

Interdisciplinary Projects: Sample Set-ups and Evidence

2013-2014

Four important ideas regarding set-ups and evidence:

- Create lots of variety — don't use the same method or the same language over and over. Remember that your Senior Project Essay is a rhetorical situation: you are creating an argument, and, as such, you are trying to convince your readers of your claim, not bore them with repetitive set-ups.
- When you first mention your author and title, use full names of both the author and title. Afterwards, if the evidence involves the same author and title, you only need to provide the last name of the author.
- Do some biographical research on your author (make sure it is the right person!). If well used, pieces of this information can really invigorate a set-up.
- Use Modern Language Association (MLA), or, as required American Psychological Association (APA), formatting whenever you cite evidence, either directly (direct quotation) or indirectly (paraphrase). Go to <http://owl.english.purdue.edu/owl/resource/557/01/> and find what help you need linked at the bottom of the page.

Four methods

1. *One combined method* (both set-up and *direct* evidence together in the same sentence):

Marvin Williams, in his provocative essay “The Journey of Race,” argues that “Race is a less relevant variable than economic status when one is trying to understand a child’s educational trajectory [...]” (32).

2. *Another combined method* (both set-up and *indirect* evidence together in the same sentence):

Marvin Williams, in his provocative essay “The Journey of Race,” argues that economic status is far more important than race when predicting a child’s educational success (32).

3. *The separate method* (set-up and evidence in separate sentences):

Marvin Williams, an outspoken educational historian, has written many provocative essays about the relationships among race, economic status, and education, including his recent “The Journey of Race” (2006). In this essay, he argues that “Race is a less relevant variable than economic status when one is trying to understand a child’s educational trajectory [...]” (32).

4. *The set-up-of-more-than-one-piece-of-evidence approach:*

Marvin Williams, in his provocative essay “The Journey of Race,” argues that “Race is a less relevant variable than economic status when one is trying to understand a child’s educational trajectory [...]” (32). Williams’ ideas have long been at odds with those of his prominent peer, Esther Francis, a Harvard-educated, Mississippi-raised African-American. However, Francis, now at Vanderbilt, agrees with Williams on his central point: “As America widens into the 21st century, status, not race, will more clearly be understood as the great educational discriminator” (82).