

# Common Problems Noted in CSCI 6606 Term Papers\*

*proposed sol<sup>n</sup>?*  
*lacking necc. foundation*  
*unaware of existing research*

} See *Principles for Term Paper Grading*

<b>Problem</b>	<b>Example</b>
misspelled words	e-mail ( <i>not</i> email) et al. (note punctuation) Internet (capitalize proper nouns) lifecycle <i>or</i> life-cycle ( <i>not</i> life cycle) naïve (note the diaeresis) Unix (not UNIX, because it is not an acronym) Web and Web-based (capitalize proper nouns), <i>but</i> webpage, webserver, and website
meaningless words (with improvements)	period of time → period <i>or</i> time in order to → to interval of time period → interval <i>or</i> time interval actually (when used solely for emphasis) → <i>omit</i> really (when meaning very)
imprecise language	mention (an incidental reference) . . . <i>when</i> noted, said, found, commented, etc. is what you mean
colloquialisms	a lot → much <i>or</i> many plenty of → much way better → much better has gone way high questions run through the mind access ( <i>as a verb</i> )
inappropriate terminology	user friendly

# Editing Notation for CSCI 6606

<i>ambig.</i>	Ambiguity should be resolved.																
<i>cite</i>	The full bibliographic record must be included.																
<i>coloq.</i>	Avoid colloquialisms and jargon in formal writing.																
<i>cont.</i>	Avoid contractions in formal writing.																
<i>dang.</i>	Avoid dangling referents. such as in the sentences ' <i>They found . . .</i> ' and ' <i>This means . . .</i> ' (Who are 'they'? This <i>what?</i> )																
<i>def<sup>nl</sup>?</i>	Key terms should be defined earlier. In a summary the key terms should be explained not merely referred to.																
<i>expand</i>	Expand acronyms and abbreviations at first use except for the very common non-technical abbreviations such as the usual Latin ones (for example, 'a.m.', 'e.g.', 'et al.', 'etc.', 'i.e.', 'p.m'), names of days and months, academic degrees (e.g. PhD), names of countries (e.g. UK, USA), GMT for standard time, units of measure, and US states in addresses.																
<i>hyph</i>	Use hyphen (-) not dash (– or —) or vice versa																
<i>m/u</i>	Meaning is unclear																
<i>N/S</i>	Not a sentence																
¶	Start paragraph here.																
<i>para</i>	Paragraphs must be clearly delineated by vertical space, indentation, or both.																
<i>proof?</i>	Factual claims must be justified by evidence or by citations to work that include evidence.																
<i>p.#?</i>	<i>missing page number</i> <ul style="list-style-type: none"> <li>• Page numbers are required for quotations.</li> <li>• Remember that copying illustrations is the same as quoting.</li> </ul>																
Q	Clarification needed																
<i>rel?</i>	You must explain why this passage is relevant When you describe experimental method (or include any detail from an experiment or study) that detail <i>must</i> be clearly relevant to the point of your summary. If the reason for including the detail is not obvious then you must make the reason clear to your reader.																
<i>ref</i>	References must be parenthetical. Do not use references as nouns. References should not need to be read aloud for sentences to make sense. For example <table border="0" style="margin-left: 20px;"> <tr> <td style="padding-right: 20px;"><i>As [1] says . . .</i></td> <td style="padding-right: 20px;">WRONG!</td> <td style="padding-right: 20px;"><i>As (Jones, 1993) says . . .</i></td> <td>WRONG!</td> </tr> <tr> <td style="padding-right: 20px;"><i>As Dillon [1] says . . .</i></td> <td style="padding-right: 20px;">BETTER</td> <td style="padding-right: 20px;"><i>As Jones (1993) says . . .</i></td> <td>BETTER</td> </tr> <tr> <td style="padding-right: 20px;"><i>In the previous reading [1] . . .</i></td> <td style="padding-right: 20px;">BETTER</td> <td style="padding-right: 20px;"><i>In the previous reading, Jones (1993) . . .</i></td> <td>BETTER</td> </tr> <tr> <td style="padding-right: 20px;"><i>It has been shown that . . . [1].</i></td> <td style="padding-right: 20px;">BETTER</td> <td style="padding-right: 20px;"><i>It has been shown that . . . (Jones,1993).</i></td> <td>BETTER</td> </tr> </table>	<i>As [1] says . . .</i>	WRONG!	<i>As (Jones, 1993) says . . .</i>	WRONG!	<i>As Dillon [1] says . . .</i>	BETTER	<i>As Jones (1993) says . . .</i>	BETTER	<i>In the previous reading [1] . . .</i>	BETTER	<i>In the previous reading, Jones (1993) . . .</i>	BETTER	<i>It has been shown that . . . [1].</i>	BETTER	<i>It has been shown that . . . (Jones,1993).</i>	BETTER
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Ⓢ	Check your spelling.																
<i>than?</i>	Comparisons must be complete. e.g., do not write 'X is better' without making it clear <i>what</i> X is better than																
W/C	Please consult with the Writing Centre for help.																
×¶	Paragraph should not start here.																
○	Close gap																