

Quest University Canada

Democracy and Justice

Section: 004—December

Semester: Fall 2007

Days and Times: Mondays 1-4 PM
Tuesdays-Fridays 9 AM – 12 PM

Location: 309 Academic Bldg.

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Office hours: Mondays 4-5 PM, Tuesdays-Thursdays 12-1 PM and by appointment

3. Course Description.

Democracy and Justice examines the ideas of leading thinkers in the history of political thought and the questions they raise about the design of the political and social order. It considers the ways in which these thinkers have responded to the particular political problems of their day, and how they contribute to a broader conversation about human goods and needs, justice, democracy, and the relationship of the individual to the state.

This course fulfills a social science requirement within the foundation program.

4. Reading Materials.

Some required materials for this course can be found in a course packet available for purchase. You may be able to find these materials at the library or on-line. There are also four required books.

- The course packet includes works by Glenn Tinder, John Rawls, Plato (*The Republic*), Aristotle, and Norman Bowie and Robert Simon)
- Plato, *Crito* (found in the *Five Dialogues* text)
- Students for a Democratic Society, *The Port Huron Statement*
- C.B. Macpherson, *The Real World of Democracy*
- Diana Hacker, *A Writer's Reference*, Sixth Edition

Viewing Materials.

On Day Ten we will view and discuss Alfred Hitchcock's film *Lifeboat* (1944). If you want to preview the film, it is available for purchase or rent from on-line video rental services such as netflix.com. Alas, Squamish video stores do not carry copies of the film. If you find any stores in the Vancouver area that do, please let me know! A copy is also on reserve at the library.

5. Learning Outcomes.

Quest University Canada learning outcomes: evaluate texts, develop arguments, operate well in teams, foster written and oral communication skills, employ available search mechanisms to find data, evaluate sources, analyze and discuss ethical practices, articulate connections between disciplines, and identify civic rights and commitments.

Course learning outcomes: understand more deeply the significance and meaning of democratic institutions and culture, different theories of justice, and the practical application of political theory.

Please also note that in conjunction with the Writing Across the Curriculum program, there will be many in-class activities designed to help students improve their writing skills. For this reason please bring the Hacker writing manual with you to class every day.

6. Methods of Assessment.

METHOD OF ASSESSMENT	LEARNING OUTCOMES ASSESSED AND ASSIGNMENTS	DAY DUE	%
Quote analysis One page	<ul style="list-style-type: none">• Written communication skills, evaluate texts, develop arguments• The quote analysis: Choose a quotation of no more than four sentences from the reading and discuss it. The choice of the quotation is entirely up to you. Transcribe the quote in the first paragraph. In the second paragraph explain the argument of the quote in your own words. In the third paragraph, present a reasoned argument of your own supporting, extending, or criticizing the thesis of the quotation.	3	5
Review Essay Three pages	<ul style="list-style-type: none">• Written communication skills, evaluate texts, develop arguments• Students are required to review C.B. Macpherson's analysis of democracy in <i>The Real World of Democracy</i>	6	20

<p>Democratic states study</p> <p>30 minute oral presentation</p>	<ul style="list-style-type: none"> • Use available search mechanisms to find relevant data, evaluate sources, oral communication skills, operate well in teams • Students are required to investigate and present to the class the political institutions of a democracy outside of North America of their choosing. They must argue why such institutions are democratic and how that country is democratic. Students will work in groups for this presentation and justify in writing sources they use for their research. 	8-9	20
<p>In class critical essay on Quest honour principle and constitution</p>	<ul style="list-style-type: none"> • Written communication skills, evaluate texts, develop arguments, analyze and discuss ethical practices • Using theories discussed in class, students will analyze critically the Quest honour principle, council and constitution. 	15	5
<p>Student Group Projects</p> <p>Eight pages written assignment and 15 minute oral presentation</p>	<ul style="list-style-type: none"> • Oral communication skills, develop arguments, analyze and discuss ethical practices, identify civic rights and commitments, use available search mechanisms to find relevant data, operate well in teams • In this exercise students work together to design a democratically-based student organization for Quest. This organization must follow decision procedures and rules that are just. Students must argue for the importance of the group and defend its procedures as just. 	17-18	20
<p>Individual Project</p> <p>Three page analysis of group decision-making</p>	<ul style="list-style-type: none"> • Written communication skills, evaluate texts, develop arguments • Students write a short analytical essay discussing whether in designing student organizations their group operated democratically. 	16	10
<p>Participation</p>	<ul style="list-style-type: none"> • Oral communication skills, identify civic rights and commitments, analyze and discuss ethical practices 	1-18	20

Additional details about all these assignments are provided below on pages 9-12.

7. Course Policies.

a) Assignments. *All papers must be typed and double-spaced in 12 point font and 1" margins. I do not accept papers that do not conform to these requirements. I do not accept papers after the beginning of the class period in which they are due. I will not read any pages that go beyond the page limit required.* I am interested in how well you can write and I grade the form as well as the content of your exams and essays. You will lose marks on all assignments for bad grammar and improper syntax. You will also lose marks for bad spelling and typographical errors on the paper.

All essays in this class require a thesis that you set out to justify: if you a) don't have a thesis, and/or b) do not justify it well or adequately, then you will lose many marks. The best way to prevent the loss of all of the above marks is to outline, write, edit, re-write, and proofread your papers very carefully. If you have difficulty writing essays, see the learning commons and me, and have others go over your drafts with you. For further detail, see the accompanying "guidelines" for writing.

An important part of the course is learning to write well so we will employ the Hacker writing manual very extensively. Please be prepared to bring it to class daily. During the block, if I ask you to read particular sections of that manual to help you with some aspect of your writing, then consider that an additional assignment. Finally, submit all written assignments to the relevant drop-box in Desire2Learn.

If English is not your native language, then you will not lose points for "ESL" mistakes. Please note that certain aspects of poor writing, such as the absence of a thesis statement or a disorganized essay, are not the result of ESL deficiencies. However, as I do for all students in the class, I expect all non-native speaking English students to improve their grammar and syntax with each successive paper.

b) Grading Policy. All written work is graded on a letter grade scale. Where group projects are graded, all students in that group will receive the same grade. For those who wish to convert letter grades into numerical ones, my grading scale is as follows:

A	92-100
A-	88-91
B+	85-87
B	82-84
B-	78-81
C+	75-78
C	70-74
C-	67-69
D	55-66
F	54 and under

To see the values I use to calculate your final grade and how your final grade influences your grade point average, see the [Academic Calendar](#), pages 24-25.

c) Completing the course. You must complete all assignments. If you fail to complete all assignments, and have not arranged for an Incomplete, then you will receive an "F" for the course. I strongly discourage arranging Incompletes and will consider them on a case-by-case basis. If you fail to complete the work necessary to remove the incomplete from your record by the appropriate due date, you will receive an "F" for the course.

d) Academic Integrity. Anyone caught cheating on exams or plagiarizing papers will receive an "F" for the course. *Presenting material as your own from books, newspapers, magazines, others' emails, or (especially) the Internet is plagiarism/cheating.* If you are uncertain about this definition, see me and we will discuss it. For more details, please see the Quest [honour constitution](#) and Diana Hacker, *A Writer's Reference*, pages 341-347 and 358-361. I know how to research and uncover plagiarized essays via the Internet.

e) Participation. A significant part of the course is **class participation**, because we will deliberate about the issues these authors raise. Come to class every day and be prepared to discuss the material with your fellow students. Please be aware of everything on the course management site as well. I reserve the right to hold unannounced quizzes or exams if I feel that members of the class are not preparing adequately for the class.

f) Attendance. There is no required attendance policy for your course. You will have to make up your own mind whether or not it is in your best interest to attend every day. I humbly suggest that it is.

g) University Calendar Dates. It is your responsibility to be aware of all add/drop and withdrawal dates for the block. Please see the academic calendar and timetable for this information.

h) Classroom Computer Policy. Students may use computers in class for the following purposes: note-taking, exam-writing, in-class essay writing, and in-class research for topics directly relevant to course topics. *Students are expected never to view screens irrelevant to the course during class (I will be the judge of what is irrelevant).* I reserve the right to confiscate for the class period the laptop computers of any students who violate this principle. I also reserve the right to forbid any student from bringing laptops to the classroom if this rule is violated repeatedly (I am the judge of what "repeatedly" may mean). I also reserve the right to forbid the use of computers in class if I feel that they are detrimental to class discussion. You only need computers for class purposes on days 1, 3, 5, 15, and 18.

i) Grammatical E-mails. Whenever you email me you must use proper forms of address, punctuation, grammar, and syntax. Good writing begins with everyday practices, and I will be judging your writing abilities in the emails that you send me.

j) Video Projector. If you are giving a presentation in class and need to use the video projector you are responsible for learning how to connect it to your computer. I can secure the projector for you but I cannot provide technical assistance to you. Please note this well in advance of your presentation.

k) Re-writes. I will be pleased to review any papers you wish to re-write in this class at any time. I will not, however, change the grade I gave you originally as a result of this review. I adhere to this policy to encourage you to improve your writing for its own sake, rather than as a means to another end (e.g., a higher grade).

8. Tentative Block Schedule. Please note that all reading, writing, and presentation assignments below reflect the day they are due.

Day	Date	Topic/Questions	Reading Assignment	Assessment
1		What is Democracy?	Computer needed to view syllabus	
2		What is Political Thinking?	Diana Hacker, <i>A Writer's Reference</i> , pages 57-66 (active reading); Glenn Tinder, "Why Engage in Political Thinking?"	
3		<p>What is the significance of the Greek Polis in thinking about democracy and justice?</p> <p>Before class, get hold of a Map of Ancient Greece here: Scroll down and go to version 1. Click on either: standard PDF file or High Resolution TIFF file and save</p>	<p>Plato, <i>Crito</i>; Diana Hacker, <i>A Writer's Reference</i>, pages 3-13 (planning)</p> <p>Computer is needed for the Map of Ancient Greece</p>	Quote analysis I (from <i>Crito</i>); Paragraph explaining choice of country to study
4		How do people live democratically?	C.B. Macpherson, <i>The Real World of Democracy</i> , Chapters 1-3; Diana Hacker, <i>A Writer's Reference</i> , pages 14-18 (the thesis)	Plan ahead for your paper due Monday—remember that with group projects there will be a lot due next week!
5		Which political institutions constitute democracies?	<p>Workshop with the Librarian on doing research for presentations on democratic states (computer needed)</p> <p>C.B. Macpherson, <i>The Real World of Democracy</i>, Chapters 4-6; Diana Hacker, <i>A Writer's Reference</i>, pages 318-341 (using Web for research)</p>	(Start thinking about which sorts of student groups you would like to create at Quest. Talk with other classmates and form teams of people with similar interests)

6		What are the different kinds of democracy in the real world?		Review Essay on Macpherson
7		What is participatory democracy?	<i>The Port Huron Statement</i> , pages 42-102	
8		Is it possible to democratize everyday institutions?	<i>The Port Huron Statement</i> , pages 103-169	Student presentations on democratic states
9		The “real” world of democracy—global examples of democracy		Student presentations on democratic states
10		Democracy and justice under conditions of scarcity: how do people act politically? Film: <i>Lifeboat</i> (1944)	Diana Hacker, <i>A Writer’s Reference</i> , pages 24-37 (topic sentence and paragraph development)	Submit group members and plan for student organization
11		Justice as Fairness: is justice creating equality of opportunity for the weakest members of a society?	John Rawls, <i>A Theory of Justice</i> , sections 3 and 4	
12		Justice as Harmony: is justice doing what one is best fitted for?	Plato, <i>Republic</i> , Book IV	
13		Contextual Justice: how do we measure justice in particular situations?	Aristotle, <i>Nichomachean Ethics</i> , Book V	
14		Social and Economic Justice: how do people get an equitable share of the economic resources available to a political community?	Norman Bowie and Robert Simon, “Economic Justice”	

15		What would a just form of student government look like at Quest?	Presentation by Director of Student Affairs Begin research on just/democratic organizational forms of student groups/government	In class critical essay on the Quest honour principle and constitution (computer needed)
16		What would a system of justice for students at Quest be?—the issue of academic integrity	Diana Hacker, <i>A Writer's Reference</i> , pages 137-143 (wordy sentences/active verbs) and 210-215 (run-on sentences)	Research governance policies of a university near your home Individual essay on democracy within the group
17		What are the social sciences and which careers follow from a study of the social sciences?	Group Projects—establishing democratic procedures for some student organization at Quest	
18		What is the just and democratic student organization at Quest?	Computer needed for course evaluation	(1) Group presentations; and (2) Philosophical Business Plan

Overview of Topics

Days 1-2: An introduction to the study of politics, highlighting the importance of ancient Greece in our thinking about democracy and justice.

Days 3-9: Discussions and activities revolving around the idea of democracy—its forms, institutions, principles, ethical foundations, etc.

Days 10-14: An introduction to different theories of justice to help students understand the concept from a variety of perspectives.

Days 15-18: Putting ideas into practice—taking themes in democracy and justice and attempting to establish student institutions at Quest that are both just and democratic.

Writing Assignments

- 1) **Quote Analyses:** Choose one quotation of no more than four sentences from the reading and discuss it. The choice of the quotation is entirely up to you, but it can only be one quotation from one part of the text. Transcribe the quote in the first paragraph; do not provide context or analysis here. Then write two paragraphs analyzing the quote. In the second paragraph explain the argument of the quote in your own words, providing context if necessary. In the third paragraph, present a reasoned argument of your own supporting, extending, or criticizing the thesis of the quotation. For instance, you may agree or disagree with the author, but provide your own reasons why. Or you can illustrate the point through examples of your own choosing. *The quote analysis must be no longer than one page.* You must be prepared to read aloud your quotation at the next class session to initiate discussion of the readings. Two things to note: (1) choose a quote that is significant to the whole work (not something trivial), and (2) though it may come from anywhere in the text, consider choosing a quote from a middle or late section of the reading. I am inclined to grade more generously where I am convinced you have actually read the whole text. If your quote comes from one of the first few pages then I will be looking to see that you have understood the idea in the context of the whole reading assignment, and I will grade accordingly.
 - a. For Day Three analyze a quote from Plato, *Crito*.

- 2) **Review Essay on *The Real World of Democracy*:** C.B. Macpherson wrote this book over 40 years ago, at the height of the Cold and Vietnam Wars and when there was a distinction between the First World and the Third World. So some of his ideas may seem outdated. Nonetheless reflect upon the basic conclusion of the work—namely that concept of democracy is not the province of one set of countries. For Day Six, write *an essay of no more than four pages* considering the following questions: How has Macpherson’s argument challenged your own beliefs and assumptions about democracy? In order to do this you will need to reflect upon the ways in which you have thought about democracy in the past and think about ways in which Macpherson’s presentation has made you change your mind. If it has not made you change your mind, then state reasons for this. If it has changed your mind then explain why it has done so. So, as a general guide to the structure of the paper:
 - a. State a coherent thesis in a well-developed thesis paragraph
 - b. State your own ideas on democracy—give reasons and evidence for why you believe(d) what you did
 - c. Explain how Macpherson influenced your ideas. What is important and/or correct about his analysis? What is not? What did you learn from him and why?

- 3) **Presentation on Democratic Countries and their Institutions:** This is a presentation where groups of students investigate and present to the class political institutions of a democracy outside of North America of their choosing. They must argue why such institutions are democratic and how that country is democratic. This requires the following steps:
 - a. Choose a country that is not Canada or the United States. Write a paragraph statement about why your group wishes to study this particular country, along with

the names and addresses of at least three websites you will use to conduct your research. Submit this to me by Day Three. I will then either consent to this choice or recommend changes.

- b. Identify three institutions of that country you would consider democratic. You may base this decision from your own experience, the Macpherson book, or class lectures/discussions. Explain the source of your decision.
- c. After researching these countries using the Internet, explain why each of those institutions is democratic. In other words, what makes those institutions democratic?
 - i. Is it the decision procedures used?
 - ii. Are there cultural bases for democracy?
 - iii. Does the institution permit participation from the public? If so what kind of participation?
 - iv. Is power decentralized among the people or is it in the hands of a few?
 - v. Is the institution you are examining one that works through direct participation by the people or by a system of representation?
 - vi. Does the general populace consider this institution a legitimate one (i.e., one they accept and follow without coercion)? How do you know this?
 - vii. Who chooses the participants of that institution and how are they chosen?

This is very important: consider these questions, but as you make your presentations do not simply answer the questions one after the other. Work with your teammates to develop an argument that you want to persuade others to accept. So your task is to convince the other teams in the class that your country is democratic. You will be given *30 minutes for your presentation* during Days Eight and Nine, so be prepared by Day Eight. On the day of your presentation you will be required to hand in a written justification for the three most important web resources you have used, based on the categories provided to you in the Hacker writing manual, pages 333-341, as well as additional categories provided to you by the Librarian. An example of how this has been done well is available to you on D2L under “content.” Please also see policy on Video Projectors. Everyone in the group will receive the same grade and I will provide a written evaluation of your presentation.

- 4) **In-class critical essay on the Quest honour principle, council, and constitution.** On Day Fifteen, you will write for 50 minutes on one topic where you will apply the theories of democracy and justice you have learned to the governance of academic integrity here at Quest. I will assign this question at the beginning of the class period. In the meantime consider reviewing the [honour principle](#) and the [honour constitution](#) found on the Quest University Canada website under Student Affairs.
- 5) **Research governance policies of other universities.** Due on Day Sixteen, please locate the website of a university near your home and be prepared to tell the class how it is governed. Who has power to make economic, financial aid, and academic decisions at the university? As a student, where would you go to make your voice heard? Do students have any rights or representation there? How do you know this? How do students raise money for their organizations? How does student government raise money for itself? This assignment will be assessed as part of your participation grade.

- 6) **Planning democratic and just institutions at Quest University Canada.** We are a new university so you have the extraordinary opportunity to create the conditions of student life instead of merely acceding to the rules and regulations of the university. This course culminates in the attempt to develop “civil society” at Quest: student groups and societies reflecting your interests and ideals of democracy and justice. This exercise will not only help you think through student organizations we ought to have at Quest, but it will help you understand more deeply the theories we discuss in class. To do this may I suggest a few steps:
- a. Find students in the class who share similar interests and with whom you want to work to create a student organization. If you cannot find anyone, I will bring people together into teams. Each team can consist of no more than five students. You must tell me the team and which kind of student group you will be thinking about creating by Day Ten.
 - b. Discover how similar groups are formed at other universities—get hold of things like charters, constitutions, rules of procedure, etc. Remember—we are a small university so we cannot necessarily operate as such groups do in larger, public universities (this can be a disadvantage, but also an advantage!).
 - c. Consider the different theories of justice we have discussed—e.g., Plato, Aristotle, Rawls, market capitalism—and decide which one suits your purposes best. (Yes, you may combine ideas from more than one—but you will need to be clear what these different elements are and how you combine them).
 - d. Develop a mission statement that incorporates this chosen ideal of justice.
 - e. Develop rules of procedure for this group. Explain how the group is to operate, how resources will be distributed among group members, how disagreements will be resolved, how meetings will be organized and run, how leadership or executive teams will be chosen, how younger students will be included into the organization in future years, etc.
 - f. State whether or not these rules of procedure are democratic and why you have chosen them. If they are not democratic explain why democracy is not appropriate to the governing body of this group.
 - g. Explain how you will raise the money necessary to operate this group. From where will the funds come?
 - h. Develop a budget explaining how you will use the money you raise. What will be the most important spending priorities you will have? In the first year(s)? In the future?
 - i. Were your ideas influenced by *The Port Huron Statement*? Why or why not?
 - j. How will students learn in your organization? That is, what educational contribution will your student organization play in helping students become citizens within the university, Squamish, BC, Canada, or the world?
 - k. Which steps will you take to make this organization a reality?
 - l. In the end, as a group you will write and submit *an eight page philosophical business plan* for the creation and sustenance of this student organization. Such a plan must reflect both the philosophical ideas you have learned about democracy and justice in this course combined with practical ideas for getting such an organization up and running. In this plan, you must also justify the contributions the group will make to the Quest community and why you believe its practices will foster good citizenship within the university. **Very important:** The written report must flow as seamlessly

as possible. This means that the group has to work together to create a well-organized, *coherent* paper—not simply four or five separate sections based on each individual’s contribution. This written report will be due on the last day of class.

- m. On the last day of class *each group will present an outline of its business plan* to the class. We will allot *twenty minutes per group*, and groups need to be prepared to justify the plan on the principles of democracy and justice they have chosen to employ in developing that plan. Please see policy on video projectors.
 - n. Everyone in the group will receive the same grade.
- 7) **Reflective essay on democracy in classroom group work.** *In an essay no longer than three pages*, argue whether or not the teams in which you worked during the block operated under principles of democracy and justice. If so, identify under which principles or theories you operated; if not, explain why not. How would you change the means by which the group operated in arriving at its decision, making its presentation, and/or writing up its conclusions so that future groups would operate more democratically and/or justly? This essay must be worked on individually and written individually. This essay is due on Day Sixteen.

Guidelines for writing a paper or essay examination in political philosophy (or almost any other kind of assignment in expository writing)

Your job is to persuade me of a position that you have decided to take in the paper or essay exam. The more I am persuaded the higher your grade will be. It's that simple. Maybe not, you say? Well, let me suggest a few guidelines to help you be all that you can be.

First, if I have not indicated it in the assignment, **DO NOT ASK ME HOW LONG A PAPER OR AN ESSAY SHOULD BE!!** In doing so, you demonstrate that you do not understand the idea of a rational argument. I am not prepared to tell you when your argument is finished, only you can know this. That's not the point of the exercise.

This means that a good paper is judged not on its length, but on how well you fit the evidence you present, and the argument you fashion, to the thesis or claim that you want to make. Occasionally I give guidelines as to the length of a paper or essay, in order that you don't continue writing endlessly about particular subjects; but I do not judge the worth of a paper or an exam essay on its length.

So what am I looking for in your writing?

- 1) A logical presentation of argument. This means that you need to actually think about the paper before you write it; an outline is invaluable. You don't want to write down things in the order that you think of them, but you want to craft a logical progression that presents your argument in a coherent fashion.
- 2) Clarity in your prose. Use simple words, rather than complicated ones. Don't use words of which you are uncertain, and use a thesaurus carefully. Not all words presented as synonyms are really the ones you want to convey your points. Also—think carefully about the words you employ. Do you really mean to say some thing, when another word would have come closer to the point you were trying to make?
- 3) Careful documentation. If you say that this or that person said something, give me the page number where this claim was made.
- 4) Active sentences. Here's an exercise for you: try to write your paper without using the verb "to be" in any of its conjugated forms. It's not easy, and I have difficulty doing it myself (note this very sentence!). It may also require you to re-write the sentence entirely, but you'll begin to notice how much more alive your sentences have become. (One hint: words that end in "tion" can generally be transformed into verbs).
- 5) Your well-reasoned opinions. I generally do not want mere descriptions of what you are reading, but I want you to take a position on an issue, and defend your own viewpoint. I would welcome this even in answering exam questions where I don't explicitly ask you to do so.

So how can you go about this step-by-step? Well there's no one way, but here are some things to consider:

- 1) Begin your essay with a substantive title that conveys the main point of the argument. Don't just write "paper number one" or "assignment for Dr. Gorham" or "paper on Plato." Rather, give me a sense of what the point of your paper will be in the title (without making that title too long, of course).
- 2) Impress me with your opening paragraph. The opening paragraph has a burden on it—it must set the tone for the argument of the paper. It answers the following questions: What's the subject of the paper? What's the

theme of the paper? What position will you be taking in the paper? But how do you know what position you want to take as you start to write? Well, you don't, and that's why you need to consider writing this paragraph after you have finished the rest of the paper!!!! (For obvious reasons this cannot be true for an essay exam. So an outline is crucial to the organization of your essay before you start to write). You will then be in a better position to know what you have argued. And you will also leave out facts or issues irrelevant to the paper—such as where or when a certain political theorist was born, or grandiose (and meaningless) statements like “Politics is all around us.”

- 3) From your outline, develop the main points of your paper. This means providing reasoned evidence or arguments defending the claim you have made in the first paragraph. As you write out your ideas you may find that your initial thesis has changed, or that you have finally arrived at a thesis. Here's where you've got to do the most brainwork. The key is defending your thesis. The stronger or more general your claims, the more difficulty you will have in defending it. Compare these two claims: 1) Liberal political theory is wrong; 2) Modern political liberals, such as John Dewey, misunderstand human nature when they claim that individuals are developmental human beings. Which one helps you focus your essay more precisely?
- 4) Edit, re-edit, and edit once again. Make sure everything fits together after you've written it all down once. If you're unsure about how well you've made your argument, consider paying a visit to the learning commons, to get an impartial observer's advice.
- 5) Avoid “big finishes” in your concluding paragraph. Whatever profound insights about the nature of the world you think you have in your conclusion, please remember that I have already read it in someone else's paper before you even started elementary school. Don't make any new claims in your concluding paragraphs. New claims need to be defended. Your concluding paragraph is, well, the last one. *Ipsa facto* and *e pluribus unum* ☺, you don't have the opportunity to defend them.
- 6) Proofread. In typed papers, I don't accept typos, but even on in-class exams, make sure you are saying things and spelling things the way you want to say and spell them. For typed papers, the spell-check button on your word processing program is a very handy device. Use it. Remember, though, that it will not correct all errors—“form” and “from” are both proper English words!