

SIXTH EDITION
A WRITER'S REFERENCE
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***A Guide to Writing in All Disciplines
for Students of Loyola College in Maryland***

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LOYOLA COLLEGE IN MARYLAND

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Message from the President

A Latin phrase captures one of the ideals of Jesuit education: *eloquentia perfecta*, literally perfect eloquence. This has been a defining characteristic since the earliest Jesuit universities were founded nearly five centuries ago, and its persistence to this day is testament to the enduring value of the ability to write and speak with power and clarity.

You are the beneficiaries of this great tradition, and in your hands you hold a powerful tool for your own pursuit of eloquence. This new edition of the *Loyola College Writing Handbook* provides a good introduction to the kinds of writing you will be expected to undertake as a student, the purpose of writing assignments in the various disciplines, and some items that are unique to Loyola College.

All of us believe that students can learn to write well, and this guide will assist you in mastering the various forms you will encounter at Loyola. I think you will find this reference to be a valuable part of your education, and I encourage you to become familiar with its contents, both generally and specifically, as you make your way through your studies.

A Jesuit education is a liberal education in the finest sense of the word: open to experience, inquiry and debate, assuming as its purview the entire sum of human knowledge, dedicated to using that knowledge for the greater good of society. The ability to write well will set you firmly on your way to this ideal.

The Reverend Brian Linnane, S.J.



INTRODUCTION

WRITING ACROSS, IN, AND BEYOND THE CURRICULUM

While Loyola and the early Jesuits wrote in modes and forms that might look quite outdated to us in the 21st century—parchment and velum, illuminated manuscripts, handbound books—as compared to our computers, blogs, websites, hyper and hybrid-media and instant search engines—the idea of writing as “thought made visible” has remained a constant since the classical period in Western culture.

So, too, there is continuity and change in the educational aims of Jesuit colleges. The educational aim of *eloquentia perfecta* has a modern incarnation called Writing Across the Curriculum (WAC) or Writing in the Disciplines (WID). Writing Across the Curriculum is one of the major educational reform movements in higher education over the last several decades. Among its key principles are these two:

Writing to Learn. Writing/reading/speaking/listening are activities key to critical thinking and intellectual inquiry. Rather than being passive instruments of communication, they can help us make meaning and knowledge individually and within communities we call disciplines. Using reading and writing deliberately to discover, connect, organize, and revise our understandings, to enter and share in the larger conversation of ideas, is at the very heart of the educational enterprise.

Writing in the Disciplines. The ways of writing, reading, and using speech in the academy will draw on common intellectual strategies, but the particular uses, forms, and practices differ markedly within and across the disciplines. Thus, we don't learn just **to write**. Rather, we write lab reports as chemists, philosophical essays as philosophers, research reports as social scientists, short stories as creative writers, and critical essays as literary critics in the making. We learn to take on these forms of knowledge-making only by extensive practice and experience with the forms, genres, purposes and audiences suited to each.

The Jesuit notion of *eloquentia perfecta* carries, as President Linnane suggests in his opening letter, a very powerful conception

of writing as an agent of academic, personal, and social transformation. St. Ignatius and the other early members of the Society of Jesus studied the classical art of rhetoric at the University of Paris as a foundation for all their other studies; they believed that mastery of rhetoric, “the art of speaking and writing well,” was essential to assist in the development of “a certain kind of person: engaged, articulate, resourceful, sympathetic, civil...” (David Fleming, “Rhetoric as a Course of Study” *College English* 61.2, 1998, 172). Thus, at Loyola, we see writing also as an important tool for personal reflection, for the activity of *discernment*. At the same time, we also view writing as an important vehicle for social justice and service learning. Writing at Loyola is often used as a form of civic action that extends our learning beyond the academy into the larger community. Collectively, these ideas are closely tied to the undergraduate aims of the college as a whole and constitute primary themes across this special, customized edition of *A Writer’s Reference*.

GENESIS AND PURPOSE FOR LOYOLA’S CUSTOMIZED *A WRITER’S REFERENCE*

Loyola College has always placed a high priority on writing and the language arts across the entire curriculum. In the earliest Loyola catalogue, published in 1856, following the description of the course of study for the four classes, there appeared in italics the resounding words, “During the whole course, great attention is paid to Composition...” Although students are no longer routinely required take courses in Latin, Greek, English, and Elocution to study grammar and rhetoric as they did in the late 19th and early 20th centuries, helping students write well and thoughtfully has remained a central concern of the faculty.

In 1982, Loyola College received a substantial grant from the National Endowment for the Humanities to undertake a six-year writing across the curriculum project that sponsored curricular reform, faculty development, and research. One important outcome was the development of a local guide to writing in the disciplines which was used productively for many years. This updated version, now partnered with the newest edition of *A Writer’s Reference*, is an exciting outgrowth of that original project. Students now have access to both books in one and an accompanying website that offers additional resources—such as grading rubrics, sample papers, citation support—for students and faculty. The two sections complement each other well: *A Writer’s Reference* offers comprehensive advice and information on matters of academic grammar, mechanics, usage, style, generic

writing and reading strategies, and research processes and conventions; the *Guide to Writing in the All the Disciplines at Loyola College* offers thoughtful advice on writing in each of the departments at Loyola.

This resource will be very helpful to you as you enter and move through Loyola, traversing unfamiliar disciplinary spaces. It provides an insider's look at the rich and varied genres you will encounter. We know that you can feel disoriented as the writing expectations vary considerably from course to course, discipline to discipline. Lucille McCarthy, a national researcher (and former writing instructor at Loyola), studied this phenomena, noting that students sometimes felt like “strangers in a strange land” as they tried to negotiate new genres, audiences, and rhetorical situations. In this handbook, each department has taken considerable time and effort to compose its own brief discipline-specific guide to writing to provide basic road maps to these new territories. We hope that the guide will also encourage you to learn to ask good questions about writing when you enter new curricular spaces, rather than worrying or just guessing.

The larger reference guide will also be helpful for all the kinds of questions that you might face in writing and researching across the disciplines—questions about everything from the *its/it's* distinction, to assessing the validity of Internet resources, crafting more effective sentences, or using APA Style. And we know that Loyola students write a great deal both in their core courses and in their majors. Recent data from the National Survey of Student Engagement (2005) show that 80% of Loyola seniors report drafting their papers at least twice. Nearly 70% reported that they wrote up to 20 papers a year that were between 5 and 20 pages long. In other words, you can expect to considerable writing while you are here.

Clearly, you will find many opportunities to consult both portions of this reference guide over your four years at Loyola. We hope this new resource will prove useful to you throughout your time at Loyola and beyond. Happy reading and writing!

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(Department of History). Their vision and efforts are the foundation of the current text.

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Our greatest acknowledgement, however, goes to our colleagues who have engaged this work with care and seriousness of purpose even though their to-do lists runneth over. Most were very receptive to this collaborative project from the beginning, attending workshops and presentations throughout the process, revising their entries repeatedly, and thoughtfully incorporating our feedback over the academic year. The development of the style guides illustrates the writing process at its best: One department liaison met with us several times, sent multiple drafts for our commentary, and held departmental meetings to discuss the draft-in-process – submitting at least six revisions.

Here we list the writing liaisons for each entry who worked directly with us and their departmental colleagues:

Accounting, Al Michenzi; *Biology*, David Rivers; *Chemistry*, Brian Barr; *Communication*, Andy Ciofalo; *Computer Science*, Robert D. Shelton; *Economics*, Hank Hilton, S.J.; *Education*, Mickey Fenzel; *Engineering Science*, Suzanne Keilson; *English*, Kathy Forni; *Finance*, Lisa Fairchild; *Fine Arts*, Janet Headley; *First-year Programs*, Dean Ilona McGuinness; *History*, Jack Breihan; *Information Systems & Operations Management*, Kim Sherman; *Law & Social Responsibility*, Andrea Giampetro-Meyer; *LND Library*, Susan Cooperstein; *Management & International*

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As a faculty member from another school recently remarked to us, it speaks well of our faculty that they care so much about student writing to take on this extra writing assignment just because they *believed* in it.

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