, rather than around individual papers (do not simply summarize the source papers sequentially). You should give the reader sufficient information about the sources for your arguments to be followed and your opinions understood and evaluated, but no more. Being critical does not necessarily mean finding flaws in the papers. Rather, it involves expressing a reasoned opinion on a matter, involving judgment on its correctness, value, or significance.

Use of citations – The main point of each paragraph should be clear and supported by evidence from the literature. You must use proper citation format when describing data or conclusions from the papers you have read. If the author's name is used as part of the sentence, the citation should be in the form: "Waites (2005) argues that" If the author's name is not used in the sentence, then the citation should be in the form "(Waites 2005; Earle and Waites 2005; Richards *et al.* 2007)". If there are more than two authors, use "*et al.*" rather than listing all authors. (Note that "*al.*" is an abbreviation and needs a period; "*et*" is not and does not. Since these words are not English, they should be italicized.) The citation should be placed at the end of the sentence (before the punctuation) if it applies to the entire sentence, or immediately following the information to which it applies. See the citation guide later in this document for more details.

Use of subsections – If you think that subdividing your paper into sections will help the reader to follow your discussion, then do so. If you use subsections, think carefully about what they should be, and be careful not to subdivide the paper up so much that it lacks flow. Also, make sure that your subsections are clearly distinguished from each other and follow a logically nested structure. If you find you have multiple subsections with only a paragraph or two in each, then you have too many subsections.

Tables and Figures – In general you will not need to include tables or figures in your paper, and I do not expect you to include them. If, though, you think they will help you to communicate something to the reader, then it is fine to use them. In particular, graphics can be useful for simply describing the framework for a set of ideas or for summarizing the results of a set of papers reviewed. You should not, however, simply copy graphics from the articles you read – any that you use must be original and based on your synthesis of the material you have written about. Note that, like the references, figures and tables do not count towards the page total.

Conclusions – In this section, present your own conclusions or analysis of the information you have described. The quality of your paper rests on how well you support your case, not on what position you choose to support. If there is no controversy, use this section to synthesize the major conclusions of the papers you have read. If there is controversy, then suggest what studies/experiments should be done to resolve it. Be sure to return to the main issues you said you would address in the Introduction.

References cited – This section is a list of all the source papers (references) that you cited. Do not list references that are not cited in your paper. It is inappropriate to list papers that are related to your topic, but to which you do not specifically refer – such a comprehensive list is a bibliography. On the other hand, any ideas or information that are derived from papers that you have read should be credited to the authors who wrote the original paper through correct citation. Failing to give appropriate credit is plagiarism and could result in you failing the class.

Use the format exactly as shown in the Scientific paper citation format section at the end of this document to produce a list of sources, which should come at the end of the paper. In the body of your paper, sets of citations should be listed chronologically, not alphabetically (e.g., Davies 2005, Moffat 2010, Gatiss and Moffat 2011). In the References cited section, papers should be listed alphabetically according to the first author's last name. When there are multiple papers by the same author(s), list them chronologically within author.

D. Choosing a topic and sources for your term paper

When selecting a topic, the trick is to choose something that is neither too broad nor too narrow. "Flower evolution" is far too broad – thousands of papers on diverse aspects of flower evolution have been published. "Evolution of the stamens of *Amborella*" is perhaps too narrow: you may not find enough (>5) appropriate sources. It will also be easier to write a strong paper if you focus on a conceptual question, rather than a description of a particular organism or interaction. Once you have done your initial literature search and have some ideas about what you would like to write about, ask whether your topic sounds suitable. No one should start work on the term paper without first getting approval of the topic.

E. Researching the paper

The campus library is a tremendous resource. In addition to books and journals, it provides paper and electronic databases searchable by topic or author and an interlibrary loan (ILL) service to obtain books and articles that the library does not own. Probably the best database for you is Web of Science, which is available from 1974-present through the library web site. Information about this database and others will be given at the library sessions organized for EEB3220W students. The Web of Science can be used to do standard author or topic searches, and to search for papers that have cited a known paper or author. This second feature is especially useful if you have found an older paper on your chosen topic and want to move forward in time to discover more recent sources. Furthermore, once you have found a good source, you can easily find other papers on the same topic. Click on the title of the paper to bring up the full record. Then click on the "View Related Records" button. The result is a list of papers on similar topics. Many similar databases exist. Google Scholar is probably the most useful and easiest to use (see guidelines for the short paper) and JSTOR is good for finding older papers, but feel free to explore any of the databases available at the library.

Requesting articles through interlibrary loan. If you find yourselves wanting articles that are not available at UConn, you should submit an ILL request through the library website. The first time you do this, you will have to set up a patron profile. Subsequently, all you will have to do is log on with your netID. Because it can take a while to get papers from ILL, you should begin your research early so that the library has time to respond to any request. Typically, if you request a journal article, the library will send you a digital version.

F. Detailed grading criteria

Stronger papers clearly reveal an effort to synthesize information from the different sources, and to think critically about their strengths and limitations. How best to do this depends on the specifics of your topic and the sources that you read. Two possibilities are: If the sources approach the topic in different ways (e.g., if some are based on surveys, while others use controlled experiments), then it might be effective to group the studies together by approach, discussing the successes and problems that arise with each. Alternatively, it may be that multiple hypotheses have been developed to explain a phenomenon. Then, you might organize your paper according to the hypotheses, discussing the papers that bring evidence to bear on each one. There are many other possible approaches.

Stronger papers avoid plagiarism in all its forms/interpretations (see discussion in section VII, C), and have strong and original paragraph and sentence organization, with few or no grammatical and spelling errors. Strong revisions respond to the comments written by the instructor on the first draft by reorganizing material, rewriting whole paragraphs, seeking new information, and even eliminating paragraphs or writing new ones, as appropriate. Stronger papers indicate a critical attitude toward the sources by commenting on their strengths and weaknesses in insightful and original ways.

Weaker papers often lack synthesis, for example by moving through the sources one-by-one, summarizing each source separately and doing little to pull them together coherently to produce something that goes beyond the sum of the separate parts. In weaker papers, critiques of sources are often gratuitous and lack justification, for example by suggesting simply that the researchers should have collected more data over a longer period of time. (Nearly every study would benefit from including more data, so this is rarely an insightful comment. If you really think it to be true then you should identify the types of data that are missing, describe how they could have been obtained without unrealistic amounts of time or money, and/or explain how the lack of specific data has lead to poor conclusions.) Relying on the wording, sentence structure, and paragraph organization of the original sources will also result in a low grade. In general you will be better off if you write an awkward paragraph yourself, which can then be revised for the final draft, than if you copy a good paragraph written by someone else and tweak the wording in the hope that it will help you avoid the charge of plagiarism. Weak revisions involve little more than typing in the corrections marked on the first draft by the instructor.

Grading of the term paper will include the same criteria as those for the short paper (Table 2), plus the items in Table 3.

Table 3. Grading Criteria for Term Paper

Grading criteria	Strong papers: A to high B grades	Satisfactory papers: low B to C grades	Problematic papers: D and F grades
Choice of source papers	The source papers are all from the peer-reviewed primary literature, and cohere around a common issue.	The source papers are clearly related, but discussion of sources may not be well integrated, e.g., because they focus on substantially different issues. For example, the source papers may all be about the same animal species, but one may address habitat choice, while another addresses breeding biology. In these cases, term papers often march through the sources one after the other, without synthesizing the material.	The number of papers from the primary literature does not meet the requirement; one or more may be treated too briefly; there is no source from 2013; or the paper relies on information obtained from web sites (such as Wikipedia) or news items, rather than peer-reviewed papers from science journals.

Discussion of the underlying question, issue, or topic	The paper describes how the authors of the source papers drew their conclusions (what methods were used, and how the conclusions follow from the results). The paper evaluates the strengths and limitations of the approaches presented in the source papers, informing the reader of the current status of investigation and of any controversy. Information from different papers is well integrated and synthesized around general themes.	Descriptions of methods and results from source papers have problems, such as presenting too much detail on specifics rather than a concise summary that informs the reader of the essence of the approach. The paper could go further in evaluating what has been firmly established, and what is not yet known. Information from different papers is presented well but is not well integrated to address broader themes.	The paper presents statements about ecological phenomena, but does not focus on how these conclusions were reached, or the degree of support. Overall, the paper lacks independent thought and synthesis of the material.
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VII. Important Tips and Requirements

A. Summary of requirements

Short paper checklist (see also detailed description given previously)

- Typed in black, 12-point Times New Roman font that is double-spaced, with page numbers, a header containing required information, and 1-inch margins. No extra spacing before/after paragraphs.
- No more than 2 pages long (we will not read beyond this limit).
- No quotations from the source paper. No phrases copied from the source paper.
- Source paper (from 2013) is cited within the text of your paper and referenced at the end, following the required format.
- First submission and revision each emailed to instructor before the deadlines or points will be lost.
- First submission and revision each need a cover letter, emailed as a separate attachment (details given later in this section).
- Paper and cover letter should be MS Word (.doc or .docx) files. Email a pdf of the source paper (not a web link) when you turn in your first draft.
- All emailed documents follow required naming conventions described in section III.
- Email contains original writing pledge.
- Backup copies retained in at least two places.

Term paper checklist (see also detailed description given previously)

- Typed in black, 12-point Times New Roman font that is double-spaced, with page numbers, a header containing required information, and 1-inch margins. No extra spacing before/after paragraphs.
- 13-15 pages including an ~ 300 word synopsis, with proper in-text citations. References are on additional pages, properly formatted.
- No quotations from the source papers. No phrases copied from the source paper.
- No separate title page. The title, synopsis, etc. are on the first page.
- Discusses 5-7 papers from the primary literature, including at least one from 2013.
- Each source paper is cited within the text of your paper following the required format.
- “References cited” section lists papers alphabetically by the first author’s last name, and follows format described in this document (exactly).
- First submission and revision each emailed to instructor before the deadlines or points will be lost.

- First submission and revision each need a cover letter, emailed as a separate attachment (details given later in this section).
- Paper and cover letter should be MS Word (.doc or .docx) files. Do not turn in copies of your source papers.
- All emailed documents follow required naming conventions described in section III.
- Email contains original writing pledge.
- Backup copies retained in at least two places.

B. General advice

- **Know the deadlines.** For your own benefit, meet the deadlines on the attached schedule. One point per day will be deducted for short papers that are turned in late; five points per day for late term papers (these penalties apply to both drafts and final versions). It is your responsibility to meet deadlines and make appointments with your assigned instructor to keep on schedule. In this course, you have weeks of warning for most assignments. Consequently, it is up to you to plan ahead so that you do not miss deadlines, even if something does happen right before an assignment is due. Do not expect to get an extension except in highly unusual circumstances. Extensions will not be considered unless you have documentation of the problem that resulted in the request.
- **Backup your work.** Keep a copy of anything you turn in, just in case something gets lost. And back-up your computer files constantly, in duplicate, just in case. Periodically emailing your paper to yourself, or storing it in the cloud somewhere, is not a bad idea. If a computer eats your homework and you don't have a backup, you will not get an extension.
- **Make sure we receive your assignments.** When you turn in a paper, expect to get an acknowledgement from your instructor within 24 h (during the work week). If s/he will be unable to respond within this time frame (e.g., due to research travel), s/he will let you know before the assignment is due. If you do not hear back in that time frame, email her/him as soon as possible to ensure that I got the paper. Keep a copy of the emails that you send. If an assignment disappears in the ether, the only acceptable evidence that it was sent will be date-stamped emails.
- **Treat class-related emails as a professional activity.** Class assignments are part of your training for a professional career. Consequently, your emails should be written professionally, using full sentences, avoiding abbreviations, starting with a salutation, ending with your name, etc., etc. This requirement may seem like I am just being an annoying fuddy-duddy, but it will greatly increase the chance that I understand what you are telling me if you treat email exchanges seriously. Note too that many employees are at least as annoying and old-fashioned as I am, so view it as good practice for life after college and humor me at little.
- **Know how the grading system works.** Most importantly, if you fail the "W" portion of the course, you will receive a grade of "F" for the entire EEB 3220 course, regardless of your scores on exams, etc. This is a University rule, not mine, so there are no exceptions. Failure can result from plagiarism (see next section), from failing to turn in required assignments (including first submissions) or attend required meetings, or from poor performance on the assignments.
- **If you are not sure, check your grammar on-line.** Help with grammar is available at multiple web sites. Two that I find very helpful are: <http://owl.english.purdue.edu/owl/section/1/>, and <http://grammar.quickanddirtytips.com/>.

C. Plagiarism and the misuse of other people's writing

Plagiarism has always been a serious concern in science (and elsewhere), but is increasingly so as scandal after scandal hits the science headlines and results in people losing their jobs. Especially with the advent of the internet, an increasing number of people seem unaware of what constitutes appropriate use of work created by others. In order to ensure that you understand my views on what is and is not okay, it is important that you read this section extremely carefully. It is your

responsibility to ensure that you understand what I judge to constitute plagiarism. If you are not sure, please talk to me about it when we first meet (or before) so that you do not find yourself in an unfortunate position.

Representing the work of another author as your own in any way is plagiarism. There are several ways to commit plagiarism. The most obvious is to turn in a paper that you did not write (i.e., a paper that you bought, borrowed, copied, or stole). Doing this will result in a grade of "F" for the paper and the course, and the possibility of sanction under the Student Code (see http://www.community.uconn.edu/student_code.html). No matter how pressed you are for time, it is simply not worth the risk.

Another form of plagiarism is to copy the wording or sentence structure of your sources. To do so without explicitly acknowledging the original author is dishonest. Even when acknowledged (e.g. by quotation marks), direct quotes are very rarely necessary for the papers I assign – the sources are rarely paragons of literary expression and the reader does not need to study the subtle nuances of the original text (the same is not necessarily true when writing in the arts). Because this course is focused on the production of original writing, I will not accept papers that contain direct quotes, whether they are attributed or not. It is important in many careers to be able to express the information and ideas that you read about in your own words and a major goal of this course is for you to get practice doing just that.

It is also not enough to rework the original source writing by substituting or omitting some words and phrases. Here is an example:

The original: "Interspecific competition between *Balanus* and *Chthamalus* was, on the other hand, a most important cause of death of *Chthamalus*. This is shown both by the direct observations of the process of crowding at each census and by the differences between the survival curves of *Chthamalus* with and without *Balanus*....In addition, the evidence is strong that the observed competition with *Balanus* was the principal factor determining the local distribution of *Chthamalus*. *Chthamalus* thrived at lower levels when it was not growing in contact with *Balanus* ." (Text taken from: Connell, J. H. 1961. The influence of interspecific competition and other factors on the distribution of the barnacle *Chthamalus stellatus*. Ecology 42: 710-723.)

An unacceptable summary: "Competition between the two barnacle species was, nonetheless, an important source of mortality for *Chthamalus* (Connell 1961). This was indicated both by the observations of crowding and by the contrasts between the survivorship schedules of *Chthamalus* with and without *Balanus*. Furthermore, there is strong evidence that competition with *Balanus* was the most important factor determining the local distribution of *Chthamalus*. *Chthamalus* prospered at lower levels when they were not touching *Balanus*."

This summary is not original writing, even though it is not identical to the original. Instead, it simply mimics the source material in the organization of the paragraph, in sentence structure, and in choice of words and phrases. Writing of this kind is both lazy and unoriginal, and will result in a substantially lower grade. If I identify cases like this in a draft paper, I will point out the problem, reduce the grade (substantially if it happens a lot), and suggest that you rewrite the section of the paper. If I find examples like this in the final version of a paper, you will likely receive an F.

How to avoid “accidental” plagiarism – It is not unusual for students to tell me that they did not realize that their writing was so similar to their source. One way that this can happen is when you start writing just after you have read a passage and it is fresh in your mind. Although making this mistake is easy to do, it is still not okay and it remains your responsibility to guard against it happening. (By analogy, it is easy to drive faster than the speed limit by accident, but the courts will still judge you to be at fault and penalize you accordingly.)

To reduce the chance of falling into the trap of inadvertent plagiarism, I recommend that you do not write your paper with your source papers directly in front of you. Instead, read the papers, put them aside, make notes based on what you remember (i.e., do not copy phrases directly into your notes), take a break (maybe even a day or two), then start writing without looking back at the source(s).

Once you have a draft of your paper, go back to the source material to ensure that you have not mischaracterized it and to check specific details. My experience is that people who do this not only avoid inadvertent plagiarism but also learn more and write better papers.

Another situation where I frequently see this form of plagiarism is in situations where the source material is quite complicated or poorly explained by the original authors. I suspect that the reason is that such material is hard to understand, so people worry that they will make a mistake if they do not use similar wording to that in the source. Unfortunately, when people take this approach it is usually still obvious that they do not really understand the source information and they get penalized because they both explained the science poorly AND they copied the source material. If you think that this scenario may apply to you, then you should either pick a different paper (one that you are confident that you understand) or seek help understanding the material you have chosen. It is worth also knowing that the parts of papers that trip people up often are not even terribly important (e.g., frequently they are very specific details from the methods or data analysis sections). This information is important to specialists, but not critical to a basic understanding of the research goals or conclusions. The bottom line is that, if you are to write well about a topic, you need to understand it. So, the first step to getting a good grade is to ensure that you know what the source material means.

Once again, please ask questions if you are unsure as I am very happy to help you learn to navigate this difficult issue. I do not like failing people or having to discuss this topic any more than the average student does and would much rather talk to you about it before it becomes a problem.

D. Cover letters

Each paper you turn in to be graded should have a brief cover letter. The point of doing this is to help you critique your own work, which will hopefully help you to get a better grade. The exact format of the cover letters is up to you, but I would suggest using these sample formats provided by the Writing Center, which give a good summary of the type of information to include.

For draft papers (should be no more than half a page long):

Dear Professor xx:

In this draft I am trying to....

I arrived at my core ideas for the draft by...and developed them by.....

I think that the strongest parts of the draft are.... And what I struggled with most was....

My top two priorities for revising are....

Other things that I know I need to work on include...

Questions I have for you at this stage are...

Sincerely,

And for final papers (should be less than a page long):

Dear Professor xx:

In this paper I am trying to....

In my first draft I..... Given the feedback I received on that draft, I decided to... because..... I rejected Y advice because....

What I struggled with most was.... Now as I look over all my notes and compare my draft(s), I would characterize my revision process as...

I think that the strongest parts of the final essay are.... But if given more time, I would work on.....

Given the goals of the assignment and your grading criteria, I think that my essay ...[excels/ does OK/falls short/etc.]... in [your rubric categories here] categories.....For example, in the _____ part of my essay, I

On my last paper, your comments and evaluation focused on.... Looking over those earlier comments again now, I realize that in this paper I

Other things you may want to keep in mind as you read this essay are....

Sincerely,

E. Avoid some common problems

Everyone (professor, editor, potential employer, boss, etc.) whoever reads your writing will have pet peeves that make them grumpy every time they see them. Some are true errors that are always wrong (though sometimes accepted), some are widely accepted conventions, and others are more a matter of preference (though often no less annoying to the reader). If you look carefully, you will find all of these problems (even those that are clearly errors) in published papers and books. You might even find examples in this manual. (In fact, can you spot the one in this paragraph?) This does not make them okay, and you should guard against them. Just as fair warning, this section includes a few things that really drive us crazy, and that we would recommend learning to avoid.

The word "data" is a plural noun – Thus, it is grammatically correct to write "The data are presented in Table 1," but it is incorrect to write "The data is presented in Table 1." "The data set is summarized in Table 1" would be acceptable because "data set" is singular.

Effects affect things – The most common spelling error in 3220W papers arises from confusion of "affect" and "effect." One is a verb and one a noun. If you do not know the difference, look them up – they are not interchangeable.

Format species names properly – Scientific ("Latin") names for species should be italicized. The genus name is capitalized, but the species name is not. The lion, for example, is *Panthera leo*. The genus name should be written fully on first use, but should be abbreviated to its initial letter thereafter. So, *P. leo* should be used for any further references to lions. If you abbreviate, be careful that Word does not capitalize the specific name (*leo*) because it thinks a sentence has just ended.

Taxonomic names at higher levels of classification should be capitalized, but not italicized. Our own classification, for example, is: Animalia (kingdom), Chordata (phylum), Primates (order), Hominidae (family), *Homo sapiens* (genus and species).

If the species has a common name, it is okay to use it. But, you should also give the scientific name the first time that you use the common name in your paper. For example, if you are writing about the reasons for a lack of coyote *Canis latrans* predation on greater roadrunners *Geococcyx californianus*, you should give the scientific names when you first mention each species. The next time you mention that greater roadrunners have amazing anti-coyote defensive mechanisms, however, you can just use the common names.

Avoid naked "this" – When the word "this" is used as a stand-alone pronoun to refer to some previous idea, the logic of the passage is often lost – or, worse, the reader may assume the wrong antecedent and get confused. Although not necessarily incorrect grammatically, you should generally avoid using a "naked this." For example: "Leaf-cutter ants cultivate fungi in their nests on a mulch of leaves from many species of plants. Biologists consider this a clear case of mutualism." "This" what? The cultivation itself? The relationship between the ants and the fungus, between the ants and the plants, between the fungus and the plants? There would be no doubt if the second sentence read: "Biologists consider the relationship between the ants and the fungus to be a clear case of mutualism."

F. Tips on writing style

Sentence length – Vary the length of your sentences. Short ones are fine, but not too many in a row. To combine two or more short sentences, identify the most important idea, and frame the other ideas around that. Avoid simply "gluing" sentences end-to-end. For example, all the short sentences make this piece of writing rather stilted: "Leaf-cutter ants have several castes. Each caste carries out a specific duty for the colony. For example, one caste cuts leaf discs. Another caste guards the foragers." The "gluing" method seems like an easy fix but yields an awkward and wordy result: "Leaf-cutter ants have several castes and each caste carries out a specific duty for the colony, so that, for example, one caste cuts leaf discs and another caste guards the foragers." Instead, choose the first sentence as the primary idea and subordinate the others within the same sentence: "Leaf-cutter ant colonies have several castes, each committed to a specific duty, such as cutting leaf discs or guarding foragers."

Real nouns and verbs – Try to find ways to maximize the information conveyed by the subject and the main verb of every sentence you write. Many sentences utterly waste the power of these two key grammatical elements by beginning sentences or clauses with "It is...", or "There is...", "There are...", or "This is...." Thus, instead of writing, "There are many important effects of the activities of leaf-cutter ants on tropical forests," write "Leaf-cutter ants transform tropical forests with their activities." Go over your drafts and circle every occurrence of the words is, are, was, and were. Then, try to substitute other verbs that make the text more interesting to read, altering other parts of the sentence as necessary. Sometimes you will find that you must use the verb to be, but not nearly as often as many writers do – including many successful scientists.

Unnecessarily long words and jargon – Scientists often suffer from the notion that long words seem more scientific than shorter ones with the same meaning. Instead of "Leaf-cutter formicids acquire nutritional materials from the fungi they cultivate in subterranean habitats," simply write: "Leaf-cutter ants get food from the fungi they grow underground." Remember that the main reason for writing is to communicate to someone else. Avoiding long words when short ones will do nearly always improves technical writing. Limiting your use of jargon will usually also make your writing easier to understand. There are times when a longer, less familiar or technical word is helpful because it has a very specific meaning. Frequently, however, such language just makes it harder to work out what the writer is trying to say. Even worse, it can reveal that the writer does not really know the meaning of the words they are using. For example, it is common to see people use the word "utilize" (or, worse, "utilization") as a synonym for "use." Choosing this word not only uses three (or five) syllables where one would do, but it also demonstrates that the writer does not know that the words have different meanings (or, at least, they did before the jargonistas took over).

Readable prose – Be a reader and a listener as you write. When you complete a paragraph or a section, read the passage out loud to yourself. If your writing sounds stilted or you find that you cannot read it in a clear and communicative way, then the passage needs revision. If you are worried about whether your writing is readable, ask a friend to read it. If they do not understand what you are trying to say, then you should probably revise the text before you turn it in.

G. Scientific paper citation format

Reference styles vary from journal to journal, even within ecology and evolutionary biology. For your term paper, we will expect you to use a simplified "generic" style that is common in these fields. Do not use MLA reference style. Instead, follow the examples shown below carefully, both for the "References cited" section at the end of your paper and for citations of these references in the text (see the last Note in each reference category, below). Getting these details right is important because it is what would be expected of you if you were writing as a professional scientist. Points will be deducted if you do not follow the format described below.

In your References cited section, you should use a "hanging indent" style (first line of entry left-justified, continuation lines indented), as shown below. To do this in Microsoft Word, select the relevant text, then go to Format/Page Layout, then Paragraph, then select "Hanging" in the "Special" pull-down menu (details may be slightly different in different versions of Word). Do not try to achieve this effect using spaces or tabs.

Citing journal articles with a single author

Holt, R.D. 1990. The microevolutionary consequences of climate change. Trends in Ecology and Evolution 5:311-315.

Notes:

1. Give the author's last name (surname) first, then *initials only*, not the author's full given names (Holt, R.D., not Holt, Robert David).
2. The year of publication (1990), followed by a period, is placed immediately after the author's name.
3. The title of the article (The microevolutionary consequences of climate change) is set in lowercase, except for the initial capital and any proper nouns (see the word *British* in the next example). The title is followed by a period.
4. The title of the article is *not* italicized.
5. *No quotation marks* enclose the title of the article.
6. The journal name (Trends in Ecology and Evolution) follows full capitalization rules for titles (each word is capitalized except for conjunctions, articles, and prepositions).
7. The journal name is *not* italicized.
8. The volume number and page range for the article, separated by a colon, without any spaces (5:311-315), follow the journal name without any intervening punctuation (Trends in Ecology and Evolution 5:311-315).
9. A period appears after the page range to end the citation.
10. In-text reference to this article would be: Holt (1990) or (Holt 1990). Do *not* give the particular page(s) cited for in-text citations of journal articles unless you are referencing a direct quote. (Note that in papers of this type, quotes should be exceedingly rare, short, and only used in exceptional circumstances where a quote is absolutely necessary. As a general rule I do not allow ANY quotation. If you think you have an exceptional case you must ask me about it first.)

Citing journal articles with a two or more authors

Lennon, J.J., P. Koleff, J.J.D. Greenwood, and K.J. Gaston. 2001. The geographical structure of British bird distributions: diversity, spatial turnover and scale. *Journal of Animal Ecology* 70:966-979.

Notes:

1. The first author's name is entered in the same way as for a single-author journal article: last name first, followed by initials for given name(s).
2. Names of the second and any additional authors are *not* inverted: initials for given name(s) *first*, followed by last name.
3. All other elements appear exactly as for a single-author journal article.
4. In-text reference to this article (*three or more* authors) would be: Lennon *et al.* (1990) or (Lennon *et al.* 1990). Note that *et al.* (an abbreviation for *et alii*, Latin for "and others") is italicized because it uses non-English words. Note too that "et" is not an abbreviation and should not be followed by a period (unlike "al.").
5. For articles with *exactly two authors*, use *and* instead of *et al.*: Brown and Smith (2004) or (Brown and Smith 2004).

Citing books

Darwin, C. 1859. *The origin of species by means of natural selection*. Murray, London.

Notes:

1. The book title is *not* italicized.
2. Author names (single or multiple) and year of publication appear just as they would for a journal article.
3. The name of the publisher and the city of publication, separated by a comma and followed by a period, end the citation.
4. No page numbers are given. You may cite page numbers in the text, if necessary to identify the location of a specific idea, as shown in the next note.
5. In-text reference to this book would be: Darwin (1859) or (Darwin 1859). To cite a particular page in a book: Darwin (1859, p. 325) or (Darwin 1859, p. 325).

A titled chapter in an edited book

Colwell, R.K. 1984. What's new? Community ecology discovers biology. Pages 387-397 *in* Price, P.W., C.N. Slobodchikoff, and W.S. Gaud, eds. *A new ecology: novel approaches to interactive systems*. Wiley, New York.

Notes:

1. The format for authors, year of publication, and title of the chapter (What's new? Community ecology discovers biology) follows the rules for journal articles.
2. The pages that the chapter occupies in the book appear as shown above in the example (Pages 387-397), followed by the italicized word "*in*".
3. The editor (or list of editors) of the book itself appears just as for a journal article, but is followed by: "ed." (for one author) or "eds." (for more than one editor). In the example: Price, P. W., C. N. Slobodchikoff, and W. S. Gaud, eds.
4. The publisher and city of publication end the citation entry, as for any other book.
5. In-text reference to this article would be: Colwell (1984) or (Colwell 1984). The editors are not mentioned in this case.