

HW9-10: Draft and final paper, grading guidelines, 2000 words

The point numbers below are for the draft and you can just double them for the final paper ...

- 20 Basic argument: Is there a good basic point about language and immigration in Wisconsin?
- 20 Evidence: Is there data that bears directly on the point?
- 5 Clarity and precision of presentation: Are the argument and data presented appropriately?
- 5 Basic mechanics of presentation: Is the paper well-organized, clearly written, with appropriate citations, etc.?

Bonus: Is there an original contribution to our knowledge here? Up to 5 points.

General comments on drafts

- If you have any questions, **PLEASE** email me or talk to me.
- For a lot of you, I'll suggest ways that you could continue this work. A lot of these papers could make nice Undergrad Research Symposium posters or public presentations (e.g. in the community you've worked with; I can help arrange such things in some cases) and some could become published articles. I'm happy to help if you want to continue on these projects. That could be as an independent study or just informally. If there's a group that's interested, we could have an informal discussion group. Let me know if you're interested.
- The purpose of a draft is to get feedback to help you develop things. I'll make lots of suggestions about what to develop and how and the Fellows will too.
- Basically you want these papers to look and feel like material we've read this semester. Different topics will have different models, obviously, and you should think about the best one(s) for you ... your scholarly article, a chapter from *Wisconsin Talk*, etc..
- The best papers make really clear, specific points ... it's very easy, too easy, to drift off into making vague claims (and early historians did this a lot!) but if you can make a simple original point about language and immigration in Wisconsin, you have a valuable paper ... and a lot of these papers could be developed into valuable pieces.
- It's fine in the homeworks and even in presentations to mechanically say what sources you'll use, but for these papers you really don't want to do that. If you look at the scholarly works you've read this semester, people say what type of evidence they'll use (if it's not obvious), along the lines of 'I'll use primary and secondary historical sources to argue ...' or 'drawing on survey results, I'll show ...'.
- A lot of people seem to be making sure that they're covering the word count. CommB requires certain word counts, yes, but we're in it for the substance here. One thing that good linguists — and most good academic writers in general — do is to avoid really flowery, contorted prose. Keep it clean and simple and clear. (Literature scholars and cultural studies people often go wild with style but that doesn't sit well with people in fields like linguistics.
- Pictures are good ... a lot of you are using tables, graphs, maps, etc. in your presentations. Include those in your papers where appropriate!