

WRITING RESEARCH PAPERS

A COMPLETE GUIDE

JAMES D. LESTER
JAMES D. LESTER, JR.
SIXTEENTH EDITION



 Pearson



Writing Research Papers

A Complete Guide

Sixteenth Edition

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Preface to the Instructor

The 16th edition of *Writing Research Papers: A Complete Guide* now marks the 50th anniversary of this text. First published by Scott, Foresman in 1967, I recall that the artwork on the front of the book featured a typewriter. To that end, I can remember the countless hours that my father and mother both spent toiling at the keys of that typewriter to perfect the first edition. What started as a typed version that was run off on a mimeograph machine and sold in the campus bookstore at Emporia State University in Kansas has expanded into the detailed guidebook that it is today. This new edition is dedicated to my father, Dr. J. D. Lester. Although he is no longer with us, his love of literature, writing as a craft, his students through forty years of instruction, and my mother helped to establish *Writing Research Papers* as the foremost handbook for current, detailed guidance about academic research, writing, and documentation.

For decades, this text has been the leader in offering current, detailed guidance about academic research, writing, and documentation. Over the last two decades, the world of academic research has changed dramatically. Most research is now done online, and this new universe of information has not only put an almost unimaginable wealth of new sources at our fingertips, but it has also brought challenges in evaluating the credibility and usefulness of those sources. Questions of academic integrity and unintentional plagiarism have arisen around the integration of electronic sources. This new sixteenth edition of *Writing Research Papers: A Complete Guide* confronts these new challenges and offers clear, detailed guidance to assist student researchers as they struggle to keep pace with online research, electronic publishing, and new documentation formats.

What Is New in This Edition?

- **New “Goals and Outcomes” at the beginning of each chapter** provide students with a list of learning objectives that serve as a ready guide for finding documentation information quickly and that provide students with the key goals of the chapter.
- **New explanations of research techniques** in Chapter 4 show students how to apply cutting-edge tools and strategies in their research, including keyword searches with expanded Boolean operators and social networking sites.
- **Three new student papers** plus a new annotated bibliography provide fresh models of student research work.
- **Updated coverage of MLA and APA documentation style** brings students up to speed with the latest revisions, especially how to handle electronic source documentation.

Key Features

The world of academic research is changing rapidly, especially with the ascendance of online research. Virtually every college student now writes on a computer and researches online. The sixteenth edition of *Writing Research Papers* continues to offer a wide array of resources to help students successfully plan and execute their research papers.

HELP WITH DIGITAL RESEARCH The digital revolution is so pervasive in research writing today that a single chapter cannot properly encompass the topic. Instead, every chapter of this text has been updated to reflect the current context for academic writing, including the impact of

technology on searching for appropriate topics, finding and evaluating source material, gathering notes and drafting the paper, avoiding plagiarism and embracing academic integrity, and, of course, documenting sources. Students are directed step by step through the various formats for documenting online sources and are offered clear, detailed guidance on blending electronic citations into their writing. The most extensive updated content is included in Chapter 4, where explanations are provided about new research techniques using social networking sites and keyword searches with expanded Boolean operators.

CURRENT DOCUMENTATION GUIDELINES Since discipline-specific style guides offer very different methods for documenting sources—particularly electronic sources—depending on the academic field of research, a guide of this sort is vital to students who are responding to writing assignments in a variety of disciplines. To enable students to document sources correctly, this edition includes updated guidelines for the most important documentation formats.

- **Up-to-date coverage of MLA documentation style.** The Modern Language Association (MLA) significantly revised its documentation style for both print and electronic sources in the most recent edition of the *MLA Style Manual and Guide to Scholarly Publishing*, and the *MLA Handbook for Writers of Research Papers*. All sample citations and student papers in Chapters 1 to 14 reflect the current MLA style guides.
- **Revised APA documentation coverage.** The American Psychological Association (APA) also revised its documentation guidelines in the *APA Publication Manual*. All sample citations and student papers in Chapter 15 follow current APA documentation standards.
- **Current standards for CMS style.** The most recent edition of the University of Chicago Press' *Chicago Manual of Style* emphasizes the role of electronic research. All sample citations

and student papers in Chapter 16 follow current CMS documentation standards.

RESEARCH TIPS FOR AVOIDING THE PITFALLS OF PLAGIARISM Chapters 1 to 10 provide at least one “Research Tip,” a feature that offers instruction and examples for citing sources appropriately and ethically, and avoiding plagiarism. Beginning with the section “Understanding and Avoiding Plagiarism,” in Chapter 1, *Writing Research Papers* clearly explains what plagiarism is and presents strategies students can use to avoid unintentional plagiarism. Moreover, there is a special emphasis on how to blend quotations into academic writing and document Internet sources.

GUIDELINES FOR EVALUATING ONLINE SOURCES Understanding what constitutes an appropriate source for an academic paper is more and more challenging for students, as more and more sources become instantly available online. *Writing Research Papers* assists student researchers in deciding if and when to use familiar search engines such as Google or Yahoo!, and also offers detailed advice on how to find respected scholarly sources—and how to determine whether a source is in fact credible. A checklist, “Evaluating Online Sources,” helps students gauge the quality of online articles.

STUDENT PAPERS Student writing examples provide models for student writers of how other students have researched and drafted papers on a wide range of topics. With seven annotated sample papers, more than any other text of this kind, *Writing Research Papers* demonstrates format, documentation, and the different academic styles. Student papers include:

- Ashley Irwin, “Sylvia Plath and Her ‘Daddy’” (MLA style)
- Anthony Ruvolo, “The Temple of Jupiter Optimus Maximus and a New Interpretation of the Capitoline Triad” (MLA style)
- Whitley Rentfro, “Of Highways and Bikeways: Filling the Lane for the Future” (APA style)

Clare Grady, “The Space Race: One Small Step—One Giant Leap” (CMS style)

Charlotte Dawn Fullerton, “The Human Glow Bug: Tanning Bed Dangers and Effects” (CSE style)

Sarah Morrison, “Annotated Bibliography: Media Ethics” (MLA style)

Sarah Morrison, “Media Ethics: A Review of Literature” (MLA style)

Sample abstracts in MLA and APA style are also displayed. Additional sample research papers are available in the *Instructor’s Manual, Model Research Papers from across the Curriculum*, and on MyWritingLab.

REFERENCE WORKS BY TOPIC The list of references in the Appendix, “Finding Reference Works for Your General Topic,” provides a user-friendly list of sources for launching your research project. Arranged into ten general categories, the Appendix allows a researcher to have quick access to relevant library books, library databases, and Internet sites.

ACCESSIBLE, NAVIGABLE DESIGN As in previous editions, *Writing Research Papers* is printed in full color, making information and features easier to find and more pleasing to read, and bringing strong, visual elements to the instruction. Icons identify special features, like the “Where to Look” boxes signaling cross-references. The spiral-bound version of *Writing Research Papers* also includes tab dividers to make information easier to find. The tabs include additional websites, as well as tables of contents for the following sections.

Additional Resources for Instructors and Students

REVEL™

Educational Technology Designed for the Way Today’s Students Read, Think, and Learn When students are engaged deeply, they learn more effectively and perform better in their courses.

This simple fact inspired the creation of REVEL: an interactive learning environment designed for the way today’s students read, think, and learn.

REVEL enlivens course content with media interactives and assessments—integrated directly within the authors’ narrative—that provide opportunities for students to read, practice, and study in one continuous experience. This immersive educational technology replaces the textbook and is designed to measurably boost students’ understanding, retention, and preparedness.

Learn more about REVEL at www.pearsonhighered.com/revel/.

INSTRUCTOR’S MANUAL This extensive guide contains chapter-by-chapter classroom exercises, research assignments, quizzes, and duplication masters. Instructors can visit www.pearsonhighered.com/IRC to download a copy of this valuable resource.

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Chapter 1

Writing from Research



Goals and Outcomes

Communication begins when we make an initial choice to speak or to record our ideas in writing. Regardless of the writer's experience, writing is a demanding process that requires commitment. This chapter charts a direction for your research project:

- 1a** Understand why research is an important method of discovery.
- 1b** Apply the conventions of academic writing to your research project.
- 1c** Overcome the pitfalls of plagiarism with proper documentation.
- 1d** Analyze a research assignment's terminology to understand its purpose.
- 1e** Establish a schedule for your research project.

Whether it is a history paper, a field report, or a research project, the written word creates a public record of our knowledge, our opinions, and our skill with language; hence, we must strive to make our writing accurate, forceful, and honest.

Discovering a well-focused topic, and more importantly a reason for writing about it, begins the composing process. Choosing a format, exploring sources through critical reading, and then completing the writing task with grace and style are daunting tasks.

Despite this, writing is an outlet for the inquisitive and creative nature in each of us. Our writing is affected by the richness of our language, by our background and experiences, by our targeted audience, and by the form of expression that we choose. With perceptive enthusiasm for relating detailed concepts and honest insights, we discover the power of our own words. The satisfaction of writing well

and relating our understanding to others provides intellectual stimulation and insight into our own beliefs and values.

As a college student, you will find that your writing assignments will extend past personal thoughts and ideas to explore more complex topics. Writing will make you confident in your ability to find information and present it effectively in all kinds of ways and for all sorts of projects, such as:

- A theme in a freshman composition course on whether the current digital age is leading to a decline in open communication and interpersonal skills.
- A paper in history on the influence of attempted slave rebellions in the early 1800s led by Nat Turner, Gabriel Prosser, and Denmark Vesey.
- A report for a physical education class on the benefits of Title IX legislation for women’s athletics and the on men’s competitive sports programs.
- A sociology report on whether cyber-bullying is as damaging as face-to-face bullying among school-aged children.
- A brief biographical study of a famous person, such as Native American activist and leader Russell Means.

All of these papers require some type of “researched writing.” Papers similar to these will be assigned during your first two years of college and increase in frequency in upper-division courses. This book eases the pressure—it shows you how to research “online discussion groups,” “the Industrial Revolution of the 1800s,” or “agrarian labor leader César Chávez,” and it demonstrates the correct methods for documenting your sources.

We conduct informal research all the time. We examine various models and their options before buying a car, and we check out another person informally before proposing or accepting a first date. We sometimes search online for job listings to find a part-time job, or we roam the mall to find a new tennis racket, the right pair of sports shoes, or the latest video game. Research, then, is not foreign to us. It has become commonplace to use a search engine to explore the Internet for information on any subject—from personal concerns, such as the likely side effects of a prescribed drug, to complex issues, like robotics or acupuncture.

In the classroom, we begin thinking about a serious and systematic activity, one that involves the Internet, print sources, or field research. A research paper, like a personal essay, requires you to choose a topic you care about and are willing to invest many hours in thinking about. However, unlike a personal essay, a research paper requires you to develop your ideas by gathering an array of information, reading sources critically, and collecting notes. As you pull your project together, you will continue to express personal ideas, but now they are supported by and based on the collective evidence and opinions of experts on the topic.

Each classroom and each instructor will make different demands on your talents, yet all stipulate *researched writing*. Your research project will advance your theme and provide convincing proof for your inquiry.

- *Researched writing* grows from investigation.
- *Researched writing* establishes a clear purpose.
- *Researched writing* develops analysis for a variety of topics.

Writing Research Papers introduces research as an engaging, sometimes exciting pursuit on several fronts—your personal knowledge, ideas gleaned from printed and electronic sources, and research in the field.

1a Why Do Research?

Instructors ask you to write a research paper for several reasons:

Research Teaches Methods of Discovery. Explanation on a topic prompts you to discover what you know on a topic and what others can teach you. Beyond reading, it often expects you to venture into the field for interviews, observation, and experimentation. The process tests your curiosity as you probe a complex subject. You may not arrive at any final answers or solutions, but you will come to understand the different views on a subject. In your final paper, you will synthesize your ideas and discoveries with the knowledge and opinions of others.

Research Teaches Investigative Skills. A research project requires you to investigate a subject, gain a grasp of its essentials, and disclose your findings. Your success will depend on your negotiating the various sources of information, from reference books in the library to online databases and from special archival collections to the most recent articles in printed periodicals. The Internet, with its vast quantity of information, will challenge you to find reliable sources. If you conduct research by observation, interviews, surveys, and laboratory experiments, you will discover additional methods of investigation.

Research Develops Inquiry-Based Techniques. With the guidance of your instructor, you are engaging in inquiry to advance your own knowledge as well as increase the data available for future research by others.

Research Builds Career Skills. Many career fields rely on investigation and inquiry for fact-finding purposes. Researchers work across a broad spectrum of disciplines, including the physical and life sciences of biology, chemistry, and physics. Engineering sciences in the aerospace, computer science, and automotive production fields must rely on past research while forging new product development trends. Social scientists in the fields of economics, sociology, psychology, and political science foster advancements in society through investigative studies. Research professionals are on the cutting edge of scientific and technological developments, and their work leads to new medicines, consumer products, industrial processes, and numerous other developments.

Research Teaches Critical Thinking. As you wade through the evidence on your subject, you will learn to discriminate between useful information and

Finding research materials in electronic sources and on the Internet, consult Chapter 4.

unfounded or ill-conceived assertions. Some sources, such as the Internet, will provide timely, reliable material but may also entice you with worthless and undocumented opinions.

Research Teaches Logic. As a perceptive observer, you must make judgments about the issues surrounding a specific topic. Your decisions, in effect, will be based on the wisdom gained from research of the subject. Your paper and your readers will rely on your logical response to your reading, observation, interviews, and testing.

Making a claim and establishing a thesis, see section 2f.

Research Teaches the Principal Components of Argument. In most cases, a research paper requires you to make a claim and support it with reasons and evidence. For example, if you argue that “urban sprawl has invited wild animals into our backyards,” you will learn to anticipate challenges to your theory and to defend your assertion with evidence.

1b Learning the Conventions of Academic Writing

Scholarly writing in each discipline follows certain conventions and forms. Varied methods, organizational forms, or proposals for problem solving are used by scholars in all fields of study, including special forms as required for citing sources in documented research projects. Documentation is only one facet of the conventions of academic writing. Each documentation style exists and differs because it has a unique rhetorical purpose. Developed by the Modern Language Association, MLA style for documentation is widely used in the humanities, especially in scholarly writing on language and literature. Similarly, the American Psychological Association has its own APA style, which includes a date in the citation stem for an emphasis on the currency of research in the social sciences. Other groups of scholars prefer to use the footnote or numbering system, not because one documentation is superior to another, but because each discipline offers precise references that are pertinent to their field of study.

MLA Style, Chapter 14;
APA Style, Chapter 15;
Chicago (CMS) Style, Chapter 16;
CSE Style, Chapter 17.

What is important for you, right now, is to determine which format to use. Many composition instructors will ask you to use MLA style, as explained primarily in Chapters 11–14. If your topic concerns one of the social sciences such as history, philosophy, or economics, your instructor will likely require APA style (Chapter 15). Moreover, your art appreciation instructor might expect the footnote style but could just as easily request the APA style. Ask your instructor early which documentation style to use and organize accordingly.

Regardless of the research style that you employ, your writing should advance substantive issues and inquiry. Keep in mind three key investigative conventions:

Analysis	Classify the major issues of your study and provide detailed analysis of each in defense of your thesis.
Evidence	Provide well-reasoned propositions and statements that are supported by facts, details, and evidence with proper documentation.
Discussion	Relate the implications of your findings and the merits of the study, whether an author's poetic techniques, a historical movement, or a social issue.

1c Understanding and Avoiding Plagiarism

The most important convention of academic writing is the principle of giving proper credit to the work of others. **Plagiarism is defined as the act of claiming the words or ideas of another person as your own.** Plagiarism is a serious violation of the ethical standards of academic writing, and most colleges and universities have strict penalties, including academic probation or expulsion, for students who are guilty of plagiarism. Most schools publish an official code of student conduct (sometimes called an academic integrity policy), and you should be familiar with this document as it applies to your research and writing.

Checklist

Avoiding Unintentional Plagiarism

The following guidelines will help you avoid unintentional plagiarism.

- **Citation.** Let readers know when you borrow from a source by introducing a quotation or paraphrase with the name of its author.
- **Quotation marks.** Enclose within quotation marks all quoted words, phrases, and sentences.
- **Paraphrase.** Provide a citation to indicate the source of a paraphrase just as you do for quotations.
- **Parenthetical citations and notes.** Use one of the academic documentation styles (MLA, APA, CMS, or CSE) to provide specific in-text citations for each source according to the conventions of the discipline in which you are writing.
- **Works cited or references pages.** Provide a complete bibliography entry at the end of your paper for every source you use, conforming to the standards of the documentation style you are using.

Understanding and Avoiding Plagiarism, Chapter 7.

Some students will knowingly copy whole passages from outside sources into their work without documentation. Others will buy research papers from online sources or friends. These intentional acts of academic dishonesty are the most blatant forms of plagiarism. *Unintentional plagiarism*, however, is still a violation of academic integrity. Unacknowledged use of another person's sentences, phrases, or terminology is plagiarism, so provide a citation and use quotation marks to show exactly where you are drawing on others' work. Similarly, unacknowledged use of another person's ideas, research, or approach is also plagiarism, so write careful paraphrases.

1d Understanding a Research Assignment

Beyond selecting an effective subject, you will need a reason for writing the paper. Literature instructors might expect you to make judgments about the structure and poetic techniques of Langston Hughes. Education instructors might ask you to examine the merits of a balanced curriculum for secondary students. History instructors might want you to explore an event—perhaps the rise of American industrial power and the immigrant labor force.

Understanding the Terminology

Using Academic Models, see section 9h.

Assignments in literature, history, and the fine arts will often require you to *evaluate*, *interpret*, and *perform causal analysis*. Assignments in education, psychology, political science, and other social science disciplines will usually require *analysis*, *definition*, *comparison*, or a search for *precedents* leading to a *proposal*. In the sciences, your experiments and testing will usually require a discussion of the *implications* of your findings. The next few pages explain these assignments.

EVALUATION To evaluate, you first need to establish clear criteria of judgment and then explain how the subject meets these criteria. For example, student evaluations of faculty members are based on a set of expressed criteria—an interest in student progress, a thorough knowledge of the subject, and so forth. Similarly, you may be asked to judge the merits of a poem, an art exhibit, or the newest trends in touchscreen cameras. Your first step should be to create your criteria. What makes a good movie? How important is a poem's form and structure? Is space a special factor in architecture?

You cannot expect the sources to provide the final answers; researched writing may grow from the scrutiny of a theory, examination of an object, or analysis of a scholarly issue.

As an avid cyclist, Whitley Rentfro examined the implications for developing a system of bikeways in urban settings. At first, her considerations focused on the

social and communal implications, yet with a further review of the literature she found a health-conscious basis for her study and the effect of bikeways on the health and quality of life for commuters. Her paper, “Of Highways and Bikeways: Filling the Lane for the Future,” is found at the end of Chapter 15.

INTERPRETATION To interpret, you must usually answer, “What does it mean?” You may be asked to explain the symbolism in a piece of literature, examine a point of law, or make sense of test results. Questions often point toward interpretation:

- What does this passage mean?
- What are the implications of these results?
- What does this data tell us?
- Can you explain your reading of the problem to others?

For example, your instructor might ask you to interpret the 1954 Supreme Court ruling in *Brown v. Board of Education*; interpret results on pond water testing at site A, in a secluded country setting, and site B, near a petrochemical plant; or interpret a scene from August Wilson’s play *The Piano Lesson*.

In a paper on Internet dating, one student found herself asking two interpretive questions: What are the social implications of computer dating? and What are the psychological implications?

DEFINITION Sometimes you will need to provide an extended definition to show that your subject fits into a selected and well-defined category. Note these examples:

1. A low-fat diet reduces the risk of coronary disease.

You will need to define “low-fat” by describing foods that make up a low-fat diet and naming the benefits from this type of diet.

2. Are modern-day heroes limited to athletes and entertainers?

This topic will require a definition of what constitutes a modern-day hero and what the characteristics are that illustrate their influence.

3. The root cause of breakups in relationships is selfishness.

This topic will require a definition of selfishness and examples of how it weakens relationships.

A good definition usually includes three elements: the subject (low-fat diet); the class to which the subject belongs (diets in general); and the differences between others in this class (low-carb or Atkins). Definition will almost always become a part of your work when some of the terminology is subjective. If you argue, for example, that medical experiments on animals are cruel and inhumane, you may need to define what you mean by *cruel* and explain why *humane*

standards should be applied to animals that are not human. Thus, definition might serve as your major thesis.

Definition can also prompt discussion about technical or scientific terminology, as shown in Charlotte Dawn Fullerton’s research paper that examined the problems associated with continued exposure to the ultraviolet (UV) rays given off by indoor tanning beds. Her paper needed a careful, detailed explanation of the threat to human skin as well as definitive analysis of long-term exposure risks such as melanoma, solar keratosis, and immune system suppression. By her inquiry, she exposed the dangers and called for more stringent action to regulate an adolescent’s access to tanning beds. Her research paper appears in section 17e.

PROPOSAL A proposal says to the reader, “We should do something.” It often has practical applications, as shown by these examples:

- While it allows for the easy extraction of fossil fuels that are locked in bedrock by pumping a concoction of water, sand, and chemicals into the ground, “fracking” operations must be stopped, for those chemicals could reach, and poison, the groundwater.
- A chipping mill should not be allowed in our town because its insatiable demand for timber will strip our local forests and ruin the environment.

A proposal calls for action—a change in policy, a change in the law, and, sometimes, an alteration of accepted procedures. Again, the writer must advance the thesis and support it with reasons and evidence.

In addition, a proposal demands special considerations. First, writers should convince readers that a problem exists and is serious enough to merit action. In the previous example about chipping mills, the writer will need to establish that, indeed, chipping mills have been proposed and perhaps even approved for the area. Then the writer will need to argue that they endanger the environment: They grind vast amounts of timber of any size and shave it into chips that are reprocessed in various ways. As a result, lumberjacks cut even the immature trees, stripping forests into barren wastelands. The writer presumes that clear-cutting damages the land.

Second, the writer must explain the consequences to convince the reader that the proposal has validity. The paper must defend the principle that clear-cutting damages the land, and it should show, if possible, how chipping mills in other parts of the country have damaged the environment.

Third, the writer will need to address any opposing positions, competing proposals, and alternative solutions. For example, chipping mills produce chip board for decking the floors of houses, thus saving trees that might be required for making expensive plywood boards. Without chipping mills, we might run short on paper and homebuilding products. The writer will need to note opposing views and consider them in the paper.

Causal Argument

Unlike proposals, which predict consequences, causal arguments show that a condition exists because of specific circumstances—that is, something has caused or created this situation, and we need to know why. For example, a student’s investigation uncovered reasons why schools in one state benefitted from a lottery, yet institutions in another state did not.

Let us consider another student who asked the question, “Why do numerous students, like me, who otherwise score well on the ACT test, score poorly in the math section of the test and, consequently, enroll in developmental courses that offer no college credit?” This question merited his investigation, so he gathered evidence from his personal experience as well as data drawn from interviews, surveys, critical reading, and accumulated test results. Ultimately, he explored and wrote on a combination of related issues—students’ poor study skills, bias in the testing program, and inadequate instruction in grade school and high school. He discovered something about himself and many details about the testing program.

Comparison, Including Analogy

An argument often compares and likens a subject to something else. You might be asked to compare a pair of poems or to compare stock markets—NASDAQ with the New York Stock Exchange. Comparison is seldom the focus of an entire paper, but it can be useful in a paragraph about the banking policy of Andrew Jackson and that of his congressional opponents.

An analogy is a figurative comparison that allows the writer to draw several parallels of similarity. For example, the human circulatory system is like a transportation system with a hub, a highway system, and a fleet of trucks to carry the cargo.

PRECEDENCE *Precedence* refers to conventions or customs, usually well established. In judicial decisions, it is a standard set by previous cases, a *legal precedent*. Therefore, a thesis statement built on precedence requires a past event that establishes a rule of law or a point of procedure. As an example, let’s return to the argument against the chipping mill. If the researcher can prove that another mill in another part of the country ruined the environment, then the researcher has a precedent for how damaging such an operation can be.

IMPLICATIONS If you conduct any kind of test or observation, you will probably make field notes in a research journal and tabulate your results at regular intervals. At some point, however, you will be expected to explain your findings, arrive at conclusions, and discuss the implications of your scientific inquiry—what did you discover, and what does it mean?

For example, one student explored the world of drug testing before companies place the products on the market. His discussions had chilling implications

for consumers. Another student examined the role of mice as carriers of Lyme disease. This work required reading as well as field research and testing to arrive at final judgments. In literature, a student examined the recurring images of birds in the poetry of Thomas Hardy to discuss the implications of the birds in terms of his basic themes.

1e Establishing a Research Schedule

Setting a schedule at the beginning of a research project helps you stay on track and reminds you to follow the basic steps in the process. This book is organized to help you follow along with each step in the process. Write dates in the spaces next to each step and keep yourself on schedule.

- _____ **Finding and narrowing a topic.** Your topic must have a built-in question or argument so you can interpret an issue and cite the opinions found in your course materials.
- _____ **Drafting a thesis and research proposal.** Even if you are not required to create a formal research proposal, you need to draft some kind of plan to help direct and organize your research before you start reading in depth. See sections 2f and 2g and Chapter 3.
- _____ **Reading and creating a working bibliography.** Preliminary reading establishes the basis for your research, helping you discover the quantity and quality of available sources. If you cannot find much, your topic is too narrow. If you find too many sources, your topic is too broad and needs narrowing. Chapters 4 and 5 explain the processes for finding reliable sources online and in the library.
- _____ **Creating notes.** Begin entering notes in a computer file or printed research journal. Some notes will be summaries, others will be carefully selected quotations from the sources, and some will be paraphrases written in your own voice. Chapter 9 details the techniques for effective notetaking.
- _____ **Organizing and outlining.** You may be required to create a formal outline; formal outlines and additional ideas for organizing your ideas are presented in sections 9h and 9i.
- _____ **Drafting the paper.** During your writing, let your instructor scan the draft to give you feedback and guidance. He or she might see further complications for your exploration and also steer you clear of any simplistic conclusions. Drafting is also a stage for peer review, in which a classmate or two looks at your work. Section 13a gives more details on peer review. Chapters 10–12 explain matters of drafting the paper.
- _____ **Formatting the paper.** Proper document design places your paper within the required format for your discipline, such as the number

system for a scientific project or the APA style for an education paper. Chapters 14–17 provide the guidelines for the various disciplines.

_____ **Writing a list of your references.** You will need to list in the proper format the various sources used in your study. Chapters 14–17 provide documentation guidelines.

_____ **Revising and proofreading.** At the end of the project, you should be conscientious about examining the manuscript and making all necessary corrections. With the aid of computers, you can check spelling and some aspects of style. Chapter 13 gives tips on revision and editing. The Glossary is a list of terms that explains aspects of form and style.

_____ **Submitting the manuscript.** Like all writers, you will need at some point to “publish” the paper and release it to your audience, which might be the instructor, your classmates, or perhaps a larger group. Plan well in advance to meet this final deadline. You may present the paper in a variety of ways—on paper, through e-mail to your instructor, on a USB flash drive, in a drop box, or on your own website.

Chapter 2

Finding a Topic



Goals and Outcomes

Most instructors allow students to find their own topics for major writing assignments. Therefore, your task is to choose a topic that will hold your interest throughout the entire research process. At the same time, your chosen topic will need a scholarly perspective. This chapter charts a direction for your research project:

- 2a** Make a connection between your interests and your research subject.
- 2b** Conduct personal interviews and small group discussions to develop your topic.
- 2c** Use subject and keyword searches online to refine your topic.
- 2d** Find and narrow your research topic by using your library's electronic databases.
- 2e** Find and narrow your research topic by using your library's electronic book catalog.
- 2f** Develop a thesis statement, enthymeme, or hypothesis that suits your research purpose.
- 2g** Develop a research proposal that explains the purpose of your research and planned research methods.

As you make the connection between your interests and the inherent issues of the subject, keep in mind that a scholarly topic requires inquiry as well as problem solving. To clarify what we mean, let's take a look at how two students launched their projects.

- Riley Wilson saw a cartoon about a young woman saying to a man, "Sorry—I only have relationships over the Internet. I'm cybersexual." Although laughing, Riley knew she had discovered her topic—online romance. Upon investigation, she found her scholarly angle: Matching services and chat rooms are like the arranged marriages from years gone by.

- While participating in an observation of an experienced elementary school teacher for her field experience coursework, Salera Holman was shocked at the lengthy time that students spent at their desks. Physical education classes occurred only on select days, and school recess was nonexistent. According to the classroom teacher, the increased emphasis on standardized testing meant that there simply was not enough time in the school day for “play time.” To this end, Salera investigated the mental and physical implications of learners remaining stagnant and being deprived of physical activity.

As these examples show, an informed choice of subject is crucial for fulfilling the research assignment. You might be tempted to write from a personal interest, such as “Fishing at Lake Hudson”; however, the content and the context of the research task should drive you toward a serious, scholarly perspective: “The Effects of Toxic Chemicals on the Fish of Lake Hudson.” This topic would probably send you into the field for hands-on investigation (see Chapter 6 for more on field research).

In another example, you might be intrigued by the current digital paradigm in which the capabilities of modern technology are beginning to outpace our ability to keep up. Today’s millennial generation has moved past keyboards and mice with rapid dexterity to text at blazing speeds. But are we that far away from expecting computers and digital devices to adapt to us rather than the other way around? This question requires a detailed definition as well as an evaluation of issues. A better topic might be “Pattern Recognition Technology and Computer Interfaces,” which requires the definition of no-touch interfaces and how modern programming will advance it. Even in a first-year composition class, your instructor may expect discipline-specific topics, such as:

Education	Differentiated Instruction: Options for Classroom Participation
Political Science	Conservative Republicans and the Religious Right
Literature	Kate Chopin’s <i>The Awakening</i> and the Women’s Movement
Health	The Connection between Stress and Obesity
Sociology	Parents Who Lie to Their Children

A scholarly topic requires inquiry, like those above, and it sometimes requires problem solving. For example, Charlotte Dawn Fullerton became concerned about a close friend who frequented a local tanning salon. Her solution was to address the many dangers associated with tanning at an early age. In turn, her examination of the topic gave her the heart and soul of a good research paper. (See Chapter 17 for the complete text of “The Human Glow Bug: Tanning Bed Dangers and Effects.”)

Checklist

Narrowing a General Subject into a Scholarly Topic

Unlike a general subject, a scholarly topic should:

- Examine one narrowed issue, not a broad subject.
- Address knowledgeable readers and carry them to another plateau of knowledge.
- Have a serious purpose—one that demands analysis of the issues, argues from a position, and explains complex details.
- Meet the expectations of the instructor and conform to the course requirements.

Thus, your inquiry into the issues or your effort to solve a problem will empower the research and the paper you produce. When your topic addresses such issues, you have a reason to:

- Examine with intellectual curiosity the evidence found.
- Share your investigation of the issues with readers, bringing them special perspectives and enlightening details.
- Present a meaningful discussion of the implications of your study rather than merely presenting a summary of ideas.

2a Relating Your Personal Ideas to a Scholarly Problem

Try to make a connection between your interests and the inherent issues of the subject. For instance, a student whose mother became seriously addicted to the Internet developed a paper from the personal experiences of her dysfunctional family. She worked within the discipline of sociology and consulted journals of that field. Another student, who worked at a volume discount store, developed a research project on bargain shopping and its effect on small-town shop owners. She worked within the discipline of marketing and business management, reading appropriate literature in those areas. Begin with two activities:

1. Relate your experiences to scholarly problems and academic disciplines.
2. Speculate about the subject by listing issues, asking questions, engaging in free writing, and using other idea-generating techniques.

Connecting Personal Experience to Scholarly Topics

You can't write a personal essay and call it a research paper, yet you can choose topics close to your life. Use one of the techniques described in the following list:

1. Combine personal interests with an aspect of academic studies:

Personal interest:	Rock climbing
Academic subject:	Human kinetics
Possible topics:	"Proper Climbing Techniques" "Free Climbing and Physical Strength"

2. Consider social issues that affect you and your family:

Personal interest:	Homeschooling children
Social issue:	Advantages and disadvantages of educating a child at home
Possible topics:	"Emotional and Intellectual Freedom with Homeschooling" "Homeschooling and the Loss of Social Interaction"

3. Consider scientific subjects, if appropriate:

Personal interest:	The ponds and well water on the family farm
Scientific subject:	Chemical toxins in the water
Possible topic:	"The Poisoning of Underground Water Tables"

4. Let your cultural background prompt you toward detailed research into your heritage, your culture, or the mythology of your ethnic background:

Ethnic background:	Native American
Personal interest:	History of the Apache tribes
Possible topic:	"The Indian Wars from the Native American's Point of View"
Ethnic background:	Hispanic
Personal interest:	Struggles of the Mexican child in an American classroom
Possible topic:	"Bicultural Experiences of Hispanic Students: The Failures and Triumphs"

HINT

Learn the special language of the academic discipline and use it. Every field of study, whether sociology, geology, or literature, has words to describe its analytical approach to topics, such as the *demographics* of a target audience (marketing), the *function* of loops and arrays (computer science), the *symbolism* of Maya Angelou’s poetry (literature), and *observation* of human subjects (psychology). Part of your task is learning the terminology and using it appropriately.

Speculating about Your Subject to Discover Ideas and to Focus on the Issues

At some point you may need to sit back, relax, and use your imagination to contemplate the issues and problems worthy of investigation. Ideas can be generated in the following ways:

FREE WRITING To free write, simply focus on a topic and write whatever comes to mind. Do not worry about grammar, style, or penmanship, but keep writing nonstop for a page or so to develop valuable phrases, comparisons, personal anecdotes, and specific thoughts that help focus issues of concern. Below, one student commented on violence and, perhaps, found a credible topic.

Increased incidents of hazing, bullying, and cyberbullying demonstrate that humans, both men and women, enjoy having power over others. Even in infancy siblings fight, including twins inside the womb who actually fight for supremacy. Moreover, we fight vicariously as we watch mixed martial arts or cheer at fights during a hockey game. While we might consider ourselves a “noble savage” as noted by French philosopher Jean-Jacques Rousseau, human beings have always sought power over others.

This free writing set the path for this writer’s investigation into the role of war in human history.

LISTING KEYWORDS Keep a list of words, the fundamental terms that you see in the literature. These can help focus the direction of your research. The following list of terms begins to explore research about human conflict.

prehistoric wars	early weapons	noble savages
remains of early victims	early massacres	slaves
sacrificial victims	human nature	power
limited resources	religious sacrifices	honor

These keywords can help in writing the rough outline, as explained in the following section.

ARRANGING KEYWORDS INTO A ROUGH OUTLINE Writing a preliminary outline early in the project might help you see if the topic has substance so you can sustain it for the length required. At this point, the researcher needs to recognize the hierarchy of major and minor issues.

Prehistoric wars

Evidence of early brutality

Mutilated skeletons

Evidence of early weapons

Clubs, bows, slings, maces, etc.

Walled fortresses for defense

Speculations on reasons for war

Resources

Slaves

Revenge

Religion

Human nature and war

Quest for power

Biological urge to conquer

This initial ranking of ideas would grow in length and mature in depth during the research process.

CLUSTERING Another method for discovering the hierarchy of your primary topics and subtopics is to cluster ideas around a central subject. The cluster of related topics can generate a multitude of interconnected ideas:



NARROWING BY COMPARISON Comparison limits a discussion to specific differences. Any two works, any two persons, or any two groups may serve as the basis for a comparative study. Historians compare Civil War commanders Robert

E. Lee and Ulysses S. Grant. Political scientists compare conservatives and liberals. Literary scholars compare the merits of free verse and those of formal verse. A comparative study of warfare and human conflicts can be expressed in this way:

Ultimately, the key questions about the cause of war, whether ancient or current, center on one's choice between biology and culture. On the one side, society as a whole wants to preserve its culture, in peace if possible. Yet the biological history of men and women suggests that we love a good fight.

That comparative choice became the capstone of the research project.

ASKING QUESTIONS Research is a process of seeking answers to questions. Hence, the most effective researchers are those who learn to ask questions and seek answers. Raising questions about the subject can provide clear boundaries for the paper. Stretch your imagination with questions to develop a clear theme.

1. **General questions examine terminology, issues, causes, and so on. For example, having read Henry Thoreau's essay "Civil Disobedience," one writer asked:**

What is civil disobedience?

Is dissent legal? Is it moral? Is it patriotic?

Is dissent a liberal activity? Conservative?

Should the government encourage or stifle dissent?

Is passive resistance effective?

Answering the questions can lead the writer to a central issue or argument, such as "Civil Disobedience: Shaping Our Nation by Confronting Unjust Laws."

2. **Rhetorical questions use the modes of writing as a basis. One student framed these questions:**

Comparison: How does a state lottery compare with horse racing?

Definition: What is a lottery in legal terms?

Cause/Effect: What are the consequences of a state lottery on funding for education, highways, prisons, and social programs?

Process: How are winnings distributed?

Classification: What types of lotteries exist, and which are available in this state?

Evaluation: What is the value of a lottery to the average citizen?
What are the disadvantages?

3. **Academic disciplines across the curriculum provide questions, as framed by one student on the topic of sports gambling.**

Economics:	Does sports gambling benefit the national economy? Could it benefit a college's athletic budget?
Psychology:	What is the effect of gambling on the mental attitude of the college athlete who knows huge sums hang in the balance on his or her performance?
History:	Does gambling on sporting events have an identifiable tradition?
Sociology:	What compulsion in human nature prompts people to gamble on the prowess of an athlete or team?

4. **Journalism questions explore the basic elements of a subject: Who? What? Where? When? Why? and How? For example:**

Who?	Athletes
What?	Illegal drugs
When?	During off-season training and also on game day
Where?	Training rooms and elsewhere
Why?	To enhance performance
How?	By pills and injections

The journalist's questions direct you toward the issues, such as "win at all costs" or "damaging the body for immediate gratification."

5. **Kenneth Burke's *pentad* questions five aspects of a topic: act, agent, scene, agency, purpose.**

What happened (the act)?	Crucifixion scene in <i>The Old Man and the Sea</i> .
Who did it (agent)?	Santiago, the old fisherman.
Where and when (scene)?	At the novel's end.
How did it occur (the agency)?	Santiago carries the mast of his boat up the hill.
What is a possible motive for this event (purpose)?	Hemingway wanted to make a martyr of the old man.

This researcher can now search the novel with a purpose—to find other Christian images, rank and classify them, and determine if, indeed, the study has merit.

2b Talking with Others to Refine the Topic

Personal Interviews and Discussions

Wilson's interview can be found in section 6a.

Like some researchers, you may need to consult formally with an expert on the topic or explore a subject informally while having coffee or a soda with a colleague, relative, or work associate. Ask people in your community for ideas and for their reactions to your general subject. For example, Riley Wilson knew about a couple who married after having met initially in a chat room on the Internet. She requested an interview and got it.

Casual conversations that contribute to your understanding of the subject need not be documented. However, the conscientious writer will credit a formal interview if the person approves. It is acceptable for persons who are interviewed to remain anonymous if they prefer.

Online Discussion Groups

What are other people saying about your subject? You might share ideas and messages with other scholars interested in your subject. Somebody may answer a question or point to an interesting aspect that has not occurred to you. With discussion groups, you have a choice:

- Online courses that feature an online discussion board.
- E-mail discussion groups that participate in an online dialogue of various issues.
- Online forums and other web-based discussion groups.
- Real-time chatting, Twitter feeds, and online file sharing.

More on discussion groups on the Internet, consult section 4i.

Many instructors set up informal classroom discussion lists and expect you to participate online with fellow students. In other cases, the instructor might suggest that you utilize a specific site, such as Desire2Learn (D2L), a global leader in cloud-based learning and sharing. Desire2Learn enables users to connect, collaborate, and engage in ways that reflect their unique needs. The manner in which you use online discussion groups is vital to your academic success. Rather than simply chatting, you can solicit ideas and get responses to your questions regarding your research topic.

Checklist

Exploring Ideas with Others

- Consult with your instructor.
- Discuss your topic with three or four classmates.

- Listen to the concerns of others.
- Conduct a discussion or an interview.
- Join a computer discussion group.
- Take careful notes.
- Adjust your research accordingly.

2c Using Online Searches to Refine Your Topic

The Internet provides a quick and easy way to find a topic and refine it to academic standards. Chapter 4 discusses these matters in greater detail. For now, use the subject directories and keyword searches.

[Internet searches, section 4c.](#)

Using an Online Subject Directory

Many websites have a subject directory that organizes sources by topic. For example, **Voice of the Shuttle** organizes online sources in broad categories such as the arts and humanities, education, social sciences, and so forth. If you started with a topic such as “minority studies,” you would quickly realize that your topic was too broad: Voice of the Shuttle lists multiple subtopics for “minority studies.” The directory might help to identify a narrower topic such as “gender-consciousness” or “culture and affirmative action” that would narrow the scope of your research.

Because you want to present an academic study about your topic, you might also conduct an online search using **Google Scholar**. This Web program can direct your search across many disciplines through articles, theses, books, and abstracts that are presented by academic publishers, professional societies, online repositories, universities, and other websites. Google Scholar helps you find relevant work across the world of scholarly research.

However, the Internet has made it difficult to apply traditional evaluations to an electronic article: Is it accurate, authoritative, objective, current, timely, and thorough in coverage? Some Internet sites are advocates to special interests, some sites market products or sprinkle the site with banners to commercial sites and sales items, some sites are personal home pages, and then many sites offer objective news and scholarly information. The answers:

1. Go to the reliable databases available through your library, such as InfoTrac, ERIC, ProQuest, and EBSCOhost. These are monitored sites that give information filtered by editorial boards and peer review. You can reach them from remote locations at home or the dorm by connecting electronically to your library.

2. Look for articles on the Internet that first appeared in a printed version. These will have been, in most cases, examined by an editorial board.
3. Look for a reputable sponsor, especially a university, museum, or professional organization.
4. Consult Chapter 4, which discusses the pros and cons of Internet searching.

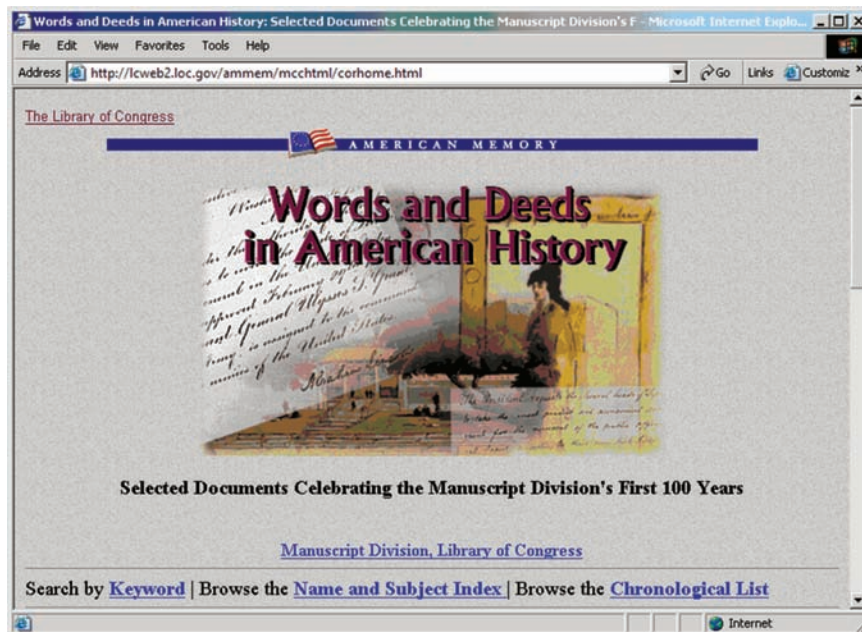
Using an Internet Keyword Search

Help with
keyword searches,
section 4c.

Using Google or a similar search engine allows you to search for keywords related to your topic. A keyword search for “American history manuscripts,” for example, leads to the Library of Congress page shown in Figure 2.1. This page allows users to search the Library’s manuscript collection by keyword, name and subject, date, or topic. Topic headings include military affairs, diplomacy and foreign policy, and women’s history, all of which would help find sources leading to a more focused topic.

Boolean expressions let you focus your keyword search by stipulating which words and phrases *can* appear in the results, which words *must* appear, or which topics *must not* appear in the search results. Most online databases and Web search sites include the use of Boolean search terms, specifically *AND*, *OR*, and *NOT*, as well as the plus (+) or minus (–) signs. Placed between keywords, Boolean expressions instruct the search engine to display only those websites in which your research terms appear in certain combinations, and to ignore others.

Figure 2.1 A Library of Congress site “Words and Deeds in American History,” found by using a keyword search for American history manuscripts.



Utilizing Boolean expressions in a keyword search will help to narrow your general subject. For example, one student entered “Internet + addiction,” and the computer brought up thousands of sources. By tightening the request to the phrase “Internet addiction” enclosed within quotation marks, she cut the list considerably and discovered other keywords: cyber-wellness, weboholics, and netaddiction. She realized she had a workable topic. For more assistance with keyword searches using Boolean expressions, see section 4c.

2d Using the Library’s Electronic Databases to Find and Narrow a Topic

College libraries have academic databases not found on general search engines, such as InfoTrac, ERIC, and ProQuest. These database files are reliable because they refer you to thousands of articles that have been peer reviewed by experts or filtered through editorial processes. For now, examine various titles as you search for your own topic. If you see one of interest, click on it for more information. Follow these steps:

[Consult the Checklist for Evaluating Online Sources in section 4a.](#)

1. **Select a database.** Some databases, such as InfoTrac and ProQuest, are general; use them to find a subject. Other databases focus on one discipline; for example, ERIC indexes search only specific educational sources. These databases will move you quickly to a list of articles on your topic.
2. **List key words or a phrase to describe your topic, enclosed within quotation marks.** Avoid using just one general word. For example, the word *forestry* on an electronic library database produced more than 5,000 possible sites. The two-word phrase “forest conservation” produced a more manageable number of sites. Here is one of the entries: “25 Years of Global ReLeaf.” Jami Westerhold. *American Forests*. 121.2 (Spring-Summer 2015) p34.
3. **Examine the various entries for possible topics.** Look for relevant articles, browse the descriptions, read the abstracts, and—when you find something valuable, save it to a flash drive or as a PDF file.

2e Using the Library’s Electronic Book Catalog to Find a Topic

Instructors expect you to cite information from a few books, and the library’s book index will suggest topics and confirm that your subject has been treated with in-depth studies in book form, not just on the Internet or in magazines. Called by different names at each library (e.g., Acorn, Felix, Access), the electronic index lists all

books housed in the library, as well as other helpful items. It may not index articles in magazines and journals, but it will tell you which periodicals are housed in the library and whether they are in printed form or on microforms. Like the electronic databases described in 2d, the index will help you find a workable topic by guiding you quickly from general subjects to subtopics and, finally, to specific books.

Section 5c describes the process in great detail with examples. For now, enter your subject, such as *food, nutrition, allergies*, to see what titles are available in the library. The titles, such as *Children and Food Allergies, Environmental Poisons in Our Food*, or *Living with Something in the Air*, will suggest a possible topic, perhaps “Special Diets to Control Allergic Reactions to Food.” If you go into the stacks to find a book, take the time to examine nearby books on the same shelf, for they will likely treat the same subject.

With your working topic in hand, do some exploratory reading in books to enhance your understanding of the topic. Carefully read the **titles** of books and chapter titles, noting any key terms:

The Lessons of the French Revolution

Napoleon’s Ambition and the Quest for Domination

“Perspectives: Napoleon’s Relations with the Catholic Church”

These titles provide several keywords and possible topics for a research paper: *Napoleon’s ambition, Napoleon and the Church, the French Revolution.*

Inspect a book’s **table of contents** to find topics of interest. A typical history book might display these headings in the table of contents:

The French Revolution

The Era of Napoleon

Reaction to Napoleon and More Revolutions

The Second Empire of France

If any of these headings look interesting, go to the book’s **index** for additional headings, such as this sample:

- Napoleon
 - becomes Emperor, 174–176
 - becomes First Consul, 173
 - becomes Life Consul, 174
 - and the Catholic Church, 176–178
 - character of, 168–176
 - and codes of law, 178–179
 - defeated by enemies, 192–197
 - encounters opposition, 190–191
 - extends empire in Europe, 180–189
 - seizes power for “One Hundred Days,” 198
 - sent to Elba, 197
 - sent to St. Helena, 199

If you see something that looks interesting, read the designated pages to consider the topic further.

HINT

Topic selection goes beyond choosing a general category (e.g., “single mothers”). It includes finding a research-provoking issue or question, such as “The foster parent program seems to have replaced the orphanage system. Has it been effective?” That is, you need to take a stand, adopt a belief, or begin asking questions.

2f Developing a Thesis Statement, Enthymeme, or Hypothesis

One central statement will usually control an essay’s direction and content, so as early as possible, begin thinking in terms of a controlling idea. Each has a separate mission:

- A **thesis statement** advances a conclusion the writer will defend: *Contrary to what some philosophers have advanced, human beings have always participated in wars.*
- An **enthymeme** uses a *because* clause to make a claim the writer will defend: *There has never been a “noble savage,” as such, because even prehistoric human beings fought frequent wars for numerous reasons.*
- A **hypothesis** is a theory that must be tested in the lab, in the literature, and/or by field research to prove its validity: *Human beings are motivated by biological instincts toward the physical overthrow of perceived enemies.*

Let us look at each type in more detail.

Thesis

A thesis statement expands your topic into a scholarly proposal, one that you will try to prove and defend in your paper. It does not state the obvious, such as “Langston Hughes was a great poet from Harlem.” That sentence will not provoke an academic discussion because your readers know that any published poet has talent. The writer must narrow and isolate one issue by finding a critical focus, such as this one that a student considered for her essay:

Langston Hughes used a controversial vernacular language that paved the way for later artists, even today’s rap musicians.

This thesis statement advances an idea the writer can develop fully and defend with evidence. The writer has made a connection between the subject, *Langston*

Hughes, and the focusing agent, *vernacular language*. Look at two other writers' preliminary thesis statements:

- THESIS:** Chat rooms and online matching services enable people to meet only after a prearranged engagement by e-mail.
- THESIS:** Hamlet's character is shaped, in part, by Shakespeare's manipulation of the stage setting for Hamlet's soliloquies.

In the first, the writer will defend online romance as similar to prearranged marriages of the past. In the second, the writer will discuss how various shifts in dramatic setting can affect the message of the primary character in Shakespeare's classic tragedy.

Depending on the critical approach, one topic might produce several issues from which the writer might pick:

- Biological approach: Functional foods may be a promising addition to the diet of those who wish to avoid certain diseases.
- Economic approach: Functional foods can become an economic weapon in the battle against rising health care costs.
- Historic approach: Other civilizations, including primitive tribes, have known about food's healing properties for centuries. Why did we let modern chemistry blind us to its benefits?

Each of the previous statements will provoke a response from the reader, who will demand a carefully structured defense in the body of the paper.

Your thesis anticipates your conclusion by setting in motion the examination of facts and pointing the reader toward the special idea of your paper. Note in the following examples how three writers developed different thesis statements even though they had the same topic, "Santiago in Hemingway's *The Old Man and the Sea*." (This novel narrates the toils of an old Cuban fisherman named Santiago, who desperately needs the money to be gained by returning with a good catch of fish. On this day he catches a marlin. After a long struggle, Santiago ties the huge marlin to the side of his small boat. However, during the return in the darkness, sharks attack the marlin so that he arrives home with only a skeleton of the fish. He removes his mast and carries it, like a cross, up the hill to his home.)

- THESIS:** Poverty forced Santiago to venture too far and struggle beyond reason in his attempt to land the marlin.

This writer will examine the economic conditions of Santiago's trade.

THESIS: The giant marlin is a symbol for all of life's obstacles and hurdles, and Santiago is a symbol for all suffering humans.

This writer will examine the religious and social symbolism of the novel.

THESIS: Hemingway's portrayal of Santiago demonstrates the author's deep respect for Cuba and its stoic heroes.

This writer takes a social approach in order to examine the Cuban culture and its influence on Hemingway.

Enthymeme

Your instructor might want the research paper to develop an argument expressed as an enthymeme, which is a claim supported with a *because* clause. Examples:

ENTHYMEME: Hyperactive children need medication because ADHD is a medical disorder, not a behavioral problem.

The claim that children need medication is supported by the stated reason that the condition is a medical problem, not one of behavior. This writer will need to address any unstated assumptions—for example, that medication alone will solve the problem.

ENTHYMEME: Because people are dying all around the globe from water shortages, the countries with an abundance of water have an ethical obligation to share it.

The claim that countries with water have an ethical obligation to share is, of course, the point of contention.

Hypothesis

A hypothesis proposes a theory or suggests an explanation for something. Here are the various types of hypotheses.

The Theoretical Hypothesis

Discrimination against young women in the classroom, known as “shortchanging,” harms the women academically, socially, and psychologically.

This student will produce a theoretical study by citing literature on “shortchanging.”

The Conditional Hypothesis

Diabetes can be controlled by medication, monitoring, diet, and exercise.

Certain conditions must be met. The control will depend on the patient's ability to perform the four tasks adequately to prove the hypothesis valid.

The Relational Hypothesis

Class size affects the number of written assignments by writing instructors.

This type of hypothesis claims that as one variable changes, so does another, or it claims that something is more or less than another. It could be tested by examining and correlating class size and assignments, a type of field research (see section 6e).

The Causal Hypothesis

A child's toy is determined by television commercials.

This causal hypothesis assumes the mutual occurrence of two factors and asserts that one factor is responsible for the other. The student who is a parent could conduct research to prove or disprove the supposition. A review of the literature might also serve the writer.

2g Drafting a Research Proposal

A research proposal is presented in one of two forms: (1) a short paragraph to identify the project for yourself and your instructor, or (2) a formal, multipage report that provides background information, your rationale for conducting the study, a review of the literature, your methods, and the conclusions you hope to prove.

The Short Proposal

A short proposal identifies five essential ingredients of your work:

- The specific topic
- The purpose of the paper (to explain, analyze, or argue)
- The intended audience (general or specialized)
- Your voice as the writer (informer or advocate)
- The preliminary thesis statement or opening hypothesis

The following is a short research proposal that examines the effects of television viewing on children's language development:

In the late 1940s, the television began to undergo mass production, thus bringing the soft glow and sounds of action into millions of homes across the United States. At the same time, researchers began studying the effects of television viewing on children. Because there is no definitive study that has become the irrefutable standard for television's influence, one central question remains: Does television have a place in a child's learning development?

Independent of who gathers the statistics and how they are tabulated and interpreted, one undisputed conclusion is that children spend enormous amounts of time viewing television, which inevitably affects their language acquisition. Accordingly, this paper will examine both the negative and positive effects on children's language development.

This writer has identified the basic nature of his project and can now go in search of evidence that will defend the argument.

Checklist

Addressing the Reader

Identify your audience. Have you visualized your audience, its expertise, and its expectations? Your perception of the reader will affect your voice, style, and choice of words.

Identify your discipline. Readers in each discipline will bring differing expectations to your paper with regard to content, language, design, and documentation format.

Meet the needs of your readers. Are you saying something worthwhile? Something new? Do not bore the reader with known facts from an encyclopedia. (This latter danger is the reason many instructors discourage the use of an encyclopedia as a source.)

Engage and even challenge your readers. Find an interesting or different point of view. For example, a report on farm life can become a challenging examination of chemical contamination because of industrial sprawl into rural areas, and an interpretation of a novel can become an examination of the prison system rather than a routine discourse on theme or characterization.

The Long Proposal

Some instructors may assign the long proposal, which includes some or all of the following elements:

1. A *cover page* with the title of the project, your name, and the person or agency to whom you are submitting the proposal.

Online Courses: A New Culture for Learning

Isabel Santiago

Submitted to

Dr. Gaelan Pasch

In fulfillment of course requirements for Education 4540

2. If required, add an *abstract* that summarizes your project in 50 to 100 words (see section 15f for additional information).

Advances in information technology and online learning tools are revolutionizing higher education. With the push for more nontraditional learning opportunities comes increased pressure for universities across the nation to adapt, enhance, and improve students' education experiences. Online learning was investigated to examine the effectiveness of web-based courses and the implications for the traditional classroom setting. The goal was to determine the effect of this recent trend and whether the experience allows sufficient interaction and experience toward degree fulfillment and career preparation. Results are mixed, as the findings of increased cyberlearning and degree completion are fluid and require more time to form a baseline of success.

3. Include a *purpose statement* with your *rationale* for the project. In essence, this is your thesis statement or hypothesis, along with your identification of the audience that your work will address and the role you will play as investigator and advocate.

This project was suggested by Dr. Gaelan Pasch to fulfill the research component for English 4540—Teaching and Learning. The work will also serve the University Committee on Distance Learning, which has launched a project for nontraditional students and learning communities. This project, if approved, would become part of the committee's findings and contribute to the final report booklet.

4. Provide a *statement of qualification* that explains your experience and, perhaps, the special qualities you bring to the project.

I bring first-hand experience to this study, for I have completed a mixture of online as well as traditional classroom courses. I am nearing the end of my coursework in secondary education but will also work to fulfill the requirements for a master's degree. My boyfriend is currently working on his degree in business management, which entails ten courses for completion. Every course that he must take is an online class. I have mixed feelings about the progression toward online learning. On the one hand, I

like the flexibility to complete coursework at any time of day, yet I worry that the lack of one-on-one time with instructors and peers signals another step in the decline of personal interaction and communication in our society.

5. A brief *review of the literature*, which surveys the articles and books that you have examined in your preliminary work (see section 8g for an explanation and another example).

While it is true that technology has increased enrollment in online courses, in-depth research is limited on the depth of collaborative and interpersonal skills acquired through online courses necessary to meet the demands of the workplace. According to Simmons, “distance learning courses and modules are being designed and implemented by approximately sixty-three percent of universities and technical colleges.” More than 7.3 million students—34 percent of total higher education enrollment—took at least one online course through a university during fall 2016 (Myers and Yang). The rapid growth of distance learning offerings raises concern that the online frenzy is merely a “money grab by universities looking to cash in on the craze” (“Online Money Grab”). More research is needed to study and evaluate distance learning program features such as performance, quality, approval, or satisfaction of both the learners and teachers. In fact, a select survey by Bankston in 2015 revealed that only 32 percent of faculty members “accept the value and legitimacy of online education.” While this level is higher than in the peak year of online learning growth in 2005, there is “still a perception that distance learning is not really true learning” (Cavillo 19). The lack of faculty support is just one obstacle schools must overcome before online instruction is more widely accepted. Bannick reports that students who consider an online education are more worried about “financial aid and employer acceptance after degree completion” than whether they are actually learning. Despite the reservations by students, teachers, and workforce leaders, “the number of online courses increased for the tenth year in a row, even as overall enrollment in higher education has had a slight decline” (Granger 47).

6. A *description of your research methods*, which is the design of the *materials* you will need, your *timetable*, and, where applicable, your *budget*. These elements are often a part of a scientific study, so see Chapters 15 and 17 for work in the social, physical, and biological sciences.

This paper will examine the benefits as well as the problems associated with online college courses. While distance learning offers advantages for balancing work, family commitments, and school, questions linger over the quality of online courses and the long-term benefits for individual growth and workplace advancement. To that end, this research project will examine the current literature on the topic and their findings on the wide range of advantages and shortcomings of online courses. For this study, I will also develop a brief survey of three to five questions on the ease and effectiveness of online courses. I will email peers in present and past online courses to participate by answering the survey and to submit their responses to my drop box. I will also have a printed form of the survey to give to classmates who are in a traditional lecture type of classroom setting. My goal will be to receive at least twenty-five online responses and twenty-five in-class answers. While a larger, broad-ranging survey would carry more weight, this short evaluation will provide valuable insight into the quality of online course offerings and the long-term benefits for individual growth and workplace development.

Checklist

Explaining Your Purpose in the Research Proposal

Research papers accomplish several tasks:

- They explain and define the topic.
- They analyze the specific issues.
- They persuade the reader with the weight of the evidence.

1. Use *explanation* to review and itemize factual data. Charlotte Dawn Fullerton explains the risks and long-term health effects of continued exposure to the ultraviolet lights in tanning beds (see section 17e), and Clare Grady explains the pressures associated with the space race in the 1960s (see section 16i).

2. Use *analysis* to classify various parts of the subject and to investigate each one in depth. Ashley Irwin examines the emotions in poetry generated by tragic life events (see section 13e), and Whitley Rentfro analyzes the need for bikeways in urban settings (see section 15g).
 3. Use *persuasion* to question the general attitudes about a problem and then affirm new theories, advance a solution, recommend a course of action, or—at least—invite the reader into an intellectual dialogue.
-

Charting Your Research Project

1. Make a list of your personal interests and items that affect your mental and physical activities, such as homework, hiking, or relations with your family. Examine each item on the list to see if you can find an academic angle that will make the topic fit the context of your research assignment. Consult section 2a for more help.
2. Ask questions about a possible subject to blend your personal experiences with a scholarly topic. (Consult section 2a for more assistance with asking effective questions.)
3. Look around your campus or community for subjects. Talk with your classmates and even your instructor about campus issues. Focus on your hometown community in search of a problem, such as the demise of the Main Street merchants. Investigate any environmental concerns in your area, from urban sprawl to beach erosion to waste disposal. Think seriously about a piece of literature you have read, perhaps Fitzgerald's *The Great Gatsby*. If you are a parent, consider issues related to children, such as finding adequate child care. When you have a subject of interest, apply to it some of the narrowing techniques described section 2a, such as clustering, free writing, or listing keywords.
4. To determine if sufficient sources will be available and to narrow the subject even further, visit the Internet, investigate the library's databases (e.g., InfoTrac), and dip into the electronic book catalog at your library. Keep records and copies of any interesting articles or book titles.
5. Consult your research schedule, section 1e, to determine the steps that you have completed in your preliminary steps for topic discovery and the next actions to take for moving forward with the research project.

Chapter 3

Organizing Ideas and Setting Goals



Goals and Outcomes

The beginning steps in the research project can sometimes seem haphazard. After the initial search to narrow your topic and confirm the availability of sources, you should organize your ideas so that reading and notetaking will relate directly to your specific needs. This chapter provides ideas for charting the direction of your research:

- 3a** Use a basic order of presentation to guide your research and develop your paper.
- 3b** Take notes on your research by using the topics in your research proposal.
- 3c** List key terms and phrases to set directions for notetaking.
- 3d** Develop a rough outline from your proposal and preliminary research.
- 3e** Ask questions to identify issues.
- 3f** Use organizational patterns to take notes and set goals.
- 3g** Use approaches across the curriculum to develop and research your topic.
- 3h** Use your thesis statement to develop the arrangement of your research and paper.

With scattered notes on printouts from the Internet, electronic sticky notes on digital copies, or bookmarks to websites and articles in databases, your initial work may seem jumbled and cluttered; therefore, carefully organize ideas with a preliminary plan to find your way through the research maze.

3a Using a Basic Order to Chart the Course of Your Work

Your finished paper should trace the issues, defend and support a thesis, and provide dynamic progression of issues and concepts that point forward to the conclusion. The paper should provide these elements:

- Identification of the problem or issue
- A review of the literature on the topic
- Your thesis or hypothesis
- Analysis of the issues
- Presentation of evidence
- Interpretation and discussion of the findings

In every case, you must generate the dynamics of the paper by (1) building anticipation in the introduction, (2) investigating the issues in the body, and (3) providing a final judgment. In this way, you will satisfy the demands of the academic reader, who will expect you to:

- Examine a problem
- Cite pertinent literature on it
- Offer your ideas and interpretation of it

All three are necessary in almost every instance. Consequently, your early organization will determine, in part, the success of your research paper.

3b Using Your Research Proposal to Direct Your Notetaking

Your research proposal, if you developed one, introduces issues worthy of research. For example, the last sentence of this research proposal names three topics:

Everybody thinks water is plentiful and will always be here. I'm afraid that water might soon replace oil as an economic resource most treasured by nations. We already have legal battles about the sharing of water, and we may one day have wars over it. Preliminary reading has shown that a growing world population faces a global water supply that is shrinking. Accordingly, this paper will examine some of the issues with regard to supply and demand, the political power struggles that are emerging, and the ethical and perhaps even moral implications engulfing the world's scattered supply of fresh water.

This writer will search the literature and write notes to build an environmental examination of those who have good supplies of water and those who do not.

Note: For a discussion of and directions for completing the research proposal, consult section 2g.

Another writer sketched the following research proposal, which lists the types of evidence necessary to accomplish her project:

Organ and tissue donation is a constant concern in our society. This paper will expose the myths that prevail in the public's imagination and, hopefully, dispel them. It will explore the serious need of and benefits derived from donated organs and tissue. It will also itemize the organs and their use to rehabilitate the diseased and wounded. It will evaluate, but it will also be a proposal: Sign the donor card!

3c Listing Key Terms and Phrases to Set Directions for Notetaking

Follow two fairly simple steps: (1) Jot down ideas or words in a rough list, and (2) expand the list to show a hierarchy of major and minor ideas. Student Norman Berkowitz started listing items that are affected by and depend on the world's water supply:

wildlife survival
sanitation and hygiene
irrigation of farms and the foods supply
bioscience issues
water distribution
global warming
the ogallala aquifer

Berkowitz could begin notetaking with this list and label each note with one of the phrases.

HINT

What you are looking for at this point are terms that will speed your search on the Internet and in the library's indexes.

3d Writing a Rough Outline

As early as possible, organize your key terminology in a brief outline, arranging the words and phrases in an ordered sequence, as shown in this next example for research in the matter of prehistoric wars:

- Prehistoric wars
 - Evidence of weapons
 - Evidence from skeletal remains
 - Evidence of soldiers and fortresses
- Reasons for early fighting
 - Resources
 - Slaves, concubines, and sacrificial victims
 - Gold, silver, bronze, copper
 - Revenge
 - Defend honor
- Cause for human compulsion to fight
 - Biology
 - Culture

This outline, although sketchy, provides the terminology needed for keyword searches on the Internet and in your library's databases. Also, it is not too early to begin initial reading and writing notes for the items on the list.

Research Tip

Using a Direct Quotation to Avoid Plagiarism

In the early phases of research, one student's Internet search located a useful site that provided the key idea for a thesis about prehistoric warfare. The Web article from *Musket, Sword and Paint* provided expert information:

A small group of causeways have shown signs of warfare. These sites have a more continuous ditch and are placed on top of a hilltop or spur.

"Organized warfare was not new; it had been practiced for a millennium in pre-historic times," Arthur Ferrill.

The temptation was to incorporate the ideas of the source into the paper without giving credit for the original thought to the author:

Organized warfare had been practiced for a millennium in prehistoric times.

To avoid this form of intentional plagiarism, and to add credibility to his own ideas, the student should add the name of the source and blend the direct quotation into his research:

According to Arthur Ferrill, "Organized warfare was not new; it had been practiced for a millennium in pre-historic times."

3e Using Questions to Identify Issues

Questions can invite you to develop answer in your notes. (See also section 2a, “Asking Questions.”) Early in her work, one student made this list of questions:

What is functional food?

How does it serve the body in fighting disease?

Can healthy eating actually lower health care costs?

Can healthy eating truly prolong one’s life?

Can we identify the components of nutritional foods that make them work effectively?

What is an antioxidant? a carcinogen? a free radical? a triglyceride?

She then went in search of answers and built a body of notes. One question might lead to others, and an answer to a question, “Are nutritional foods new?” might produce a topic statement for a paragraph:

Although medical professionals are just beginning to open their minds and eyes to the medicinal power of food, others have known about food’s healthful properties for centuries.

3f Setting Goals by Using Organizational Patterns

Try to anticipate the kinds of development, or organizational patterns, you will need to build effective paragraphs and to explore your topic fully. Then base your notes on the modes of development: *definition, comparison and contrast, process, illustration, cause and effect, classification, analysis, and description*. Here’s a list by one student who studied the issues of organ and tissue donation:

Define tissue donation.

Contrast myths, religious views, and ethical considerations.

Illustrate organ and tissue donation with several examples.

Use statistics and scientific data.

Search out causes for a person’s reluctance to sign a donor card.

Determine the consequences of donation with a focus on saving the lives of children.

Read and use a case study on a child’s death and organ donation by the public.

Explore the step-by-step stages of the process of organ donation.

Classify the types and analyze the problem.

Give narrative examples of several people whose lives were saved.

With this list in hand, a writer can search for material to develop as *contrast*, *process*, *definition*, and so forth.

HINT

Try developing each important item on your list into a full paragraph. Write a definition paragraph. Write a paragraph to compare and contrast the attitudes expressed by people about organ donation. Then write another paragraph that gives four or five examples. By doing so, you will be well on your way to developing the paper.

One student recorded this note that describes the subject:

Organ and tissue donation is the gift of life. Each year, many people confront health problems due to diseases or congenital birth defects. Organ transplants give these people the chance to live a somewhat normal life. Organs that can be successfully transplanted include the heart, lungs, liver, kidneys, and pancreas (Barnill 1). Tissues that can be transplanted successfully include bone, corneas, skin, heart valves, veins, cartilage, and other connective tissues (Taddonio 1).

3g Using Approaches across the Curriculum to Chart Your Ideas

Each scholarly field gives a special insight into any given topic. Suppose, for example, that you want to examine an event from U.S. history, such as the Battle of Little Bighorn. Different academic disciplines will help you approach the topic in different ways.

Political Science:	Was Custer too hasty in his quest for political glory?
Economics:	Did the government want to open the westernlands for development that would enrich the nation?
Military Science:	Was Custer's military strategy flawed?
Psychology:	Did General Custer's ego precipitate the massacre?
Geography:	Why did Custer stage a battle at this site?

These approaches can also produce valuable notes as the student searches out answers in the literature, as shown in this example:

The year 1876 stands as a monument to the western policies of Congress and the president, but Sitting Bull and Custer seized their share of glory. Custer's egotism and political ambitions overpowered

his military savvy (Lemming 6). Likewise, Sitting Bull's military tactics (he told his braves to kill rather than show off their bravery) proved devastating for Custer and his troops, who no longer had easy shots at "prancing, dancing Indians" (Potter 65).

3h Using Your Thesis to Chart the Direction of Your Research

Often, the thesis statement sets the direction of the paper's development.

Arrangement by Issues

The thesis statement might force the writer to address various issues and positions.

THESIS:	Misunderstandings about organ donation distort reality and set serious limits on the availability of those persons who need an eye, a liver, or a healthy heart.
ISSUE 1.	Many myths mislead people into believing that donation is unethical.
ISSUE 2.	Some fear that as a patient they might be terminated early for their body parts.
ISSUE 3.	Religious views sometimes get in the way of donation.

The outline above, though brief, gives this writer three categories that require detailed research in support of the thesis. The notetaking can be focused on these three issues.

Arrangement by Cause/Effect

In other cases, the thesis statement suggests development by cause/effect issues. Notice that the next writer's thesis on television's educational values points the way to four very different areas worthy of investigation.

THESIS:	Television can have positive effects on a child's language development.
CONSEQUENCE 1.	Television introduces new words.
CONSEQUENCE 2.	Television reinforces word usage and proper syntax.
CONSEQUENCE 3.	Literary classics come alive verbally on television.
CONSEQUENCE 4.	Television provides the subtle rhythms and musical effects of accomplished speakers.

Creating an effective thesis statement, section 2f.

Checklist

Evaluating Your Overall Plan

1. What is my thesis? Will my notes and records defend and illustrate my proposition? Is the evidence convincing?
2. Have I found the best plan for developing the thesis with elements of argument, evaluation, cause/effect, or comparison?
3. Should I use a combination of elements—that is, do I need to evaluate the subject, examine the causes and consequences, and then set out the argument?

This outline can help the writer produce a full discussion on television viewing.

Arrangement by Interpretation and Evaluation

Evaluation will evolve from thesis statements that judge a subject by a set of criteria, such as your analysis of a poem, movie, or museum display. Notice how the next student's thesis statement requires an interpretation of Hamlet's character.

THESIS: Shakespeare manipulates the stage settings for Hamlet's soliloquies to uncover his unstable nature and forecast his failure.

1. His soul is dark because of his mother's incest.
2. He appears impotent in comparison with the actor.
3. He is drawn by the magnetism of death.
4. He realizes he cannot perform cruel, unnatural acts.
5. He stands ashamed by his inactivity in comparison.

Arrangement by Comparison

Sometimes a thesis statement stipulates a comparison on the value of two sides of an issue, as shown in one student's preliminary outline:

- | | |
|----------------------|---|
| THESIS: | Discipline often involves punishment, but child abuse adds another element: the gratification of the adult. |
| COMPARISON 1. | A spanking has the interest of the child at heart but a beating or a caning has no redeeming value. |
| COMPARISON 2. | Time-outs remind the child that relationships are important and to be cherished, but lockouts in a closet only promote hysteria and fear. |
| COMPARISON 3. | The parent's ego and selfish interests often take precedence over the welfare of the child or children. |

Charting Your Research Project

- 1.** Make a list of key terms related to your topic (see section 3c for examples). When you have a list, try to group the terms into main ideas and subtopics. You can use this list as a rough, working outline to guide your reading and notetaking.
- 2.** Develop a list of questions about your topic. Try to generate a list of questions yourself and then follow up by asking classmates or friends to suggest questions that they would like to know more about based on your initial topic. See section 3e.
- 3.** Revisit your thesis statement to think about what kind of direction it sets for your paper's development. Consider some of the development patterns described in section 3h and experiment with applying one or more of these patterns to your topic and thesis statement.
- 4.** Review the steps that you have taken in your research schedule, section 1e, to determine the focus of your research plan.

Chapter 4

Gathering Sources Online



Goals and Outcomes

Digital sources are now a major source of research information. The Internet makes available millions of computer files relating to any subject—articles, illustrations, sound and video clips, and raw data. This chapter provides direction for online searches:

- 4a** Begin online preliminary research on a topic and evaluate online sources.
- 4b** Understand and use URL protocols to navigate the Internet.
- 4c** Use keywords and custom search strategies to refine your online research.
- 4d** Use RSS feeds and social bookmarking tools to simplify online research.
- 4e** Find online journals and magazines for research purposes.
- 4f** Find online newspapers and media sources for research purposes.
- 4g** Search online for visual sources to integrate into your research paper.
- 4h** Access e-books to integrate into your research.
- 4i** Use LISTSERVs, blogs, and chats to conduct online research.
- 4j** Access a library's catalog and holdings online to conduct research.
- 4k** Build a bibliography using search engines and online bookstores.
- 4l** Research archival material in libraries and museums online.

Although the Internet cannot replace the references found in the library or field research, it offers efficient and up-to-date information, yet it also requires careful evaluation. When reading an Internet article, always take time to judge its authority and veracity.

Most Internet sites meet basic academic standards, yet you should keep in mind that the best scholarly articles are found through the library's databases. With all online sources, you must filter personal opinion pieces that contain unsubstantiated information. Many commercial sites disguise their sales pitch with informative articles. In other cases you will encounter advocacy pages that have a predetermined bias that dismisses objective analysis of an issue in favor of the group's position on the topic—the environment, gun control laws, immigration, and so forth. This chapter will help you identify these sites. See specifically the Checklist for “Evaluating Online Sources” at the end of section 4a.

You must also be wary of the pitfalls of plagiarism. **Plagiarism** involves downloading online material into your paper without citation and documentation, thereby making it appear to be your own work. Additionally, you can buy a canned research paper and submit it as your own. This is also plagiarism and can result in your failing the course or even being placed on academic probation.

Therefore, this chapter will help you with two tasks: (1) to become an efficient searcher for academic information on the Web; and (2) to become accomplished at evaluating and filtering the wealth of material available on Internet sites.

For a full discussion of plagiarism, see Ch. 7.

Checklist

Using Online Rather Than Print Versions

Online versions of articles offer advantages, but they also present problems. On the plus side, you can view them almost instantly. You can save or print an abstract or article without the hassle of photocopying, and you can even download material to your cloud or drop box and, where appropriate, insert it into your paper. However, keep these issues in mind:

- The text may differ from the original printed version and may even be a digest. Therefore, cite the Internet source to avoid giving the appearance of citing from the printed version. There are often major differences between the print version of an article in a print newspaper and the one found on their companion website. Cite the correct one in your Works Cited.
- Online abstracts may not accurately represent the full article. In fact, some abstracts are not written by the author at all but by an editorial staff. Therefore, resist the desire to quote from the abstract and, instead, write a paraphrase of it—or, better, find the full text and cite from it (see section 5d).

- In some instances, you may need to subscribe (at a modest cost) to some sites. However, consult with your school's librarians, for they may be able to provide access through their subscriptions or direct you to a similar site that is suitable for your research project.

4a Beginning an Online Search

To see the good and the bad that can result from an online search, let us follow the trail of one student, Chandler Graves. Chandler has decided, because she is a member of the girls' field hockey team, to investigate the use of drugs for enhancing one's athletic performance—not that she wants to try drugs but rather to educate herself and produce a solid research paper at the same time.

Probably the first step for most students, like Chandler Graves, is to use a favorite search engine, such as Ask, Bing, Google, Dogpile, or Yahoo!. At the search window, Chandler typed “drugs and fitness.” Among the listed sites, she was directed to several commercial sites (.com). They each wanted to sell something—power supplements, a carb-electrolyte drink, and cybergenics nutritional products and instructional videos. One site advertised steroids for sale such as Epogen and Erythropoietin. These Internet locations offered no information valuable to her research, except to suggest this note that she jotted into her research journal:

With the deluge of online advertisements for supplements, drugs, and even steroids, it is no wonder that so many athletes get caught in the “quick-fix” body-building trap.

Because she wants to present an academic study, Chandler switched her online search to **Google Scholar**. By entering her topic “fitness + drugs” into the browser, she found hyperlinks to the following websites:

Doping and Sports—collective, expert assessment on the pharmacological basis for a possible performance enhancement in competitive sport

Drugs in Sports—provides information on performance-enhancing drugs in sports, the latest articles on the subject, reports, resources, and useful websites

FindLaw: Drug Use in Sports—includes a story archive and background information on testing, prevention, policies, and commonly used drugs

NCAA Drug Testing—information on the association's drug testing policy

Office of National Drug Control Policy—promotes antidrug use policies and preventing illegal drug use.

Checklist

Evaluating Online Sources

The Internet and other online sources supply huge amounts of material; some of it is excellent and some is not so good. You must make judgments about the validity and veracity of these materials. In addition to your commonsense judgment, here are a few guidelines:

1. Prefer the *.edu* and *.org* sites. Usually, these are domains developed by an educational institution, such as Ohio State University, or by a professional organization, such as the American Philosophical Association. Of course, *.edu* sites also include many student papers, which can include unreliable information.
2. The *.gov* (government) and *.mil* (military) sites are generally considered to be reliable, but look closely at any information that involves politically sensitive materials.
3. The *.com* (commercial) sites are generally developed by for-profit organizations. Keep in mind that (a) they are selling advertising space, (b) they often charge you for access to their files, (c) they can be ISP sites (Internet Service Provider) that people pay to use and to post their “material.” Although some *.com* sites contain good information (for example, reputable newspaper and magazine sites), use these sites with caution unless you can verify their reliability.
4. Look for the *professional* affiliation of the writer, which you will find in the opening credits or an e-mail address. Search for the writer’s home page: Type the writer’s name into a search engine to see how many results are listed, including a list of his or her books. If you find no information on the writer, you will need to rely on a sponsored website. That is, if the site is not sponsored by an organization or institution, you should probably abandon the source and look elsewhere.
5. Look for a bibliography that accompanies the article, which will indicate the scholarly nature of this writer’s work.
6. Usenet discussion groups offer valuable information at times, but some articles lack sound, fundamental reasoning, or evidence to support the opinions.
7. Look for the timeliness of the information on the site. Check dates of publication and how often the information is updated.
8. Treat e-mail messages, chats, and tweets as informal communication, not as scholarly articles.
9. Does the site contain hypertext links to other professional sites or to commercial sites? Links to other educational sites serve as a modern bibliography to more reliable sources. Links to commercial sites are often attempts to sell you something.
10. Learn to distinguish from among the different types of websites, such as advocacy pages, personal home pages, informational pages, and business and marketing pages.

Research Tip

Avoiding “Cut-and-Paste” Plagiarism

Here is the actual language from a health and fitness website that was found in an online search:

There is no reason why a skilled athlete’s busy schedule cannot include a competitive training regimen. It requires dedication, some creativity, and a change in attitude. Although we tend to think that training occurs only during games and matches, that is not the case. A true training program and year-round exercise regimen recognizes that most student athletes have limited time and must balance a very hectic schedule. This program has three parts:

In-season training

Running and conditioning

Nutrition

To reach your full stride as an athlete, devote time to educating yourself about the proper ways to reach your highest competitive edge.

Instead of pasting the content directly from the web-site, use only the information that is relevant to the research project, namely the valuable advice on training techniques, nutrition, stretching, and calisthenics. By critically evaluating the source and noting only the particular facts that are relevant, you can avoid the common pitfall of “cut-and-paste” plagiarism.

By using websites ending with *org*, *gov*, *net*, and *edu*, Chandler found site domains other than commercial ones. At NCAA.org she was able to use a part of the NCAA Drug-Testing Program and use portions of the guidelines in her paper. Here is one of her notes:

The NCAA clearly puts the responsibility of proper drug and supplement use on athletic staffs and student athletes. It says, “Before consuming any nutritional/ dietary supplement product, review the product with the appropriate or designated athletics department staff. There are no NCAA-approved supplement products. Dietary supplements, including vitamins and minerals, are not well regulated and may cause a positive drug test result. Student athletes have tested

positive and lost their eligibility from using dietary supplements.”

At one website, Chandler found a link to www.whitehousedrugpolicy.gov and an article entitled “Women and Drugs” by the Office of National Drug Control Policy. She was now finding material worthy of note taking:

A study by scientists at Columbia University has found the signals and situations of risk are different for girls and that “girls and young women are more vulnerable to abuse and addiction: they get hooked faster and suffer the consequences sooner than boys and young men” (“Women and Drugs”).

With these valuable discoveries, a major hurdle has been overcome—finding credible and reliable sources. Chandler will still need to examine the academic databases by logging on at her college library (see section 5d). She will also need to consider doing some field research, such as interviewing fellow athletes or having them complete a questionnaire (see sections 6a and 6d).

4b Reading an Online Address

Following is some information to help you understand online addresses. In the library, you must employ a book’s call number to find it. On the Internet, you employ a Uniform Resource Locator (URL), like this one for psychology from Pearson Higher Education: www.pearsonhighered.com/educator/discipline/Psychology/91000065.page

- The *protocol* (<http://>) transmits data.
- The *server* (www, for World Wide Web) is the global Internet service that connects the multitude of computers and the Internet files.
- The *domain* ([pearsonhighered.com](http://www.pearsonhighered.com)) names the organization feeding information into the server with a *suffix* to label the type of organization: *.com* (commercial), *.edu* (educational), *.gov* (government), *.mil* (military), *.net* (network organization), and *.org* (organization).
- The *directory/file* ([educator/discipline/psychology](http://www.pearsonhighered.com/educator/discipline/psychology)) finds one of the server’s directories and then a specific file.
- The *hypertext markup language* ([html](http://www.pearsonhighered.com/educator/discipline/psychology/91000065.page)) names the computer language used to write the file.

Often, knowing just the protocol and the server.domain will get you to a home site from which you can search deeper for files. The URL www.pearsonhighered.com/educator/discipline/Psychology/91000065.page will take

Figure 4.1 Psychology website from Pearson Higher Education.

The screenshot shows the Pearson Higher Education Psychology website. At the top, there is a navigation bar with the Pearson logo and 'ALWAYS LEARNING' tagline. Below this, it says 'HIGHER EDUCATION / EDUCATORS' and 'USA (change)'. There is a search bar with a dropdown menu for 'Browse by Discipline' and a search field. Below the navigation, there are several promotional banners for 'MyPsychLab' and 'What's in it for students?'. A large image of a smiling woman is featured with the text 'MyPsychLab Break through to improving results. WATCH OUR VIDEO'. The main content area is titled 'Browse our catalog' and lists various psychology subfields in three columns:

- General Psychology**
 - Introductory Psychology
 - Critical Thinking
 - Careers in Psychology
 - Cross-Cultural / Multicultural Psychology
 - Writing in Psychology
- Developmental Psychology**
 - Adjustment / Human Relations
 - Adolescent Development
 - Adulthood
 - Child Development (Chronological Approach)
 - Child Development (Topical Approach)
 - Cognitive Development
 - Cross Cultural Development
 - Death and Dying
 - Research Methods in Development
 - Early Childhood Development
 - Infant Development
 - Lifespan Development (Chronological Approach)
 - Lifespan Development (Topical Approach)
 - Moral Development
 - Play Therapy
 - Psychology of Aging
 - Theories of Development
 - Piaget
 - Social Development
 - Perceptual and Motor Development
 - Intellectual Development
- Abnormal and Clinical Psychology**
 - Abnormal Psychology
 - Introduction to Clinical Psychology
 - Introduction to Counseling and Psychotherapy
 - Adult Psychopathology
 - Career Counseling
 - Child Psychopathology
 - Child Psychopathology
 - Child Psychotherapy
 - Clinical Internship
 - Clinical Research Methods
 - Clinical Psychology
 - Community Psychology
 - Consultation
 - Group Counseling / Psychotherapy
- Health Psychology**
 - Human Sexuality
 - Persuasion
 - Psychology of Sex and Gender
 - Psychology of Law
 - Psychology of Religion
 - Psychology of Prejudice
 - Sports Psychology
 - Psychology of African-Americans
 - Humanistic Psychology
 - Leadership
 - Advanced Social Psychology
 - Engineering Psychology
 - Positive Psychology
- Physiological Psychology**
 - Physiological/Biopsychology
 - Drugs and Behavior
 - Introduction to Neuroscience
- Personality Psychology**
 - Emotion
 - Motivation
 - Personality Psychology
- Experimental Psychology**
 - Cognition
 - Cognition
 - History of Psychology
 - Learning
 - Memory
 - Research Methods / Experimental Methods
 - Research Methods & Statistics (combined)
 - Sensation / Perception
 - Statistics
 - Psychometrics
 - Experimental Design and Statistics (Grad)
 - Problem Solving
- Evolutionary Psychology**
 - Evolutionary Psychology
- Psychological Assessment**
 - Introduction to Psychological Testing & Measurement
 - Introduction to Behavioral Testing & Measurement

you to the psychology page for Pearson Higher Education (see Figure 4.1), where you can examine a specific directory, such as theories of counseling or abnormal psychology.

4c Using Keyword and Boolean Expressions

When you use **keywords** to locate sources, you enter words and phrases in the search field of a database or Internet search engine to help you reduce the number of results. Keywords are the descriptors or identifying words in a source's main title, or terms that the author has identified as significant. Selecting keywords that are relevant to your topic will help to narrow your search results. To make your keyword

searches even more efficient, you can also use guided keyword search options to combine search elements, group terms, or select indexes or fields to be searched.

Using a search engine's **advanced** or **custom search** tool lets you narrow your keyword searches by answering prompts on an onscreen menu. This type of guided search can be used to select a range of dates for publications, such as "after 2014" or "between 2013 and 2017." You can also narrow your search results by format, such as only looking for certain file types.

HINT

One way to locate sources that are scholarly is to search for sites within the *.edu* domain. Scholarly sources can also be located using a specialized search engine like **AcademicInfo**.

Using **Boolean expressions** or **Boolean operators** with keywords lets you focus your search even more by stipulating which words and phrases *can* appear in the results, which words *must* appear, or which terms *must not* appear in the search results. Most electronic databases and Internet search engines allow you to use Boolean search expressions, specifically **AND** or the + ("plus") symbol, **NOT** or the - ("minus") symbol, and **OR**. Placed between keywords, Boolean expressions instruct the search engine to display only those websites in which your research terms appear in certain combinations, and to ignore others. Figure 4.2 shows the results of a keyword search using Boolean expressions.

Figure 4.2 The results of a keyword search using Boolean operators on Google Scholar.

The screenshot shows a Google Scholar search for "food dye+hyperactivity". The search results are displayed in a list format. The first result is "Food dyes impair performance of hyperactive children on a laboratory learning test" by JM Swanson, M Kinsbourne, Science, 1980. The second result is "The effects of a double blind, placebo controlled, artificial food colourings and benzoate preservative challenge on hyperactivity in a general population sample of ..." by B Bateman, JO Warner, E Hutchinson, Archives of Disease in Childhood, 2004. The third result is "Functional food science and behaviour and psychological functions" by F Bellisle, JE Bluzdell, L Dye, M Fantino, British Journal of Nutrition, 1998. The fourth result is "Synthetic food coloring and behavior: a dose response effect in a double-blind, placebo-controlled, repeated-measures study" by KS Rowe, The Journal of Pediatrics, 1994. The fifth result is "Foods and additives are common causes of the attention deficit hyperactive disorder in ..." from calmglow.com.

Search results for "food dye+hyperactivity" (About 20,900 results (0.06 sec))

- Articles**
- Case law**
- My library**
- Any time**
 - Since 2016
 - Since 2015
 - Since 2012
 - Custom range...
- Sort by relevance**
- Sort by date**
- include patents
- include citations
- Create alert

Food dyes impair performance of hyperactive children on a laboratory learning test
JM Swanson, M Kinsbourne - Science, 1980 - science.sciencemag.org
Abstract Forty children were given a diet free of artificial **food dyes** and other additives for 5 days. Twenty of the children had been classified as **hyperactive** by scores on the Conners Rating Scale and were reported to have favorable responses to stimulant medication. A ...
Cited by 246 Related articles All 6 versions Cite Save

The effects of a double blind, placebo controlled, artificial **food** colourings and benzoate preservative challenge on **hyperactivity** in a general population sample of ... [HTML] from bmj.com
B Bateman, JO Warner, E Hutchinson ... - Archives of Disease in ... 2004 - adc.bmj.com
... A double blind placebo controlled high dose azo **dye** challenge in a highly selected group of ... For the four week study period the child followed an artificial **colouring** and sodium benzoate free ... 70% (277/357) of those invited to take part in the **food** challenge completed all phases ...
Cited by 294 Related articles All 29 versions Cite Save

Functional **food** science and behaviour and psychological functions [PDF] from researchgate.net
F Bellisle, JE Bluzdell, L Dye, M Fantino ... - British Journal of ... 1998 - Cambridge Univ Press
Abstract The impact of ingesting various foods on psychological and behavioural functions is a topic of both interest and concern to the general public. In this article, the scientific literature concerning demonstrated cause-and-effect relationships is reviewed, beginning ...
Cited by 282 Related articles All 10 versions Cite Save More

Synthetic **food coloring** and behavior: a dose response effect in a double-blind, placebo-controlled, repeated-measures study [PDF] from adhdbasics.info
KS Rowe - The journal of pediatrics, 1994 - Elsevier
... of behavioral outcome measures 25 (particularly those appropriate to the assessment of **dye** challenge effects ... children react adversely to the ingestion of synthetic colorings, both in **foods** and in ... trial of the Feingold diet, 8 of 14 suspected reactors to **food coloring** were involved in ...
Cited by 214 Related articles All 8 versions Cite Save

[PDF] **Foods** and additives are common causes of the attention deficit **hyperactive** disorder in [PDF] from calmglow.com

- **AND (+):** This operator narrows the search by retrieving only records that contain all terms connected by it. Most search engines, such as Google and Yahoo!, will assume you want to enter AND or (+) between a string of terms even if you do not use the Boolean expression.

Example: **food dye** is searched as **food + dye**.

Example: **food + dye + ADHD** will only list websites that contain all three terms.

- **NOT (-):** This identifier excludes sites that contain the specified word or phrase. Using the term NOT or (-) finds sources that include one term but not the other. For example, if you want to eliminate “cancer” from your search about hyperactivity caused by food dye, add the word NOT before that term.

Example: **food AND dye AND hyperactivity NOT cancer**

- **OR:** Using OR broadens your search boundaries to include records containing more than one keyword. For example, if you want to expand your search to include sources about food dye’s connection to hyperactivity, or its relationship to allergies, use the expression OR in your search.

Example: **food AND dye AND hyperactivity OR allergy**

- **Quotation marks (“”):** Placing search terms inside quotation marks will signal the database or search engine to look for an exact phrase. Placing a phrase or term inside quotation marks will exclude sources that do not contain the exact phrase.

Example: **“food dye” AND “hyperactive children”**

Wildcard searches use symbols to search for the various forms of a basic, root word. Rather than conducting several searches for the same basic word—such as *child*, *children*, *childhood*, and so on—you can focus your keyword search to find a term with variant spelling or endings by using an asterisk (*) or a question mark (?) as the wildcard or truncation symbol.

The asterisk (*) usually takes the place of one or more characters at the end of a word.

Example: **diet*** Results: **diet, diets, dietary, dietician, dietetics**

The question mark (?) usually takes the place of a single character in a word.

Example: **ne?t** Results: **neat, nest, next**

Some databases and search engines use different wildcard symbols such as (!), (\$), or (:). Consult the help section in the database or Internet search site to learn which wildcard symbols are supported.

Subject Directory Search Engines

Subject directory search engines are compiled and indexed to guide you to general topics that are then subdivided into specific categories. Your choices control the list. Sites such as About, Lycos, and Yahoo! contain directories arranged by topic. Apart from the Internet, many university library websites have subject directories that provide foundational resources when beginning the research process. Moreover, the subject directories that are linked to libraries are more focused on academic sources and research. You can use a keyword search or click on the topic categories, such as **Philosophy**, to go deeper into the Web directories.

Robot-Driven Search Engines

Another set of engines responds to a keyword by electronically scanning millions of Web pages. Your keywords will control the size of the list at sites such as Bing, Google, Ask, or HotBot.

Metasearch Engines

A metasearch examines your topic in several of the search engines listed previously. Thus, you need not search each engine separately. For example, when you enter a query at the Mamma website, the engine simultaneously queries about ten of the major robot-driven search engines. It then provides you with a short, relevant set of results. You will get fewer results than might appear at one of the major search engines. For example, the request for “chocolate + children” produced 170,000,000 results on Yahoo! but only 100 on Mamma.com. A metasearch engine gives you a focused list of sites. The metasearch engine selects the first few listings from each of the other engines under the theory that each engine puts the most relevant sites at the top of its list; however, some commercial sites are able to buy their way to the top of various lists. Consider using a metasearch engine such as Dogpile, Mamma, ZapMeta, or Surfswax.

Specialized Search Engines

Other search engines specialize in one area, such as WWomen (women’s studies), TribalVoice (Native American studies), and Bizweb (business studies). In addition, many websites, such as the Library of Congress and New York Times Online, have search engines just for themselves. Even sites for local newspapers have search engines for their own archives (see section 4f).

Educational Search Engines

Educational search engines provide subject indexes for the various disciplines (humanities, sciences) and for subtopics under those headings (history, literature, biochemistry, and so on). Try several, because they will take you to academic

material, not commercial sites with advertising banners popping up all over the screen:

English Server	Discovery Channel
Internet Public Library	Dmoz
ProQuest K-12	ERIC
Library of Congress	Voice of the Shuttle

Returning once again to the research project for Chandler Graves, we find her entering the terms “supplements + steroids” at the KartOO Meta search engine, which directed her to the U.S. Olympic Committee, where she found the following article:

USADA Chief Urges States to Act on Supplements

Knowing the federal government does little to regulate the steroid-tainted, multibillion-dollar supplement industry, the leader of the United States Anti-Doping Agency urged a group of state attorney generals to take action on the state level.

USADA CEO Travis Tygart spoke at a conference of the country’s attorney generals, urging them to use consumer protection laws in their states to help prevent tainted and steroid-related supplements from reaching the market.

“If consumers could run the land, I think federal regulations would change,” Tygart said. “The political reality is that, unfortunately, we have to assume they’re not going to change. But that doesn’t deter you (states) from taking action.”

Tygart said strong lobbying efforts from supplement manufacturers led to lax regulations that allow products on the market before they’re tested for dangerous or illegal controlled substances. But they can only be removed if they are proven to be dangerous, which has been nearly impossible over the years.

He said ephedra is the only supplement that has been proven dangerous enough to take off the market in the last decade, and that came only after a number of high-profile deaths, including those of Vikings lineman Korey Stringer and Orioles pitcher Steve Bechler.

Meanwhile, Tygart cited scientific studies that showed up to 25 percent of supplements made in America contained steroids and 11 percent contained stimulants.

“Some steroid-like substances can be marketed as legal supplements because of a minor chemical change that has no significant effect on the way the drug works once it’s ingested,” Tygart stated.

With this information Chandler Graves can glean valid examples and information to strengthen the viewpoint of her research.

Research Tip

Avoiding Unintentional Plagiarism

The wording and language of many websites can be clear and straightforward, as in the example from USADA regarding the use of supplements:

USADA CEO Travis Tygart spoke at a conference of the country’s attorney generals, urging them to use consumer protection laws in their states to help prevent tainted and steroid-related supplements from reaching the market.

The simplicity of the language used in this Internet file can lead to incorporating the idea into an essay without giving proper credit to the source:

Consumer protection laws could help prevent tainted and steroid-related supplements from reaching the market.

By borrowing the exact words without giving proper credit to the source, the student has committed plagiarism. Unacknowledged use of another person’s sentences, phrases, or terminology is plagiarism, so provide a citation and use quotation marks to show exactly where you are borrowing ideas from a source. Proper documentation with a reference to the source can avoid unintentional plagiarism:

It is the view of the USADA chief executive officer Travis Tygart that governmental leaders should “use consumer protection laws in their states to help prevent tainted and steroid-related supplements from reaching the market.”

Educational Search Engines Maintained by Libraries

Here is a list of excellent sites that provide valuable academic information: BUBL Link, Internet Public Library, and Internet Scout.

HINT


Most Web browsers include a Bookmark or Favorites tool to save addresses for quick access. When you find a file that you want to access later, create a bookmark so you can revisit it with just a click of the mouse. In Microsoft Internet Explorer, use the button bar marked Favorites to make your bookmarks. **Note:** If you are working at a university computer laboratory, do not add bookmarks to the hard drive. Instead, save the bookmarks to your flash drive or personal drop box by using Save As in the File menu.

4d Using RSS and Social Bookmarking

Searching the Internet opens a door to countless sources you can use for your research, including journals, periodicals, blogs, and wikis. After you have generated a list of useful sources, though, it can be difficult and time consuming to keep up with the latest news and developments related to your topic. One great way to simplify this part of your research is to use RSS (Rich Site Summary).

RSS Feeds

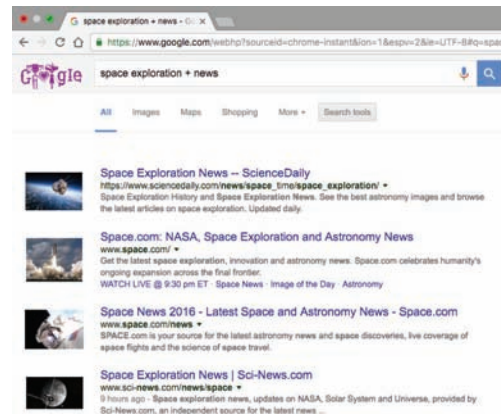
You can use RSS to set up a document called a *Web feed* using software known as a reader. There are many free online readers available, such as IceRocket, InoReader, RSSDwl, or CNET. These readers allow you to “subscribe” to the news feeds on your favorite sites and receive updated material from all of those sites on one Web page.

To subscribe to a particular website, look for a symbol like this one: . When you click on this icon, you will receive directions on how to subscribe to that site’s RSS feed. After you have subscribed to all of the sites needed for your research, you can use the different features in the reader to focus your research more narrowly. For example, in Figure 4.3 you can see how one student used Boolean operators in the search box on Google to find the latest news and information about space exploration.

Web 2.0 and Social Bookmarking

Web 2.0 refers to online tools or applications that facilitate the sharing of information through social networking sites, blogs, and “folksonomies” (simple shared vocabularies). These tools can help your research by linking you to a network of other individuals who have located sites relevant to your topic and marked them using “tags” that help you find and search within those sites. You can also use these tags to organize and manage the many different online sources that you use in your research.

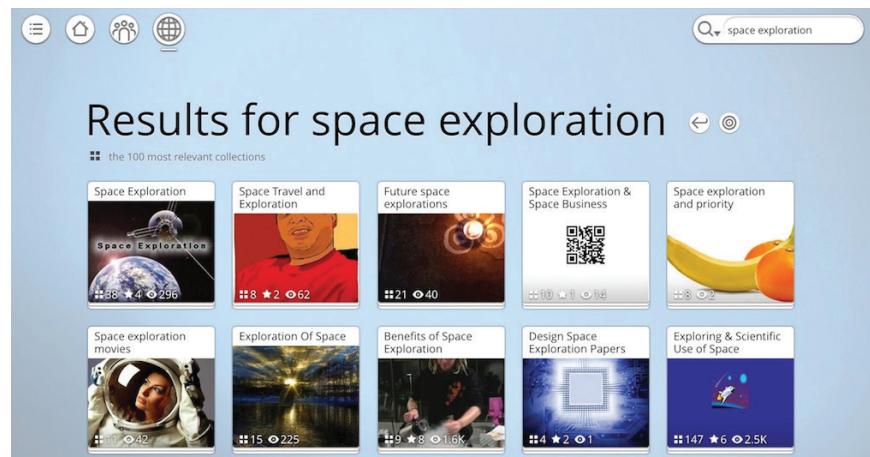
Figure 4.3 Google search results using Boolean operators



“Social bookmarking” is an example of this kind of networked research. As you conduct your online research on a topic, you can use the tools available on a site like Pearltrees.com to save and organize your bookmarks. When you use a site such as Pearltrees.com to save your bookmarks instead of using your Web browser, you will have the opportunity to list topic-specific keywords or “tags” that describe the site. In Figure 4.4, you can see the bookmarks one student has saved for his research on the topic of space exploration as well as the tags he might utilize.

As your list of saved bookmarks grows, you can use the list of tags on the right side of the website Pearltrees.com to sort your bookmarks by a particular

Figure 4.4 Pearltrees.com screen showing selected bookmarks and tags for the topic of space exploration.



tag so that you can focus on a specific part of your online research. You can also group your existing tags into groups by organizing them into “bundles.” Because this data is all stored within the Pearltrees.com site, you can access and work with your bookmarks from any computer or device that can connect to the Internet.

With “social bookmarking,” all of your bookmarks are public, and other people can use your tags. You can create a network of other individuals who have bookmarked and tagged sites that are relevant to your research topic. This allows you to use other people’s tags to find even more sources that you can use as well as to the entire Pearltrees.com community for a particular tag.

Another social networking source you can include in your research involves using “microblogging” sites like Twitter. Twitter is generally used to connect individuals in a network and allow them to communicate and share information and links in short “tweets” limited to 140 characters. The key tool that can aid you in your research is the Twitter “hashtag” (#), which is used to tag a particular word in users’ tweets. Other users can search by hashtag term, for example, by entering “#hyperactivity” to find what others have written and linked to regarding this topic. It is also possible to set up an RSS feed for a Twitter hashtag search, allowing you to receive immediate updates on all related tweets.

As with all online search techniques, researching with Web 2.0 requires a critical eye to find reliable, appropriate sources. Be sure that you evaluate the credibility of each source you choose to add to your list of social bookmarks before you include it in your network.

HINT

There are specialized social networking sites that focus exclusively on academic research. Pearltrees as well as CiteULike or Delicious.com allow you to tag, store, and organize bookmarks for scholarly works, primarily spotlighting peer-reviewed papers.

4e Searching for Articles in Journals and Magazines

The Internet helps you find articles in online journals and magazines. *Note:* The *best* source for academic journals is your library’s database collection. (See section 5d.)

Online Journals

You can find online journals in one of three ways:

- First, access your favorite search engine and use a keyword search for “journals” plus the name of your subject. For example, one student accessed WebCrawler and used a keyword search for “journals + fitness.” The search

produced links to twenty online journals devoted to fitness, such as *Fitness—The Health Journal* or *Crossfit Journal*. Another student’s search for “women’s studies + journals” produced a list of relevant journals, such as *Feminist Collections*, *Resources for Feminist Research*, and *Differences*. By accessing one of these links, the student can examine abstracts and articles.

- Second, access a search engine’s subject directory. In Yahoo!, for example, one student selected Social Science from the key directory, then clicked “Sociology,” and journals, to access links to several online journals, such as *Edge: The E-Journal of Intercultural Relations* and *Sociological Research Online*.
- Third, if you already know the name of a journal, go to your favorite search engine to make a keyword query, such as “Contemporary Sociology,” which will link you to the social science journal of that name.

Online Magazines

Several directories exist for discovering articles in magazines.

Magazine-Directory lists magazine home pages where you can begin your free search in that magazine’s archives. For example, you can search *The Atlantic*, *Harper’s*, or *The New Yorker*.

Highbeam Research has a good search engine, but it requires membership (which is free for one month). Remember to cancel your membership after you finish your research.

Pathfinder gives you free access to several popular online magazines such as *Time*, *People*, and *Fortune*.

ZDNet provides excellent access to industry-oriented articles in banking, electronics, computers, management, and so on. It offers two weeks of free access before charges begin to accrue.

4f Searching for Articles in Newspapers and Media Sources

First, to find almost any newspaper in the United States, even the local weeklies, consult usnpl.com. This site takes you to the *Aspen Times*, the *Duluth News Tribune*, or one of 800-plus other newspapers. In most cases, the online newspaper has its own internal search engine that enables you to examine articles from its archives. Figure 4.5 shows the opening page of the online site for a local newspaper in Emporia, Kansas. Most newspaper websites will also have an **Archives** hyperlink, a feature that enables you to find articles from past issues.

Figure 4.5 Web page from the *Memphis Commercial Appeal*.

The screenshot shows the homepage of the Memphis Commercial Appeal website. At the top, there is a navigation bar with links for 'Login', 'Manage Account', 'Mobile', 'Contact', 'E-Appeal', 'Archives', 'Reader Rewards', and 'Subscribe'. Below this is the website's logo and a search bar. The main content area is divided into several sections: a 'Memphis Most' section, a 'HAPPENING NOW' section with a list of recent news items, a large featured article about stunt pilots, a 'Commercial Appeal Digital Access' subscription offer, a '2013 Nissan Sentra' advertisement, and a 'Latest Photo Galleries' section. At the bottom, there are 'Top Stories' and a 'Weather' widget showing the current temperature and forecast.

Most major news organizations maintain Internet sites. Consult one of these:

The Chronicle of Higher Education presents news, information, and current issues in education.

CNN Interactive maintains a good search engine that takes you quickly, without cost, to transcripts of its broadcasts. It is a good source for research in current events.

C-SPAN Online focuses on public affairs and offers both a directory and a search engine for research in public affairs, government, and political science.

Fox News provides articles from its own network and also from news services such as Reuters and the Associated Press.

National Public Radio Online shares audio articles via RealPlayer as well as print articles.

The New York Times is the largest metropolitan newspaper in the United States, with local and national content.

USA Today has a fast search engine that provides information about current events.

U.S. News Online & World Report has a fast search engine and provides free, in-depth articles on current political and social issues.

Wall Street Journal is a business-oriented site has excellent information, but it requires a subscription.

The Washington Times provides up-to-the-minute political news.

To find other newspapers and online media, search for “newspapers” in a search engine. Your college library may also provide Lexis-Nexis, which searches news sources for you.

4g Searching for Photographs and Other Visual Sources

For some topics, you may want to find photographs or other visual sources as part of your research. A paper on representations of women in World War II propaganda posters, for example, would require visual evidence to support its thesis. In disciplines such as history and art, visual sources might be central to your paper. For topics in U.S. history and culture, the Library of Congress has a comprehensive archive of visual and multimedia sources in its American Memory collection. Because of their persuasive power, images need to be selected and used carefully in any research paper.

The best place to begin searching for photographs and other visual sources is through a website devoted specifically to online images, such as **Picsearch**, or through the “images” link on a search engine.

Remember that visual sources, like all other sources, need to be carefully incorporated into your paper and properly documented. See section 10e for more advice about using visuals effectively in your paper. Photographs and other visual sources are copyrighted works like any other published source, and need to be cited to give proper credit to their creators. See section 10e for examples showing proper citation format for photographs, graphs, and other visual sources.

4h Accessing E-books

Access to books online simplifies and speeds up your research by allowing you Web access to novels and resource books. Some of the best sources of full-text, online books are Project Gutenberg, JSTOR, and the Online Books Page at the University of Pennsylvania. These sites index books by author, title, and subject. They also provide a search engine that will take you quickly, for example, to the full text of Thomas Hardy’s *A Pair of Blue Eyes* or to Linnea Hendrickson’s *Children’s Literature: A Guide to the Criticism*. This site adds new textual material almost every day, so

consult it first. Understand, however, that contemporary books, still under copyright protection, are not included. That is, you can freely download an Oscar Wilde novel but not one by Alice Walker. *Caution:* Other sites offer e-books, but they are commercial and require a subscription.

4i Using LISTSERV, Blogs, and Chat

E-mail discussion groups have legitimacy for the exchange of academic ideas when everybody in the group has the same purpose, project, or course of study. Chat rooms seldom have academic value. Let us look at each briefly.

E-mail News Groups

The word **LISTSERV** is used to describe discussion groups that correspond via e-mail about a specific educational or technical subject. For example, your literature professor might ask everybody in the class to join a LISTSERV group on Victorian literature. To participate, you must have an e-mail address and subscribe to the list as arranged by your instructor.

In like manner, online courses, which have grown in popularity, usually have a discussion area where students are expected to participate by responding to general questions for the group or corresponding with each other about assignments, issues, and other topics. On the Blackboard system, for example, online students have a Discussion Board with any number of Forums where they may participate or where they are required to participate. At some point you may wish to join a list, and each site will explain the procedure for subscribing and participating via e-mail in a discussion.

Real-Time Chatting

Blogs and chat groups use immediate messaging rather than e-mail. Functioning like an online bulletin board system, a social networking site such as **Reddit** allows you access to content, text posts, and direct links to information. Additionally, self-posts and text submissions of your research is encouraged. Typing “life pro tips” in the search bar produces unique subgroups that address issues such as personal fitness, eating for a healthy lifestyle, or getting a grip on personal finances. While blogs and chat rooms can provide ideas and information, *you cannot cite from these anonymous sources*, for they most often provide only a user name and do not list an author.

4j Examining Library Holdings via Online Access

Most major libraries now offer online access to their library catalogs. This allows you to search their collections for books, videos, dissertations, audio tapes,

special collections, and other items. However, you must open an account and use your identification to log in, just as you do with your college library. You may sometimes order books online through interlibrary loan. Additionally, some libraries now post full-text documents, downloadable bibliographies, databases, and links to other sites.

If you need identification of all books on a topic, as copyrighted and housed in Washington, DC, consult the Web page for the Library of Congress. This site allows you to search by word, phrase, name, title, series, and number. It provides special features, such as an American Memory Home Page, full-text legislative information, and exhibitions, such as Lincoln's "Emancipation Proclamation."

For an Internet overview of online libraries, their holdings, and addresses, you might consult LIBWEB. This site takes you to the home pages of academic, public, and state libraries. You will be prompted for a public-access login name, so follow the directions for entering and exiting the programs.

Another type of online library is IngentaConnect. This site provides a keyword search of 17,000 journals by author, title, or subject. Copies of the articles can be faxed to you, usually within the hour, for a small fee.

4k Finding an Internet Bibliography

You can quickly find a bibliography on the Internet in two ways: by using a search engine or by visiting an online bookstore.

Search Engine

At a search engine on the Internet, such as AltaVista, enter a descriptive phrase, such as "Child Abuse Bibliographies." You will get a list of bibliographies, and you can click on one of them, such as Child Abuse, Child Abuse Articles, or Child Abuse Reports.

Clicking on the hypertext address will carry you to a list:

Child Abuse Statistics
Child Abuse and Law
Child Sexual Abuse
Risk Assessment

Clicking on the first item will produce a set of hypertext links to articles you might find helpful, such as this one:

Iland, Emily, and Thomas W. Iland. "Understanding the Nature of Bullying."

The Exceptional Parent, vol. 45, no. 9, Sept. 2015, pp. 44–47.

41 Conducting Archival Research on the Internet

The Internet has made possible all kinds of research in library and museum archives. You may have an interest in this type of work. If so, consider several ways to approach the study.

Go to the Library

Go into a library and ask about the archival material housed there, or use the library's electronic catalog. Most libraries have special collections. The Stanford University Library, for example, offers links to antiquarian books, old manuscripts, and other archives. It also provides ways to find material by subject, by title, and by collection number. It carries the researcher to a link, such as the London (Jack) Papers, 1897–1916, at the Online Archive of California. These can be accessed by Internet if the researcher has the proper credentials for entering and using the Stanford collection.

Go to an Edited Search Engine

An edited search engine, such as Yahoo!, may give you results quickly. For example, requesting "Native American literature + archives" produced such links as:

- American Native Press Archives**
- Native American History Archive**
- Native Americans and the Environment**
- Indigenous Peoples' Literature**
- Sayings of Chief Joseph**

One or more of these collections might open the door to an interesting topic and enlightening research. You might also search the directory and subdirectories of a search engine to take you deeper into the files.

Go to a Metasearch Engine

A metasearch engine such as Dogpile offers a way to reach archival material. Make a keyword request, such as "Native American literature + archives." Dogpile will list such sites as Reference Works and Research Material for Native American Studies. There, the Native American Studies Collections offer several valuable lists:

- Native American Studies Encyclopedias and Handbooks**
- Native American Studies Bibliographies**
- Native American Studies Periodical Indexes**

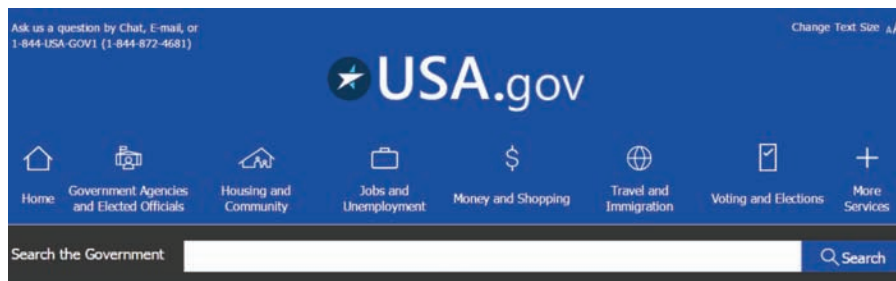
Native American Biography Resources
Native American Studies Statistical Resources
Links to other Native American sites on the Internet
Links to Usenet discussion groups related to Native Americans

Thus, the researcher would have a wealth of archival information to examine. One site, for example, carried a researcher to the USA.gov site on Indian Tribes and Resources for Native Americans (see Figure 4.6).

Go to a LISTSERV or Usenet Group

Using a search engine, simply join your topic with the word LISTSERV: “Native American literature + LISTSERV.” The search engine will produce such links as **Native-L: Native Literature LISTSERV and archives**. By following the proper procedures, you can log on and begin corresponding. Participants might quickly point you in the direction of good topics and sources for developing the paper.

Figure 4.6 The USA.gov site on Indian Tribes and Resources for Native Americans, where a student might find archival information on legal and cultural information on legal and cultural resources for Native Americans.



< State, Local, and Tribal Governments

Contact Elected Officials

Governors

Indian Tribes and Resources for Native Americans

Local Governments

State Consumer Protection Offices

State Governments

Federally Recognized Indian Tribes and Resources for Native Americans

Find information about and resources for Native Americans.

What's on This Page

- [Federally Recognized Indian Tribes](#)
- [Cultural Resources for Native Americans](#)
- [Housing Help: Resources for Native Americans](#)
- [Legal Resources for Native Americans](#)

Federally Recognized Indian Tribes

The U.S. government officially recognizes more than 500 Indian tribes in the contiguous 48 states and Alaska. These federally recognized tribes are eligible for funding and services from the Bureau of Indian Affairs, either directly or through contracts, grants, or compacts.

The Bureau of Indian Affairs lists the [federally recognized tribes and contact information for each tribe's Tribal Leader](#).

Back to Top

Cultural Resources for Native Americans

Historic Preservation

The [National Tribal Preservation Program](#) is designed to help Indian tribes preserve and protect resources and traditions important to them. The program funds [Tribal Heritage grants](#) for federally recognized Indian tribes, to help them with cultural and historic preservation projects.

The program also funds [Tribal Historic Preservation Officers](#), who:

- Inventory tribal historic properties
- Prepare and carry out a tribal-wide historic preservation plan

Utilize Newspaper Archives

After you locate a newspaper of interest, use the newspaper's search engine to explore its archives of articles. See section 4f for more information on this valuable resource.

Charting Your Research Project

1. To look for an online discussion group on your topic, go to a metasearch engine (as discussed in section 4c); however, before entering your subject, select the button for searching newsgroups rather than the Web. Explore the choices. You may also search the lists described in section 4i.
2. Voice of the Shuttle is a large and powerful search engine for educational information. Enter this site and search for your topic. If unsuccessful, try one of the other educational search engines listed in section 4c.
3. When you have found an Internet article directly devoted to your subject, apply to it an evaluation as described in section 4a. Ask yourself, "Does this site have merit?" Apply that same test to other Internet articles as you find them.
4. Practice using the Bookmark feature of your browser. That is, rather than printing an article from the Internet, bookmark it instead for future reference (see section 4d).
5. As you would with library sources, begin making bibliography entries and writing notes about promising Internet sources. Begin building a computer file of promising sources, develop a folder of printouts from the Internet, and save pertinent information you will need for your bibliography entries later on (see section 5b for more information on a working bibliography, and see section 14b for examples of the bibliography for Internet sources).

Chapter 5

Gathering Sources in the Library



Goals and Outcomes

The library should be the center of your research, whether you access it electronically or visit in person. This chapter launches your research through scholarly publications:

- 5a** Conduct preliminary research on a topic and assess the availability and location of sources.
- 5b** Develop a working bibliography to keep track of your research and take notes on your sources.
- 5c** Use your library's resources to locate books for your research.
- 5d** Use online resources to locate articles in magazines and journals.
- 5e** Use and print online resources to search for a biography on a subject.
- 5f** Use online resources to locate articles in newspapers.
- 5g** Conduct research using special subject databases on your topic.
- 5h** Use print and online sources to research government documents.
- 5i** Use online resources to search for essays in books.

As the repository of the best books and periodicals, the library houses articles that are, in the main, written by scholars and published in journals and books only after careful review by a board of like-minded scholars. Logged in at the library, you can download articles to your computer, print files, or read books online.

5a Launching the Search

Your research strategy in the library should include five steps, with adjustments for your individual needs.

1. **Conduct a preliminary search for relevant sources.** Scan the reference section of your library for its electronic sources as well as the abundance of printed indexes, abstracts, bibliographies, and reference books. Search the library's electronic book catalog and dip into the electronic databases, such as Academic Search Premier or InfoTrac. This preliminary work will serve several purposes:
 - It shows the availability of source materials with diverse opinions.
 - It provides a beginning set of reference citations, abstracts, and full-text articles.
 - It defines and restricts your subject while providing an overview of the subject.
2. **Refine the topic and evaluate the sources.** As soon as you refine the topic, you can spend valuable time reading abstracts, articles, and pertinent sections of books. Most instructors will expect you to reference and cite from scholarly sources, so a mix of journal articles and books should accompany your online articles or field research.
3. **Take shortcuts.** First, consult the Appendix of this book, "Finding Reference Works for Your General Topic," which lists appropriate electronic and printed sources. It sends you to key sources in historical, social, scientific, and philosophical disciplines.

In addition, you will need to access a variety of computer sources in the library, such as the electronic book catalog (see section 5c) and the electronic services like InfoTrac (see section 5d). From the computer workstation in the library or via remote access by logging in from elsewhere, you can develop a working bibliography, read abstracts and full-text articles, and, in general, make substantive advances in researching your topic.

4. **Read and take notes.** Examine books, articles, essays, reviews, computer printouts, and government documents. Whenever possible, create notes as you read so you can transcribe them or paste them into your text. For further clarification on note taking, consult Chapter 9.
5. **Consult with a librarian.** If your topic does not initially generate a number of sources, confer with a librarian. A reference librarian may suggest more appropriate words or phrases for the subject; this can be a critical step when you feel that you might be stuck.

HINT

Just as we learn proper Internet behavior, we learn basic library etiquette, such as talking softly out of respect for others and not bringing in food or drinks. At the computer station, you should analyze sources and then print; do not randomly print everything. (See section 4a for methods of analyzing a source.)

5b Developing a Working Bibliography

More examples of bibliography format, Chapters 14–17.

Because the research paper is a major project involving many papers and notes, organization is crucial. That means keeping a copy of every abstract, article, and downloaded file with full publication information for all print and Internet materials. A working bibliography serves three purposes:

1. It locates articles and books for notetaking purposes.
2. It provides information for the in-text citations, as in this example in MLA style:

The healing properties of certain foods have been noted by Milner (682–88) and Hasler (6–10).

3. It provides information for the final Works Cited or reference page (see Chapters 14–17). If you store your entries in a computer file, you can easily insert them into your Works Cited page at the end of your manuscript.

Your final manuscript will require a Works Cited page listing all of the sources you used in your paper, so now is the time to start developing a working bibliography.

Whether you keyboard your source information into a computer file or make handwritten notes in a research journal, each working bibliography entry should contain the following basic information, with variations, of course, for books, periodicals, and online media:

1. Author's name(s)
2. Title of the source
3. Title of the container
4. Publication information or website
5. (Optional) A personal note about the location or contents of the source

For a detailed listing and complete examples of Works Cited entries in MLA style, consult Chapter 14.

WORKS CITED ENTRY FOR A BOOK (MLA STYLE)

Welty, Eudora. *One Writer's Beginnings*. Harvard UP, 1984.

WORKS CITED ENTRY FOR A JOURNAL ARTICLE (MLA STYLE)

Davis, Jim, Raquel Cook, and Jon Ostenson. "Empowering Stereotyped Readers through Self-Directed Learning." *English Journal*, vol. 105, no. 1, Sept. 2015, pp. 42–47.

WORKS CITED ENTRY FOR A MAGAZINE ARTICLE (MLA STYLE)

Cozzens, Peter. "Stone River Debacle: An Ill-conceived Attack on a Strong Union Line Costs the Rebels Dearly." *America's Civil War*, May 2016, pp. 22+.

WORKS CITED ENTRY FOR AN ARTICLE FOUND ON AN ACADEMIC DATABASE (MLA STYLE)

Fong, Rowena, Ruth G. McRoy, and Hollee McGinnis. "Overview of Intercountry Adoptions." *Transracial and Intercountry Adoptions: Cultural Guidance for Professionals*, Edited by Rowena Fong and Ruth McRoy. Columbia UP, 2016, pp. 19–37. *JSTOR*, www.jstor.org/stable/10.7312/fong17254.

BIBLIOGRAPHY ENTRY FOR AN INTERNET ARTICLE (MLA STYLE)

Will, George F. "Super Bowl Sunday: The Day America Celebrates Football—and Brain Damage." *The Washington Post*, 5 Feb. 2016, www.washingtonpost.com/opinions/super-bowl-sunday-the-day-america-celebrates-football--and-brain-damage/2016/02/05/4afc537c-cb81-11e5-88ff-e2d1b4289c2f_story.html.

5c Finding Books on Your Topic

Much of your research will be conducted on the library's electronic network with call numbers to its own books and with links to sources around the world.

Using Your Library's Electronic Book Catalog

Your library's computerized catalog will, in theory, include every book in the library filed by subject, author, and title. Begin your research at the catalog by using a *keyword search* to a subject, such as "Marriage." You will get a list of books on the monitor, and you can click each one to gather more information. The list will look something like this:

Search Results

Through Thick and Thin. Benjamin Simonson, Beth Ann Simonson. 2016.

Marriage Matters: Communication. Miranda Ellis. 2017.

Restoring Your Marriage—Restoring Your Heart. William Nunn. 2016.

In effect, the electronic book catalog has provided a bibliography that lists a variety of available books on a particular subject. The next procedure is to click on one, such as *Restoring Your Marriage—Restoring Your Heart*, to get the full details and access information.

HINT

Many college libraries as well as public libraries are now part of library networks. The network expands the holdings of every library because one library will loan books to another. Therefore, if a book you need is unavailable in your library, ask a librarian about an interlibrary loan. Understand, however, that you may have to wait several days for its delivery. Most periodical articles can be accessed online.

Using the Library's Bibliographies

You may need to supplement your working bibliography by searching reference guides, bibliographies, and indexes. When ordering its research databases, the library subscribes to electronic versions or print versions of bibliographies. These guides, such as *Bibliographic Index*, will give you a list of books relating to your subject. Figure 5.1 shows a bibliographic list found in Kimmell's book on pages 261–277. Such a list could be a valuable resource in the early stages of research.

Figure 5.1 Example from *Bibliographic Index*, 2016.

Prehistoric War

Kimmell, Andrew. *From Rocks to Rockets: The Art of the Battle*. New York: Minnet, 2016 pp. 261–77

If the book fits your research, you would probably want to write a Works Cited entry for this source to examine the text as well as the bibliography on pages 261–277 of Kimmell's book, where you might find additional articles on this topic. Here is a student's bibliography notation.

Kimmell, Andrew. *From Rocks to Rockets: The Art of the Battle*.
Minnet Press, 2016. Bibliography, pp. 261–77.

USING THE TRADE BIBLIOGRAPHIES Trade bibliographies, intended primarily for use by booksellers and librarians, can help you in three ways:

1. Discover sources not listed in other bibliographies.
2. Locate facts of publication, such as place and date.
3. Determine if a book is in print.

Consult online or in printed version:

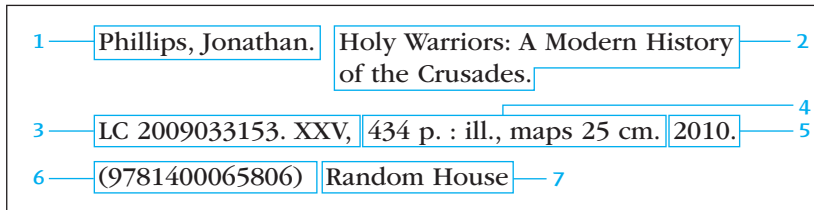
- *Subject Guide to Books in Print* (New York: Bowker, 1957–present).

Note: Online, this source may appear as **Books in Print**.

Use this work for its subject classifications, any one of which will provide a ready-made bibliography to books. Figure 5.2 shows a sample found with the keyword “history.”

Figure 5.2 From *Subject Guide to Books in Print, Online*.

(1) Author; (2) Title; (3) Library of Congress number; (4) Number of pages; (5) Date of publication; (6) International Standard Book Number (used when ordering); (7) Publisher.



USING THE BIBLIOGRAPHIES IN THE APPENDIX The Appendix of this text furnishes a guide to important reference works – some in print at the library, some online in the library’s electronic network, and others available on the Internet. Reference sources are listed in major categories in the Appendix. Following are two examples of reference works that you will find under the heading “Issues in the Arts, Literature, Music, and Language.” Most bibliographies are available on the library’s electronic network or on the Internet.

Contemporary Literary Criticism (CLC) This database provides an extensive collection of full-text critical essays about novelists, poets, playwrights, short story writers, and other creative writers.

Voice of the Shuttle This site offers hundreds of links to major online resources for literature, art, history, philosophy, and studies in science.

EXAMINING THE BIBLIOGRAPHY AT THE END OF A BOOK When you get into the stacks, look for bibliographies at the end of books. Jot down titles in your working bibliography or photocopy the list for further reference. An example is shown in Figure 5.3.

SEARCHING FOR BIBLIOGRAPHIES AT THE END OF JOURNAL ARTICLES Look for bibliographies at the end of articles in scholarly journals. For example, students of history depend on the bibliographies in various issues of *English Historical Review*, and students of literature find bibliographies in *Studies in Short Fiction*. In addition, the journals themselves provide subject indexes to their own contents. If your subject is “Adoption,” you will discover that a majority of your sources are located in a few key journals. In that instance, going straight to the annual index of one of those journals will be a shortcut.

See also section 8a, “Finding Reliable Sources.”

Figure 5.3 A portion of a bibliography list at the end of Monica A. Morrison's guide book for relationships entitled *Talk to Me—Listen to Me*.

SECONDARY SOURCES

Hampton, Edith. "Hear Ye, Hear Ye—Sharing and Communicating." *Social Psychological Journal*, Fall 2016, pp. 31–33.

Jamison, Myles N. *Nights Are Forever with You*. Signet, 2015.

Knight, Cynthia. *Stacking Stones—Communication in Marriage*. Island Gulf Publishing, 2016.

Murchisson, Michael. "I'm Right? You're Right? Who Knows?" Midwest Family Resource Network, 2016, www.midwestfamily.net/right?/right?/knows?/murchisson.html.

Nichols, Myra Q. "Eliminating Diatribes and Denunciations—Working toward Discourse." John Paul II Outreach Center, 2016, www.jpjioutreach.org/nichols-eliminatingdiatribes.html.

Prenold, Samuel S. "Open Hearts—Open Communication." *Starflower Magazine*, Oct. 2015, pp. 8–9.

5d Finding Articles in Magazines and Journals

An index furnishes the exact page number(s) of specific sections of books and of individual articles in magazines, journals, and newspapers. The library's online index of databases not only directs you to articles in magazines, it also gives an abstract of the article, and most often, it provides the full text.

Searching the General Indexes to Periodicals

The library network gives you access to electronic databases. Here are just a few of the many that will be available to you:

AGRICOLA	Agriculture, animal and plant sciences
America: History and Life	U.S. history
American Chemical Society	Chemistry
BioOne	Biological, ecological, and environmental sciences
CINAHL	Nursing, public health, and allied health fields
ERIC	Education and mass communication

GPO	Government publications on all subjects
HighWire	Science, technology, and medicine
InfoTrac	All subjects
JSTOR	Social sciences
LexisNexis	News, business, law, medicine, reference
Modern Language Association	Literature, linguistics, and folklore
MusicIndex	Music
Project MUSE	Social sciences, arts, humanities
PsycINFO	Psychology, medicine, education, social work
Westlaw	Legal subjects, including laws and cases

One of these databases will usually guide you to several sources, provide an abstract, and often provide a full-text version of the article, as shown in Figure 5.4.

Figure 5.4 InfoTrac printout with abstract.

Journal of Applied Business Research, March 2014, vol.1, no.1, pp. 72–78.

The Business of Educational Advancements: Teaching, Technology, and Test Scores

Full Text: COPYRIGHT March 2014, Ed. David R. Grimmett

Byline: Sarah Morrison

America's classroom is drastically different than it was twenty years ago and more advanced than it was merely five years ago. This is due to technological advancements as it continues to evolve and emerge as a catalyst for changing the manner in which we think, gather information, communicate, and how we advance knowledge. To this end, this study examined the influence of technology in schools to determine if it has positively influenced test scores for one school system. Determining how schools are running and if technology is hindering or helping the progress of students allows the education system to be properly assessed in their business of transforming America's youth. Some bystanders may consider technology a classroom distraction, yet educational technology programs may have a positive effect on the knowledge base of students and an increased growth in the test scores of learners. Comparing test scores from previous years when technology was nonexistent in the classroom to scores from the new millennium may give insight into how technology affects learning. If higher test scores can be correlated to technology improvements, then budget makers should appropriate and enhance funding to support educational technology programs in schools.

Checklist

Using Databases

Library databases are the most effective way to locate and access scholarly journal articles. If you can, visit your library for a tutorial on using databases. Use the following steps to find articles in databases.

1. Go to your library home page and find the links to the databases.

The screenshot shows the Bakersfield College website. At the top, there is a red header with the college name and navigation links like 'Calendar', 'Webmail', 'My BanWeb', and 'InsideBC'. Below the header is a navigation bar with links for 'Home', 'Admissions & Records', 'Student Services', 'Programs & Classes', 'Community Resources', 'Employee Services', and 'About BC'. The main content area is titled 'Grace Van Dyke Bird Library' and includes sections for 'Find a Book...', 'Find an Article...', and 'Research Guides...'. The 'Find an Article...' section lists various databases such as EBSCOhost, Gale Academic OneFile, and JSTOR.

Every library's home page is different, but you can usually find a section that will link you to the database collections.

2. Select a database and search by keyword for articles on your topic.

The screenshot shows the EBSCO database search results page. The search query is 'gender and communication'. The results are displayed in a list format. The first result is 'Relationship of Gender Patterns in Communication and Organizational Culture at Workplace: The Role of Gender and Organizational Type' from the 'Business Source Elite' database. The second result is 'Advising Couples: More Art Than Science' from the 'Business Source Elite' database. The page also includes a 'Refine Search' sidebar with options for 'References Available', 'Image Quick View', and 'Scholarly (Peer Reviewed) Journals'. There are also 'Web News' and 'Related Images' sections on the right side of the page.

A keyword search for “gender and communication” results in a list of articles like the one above. From your results list, you can preview article titles and publication information to select articles that look promising for your topic.

3. Locate the full text of the articles you need.



By clicking on the “PDF Full Text” link on the search results page, you can download the full text of this article. If the full text is not available online, you will need to copy the title and publication information and find the printed article in your library stacks.

Be sure to record the author, title, and publication information for your source, as well as the database you used to retrieve it. You will need that information later for your works cited page. See section 11d for information about citing sources retrieved from databases.

Research Tip

Paraphrasing a Passage to Avoid Plagiarism

A paraphrase requires you to restate in your own words the thought, meaning, and attitude of someone else. With interpretation, you act as a bridge between the source and the reader as you capture the wisdom of the source in approximately the same number of words. Depending on the expertise of your audience, you might paraphrase passages like this one:

This issue is concerned with clinical pharmacology of the tumescent technique for local anesthesia using large volumes of very dilute lidocaine and epinephrine. The tumescent

technique produces profound local anesthesia of the skin and subcutaneous fat that lasts for many hours.

— From www.liposuction.com

In the paraphrase below, notice how the writer uses everyday terms and places the technical words within parentheses. You can reverse this style as follows: “the use of lidocaine (a local anesthesia).”

The tumescent technique for liposuction is the use of a local anesthesia (lidocaine) and a

constrictor of blood vessels (epinephrine). Injected into fatty tissue, the two drugs provide a local anesthesia for both the patient’s skin and the underlying tissue to be withdrawn (www.liposuction.com).

This paraphrase shows how to recognize the source in a parenthetical citation, a technique that works well when you are citing from a work that does not identify the author.

Finding Indexes by Topic in the Appendix

The Appendix in this textbook lists many indexes to periodical articles. The list is organized by topic, so you can find the best references for your field. Shown below are three of the entries for music:

Bibliographic Guide to Music. Boston: Hall, 1976–present. Annually. This reference work provides an excellent subject index to almost every topic in the field of music. It will give you the bibliographic data to several articles on most topics in the field.

Music Index. Warren, MI: Information Coordinators, 1949–present. This reference work indexes music journals such as *American Music Teacher*, *Choral Journal*, *Journal of Band Research*, and *Journal of Music Therapy*.

RILM Abstracts of Music Literature. Online and in print. This massive collection provides you with brief descriptions to help you in selecting appropriate works for your bibliography.

Readers’ Guide to Periodical Literature

The *Readers’ Guide to Periodical Literature* (online and in print) indexes important reading for the early stages of research in magazines such as:

American Scholar

Astronomy

Earth Science

Foreign Affairs

Fortune

Health

Oceans

Physics Today

Psychology Today

Science Digest

Scientific American

Technology Review

Social Sciences Index

The *Social Sciences Index* (online and in print) indexes journal articles for 263 periodicals in these fields:

Anthropology	Geography	Political science
Economics	Law and criminology	Psychology
Environmental science	Medical science	Sociology

Humanities Index

The *Humanities Index* (online and in print) catalogs 260 publications in several fields:

Archeology	Folklore	Performing arts
Classical studies	History	Philosophy
Language and literature area studies	Literary	Religion
	Political criticism	Theology

OTHER INDEXES Other indexes of importance include:

Applied Science and Technology Index for articles in chemistry, engineering, computer science, electronics, geology, mathematics, photography, physics, and related fields.

Biological and Agricultural Index for articles in biology, zoology, botany, agriculture, and related fields.

Business Periodicals Index for articles in business, marketing, accounting, advertising, and related fields.

Education Index for articles in education, physical education, and related fields.

In addition to these major indexes, you should examine the reference work for your topic as listed in the Appendix of this book.

Searching for an Index to Abstracts

An abstract is a brief description of an article, usually written by the author. An index to abstracts can accelerate your work by allowing you to read the abstract before you assume the task of locating and reading the entire work. You may find them at the electronic book catalog by entering the keyword “abstracts,” which will produce a list with great variety. It will look something like this:

[show detail](#)

Abstracts of current studies

[show detail](#)

Dissertation abstracts international

[show detail](#)

Social work abstracts

[show detail](#)

Women's studies abstracts

A more specific keyword search will include your discipline, such as “psychology abstracts.” This will produce a reference, most likely, to PsycINFO, the searchable database produced by the American Psychological Association. It will give you the type of entry shown in Figure 5.5.

Figure 5.5 Sample entry from an abstract index search.

- (1) DT = document type; (2) TI = title of the article; (3) AU = author;
 (4) SO = source; (5) IS = ISSN number; (6) AB = abstract of the article.

1	DT: Article
2	TI: Methamphetamine Laboratories: The Geography of Drug Production
3	AU: Weisheit, Ralph A. and L. Edward Wells
4	SO: Western Criminology Review; 11(2): 9–26. 17p. 5 figures/ 3 tables
5	IS: 1096-4886
6	<p>AB: There has been considerable public concern and legislative activity surrounding the issue of domestic methamphetamine production. What has not been extensively examined is the broader context within which domestic methamphetamine production takes place. This study utilizes geographic location data on 14,448 seized methamphetamine laboratories to document the association between the presence of methamphetamine labs and economic factors, social factors, and crime. The study shows that laboratory seizures spiked upward immediately prior to the implementation of legislation restricting access to methamphetamine precursor drugs and declined immediately after the legislation was passed, remaining well below pre-regulation levels. However, more than a third of U.S. counties reported laboratory seizures after strict precursor regulations were in place, suggesting that while the problem of local methamphetamine lab production was diminished by precursor regulation, it was not eliminated. The study also examined factors most strongly associated with the seizure of methamphetamine laboratories at the county level. Economic instability was not a good predictor of the presence of methamphetamine labs, nor were spatial or geographic variables. In general, counties with higher lab seizure rates tended to have a predominantly White, English-speaking population with a substantial representation of evangelical churches. Methamphetamine laboratory counties also tended to have employment based on manufacturing, a larger farm population, single-female-headed households, a higher than average property crime rate, be more racially segregated, have a population that moved into the household within the past year, and have a higher percent of occupied housing. In sum, neither traditional measures of social disorganization nor measures of civic engagement consistently predict the presence of methamphetamine labs.</p>

Searching for Abstracts of Dissertations

You may also want to examine the abstracts to the dissertations of graduate students in *Dissertation Abstracts International*, which you can access from the Internet. For example, an online search of *ProQuest Dissertations & Theses* for 2014–2015 listed an entry shown in Figure 5.6 under the heading “American Novelists.”

You may cite the abstract in your paper, but inform your readers you are citing from the abstract, not the actual dissertation.

Figure 5.6 Example of an online search of *ProQuest Dissertations & Theses*. (1) Title of dissertation, (2) author, (3) affiliation, (4) number of pages, (5) publication number.

Native American Culture	
1	— Nanissáanah: The Symbols, Songs, and Sacraments of the Native American Ghost Dance.
2	— By Marshall G. Hawkins, PhD
3	— SOUTHWESTERN COLORADO UNIVERSITY, 2014,
4	— 213 pages
5	— AAT 56978-D

5e Searching for a Biography

When you want to examine the life of a person, you will find biographies in both books and articles and in print versions as well as electronic versions. The electronic book catalog will usually provide multiple sources if you enter the keywords “biography + index.”

show detail	Literary Biography
show detail	Index to Artistic Biography
show detail	Biography Index

Several electronic indexes, like InfoTrac and ProQuest, will provide you with abstracts to some biographies and even full-text biographies, such as these:

- Biography Reference Bank**
- Current Biography Illustrated**
- Wilson Biographies Plus Illustrated**

Other indexes, in print and online, also have value for finding biographies.

Biography Index

The *Biography Index* in its printed form has long been a starting point for studies of famous persons. It will lead you to biographical information for people of all lands. See Figure 5.7 for the information provided in a biography search.

Figure 5.7 From *Biography Index*.

Summit, Pat, 1952–2016, Women’s basketball coach

Summit, Pat. *Sum It Up: One Thousand and Ninety-Eight Victories, a Couple of Irrelevant Losses, and a Life in Perspective*. Crown, 2013.

Current Biography Yearbook

Current Biography Yearbook provides a biographical sketch of important people. Most articles are three to four pages in length, and they include references to other sources at the end. It is current, thorough, and international in scope.

Contemporary Authors

Contemporary Authors provides a biographical guide for current writers in fiction, nonfiction, poetry, journalism, drama, motion pictures, television, and a few other fields. It provides a thorough overview of most contemporary writers, giving a list of writings, biographical facts (including a current address and agent), sidelights, and, in many cases, an interview by the editors of the guide with the author. Most entries include a bibliography of additional sources about the writer.

Dictionary of Literary Biography

The Dictionary of Literary Biography provides profiles of thousands of writers in more than 100 volumes under such titles as these:

American Humorists, 1800–1950

Victorian Novelists after 1885

American Newspaper Journalists, 1926–1950

5f Searching for Articles in Newspaper Indexes

For more on newspapers on the Internet, see section 4f.

Electronic networks enable you to find newspaper articles from across the nation. Your library may have a newspaper search engine on its network, or you may need to go to the Internet to access newspapers.com. It will take you quickly to more than 800 newspapers, from the *Aspen Times* to the *Carbondale Valley Journal*. In most cases, online newspapers have their own internal search engine that enables you to

examine articles from the archives. See section 4f for a full discussion and image of a hometown newspaper. In addition, several indexes are helpful:

Christian Science Monitor Historic Archive

The New York Times Index

London Times Index

Wall Street Journal Index

5g Searching Special Subject Directories

Also important for developing a working bibliography are databases that feature articles on a common topic. For example, ProQuest provides archives of sources such as newspapers, periodicals, dissertations, and other aggregated databases. Content is accessed most commonly through library Internet gateways, with navigation through such search platforms as eLibrary, CultureGrams, or SIRS.

SOCIAL ISSUES RESOURCES SERIES (SIRS) *Social Issues Resources Series (SIRS)* collects articles on special topics and reprints them as one unit on a special subject, such as the influence of social media, prayer in schools, or pollution. With *SIRS*, you will have ten or twelve articles readily available. Figure 5.8 shows one of

Figure 5.8 An annotated bibliography from *The SIRS Researcher*.

“Bridging the Generational Gap in the Modern Workplace”

Morrison, Sarah

Emerging Issues in Management: An Anthology of Graduate Level Thought in 2014.

Ed. David R. Grimmatt. Clarksville, Tennessee: APSU CoB MSM Press, 2014.

August 2014; Lexile Score: 1270; 298 p. SIRS Researcher

Summary: With the availability and opportunities for taking college courses and earning degrees at an all-time high, more adults of all ages are entering and returning to school. This also means that different generations are entering the corporate workforce. Today most management teams are likely to include diverse and different age groups. While this can have its advantages, this disparity often causes friction, as it might be difficult for the older and younger employees to mesh based upon their generational differences. What are ways that managers can properly address these divergent issues? How can managers keep their team focused on the bigger picture rather than the differences between one another? By understanding what the different generations value, accommodating working styles, and communicating carefully, managers will be able to keep their teams working as a cohesive unit rather than as a group of individuals who focus only on their differences.

numerous sources on the topic of online privacy and social networking, as listed in *SIRS Researcher*.

THE CQ RESEARCHER *The CQ Researcher* will have categorized articles, like *SIRS*, devoted to one topic, such as “Energy and the Environment.” It will examine central issues on the topic, give background information, show a chronology of important events or processes, express an outlook, and provide an annotated bibliography. In one place you have material worthy of quotation and paraphrase as well as a list of additional sources.

HINT

For the correct citation forms to articles found on ProQuest or *The CQ Researcher*, consult the Works Cited samples in Chapter 14.

5h Searching for Government Documents

All branches of the government publish massive amounts of material. Many of these documents have great value for researchers, so investigate the following source if your topic is one that government agencies might have investigated:

GPOAccess is a site that will take you to the files of the Government Printing Office. The database list includes *Congressional Bills*, *Congressional Record*, *Economic Indicators*, *Public Laws*, the U.S. Constitution, and much more. Following is a Works Cited entry for a report from *GPOAccess*, a catalog of U.S. government publication:

United States, Congress, House, House Committee on Agriculture. *Resilient Federal Forests Act of 2015*. Government Printing Office, 2015. 114th Congress, 2nd session, House Resolution 2647.

Other works that provide valuable information on matters of the government are:

Catalog of U.S. Government Publications. The printed version of GPO. *Public Affairs Information Service Bulletin (PAIS)*, online and in print. This work indexes articles and documents published by miscellaneous organizations. It is a good place to start because of its excellent index.

Congressional Record, online and in print. This daily publication features Senate and House bills, documents, and committee reports.

Public Papers of the Presidents of the United States, online and in print. This work is a publication of the Executive Branch, which includes not only the president but also all members of the cabinet and various agencies.

Works Cited entries for government documents, see Chapter 14.

5i Searching for Essays within Books

Some essays get lost in collections and anthologies. You can find essays listed by subject on this database at your library:

Essay and General Literature Index

This reference work helps you find essays hidden in anthologies. It indexes material of both a biographical and a critical nature:

King, Martin Luther, 1929–1968

Raboteau, A. J. Martin Luther King and the tradition of black religious protest. (*In Religion and the life of the nation*; ed. by R. A. Sherrill, p. 46–65).

Your electronic book catalog will give you the call number to Sherrill's book.

Checklist

The Library Search

When you start your research on a topic, you will need to switch between the computer terminals, the library stacks of books and periodicals, and the printed bibliographies and indexes, according to the resources in your library. Start, perhaps, with the sources on this list.

To find books:

Electronic book catalog with keyword

Online with keywords "bibliographies + [your discipline]"

To find periodical articles:

An electronic database with a keyword

Online with keywords "indexes + [your discipline]"

The Wilson indexes

To find an abstract:

Online with keywords "abstracts + [your discipline]"

To find biographies in books and periodicals:

Online with keywords "biography + indexes"

Biography Index, online or in print

To find newspaper articles:

Internet at www.newspapers.com

Electronic database under keyword "newspapers"

To find pamphlet files:

Online with the library's network to *SIRS* and *The CQ Researcher*

To find government documents:

Internet access to *GPOAccess*

To find essays within books:

Essay and General Literature Index, online or in print

Charting Your Research Project

1. If you have not already done so with an orientation group, take the time to stroll through your library. Identify its various sections, special features, and the types of information available there.
2. At the library, sit down at one of the computer terminals and investigate its options. Make up a topic for the moment and search for books or articles at the terminal. Try to find an abstract or a full-text article and then print it.
3. Go to the reference desk and ask the librarian for a specialized bibliography on your topic—that is, say something like this: “Do you have a specialized bibliography on global warming?”
4. To test the resources of the library, go in search of information about the day you were born. Do not limit yourself to major events of the day; go also in search of hometown news. Look at the advertisements to see what people were wearing and what things cost back then.

Chapter 6

Conducting Field Research



Goals and Outcomes

Each discipline has different expectations in its methods of inquiry and presentation. This chapter provides a variety of field research techniques:

- 6a** Conduct field research by interviewing knowledgeable people, writing letters and e-mails, reading personal papers, and attending public addresses.
- 6b** Conduct field research by investigating local, state, and federal government documents.
- 6c** Conduct field research by examining audiovisual materials, television, and radio sources.
- 6d** Develop a survey questionnaire to conduct field research.
- 6e** Use experiments, tests, and observations to research a topic.

The human species is distinguished by its ability to examine the world systematically and to create pioneers for the millennium, such as computer technicians, microsurgions, and nuclear engineers. Through field research you may become one of them.

Field research refers, in general, to any studies conducted outside the library, such as digging at an archeology site, measuring a sinkhole fault, observing student behavior at a parking lot, or surveying a selected group with a questionnaire. This type of work may provide valuable information, and you should consider it as a worthy ingredient in your research plans. Therefore, converse with people by letter or e-mail, and if time permits it, conduct personal one-on-one interviews or use a questionnaire. Watch television specials, visit the courthouse archives, and conduct research by observation under the guidance of an instructor (see section 6e).

Set up your field research in an objective manner in order to control subjective feelings. Although you may have strong personal feelings about your topic, look

objectively for viable evidence. All writers get deeply involved in their subject, but they must couple that involvement with the skill of detachment. What are the facts? What conclusions do they support? Conduct the test, get results, and then discuss their implications.

6a Investigating Local Sources

Interviewing Knowledgeable People

Talk to people who have experience with your subject. Personal interviews can elicit valuable in-depth information. Interviews provide information that few others will have. Look to organizations for knowledgeable experts. For example, if writing on folklore, you might contact the county historian, a senior citizens' organization, or the local historical society. If necessary, post a notice soliciting help: "I am writing a study of local folklore. Wanted: People who have a knowledge of regional tales." Another way to accomplish this task is to join an e-mail discussion group to invite commentary from a group interested in the same topic (see section 2b for more details). Try using the discussion board if yours is an online class. For accuracy, save files or record the interview (with permission of the person interviewed, of course). When finished, make a bibliography entry just as you would for a book:

Sedaris, Pamela. "Re: T.S. Eliot Notes." Received by Jonathon
J. Winters, 30 Mar. 2017.

Note: For a paper written in APA style, you should document an e-mail interview in the text only, not in the references. To maintain the anonymity of the source, write this in-text citation: (Anonymous interview, April 6, 2016). The APA style requires that you omit from the References items that are not retrievable, such as e-mail messages, interviews, personal letters, memos, or private papers.

In addition to the checklist of guidelines listed in section 6d, you need to remember several vital matters. First, be prepared for interviews, which means that you know your interviewee's professional background and that you have a set of pertinent questions, with followups. Second, keep your focus on the principal issue. Subjects may want to wander toward tangential ideas, so you need to bring them back to the central subject with an appropriate question. Third, maintain an ethical demeanor that honors with accuracy the statements of the subject.

Student Riley Wilson decided to research the role of online dating, matching services, and chat rooms after her former roommate became engaged after meeting her future husband online. She decided to request a real-time interview. Following are her preplanned questions and the brief responses from her friend Belinda and Belinda's fiancé Bryce, who is a graduate student at Maynooth University in Kildare, Ireland.

1. **When did you first meet online?** Answer: *October of 2014.*
2. **What prompted you to try an online dating service?** Answer: *Actually we met in a chat room, became friends, and met in person later.*
3. **Who initiated the first contact?** Answer: *Bryce initiated the first online chat.*
4. **How long into the relationship did you correspond by e-mail before one of you gave an address and/or phone number?** Answer: *We chatted and corresponded by e-mail for about one month before Belinda shared her phone number.*
5. **How long into the relationship did you go before sharing photographs?** Answer: *Really no time at all—we both had pictures posted with our profiles.*
6. **Who initiated the first meeting in person? Where did you meet? How long were you into the relationship before you met in person?** Answer: *Belinda was traveling to see her grandmother in Dublin for Christmas, so that is how she initially found Bryce in the chat room. It was Belinda who invited Bryce to drive from his home in Kildare, Ireland, to meet her in Dublin.*
7. **Did you feel that online romance enabled you to prearrange things and protect your privacy before meeting in person?** Answer: *Yes, we were both apprehensive and cautious, but we found a connection with both of us majoring in psychology. We kept coming back to each other, online, until we knew the other well enough to trust in the relationship. Once we exchanged phone numbers and finally met, the romance blossomed quickly.*
8. **Has the difference in nationalities been a problem?** Answer: *Yes, but only in relation to sorting out immigration matters. Of course Belinda's parents were concerned when she decided to continue a relationship with a vast expanse of distance between the two of us.*
9. **Would you recommend online dating, chat rooms, or other matchmaking services to others?** Answer: *We were very lucky. All that I was seeking was information about Irish customs and Yuletide traditions for a visit to see my grandmother, and I wound up with a fiancé in the end. Under the right circumstances, online chatting and dating can be successful.*

Writing Letters and Corresponding by E-mail

Correspondence provides a written record of research. As you would in an interview, ask pointed questions so correspondents respond directly to your central issues. Tell the person who you are, what you are attempting to do, and why you have chosen to write to this particular person or set of persons. If germane, explain why you have chosen this topic and what qualifies you to write about it.

Make your message a fairly specific request for a minimum amount of information. It should not require an expansive reply. If you use a quotation from the reply, provide a bibliography entry on the Works Cited page:

Casasola, Evelyn. Principal of Parkview Elementary School, Topeka, KS. "Re: Elementary Ed. Survey." Received by Edette Ogburu, 5 Apr. 2017.

Research Tip

Creating a Summary from Notes

The summary note describes the source material with quick, concise writing that pinpoints key facts and data. If its information is needed, you can rewrite it later in a clear, appropriate prose style, and if necessary, return to the source for revision. Use summary notes to preserve statistics, recall an interesting position, or record material. The following summary condenses the answers from the interview questions used by Riley Wilson into a quick synopsis:

Research uncovered a match that resulted in a committed relationship. The two subjects, Belinda and Bryce, were interviewed on the matter of online romance. Following is a brief summary of the interview. The couple met online in October 2014 in a chat room, not on an

online dating site. Bryce initiated the first contact, and they chatted for about one month before Belinda initiated an exchange of phone numbers and addresses. Belinda also initiated the first meeting in person after two months, inviting Bryce to drive to Dublin from Kildare, Ireland, while Belinda was visiting her grandmother during the Christmas holidays. Despite the distance, less than one year after meeting in a chat room, the couple became engaged.

Reading Personal Papers

Search out letters, diaries, manuscripts, family histories, and other personal materials that might contribute to your study. The city library may house private collections, and the city librarian can usually help you contact the county historian and other private citizens who have important documents. Obviously, handling private papers must be done with the utmost decorum and care. Again, make a bibliography entry for such materials:

Anderson, Candice. "Collected Notes from the Robert Penn Warren Museum." 4 Mar. 2017, Robert Penn Warren Birthplace Museum, Guthrie, KY. Manuscript.

Attending Lectures and Public Addresses

Watch bulletin boards and the newspaper for featured speakers who might lecture at a local museum, library, or visit your campus. When you attend a lecture, take careful notes and, if it is available, request a copy of the lecture or speech. Remember, too, that many lectures, reproduced on video, will be available in the library or in departmental files. Always make a bibliography entry for any words or ideas you use.

Petty-Rathbone, Virginia. "Edgar Allan Poe and the Image of Ulalume."

Heard Library, 25 Jan. 2017, Vanderbilt U, Nashville.

6b Investigating Government Documents

Local Government

Visit the courthouse or county clerk's office, where you can find facts on elections, censuses, marriages, births, and deaths. These archives include wills, tax rolls, military assignments, deeds to property, and much more.

State Government

Contact by phone or online a state office that relates to your research, such as Consumer Affairs (general information), the Public Service Commission (which regulates public utilities), or the Department of Human Services (which administers social and welfare services). The agencies may vary by name in your state. Remember, too, that the state will have an archival storehouse whose records are available for public review.

Federal Government

The Government Printing Office (GPO) provides free access to a wealth of information produced by the federal government. Begin searching these resources at www.gpo.gov/. In addition, you can gain access to the National Archives Building in Washington, DC, or to one of the regional branches in Atlanta, Boston, Chicago, Denver, Fort Worth, Kansas City, Los Angeles, New York, Philadelphia, and Seattle. Their archives contain court records and government documents, which you can review in two books: *Guide to the National Archives of the United States* and *Select List of Publications of the National Archives and Record Service* (see www.archives.gov). You can view some documents on microfilm if you consult

Figure 6.1 “Charters of Freedom” from the National Archives.



the *Catalog of National Archives Microfilm Publications*. One researcher, for example, found the information shown in Figure 6.1 while looking for information on the Articles of Confederation.

The researcher also made a bibliography entry to record the source of this information.

The Charters of Freedom. “The First Constitution—The Articles of Confederation.” 12 Apr. 2017, www.archives.gov/exhibits/charters/charters_of_freedom_4.html.

6c Examining Audiovisual Materials, Television, and Radio

Important data can be found in audiovisual materials: films, filmstrips, music, CDs, slides, audio cassettes, video cassettes, and DVDs. You will find these sources both on and off campus. Consult such guides as *Educators Guide* (film, filmstrips, and tapes), *Media Review Digest* (nonprint materials), *Video Source Book* (video catalog), *The Film File*, and *International Index to Recorded Poetry*. Television, with its many educational channels, such as The History Channel, offers invaluable data. With a

DVR or VCR, you can record a program for detailed examination. Again, write bibliography entries for any materials that contribute to your paper:

Martinez, Michael, and Greg Bothelho. "Driving California's Inferno Freeway." Cable News Network. 26 Dec. 2015.

Checklist

Using Media Sources

- Watch closely the opening and closing credits to capture the necessary data for your Works Cited entry. The format is explained on in section 14h.
- Your citations may refer to a performer, director, or narrator, depending on the focus of your study.
- As with live interviews, be scrupulously accurate in taking notes. Try to write with direct quotations because paraphrases of television commentary can unintentionally be distorted and colored by bias.
- Consult online documentaries and other resources such as those found at PBS.org, the Discovery Channel, or National Geographic TV.
- Plan carefully the review of a media presentation, even to the point of preparing a list of questions or a set of criteria to help with your judgment.

6d Conducting a Survey with a Questionnaire

Commonly used in psychology research to collect self-report data from study participants, a survey may focus on factual information about individuals, or it might aim to collect the opinions of the survey takers. A survey can be administered in a couple of different ways. In one method, known as a structured interview, the researcher asks each participant the questions. In the other method, known as a questionnaire, the participant fills out the survey on his or her own.

Surveys are generally standardized to ensure that they have reliability and validity. Consistency is also important so that the results can be generalized regarding the larger population. To achieve meaningful results, you must survey a random sample—that is, each one must represent a specific section of the population in terms of age, sex, race, education, income, residence, or other factors. Various degrees of bias can creep into the questionnaire unless you remain objective. Thus, use the formal survey only when you are experienced with tests and measurements as well as with statistical analysis or when you have an instructor who will help you with the instrument.

Online surveys have become an essential tool for a variety of research fields, including social and official statistics inquiries. Internet surveys offer capabilities beyond those available for any other type of self-administered questionnaire. Because the entire data collection period is significantly shortened, online surveys can collect and process data in a timely manner. Moreover, questions with long lists of answer choices can be used to provide immediate coding of answers to certain questions that are usually asked in an open-ended fashion in paper questionnaires. Popular online survey sites include Zoomerang, SurveyMonkey, KwikSurveys, and QuestionPro, among others. Since online surveys can be tailored to the situation, ease of use is enhanced for respondents as well as the compiler of the information. Provide a Works Cited entry for your survey information:

Checklist

Interviews, Letters, Private Papers, Courthouse Documents

- Set up appointments in advance.
- Consult with experienced persons. If possible, talk to several people in order to weigh their different opinions. Telephone and e-mail interviews are acceptable.
- Be courteous and on time for interviews.
- Be prepared in advance with a set of focused, pertinent questions for initiating and conducting the interview.
- Handle private and public papers with great care.
- For accuracy, record the interview with a digital recorder (with permission of the person interviewed, of course).
- Double-check direct quotations with the interviewee or the tape.
- Get permission before citing a person by name or quoting his or her exact words.
- Send helpful people a copy of your report, along with a thank you note.

Sanderson, Micah. "Study and Class Time vs. Leisure Time." Survey. Emporia State U, Emporia, KS, 11 Feb. 2017. www.emporia.edu/survey/studyclass/leisure/html.

Be advised that most schools have a Human Subjects Committee that sets guidelines, draws up consent forms, and requires anonymity of participants for information gathering that might be intrusive. An informal survey gathered in

the hallways of campus buildings lacks credibility in the research paper. If you build a table or graph from the results, see “Using Visuals Effectively in a Research Essay,” for examples and instructions. Label your survey in the Works Cited entry:

Castor, Diego, and Carmen Aramide. “Child Care Arrangements of Parents Who Attend College.” Questionnaire. North Idaho College, Coeur d’Alene, ID, 21 Oct. 2016.

Unlike interview questions (see section 6a), which are meant to elicit a response from one person or a couple, questionnaires are designed for multiple responses from many people, from twenty-five to thirty up to several thousand. Design them for ease of tabulation with results you can arrange in graphs and charts.

Central to developing an effective survey or questionnaire is to **keep the language simple and direct**. Talk to people on their level by avoiding grammatical weaknesses, complicated vocabulary, and technical jargon. Remember that people are taking time from their busy schedules to complete your survey. Consider the following question:

How likely would you be to enroll in an online class?

This question could be made better simply by providing a few extra details. For example:

With the challenge of balancing personal commitments, higher tuition, and course shortages, many students have turned to online courses to work toward degree completion. As an alternative to a face-to-face education, how likely might you be to enroll in an online course?

If you do not explain what you are talking about, you risk respondents answering the question randomly, getting frustrated, or, even worse, quitting your survey.

Avoid bias in your survey questions, because it violates a survey’s objectivity. Consider the one-sided direction of the following question:

Because online courses are better than a face-to-face education, how likely might you be to enroll in an online course?

This biased question will likely pressure respondents into answering more favorably than they actually may feel about online courses. Consider the following alternative:

What is one advantage that might occur with an online course when compared to the in-class experience?

Even with this change, however, the question is still slightly biased toward positive responses. It is best if you can avoid inserting your own opinions into the question altogether, as these opinions will bias the answers. Also consult the Checklist for “Conducting a Survey,” section 6e.

6e Conducting Experiments, Tests, and Observation

Empirical research, usually performed in a laboratory, can determine why and how things exist, function, or interact. Your paper will explain your methods and findings in pursuit of a hypothesis (your thesis). An experiment thereby becomes primary evidence for your paper.

Observation is field research that occurs outside the lab—“in the field”—which might be a child care center, a movie theater, a parking lot, or the counter of a fast-food restaurant. The field is anywhere you can observe, count, and record behavior, patterns, or systems. It might also include observing and testing the water in a stream, the growth of certain wildflowers, or the nesting patterns of deer.

Most experiments and observations begin with a *hypothesis*, which is similar to a thesis statement (see section 2f). The hypothesis is a statement assumed to be true for the purpose of investigation. *Hummingbirds live as extended families governed by a patriarch* is a hypothesis needing data to prove its validity. *The majority of people will not correct the poor grammar of a speaker* is a hypothesis that needs testing and observation to prove its validity.

However, you can begin observation without a hypothesis and let the results lead you to conclusions. Assignment 1 at the end of this chapter asks you to conduct a double-entry observation for one week and to write a short reflection about what you learned by keeping the field notes. This could be your introduction to field research.

Checklist

Conducting a Survey

- Keep the questionnaire short, clear, and focused on your topic.
- Write unbiased questions. Let your professor review the instrument before using it.
- Administer the survey to members of a specific peer or cohort group. For example, select a mixture of students in a cross section of all of your courses for a survey about online classes and online course experiences.
- Design a quick response to a scale (Choose A, B, or C), to a ranking (first choice, second choice, and so on), or to fill in the blanks.
- Arrange for an easy return of the questionnaire through e-mail, drop box, or by providing a self-addressed stamped envelope.
- Retain e-mail responses until the project is complete.
- Tabulate the results objectively. Even negative results that deny your hypothesis have value.
- Provide a sample questionnaire and your tabulations in an appendix to your paper.

Checklist

Conducting an Experiment or Observation

- Express a clear hypothesis.
- Select the proper design for the study—lab experiment, observation, or the collection of raw data in the field.
- Include a review of the literature, if appropriate.
- Keep careful records and accurate data.
- Don't let your expectations influence the results.
- Maintain respect for human and animal subjects. In that regard, you may find it necessary to get approval for your research from a governing board. Read your college's rules and regulations on research that requires the use of humans and animals.

Generally, a report on an experiment or observation follows an expected format featuring four distinct parts: introduction, method, results, discussion. Understanding these elements will help you design your survey. Consult section 15e, "Formatting an APA Paper," for detailed guidelines for a report of empirical research or a theoretical paper.

Charting Your Research Project

1. Select an event or object from nature to observe daily for one week. Record field notes in a double-entry format by using the left side of the page to record and the right

side of the page to comment and reflect on what you have observed. Afterward, write a brief paragraph discussing your findings.

Record:

Day 1

10-minute session at window, three hummingbirds fighting over the feeder

Day 2

10-minute session at window, saw eight single hummingbirds and one guarding feeder by chasing others away

Response:

Is the male chasing away the female, or is the female the aggressor?

I did some research, and the red-throated male is the one that's aggressive.

2. Look carefully at your subject to determine if research outside the library will be helpful for your project. If so, what kind of research: correspondence? local records? the news media? a questionnaire? an observation or experiment?
3. Work closely with your instructor to design an instrument that will affect your research

and your findings. In fact, most instructors will want to examine any questionnaire that you will submit to others and will want to approve the design of your experiment or observation.

4. Follow university guidelines on testing with humans and animals.

Chapter 7

Understanding and Avoiding Plagiarism



Goals and Outcomes

Intellectual property has value; hence, there are ethical standards for writing in an academic environment. The purpose of this chapter is to define and explore the ethics of research writing:

- 7a** Integrate sources using signals that enhance your credibility as a researcher and writer.
- 7b** Establish a context for any biased or questionable sources you use.
- 7c** Understand how copyright law applies to your sources and your writing.
- 7d** Avoid plagiarism by correctly borrowing from and documenting sources and by using information that is common knowledge.
- 7e** Share credit and honor it in collaborative projects.
- 7f** Credit sources in your online classrooms and communications.
- 7g** Understand how copyright law affects publishing your material online.

You probably know that buying a research paper online and turning it in as your own work is plagiarism of the worst kind. But what really is plagiarism and what is it not? Are you comfortable that you understand when to document (cite) sources and when it is okay not to? Do you know what criteria to apply when you need to decide if a particular piece of information needs to be documented in your paper? Most students who encounter plagiarism problems in college courses do so because they lack a clear understanding of the ethical and community standards for researched writing in an academic environment; they often give examples of the worst and best of citations.

Plagiarism is defined as the act of claiming the words or ideas of another person as your own. Plagiarism is a serious violation of the ethical standards of academic writing, and most colleges and universities have strict penalties, including academic probation or expulsion, for students who are guilty of plagiarism. Most schools publish an official code of student conduct (sometimes called an academic integrity policy), and you should be familiar with these guidelines and how they apply to your research and writing.

Students who knowingly copy whole passages from outside sources into their work without documentation are committing the most blatant form of plagiarism. **Unintentional plagiarism**, however, is still a violation of academic integrity. Unacknowledged use of another person's sentences, phrases, or terminology is plagiarism, so provide a citation and use quotation marks to show exactly where you are drawing on others' work. Similarly, unacknowledged use of another person's ideas, research, or approach is also plagiarism, so write careful paraphrases. Review the checklist in section 1c for guidelines to help avoid unintentional plagiarism.

7a Using Sources to Enhance Your Credibility

Research is something you need to share, not hide. What some students fail to realize is that citing a source in their papers, even the short ones, signals something special and positive to your readers—that you have researched the topic, explored the literature about it, and have the talent to share it. Research writing exercises your critical thinking and your ability to collect ideas. You will discuss not only the subject matter, such as the degradation of prairie soil resources, but also the *literature* of the topic, such as articles from the Internet and current periodicals found in your library's databases. By announcing clearly the name of a source, you reveal the scope of your reading and thus your credibility, as in this student's notes:

According to Mathers and Rodríguez, soil erosion reduces soil productivity through losses of nutrients, water storage capacity, and organic matter.

Dumanski and others report that the estimated annual costs of erosion across the Great Plains "lie in the range of 155–177 million dollars in the case of water and between 213–271 million dollars in the case of wind" (208).

"A new water era has begun," declares Postel (24). She indicates that the great prairies of the world will dry up, including America's. When Americans notice the drought, perhaps something will happen.

These notes, if transferred into the paper, will enable readers to identify the sources used. The notes give clear evidence of the writer's investigation into the subject, and they enhance the student's image as a researcher. You will get credit for displaying the sources properly. The opposite, plagiarism, presents the information as though it were your own:

The great prairies of the world will soon dry up, and that includes America's, so a new water era has begun.

That sentence borrows too much. If in doubt, cite the source and place it within its proper context.

7b Placing Your Work in Its Proper Context

Your sources will reflect all kinds of special interests, even biases, so you need to position them within your paper as reliable sources. If you must use a biased or questionable source, tell your readers up front. For example, if you are writing about the dangers of cigarette smoke, you will find different opinions in a farmer's magazine, a health and fitness magazine, and a trade journal sponsored by a tobacco company. You owe it to your readers to scrutinize Internet sites closely and examine printed articles for:

- Special interests that might color the report
- Lack of credentials
- An unsponsored website
- Opinionated speculation, especially that found on blogs and in chat rooms
- Trade magazines that promote special interests
- Extremely liberal or extremely conservative positions

Following is an example from one student who was researching articles on the environmental factors and concerns with "fracking," a practice used to extract underground resources. Included with her use of an article from an online environmental journal is a concise definition of the term.

In the operations of hydraulic fracturing, or "fracking," millions of gallons of water, sand, and chemicals are pumped underground to break apart the rock to release the natural gas that is trapped in rocks as deep as 10,000 feet underground. Heartbeat Earth, which describes itself as an environmental journal, addressed many of these concerns in its recent article "Too 'Fracking' Close for

Comfort." In the exposé Carol Loneelk states that "frack-happy prospectors in the state of Oklahoma are fracturing the very ground beneath our feet." She goes on to say that "In the past, we might have two earthquakes each year. While they are not directly on reservation land, their actions have caused fissures underground that now trigger at least two and sometimes three earthquakes each day."

Not only does the student define the term, she supports her thesis on the dangers of hydraulic fracturing by announcing clearly the name of the source, mentioning the author by name, and citing relevant information from the article.

7c Understanding Copyright

The principle behind copyright law is relatively simple. Copyright begins at the time a creative work is recorded in some tangible form—a written document, a drawing, a video recording. It does not depend on a legal registration with the copyright office in Washington, DC, although published works *are* usually registered. Thus, the moment you express yourself creatively on paper, in song, on a canvas, that expression is your intellectual property. You have a vested interest in any profits made from the distribution of the work. For that reason, songwriters, cartoonists, fiction writers, and other artists guard their work and do not want it disseminated without compensation.

Copyright law in the social networking context remains in flux because of rapid advancements and changes in online technology. The recent attempt to prevent the downloading of music onto private computers is a demonstration of this concern. The ease with which Internet users are able to distribute copyrighted information has dramatically increased the prevalence of copyright infringement. However, it is important for the student researcher to distinguish his or her classroom efforts from profit-generating websites.

Scholarly writing is not a profitmaking profession, but the writers certainly deserve recognition. We can give that recognition by providing in-text citations and bibliography entries. As a student, you may use copyrighted material in your research paper under a doctrine of *fair use* as described in the U.S. Code, which says:

The fair use of a copyrighted work . . . for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research is not an infringement of copyright.

Thus, as long as you borrow for educational purposes, such as a paper to be read by your instructor, you should not be concerned. Just give the source the proper recognition and documentation, as explained next in section 7d. However, if you decide to *publish* your research paper on a website, then new considerations come into play (see section 7g, "Seeking Permission to Publish Material on Your Website").

7d Avoiding Plagiarism

There are a number of steps you can take to avoid plagiarizing. First, develop personal notes full of your own ideas on a topic. Discover how you feel about the issue. Then, rather than copy sources one after another onto your pages of text, try to express your own ideas while synthesizing the ideas of the authorities by using summary, paraphrase, or direct quotation, which are explained fully in sections 9a to 9f. Rethink and reconsider ideas gathered during your reading, make meaningful connections, and, when you refer to the ideas or exact words of a source—as you inevitably will—give the other writer full credit.

To repeat, *plagiarism* is offering the words or ideas of another person as one's own. Major violations, which can bring failure in the course or expulsion from school, are:

- The use of another student's work
- The purchase of a "canned" research paper
- Copying whole passages into a paper without documentation
- Copying a key, well-worded phrase into a paper without documentation
- Putting specific ideas of others into your own words without documentation
- Inadequate or missing citation
- Missing quotation marks
- Incomplete or missing Works Cited entry

Whether deliberate or not, these instances all constitute forms of plagiarism.

Unintentional plagiarism is often a result of carelessness. For example:

- The writer fails to enclose quoted material within quotation marks, yet he or she provides an in-text citation with name and page number.
- The writer's paraphrase never quite becomes paraphrase—too much of the original is left intact—but he or she provides a full citation to name and page.

Research Tip

Documenting Borrowed Ideas and Words

As an academic writer, you must document fully any borrowed ideas and words. The academic citation—name, page number, and Works Cited entry—establishes two things beyond your reliability and credibility:

1. A clear trail for other researchers to follow if they also want to consult the source.

2. Information for other researchers who might need to replicate (*reproduce*) the project.

Vanessa Stillman states "a young teacher's ability to think about the future, to touch the future, and to develop life-long

learners will eliminate first year jitters, worries, and pessimism."

That is it—no page number and no reference to the title of the journal article. As a researcher, you must provide specific information so a reader could go in search of the full essay by Stillman. Following is a more complete use of source information:

Vanessa Stillman in her essay "Lessons for Future Educators"

says "a young teacher's ability to think about the future, to touch the future, and to develop life-long learners will eliminate first year jitters, worries, and pessimism" (34).

When you provide an academic citation, you have made it clear *whom* you have read, *how* you used it in your paper, and *where* others can find it.

Checklist

Documenting Your Sources

- Let the reader know when you begin borrowing from a source by introducing the quotation or paraphrase with the name of the authority.
- Enclose within quotation marks all quoted materials—both key phrases and sentences.
- Use an indented block for quotations of four lines or more.
- Make certain that paraphrased material has been rewritten in your own style and language. The simple rearrangement of sentence patterns is unacceptable.
- Provide specific in-text documentation for each borrowed item, but keep in mind that styles differ for MLA, APA, CSE, and CMS standards.
- Provide a bibliography entry in the Works Cited for every source cited in the paper, including sources that appear only in content footnotes or an appendix.

In these situations, instructors must step in and help the beginning researcher, for although these cases are not flagrant instances of plagiarism, they can mar an otherwise fine piece of research.

Common Knowledge

You do not need to document information that is considered “common knowledge.” But how do you know what is or is not common knowledge? Use the

following criteria to determine whether or not a particular piece of information can be considered common knowledge.

1. **Local knowledge.** You and your reader might share local or regional knowledge on a subject. For example, if you attend Northern Illinois University, you need not cite the fact that Illinois is known as the Land of Lincoln, that Chicago is its largest city, or that Springfield is the capital city. Information of this sort requires *no* in-text citation, as shown in the following example.

The flat rolling hills of Illinois form part of the great Midwestern Corn Belt. It stretches from its border with Wisconsin in the north to the Kentucky border in the south. Its political center is Springfield in the center of the state, but its industrial and commercial center is Chicago, that great boisterous city camped on the shores of Lake Michigan.

However, most writers would probably want to document the following passage:

Early Indian tribes on the plains called themselves *Illiniwek* (which meant strong men), and French settlers pronounced the name *Illinois* (Angle 44).

2. **Shared experiences.** Coursework and lectures will give you and members of your class a similar perspective on the subject. For example, students in a literary class studying African American writers would share common information, so the student might write, without documentation, something like this:

Langston Hughes, an important poet in the 1920s and 1930s, became a leader of the Harlem Renaissance, and like so many writers, he took great pride in his African American heritage. He was not afraid to use the vernacular black dialect, and I would say that he is one of the fathers of today's rap music.

If the student shifts to nongeneral information, then a citation is in order:

Hughes has been described by Gerald Early as the major artistic link between the revolutionary poet Paul Lawrence Dunbar and the radical poet Amiri Baraka (246).

3. **Common Facts.** Common factual information that one might find in an almanac, fact book, or dictionary need not be cited. Here is an example:

As an American "Founding Father," John Adams was a statesman, diplomat, and leading advocate of American

independence from Great Britain. A lawyer and public figure in Boston, Adams was as a delegate from Massachusetts to the Continental Congress. He assisted Thomas Jefferson in drafting the Declaration of Independence in 1776 and served as its primary advocate in the Congress.

The preceding passage needs no documentation; however, when specific incidents are added, the more likely will be the need for documentation. Of course, you should provide a citation for analysis that goes beyond common facts.

Checklist

Common Knowledge That Does Not Need to Be Documented

- Do not document the source if an intelligent person would and should know the information, given the context of both writer and audience.
- Do not document terminology and information from a classroom environment that have become common knowledge to all members of the class.
- Do not document the source if you knew the information without reading it in an article or book.
- Do not document almanac-type information, such as date, place of birth, occupation, and so on.
- Do not document information that has become general knowledge by being reported repeatedly in many different sources (i.e., Michael Jordan holds several National Basketball Association [NBA] scoring records).

The achievements of John Adams have received greater recognition in modern times, though his contributions were not initially as celebrated as those of the other Founding Fathers

(Hixson 86).

Correctly Borrowing from a Source

The next examples in MLA style demonstrate the differences between accurate use of a source and the dark shades of plagiarism. First is the original reference material; it is followed by the student versions that use the passage, along with discussions of their failures and merits.

Original Material:

Cyber attacks are the new normal. It seems each week a news outlet reports yet another high-profile data breach affecting businesses and consumers. Even so, many companies fail to realize the severity of the threat. In fact, a recent report from the Federation of European Risk Management Associations (FERMA) reveals that, surprisingly, only 16% of companies have designated a chief information security officer to oversee cyber-risk and privacy, and less than half have a strategy for communicating a cyber-risk incident to the public. The report, “Meeting the Cyber Risk Challenge,” reveals another disturbing statistic: Companies are failing to purchase coverage for a cyber-attack. Only 19% of respondents claimed they have purchased security and privacy insurance designed to cover exposures associated with information security and privacy issues. But preparing is about more than just insurance.

—Holbrook, Emily. “Cyber What?” *Risk Management*, 27 Feb. 2013, www.rmmagazine.com/2013/02/27/cyber-what/.

STUDENT VERSION A A case of rank plagiarism that is ethically and morally wrong:

A report from the Federation of European Risk Management Associations (FERMA) reveals that, surprisingly, only 16% of companies have designated a chief information security officer to oversee cyber-risk and privacy, and less than half have a strategy for communicating a cyber-risk incident to the public. The report, “Meeting the Cyber Risk Challenge,” reveals another disturbing statistic: Companies are failing to purchase coverage for a cyber-attack. Only 19% of respondents claimed they have purchased security and privacy insurance designed to cover exposures associated with information security and privacy issues. But preparing is about more than just insurance.

This passage reads well, and the unsuspecting reader will probably think so as well. However, the writer has borrowed almost the whole passage from Holbrook, so it is plagiarism of the first order. The writer implies to the reader that these sentences are an original creation when, in fact, the sentences are actually stolen from a source.

STUDENT VERSION B Plagiarism that steals the ideas directly from a source:

Cyber attacks have become a normal occurrence in our society as data breaches affecting businesses and consumers occur each week. Far too few companies have a chief information security officer

to oversee cyber-risk and privacy; moreover, most have no plan or strategy for communicating a cyber-risk incident to the public.

This version borrows extensively from the original with paraphrasing and reworking key phrases and clauses. The writer has stolen the main ideas of the original without credit of any sort. The words might belong to the student writer, but the ideas belong to Holbrook.

STUDENT VERSION C Plagiarism that paraphrases improperly and offers a vague citation:

As reported by multiple news outlets, cyber attacks in which a data breach affects businesses and consumers have become commonplace in modern society. Few companies realize the severity of the threat. Most companies do not have a designated chief information security officer to oversee cyber-risk and privacy, nor do they have a strategy for communicating a cyber-risk incident to the public (Holbrook 45).

This version is somewhat better. It provides a reference to Holbrook, but readers cannot know that the paraphrase contains far too much of Holbrook's language—words that should be enclosed within quotation marks. Also, the citation to Holbrook is ambiguous; when does the borrowing begin? The next version handles these matters in a better fashion.

STUDENT VERSION D An acceptable version with a proper citation to a block quotation:

According to Emily Holbrook, “each week news outlets report yet another high-profile data breach affecting businesses and consumers” (45). Sadly, cyber attacks have become the norm in the new millennium:

A recent report from the Federation of European Risk Management Associations (FERMA) reveals that, surprisingly, only 16% of companies have designated a chief information security officer to oversee cyber-risk and privacy, and less than half have a strategy for communicating a cyber-risk incident to the public. (Holbrook 45)

This version represents a satisfactory handling of the source material. The source is acknowledged at the outset of the borrowing, the passage has been quoted as

a block of material, and a page citation closes the material. Let us suppose, however, that the writer does not want to quote an entire passage. The following example shows a version that uses a direct quotation.

STUDENT VERSION E An acceptable version with a citation to the source:

Cyber-risk attacks have become the norm in the new millennium. According to Emily Holbrook, editor of *Risk Management* magazine, “Companies are failing to purchase coverage for a cyber-attack. Only 19% of respondents claimed they have purchased security and privacy insurance designed to cover exposures associated with information security and privacy issues” (45).

This version also represents a satisfactory handling of the source material. In this case, a direct quotation is employed, the author and the authority are acknowledged and credited, and an introduction presented in the student’s own language precedes Holbrook’s ideas.

7e Sharing Credit in Collaborative Projects

Joint authorship is seldom a problem in collaborative writing, especially if each member of the project understands his or her role. Normally, all members of the team receive equal credit. However, it might serve you well to predetermine certain issues with your peer group and the instructor:

- How will the project be judged and grades awarded?
- Will all members receive the same grade?
- Can a nonperformer be dismissed from the group?
- Should each member write a section of the work and everybody edit the whole?
- Should certain members write the draft and other members edit and publish it to the Web?
- Can the group work together via e-mail rather than meeting frequently for group sessions?

Resolving such issues at the beginning of a project can go a long way toward eliminating entanglements and disagreements later on. *Note:* Electronic publishing of your collaborative project on the Web raises other legal and ethical questions (see section 7g).

7f Honoring and Crediting Sources in Online Classrooms

A continually growing trend in education is the Web-based course or online course via e-mail. In general, you should follow the fair use doctrine of printed sources (see section 7c)—that is, give proper credit and reproduce only limited portions of the original.

The rules are still emerging, and even faculty members are often in a quandary about how to transmit information. For educational purposes, the rules are pretty slack, and most publishers have made their texts or portions thereof available on the Web. Plus, the copyrights of many works have expired, are now in the public domain, and are therefore free. In addition, many magazines and newspapers have made online versions of their articles available for free.

Checklist

Information That Must Be Documented

1. An original idea derived from a source, whether quoted or paraphrased. This next sentence requires an in-text citation and quotation marks around a key phrase:

Genetic engineering, by which a child's body shape and intellectual ability is predetermined, raises for one source "memories of Nazi attempts in eugenics" (Riddell 19).

2. Your summary of original ideas by a source:

Genetic engineering has been described as the rearrangement of the genetic structure in animals or in plants, which is a technique that takes a section of DNA and reattaches it to another section (Rosenthal 19–20).

3. Factual information that is not common knowledge within the context of the course:

Genetic engineering has its risks: A nonpathogenic organism might be converted into a pathogenic one or an undesirable trait might develop as a result of a mistake (Madigan 51).

4. Any exact wording copied from a source:

Kenneth Woodward asserts that genetic engineering is "a high-stakes moral rumble that involves billions of dollars and affects the future" (68).

What you send back and forth with classmates and the instructor(s) has little privacy and even less protection. When sharing electronic communication, abide by a few commonsense principles:

1. Credit sources in your online communications just as you would in a printed research paper, with some variations.
 - The author, creator, or webmaster of the site
 - The title of the electronic article
 - The title of the website
 - The date of publication on the Web
 - The medium of publication (Web)
 - The date you accessed the site
2. Download to your file only graphic images and text from sites that have specifically offered users the right to download them.
3. Nonfree graphic images and text, especially an entire website, should be mentioned in your text, even paraphrased and quoted in a limited manner, but not downloaded into your file. Instead, link to them or point to them with URL addresses. In that way, your reader can find the material and count it as a supplement to your text.
4. Seek permission if you download substantive blocks of material. See section 7g if you wish to publish your work on the Web.
5. If in doubt, consult by e-mail with your instructor, the moderator of a LISTSERV, or the author of an Internet site.

7g Seeking Permission to Publish Material on Your Website

If you have your own home page and website, you might want to publish your research on the Web. However, the moment you do so, you are *publishing* the work and putting it into the public domain. That act carries responsibilities. In particular, the *fair use* doctrine of the U.S. Code refers to the personal educational purposes of your usage. When you load onto the Internet borrowed images, text, music, or artwork, you are making that intellectual property available to everybody all over the world.

Every quotation, each graphic, and all illustrations used to support your argument must be properly documented to avoid copyright infringement. Regardless of the intent or purpose of the borrowed information, permission is necessary. The borrowing cannot affect the market for the original work, and you cannot misrepresent it in any way. The courts are constantly redefining the law. For example, would your use of two comic strips related to your research topic

be substantial? Yes, if you reproduce them in full. Would it affect the market for the comic strip? Perhaps. Follow these guidelines:

- Seek permission for copyrighted material you publish within your Web article. Most authors will grant you free permission. The problem is tracking down the copyright holder.
- If you make the attempt to get permission and if your motive for using the material is *not for profit*, it is unlikely you will have any problem with the copyright owner. The owner would have to prove that your use of the image or text caused him or her financial harm.
- You may publish without permission works that are in the public domain, such as a section of Hawthorne's *The Scarlet Letter* or a speech by the President from the White House.
- Document any and all sources that you feature on your website.
- If you provide hypertext links to other sites, you may need permission to do so. Some sites do not want their address clogged by inquiring students. However, right now the Internet rules on access are being freely interpreted.
- Be prepared for people to visit your website and even borrow from it. Decide beforehand how you will handle requests for use of your work, especially if it includes your creative efforts in poetry, art, music, or graphic design.

Charting Your Research Project

1. Begin now to maintain a systematic scrutiny of what you borrow from your sources. Remember that direct quotation reflects the voice of your source and that paraphrase reflects your voice. Just be certain, with paraphrase, that you do not borrow the exact wording of the original.
2. Look at your college bulletin and the student handbook. Do they say anything about plagiarism? Do they address the matter of copyright protection?
3. Consult your writing instructor whenever you have a question about your use of a source. Writing instructors at the freshman level are there to serve you and help you avoid plagiarizing (among other responsibilities).
4. If you think you might publish your paper on the Web and if it contains substantial borrowing from a source, such as five or six cartoons from the *New Yorker* magazine, begin now to seek permission for reproducing the material. Any source information or image that you publish on the Internet requires permission. In your letter or e-mail, give your name, the name of your school, the subject of your research paper, the material you want to borrow, and how you will use it. You might copy or attach the page(s) of your paper in which the material appears.

Chapter 8

Reading and Evaluating Sources



Goals and Outcomes

With your research and writing, you will enter the intellectual discussions found in numerous places, but questions will arise quickly during your reading. How do I find and evaluate the best, most appropriate sources? How can I evaluate a source by analyzing its parts or just part of a source? How do I respond to the source information? One answer to all three questions is this: Be skeptical and cautious. Do not accept every printed word as being the truth. This chapter cuts to the heart of the matter. Constantly review and verify to your own satisfaction the words of your sources, especially in this age of electronic publication.

- 8a** Find reliable sources, and explain the value that each offers.
- 8b** Distinguish between primary and secondary sources, and how they can be used in your research.
- 8c** Evaluate print and online sources for credibility and appropriateness for your research paper.
- 8d** Frame an outline to capture an author's primary themes.
- 8e** Condense into a brief note the general nature of a source.
- 8f** Prepare an annotated bibliography that gives bibliographic information and summarizes your sources.
- 8g** Prepare a review of literature that investigates how sources address your topic.

8a Finding Reliable Sources

Several resources are readily at hand to guide you in finding reliable sources.

Your instructors. Do not hesitate to ask your instructor for help in finding sources. Instructors know the field, know the best writers, and can provide a brief

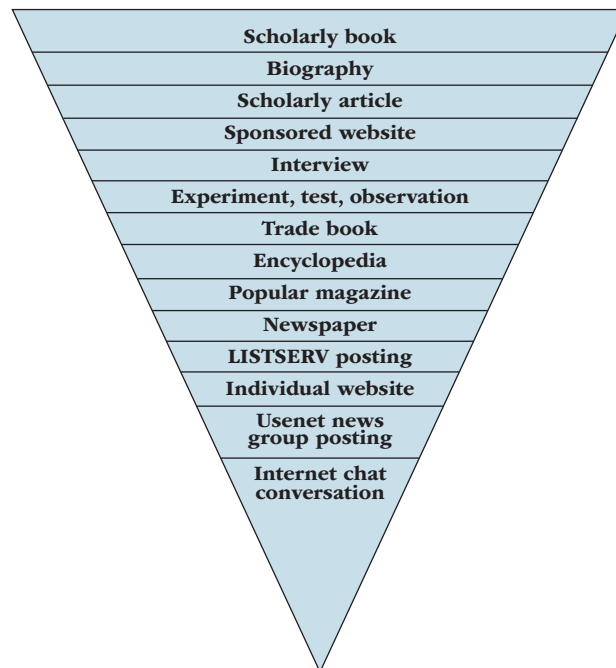
list to get you started. Sometimes instructors will even pull books from their office shelves to give you a starting point.

Librarians. Nobody knows the resources of the library like the professionals. They are evaluated on how well they meet your needs. If you ask for help, they will often walk into the stacks with you to find the appropriate reference books or relevant journal articles.

The library. The college library provides the scholarly sources—the best books, certainly, but also the appropriate databases and the important journals—in your field of study. As we discussed in Chapter 4, the library databases are grounded in scholarship and, in general, they are not available to the general public on the Web. You can access this information with your student identification. A public library may have, but seldom does have, the scholarly resources of an academic library.

The date. Try to use recent sources. A book may appear germane to your work, but if its copyright date is 1975, the content has probably been replaced by recent research and current developments. Scientific and technical topics *always* require up-to-date research. Learn to depend on monthly and quarterly journals as well as books.

Choices. An inverted pyramid shows you a progression from excellent sources to less reliable sources. The pyramid chart does not ask you to dismiss items at the bottom, but it indicates that sources at the top are generally more reliable and therefore preferred.



SCHOLARLY BOOK A college library is a repository for scholarly books—technical and scientific works, doctoral dissertations, publications of university presses, and textbooks. These sources offer in-depth discussions and careful documentation of the evidence.

A quick approach for getting an overview of a book is through an online database. Communications student Sarah Morrison used her library access to *Project Muse* to find a review about the ethics in modern media. Using the site’s search mechanism she found a listing and a link that took her to a book review by Ellis Cooper-Smith on *Media Ethics: Where Truth Is Not Always the Policy* by Sandra Cisneros. A portion of the review is reproduced below to show that book reviews can provide insight into the essence of an issue or topic.

Media Ethics: Where Truth Is Not Always the Policy (review)

Ellis Cooper-Smith

From: *Contemporary Issues in Media Communications*

Volume 16, Number 3, Fall 2016

pp. 119–127 | 10.1533/com.2016.0007

In lieu of an abstract, here is a brief excerpt of the content:

Our moral compass usually tells us that stealing from the store is wrong, but when it comes to online activities, many people consider this to be a “gray” area regarding theft. The ability to remain anonymous while online often gives people the notion that any activities online are justifiable and acceptable. Because of this, the rise in piracy and infringement through the Internet has skyrocketed. There are several laws in place to help curtail online piracy, including the Digital Media Copyright Act and Digital Rights Management. The common goal with any regulatory system is to curtail illegal online downloading and sharing. In *Media Ethics: Where Truth Is Not Always the Policy*, Sandra Cisneros acknowledges that even well-informed individuals find it difficult to know what lines may, can, or should not be crossed. Having a strong knowledge of the ethics regarding modern media and property rights infringement can eliminate online theft, copyright encroachment, and ethical breaches.

Research Tip

Documenting Notes to Avoid Plagiarism

Sarah Morrison, a student in Communications, used her library access to conduct a search about the ethical concerns in modern media. Using the review article by Ellis Cooper-Smith for *Media Ethics: Where Truth Is Not Always the Policy* she pulled a section of the source to use in her paper, but also wrote the full Works Cited entry for easy reference and documentation:

Ellis Cooper-Smith points out that "The ability to remain anonymous while online often gives people the notion that any activities online are justifiable and acceptable" (120). It is this "gray" area regarding online

theft that stands out as a current and future media concern.

Works Cited Entry:

Cooper-Smith, Ellis. Review of Media Ethics: Where Truth Is Not Always the Policy, by Sandra Cisneros. Contemporary Issues in Media Communications, vol. 16, no. 3, Fall 2016, pp. 119–27.

By documenting the source information at this early discovery stage, the student Sarah Morrison has given herself a head start to creating the Works Cited page for the research project.

Reference works by topics and issues, consult the Appendix.

BIOGRAPHY The librarian can help you find an appropriate printed biography from among the thousands available. Short biographies appear in such works as *Contemporary Authors*, *American National Biography*, and *Who's Who in Philosophy*. Longer critical biographies are devoted to the life of one person, such as Richard Ellmann's *Oscar Wilde*, a study of the Irish poet and playwright, and Alf Mapp's *Thomas Jefferson: A Strange Case of Mistaken Identity*, which interprets the life and times of the former president. To find a critical biography, use the electronic book catalog at the library. You can also find biographies online. Most notable figures have several websites devoted to them that include articles by and about them.

Refer to a biography for these reasons:

1. To verify the standing and reputation of somebody you want to paraphrase or quote in your paper.
2. To provide biographical details in your introduction. For example, the primary topic may be Carl Jung's psychological theories of the unconscious, but information about Jung's career might be appropriate in the paper.
3. To discuss a creative writer's life in relation to his or her work. That is, Jamaica Kincaid's personal life may shed some light on your reading of her stories or novels.

SCHOLARLY ARTICLE A scholarly article usually appears in a journal you access through the library's databases. With a journal article, you may feel confident in its authenticity because the authors of journal articles write for academic honor, they document all sources, and they publish through university presses and academic organizations that use a jury to judge an article before its publication. Thus, a journal article about child abuse found in *Child Development* or in *Journal of Marriage and Family* should be reliable, but an article about child abuse in a popular magazine may be less reliable in its facts and opinions. Usually, but not in every case, you can identify a journal in these ways:

1. The journal does not have a colorful cover; in fact, the table of contents is often displayed on the cover.
2. No colorful drawings or photography introduce each journal article, just a title and the name of the author(s).
3. The word *journal* often appears in the title (e.g., *American Journal of Sociology*).
4. The yearly issues of a journal are bound into a book.
5. Usually, the pages of a journal are numbered continuously through all issues for a year (unlike magazines, which are paged anew with each issue).

Sometimes you may face a bewildering array of articles and books, and you will wonder which pieces are the best. One way to evaluate a set of articles is with *citation searching*, which will search for authors who have been cited repeatedly in the literature. For example, while searching for sources on the relationship between the president and Capitol Hill lawmakers, one student saw repeated references to author Lee H. Hamilton, a former member of the U.S. House of Representatives. Following are three citations to Hamilton's books:

Hamilton, Lee H. *Congress, Presidents, and American Politics: Fifty Years of Writings and Reflections*. Bloomington: Indiana UP, 2016.

Hamilton, Lee H. *How Congress Works and Why You Should Care*. Bloomington: Indiana UP, 2004.

Hamilton, Lee H. *Something Congress*. Bloomington: Indiana UP, 2009.

Common sense told the student to search out texts by Hamilton; it is apparent that he is respected in this field because of the numerous citations and references to his works in the literature.

SPONSORED WEBSITE The Internet supplies both excellent information and some that is questionable in value. You must make judgments about the validity of these materials. Ask yourself a few questions about any article from a website:

Is it appropriate to my work?

Is it reliable and authoritative?

Is it sponsored by an institution or organization?

Consult section 4b for a set of guidelines.

[Online article, annotated by a student, see section 8f.](#)

INTERVIEW Interviews with knowledgeable people provide excellent information for a research paper. Whether conducted in person or by e-mail, the interview brings a personal, expert perspective to your work. The key element, of course, is the expertise of the person.

EXPERIMENT, TEST, OR OBSERVATION Gathering your own data for research is a staple in many fields, especially the sciences. An experiment will bring primary evidence to your paper as you explain your hypothesis, give the test results, and discuss the implications of your findings. For a full discussion on conducting scientific investigation, with guidelines and details on format, see section 6e.

TRADE BOOK *CNC Robotics: Build Your Own Workshop Bot* and *A Field Guide to Industrial Landscapes* are typical titles of nonfiction trade books found in bookstores and some public libraries, but not usually in a college library. Designed for commercial consumption, trade books seldom treat with depth a scholarly subject. Trade books have specific targets—the cook, the gardener, the antique dealer. In addition, trade books, in general, receive no rigorous prepublication scrutiny like scholarly books and textbooks do. For example, if your topic is “dieting” with a focus on “fad diets,” you will find plenty of diet books at the local bookstore and on commercial websites. However, pass them by in favor of serious discussions backed by careful research that you will find by searching your library’s databases.

ENCYCLOPEDIA By design, encyclopedias contain brief surveys of well-known persons, events, places, and accomplishments. They will serve you well during preliminary investigation, but most instructors prefer that you go beyond encyclopedias in order to cite from scholarly books and journal articles. Encyclopedias seldom have the critical perspective you can gain from books and journal articles.

MAGAZINE Like trade books, magazines have a targeted audience—young women, wrestling fans, computer connoisseurs, travelers. The articles are written rather quickly and seldom face critical review by a panel of experts. Therefore, exercise caution when reading a popular commercial magazine.

However, some magazines target an intellectual audience and thereby have a superior quality with academic merit; these include *Atlantic Monthly*, *Scientific Review*, *Astronomy*, *Smithsonian*, *Discover*, *Harper’s*, and the *New Yorker*. In general, college libraries house the intellectual magazines, but they can also be found at most chain bookstores.

NEWSPAPER Some newspaper articles are not carefully researched or peer reviewed, but major newspapers such as the *New York Times*, the *Los Angeles Times*, and the *Wall Street Journal* offer carefully fact-checked information and rigorously researched stories. Generally, newspapers offer an excellent source of information, especially of local information that may not be found elsewhere.

LISTSERV As an automated mailing list server, LISERSERV deserves consideration when it focuses on an academic issue, such as British Romantic literature or, more specifically, the poetry of Robert Browning. In many cases, LISERSERVs originate from a college or scholarly organization. In fact, many instructors establish their own LISERSERV sites for individual classes. Online courses usually feature a LISERSERV site for exchange of ideas and peer review. These LISERSERVs can be a great way to seek out possible topics and learn what literature teachers or sociologists are talking about these days. *Caution:* Use the LISERSERVs to generate ideas, not as a source for facts to use in quotations.

INDIVIDUAL WEBSITE A person's home page provides a publication medium for anybody who presumes to a knowledge he or she does or does not possess. You cannot avoid home pages because they pop up on search engines, but you *can* approach them with caution. For example, one student, investigating the topic "fad diets," searched the Web, only to find mostly commercial sites that were blatant in their commercial attempts to sell something and home pages that described personal battles with weight loss. Caution is vital. On this point see section 4a.

USENET Usenet newsgroups post information on a site. Like call-in radio shows, they invite opinions from a vast cross section of people, some reliable and some not. In most cases, participants employ an anonymous username, rendering their ideas useless for a documented paper.

INTERNET CHAT CONVERSATIONS Chat rooms have almost no value for academic research. In most cases, you do not even know who you are chatting with, and the conversations are seldom about scholarly issues.

8b Selecting a Mix of Primary and Secondary Sources

Primary sources include novels, speeches, eyewitness accounts, interviews, letters, autobiographies, and the results of original research. Feel free to quote often from a primary source if it has direct relevance to your discussion. If you examine a poem by Percy Bysshe Shelley, you must quote the poem. If you examine President Barack Obama's domestic policies on health care, you must quote from White House documents.

Secondary sources are writings *about* the primary sources, *about* an author, or *about* somebody's accomplishments. Examples of secondary sources are a report on a presidential speech, a review of new scientific findings, and an analysis of a poem. A biography provides a secondhand view of the life of a notable person. A history book interprets events. These evaluations, analyses, or interpretations provide ways of looking at primary works, events, and lives.

For information about reading a key part of a book, article, or Internet site see section 8c.

Do not quote liberally from secondary sources. Be selective. Use a well-worded sentence, not the entire paragraph. Incorporate a key phrase into your text, not eight or nine lines.

The subject area of a research paper determines in part the nature of the source materials. Use the following chart as a guide.

8c Evaluating Sources

Evaluating the Key Parts of an Article

Look closely at these parts of any article that looks promising:

Citing from Primary and Secondary Sources

	PRIMARY SOURCES	SECONDARY SOURCES
Literature	Novels, poems, plays, short stories, letters, diaries, manuscripts, autobiographies, films, videos of live performances	Journal articles, reviews, biographies, critical books about writers and their works
Government, Political Science, History	Speeches, writings by presidents and others, the <i>Congressional Record</i> , reports of agencies and departments, documents written by historic figures	Newspaper reports, news magazines, political journals and newsletters, journal articles, history books
Social Sciences	Case studies, findings from surveys and questionnaires, reports of social workers, psychiatrists, and lab technicians	Commentary and evaluations in reports, documents, journal articles, and books
Sciences	Tools and methods, experiments, findings from tests and experiments, observations, discoveries, and test patterns	Interpretations and discussions of test data as found in journals and books (scientific books, which are quickly dated, are less valuable than up-to-date journals)

	PRIMARY SOURCES	SECONDARY SOURCES
Fine Arts	Films, paintings, music, sculptures, as well as reproductions and synopses of these designed for research purposes	Evaluations in journal articles, critical reviews, biographies, and critical books about the authors and their works
Business	Market research and testing, technical studies and investigations, drawings, designs, models, memorandums and letters, computer data	Discussion of the business world in newspapers, business magazines, journals, government documents, and books
Education	Pilot studies, term projects, sampling results, tests and test data, surveys, interviews, observations, statistics, and computer data	Analysis and evaluation of educational experimentation in journals, pamphlets, books, and reports

1. The **title**. Look for the words that have relevance to your topic before you start reading the article. For example, “Children and Parents” may look ideal for child abuse research until you read the subtitle: “Children and Parents: Growing Up in New Guinea.”
2. An **abstract**. Reading an abstract is the best way to ascertain if an essay or a book will serve your specific needs. Some are available at the beginning of printed articles; others are provided by abstracting services (e.g., *Psychological Abstracts*). Most articles found through the library’s databases will feature an abstract that you should read before printing or downloading the entire article. Save a tree, read before printing.
3. The **opening paragraphs**. If the opening of an article shows no relevance to your study, abandon it.
4. The **topic sentence** of each paragraph of the body. These first sentences, even if you scan them quickly, will give you a digest of the author’s main points.
5. The **closing paragraph(s)**. If the opening of an article seems promising, skim the closing for relevance.
6. **Author credits**. Learn something about the credentials of the writer. Magazine articles often provide brief biographical profiles of authors. Journal articles and Internet home pages generally include the author’s academic affiliation and credentials.

Read an entire article only if a quick survey encourages you to further investigate. One student, a business management major, scanned an article that he found on the library's database for his research project on the influence of e-commerce on shopping centers and malls. Figure 8.1 shows marginal comments that were germane to his study.

Evaluating the Key Parts of a Book

A **book** requires you to survey several items beyond those listed previously for articles:

1. The **table of contents**. A book's table of contents may reveal chapters that pertain to your topic. Often, only one chapter is useful. For example, Richard Ellmann's book *Oscar Wilde* devotes one chapter, "The Age of Dorian," to Wilde's *The Picture of Dorian Gray*. If your research focuses on this novel, then the chapter, not the entire book, will demand your attention.
2. The **book jacket**, if one is available. For example, the jacket to Richard Ellmann's *Oscar Wilde* says:

Ellmann's *Oscar Wilde* has been almost twenty years in the work, and it will stand, like his universally admired *James Joyce*, as the definitive life. The book's emotional resonance, its riches of authentic color and conversation, and the subtlety of its critical illuminations give dazzling life to this portrait of the complex man, the charmer, the great playwright, the daring champion of the primacy of art.

Such information can stimulate the reading and notetaking from this important book.

Figure 8.1 Article with marginal comments on items that the student considered important to her thesis.

Source: *Kirkland Business Monthly*, vol. 22, no.1, Jan. 2017, p. 11.

Click and Mortar: The Power of E-Commerce

Sarenda Devar

The phrase "The customer is always right" is currently shifting to, "The customer is always right, and they can prove it." It is always true that customers drive any business, for without customers, the business will fail. As technology increases and improves, merchants will have to adapt to the growing demand for not only the newest and most convenient storefront location, but also adjust to the power of a single "click" as online shoppers embrace the convenience and speed of e-commerce. Customers now have the control over where their items

The writer of the article acknowledges the powerful influence of consumers, not only in the marketplace, but also online.

Figure 8.1 *(continued)*

come from, how fast they receive their services, and the margin of discount that they are receiving.

The current influence of e-commerce in the marketplace continues to shift and redefine itself. This is due to the ever-growing technological advancements that change the way customers shop. Most stores are becoming “Click & Mortar” businesses, meaning that they have both an actual store and a virtual store online. As more and more businesses expand and emerge in the coming years, more and more purchasing control will be placed in the customer’s hands. Customers can click to comparison-shop in seconds as well as know where they want to buy their items. More businesses and extra technology will cause greater competition.

The phrase “The customer is always right” still has power over what businesses do to please their customers. Hence, staying focused on customer needs, demands, and trends allows businesses to gain and keep loyal customers. The relationships and bonds that customers make with companies are ones that carry significant influence. Business owners have known for years that a customer who has a bad experience in the store may not return. This factor is immense regarding e-commerce. If customers have a negative online shopping experience, they may not return to the company’s website, yet more than this, they will probably state their displeasure in the form of a tweet, a text, a posting on Facebook, or an Instagram photo. Not only will the business lose e-commerce, the local store will be shunned.

Paying attention to data and to customer trends is essential. Also, having a firm grip on customer-relations management can allow managers to see the issues as they arise within the different elements of the company. The overall goals and challenges for businesses of the future will be to provide a seamless and cohesive service for all customers. Whether customers are calling over the phone, using the company’s app, shopping in a store, surfing the web, or using a new technology to get their services, customers want to have an experience that is positive and memorable. Businesses must open their eyes to the needs and demands of consumers as well as the power that they hold for future sales and success.

Customer relationships with businesses truly matter. Whether the experiences are in person or online, the customer has considerable control and power over businesses. Customers are always right, for they decide what they want, how they want it, and express their delight or disappointment with their peers along the way.

The shifting influence of e-commerce is recognized as a catalyst for greater competition.

Business owners must recognize the effect that e-commerce has on current and future sales.

The scope of online shopping is fleshed out with examples of new technologies and services.

The conclusion summarizes the tremendous weight of public opinion and how customer experience is paramount for continued success.

Research Tip

Using a Direct Quotation to Avoid Plagiarism

The strength of a research project is blending appropriate sources into the paper for support of key points. One student examined and incorporated ideas from the article in Figure 8.1 from *Kirkland Business Monthly*. The section of the text that is used provides a signal phrase to reference the author and ends with the proper documentation of the page number of the article:

The modern consumer has greater purchasing power in the new millennium than ever before. With the power to avoid a shop that provides poor customer service at the mall or promote the virtues and speed of an online wholesale

retailer, the modern customer truly is “always right.” It is the view of writer Sarenda Devar that “Customers now have the control over where their items come from, how fast they receive their services, and the margin of discount that they are receiving” (11).

This researcher has expressed his viewpoint and provided a reference to the source with quotation marks around the borrowed information, as well as a page number for reference. In this manner the writer has avoided the pitfall of plagiarism.

3. The **foreword, preface, or introduction.** An author’s *preface* or *introduction* serves as a critical overview of the book, pinpointing the primary subject of the text and the particular approach taken. For example, Ellmann opens his book *Oscar Wilde* by saying:

Oscar Wilde: we have only to hear the great name to anticipate that what will be quoted as his will surprise and delight us. Among the writers identified with the 1890s, Wilde is the only one whom everyone still reads. The various labels that have been applied to the age—Aestheticism, Decadence, the Beardsley period—ought not to conceal the fact that our first association with it is Wilde, refulgent, majestic, ready to fall.

This introduction describes the nature of the book: Ellmann will portray Wilde as the dominating literary figure of the 1890s. A *foreword* is often written by somebody other than the author. It is often insightful and worthy of quotation.

4. The **index.** A book’s index lists names and terms with the page on which they are mentioned within the text. For example, the index to *Oscar Wilde* lists about eighty items under *The Picture of Dorian Gray*, among them:

homosexuality and, 312, 318
 literature and painting in, 312–13
 magazine publication of, 312, 319, 320

possible sources for, 311
 underlying legend of, 314–315
 W’s Preface to, 311, 315, 322, 335
 W’s self-image in, 312, 319
 writing of, 310–314

An index, by its detailed listing, can determine the relevance of the book to your research.

Evaluating the Key Parts of an Internet Article

The techniques listed previously for evaluating periodical articles (section 8c) apply also to Internet articles. In addition, examine:

1. The **home page**, if there is one. Prefer sites sponsored by universities and professional organizations. You may have to truncate the URL to find the home page where such information is featured.
2. Look for **hypertext links** to other sites whose quality can again be determined by the domain tags *.edu*, *.org*, or *.gov*. Be wary of sites that have the tag *.com*.

Figure 8.2 displays a sponsored website that student researcher Derrick Hodges discovered in his search of sources about the deterioration of dams in the water-deprived areas. It shows an online article by James G. Workman accompanied by his marginal notes to key ideas. Examine your Internet articles in like manner.

Guidelines for evaluating online sources, see section 4a.

8d Outlining a Source

You can frame an outline to capture an author’s primary themes by listing statements that reveal the major issues and any supporting ideas. A quick listing of the key issues of the Workman article, Figure 8.2, might look like this:


Aging dams and the cost involved with repairing or replacing the structures.

We must think globally, for the need for more dams is vital to the economy of the state of California as well as the economy of the nation.

The construction as well as the razing of dams present a difficult balance between those who need the water for their businesses and those who want to preserve our natural resources.

Because they only have a lifespan of fifty years, failing dams can put a tremendous economic and environmental strain on local governments.

Figure 8.2 Internet article from *Issues in Science and Technology Online*.



ISSUES
IN SCIENCE AND TECHNOLOGY *online*

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The Delicate Balance: Environment, Economics, Development

JAMES G. WORKMAN

How to Fix Our Dam Problems

Thousands of aging dams should be repaired or destroyed, at a cost of billions. A cap-and-trade policy would speed the process and help pay the bills.

California is the world's eighth largest economy and generates 13% of U.S. wealth. Yet Governor Arnold Schwarzenegger says high temperatures, low rainfall, and a growing population have created a water crisis there. A third of the state is in extreme drought and, if there's another dry season, faces catastrophe. The governor fears that his economy could collapse without a \$5.9 billion program to build more dams.

His concerns are widely shared in the United States—not to mention in dry Australia, Spain, China, and India. Yet as California desperately seeks new dam construction, it simultaneously leads the world in old dam destruction. It razes old dams for the same reasons it raises new dams: economic security, public safety, water storage efficiency, flood management, job creation, recreation, and adaptation to climate change. Dam-removal supporters include water districts, golf courses, energy suppliers, thirsty cities, engineers, farmers, and property owners.

With 1,253 dams risky enough to be regulated and 50 times that many unregistered small dams, California is a microcosm of the world. There are more than 2.5 million dams in the United States, 79,000 so large they require government monitoring. There are an estimated 800,000 substantial dams worldwide. But within the next two decades, 85% of U.S. dams will have outlived their average 50-year lifespan, putting lives, property, the environment, and the climate at risk unless they are repaired and upgraded.

Neither dam repair nor dam removal is a recent phenomenon. What is new is their scale and complexity as well as the number of zeros on the price tag. Between 1920 and 1956, in the Klamath River drainage 22 dams were dismantled at a total cost of \$3,000. Today, the removal of four dams on that same river—for jobs, security, efficiency, safety, legal compliance, and growth—will cost upwards of \$200 million.

Which old uneconomical dams should be improved or removed? Who pays the bill? The answers have usually come through politics. Pro-dam and anti-dam interests raise millions of dollars and press their representatives to set aside hundreds of millions more tax dollars to selectively subsidize pet dam projects. Other bills bail out private owners: A current House bill earmarks \$40 million for repairs; another one sets aside \$12 million for removals. The outcome is gridlock, lawsuits, debt spending, bloated infrastructure, rising risks, dying fisheries, and sick streams.

Dam decisions don't have to work that way. Rather than trust well-intentioned legislators, understaffed state agencies, harried bureaucrats, or nonscientific federal judges to decide the fate of millions of unique river structures, there's another approach. State and federal governments should firmly set in place safety and conservation standards, allow owners to make links between the costs and benefits of existing dams, and then let market transactions bring health, equity, and efficiency to U.S. watersheds. Social welfare, economic diversity, and ecological capital would all improve through a cap-and-trade system for water infrastructure. This system would allow mitigation and offsets from the vast stockpile of existing dams while improving the quality of, or doing away with the need for, new dam construction.

Aging dams and the cost involved with repairing or replacing the structures are economic and environmental concerns.

The economics regarding old dams is a local and national concern.

The construction as well as the razing of dams presents a difficult balance between those who need the water for their businesses and those who want to preserve our natural resources.

Failing dams can put a tremendous economic and environmental strain on local governments.

Huge costs accompany the replacement and repair of old dams.

Old dams cause a gridlock over spending, infrastructure, and local climate.

All citizens have a stake in the repair, removal, and building of dams.

Astronomical costs accompany the replacement and repair of old dams.

Added to the tremendous cost of dam improvements and removal is the gridlock over spending, infrastructure, and local climate.

In truth, all citizens have a stake in the repair, removal, and building of dams.

This quickly drawn outline by Derrick Hodges provides an overview of the article with the issues clearly labeled. Hodges can go in search of other sources that address these issues.

8e Summarizing a Source

A summary condenses into a brief note the general nature of a source. Writing a summary forces you to grasp the essence of the material. You might even use it in your paper with your evaluation and comments. The summary could serve as the heart of an annotated bibliography, which is a citation with a summary attached (see section 8f). Following is Derrick Hodges's summary of the Workman article (see section 8c).

In his enlightening article for *Issues in Science and Technology Online*, James Workman provides an insightful view on environmental and economic costs involved with repairing or replacing aging dams. Designed to withstand the stress of billions of gallons of water, dams can put a tremendous economic and environmental strain on local governments when they begin to fail. Workman calls for immediate action to be taken for these structures that were built to last only fifty years. The razing and construction of dams requires a balance between those who need the water and those who want to preserve our natural resources. Added to the tremendous cost of dam improvements and removal is the gridlock over spending, infrastructure, and local climate. Workman wants to make all citizens aware of the tremendous costs involved with the repair, removal, and building of dams.

This summary can serve the researcher as he develops the paper, and it can become a part of the paper as part of the review of the literature (see section 8g).

Checklist

Responding to a Source

- Read and make marginal notes on your sources. See section 8c for details and examples.
- Search out scholarly materials—books and journals—by accessing your college library’s resources. Do not depend entirely on the Internet.
- If appropriate, use a mix of quotations from primary sources, such as a novel, as well as paraphrases and quotations from secondary sources. See section 8b for a list of both types.
- Assess the nature of the source for any bias it might contain. See sections 8a and 10f for details.
- Read and highlight the key parts of the source, whether it is an article, book, or Internet site. See section 8c for further details.
- Outline key ideas to identify the issues. See section 8e for an example.
- Write a summary that captures the essence of the article. See section 8e for detailed examples.

8f Preparing an Annotated Bibliography

An *annotation* is a summary of the contents of a book or article. A *bibliography* is a list of sources on a selected topic. Thus, an annotated bibliography does two important things: (1) It gives a bibliographic list of a selection of sources; and (2) it summarizes the contents of each book or article. Writing an annotated bibliography may at first appear to be busywork, but it will help you evaluate the strength of your sources.

Following are the characteristics of four forms of annotated bibliographies:

Indicative Defines the scope of the source, lists the significant topics included, and tells what the source is about.

Informative/Summative Summarizes the source. To write it, begin by writing the thesis before developing it with the argument or hypothesis.

Evaluative Weighs the strengths and weaknesses of the source to gauge its relevance and usefulness with advancing your thesis.

Combination Most annotated bibliographies follow this form by using one or two sentences to summarize or describe content and one or two sentences providing an evaluation.

The annotated bibliography that follows summarizes a selection of sources on the topic of media ethics.

Morrison 1

Sarah Morrison

Dr. Gotcher

Communications 4600

October 26, 2016

Media Ethics: An Annotated Bibliography

Drumwright, Minette, Robert Prentice, and Cara Biasucci. "Behavioral Ethics and Teaching Ethical Decision Making." *Decision Sciences: Journal of Innovative Education*, vol. 13, no. 3, July 2015, pp. 431–58. *Wiley Online Library*, doi:10.1111/dsji.12071.

The authors call for an infusion of liberal learning in the form of behavioral ethics to develop higher levels of professionalism that encompass ethics, social responsibility, self-critical reflection, and personal accountability. More specifically, teaching behavioral ethics can lead to a more ethical climate in organizations and in society. This article introduces key concepts of behavioral ethics, argues that teaching behavioral ethics can have a positive influence, and addresses action-research approaches to assessing the effectiveness of the instruction.

Ess, Charles. *Digital Media Ethics*, 2nd ed. New York: Wiley, 2013. Print.

Charles Ess is a professor of Interdisciplinary Studies at Drury University. In his book *Digital Media Ethics*, he emphasizes the ethical difficulty faced by journalists in the 21st century. Ess provides a clear perspective for writers and reporters of the digital age. "Because our communications can quickly and easily reach very large numbers of people around the globe, our use of digital communication technologies thus makes us cosmopolitans (citizens of the world) in striking new ways" (Ess 16). Ess goes on to describe how people from all around the world can view any story, video, or image at the touch of a fingertip (17). Central to views of Ess is the ethical decision that a journalist must make when covering a news story.

Kovach, Bill, and Tom Rosenstiel. "Overview." *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect*. Crown / Archetype, 2007, www.barnesandnoble.com/w/books/1112954149.

Kovach and Rosenstiel studied the perceived flaws in modern media. They barely recognized what they considered journalism in much of the work of their colleagues, for "instead of serving a larger public interest, they

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feared, their profession was damaging it.” They go on to explain that because journalism is the system that societies use to supply information, we thereby “care about the character of news we get: they influence the quality of our lives, our thoughts, and our culture.”

Miller, Ron. “Journalistic Responsibility in the Digital Age.” *EContent*, vol. 36, no. 2, 5 Mar. 2013, www.econtentmag.com/Articles/Column/Media-Redux/Journalistic-Responsibility-in-the-Digital-Age-88024.htm.

In this article Miller relates the power of online media and social networking. He regards social networks, such as Twitter and Facebook, as outlets that “exacerbate the problem by perpetuating the rumors and spreading misinformation” (32). He goes on to state that “In times of such obvious confusion, journalists should be the ones confirming the facts” (32). Added to this concern is the question of how much incorrect information is generated as users share and expound upon individual stories.

Slattery, Karen, and Erik Ugland. “The Ethics of Staging.” *The Digital Journalist*, Feb. 2005, www.digitaljournalist.org/issue0502/ethics.html.

According to the authors of “The Ethics of Staging,” “Staging is a particularity knotty problem for both print and television photojournalists. Some argue that staging should never occur. But others argue that, as a practical matter, photographers routinely interfere with reality before shooting a scene.” They go on to say that “this issue is especially important for photojournalists because it speaks to truth-telling.” According to Slattery and Ugland, staging may occur for three reasons. The first involves staging for the purpose of editing, which relates to conventions of lighting, reverse angle shots, interviews, and cutaways. The second reason for staging is for the purpose of time when a subject is asked to repeat or recreate an action. The third act of staging involves manipulating the action in front of the camera to cause the story “to develop in a certain way, when there is no reason to believe it would develop in that way otherwise.”

Wolper, Allan. “Pictures of Pain: Outcry against *The Journal News*’ Gun Map Paints Hypocritical Portrait of Media Critics.” *Editor & Publisher*, vol. 146, no. 3, Mar. 2013, 28+. *Questia*, www.questia.com/magazine/1G1-322563905/pictures-of-pain-outcry-against-the-journal-news.

This author raised the issue of privacy regarding “over-the-top” news coverage. He took issue with the coverage of the December 14, 2012, school

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shootings at Sandy Hook Elementary School in rural Newtown, Connecticut, where twenty small children and six school officials were gunned down. According to Wolper, the press and photographers “stole some of the most private moments from friends and relatives of the victims without worrying whether those pictures would haunt them forever.” Calling attention to this form of local terrorism is good, yet it is difficult to support the “hard-edged” version of many reporters.

8g Preparing a Review of the Literature on a Topic

The *review of literature* presents a set of summaries in essay form for two purposes:

1. It helps you investigate the topic because it forces you to examine and then describe how each source addresses the problem.
2. It organizes and classifies the sources in some reasonable manner for the benefit of the reader.

Thus, you should relate each source to your central subject, and you should group the sources according to their support of your thesis. For example, the brief review that follows explores the literature on the subject of media ethics. It classifies the sources under a progression of headings: the issues, the causes, the consequences, and possible solutions.

Like Sarah Morrison in the following paper, you may want to use headings that identify your various sections.

Morrison 1

Sarah Morrison

Dr. Gotcher

Communications 4600

October 26, 2016

Media Ethics: A Review of the Literature

Communication professionals often face the dilemma of whether to intervene or become involved in their own news stories. Some may think that it is the media’s responsibility to act as a concerned citizen to protect

the individuals who are being physically injured and hurt. Others view the media's responsibility simply as observers who are capturing the moment and not intervening into the scene. These ideas have been categorized here to establish the issues, show reasons for this media dilemma, and suggest possible solutions.

The Issues

Charles Ess, professor of Interdisciplinary Studies at Drury University, emphasizes the ethical difficulty faced by journalists in *Digital Media Ethics*. With the varied media outlets come a variety of ethical views. He states, "Because our communications can quickly and easily reach very large numbers of people around the globe, our use of digital communication technologies thus makes us cosmopolitans (citizens of the world) in striking new ways" (Ess 16). Ess goes on to describe how people from all around the world can view any story, video, or image at the touch of a fingertip (17). The scrutiny that writers and reporters of the digital age will face can cause far more caution when debating what ethical approach to take when intervening in a news story.

Nowhere has this opinion been more magnified than when photographer Kevin Carter captured the image of a starving child in the Sudan being approached by a vulture. While the scene paints a truthful image of how awful the lives are of those who are starving in third world countries, Carter faced severe scrutiny about waiting to capture the image rather than helping the poor child find nourishment ("On a Wing").

In similar fashion, the powerful presence of online media also poses a fast-paced dilemma. Ron Miller in "Journalistic Responsibility in the Digital Age," regards social networks, such as Twitter and Facebook, as outlets that "exacerbate the problem by perpetuating the rumors and spreading misinformation" (32). He goes on to state that "In times of such obvious confusion, journalists should be the ones confirming the facts" (32). Sadly, the opposite is usually true as journalists, driven by pressure to outdo one another, report flawed information. Noël Merino states that "a large percentage of online news comes from social networks." One must question how much misinformation is generated as users recommend and share individual stories, rather than individual publications, with each other. "Social

Morrison 3

networks have also replaced online news sites as destinations for news and allow audiences to shape and filter the news that reaches them” (“Preface”).

Similarly, it is a challenge to take democratic ideals and ethical principles seriously when our world has little respect for either. Underlying everything is a belief that “freedom of the press exists so that controversies can be resolved honorably, through informed dialogue, rather than through intimidation or brute force” (Good 83).

There is a fine line that the media is responsible for following. Should they capture their story at all costs? Or should they stop capturing the moment and become a part of the event when someone’s life is in danger? CNN’s Anderson Cooper was one of the first major news reporters to arrive on the scene after the 2010 Haiti earthquake. While reporting, Cooper noticed a young boy who was bleeding from the head. He dropped his story and began to aid the child in need. He made the decision to no longer be just an observer; instead, Cooper jumped into the story immediately when he noticed that someone was in danger (“Anderson Cooper”). Anderson Cooper became a part of the news story in itself and was no longer just a journalist. The bleeding boy was helped immediately, and ethically. This act by Anderson Cooper is the definition of a global citizen; the correct actions were taken at the right time. Deciding to be an observer, volunteer, or good citizen must be made by the journalist in each situation.

Causes

The questions that come to mind regarding media ethics include the following: What is the media’s responsibility? When should the reporter or photographer intervene? How far can ethics be pushed so that the communications professional can get their story? Further complicating the matter are two concerns—the “need to know” influence of live news coverage and the staging of media events.

Cause 1: The “Need to Know” Factor

The media possesses the key and the power to learn about information that the viewer would ordinarily not know; hence, the media is constantly in question and under considerable stress regarding “live” television.

While it is true that a free press should never agree to automatically withhold information for anything less than the most compelling of arguments, Jean Pate argues that situations in which the media has been asked to hold off on running a story for political or security reasons is overstepping the bounds of media ethics. On the other side of Pate's article, the issue of leaking information is of even deeper concern. In situations in which the government leaks information, reporting becomes fair and justified. The balance between "need to know" and "want to know" should cause any media-savvy individual to think about the repercussions of issuing his or her report.

Cecilia Vega expounds on the issue of "need to know" versus the "want to know." After Hurricane Katrina hit New Orleans, and recovery teams were sent into the area, the viewpoint of the Federal Emergency Management Agency was that no reporters should have been allowed to film or report as the rescue teams were pulling bodies from homes. The media practitioners would only be satisfied with the "want to know" for the viewers; however, pictures of dead bodies were something that many citizens realized was not a "need to know."

Like Vega, Allan Wolper raised the issue of privacy regarding the "over-the-top" news coverage of the December 14, 2012, school shootings at Sandy Hook Elementary School in rural Newtown, Connecticut, where twenty small children and six school officials were gunned down. The media trucks that swamped the Sandy Hook area "stole some of the most private moments from friends and relatives of the victims without worrying whether those pictures, posted online across the Internet, would haunt them forever" (Wolper). The free press is supposed to call attention to this kind of local terrorism, yet it is difficult to support this "hard-edged" version of journalism just to fulfill the "want to know" of viewers and readers.

The ethical principle that should be followed when deciding what is right or wrong with regard to sharing information with the public should be: Is it "need to know" or is it "want to know"? Figuring out if the information will give the public a clear and concise news story or if the information will be too graphic and gory for live television are choices that have to be made by journalists in all branches of the media.

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Cause 2: The Staging of Media Events

There are numerous articles, news clips, and interviews that are posted each day in the media, yet many of these events are staged. Letting the interviewee know the questions ahead of time and coaching them on their responses happens more often than the public knows. As the writers of *The Ethics of Staging* emphasize, “Staging is a particularity knotty problem for both print and television photojournalists. Some argue that staging should never occur. But others argue that, as a practical matter, photographers routinely interfere with reality before shooting a scene” (Slattery & Ugland).

The article entitled “Soldiers’ Chat with Bush Choreographed in Advance,” demonstrates staging for a political cause. Deb Riechmann discusses how staging can be used to aid the president with reinforcing his agenda in the form of an interview. “It was billed as a conversation with US troops, but the questions President Bush asked on a teleconference call Thursday were choreographed to match his goals for the war in Iraq and Saturday’s vote on a new Iraqi constitution” (Riechmann).

Staged news stories and photos surface during times of natural disaster. The U.S. news blog “The Guardian” said that during Hurricane Sandy, many people relied on social media to get their information, yet there were many misleading stories that circulated. According to news account, “before Hurricane Sandy made landfall, doctored photos of sharks in New York streets and outdated images of East Coast landmarks made the rounds” (Holpuch).

Consequences and Solutions

Every story has a different circumstance, but the responsibility of the media is to be the eyes and ears for the public. Many rely on the media as their only source of information about the world around them. If the media professionals are not ethically and morally good citizens, then public viewers will not want to listen or read their stories. They will find another journalist who always does the right thing, even if it means not getting the best angle on your story.

Kovach and Rosenstiel have concluded that we need news to live our lives, “to protect ourselves, bond with each other, identify friends and enemies.”

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They go on to explain that because journalism is the system that societies use to supply information, we thereby “care about the character of news we get: they influence the quality of our lives, our thoughts, and our culture.”

Due to this concerned outlook, we expect members of the media to take action when necessary. If a life is in danger, then there is a call to action. If there are others who are helping the situation, then the reporter may be able to be an observer. In any instance, the decision lies in each journalist’s hands.

Whether in print, during a live broadcast, or posted online, a journalist must follow standards and guidelines. Reporting news that is moving and interesting can be very difficult; however, getting a story no matter what the cost only hurts those involved. Knowing when to step in and help others is essential in any walk of life, but media professionals who act as observers owe it to the public to step in as volunteers when they see someone in desperate need.

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Charting Your Research Project

1. Examine your sources to test the validity of the list against the inverted pyramid in section 8a. Do you have enough sources from the upper tier of scholarly works? If not, go in search of journal articles and scholarly books to beef up the list. Do not depend on Internet articles entirely, even if every one is from a sponsored website.
2. Conduct a citation search (see section 8a for details) on your topic, which will help you identify key people who have written on the subject several times and for several publications.
3. Examine the chart of primary and secondary sources in section 8b. Look for your discipline—literature, government, history—and then determine if you are using a mix of primary and secondary sources.
4. Respond to one of your sources by writing two items: (1) a rough outline of the contents of the source (see section 8e); and (2) a brief summary of the source (see section 8e).
5. Consult the research schedule from section 1e to reflect upon your analysis of the research topic. Through careful consideration of your narrowed topic and notes, you can move toward organizing and drafting your paper.

Chapter 9

Writing Effective Notes and Creating Outlines



Goals and Outcomes

Notetaking is the heart of research. If you write high-quality notes, they may need only minor editing to fit the appropriate places in your first draft. Prepare yourself to write different types of notes—quotations for well-phrased passages by authorities but also paraphrased or summarized notes to maintain your voice. This chapter explains the following types of notes:

- 9a** Follow the conventions of a research style to create effective notes.
- 9b** Write personal notes to record your thoughts on your research.
- 9c** Use direct quotation to create notes from primary and secondary sources.
- 9d** Write paraphrase notes to interpret and restate what an authority has said.
- 9e** Write summary notes to capture a writer's ideas.
- 9f** Write précis notes to review an article or book, annotate a bibliography entry, provide a plot summary, or create an abstract.
- 9g** Write field notes that record interviews, tabulate questionnaires, and maintain records of laboratory experiments and other types of field research.
- 9h** Select and apply an outline model to develop the sequence for your research paper.
- 9i** Write a formal outline for your research paper.

To present your examination of the topic, the accurate notes from your personal research will join with your carefully paraphrased notes from experts on the topic to form the support for your thesis. As a researcher, your goal is to share verifiable information, but others can verify your work only if good records are kept and reported.

Gathering Printouts, Photocopies, Scanned Images, and Downloaded Data

Today's technology makes it fairly easy to collect material quickly and in volume. You can save online articles in a computer file or to a flash drive. You can use a scanner to make digital images of graphics as well as text. Plus, photocopy machines enable you to carry home a few sheets of paper instead of an entire book.

All this material will gradually make sense as you arrange it and use it. *Warning:* Document *everything*. Keep *everything*. You will need to cite the source in the text and in a Works Cited entry, so do not discard any notes, printout, or files.

9a Creating Effective Notes

Whether you write notes on a computer or by hand, you should keep in mind some basic rules, summarized in the checklist.

Honoring the Conventions of Research Style

Your notetaking will be more effective from the start if you practice the conventions of style for citing a source, as directed by your instructor and advocated by the Modern Language Association (MLA), American Psychological Association (APA), Chicago Manual of Style (CMS), or Council of Science Editors (CSE), and as shown briefly below and explained later in this book.

MLA: Dalton Forney states, "Like a modern day 'Siege Perilous,' the presidency is a tenuous hot seat, ever besieged by the next national issue or global crisis" (19).

APA: Forney (2017) has commented, "Like a modern day 'Siege Perilous,' the presidency is a tenuous hot seat, ever besieged by the next national issue or global crisis" (p. 19).

CMS footnote: Dalton Forney states, "Like a modern day 'Siege Perilous,' the presidency is a tenuous hot seat, ever besieged by the next national issue or global crisis."¹

CSE number: Forney has commented, "Like a modern day 'Siege Perilous,' the presidency is a tenuous hot seat, ever besieged by the next national issue or global crisis."

Using a Computer for Notetaking

1. Record notes and save them using one of two methods:
 - a. Write each note as a separate temporary file in a common directory so each can be moved later into the appropriate section of your draft via the Copy and Paste commands.
 - b. Write all notes in a single file. Begin each new note with a code word or phrase. When you begin the actual writing of the paper, you can begin writing at the top of the file, which will push the notes down as you write.
2. You can record the bibliography information for each source you encounter by listing it in a BIBLIO file so that you build the necessary list of references in one alphabetical file. Chapters 14, 15, 16, and 17 will assist with the correct style and formatting.

9b Writing Personal Notes

The content of a research paper is not a collection of ideas transmitted by experts in books and articles; it is an expression of your own ideas as supported by the scholarly evidence. Readers are primarily interested in *your* thesis statement, *your* topic sentences, and *your* personal view and analysis of the issues. Therefore, during your research, record your thoughts on the issues by writing plenty of personal

Checklist

Writing Effective Notes

1. Write one item per note to facilitate the shuffling and rearranging of the data as you develop your paper during all stages of organization. Several notes can be kept in a computer file if each is labeled clearly.
2. List the source with name, year, and page to prepare for in-text citations and/or bibliographic entries.
3. Label each note with a descriptive word or term (for example, “objectivity on television”).
4. Write a full note in well-developed sentences to speed the writing of your first draft.
5. Keep everything (photocopy, scribbled note, or computer file) in order to authenticate dates, page numbers, and full names of authors and publication information.
6. Label your personal notes with “my idea” or “personal note” to distinguish them from the sources.

Figure 9.1 Conventions of style for writing notes.

Identifying sources, 11a

In his third volume of *American Literature*,

Italics, see the Glossary

Darrel Abel narrates the hardships of the Samuel Clemens family in Hannibal, yet Abel asserts that “despite such hardships and domestic grief, which included the deaths of a brother and sister, young Sam Clemens [Mark Twain] had a happy and reasonably carefree boyhood” (11–12).

Using lowercase after *that*, 11m

Interpolations, 11o

Single quotation marks, 11i

Page citations, 11a

Punctuation with quotations, 11j

Abel acknowledges the value of Clemens’s “rambling reminiscences dictated as an ‘Autobiography’ in his old age” (12). Of those days Clemens says, “In the small town . . . *everybody* [my emphasis] was poor, but didn’t know it; and everybody was comfortable, and did know it” (qtd. in Abel 12). Clemens felt at home in Hannibal with everybody at the same level of poverty.

Ellipsis points, 11n

Signaling your emphasis of another’s words, 11o

One source quotes another, 11e

notes in your research journal or in your computer files. Personal notes are essential because they allow you to:

- Record your discoveries.
- Reflect on the findings.
- Make connections.
- Explore another point of view.
- Identify prevailing views and patterns of thought.

Personal notes should conform to these three standards:

1. The idea on the note is yours.
2. The note is labeled with “my idea,” “mine,” or “personal thought” so that later you can be certain it has not been borrowed.
3. The note is a rough summary, a sketch of ideas, or, preferably, a complete sentence or two.

A sample of a personal note follows:

Personal Thought

For me, organ donation is a gift of life, so I have signed my donor card. At least a part of me will continue to live if an accident claims my life. My boyfriend says I'm gruesome, but I consider it practical. Besides, he might be the one who benefits, and then what will he say?

9c Writing Direct Quotation Notes

Quoting the words of another person is the easiest type of note to write. Quotation notes are essential because they allow you to:

- Capture the authoritative voice of the experts on the topic.
- Feature essential statements.
- Provide proof that you have researched the subject carefully.
- Offer conflicting points of view.
- Show the dialog that exists about the topic.

In the process, you will need to follow basic conventions:

1. Select quoted material that is important and well-phrased, not something trivial or something that is common knowledge. NOT “John F. Kennedy was a Democrat from Massachusetts” (Rupert 233) BUT “John F. Kennedy’s Peace Corps left a legacy of lasting compassion for the downtrodden” (Rupert 233).
2. Use quotation marks. Do not copy the words of a source into your paper in such a way that readers will think *you* wrote the material.
3. Use the exact words of the source.
4. Provide an in-text citation to author and page number, like this (Henson 34–35), or give the author’s name at the beginning of the quotation and put the page number after the quotation, like this example in MLA style:

Barnill says, “More than 400 people each month receive the gift of sight through yet another type of tissue donation—corneal transplants. In many cases, donors unsuitable for organ donation are eligible for tissue donation” (2).

5. The in-text citation goes *outside* the final quotation mark but *inside* the period.

6. Try to quote key sentences and short passages, not entire paragraphs. Find the essential statement and feature it; do not force your reader to fumble through a long quoted passage in search of the relevant statement. Make the brief quotation a part of your sentence, in this way:

Trying to mend their past eating habits, many Americans adopt functional foods as an essential step toward a more health-conscious future. This group of believers spends “an estimated \$29 billion a year” on functional foods (Nelson 755).

7. Quote from both primary sources (the original words by a writer or speaker) and secondary sources (the comments after the fact about original works). The two types are discussed immediately following.

Quoting Primary Sources

Quote from primary sources for four specific reasons:

1. To draw on the wisdom of the original author
2. To let readers hear the precise words of the author
3. To copy exact lines of poetry and drama
4. To reproduce graphs, charts, and statistical data

Selecting a mix of primary and secondary sources, see section 8b.

Cite poetry, fiction, drama, letters, and interviews. In other cases, you may want to quote liberally from a presidential speech, cite the words of a businessman, or reproduce original data. As shown in the next example, quote exactly, retain spacing and margins, and spell words as in the original.

The brevity of life in Percy Bysshe Shelley’s “Mutability”:

We are as clouds that veil the midnight moon;
 How restlessly they speed, and gleam, and quiver,
 Streaking the darkness radiantly!—yet soon
 Night closes round, and they are lost forever:

Or like forgotten lyres, whose dissonant strings
 Give various response to each varying blast,
 To whose frail frame no second motion brings
 One mood or modulation like the last.

Quoting Secondary Sources

Quote from secondary sources for three specific reasons:

1. To display excellence in ideas and expression by experts on the topic
2. To explain complex material
3. To set up a statement of your own, especially if it spins off, adds to, or takes exception to the source as quoted

The overuse of direct quotation from secondary sources indicates either (1) that you did not have a clear focus and copied almost everything related to the subject verbatim, or (2) that you had inadequate evidence and used numerous quotations as padding. Therefore, limit quotations from secondary sources by using only a phrase or a sentence, as shown here:

The geographical changes in Russia require “intensive political analysis” (Herman 611).

If you quote an entire sentence, make the quotation a direct object. It tells *what* the authority says. Headings on your notes will help you arrange them.

Geographic Changes in Russia

In response to the changes in Russia, one critic notes, “The American government must exercise caution and conduct intensive political analysis” (Herman 611).

Blend two or more quotations from different sources to build strong paragraphs, as shown here:

Functional foods are helping fight an economic battle against rising health care costs. Clare Hasler notes, “The U.S. population is getting older,” which means more people are being diagnosed and treated for disease (68). These individuals are putting a huge financial strain on the health care system with their need for expensive antibiotics and hospital procedures. Dr. Herbert Pierson, director of the National Cancer Institute’s \$20 million functional food program, states, “The future is prevention, and looking for preventive agents in foods is more cost effective than looking for new drugs” (qtd. in Carper xxii).

See also Chapter 11, [Blending Reference Material into Your Writing](#).

9d Writing Paraphrased Notes

A paraphrase is the most difficult note to write. It requires you to restate, in your own words, the thought, meaning, and attitude of someone else. With *interpretation*, you act as a bridge between the source and the reader as you capture the wisdom of the source in approximately the same number of words. Use paraphrase for these reasons:

- To maintain your voice in the paper
- To sustain your style
- To avoid an endless string of direct quotations
- To interpret the source as you rewrite it

Keep in mind these five rules for paraphrasing a source:

1. Rewrite the original in about the same number of words.
2. Provide an in-text citation of the source (the author and page number in MLA style).
3. Retain exceptional words and phrases from the original by enclosing them within quotation marks.
4. Preserve the tone of the original by suggesting moods of satire, anger, humor, doubt, and so on. Show the author's attitude with appropriate verbs: "Edward Zigler condemns . . . defends . . . argues . . . explains . . . observes . . . defines."
5. To avoid unintended plagiarism, put the original aside while paraphrasing to avoid copying word for word. Compare the finished paraphrase with the original source to be certain the paraphrase truly restates the original and uses quotation marks with any phrasing or standout words retained from the original.

HINT

When instructors see an in-text citation but no quotation marks, they will assume that you are paraphrasing, not quoting. Be sure their assumption is true.

Here are examples that show the differences between a quotation note and a paraphrased one:

Original Quotation:

Bullying

Colvin 211

—

Dr. Delaney Colvin explains, "Cyberbullying is increasing at a disturbing rate. While most bullying in the past happened primarily at school, social cruelty can now occur with the ease of a keystroke" (211).

Paraphrase of the Original Quotation:

Cyberbullying

Colvin 211

—

Dr. Delaney Colvin explains that bullying has moved past the school setting, for online harassment through social media sites continues to increase at an alarming rate (211).

Dr. Delaney Colvin encourages further research to address the broad spectrum of hurtful, online dangers faced by today's teenagers (211).

9e Writing Summary Notes

The *summary note* describes and rewrites the source material without great concern for style or expression. Your purpose at the moment will be quick, concise writing without careful wording. If the information is needed, you can rewrite it later in a clear, appropriate prose style and, if necessary, return to the source for revision. Use summary notes for these reasons:

- To record material that has marginal value
- To preserve statistics that have questionable value for your study
- To note an interesting position of a source speaking on a closely related subject but not on your specific topic
- To reference several works that address the same issue, as shown in this example:

The logistics and cost of implementing a recycling program have been examined in books by West and Loveless and in articles by Jones et al., Coffee and Street, and Abernathy.

Success with the summary requires the following:

1. Keep it short. It has marginal value, so do not waste time fine-tuning it.
2. Mark with quotation marks any key phrasing you cannot paraphrase.

Research Tip

Paraphrasing a Passage to Avoid Plagiarism

When you paraphrase, keep in mind that it is not sufficient to alter only a few words or to change the order of words in the sentences. Paraphrasing requires that you completely rewrite the passage. The paraphrase requires you to restate in your own words the thought, meaning, and attitude of someone else. Following is an original source along with an unacceptable paraphrase:

John Milton did not write from casual impulse. Every stroke of his pen was a resolution to leave nothing undone which it was in his power to do. He strove to convey the most intricate details in the world, and he did

express them. He adorned and dignified his subjects with every measure of beauty and grandeur, whether moral, intellectual, or physical. His writing raises splendor as well as terror to a gigantic elevation. In Milton there is always the presence of preciseness.

From Milton Kingsberry's *Of Writers and Writings*, page 74.

Unacceptable Paraphrase

The writer John Milton did not express his views from casual impulse. Every stroke of his pen was a resolution. He also wanted to share the most intricate details in the world. He adorned and dignified his subjects with every measure of beauty and grandeur. Whether moral, intellectual, or physical, Milton raises splendor as well as terror to a gigantic elevation with preciseness.

This unacceptable version has made some token changes by using a few synonyms and altering the sentences slightly. Otherwise, this is a word-for-word copy of the original, and if the note were to be placed into the research paper in this form, the writer would be guilty of plagiarism.

Acceptable Paraphrase

The writer John Milton was a perfectionist who delivered accurate and exact description to every word that he shared. He was intricate in the descriptions and the message that they represented. Milton brought esteem to his subjects with an honest, proper, and rational view. Through the descriptions of greatness or horror, John Milton provided readers with delicate and defining clarity (Kingsberry 74).

The second version restructures the sentences and changes the vocabulary of the original passage while maintaining the essence of the original passage.

3. Provide documentation to the author and page number. However, a page number is unnecessary when the note summarizes the entire article or book, not a specific passage.

TV & reality

Epstein's book

Now dated but cited by various sources, Epstein's work in 1973 seems to lay the groundwork for criticism in case after case of distorted news broadcasts.

This sort of summary might find its way into the final draft, as shown here:

Television viewers, engulfed in the world of communication, participate in the construction of symbolic reality by their perception of and belief in the presentation. Edward Jay Epstein laid the groundwork for such investigation in 1973 by showing in case after case how the networks distorted the news and did not, perhaps could not, represent reality.

9f Writing Précis Notes

A précis note differs from a quick summary note. It serves a specific purpose, so it deserves a polished style for transfer into the paper. It requires you to capture in just a few words the ideas of an entire paragraph, section, or chapter. Use the précis for these reasons:

- To review an article or book
- To annotate a bibliography entry
- To provide a plot summary
- To create an abstract

Success with the précis requires the following:

1. Condense the original with precision and directness. Reduce a long paragraph to a sentence, tighten an article to a brief paragraph, and summarize a book in one page.
2. Preserve the tone of the original. If the original is serious, suggest that tone in the précis. In the same way, retain moods of doubt, skepticism, optimism, and so forth.
3. Write the précis in your own language. However, retain exceptional phrases from the original, enclosing them in quotation marks. Guard against taking material out of context.
4. Provide documentation.

Use the Précis to Review Briefly an Online Article

Note this example of the short review:

On the “Donor Initiative” 2016 Website

—

The National Community of Organ and Tissue Sharing has a website devoted to its initiatives. Its goal is to communicate the

problem—for example, more than 55,000 people are on the waiting lists. It seeks a greater participation from the public.

With three sentences, the writer has made a précis of the entire article.

Use the Précis to Write an Annotated Bibliography

An annotation is a sentence or paragraph that offers explanatory or critical commentary on an article or book. It seldom extends beyond two or three sentences. The difficulty of this task is to capture the main idea of the source.

Preparing a review of literature, section 8g.

“Major Myths about Organ Donation.” Web. 10 Feb. 2016. This informative site from the American Organ Transplant Cooperative dispels the many myths surrounding organ donation, showing that selling organs is illegal, that matching donor and recipient is highly complicated, and secret back room operations are almost impossible.

Use the Précis in a Plot Summary Note

In just a few sentences, a précis summarizes a novel, short story, drama, or similar literary work, as shown by this next note:

Great Expectations by Charles Dickens describes young Pip, who inherits money and can live the life of a gentleman. But he discovers that his “great expectations” have come from a criminal. With that knowledge, his attitude changes from one of vanity to one of compassion.

“Preparing an Annotated Bibliography,” section 8f.

Furnish a plot summary in your paper as a courtesy to your readers to cue them about the contents of a work. The précis helps you avoid a full-blown retelling of the whole plot.

Use the Précis as the Form for an Abstract

An abstract is a brief description that appears at the beginning of an article to summarize the contents. It is, in truth, a précis. Usually, it is written by the article’s author, and it helps readers make decisions about reading or skipping the article. You can find entire volumes devoted to abstracts, such as *Psychological Abstracts* and *Abstracts of English Studies*. An abstract is required for most papers in the social and natural sciences. Here is a sample:

Abstract using APA style, see section 15f

Abstract

The functional food revolution has begun! Functional foods, products that provide benefits beyond basic nutrition, are adding billions to the nation’s economy each year. So what is their secret?

Why are functional foods a hit? Functional foods are suspected to be a form of preventive medicine. This news has made the public swarm and food nutritionists salivate. Consumers hope that functional foods can calm some of their medical anxieties. Many researchers believe that functional foods may be the answer to the nation's prayers for lower health care costs. This paper goes behind the scenes, behind all the hype, in its attempt to determine if functional foods are an effective form of preventive medicine. The paper identifies several functional foods, locates the components that make them work, and explains the role that each plays in the body.

Research Tip

Documenting to Avoid Plagiarism

Careful attention to the rules of documentation will help to avoid plagiarism—the unacknowledged use of someone else's words or ideas. Avoid these pitfalls when creating notes for your research topic:

- Omitting quotation marks when citing the exact language of a source
- Failing to revise all ideas in a source that you are paraphrasing

- Providing no documentation for a quotation or paraphrase
- Omitting the correct name, page number, and source information from a note

The proper use of source material enhances your credibility as a researcher. At the same time, it ensures that you will not be guilty of plagiarism.

9g Writing Notes from Field Research

Depending on the focus and scope of your project, you might be expected to conduct field research. This work requires different kinds of notes kept on charts, cards, notepads, laboratory notebooks, a research journal, or the computer.

If you **interview** knowledgeable people, make careful notes during the interview and transcribe those notes to your draft in a polished form. A digital recorder can serve as a backup to your notetaking.

If you conduct a **questionnaire**, the results will become valuable data for developing notes and graphs and charts for your research paper.

If you conduct **experiments, tests, and measurements**, the findings serve as your notes for the results section of the report and will give you the basis for the discussion section.

The report of empirical research, see section 6e.

9h Creating Outlines Using Academic Models

A General All-Purpose Model

If you are uncertain about the design of your paper, start with this bare-bones model and expand it with your material. Readers, including your instructor, are accustomed to this sequence for research papers. It offers plenty of leeway.

Identify the subject.

- Explain the problem.
- Provide background information.
- Frame a thesis statement.

Analyze the subject.

- Examine the first major issue.
- Examine the second major issue.
- Examine the third major issue.

Discuss your findings.

- Restate your thesis and point beyond it.
- Interpret the findings.
- Provide answers, solutions, or a final opinion.

To the introduction you can add a quotation, an anecdote, a definition, or comments from your source materials. Within the body, you can compare, analyze, give evidence, trace historical events, and handle other matters. In the conclusion, you can challenge an assumption, take exception to a prevailing point of view, and reaffirm your thesis. Flesh out each section, adding subheadings as necessary, to create an outline.

[Developing introductions, bodies, and conclusions, Chapter 12.](#)

Model for Advancing Your Ideas and Theories

If you want to advance a theory in your paper, use this next design, but adjust it to eliminate some items and add new elements as necessary.

Introduction:

- Establish the problem or question.
- Discuss its significance.
- Provide the necessary background information.
- Introduce experts who have addressed the problem.
- Provide a thesis statement that addresses the problem from a fresh perspective, if at all possible.

Body:

- Evaluate the issues involved in the problem.
- Develop a past-to-present examination.

[Writing theory in APA style, Chapter 15.](#)

Compare and analyze the details and minor issues.
Cite experts who have addressed the same problem.

Conclusion:

Advance and defend your theory as it grows out of evidence in the body.
Offer directives or a plan of action.
Suggest additional work and research that is needed.

Model for the Analysis of Creative Works

If you plan to analyze musical, artistic, or literary works, such as an opera, a set of paintings, or a novel, adjust this next model to your subject and purpose.

Introduction:

Identify the work.
Give a brief summary in one sentence.
Provide background information that relates to the thesis.
Offer biographical facts about the artist that relate to the specific issues.
Quote and paraphrase authorities to establish the scholarly traditions.
Write a thesis statement that establishes your particular views of the literary work.

Body:

Provide evaluative analysis divided according to such elements as imagery, theme, character development, structure, symbolism, narration, and language.

Conclusion:

Keep a fundamental focus on the artist of the work, not just the elements of analysis as explained in the body.
Offer a conclusion that explores the contributions of the artist in accord with your thesis statement.

Model for Argument and Persuasion Papers

If you write persuasively or argue from a set position, your paper should conform in general to this next model. Select the elements that fit your design.

Introduction:

In one statement, establish the problem or controversial issue your paper will examine.
Summarize the issues.
Define the key terminology.
Make concessions on some points of the argument.
Use quotations and paraphrases to clarify the controversial nature of the subject.

Provide background information to relate the past to the present.
Write a thesis to establish your position.

Body:

Develop arguments to defend one side of the subject.
Analyze the issues, both pro and con.
Give evidence from the sources, including quotations as appropriate.

Conclusion:

Expand your thesis into a conclusion that makes clear your position, which should be one that grows logically from your analysis and discussion of the issues.

Model for Analysis of History

If you are writing a historical or political science paper that analyzes events and their causes and consequences, your paper should conform, in general, to the following plan.

Introduction:

Identify the event.
Provide the historical background leading up to the event.
Offer quotations and paraphrases from experts.
Give the thesis statement.

Body:

Analyze the background leading up to the event.
Trace events from one historic episode to another.
Offer a chronological sequence that explains how one event relates directly to the next.
Cite authorities who have also investigated this event in history.

Conclusion:

Reaffirm your thesis.
Discuss the consequences of this event, explaining how it altered the course of history.

Model for a Comparative Study

A comparative study requires that you examine two schools of thought, two issues, two works, or the positions taken by two persons. The paper examines the similarities and differences of the two subjects, generally using one of three arrangements for the body of the paper.

Introduction:

Establish A.
Establish B.

Briefly compare the two.
 Introduce the central issues.
 Cite source materials on the subjects.
 Present your thesis.

Body (choose one):

Examine A.	Compare A and B.	Issue 1
Examine B.	Contrast A and B.	Discuss A and B.
Compare and contrast A and B.	Discuss the central issues.	Issue 2 Discuss A and B.
		Issue 3 Discuss A and B.

Conclusion:

Discuss the significant issues.
 Write a conclusion that ranks one side over the other, or
 Write a conclusion that rates the respective genius of each side.

Remember that the models provided above are general guidelines, not ironclad rules. Adjust each as necessary to meet your special needs.

9i Writing a Formal Outline

Not all papers require a formal outline, nor do all researchers need one. A short research paper can be created from key terms, a list of issues, a rough outline, and a first draft. As noted earlier in this chapter, rough or informal outlines will help you to make sure you cover the key points and guide your research. However, a formal outline can be important because it classifies the issues of your study into clear, logical categories with main headings and one or more levels of subheadings. An outline will change miscellaneous notes, computer drafts, and photocopied materials into an ordered progression of ideas.

HINT

A formal outline is not rigid and inflexible; you may, and should, modify it while writing and revising. In every case, treat an outline or organizational chart as a tool. Like an architect's blueprint, it should contribute to, not inhibit, the construction of a finished product.

You may wish to experiment with the Outline feature of your computer software, which will allow you to view the paper at various levels of detail and to highlight and drop the essay into a different organization.

Using Standard Outline Symbols

List your major categories and subtopics in this form:

1. _____ First major heading
 - A. _____ Subheading of first degree
 1. _____ Subheadings of second degree
 2. _____
 - a. _____ Subheadings of third degree
 - b. _____
 - (1) _____ Subheadings of fourth degree
 - (2) _____
 - (a) _____ Subheading of fifth degree
 - B. _____ Subheading of first degree

The degree to which you continue the subheads will depend, in part, on the complexity of the subject. Subheads in a research paper seldom carry beyond subheadings of the third degree, the first series of small letters.

Writing a Formal Topic Outline

If your purpose is to arrange quickly the topics of your paper without detailing your data, build a topic outline of balanced phrases. The topic outline may use noun phrases:

- III. The senses
 - A. Receptors to detect light
 1. Rods of the retina
 2. Cones of the retina

It may also use gerund phrases:

- III. Sensing the environment
 - A. Detecting light
 1. Sensing dim light with retina rods
 2. Sensing bright light with retina cones

And it may also use infinitive phrases:

- III. To use the senses
 - A. To detect light
 1. To sense dim light
 2. To sense bright light

No matter which grammatical format you choose, you should follow it consistently throughout the outline.

Writing a Formal Sentence Outline

The sentence outline requires full sentences for each heading and subheading. It has two advantages over the topic outline:

1. Many entries in a sentence outline can serve as topic sentences for paragraphs, thereby accelerating the writing process.
2. The subject/verb pattern establishes the logical direction of your thinking (for example, the phrase “Vocabulary development” becomes “Television viewing can improve a child’s vocabulary”).

Consequently, the sentence outline brings into the open any possible organizational problems rather than hiding them as a topic outline might do. The time invested in writing a complete sentence outline, like writing complete, polished notes (see sections 9a–9g), will pay off when you write the rough draft and revise it.

A section of one student’s sentence outline is shown in the following example. As shown here, the thesis statement should appear as a separate item in the outline. It is the main idea of the entire paper, so try not to label it as Item I in the outline. Otherwise, you may search fruitlessly for parallel ideas to put in II, III, and IV. (See section 12a for using the thesis in the opening.)

Outline

Thesis: Prehistoric humans were motivated by biological instincts toward warfare rather than cultural demands for a share of limited resources.

- I. The conflict of “noble savage” versus prehistoric warriors has surfaced in recent literature.
 - A. Some literature has advocated the existence of harmony and peace among early tribes.
 1. Rousseau argued for a noble savage in the 1700s.
 2. The Bible speaks of the Garden of Eden.
 - B. Recent research suggests that wars have existed since the dawn of life.
 1. LaBlanc cites evidence from the Southwest Indians.
 2. Yates reports on Chinese weapons from 28,000 BC.
 3. Ferrill has examined cave paintings.

- II. The evidence points clearly to the existence of prehistoric wars.
 - A. Anthropologists have uncovered skeletal remains of captives who were executed.
 1. Victims were skinned alive.
 2. Victims were decapitated.
 3. Massacres occurred in Europe, North and South America, Japan, and other parts of the world.

Charting Your Research Project

1. Look carefully at each of the sources you have collected so far—books, photocopies of journal articles, and Internet printouts. Try writing a summary or précis of each one. At the same time, make decisions about material worthy of direct quotation and material that you want to paraphrase or summarize.
2. Decide how you will keep your notes—as handwritten notes in a research journal or in computer files. *Note:* The computer files will serve you well because you can transfer them into your text and save typing time.
3. Write various types of notes—that is, write a few that use direct quotations, some that paraphrase, and some that summarize.
4. Conscientiously and with dedication, write as many personal notes as possible. These will be your ideas, and they will establish your voice and position. Do not let the sources speak for you; let them support your position.
5. If you have access to OneNote or some other notetaking program, take the time to consider its special features. You can create notes, store them in folders, and even search your own files by keyword, category, and reference.
6. Sketch out an outline for your project. List your general thesis and, below that, establish several divisions that will require careful and full development. Test more than one plan. Do you need several criteria of judgment? causal issues? arguments? evidence from field research? Which seems to work best for you?
7. Select one of the models, as found in section 9h, and develop it fully with the information in your sketch outline (see #6 immediately above).
8. Consult the research schedule outlined at the end of Chapter 1. By this time, you should have notes from sources and a plan for organizing your research project as you pull your thoughts and resources together to begin drafting your paper.

Chapter 10

Drafting the Paper in an Academic Style



Goals and Outcomes

Your research project should examine a subject in depth, but it also examines your knowledge and the strength of your evidence. This chapter will help you find the style necessary to present a fair, balanced treatment of the subject:

- 10a** Use persuasion, inquiry, negotiation, and appeals to focus your argument.
- 10b** Adjust and refine your preliminary thesis statement based on your research and viewpoint.
- 10c** Use various strategies to develop an academic title for your research paper.
- 10d** Draft your research paper with attention to coherence, unity, voice, tense, person, and word choice.
- 10e** Select and integrate visuals that support your research paper.
- 10f** Avoid language that is biased or discriminatory in your writing.

As you draft your paper, your voice should flow smoothly and logically from one idea to the next. You should adopt an academic style that presents your position with precise, supporting details. Additionally, you should offer contradictory evidence, for this will give your report something to work against, thereby strengthening your argument.

Be practical

- Write what you know and feel, not what you think somebody wants to hear.
- Write portions of the paper when you are ready, not only when you arrive there by outline sequence.

- If necessary, leave blank spots on the page to remind you that more evidence is required.
- Skip entire sections if you are ready to develop later paragraphs.

Be uninhibited

- Initial drafts must be attempts to get words on the page rather than to create a polished document.
- Write without fear or delay.
- Be conscientious about references.
- Cite the names of the sources in your notes and text.
- Enclose quotations in your notes and text.
- Preserve the page numbers of the sources.

10a Focusing Your Argument

Your writing style in a research paper should be factual, but it should also reflect your take on the topic. Your draft will evolve more quickly if you focus on the central issue(s). Each paragraph then amplifies your primary claim. Your aim or purpose is the key to discovering an argument. Do you want to persuade, inquire, or negotiate?

Persuasion means convincing the reader that your position is valid and, perhaps, asking the reader to take action. For example:

We need to establish green zones in every city of this country to control urban sprawl and to protect a segment of the natural habitat for the animals.

Inquiry is an exploratory approach to a problem in which you examine the issues without the insistence of persuasion. It is a truth-seeking adventure. For example:

Many suburban home dwellers complain that deer, raccoons, and other wild animals ravage their gardens, flowerbeds, and garbage cans; however, the animals were there first. Thus, we may need a task force to examine the rights of each side of this conflict.

Negotiation is a search for a solution. It means you attempt to resolve a conflict by inventing options or a mediated solution. For example:

Suburban neighbors need to find ways to embrace the wild animals that have been displaced rather than voice anger at the

animals or the county government. Perhaps green zones and wilderness trails would solve some of the problems; however, such a solution would require serious negotiations with real estate developers who want to use every square foot of every development.

Often, the instructor's research assignment will tell you whether you want to persuade, inquire, or negotiate. But if it does not, try to determine early in the process where your research is heading.

Maintaining a Focus on Objective Facts and Subjective Ideas

As an objective writer, you should examine the problem, make your claim in a thesis statement, and provide supporting evidence. As a subjective writer, you should argue with a touch of passion; you must believe in your position on the issues. For this reason, complete objectivity is unlikely in any research paper that puts forth an intellectual argument in the thesis statement (see section 2f). Of course, you must avoid being overly subjective, as by demanding, insisting, and quibbling. Moderation of your voice, even during argument, suggests control of the situation, both emotionally and intellectually.

Your objective and subjective analysis alerts the audience to your point of view in two ways:

Ethical appeal. If you project the image of one who knows and cares about the topic, the reader will recognize and respect your deep interest in the subject and your carefully crafted argument. The reader will also appreciate your attention to research conventions.

Logical appeal. For readers to believe in your position, you must provide sufficient evidence in the form of statistics, paraphrases, and direct quotations from authorities on the subject.

10b Refining the Thesis Statement

The thesis statement relates your convictions about the topic, advances your position, and limits the scope of the study. While you have worked with a preliminary thesis to direct your research, you must refine your proposition to clearly and exactly advance your viewpoint and invite the reader into the argument. The thesis statement performs three tasks:

1. It sets the argument to control and focus the entire paper.
2. It provides unity and a sense of direction.
3. It specifies to the reader the point of the research.

For example, one student started with the topic “exorbitant tuition.” He narrowed his work to “tuition fees put parents in debt.” Ultimately, he crafted this thesis:

The exorbitant tuition at America’s colleges is forcing out the poor and promoting an elitist class.

This statement, a conclusion he must defend, focuses the argument on the fees and their effects on enrollment. Without such focus, the student might have drifted into other areas, confusing himself and his readers.

Research Tip

Creating an Original Thesis

The thesis statement establishes an approach to the topic. At times the writer may assert a cause or provide an explanation while prompting a call for action. Regardless of the form it takes, a writer’s original thesis establishes the possibilities, probabilities, and interpretations that are subject to review in a rational presentation. To produce original research findings and avoid a plagiarized, borrowed idea from a source, the writer must narrow and isolate one issue by finding a critical focus, such as:

THESIS: Violence in children’s programming echoes an adolescent’s fascination with brutality.

This sentence advances an original idea that the writer can develop fully and defend with evidence. The writer has made a connection between the subject *television violence* and the focusing agent *adolescent behavior*. The following thesis statements provide additional viewpoints:

THESIS: Television cartoons can affect a child’s personality because they are so violent.

THESIS: Television violence prompts children to become less caring and less sensitive toward others.

These same issues apply also to the use of the enthymeme or the hypothesis, as discussed earlier (see section 2f).

ENTHYMEME: America’s colleges are promoting an elitist class because exorbitant tuition forces out the poor and limits their access to higher education.

HYPOTHESIS: This study will gather evidence on this proposition: Poor students are being locked out of higher education by the rapidly rising costs of tuition and registration fees.

Writing a thesis, enthymeme, or hypothesis, see section 2f.

Using Questions to Focus the Thesis

If you have trouble focusing on a thesis statement, ask yourself a few questions. One of the answers might serve as the thesis.

- What is the point of my research?

THESIS: A delicate balance of medicine, diet, and exercise can control diabetes mellitus to offer a comfortable lifestyle for millions.

ENTHYMEME: Because diabetes attacks the body in several ways, a person needs a careful balance of medicine, diet, and exercise.

HYPOTHESIS: The objective of this study is to examine the effects of a balanced program of medication, diet, and exercise for a person with diabetes.

- What do I want this paper to do?

THESIS: The public needs to understand that advertisers who use blatant sexual images have little regard for moral scruples and ordinary decency.

- Can I tell the reader anything new or different?

THESIS: The evidence indicates clearly that most well water in the county is unsafe for drinking.

- Do I have a solution to the problem?

THESIS: Public support for safe houses will provide a haven for children who are abused by their parents.

- Do I have a new slant and new approach to the issue?

THESIS: Personal economics is a force to be reckoned with, so poverty, not greed, forces many youngsters into a life of crime.

- Should I take the minority view of this matter?

THESIS: Give credit where it is due: Custer may have lost the battle at Little Bighorn, but Crazy Horse and his men, with inspiration from Sitting Bull, won the battle.

- What exactly is my theory about this subject?

THESIS: Functional foods can become an economic weapon in the battle against rising health care costs.

- Will an enthymeme serve my purpose by making a claim in a *because* clause?

ENTHYMEME: Sufficient organ and tissue donation, enough to satisfy the demand, remains almost impossible because negative myths and religious concerns dominate the minds of many people.

- Will a hypothesis serve my purposes?

HYPOTHESIS: An education program to dispel negative myths and religious concerns will build a greater base of organ and tissue donors.

- What are the keywords surrounding this issue that I might use in framing the thesis statement?

HYPOTHESIS: The objective is examination of issues with regard to supply and demand, the political power struggles that are emerging, and the ethical and perhaps even moral implication engulfing the world's scattered supply of fresh water.

Adjust or Change Your Thesis During Research if Necessary

Be willing to abandon your preliminary thesis if research leads you to new and different issues. For example, one writer began research on child abuse with this preliminary thesis: "A need for a cure to child abuse faces society each day." Investigation, however, narrowed her focus: "Parents who abuse their children should be treated as victims, not criminals." The writer moved, in effect, to a specific position from which to argue that social organizations should serve abusing parents in addition to helping abused children.

Checklist

Writing the Final Thesis

You should be able to answer "yes" to each question that follows. Does the thesis:

1. Express your position in a full, declarative statement that is not a question, not a statement of purpose, and not merely a topic?
2. Limit the subject to a narrow focus that grows out of research?
3. Establish an investigative, inventive edge to the discovery, interpretation, or theoretical presentation?
4. Point forward to the conclusion?
5. Conform to the title and the evidence you have gathered?

10c Writing an Academic Title

A clearly expressed title, like a good thesis statement, will control your writing and keep you on course. Although writing a final title may not be feasible until the paper is written, the preliminary title can provide specific words of identification to keep you on track. For example, one writer began with this title: “Diabetes.” Then, to make it more specific, the writer added another word: “Diabetes Management.” As research developed and she realized the role of medicine, diet, and exercise for victims, she refined the title even more: “Diabetes Management: A Delicate Balance of Medicine, Diet, and Exercise.” Thereby, she and her readers had a clear idea of what the paper was to do—that is, explore methods for managing diabetes. Note that long titles are standard in scholarly writing. Consider the following strategies for writing your title.

1. Name a general subject, followed by a colon and a phrase that focuses or shows your slant on the subject.

Organ and Tissue Donation and Transplantation: Myths, Ethical Issues, and Lives Saved

The World’s Water Supply: The Ethics of Distribution

2. Name a general subject and narrow it with a prepositional phrase.

Gothic Madness in Three Southern Writers

3. Name a general subject and cite a specific work that illuminates the topic.

Analysis of Verbal Irony in Swift’s *A Modest Proposal*

4. Name a general subject and follow it by a colon and a phrase that describes the type of study.

Black Dialect in Maya Angelou’s Poetry: A Language Study

5. Name a general subject and follow it by a colon and a question.

AIDS: Where Did It Come From?

6. Establish a specific comparison.

Religious Imagery in N. Scott Momaday’s *The Names* and Heronimus Storm’s *Seven Arrows*

As you develop a title, be sure to avoid fancy literary titles that fail to label issues under discussion.

Poor:	“Foods, Fads, and Fat”
Better:	“Nutritional Foods: A Survey”
Best:	“Nutritional Foods: A Powerful Step on the Path of Preventive Medicine”

For placement of the title, see “Title Page or Opening Page,” section 13b.

10d Drafting the Paper from Your Research Journal, Notes, and Computer Files

To begin writing your research essay, you may work systematically through a preliminary plan or outline. You may also begin by writing what you know at the time. Either way, keep the pieces of your manuscript under control; your notes will usually keep you focused on the subject, and your thesis statement will control the flow and direction of your argument. Yet you must let the writing find its own way, guided but not controlled by your preliminary plans. Also consult the model (see section 9h) that best fits your design.

Writing from Your Notes

Use your notes and research journal to

1. Transfer personal notes, with modification, into the draft.
2. Transcribe précis notes and paraphrased materials directly into the text.
3. Quote primary sources.
4. Quote secondary sources from notes.

Weave source material into the paper to support *your* ideas, not as filler. Your notes will let the essay grow, blossom, and reach up to new levels of knowledge. You can do this in several ways, and you may even have a method beyond the four mentioned here.

Method one requires separate note files within a specially named directory, as explained in section 9h. During the drafting stage, you can use the Insert or Copy and Paste commands to transfer your notes into your text.

Method two assumes you have placed all your notes in one file. Begin writing your paper in a new file. As you need a note, minimize this text file and maximize your file of notes, or use two windows. Find the note you want to transfer, highlight it, copy it, and then paste it into your file.

Method three assumes you have placed all your notes within one file and labeled each with a code word or title. Begin drafting your paper at the top of this file, which will push the notes down as you write. When you need a note, find it, copy it, and paste it into your text.

Method four requires the complete outline on file so you can enter information under any of the outline headings as you develop ideas (see Chapter 3 for details on outlining). You can import your notes to a specific location in the outline. This technique allows you to work anywhere within the paper to match your interest of the moment with a section of your outline. In effect, you expand your outline into the first draft of your research paper.

In the initial draft, leave plenty of space as you write. Keep the margins wide, use double spacing, and leave blank spaces between paragraphs. The open areas

will invite your revisions and additions later on. The process is simplified when you use a computer because you will keyboard the paper the first time and revise directly within the file.

When working with pages copied from articles, books, or Internet sites, use caution. You will be tempted to borrow too much. Quote or paraphrase key phrases and sentences; do not quote an entire paragraph unless it is crucial to your discussion and you cannot easily reduce it to a *précis*. Moreover, any information you borrow should come from a credible source that has a scholarly or educational basis.

HINT

Drafting a paragraph or two by using different methods of development is one way to build the body of your paper, but only if each part fits the purpose and design of your work. Write a comparison paragraph, classify and analyze one or two issues, show cause and effect, and ask a question and answer it. Sooner than you think, you will have drafted the body of the paper. See Chapter 12 for detailed discussion of these methods of development.

Writing with Unity and Coherence

Unity refers to exploring one topic in depth to give your writing a single vision. With unity, each paragraph carefully expands on a single aspect of the narrowed subject. *Coherence* connects the parts logically by

- Repetition of keywords and sentence structures
- The judicious use of pronouns and synonyms
- The effective placement of transitional words and phrases (e.g., *also*, *furthermore*, *therefore*, *in addition*, and *thus*)

The next passage reads with unity (it keeps its focus) and coherence (it repeats keywords and uses transitions effectively, as shown in boldface type):

Talk shows are spectacles and forms of **dramatic** entertainment; **therefore**, members of the studio audience are **acting** out parts in the **drama**, like a Greek chorus, just as the host, the guest, and the television viewers are **actors** as well. **Furthermore**, some sort of interaction with the “characters” in this made-for-television **“drama”** happens all the time. If we read a book or attend a play, **we question** the text, **we question** the presentation, and **we determine** for ourselves what it means to us.

Writing in the Proper Tense

Verb tense often distinguishes a paper in the humanities from one in the natural and social sciences. MLA style requires the present tense to cite an author’s work (e.g., “Patel *explains*” or “the work of Scoggin and Roberts *shows*”). The CMS footnote style also asks for present tense.

MLA style requires that you use the present tense for your own comments and those of your sources because the ideas and the words of the writers remain in print and continue to be true in the universal present. Therefore, when writing a paper in the humanities, use the historical present tense, as shown here:

“Always forgive your enemies; nothing annoys them so much,”
writes Oscar Wilde about adversaries and forgiveness.

Yancy argues that sociologist Norman Guigou has a “fascination with the social causes rather than community solutions to homelessness” (64).

Use the past tense in a humanities paper only for reporting historical events. In the next example, past tense is appropriate for all sentences except the last:

Great works of art had been created for ages, but Leonardo da Vinci was the first to paint the atmosphere, the air in which the subject sat and which occupied the space between the eye and the thing seen. This technique continues to influence modern paintings, which place subjects in lights and shadows as well as natural settings.

Using the Language of the Discipline

Every discipline and every topic has its own vocabulary. Therefore, while reading and taking notes, jot down words and phrases relevant to your research study. Get comfortable with them so you can use them effectively. For example, a child abuse topic requires the language of sociology and psychology, thereby demanding an acquaintance with these terms:

social worker	maltreatment	aggressive behavior
poverty levels	behavioral patterns	incestuous relations
stress	hostility	battered child
formative years	recurrence	guardians

Similarly, a poetry paper might require such terms as *symbolism*, *imagery*, *rhythm*, *persona*, and *rhyme*. Many writers create a terminology list to strengthen their command of appropriate nouns and verbs. However, nothing will betray a writer’s ignorance of the subject matter more quickly than awkward and distorted technical terminology. For example, the following sentence uses big words, but it distorts and scrambles the language:

The enhancement of learning opportunities is often impeded by a pathological disruption in a child’s mental processes.

APA (Chapter 15) and CSE style (Chapter 17) both require the past tense or present perfect tense to cite an author’s work.

Blending sources into your text, Chapter 11.

The words may be large, but what does the passage mean? Probably this:

Education is often interrupted by a child's abnormal behavior.

Writing in the Third Person

Write your paper with third-person narration that avoids “I believe” and “It is my opinion.” Rather than saying, “I think objectivity on television is nothing more than an ideal,” drop the opening two words and say, “Objectivity on television is nothing more than an ideal.” Readers will understand that the statement is your thought.

Research Tip

Using Source Material to Enhance Your Writing

Readers want to see your thoughts and ideas on a subject. For this reason, a paragraph should seldom contain source material only; it must contain a topic sentence to establish a point for the research evidence. Every paragraph should explain, analyze, and support a thesis, not merely string together a set of quotations.

The following passage cites effectively two different sources:

Organ and tissue donation is the gift of life. Each year many people confront health problems due to diseases or congenital birth defects. Tom Taddonia explains that tissues such as skin, veins, and valves can be used to correct congenital defects, blindness, visual impairment, trauma, burns, dental defects, arthritis, cancer, and vascular and heart disease (23). Steve Barnill says, “more than 400 people each month receive the gift of sight through yet another

type of tissue donation—corneal transplants. In many cases, donors unsuitable for organ donation are eligible for tissue donation” (356). Barnill notes that tissues are now used in orthopedic surgery, cardiovascular surgery, plastic surgery, dentistry, and podiatry (358). Even so, not enough people are willing to donate organs and tissues.

This passage illustrates four points. A writer should:

1. Weave the sources effectively into a whole.
2. Use the sources as a natural extension of the discussion.
3. Cite each source separately, one at a time.
4. Provide separate in-text citations to pages or footnote numerals.

This means you will need to read carefully so that you can select the key ideas and phrasing. It also means you should be accurate and precise.

However, attribute human functions to yourself or other persons, not to nonhuman sources:

WRONG: The study considered several findings.

CORRECT: The study reported the findings of several sources.

The study can report its findings, but it cannot consider them.

Writing with the Passive Voice in an Appropriate Manner

Instructors often caution young writers against using the passive voice, which is often less forceful than an active verb. However, research writers sometimes need to shift the focus from the actor to the receiver, as shown here:

PASSIVE: Twenty-three students of a third-grade class at Barksdale School were observed for two weeks.

ACTIVE: I observed twenty-three students of a third-grade class at Barksdale School.

In the previous examples, the passive voice is preferred because it keeps the focus on the subject of the research, not the writer. Also, as a general rule, avoid the first person in research papers. Here are additional examples of the effective use of the passive voice:

The soil was examined for traces of mercury.

President Jackson was attacked repeatedly for his Indian policy by his enemies in Congress.

Children with attention disorders are often targeted for drug treatment.

As you see, the sentences place the focus on the soil, the president, and the children.

10e Using Visuals Effectively in a Research Essay

Graphics and visuals enable you to analyze trends and relationships in numerical data. Use them to support your text. Most computers allow you to create tables, line graphs, or pie charts as well as diagrams, maps, and other original designs. You may also import tables and illustrations from your sources. Place these graphics as

close as possible to the parts of the text to which they relate. It is acceptable to use full-color art if your printer will print in colors; however, use black for the captions and date.

A table, as shown in the example in Figure 10.1, is a systematic presentation of materials, usually in columns. A figure is any non-text item that is not a table, such as a blueprint, a chart, a diagram, a drawing, a graph, a photograph, a photostat, a map, and so on. Figure 10.2 is a sample figure that illustrates a room layout. Use graphs appropriately. A line graph, such as the example shown in Figure 10.3, serves a different purpose than does a circle (pie) chart, and a bar graph plots different information than does a scatter graph. Figures provide a visual amplification of the text. For example, a photograph of John Keats would reinforce and augment a research paper on the British poet.

Figure 10.1 Sample table with in-text citation source.

	All Students		Men		Women
Pol.	40.61	Pol.	43.22	Aesth.	43.86
Rel.	40.51	Theor.	43.09	Rel.	43.13
Aesth.	40.29	Econ.	42.05	Soc.	41.13
Econ.	39.45	Soc.	37.05	Econ.	36.85
Soc.	39.34	Aesth.	36.72	Theor.	36.50

^aCarmen J. Finley et al. (1965).

Figure 10.2 Sample figure with caption.

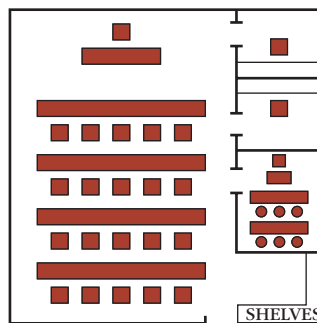


Figure 4: Audio Laboratory with Private Listening Rooms and a Small Group Room

Figure 10.3 Sample graph with clear labels and caption.

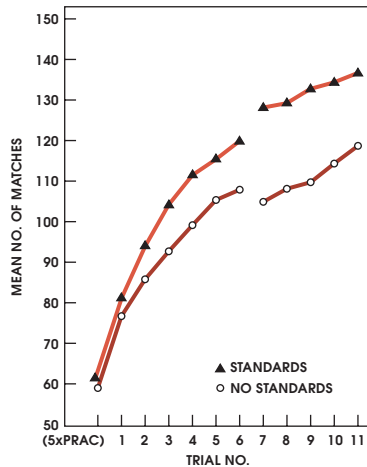


Figure 6: Mean Number of Matches by Subject with and without Standards (by Trial).

Source: Lock and Bryan (289).

Your figures, photographs, and tables should conform to the following guidelines:

- Present only one kind of information in each one, and make it as simple and as brief as possible. Frills and fancy artwork may distract rather than attract the reader.
- Place small figures and tables within your text; place large figures, sets of figures, or complex tables on separate pages in an appendix.
- Place the figure or table as near to your textual discussion as possible, but it should not precede your first mention of it.
- In the text, explain the significance of the figure or table. Describe the item so that your reader may understand your observations without reference to the item itself, but avoid giving too many numbers and figures in your text. Refer to figures and tables by number (for example, "Figure 5") or by number and page reference ("Table 4, 16"). Avoid using vague references (such as "the table above," "the following illustration," or "the chart below").
- Write a caption for the figure or table so that your reader can understand it without reference to your discussion.
- Number figures consecutively throughout the paper with Arabic numerals, preceded by "Fig." or "Figure" (for example, "Figure 4").
- Number tables consecutively throughout the paper with Arabic numerals, preceded by "Table" (for example, "Table 2").

Checklist

Using Visuals Effectively

Illustrations can be effective for presenting numerical data, analyzing trends, or reinforcing your discussion. Furnish the reader with clear, pertinent visuals and graphics if they will advance your study.

- **Introduce** Fit the visual into the text by providing an explanation of how the graphic relates to the text of your study.
 - **Show** Use a table, graph, photograph, or figure to display your findings or to impart concrete data.
 - **Discuss** Relate the significance of your information and how it advances the findings of your research.
-
- Insert a caption or number for each column of a table, centered above the column or, if necessary, inserted diagonally or vertically above it.
 - When inserting an explanatory or a reference note, place it below both a table and an illustration; then use a lowercase letter as the identifying superscript (as shown in the table in Figure 10.1), not an Arabic numeral. Sources are abbreviated as in-text citations, and full documentation must appear on the Works Cited page.

File Formats

Illustration and information graphics are usually large files, so you will need to compress them with a compression format, either JPEG or GIF, so named for their file name extensions: “.jpg” and “.gif.” In general, JPEGs work best for photographs and GIFs work best for line drawings.

Making your own graphics file is complex but rewarding. It adds a personal creativity to your research paper. Use one of the following techniques:

- *Use a graphics program*, such as Adobe FreeHand MX or Adobe Illustrator. With such software you can create a graphics file and save it as a JPEG or GIF. Also useful are Adobe Photoshop and Paintshop Pro, which are designed primarily for working with photographs.
- *Use a scanner* to copy your drawings, graphs, photographs, and other matter.
- *Create original photographs with a digital camera*. Consult the owner’s manual to learn how to create JPEGs or GIFs from your photographs.
- *Create your own information graphics* in Microsoft PowerPoint or Excel.

As long as you create JPEG files or GIF files for your graphics, you can transport the entire research paper to a website.

10f Avoiding Sexist and Biased Language

Racial and gender fairness is one mark of the mature writer. The best writers exercise caution against words that may stereotype any person, regardless of gender, race, nationality, creed, age, or disability. If the writing is precise, readers will not make assumptions about race, age, and disabilities. Therefore, do not freely mention sexual orientation, marital status, ethnic or racial identity, or a person's disability. The following guidelines will help you avoid discriminatory language.

AGE Review the accuracy of your statement. It is appropriate to use *boy* and *girl* for children of high school age and under. *Young man* and *young woman* or *male adolescent* and *female adolescent* can be appropriate, but *teenager* carries a certain bias. Avoid *elderly* as a noun; use phrases such as *older persons*, as in "Fifteen older patients suffered senile dementia of the Alzheimer's type."

GENDER *Gender* is a matter of our culture that identifies men and women within their social groups. *Sex* tends to be a biological factor (see the following discussion of sexual orientation).

1. Use plural subjects so that nonspecific, plural pronouns are grammatically correct. For example, do you intend to specify that Judy Jones maintains *her* lab equipment in sterile condition or to indicate that technicians, in general, maintain *their* own equipment?
2. Reword the sentence so a pronoun is unnecessary:

CORRECT: The doctor prepared the necessary surgical [not *his*] equipment without interference.

CORRECT: Each technician must maintain the laboratory [not *her*] equipment in sterile condition.

3. Use pronouns denoting gender only when necessary to specify gender or when gender has been previously established.

Larissa, as a new laboratory technician, must learn to maintain her equipment in sterile condition.

4. The use of *woman* and *female* as adjectives varies, as in *female athlete* and *woman athlete*. Use *woman* or *women* in most instances (e.g., *a woman's intuition*) and *female* for species and statistics, (e.g., *four female subjects*, *ten males and twenty-three females*, *a female chimpanzee*). The word *lady* has fallen from favor (i.e., avoid *lady pilot*).
5. The first mention of a person requires the full name (e.g., Ernest Hemingway, Joan Didion) and thereafter requires only the use of the surname (e.g., Hemingway, Didion). At first mention, use Emily Brontë, but thereafter use Brontë, *not* Miss Brontë. In general, avoid formal titles (e.g., Dr., Gen., Mrs.,

Ms., Lt., or Professor). Avoid their equivalents in other languages (e.g., Mme, Dame, Monsieur).

6. Avoid *man and wife* and *seven men and sixteen females*. Keep the terms parallel by saying *husband and wife* or *man and woman* and *seven male rats and sixteen female rats*.

SEXUAL ORIENTATION The term *sexual orientation* is preferred over the term *sexual preference*. It is preferable to use the terms *lesbians* and *gay men* rather than *homosexuals*. The terms *heterosexual*, *homosexual*, and *bisexual* can be used to describe both the identity and the behavior of subjects.

ETHNIC AND RACIAL IDENTITY Use the terms that ethnic and racial groups use to refer to themselves. Some people prefer the term *Black*, others prefer *African American*, and still others prefer *person of color*. The terms *Negro* and *Afro-American* are now dated and inappropriate. Use *Black* and *White*, not the lowercase *black* and *white*. In like manner, some individuals may prefer *Hispanic*, *Latino*, *Mexican*, or *Chicano*. Use the term *Asian* or *Asian American* rather than *Oriental*. *Native American* is a broad term that includes *Samoans*, *Hawaiians*, and *American Indians*. A good rule of thumb is to specify a person's nationality, tribe, or ethnic group when it is known (*Mexican*, *Korean*, *Comanche*, or *Nigerian*).

DISABILITY In general, place people first, not their disability. Rather than *disabled person* or *retarded child*, say *a person who has scoliosis* or *a child with Down syndrome*. Avoid saying *a challenged person* or *a special child* in favor of *a person with* or *a child with*. Remember that a *disability* is a physical quality, while a *handicap* is a limitation that might be imposed by nonphysical factors, such as stairs, poverty, or social attitudes.

Charting Your Research Project

1. Examine your own thesis statement using the Writing the Final Thesis Checklist (at the end of section 10b). Modify and refine your thesis as necessary.
2. Consider your focus to determine if you will persuade, inquire, negotiate (see section 10b), or perhaps use a focus as explained in Chapter 1: evaluation, definition, proposal, causal argument, analogy, precedence (see section 1d).
3. Write an academic title for your paper—one that clearly describes the nature of your work (see section 10c).
4. After you draft a significant portion of the paper, review it carefully for each of these items: coherence, proper tense, third-person voice, and the language of the discipline.

Chapter 11

Blending Reference Material into Your Writing



Goals and Outcomes

As your research project develops and takes shape, it is vital that you provide citations for all borrowed material that you use in your paper. Your blending of in-text references should conform to standards announced by your instructor. This chapter explains MLA documentation style, as established by the Modern Language Association. It governs papers in composition courses, literature, English usage, and foreign language. Look for the following writing techniques in this chapter:

- 11a** Blend reference citations into your text using author and publication information.
- 11b** Create in-text citations for a source with no author listed.
- 11c** Create an in-text citation or nonprint sources with no page number.
- 11d** Blend reference citations into your text for Internet sources.
- 11e** Cite indirect sources in your research paper.
- 11f** Create citations for more than one quote from the same page within a paragraph.
- 11g** Create in-text citations for literary works from textbooks and anthologies.
- 11h** Write in-text citations that provide additional information.
- 11i** Use proper punctuation for citations, including commas, periods, semicolons, colons, question marks, exclamation marks, and single quotation marks.

- 11j** Properly format and indent long quotations.
- 11k** Properly format and cite poetry in your research paper.
- 11l** Properly format and cite quotations from a play.
- 11m** Alter quoted material for initial capitals.
- 11n** Indicate omissions in quoted matter using ellipsis points.
- 11o** Alter quoted material using parentheses and brackets.

MLA style,
Chapter 14;
APA style,
Chapter 15;
CMS style,
Chapter 16;
CSE style,
Chapter 17.

While this chapter will emphasize the MLA style as established by the Modern Language Association, each documentation style seeks applicable and convincing resources to support the authority of your study. MLA style places emphasis on the writer of the source while other documentation styles emphasize the year of publication as well as the author. Whichever documentation style is assigned by your professor, one truth remains: the strength of your research project lies in the validity of the topic and your use of source material to fortify your position on the issue that you are advancing.

11a Blending Reference Citations into Your Text

As you might expect, writing a research paper carries with it certain obligations. You should gather scholarly material on the topic and display it prominently in your writing. In addition, you should identify each source used with the authority's name or the title of the work with a page number, except for unprinted sources and most Internet sources, which will not require a page number. As a general policy, keep citations brief. Remember, your readers will have full documentation to each source on the Works Cited page (see Chapter 14).

Making a General Reference without a Page Number

Sometimes you will need no parenthetical citation.

The women of Thomas Hardy's novels are the special focus of
three essays by Nancy Norris, Judith Mitchell, and James Scott.

Beginning with the Author and Ending with a Page Number

Introduce a quotation or a paraphrase with the author's name and close it with a page number, placed inside the parentheses. Try always to use this standard citation

because it informs the reader of the beginning and the end of borrowed materials, as shown here:

Herbert Norfleet states that the use of video games by children improves their hand and eye coordination (45).

In the following example, the reader can easily trace the origin of the ideas.

Video games for children have opponents and advocates. Herbert Norfleet defends the use of video games by children. He says it improves their hand and eye coordination and that it exercises their minds as they work their way through various puzzles and barriers. Norfleet states, “The mental gymnastics of video games and the competition with fellow players are important to young children for their physical, social, and mental development” (45). Yet some authorities disagree with Norfleet for several reasons.

Putting the Page Number Immediately after the Name

If you make a special notation for a cited source, place the information after the page reference. In the following example, the word *upward* is used with emphasis in the quotation.

Boughman urges car makers to “direct the force of automotive airbags upward against the windshield” (46; emphasis added).

Putting the Name and Page Number at the End of Borrowed Material

You can, if you like, put cited names with the page number at the end of a quotation or paraphrase.

“Each DNA strand provides the pattern of bases for a new strand to form, resulting in two complete molecules” (Justice et al. 462).

In the case of a paraphrase, you should give your reader a signal to show when the borrowing begins, as shown next:

One source explains that the DNA in the chromosomes must be copied perfectly during cell reproduction (Justice et al. 462).

Use last names only within the parenthetical citation *unless your list contains more than one author with the same last name*, in which case you should add the author's first initial—for example, (H. Norfleet 45) and (W. Norfleet 432). If the first initial is also shared, use the full first name: (Herbert Norfleet 45).

HINT

In MLA style, do not place a comma between the name and the page number.

11b Citing a Source When No Author Is Listed

When no author is shown on a title page, cite the title of the article, the name of the magazine, the name of a bulletin or book, or the name of the publishing organization. You should abbreviate or use an acronym (e.g., BBC, NASA).

HINT

Search for the author's name at the bottom of the opening page, at the end of the article, at an Internet home page, or in an e-mail address.

Citing the Title of a Magazine Article

Use a shortened version of the title when no author is listed:

In early April of 1862, six divisions of Grant's Union Army rested in bivouac style around a small, log meetinghouse named Shiloh Church. Having gained control of the Tennessee River from Fort Henry to the top edge of Mississippi and Alabama, the relaxed encampment was, according to *Drum Taps of the Blue and Gray* magazine, "meant as a temporary location to drill many of the army's new recruits and raw troops" ("Place of Peace"). Although Shiloh is Hebrew meaning "Place of Peace," the two-day battle that raged at Pittsburg Landing left a devastating scar on both armies.

The Works Cited entry would read:

"Place of Peace at the Hornets' Nest?" *Drum Taps of the Blue and Gray*, Spring 2017, p. 29.

Note: When citing a lengthy title, it is acceptable to shorten the name of the article in the in-text citation.

Citing the Title of a Report

One bank showed a significant decline in assets despite an increase in its number of depositors (*Annual Report 23*).

Citing the Name of a Publisher or a Corporate Body

The report by the Clarion County School Board endorsed the use of Channel One in the school system and said that “students will benefit by the news reports more than they will be adversely affected by advertising” (CCSB 3-4).

11c Citing Nonprint Sources That Have No Page Number

On occasion you may need to identify nonprint sources, such as a speech, the song lyrics from a CD, an interview, or a television program. Since no page number exists, omit the parenthetical citation. Instead, introduce the type of source—for example, lecture, letter, interview—so readers do not expect a page number.

Thompson’s lecture defined *impulse* as “an action triggered by the nerves without thought for the consequences.”

Mrs. Peggy Meacham said in her phone interview that prejudice against young African American women is not as severe as that against young African American males.

11d Citing Internet Sources

Identify the Source with Name or Title

Whenever possible, identify the author of an Internet article. Usually, no page number is listed.

Hershel Winthrop interprets Hawthorne’s stories as the search for holiness in a corrupt Puritan society.

If you cannot identify an author, give the article title or website information.

One website claims that any diet that avoids carbohydrates will avoid some sugars that are essential for the body (“Fad Diets”).

Identify the Nature of the Information and Its Credibility

As a service to your reader, indicate your best estimate of the scholarly value of an Internet source. For example, the next citation explains the Zero Tolerance Policy for a small, private college:

The Marion-Baxter College Office of Safety and Wellness, which recently fortified its “zero tolerance policy,” will take appropriate disciplinary action for every weapon violation, bullying incident, threat or perceived threat, incident of hazing, stalking, harassment or discrimination, sexual misconduct, or other violent act that is reasonably substantiated through investigation by individual or multiple complaint(s).

Following is another example of an introduction that establishes credibility:

Margaret Alstott, spokesperson for Preservation of Southern Heritage (POSH), states: As we face the ever-encroaching presence of urban sprawl, it is essential that we hold onto the monuments, markers, homes, and memorials that have made the South the distinct place that it is. From cotton shacks at the edge of solitary fields to battle fortifications or hundred-year-old homes, we must not allow homogenous, burgeoning expansion to overtake the southern charm of our streets and byways.

Note: To learn more about the source of an Internet article, as in the case immediately above, learn to search out a home page. By truncating the address, you can learn about the organization that Alstott represents.

If you are not certain about the credibility of a source—that is, it seemingly has no scholarly or educational basis—do not cite it, or describe the source so readers can make their own judgments:

An Iowa non-profit organization, the Mothers for Natural Law, says—but offers no proof—that eight major crops are affected by

genetically engineered organisms—canola, corn, cotton, dairy products, potatoes, soybeans, tomatoes, and yellow crook-neck squash (“What’s on the Market”).

Omitting Page and Paragraph Numbers to Internet Citations

In general, you should not list a page number, paragraph number, or screen number for an Internet site.

- You cannot list a screen number because monitors differ.
- You cannot list a page number of a downloaded document because computer printers differ.
- Unless they are numbered in the document, you cannot list paragraph numbers. Besides, you would have to go through and count every paragraph.

The marvelous feature of electronic text is that it is searchable, so your readers can find your quotation quickly with the Find or Search features. Suppose you have written the following:

The Television Violence Report advises against making the television industry the “scapegoat for violence” by advocating a focus on “deadlier and more significant causes: inadequate parenting, drugs, underclass rage, unemployment, and availability of weaponry.”

A reader who wants to investigate further can consult your Works Cited page, find the Internet address (URL), use a browser to locate the article, or use “Find” for a phrase, such as “scapegoat for violence.” That is much easier on you than numbering all the paragraphs and easier on the reader than counting them.

Some academic societies are urging scholars who publish on the Internet to number their paragraphs, and that practice may catch on quickly. Therefore, you should provide a paragraph number if the author of the Internet article has numbered each paragraph.

The Insurance Institute for Highway Safety emphasizes restraint first, saying, “Riding unrestrained or improperly restrained in a motor vehicle always has been the greatest hazard for children” (par. 13).

Provide a page number only if you find original page numbers buried within the electronic article. For example, a database like JSTOR reproduces original images of works and thereby provides original page numbers, as with an article by Harold R. Walley. If page numbers are provided for an online source, cite these pages just as you would a printed source.

One source says the “moralizing and philosophical speculation” in *Hamlet* is worthy of examination, but to Shakespeare these were “distinctly subsidiary to plot and stage business . . . ” (Walley 778).

11e Citing Indirect Sources

Sometimes the writer of a book or article will quote another person from an interview or personal correspondence, and you will want to use that same quotation. For example, in a newspaper article in *The Clearview Gazette*, page 9A, Thomas N. Thomack writes this editorial in his weekly column in which he quotes two other people:

Another parking lot? Really? More parking spaces for the people who abstain from venturing into the downtown area because there is virtually nothing worth doing? The former bank property at the corner of Elm and Third Street is set for demolition this fall, yet instead of using the property to attract citizens to the downtown area, the City Council has deemed it a worthy site for another downtown parking lot. According to City Council spokesperson Eileen King, “The parking spaces are needed for ease of access to the courthouse.” Clearly in opposition is the owner of the Cannonball Ale and Brew House, Mort Greenman, who says, “Why don’t they build something that is cultural and will attract the citizens of the town to the downtown area? A new theater on the property to replace the Capital Theatre that was condemned and razed seven years ago would be great. Oh wait, that site is also now a parking lot!”

Suppose that you want to use the quotation above by Mort Greenman. You will need to quote the words of Greenman and also put Thomack’s name in the parenthetical citation as the person who wrote the article, as shown in the following:

After the Clearview City Council recently passed a motion to make the former bank property at the Elm and Third Street property into a parking lot, downtown merchants spoke up in opposition. Downtown restaurant owner Mort Greenman stated that there is a need to “build something that is cultural and will attract the citizens of the town to the downtown area” (qtd. in Thomack 9A).

Checklist

Using Links to Document Internet Sources

If you are publishing your project on your own Web page, you have the opportunity to send your readers to other sites via hypertext links. If you do so, follow these guidelines:

1. You may activate a hot key (hypertext link) in your document that will automatically send your reader to one of your sources.
2. Identify the linked source clearly so readers know where the link will take them.
3. Be selective; do not sprinkle your document with excessive links. You want the reader to stay with you, not wander around on the Internet.
4. The links are part of your documentation, so cite these linked sources in your Works Cited list.

On the Works Cited page, you will list Thomack's name with the information entry for his article, but you will not list Greenman's name there because he is not the author of the article.

In other words, in the text you need a double reference that introduces the speaker and includes a clear reference to the book or article where you found the quotation or the paraphrased material. Without the reference to Thomack, nobody could find the article. Without the reference to Greenman, readers would assume Thomack spoke the words.

HINT

If you can locate the original source of the quotation, cite it rather than use the double reference.

11f Citing Frequent Page References to the Same Work

If you cite information from the same page more than one time within a paragraph and there are no other citations, provide only one citation at the end for a reference for the entire paragraph.

When the character Beneatha denies the existence of God in Hansberry's *A Raisin in the Sun*, Mama slaps her in the face and forces her to repeat after her, "In my mother's house there is still

God.” Then Mama adds, “There are some ideas we ain’t going to have in this house. Not long as I am at the head of the family” (37).

Also, when you make frequent references to the same source, you need not repeat the author’s name in every instance. Note the following example:

The consumption of “healing foods,” such as those that reduce blood pressure, grows in popularity each year. Clare Hasler says that when the medicinal properties of functional food gain the support of clinical evidence, functional foods can become an economical weapon in the battle against rising health care costs. In addition, functional foods may be a promising addition to the diet of people who suffer from deadly diseases. As executive director of the Functional Foods for Health Program at the University of Illinois, she claims, “Six of the ten leading causes of death in the United State are believed to be related to diet: cancer, coronary heart disease, stroke, diabetes, atherosclerosis, and liver disease” (“Western Perspective” 66).

HINT

If you are citing from two or more novels in your paper—let us say John Steinbeck’s *East of Eden* and *Of Mice and Men*—provide both title (abbreviated) and page(s) unless the reference is clear: (*Eden* 56) and (*Mice* 12–13).

11g Citing Material from Textbooks and Large Anthologies

Reproduced below is a poem that you might find in many literary textbooks:

Love

Love bade me welcome; yet my soul drew back,
 Guilty of dust and sin.
 But quick-eyed Love, observing me grow slack
 From my first entrance in,
 Drew nearer to me, sweetly questioning
 If I lacked anything.

—George Herbert, 1633

If you quote lines of the poem, and if that is all you quote from the anthology, cite the author and page in the text and put a comprehensive entry in the works cited list.

Text:

For Herbert, love “bade me welcome” and at the same time watched him “grow slack” before “sweetly questioning” if he needed something more solid (1054).

Works Cited Entry:

Herbert, George. “Love.” *Literature*, edited by X. J. Kennedy and Dana Gioia, 13th ed., Pearson, 2015. p. 1054.

Suppose, however, that you also take quotations from other poems in the textbook.

In “The Sick Rose,” William Blake observes the loss or deception found in the fading beauty of the “sick rose,” for love may at one instance appear light, blithe, and beautiful yet “his dark secret love / Does they life destroy” (1034).

William Blake describes the “invisible worm” that destroyed the happiness found in the “crimson joy” of the lovely rose (1034).

Now, with three citations to the same anthology, you should list in your Works Cited the anthology used, as edited by Kennedy and Gioia, and also use shortened citations for Blake and Herbert with each referring to the lead editor’s name, in this case “Kennedy and Gioia.”

Blake, William. “The Sick Rose.” *Literature*, edited by X. J. Kennedy and Dana Gioia, 13th ed., Pearson, 2015, 1034.

Herbert, George. “Love.” *Literature*, edited by X. J. Kennedy and Dana Gioia, 13th ed., Pearson, 2015, 1054.

Kennedy, X. J., and Dana Gioia, editors. *Literature*. 13th ed. Pearson, 2015.

11h Adding Extra Information to In-Text Citations

As a courtesy to your reader, add extra information within the citation. Show parts of books, different titles by the same writer, or several works by different writers. For example, your reader may have a different anthology than yours, so a clear reference, such as (*Great Expectations* 81; ch. 4), will enable the reader to

locate the passage. The same is true with a reference to (*Romeo and Juliet* 2.3.65–68). The reader will find the passage in almost any edition of Shakespeare’s play. Here is a reference to Herman Melville’s *Moby-Dick* that shows both page and chapter:

Melville uncovers the superstitious nature of Ishmael by stressing Ishmael’s fascination with Yojo, the little totem god of Queequeg (71; ch. 16).

One of Several Volumes

These next two citations provide three vital facts: (1) an abbreviation for the title; (2) the volume used; and (3) the page number(s). The Works Cited entry will list the total number of volumes (see section 14b).

In a letter to his Tennessee Volunteers in 1812 General Jackson chastised the “mutinous and disorderly conduct” of some of his troops (*Papers* 2: 348–49).

Joseph Campbell suggests that man is a slave yet also the master of all the gods (*Masks* 2: 472).

However, if you use only one volume of a multivolume work, you need to give only page numbers in the parenthetical reference. Then include the volume number in the Works Cited entry (see section 14b):

Don Quixote’s strange adventure with the Knight of the Mirrors is one of Cervantes’s brilliant short tales (1,908–14).

If you refer to an entire volume, there is no need for page numbers:

The Norton Anthology of World Literature includes masterpieces of the ancient world, the Middle Ages, and the Renaissance (Mack et al., vol. 1).

Two or More Works by the Same Writer

In this example, the writer makes reference to two novels, both abbreviated. The full titles are *Tess of the D’Urbervilles* and *The Mayor of Casterbridge*.

Thomas Hardy reminds readers in his prefaces that “a novel is an impression, not an argument” and that a novel should be read as “a study of man’s deeds and character” (*Tess* xxii; *Mayor* 1).

If the author appears in the parenthetical citation, place a comma after the name: (Hardy, *Tess* xxii; Hardy, *Mayor* 1). If anything other than a page number appears after the title, follow the title with a comma: (Worth, “Computing,” par. 6).

The complete titles of the two works by Campbell referenced in the following example are *The Hero with a Thousand Faces* and *The Masks of God*, a four-volume work.

Because he stresses the nobility of man, Joseph Campbell suggests that the mythic hero is symbolic of the “divine creative and redemptive image which is hidden within us all . . .” (*Hero* 39). The hero elevates the human mind to an “ultimate mythogenetic zone—the creator and destroyer, the slave and yet the master, of all the gods” (*Masks* 1: 472).

Several Authors in One Citation

You may want to cite several sources that treat the same topic. Put them in alphabetical order to match that of the Works Cited page, or place them in the order of importance to the issue at hand. Separate them with semicolons.

Several sources have addressed this aspect of gang warfare as a fight for survival, not just for control of the local neighborhood or “turf” (Robertson 98–134; Rollins 34; Templass 561–65).

Additional Information with the Page Number

Your citations can refer to special parts of a page—for example, footnote, appendix, graph, table—and can also specify emphasis on particular pages.

Horton suggests that Melville forced the symbolism, but Welston (199–248, esp. 234) reaches an opposite conclusion.

However, use a semicolon to separate the page number from the edition used, a chapter number, or other identifying information: (Wollstonecraft 185; ch. 13, sec. 2).

11i Punctuating Citations Properly and Consistently

Keep page citations outside quotation marks but inside the final period, as shown here:

“The benefits of cloning far exceed any harm that might occur” (Smith 34).

In MLA style, use no comma between the name and the page within the citation (for example, Jones 16–17, *not* Jones, 16–17). Do not use *p.* or *pp.* with the page number(s) in MLA style. However, if an author’s name begins a citation to paragraph numbers or screen numbers, *do* include a comma after the author’s name (Richards, par. 4) or (Thompson, screens 6–7).

Commas and Periods

Always place commas and periods inside quotation marks unless you have a page reference after the quotation marks. The example below shows (1) how to put the mark inside the quotation marks, (2) how to interrupt a quotation to insert the speaker, (3) how to use single quotation marks within the regular quotation marks, and (4) how to place the period after a page citation.

“Modern advertising,” says Rachel Murphy, “not only creates a marketplace, it determines values.” She adds, “I resist the advertiser’s argument that they [awaken, not create desires]” (192).

Sometimes you may need to change the closing period to a comma. Suppose you decide to quote this sentence: “Scientific cloning poses no threat to the human species.” If you begin your sentence with a quotation, change the period to a comma, as shown next: as shown:

“Scientific cloning poses no threat to the human species,” declares Joseph Wineberg in a recent article (357).

When using a question mark or an exclamation mark, no comma is required:

“Does scientific cloning pose a threat to the human species?” wonders Mark Durham (546).

Let us look at other examples. Suppose this is the original material:

The Russians had obviously anticipated neither the quick discovery of the bases nor the quick imposition of the quarantine. Their diplomats across the world were displaying all the symptoms of improvisation, as if they had been told nothing of the placement of the missiles and had received no instructions what to say about them.

—From: Arthur M. Schlesinger, Jr. *A Thousand Days*. New York: Houghton, 1965. 820.

Punctuate citations from this source in one of the following methods in accordance with MLA style:

“The Russians,” writes Schlesinger, “had obviously anticipated neither the quick discovery of the [missile] bases nor the quick imposition of the quarantine” (820).

Schlesinger notes, “Their diplomats across the world were displaying all the symptoms of improvisation . . .” (820).

Schlesinger observes that the Russian failure to anticipate an American discovery of Cuban missiles caused “their diplomats across the world” to improvise answers as “if they had been told nothing of the placement of the missiles . . .” (820).

Note that the last example correctly changes the capital *T* of “their” to lowercase to match the grammar of the restructured sentence, and it does not use ellipsis points before “if” because the phrase flows smoothly into the text.

Semicolons and Colons

Both semicolons and colons go outside the quotation marks, as illustrated by these three examples:

Zigler admits that “the extended family is now rare in contemporary society”; however, he stresses the greatest loss as the “wisdom and daily support of older, more experienced family members” (42).

Zigler laments the demise of the “extended family”: that is, the family suffers by loss of the “wisdom and daily support of older, more experienced family members” (42).

Brian Sutton-Smith says, “Adults don’t worry whether *their* toys are educational” (64); nevertheless, parents want to keep their children in a learning mode.

The third example, immediately above, shows how to place the page citation after a quotation and before a semicolon.

Use the semicolon to separate two or more works in a single parenthetical reference:

(Roman, *Dallas* 16; Manfred 345)

(Steinbeck, *Grapes* 24; Stuben xii)

Question Marks and Exclamation Marks

When a question mark or an exclamation mark serves as part of the quotation, keep it inside the quotation mark. Put the page citation immediately after the name of the source to avoid conflict with the punctuation mark.

Thompson (16) passionately shouted to union members, “We can bring order into our lives even though we face hostility from every quarter!”

When you cite a page number at the end of the quotation, retain the original exclamation mark or question mark, follow with the page reference, and then add the period for the end of the sentence outside the citation.

Thompson passionately shouted to union members, “We can bring order into our lives even though we face hostility from every quarter!” (16).

Retain question marks and exclamation marks when the quotation begins a sentence; keep the original question mark or exclamation mark for cited material when it is quoted; no comma is required.

“We face hostility from every quarter!” declared the union leader.

Question marks appear inside the closing quotation mark when they are part of the original quotation; otherwise, they go outside.

The philosopher Brackenridge (16) asks, “How should we order our lives?”

and

The philosopher Brackenridge asks, “How should we order our lives?” (16).

but

Did Brackenridge say that we might encounter “hostility from every quarter” (16)?

Single Quotation Marks

When a quotation appears within another quotation, use single quotation marks with the shorter one. The period goes inside both closing quotation marks.

George Loffler (32) confirms that “the unconscious carries the best of human thought and gives man great dignity, but it also has the dark side so that we cry, in the words of Shakespeare’s *Macbeth*, ‘Hence, horrible shadow! Unreal mockery, hence.’”

Remember that the period always goes inside quotation marks unless the page citation intervenes, as shown below:

George Loffler confirms that “the unconscious carries the best of human thought and gives man great dignity, but it also has the dark side so that we cry, in the words of Shakespeare’s *Macbeth*, ‘Hence, horrible shadow! Unreal mockery, hence!’” (32).

11j Indenting Long Quotations

Set off long prose quotations of five lines or forty or more words by indenting a half inch or 5 spaces, which is usually one click of the tab key. Do not enclose the indented material within quotation marks. When borrowing information from only one paragraph or just the beginning of a paragraph, it is not necessary to indent the first line an extra five spaces. Maintain normal double spacing between your text and the quoted materials. Place the parenthetical citation *after* the final mark of punctuation. In the example below, the parenthetical citation might be a title to an Internet article rather than page numbers:

With the fast pace of the modern world, many young people fail to realize the simplicity of previous generations. Garrett Snow, director of Roots-Web Genealogy for the Upper Cumberland, commented on the need to understand and preserve family history, especially among those of the rising generations:

With the passing of time, it is easy to forget the many individuals who have left an indelible mark on our ever-changing society. With the passing of time, it is easy to forget that for every great figure in history, there were neighbors, friends, and parents who instilled the confidence in the individual so that they could make a useful and beneficial contribution to society. With the passing of time, it is easy to forget the contribution made by our grandparents, great-grandparents, and forebears. The roll call of ancestors may not include figures of outstanding importance in history, yet this legacy is a record of men and women who lived active, useful lives, and who gave to their nation and their communities the best that was in them. (“Heritage”)

Whether young or old, each person must understand that heritage is not just a time designated and set aside for a day, week, or month; it is an ongoing celebration of the heirlooms, honesty, and history that has been handed down in the written, oral, and photographic traditions of our families.

If you quote more than one paragraph, indent the first line of each paragraph an extra three (3) spaces or a quarter-inch. If information from more than one paragraph is cited, be certain to indent the first line of each paragraph an extra three (3) spaces or a quarter-inch. Yet do not indent if the first sentence quoted does not begin a paragraph in the original source.

Zigler makes this observation:

With many others, I am nevertheless optimistic that our nation will eventually display its inherent greatness and successfully correct the many ills that I have touched upon here.

Of course, much remains that could and should be done, including increased efforts in the area of family planning, the widespread implementation of Education for Parenthood programs, an increase in the availability of homemaker and child care services, and a reexamination of our commitment to doing what is in the best interest of every child in America. (42)

11k Citing Poetry

Quoting Three Lines of Poetry or Less

Incorporate short quotations of poetry (one to three lines) into your text.

In stanza 1 of Lord Byron's "She Walks in Beauty" (1814), the poet extends his physical description to describe the inward, divine, praiseworthy aspects of the woman. Beginning with an image of a dark, clear sky to set her beauty against, he values "All that's best of dark and bright / Meet in her aspect and her eyes" (lines 3–4). Thus, the woman who Byron is praising holds a "tender light" (5) between her outward beauty and the calm, soft image of her soul.

As the example demonstrates:

1. Set off the material with quotation marks.
2. Indicate separate lines by using a forward slash (/) with a space before and after it.
3. Place line documentation within parentheses immediately following the quotation mark and inside the period. Do not use the abbreviations *l.* or *ll.*, which might be confused with page numbers; use *lines* initially to establish that the numbers represent lines of poetry, and thereafter use only the numbers.
4. Use Arabic numerals for books, parts, volumes, and chapters of works; acts, scenes, and lines of plays; and cantos, stanzas, and lines of poetry.

Quoting Four Lines of Poetry or More

Set off four or more lines of poetry by indenting a half inch or 5 spaces, as shown below. Use double-spaced lines. A parenthetical citation to the lines of indented verse follows the last line of the quotation. If the parenthetical citation will not fit on the last line, place it on the next line, flush with the right margin of the poetry text.

The king cautions Prince Henry:

Thy place in council thou has rudely lost,
Which by thy younger brother is supplied,
And art almost an alien to the hearts
Of all the court and princes of my blood.

(3.2.32–35)

Refer to act, scene, and lines only after you have established Shakespeare's *Henry IV, Part 1* as the central topic of your study; otherwise, write (1H4). If you are citing from more than one play, always add an abbreviation for the play (1H4).

Indenting Turnovers for Long Lines of Poetry

When quoting a line of poetry that is too long for your right margin, indent the continuation line three spaces or a quarter-inch more than the greatest indentation.

Thomas Traherne opens his poem "Eden" with these lines:

A learned and a happy ignorance
Divided me
From all the vanity,
From all the sloth, care, pain, and sorrow
that advance
The madness and the misery
Of men. No error, no distraction I
Saw soil the earth, or overcloud the sky. (lines 1–8)

Retaining Internal Quotations within a Block

While you should not use quotation marks around a block quotation, *do* retain any internal quotation marks:

With his sonnet "Spring," Shakespeare playfully describes the cry of the cuckoo bird:

The cuckoo then, on every tree,
Mocks married men; for thus sings he, "Cuckoo!
Cuckoo, cuckoo!" O word of fear,
Unpleasing to a married ear! (524)

For using ellipsis points with poetry, see section 11n.

Providing Translations

When a quotation is used in the text, be sure to use double quotation marks for translations that are placed within parentheses; however, use single quotations around a translation without the parentheses:

Chaucer's setting is Spring, when "zephyrs ("west winds") have breathed softly all about . . ." (line 5).

Chaucer's setting is Spring, when "zephyrs 'west winds' have breathed softly all about . . ." (line 5).

For a block of poetry, do not place quotation marks around quotations and translations. Insert the borrowed block of translation after the original block of poetry. Place the block of translation below the block of poetry.

Ramon Magrans has translated this Federico García poem in a literal manner:

¡ Alto pinar!

Cuatro palomas por el aire van.

Cuatro palomas

Vuelan y tornan

Llevan heridas

sus cuatro sombras

¡ Bajo pinar!

Cuatro palomas en la tierra están.

Above the pine trees!

four pigeons fly through the air.

Four pigeons

fly and turn around

Wounded, they carry

their four shadows.

Below the pine trees!

four pigeons lie on the earth.

111 Handling Quotations from a Play

Set off from your text any dialog of two or more characters. Begin with the character's name, indented a half inch and written in all capital letters. Follow the name with a period, and then start the character's lines of dialog. For additional lines of dialog, be sure to indent an additional quarter-inch or three (3) spaces.

At the end of *Oedipus Rex*, Kreon chastises Oedipus, reminding him that he no longer has control over his own life nor that of his children.

KREON. Come now and leave your children.

OEDIPUS. No! Do not take them from me!

KREON. Think no longer that you are in command here, but rather think. How, when you were, you served your own destruction. (lines 1549–52)

11m Altering Initial Capitals in Quoted Matter

In general, you should reproduce quoted materials exactly, yet one exception is permitted for logical reasons. Restrictive connectors, such as *that* and *because*, create restrictive clauses and eliminate a need for the comma. Without a comma, the capital letter is unnecessary. In the following example, “The,” which is capitalized as the first word in the original sentence, is changed to lowercase because it continues the grammatical flow of the student’s sentence.

Another writer argues that “the single greatest impediment to our improving the lives of America’s children is the myth that we are a child-oriented society” (Zigler 39).

Otherwise, write:

Another writer argues, “The single greatest . . . ”

11n Omitting Quoted Matter with Ellipsis Points

You may omit portions of quoted material with three spaced ellipsis points, as shown in the following examples.

CONTEXT In omitting passages, be fair to the author. Do not change the meaning or take a quotation out of context.

CORRECTNESS Maintain the grammatical correctness of your sentences—that is, avoid fragments and misplaced modifiers. You do not want your readers to. As a researcher, you do not want the reader to misinterpret or misread the intent of the original source material. When you quote only a phrase, readers will understand that you omitted most of the original sentence, so no ellipses are necessary.

Phil Withim recognizes the weakness in Captain Vere’s “intelligence and insight” into the significance of his decisions regarding Billy Budd (118).

OMISSION WITHIN A SENTENCE Insert ellipsis points with a space before and after each period.

Phil Withim objects to the idea that “such episodes are intended to demonstrate that Vere . . . has the intelligence and insight to perceive the deeper issue” (118).

OMISSION AT THE END OF A SENTENCE If an ellipsis occurs at the end of your sentence, use three periods with a space before each following a sentence period—that is, you will have four periods with no space before the first or after the last. A closing quotation mark finishes the punctuation.

R. W. B. Lewis (62) declares that “if Hester has sinned, she has done so as an affirmation of life, and her sin is the source of life. . . .”

However, if a page citation also appears at the end in conjunction with the ellipsis, use three periods with spaces before and after each, and put the sentence period after the final parenthesis. Thus, you will have three ellipsis points with a space before each, the closing quotation mark followed by a space, the parenthetical citation, and the period.

R. W. B. Lewis declares that “if Hester has sinned, she has done so as an affirmation of life, and her sin is the source of life . . . ” (62).

OMISSION AT THE BEGINNING OF A SENTENCE Most style guides discourage the use of ellipsis points for material omitted from the beginning of a source, as shown here:

He states: “. . . the new parent has lost the wisdom and daily support of older, more experienced family members” (Zigler 34).

The passage would read better without the ellipsis points:

He states that “the new parent has lost the wisdom and daily support of older, more experienced family members” (Zigler 34).

Another option is this one, as stipulated by the *Chicago Manual of Style*: “If a quotation that is only part of a sentence in the original forms a complete sentence as quoted, a lowercase letter may be changed to a capital if appropriate.”

He states: “The new parent has lost the wisdom and daily support of older, more experienced family members” (Zigler 34).

Here is another example:

R. W. B. Lewis declares, “If Hester has sinned, she has done so as an affirmation of life, and her sin is the source of life . . . ” (62).

OMISSION OF COMPLETE SENTENCES AND PARAGRAPHS Use a closing punctuation mark and three spaced ellipsis points when omitting one or more sentences from within a long quotation. Here is an omission in which one sentence ends, another sentence or more is omitted, and a full sentence ends the passage.

Zigler reminds us that “child abuse is found more frequently in a single (female) parent home in which the mother is working. . . . The unavailability of quality day care can only make this situation more stressful” (42).

Here is an omission from the middle of one sentence to the middle of another:

Zigler reminds us that “child abuse is found more frequently in a single (female) parent home in which the mother is working. . . . so the unavailability of quality day care can only make this situation more stressful” (42).

OMISSIONS IN POETRY If you omit a word or phrase in a quotation of poetry, indicate the omission with three or four ellipsis points, just as you would with omissions in a prose passage. However, if you omit a complete line or more from the poem, indicate the omission by a line of spaced periods that equals the average length of the lines. Note that the parenthetical citation shows two sets of lines.

Elizabeth Barrett Browning asks:

Do ye hear the children weeping, O my brothers,
 Ere the sorrow comes with years?
 They are leaning their young heads against their mothers,
 And *that* cannot stop their tears.

 They are weeping in the playtime of the others,
 In the country of the free. (1–4, 11–12)

AVOID EXCESSIVE USE OF ELLIPSIS POINTS Many times, you can be more effective if you incorporate short phrases rather than quote the whole sprinkled

with many ellipsis points. Note how this next passage incorporates quotations without the use of ellipsis:

The long-distance marriage, according to William Nichols, “works best when there are no minor-aged children to be considered,” the two people are “equipped by temperament and personality to spend a considerable amount of time alone,” and both are able to “function in a mature, highly independent fashion” (54).

ELLIPSIS IN THE ORIGINAL If the original passage has ellipsis by the author, and you want to cut additional words, place brackets around your ellipsis points to distinguish them from the author’s ellipsis points. If the original says:

Shakespeare’s innovative techniques in working with revenge tragedy are important in *Hamlet* . . . while the use of a Senecan ghost is a convention of revenge tragedy, a ghost full of meaningful contradictions in calling for revenge is part of Shakespeare’s dramatic suspense.

If you cut the middle phrase, use this form:

One writer says, “Shakespeare’s innovative techniques in working with revenge tragedy are important in *Hamlet* . . . [. . .] a ghost full of meaningful contradictions in calling for revenge is part of Shakespeare’s dramatic suspense.”

11o Altering Quotations with Parentheses and Brackets

You will sometimes need to alter a quotation to emphasize a point or to make something clear. You might add material, italicize an important word, or use the word *sic* (Latin for “thus” or “so”) to alert readers that you have properly reproduced the material even though the logic or the spelling of the original might appear to be in error. Use parentheses or brackets according to these basic rules.

Parentheses

Use parentheses to enclose your comments or explanations that fall outside a quotation, shown in these examples:

The problem with airbags is that children (even those in protective seats) can be killed by the force as the airbag explodes. Boughman (46) urges car makers to “direct the force of automotive airbags *upward* against the windshield” (emphasis added).

Roberts (22) comments that “politicians suffer a conflict with honoure” (sic).

Brackets

Use brackets for interpolation, which means inserting your own comment into a text or quotation. The use of brackets signals the insertion. Note the following rules.

USE BRACKETS TO CLARIFY

This same critic indicates that “we must avoid the temptation to read it [*The Scarlet Letter*] heretically” (118).

USE BRACKETS TO ESTABLISH CORRECT GRAMMAR WITHIN AN ABRIDGED QUOTATION

“John F. Kennedy [was] an immortal figure of courage and dignity in the hearts of most Americans,” notes one historian (Jones 82).

He states: “[The] new parent has lost the wisdom and daily support of older, more experienced family members” (Zigler 34).

USE BRACKETS TO NOTE THE ADDITION OF ITALICS

He says, for instance, that the “extended family is now rare in contemporary society, and with its demise the new parent has *lost the wisdom* [my emphasis] and daily support of older, more experienced family members” (Zigler 42).

USE BRACKETS TO SUBSTITUTE A PROPER NAME FOR A PRONOUN

“As we all know, he [Kennedy] implored us to serve the country, not take from it” (Jones 432).

USE BRACKETS WITH *SIC* TO INDICATE ERRORS IN THE ORIGINAL

Lovell says, “John F. Kennedy, assassinated in November of 1964 [sic], became overnight an immortal figure of courage and dignity in the hearts of most Americans” (62).

HINT

The assassination occurred in 1963. However, do not burden your text with the use of “sic” for historical matter in which outmoded spellings are obvious, as with: “Faire seemely pleas-
auance each to other makes.”

Charting Your Research Project

1. Examine your handling of the sources. Have you introduced them clearly so the reader will know when the borrowing began? Have you closed them with a page citation, as appropriate? Have you placed quotation marks at the beginning and the end of borrowed phrases as well as borrowed sentences?
2. If you have used online sources, look at them again to see if the paragraphs on the website are numbered. If so, use the paragraph numbers in your citation(s); if not, use no numbers—not the numbers on any printout and not paragraph numbers if you must count them.
3. Look at your source material to find a table, graph, figure, or photograph you might insert into your paper as additional evidence. Be certain that you have labeled it correctly (see section 10e for examples).
4. Make a critical journey through your text to be certain you have made an informed choice about the documentation style you need. Normally, instructors will inform you. In general, use MLA style for papers in freshman composition and literature classes; use APA style for papers in the social sciences; use CMS note style for papers in history and the fine arts; use CSE number style for papers in the applied sciences.

Chapter 12

Writing the Introduction, Body, and Conclusion



Goals and Outcomes

Your research project should adopt an academic style that presents a fair, balanced treatment of the subject. This chapter will help you establish a structure for your paper as you advance evidence from your research:

- 12a** Establish your subject with a clear introduction.
- 12b** Develop the body of your paper with your evidence.
- 12c** Create a conclusion that restates and reaches beyond your study.

As you draft your paper, your voice should flow from one idea to the next smoothly and logically.

12a Writing the Introduction of the Research Paper

Use the first few paragraphs of your paper to establish the nature of your study. In brief, the introduction should establish the problem, the body should present the evidence, and the conclusion should arrive at answers, judgments, proposals, and closure. Most important, let the introduction and body work *toward* a demonstrative conclusion. The introduction should be long enough to establish the required elements described in the checklist for “Writing the Introduction.”

How you work these essential elements into the framework of your opening will depend on your style of writing. They need not appear in this order, nor should you cram all these items into a short opening paragraph. Feel free to write

For additional discussion of thesis statement, enthymeme, and hypothesis, see section 2f.

Checklist

Writing the Introduction

Subject	Identify your specific topic, and then define, limit, and narrow it to one issue.
Background	Provide relevant historical data. Discuss a few key sources that touch on your specific issue. If writing about a major figure, give relevant biographical facts, but not an encyclopedia-type survey.
Problem	The point of a research paper is to explore or resolve a problem, so identify and explain the complications you see. The examples shown in the following sections demonstrate this technique.
Thesis	Within the first few paragraphs, use your thesis sentence to establish the direction of the study and to point your readers toward your eventual conclusions.

two or three paragraphs of introduction, letting it run over onto the next page, if necessary. When crafting your introduction, use more than one of the techniques described in the following approaches.

Provide the Thesis Statement

Generally, the controlling statement will appear early in the introduction to establish the agenda for the paper or appear late in the introduction to set the stage for the analysis to come in the body. For example, this opening features the thesis first:

Thesis

Created by an act of Congress in 1933 and signed into law by President Franklin D. Roosevelt, the Tennessee Valley Authority Act created stability on the waterways and in the lives of citizens in the mid-south. With its establishment of a series of dams, the TVA controlled the drainage of 42,000 square miles of waterways. That same control harnessed the power of the rivers to create electricity for residents of the area.

Provide the Enthymeme

The enthymeme, as explained in section 2f, uses a *because* clause to make a claim. It also determines the direction your paper will take. Notice the enthymeme that closes this opening paragraph:

Here we are, a civilized world with reasonably educated people, yet we constantly fight with each other. These are not sibling squabbles either; people die in terrible ways. We wonder, then, if there was ever a time when men and women lived in harmony with one another and with nature and the environment. The Bible speaks of the Garden of Eden, and the French philosopher Jean-Jacques Rousseau advanced the idea in the 1700s of the “noble savage,” and that “nothing could be more gentle” than an ancient colony of people (LaBlanc 15). Wrong! There has never been a “noble savage,” as such, because even prehistoric human beings fought frequent wars for numerous reasons.

Enthymeme

Provide a Hypothesis

The hypothesis, as explained in section 2f, is a theory that needs testing in the lab, in the literature, and/or by field research to prove its validity. Writers may list it as an objective, as in this example:

Diabetes is a disease that affects approximately 11 million people in the U.S. alone. Its complications lead to approximately 350,000 deaths per year and cost the nation \$20,373 billion per year in medical care, in the direct cost of complications, and in the indirect costs of loss of productivity related to the disease (Guthrie and Guthrie 1). The condition can produce devastating side effects and a multitude of chronic health problems. Diabetes currently has no known cure, but it can be controlled. The objective of this study is to examine how well diabetes can be controlled by a combination of medication, monitoring, diet, and exercise.

Hypothesis

Relate to the Well Known

The next passage will appeal to the popular interest and knowledge of the reader:

Television flashes images into our living rooms, radios invade the confines of our automobiles, and local newspapers flash their headlines to us daily. However, one medium that has gained great popularity and influence within the past decade is the specialized magazine.

Popular appeal

Provide Background Information

Writers may trace the historical nature of a topic, give biographical data about a person, or provide a geographic description. A summary of a novel, long poem, or other work can refresh a reader's memory about details of plot, character, and so forth.

Background — First published in 1915, *Spoon River Anthology* by Edgar Lee Masters gives readers candid glimpses into the life of a small town at the turn of the twentieth century. Speaking from beyond the grave, the narrator of each poem gives a portrait of happy, fulfilled people or draws pictures of lives filled with sadness and melancholy.

This passage offers *essential* background matter, not information irrelevant to the thesis. For example, explaining that Eudora Welty was born in Jackson, Mississippi, in 1909 would contribute little to the following opening:

Background — In 1941 Eudora Welty published her first book of short stories, *A Curtain of Green*. That group of stories was followed by *The Wide Net* (1943) and *The Bride of the Innisfallen* (1955). Each collection brought her critical acclaim, but taken together the three volumes established her as one of America's premier short story writers.

Review the Literature

Cite a few books and articles relevant to the specific issue to introduce literature connected with the topic. This paragraph gives distinction to your introduction because it establishes the scholarship on the subject. It also distinguishes your point of view by explaining the logical connections and differences between previous research and your work:

Review of literature — Throughout his novella *Billy Budd*, Herman Melville intentionally uses biblical references as a means of presenting different moral principles by which people may govern their lives. The story depicts the "loss of Paradise" (Arvin 294); it serves as a gospel story (Weaver 37–38); and it hints at a moral and solemn purpose (Watson 319). The story explores the biblical passions of one man's confrontation with good and evil (Howard 327–28; Mumford 248). This paper will examine the biblical references.

Review the History and Background of the Subject

The opening passage normally reviews the history of the topic, often with quotations from the sources, as shown below in APA style:

Autism, a neurological dysfunction of the brain which commences before the age of thirty months, was identified by Leo Kanner (1943).

Kanner studied eleven cases, all of which showed a specific type of childhood psychosis that was different from other childhood disorders, although each was similar to childhood schizophrenia. Kanner described the characteristics of the infantile syndrome as:

1. Extreme autistic aloneness
2. Language abnormalities
3. Obsessive desire for the maintenance of sameness
4. Good cognitive potential
5. Normal physical development
6. Highly intelligent, obsessive, and cold parents

Background
information

Medical studies have reduced these symptoms to four criteria: onset within thirty months of birth, poor social development, late language development, and a preference for regular, stereotyped activity (Rutter, 2016; Watson, 2015; Waller, Smith, & Lambert, 2016). In the United States, autism affects one out of 2,500 children, and is not usually diagnosed until the child is between two and five years of age (Lambert & Smith, 2016).

Take Exception to Critical Views

This opening procedure identifies the subject, establishes a basic view taken by the literature, and then differs with or takes exception to the critical position of other writers, as shown in the following example:

Lorraine Hansberry's popular and successful *A Raisin in the Sun*, which first appeared on Broadway in 1959, is a problem play of a Black family's determination to escape a Chicago ghetto to a better life in the suburbs. There is agreement that this escape theme explains the drama's conflict and its role in the Black movement (e.g., Oliver, Archer, and especially Knight, who describes the Youngers as "an entire family that has become aware of, and is

Exception to prevailing views

determined to combat, racial discrimination in a supposedly democratic land” [34]). Yet another issue lies at the heart of the drama. Hansberry develops a modern view of Black matriarchy in order to examine both the cohesive and the conflict-producing effects it has on the individual members of the Younger family.

Challenge an Assumption

This type of introduction presents a well-known idea or general theory in order to question it, analyze it, challenge it, or refute it.

Challenge to an assumption

Christianity dominates the religious life of most Americans to the point that many assume that it dominates the world population as well. However, despite the denominational missionaries who have reached out to every corner of the globe, only one out of every four people on the globe is a Christian, and far fewer than that practice their faith. In truth, Christianity does not dominate religious beliefs around the globe.

Provide a Brief Summary

When the subject is a literary work, historic event, educational theory, or similar item, a brief summary will refresh the reader’s memory.

Summary

The chief legacy of the two Bush administrations might well be one of waging war. George H. W. Bush liberated Kuwait with the 1991 war against Iraq, but he withdrew after accomplishing that mission rather than overthrow Saddam Hussein and his government in Baghdad. Later, George W. Bush retaliated against the Taliban of Afghanistan in late 2001 after the 9/11 tragedy. Then, in 2003, George W. Bush attacked Iraq again to remove Saddam Hussein from power.

This study will examine the literature to confirm the hypothesis that Bush and Bush will be remembered as war presidents.

Summary

Alice Walker’s *The Color Purple* narrates the ordeal of a young Black girl living in Georgia in the early years of the twentieth century. Celie writes letters to God because she has no one else to help her.

The letters are unusually strong and give evidence of Celie’s painful struggle to survive the multiple horrors of her life.

Define Key Terms

Sometimes an opening passage must explain difficult terminology, as in the following example:

Occurring in one of every 3,900 babies born, cystic fibrosis remains one of the most common fatal genetic disorders in the United States. Approximately 30,000 American children and young adults have cystic fibrosis (Tariev 224). Cystic fibrosis causes the body to secrete an abnormally thick, sticky mucus that clogs the pancreas and the lungs, leading to problems with breathing and digestion, infection, and ultimately, death.

Definition

Thirty years ago most infants with cystic fibrosis died in early childhood, but today more than 60 percent of babies born with cystic fibrosis reach adulthood, thanks in part to gene therapy. With continued advances in diagnosing and treating the disease, the prognosis for future generations will be significantly improved.

Supply Data, Statistics, and Special Evidence

Concrete evidence can attract the reader and establish the subject. For example, a student working with demographic data might compare the birth and death rates of certain sections of the world. In Europe, the rates are almost constant, while the African nations have birth rates that are 30 percent higher than the death rates. Such statistical evidence can be a useful tool in many papers. Just remember to support the data with clear, textual discussion.

Sample research papers with well-developed paragraphs, refer to sections 13e and 15g.

Checklist

Avoiding Certain Mistakes in the Introduction

Avoid a purpose statement, such as “The purpose of this study is . . .” unless you are writing reports of empirical research, in which case you *should* explain the purpose of your study (see Chapter 15, “Writing in APA Style”).

Avoid repetition of the title, which should appear on the first page of the text anyway.

Avoid complex language or difficult questions that may puzzle the reader. However, general rhetorical questions are acceptable.

Avoid simple dictionary definitions, such as “Webster defines *monogamy* as marriage with only one person at a time.” See sections 13e and 15g for an acceptable opening that features definition.

Avoid humor, unless the subject deals with humor or satire.

Avoid hand-drawn artwork, clip art, and cute lettering unless the paper's subject matter requires it (for example, "The Circle as Advertising Symbol"). Do use computer graphics, tables, illustrations, and other visuals that are appropriate to your subject.

12b Writing the Body of the Research Paper

Sample research papers with well-developed paragraphs, sections 13e and 15g.

When writing the body of the paper, you should classify, compare, and analyze the issues. Keep in mind three key elements, as shown in the checklist later in this section.

The length of your paragraphs ought to be from four sentences up to twelve or even fifteen. You can accomplish this task only by writing good topic sentences and by developing them fully. The techniques described in the following paragraphs demonstrate how to build substantive paragraphs for your paper.

Organize by Chronology

Use *chronology* and *plot summary* to trace historical events and to survey a story or novel. You should, almost always, discuss the significance of the events. This first example traces historical events.

Time sequence established

Following the death of President Roosevelt in April 1945, Harry S Truman succeeded to the presidency. Although he was an experienced politician, Truman "was ill prepared to direct a foreign policy," especially one that "called for the use of the atomic bomb to bring World War II to an end" (Jeffers 56). Consideration must be directed at the circumstances of the time, which led up to Truman's decision that took the lives of over 100,000 individuals and destroyed four square miles of the city of Hiroshima. Consideration must be given to the impact that this decision had on the war, on Japan, and on the rest of the world. Consideration must be directed at the man who brought the twentieth century into the atomic age.

The next passage shows the use of plot summary.

Quick plot summary

John Updike's "A & P" is a short story about a young grocery clerk named Sammy who feels trapped by the artificial values of the small town where he lives and, in an emotional moment, quits his job.

The store manager, Lengel, is the voice of the conservative values in the community. For him, the girls in swimsuits pose a disturbance to his store, so he expresses his displeasure by reminding the girls that the A & P is not the beach (1088). Sammy, a liberal, believes the girls may be out of place in the A & P only because of its “fluorescent lights,” “stacked packages,” and “checkerboard green-and-cream rubber-tile floor,” all artificial things (1086).

HINT

Keep the plot summary short and relate it to your thesis, as shown by the first sentence in the previous passage. Do not allow the plot summary to extend beyond one paragraph; otherwise, you may retell the entire story.

Checklist

Writing the Body of the Paper

Analysis	Classify the major issues of the study and provide a careful analysis of each in defense of your thesis.
Presentation	Provide well-reasoned statements at the beginning of your paragraphs, and supply evidence of support with proper documentation.
Paragraphs	Offer a variety of development to compare, show process, narrate the history of the subject, show causes, and so forth.

Compare or Contrast Issues, Critical Views, and Literary Characters

Employ *comparison* and *contrast* to show the two sides of a subject, to compare two characters, to compare the past with the present, or to compare positive and negative issues. The next passage compares and contrasts differences in forest conservation techniques.

When a “controlled burn” gets out of hand and burns an entire town, defenders of controlled burns have a serious public relations problem. Thus, to burn or not to burn the natural forests in the national parks is the question. The pyrophobic public voices its protests while environmentalists praise the rejuvenating effects of a good forest fire. It is difficult to convince people that not all fire is

Comparison
and contrast

bad. The public has visions of Smokey the Bear campaigns and mental images of Bambi and Thumper fleeing the roaring flames. Perhaps the public could learn to see beauty in fresh green shoots, like Bambi and Faline do as they returned to raise their young. Chris Bolgiano explains that federal policy evolved slowly “from the basic impulse to douse all fires immediately to a sophisticated decision matrix based on the functions of any given unit of land” (22). Bolgiano declares that “timber production, grazing, recreation, and wilderness preservation elicit different fire-management approaches” (23).

Develop Cause and Effect

Write *cause-and-effect* paragraphs to develop the reasons for a circumstance or to examine its consequences. An example is shown here that not only explains with cause and effect, but also uses the device of *analogy*, or metaphoric comparison—in this case, of bread dough and the uniform expansion of the universe.

To see how the Hubble Law implies uniform, centerless expansion of a universe, imagine that you want to make a loaf of raisin bread. As the dough rises, the expansion pushes the raisins away from each other. Two raisins that were originally about one centimeter apart separate more slowly than raisins that were about four centimeters apart. The uniform expansion of the dough causes the raisins to move apart at speeds proportional to their distances. Helen Write, in explaining the theory of Edwin Powell Hubble, says the farther the space between them, the faster two galaxies will move away from each other. This is the basis for Hubble’s theory of the expanding universe (369).

Analogy —

Cause and effect —

Define Your Key Terminology

Use *definition* to explain and expand upon a complex subject. This next example defines the term *functional foods*:

Functional foods, as defined by the Functional Foods Information Council, are:

A class of foods that have a potentially positive effect on health beyond basic nutrition. Because they contain soluble fiber that

can help lower cholesterol levels, functional foods promote optimal health and help reduce the risk of disease. One example is orange juice, for it has been fortified with calcium for bone health.

Explain a Process

Draft a *process* paragraph that explains, one by one, the steps necessary to achieve a desired end:

Blood doping is a process for increasing an athlete's performance on the day of competition. To perform this procedure, technicians drain about one liter of blood from the competitor about 10 months prior to the event. This time allows the "hemoglobin levels to return to normal" (Ray 79). Immediately prior to the athletic event, the blood is reintroduced by injection to give a rush of blood into the athlete's system. Ray reports that the technique produces an "average decrease of 45 seconds in the time it takes to run five miles on a treadmill" (80).

Process

Ask Questions and Provide Answers

Framing a question as a topic sentence gives you the opportunity to develop a thorough answer with specific details and evidence. Look at how this approach is used in this example:

Does America have enough park lands? The lands now designated as national and state parks, forests, and wild land total in excess of 33 million acres. Yet environmentalists call for additional protected land. They warn of imbalances in the environment. Dean Fraser, in his book, *The People Problem*, addresses the question of whether we have enough park land:

Question

Yosemite, in the summer, is not unlike Macy's the week before Christmas. In 1965 it had over 1.6 million visitors; Yellowstone over 2 million. The total area of federal plus state-owned parks is now something like 33 million acres, which sounds impressive until it is divided by the total number of annual visitors of something over 400 million. . . . (33)

Answer

We are running short of green space, which is being devoured by highways, housing projects, and industrial development.

Cite Evidence from the Source Materials

Citing evidence from authorities in the form of quotations, paraphrases, and summaries to support your topic sentence is another excellent way to build a paragraph. This next passage combines commentary by a critic and a poet to explore Thomas Hardy's pessimism in fiction and poetry.

Several critics reject the impression of Thomas Hardy as a pessimist. He is instead a realist who tends toward optimism. Thomas Parrott and Willard Thorp make this comment about Hardy in *Poetry of the Transition*:

Evidence from a source

There has been a tendency in the criticism of Hardy's work to consider him as a philosopher rather than as a poet and to stigmatize him as a gloomy pessimist. This is quite wrong. The fact is that Hardy was a thorough realist. (413)

The author himself felt incorrectly labeled, for he has written his own description:

As to pessimism. My motto is, first correctly diagnose the complaint—in this case human ills—and ascertain the cause: then set about finding a remedy if one exists. The motto of optimists is: Blind the eyes to the real malady, and use empirical panaceas to suppress the symptoms. (*Life* 383)

Hardy is dismayed by these “optimists,” so he has no desire to be lumped within such a narrow perspective.

Use a Variety of Other Methods

Many methods exist for developing paragraphs; among them are the *description* of a scene in a novel, *statistics* in support of an argument, *historical evidence* in support of a hypothesis, *psychological theory*, and others. You must make the choices, basing your decision on your subject and your notes. Employ the following methods as appropriate to your project.

- Use *classification* to identify several key issues of the topic, and then use *analysis* to examine each issue in detail. For example, you might classify several types of fungus infections, such as athlete's foot, dermatophytosis, and ringworm, and then analyze each.

- Use specific *criteria of judgment* to examine performances and works of art. For example, analyze the films of George Lucas with a critical response to story, theme, editing, photography, sound track, special effects, and so forth.
- Use *structure* to control papers on architecture, poetry, fiction, and biological forms. For example, a short story might have six distinct parts you can examine in sequence.
- Use *location* and *setting* for arranging papers in which geography and locale are key ingredients. For example, examine the settings of several novels by William Faulkner, or build an environmental study around land features (e.g., lakes, springs, sinkholes).
- Use *critical responses to an issue* to evaluate a course of action. For example, an examination of President Truman's decision to use the atomic bomb in World War II would invite you to consider several minor reasons and then to study Truman's major reason(s) for his decision.
- Dividing the body by important *issues* is standard fare in many research papers.

12c Writing the Conclusion of the Research Paper

The conclusion of a research paper should offer the reader more than a mere summary. Use the following checklist to review your conclusion.

How you work these elements into your conclusion will depend on your style of writing. They need not appear in this order, nor should you crowd all the items into one paragraph. The conclusion can extend over several paragraphs and

Checklist

Writing the Conclusion

Thesis	Reaffirm your thesis statement.
Judgment	Reach a decision or judgment about the merits of the subject, be it a work of art, an author's writing, a historical moment, or a social position.
Discussion	Discuss the implications of your findings.
Directive	Offer a plan of action or a proposal that will put into effect your ideas. (Not required of every paper.)
Ending	Use the final paragraph, especially the final sentence, to bring the paper to closure.

require more than one page. When drafting the conclusion, consider using several of the techniques described here.

Restate the Thesis and Reach beyond It

As a general rule, restate your thesis statement; however, do not stop and assume that your reader will generate final conclusions about the issues. Instead, establish the essential mission of your study. In the example below, one student opens her conclusion by reestablishing her thesis statement and then moves quickly to her persuasive, concluding judgments.

Thesis restated in the conclusion

Functional foods appear to exert a strong preventive effect on the two diseases that take more American lives than any other—coronary heart disease and cancer. High cholesterol levels cause coronary heart disease, the factor responsible for 24 percent of the fatalities that occur in the United States (Blumberg 3). Foods high in antioxidants (i.e., Vitamin C, E, and beta-carotene), omega-3 fatty acids, and soluble fiber, along with green and black tea, have been proven to be an effective form of preventive medicine for individuals at risk of developing coronary heart disease. Second only to coronary heart disease, “cancer is the cause of death in 22 percent of Americans” (4). Functional foods have exhibited similar strength in the fight for cancer prevention. By incorporating functional foods, such as insoluble fiber, garlic, and green and black tea into the diet, an individual can lower his or her risk of being diagnosed with cancer. Although this finding does not mean one should cancel all future doctor appointments, it has shown that individuals who eat functional foods are a step ahead in the battle for disease prevention.

Close with an Effective Quotation

Sometimes a source may provide a striking commentary that deserves special placement, as shown by this example:

W. C. Fields had a successful career that extended from vaudeville to musical comedy and finally to the movies. In his private life, he loathed children and animals, and he fought with bankers, landladies, and the police. Off screen, he maintained his private image as a vulgar, hard-drinking cynic until his death in 1946. On the screen, he won the hearts of two generations of fans. He was beloved

by audiences primarily for acting out their own contempt for authority.

The movies prolonged his popularity “as a dexterous comedian with expert timing and a look of bibulous rascality,” but Fields had two personalities, “one jolly and one diabolical” (Kennedy).

Effective quotation

Return the Focus of a Literary Study to the Author

While the body of a literary paper should analyze characters, images, and plot, the conclusion should explain the author’s accomplishments. The following closing shows how one writer focused on the author:

As to the issues of the country versus the city and the impact of a market economy, Jonathan Swift advances the conservative position of the early eighteenth century, which lamented the loss of the rural, agrarian society, with its adherence to tradition and a stable social hierarchy. His position focused on the social outcomes: unemployment, displacement, and the disenfranchisement of a significant portion of the populace. Unlike his London contemporaries, Swift resided in the economic hinterland of Ireland, so he had a more direct view of the destructive population shifts from rural to urban.

Focus on the author

Ultimately, Swift’s commentary in *A Modest Proposal* is important because it records a consciousness of a continuing problem, one that worsens with the intensification of the urban rather than rural growth.

Focus on the author

It continues to plague the twenty-first-century world, from America to Africa and from Russia to Latin America.

Compare the Past to the Present

You can use the conclusion rather than the opening to compare past research to the present study or to compare the historic past with the contemporary scene. For example, after explaining the history of two schools of treatment for autism, one writer switches to the present, as shown in this excerpt:

There is hope in the future that both the cause and the cure for autism will be found. For the present, new drug therapies and behavior modification offer some hope for the abnormal, SIB actions of a person with autism. Since autism is sometimes outgrown, childhood treatment offers the best hope for the autistic person who must try to survive in an alien environment.

Future in contrast to the present

Checklist

Avoiding Certain Mistakes in the Conclusion

- **Avoid** afterthoughts or additional ideas. Now is the time to end the paper, not begin a new thought. If new ideas occur to you as you write your conclusion, do not ignore them. Explore them fully in the context of your thesis and consider adding them to the body of your paper or modifying your thesis. Scientific studies often discuss options and possible alterations that might affect test results (see the next section, “Discuss Test Results and Limitations”).
- **Avoid** the use of “thus,” “in conclusion,” and “finally” at the beginning of the last paragraph. Readers can see plainly the end of the paper.
- **Avoid** ending the paper without a sense of closure.
- **Avoid** questions that raise new issues; however, rhetorical questions that restate the issues are acceptable.
- **Avoid** fancy artwork.

Offer a Directive or Solution

After analyzing a problem and synthesizing issues, offer your theory or solution, as demonstrated in the previous example in which the writer suggests that “childhood treatment offers the best hope for the autistic person who must try to survive in an alien environment.” Note also this closing:

A directive or solution

All of the aspects of diabetes management can be summed up in one word: balance. Diabetes itself is caused by a lack of balance of insulin and glucose in the body. In order to restore that balance, a diabetic must juggle medication, monitoring, diet, and exercise.

Managing diabetes is not an easy task, but a long and healthy life is very possible when the delicate balance is carefully maintained.

Discuss Test Results and Limitations

In scientific writing (see Chapters 15 and 17), your conclusion, labeled “discussion,” must explain the ramifications of your findings and identify any limitations of your scientific study, as shown:

Limitations

The results of this experiment were similar to expectations, but perhaps the statistical significance, because of the small subject size, was biased toward the delayed conditions of the curve. The subjects were, perhaps, not representative of the total population because of their prior exposure to test procedures. Another factor

that may have affected the curves was the presentation of the data. The images on the screen were available for five seconds, and that amount of time may have enabled the subjects to store each image effectively. If the time period for each image were reduced to one or two seconds, there could be lower recall scores, thereby reducing the differences between the control group and the experimental group.

Charting Your Research Project

1. Review your opening to determine whether it builds the argument and sets the stage for analysis to come in the body. Consider adding paragraphs like those described in section 12a. Relate the well known, provide background information, review the literature, review the history of the subject, take exception to prevailing views, challenge an assumption, provide a summary of the issues, define key terms, and supply statistical evidence.
2. After finishing the first draft, review the body of your paper. Has your analysis touched on all the issues? Have you built paragraphs of substance, as demonstrated in section 12b? Judge the draft against the checklist for the body of the paper.
3. Evaluate your conclusion according to the checklist in section 12c. If you feel it is necessary, build the conclusion by these techniques: Elaborate on the thesis, use an effective quotation, focus on a key person, compare the past and the present, offer a directive or solution, or discuss test results (see section 12c for a discussion of these techniques).

Chapter 13

Revising, Proofreading, and Formatting the Rough Draft



Goals and Outcomes

After you have developed the rough draft of your paper, the serious business of editing begins. The key to having a polished, complete research paper is to revise with logic and clarity. This chapter explains the necessary steps needed for refining and formatting the rough draft into a finished research project.

- 13a** Revise the introduction, body, and conclusion of your paper focusing on issues of unity, coherence, relevance, and use of sources.
- 13b** Format your research paper according to MLA style guidelines.
- 13c** Move blocks of material around in your paper to improve its flow and effectiveness.
- 13d** Proofread the final manuscript to ensure that the text is grammatically sound.
- 13e** Develop and format a paper in MLA style.

13a Conducting a Global Revision

Revision can turn a passable paper into an excellent one and change an excellent one into a radiant one. Begin revising the whole manuscript by evaluating the effectiveness of your introduction.

For discussion of developing the introduction, see section 12a.

Revising the Introduction

Examine your opening for the presence of several items:

- Your thesis
- A clear sense of direction or plan of development
- A sense of involvement that invites the reader into your investigation of a problem

Revising the Body

Use the following bulleted list as a guide for revising each individual paragraph of the body of your paper.

For discussion of building effective paragraphs, see section 12b.

- Cut out wordiness and irrelevant thoughts, even to the point of deleting entire sentences that contribute nothing to the dynamics of the paper.
- Combine short paragraphs with others or build one of greater substance.
- Revise long, difficult paragraphs by dividing them or by using transitions effectively (see “Writing with Unity and Coherence,” section 10d).
- For paragraphs that seem short, shallow, or weak, add more commentary and more evidence, especially quotations from the primary source or critical citations from secondary sources.
- Add your own input to paragraphs that rely too heavily on the source materials.
- Examine your paragraphs for transitions that move the reader effectively from one paragraph to the next.

Revising the Conclusion

Examine the conclusion to see that it meets these criteria:

- It is drawn from the evidence.
- It is developed logically from the introduction and the body.
- It expresses your position on the issues.

For discussion of writing the conclusion, see section 12c.

Checklist

Global Revision

1. Skim through the paper to check its unity. Does the paper maintain a central proposition from paragraph to paragraph?
2. Transplant paragraphs, moving them to more relevant and effective positions.
3. Delete sentences that do not further your cause.
4. As you cut, copy, and paste, remember to rewrite and blend the words into your text.
5. If your outline must be submitted with your draft, revise it to reflect these global revisions.

Checklist

Peer Review

1. Are the subject and the accompanying issues introduced early?
2. Is the writer's critical approach to the problem presented clearly in a thesis statement? Is it placed effectively in the introduction?
3. Do the paragraphs of the body have individual unity? That is, does each one develop an important idea and only one idea? Does each paragraph relate to the thesis?
4. Are sources introduced, usually with the name of the expert, and then cited by a page number within parentheses? Keep in mind that Internet sources, in most cases, do not have page numbers.
5. Is it clear where a paraphrase begins and where it ends?
6. Are the sources relevant to the argument?
7. Does the writer weave quotations into the text effectively while avoiding long quotations that look like filler instead of substance?
8. Does the conclusion arrive at a resolution about the central issue?
9. Does the title describe clearly what you have found in the contents of the research paper?

Participating in Peer Review

Part of the revision process for many writers, both students and professionals, is peer review. This has two sides. First, it means handing your paper to a friend or classmate, asking for opinions and suggestions. Second, it means reviewing a classmate's research paper. You can learn by reviewing as well as by writing.

Since this task asks you to make judgments, you need a set of criteria. Your instructor may supply a peer review sheet, or you can use the “Peer Review” checklist provided here. Criticize the paper constructively on each point. If you can answer each question with a *yes*, your classmate has performed well. For those questions you answer *no*, you owe it to your classmate to explain what seems wrong. Make suggestions. Offer tips. Try to help!

13b Formatting the Paper to MLA Style

The format of a research paper consists of the following parts:

1. Title page
2. Outline
3. Abstract
4. The text of the paper
5. Content notes
6. Appendix
7. Works Cited

Items 4 and 7 are required for a paper in the MLA style; use the other items to meet the needs of your research. *Note:* A paper in APA style (see Chapter 15) requires items 1, 3, 4, and 7, and the order differs for items 5–7.

Title Page or Opening Page

A research paper in MLA style does not need a separate title page unless you include an outline, abstract, or other prefatory matter. Place your identification in the upper-left corner of your opening page, as shown here:

**1 inch from
top of page**

1/2 inch in the header position

Howell 1

<p>Pamela Howell Professor Magrans English 102c 17 November 2016</p>
--

**Identifying
Information**

Creative Marriages

Judging by recent divorce rates, it would seem that the traditional marriage fails to meet the needs . . .

Note: APA style requires a different setup for the title page; see section 15g for an example.

If you do include prefatory matter, such as an outline, you need the title page with centered divisions for the title, the author, and the course identification.

An Interpretation of Melville's
Use of Biblical Characters
in *Billy Budd*
by
Melinda Singleton
English 3560
Dr. Crampton
April 23, 2014

Follow these guidelines for writing a title page in MLA style:

1. Use an inverted pyramid to balance two or more lines.
2. Use capitals and lowercase letters without underlining and without quotation marks. Published works that appear as part of your title require italicizing (books) or quotation marks (short stories). Do not use a period after a centered heading.
3. Place your full name below the title, usually in the center of the page.
4. Employ separate lines, centered, to provide the course information, institution, instructor, date, or program (e.g., Honors Program).
5. Provide balanced margins for all sides of the title page.

Outline

Print your outline with the finished manuscript only if your instructor requires it. Place it after the title page on separate pages and number these pages with small Roman numerals, beginning with ii (for example, ii, iii, iv, v), at the upper-right corner of the page, just after your last name (e.g., Spence iii). For information on writing an outline, see section 9i.

Abstract

Include an abstract for a paper in MLA style only if your instructor requires it. (APA style requires an abstract. See section 15f for an example.) An abstract provides a brief digest of the paper's essential ideas in about one hundred words. To that end, borrow from your introduction, use some of the topic sentences from your paragraphs, and use one or two sentences from your conclusion.

In MLA style, place the abstract on the first page of text one double space below the title and before the first lines of the text. Indent the abstract one-half inch as a block, and indent the first line an additional half inch. Use quadruple

For more on the abstract and examples, see section 15f.

spacing at the end of the abstract to set it off from the text, which follows immediately after. You may also place the abstract on a separate page between the title page and first page of text.

Remember that the abstract is usually read first and may be the *only* part read; therefore, make it accurate, specific, objective, and self-contained (i.e., it makes sense alone without references to the main text). Note this example:

Wu 1

Child Abuse: A View of the Victims

Abstract

This study examines the problems of child abuse, especially the fact that families receive attention after abuse occurs, not before. With abuse statistics on the rise, efforts devoted to prevention rather than coping should focus on parents in order to discover those adults most likely to commit abuse because of heredity, their own childhood, the economy, and other causes of depression. Viewing the parent as a victim, not just a criminal, will enable social agencies to institute preventive programs that may control abuse and hold together family units.

Quadruple space

Family troubles will most likely affect the delicate members of our society, the children. The recognition of causal elements . . .

Text

The Text of the Paper

Double-space throughout the entire paper including the title page and the separation of the abstract from the first line of text (see section 15g). In general, you should *not* use subtitles or numbered divisions for your paper, even if it becomes twenty pages long. Instead, use continuous paragraphing without subdivisions or headings. However, some scientific and business reports require subheads (see Chapters 15 and 17).

If the closing page of your text runs short, leave the remainder of the page blank. Do not write “The End” or provide artwork as a closing signal. Do not start Notes or Works Cited on this final page of text.

Content Endnotes Page

Label this page with the word *Notes* centered at the top edge of the sheet, at least one double space below your page-numbering sequence in the upper-right corner. Double-space between the *Notes* heading and the first note. Number the notes in sequence with raised superscript numerals to match those within your text. Double-space all entries and double-space between them.

For discussion of content notes, see section 16f.

Appendix

Place additional material, if necessary, in an appendix preceding the Works Cited page. This is the logical location for numerous tables and illustrations, computer data, questionnaire results, complicated statistics, mathematical proofs, and detailed descriptions of special equipment. Double-space appendixes and begin each appendix on a new sheet. Continue your page numbering sequence in the upper-right corner of the sheet. Label the page *Appendix*, centered at the top of the sheet. If you have more than one appendix, use *Appendix A*, *Appendix B*, and so forth.

Works Cited

See Chapter 14, “Works Cited: MLA Style,” and the sample Works Cited pages in section 13e.

Center the heading *Works Cited* 1 inch from the top edge of the sheet. Continue the page-numbering sequence in the upper-right corner. Double-space throughout. Set the first line of each entry flush left and indent subsequent lines five spaces. If your software supports it, use the hanging indent.

13c Editing before Typing or Printing the Final Manuscript

For discussion of unity, coherence, and effective writing, see section 10d.

The cut-and-paste revision period is complemented by careful editing of paragraphs, sentences, and individual words. Travel through the paper to study your sentences and word choice. Look for ways to tighten and condense. Use the checklist provided here to guide your editing.

Note the editing by one student in Figure 13.1. As shown, this writer conscientiously deleted unnecessary material, added supporting statements, related facts to one another, rearranged data, added new ideas, and rewrote for clarity.

Using the Computer to Edit Your Text

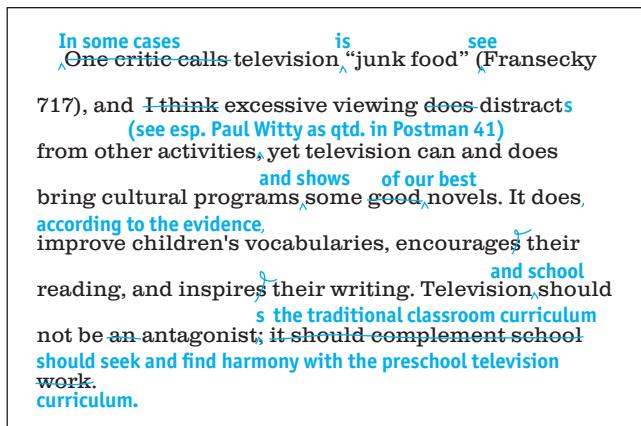
Remember to click on Tools and use the spelling and grammar checkers to spot spelling errors and to perform several tasks related to grammar and mechanics—for example, looking for parentheses you have opened but not closed, unpaired quotation marks, passive verbs, and other items. Pay attention to these caution flags. *Caution:* The spellchecker will not discern incorrest usage of “its” and “it’s.” However, you must edit and adjust your paper by *your* standards with due respect to the computer analysis. Remember, it is your paper, not the computer’s. You may need to use some long words and write some long sentences, or you may prefer the passive voice to emphasize the receiver of the action, not the actor.

Checklist

Editing the Manuscript

1. Cut phrases and sentences that do not advance your main ideas or that merely repeat what your sources have already stated.
2. Determine that coordinated, balanced ideas are appropriately expressed and that minor ideas are properly subordinated.
3. Change most of your *to be* verbs (is, are, was) to stronger, active verbs.
4. Maintain the present tense in most verbs.
5. Convert passive structures to active if possible.
6. Confirm that you have introduced paraphrases and quotations so that they flow smoothly into your text. Use a variety of verbs for the introductions (*Winston argues, Thomas reminds, Morganfield offers*).
7. Use formal, academic style, and guard against clusters of monosyllabic words that fail to advance ideas. Examine your wording for its effectiveness within the context of your subject.

Figure 13.1 Example of editing on a manuscript page.



13d Proofreading on the Screen and on the Printed Manuscript

First, proofread your paper on the screen with a program that will check your spelling, grammar, and style, as mentioned previously. Check your formatting for double spacing, 1-inch margins, running heads, page numbers, and so forth.

Consult the “Glossary: Rules and Techniques for Preparing the Manuscript in MLA Style,” for instructions on handling abbreviations, margins, numbering, punctuation, and other matters.

Checklist

Proofreading the Final Draft

1. Check for errors in sentence structure, spelling, and punctuation.
2. Check for correct hyphenation and word division. Remember that *no* words should be hyphenated at the ends of lines. If you are using a computer, turn off the automatic hyphenation option.
3. Read each quotation for the accuracy of your own wording and of the words within your quoted materials. Look, too, for your correct use of quotation marks.
4. Be certain that in-text citations are correct and that each corresponding source is listed on your Works Cited page.
5. Double-check the format—the title page, margins, spacing, content notes, and many other elements, as explained in section 13b and in the glossary.

Check the entries in your Works Cited section for precision and completeness in the citations. Also, be sure that each is formatted with a hanging indentation.

After editing the text on screen to your satisfaction, print out a hard copy of the manuscript. You should proofread this final paper version with great care because the software will not have caught every error. Be sure your in-text citations are correct and confirm that you have a corresponding bibliography entry for each.

Charting Your Research Project

1. Examine once again the intellectual argument of your first draft. Is it clearly established in the opening and then reaffirmed in the closing?
2. Do the paragraphs of the body develop systematically the evidence to support your claim or thesis? Examine each paragraph for relevance.
3. Examine again your title. Does it meet the criteria set forth in section 10c?
4. If you participated in a peer review, consider carefully the recommendations and judgments of your reviewer. There is always a tendency to dismiss words of criticism, but you need to learn that constructive criticism exists at all levels of collegiate and professional life.
5. Read aloud to yourself a portion of the paper. Does it have an academic style? If not, consult section 10d and begin editing.
6. Read through the two papers that follow next in this chapter, to get a feel for the academic style of writing. Try to duplicate that style.

13e Sample Papers in MLA Style

Short Literary Research Paper

Ashley Irwin accepted the challenge to write a literary analysis on Sylvia Plath's poems "Daddy" and "Lady Lazarus." After establishing background information about Plath's life, she concentrated her analysis on the themes presented in each poem. Eventually, she settled her study on the "visual imagery," and the author's attitude and emotions toward her father. Her literary research paper conforms to the format specified for MLA-style research papers.

Irwin 1

Ashley Irwin
 English 3440
 Dr. Pasch
 13 November 2016

Sylvia Plath and Her "Daddy"

In photos Sylvia Plath sweetly smiles, and at first glance she appears to have been an extremely happy daughter, wife, and mother. Her writing, however, reveals a tormented life, due to the loss of her father at an early age. Her poetry, which helped her to communicate her emotions, also helped her to reconnect to her father through visual imagery. She believed that if she could find the spirit of her father in her writing, she could be free of him, and thus be free from the burden of depression that she carried each day after his death. Two of her later poems, "Daddy" and "Lady Lazarus," show the darker side of Plath's struggles that she attempted to exorcise as an adult. Although Sylvia Plath appeared to have been happy, her happiness was false, and it is only in her poems that her true feelings toward life, her father, and her despair can be found.

The majority of Sylvia Plath's life was haunted by a feeling of depression after the death of her father when she was eight years old (Beckmann). Assuming that his fatigue and illness was cancer, her father refused to seek treatment for diabetes mellitus. Soon after the discovery of the real cause of his illness, he was hospitalized yet died a few days later (Reuben). Her mother, who believed that her children should not have to witness such a

Irwin establishes the concept that she will explore.

Irwin cites the authorities on Plath in brief but effective ways.

tragic event, banned them from attending the funeral (Alexander 32). Due to her absence at the funeral, Sylvia was unable to properly grieve, and for the rest of her life she struggled with the void that her father's physical absence had left.

Unable to communicate her emotions and feelings about her own feelings toward her father's death, Sylvia believed that, through his death, he had abandoned her. One critic comments that "Plath conceived of art as a compensation for loss" and that "she needed to be disloyal and loyal to her father at once" (Axelrod 25). Plath believed that she could restore herself through her writing, but that also meant that she had to kill the memories of her father and the desire that she felt to reconnect with him. For Plath, "Death is given a cruel physical allure and psychic pain becomes almost tactile" (Gilson).

Christina Britzolakis believes that Plath frequently refers to the power of her father in her poetry in order to seek approval for her own struggles. As she ages, she uses these referential terms as a form of sarcasm to destroy his authority and construct her own. Britzolakis argues that Otto Plath "is linked with the figures of the oracle and the archive: cryptic repositories of literary and psychic memory in which the daughter seeks authorization for her own discourse" (62). She constantly seeks the ability to control her father, his death, and her own thoughts and feelings about it. In the poems "Daddy" and "Lady Lazarus" Sylvia Plath finally succeeds at overcoming her father's sway as she rises to grasp her own potential.

Slightly less confrontational than "Daddy," "Lady Lazarus" expresses Plath's desire to defy and overcome society's views and constraints on death. Although Britzolakis describes this poem as "manipulative, sensationalist, or irresponsible," it is more like a transitional piece for Plath as she becomes a stronger woman in regard to the high authority of her father (152). Plath uses language in the poem to shock the reader by "using assertions and blatant statements" (Britzolakis 152). This poem is her verbal defiance and unwillingness to be what others believed she was.

"Lady Lazarus" can be read several ways, but the poem is most often viewed as a symbol of rebirth. Plath struggled with thoughts of suicide in

Irwin 3

order to reconnect with her father, and in the case of this poem, it is very likely that Plath viewed suicide as a type of rebirth. In the first three lines, she writes, “I have done it again. / One year in every ten / I manage it.” By “it,” Plath is referring to suicide and her ability to handle its presence in her life. One critic has noted that “the text points to the fact that maybe those scars never healed” (Connell). She does not say that she is defeated by death; instead, she states that she “manages” it. One definition of “manage” is to “control by direction or persuasion” (Morehead 440). Hence, Plath controls the direction of death in her life. It is not something that controls her, but it is something that, in the case of happening, she will take advantage of its presence in her life.

Irwin accurately cites lines of poetry.

For Sylvia Plath, suicide is a type of rebirth. In “Lady Lazarus,” she states, “I am only thirty. / And like the cat I have nine times to die” (lines 20–21). Plath is pleased by her age and ability to escape actual death. The death she believes that she experiences in her attempts of suicide is a type of rebirth as she never actually terminates her life. Instead of being controlled by the memory of her father and her fear of being abandoned, Plath is declaring that she is stronger than these memories and fears, and if she wants to commit suicide, she will.

In the last half of “Lady Lazarus,” Plath shows a literal defiance toward society and her relationships with men. She emphasizes her defiance in lines 57 to 64, stating that “there is a charge” for the sight of her scars, the hearing of her heart, speaking with her, touching her, hurting her, or a piece of her hair. This “charge” defies the quiet submission that society would expect her as a woman, for she is standing up for herself. Plath is tired of the concern of those around her, for she is able to take care of herself in her own way. She then shifts the direction of her words from society towards men as she writes,

Herr God, Herr Lucifer

Beware

Beware.

Out of the ash

I rise with my red hair

And I eat men like air. (79–84)

Use a block quotation of lines of poetry for four or more lines.

As Plath relates her father to God, she also associates him to “Lucifer.” Axelrod notes that Plath somehow equated God with Satan (41). This relates to her conflicting view of her father as a good man and as an evil man at the same time. Hence, she warns her father that after her death, she will again be reborn and will treat men as though they do not matter. These feelings ultimately affected all other relationships with men. In “Lady Lazarus” Plath states that she will not be defeated even after the rebirth that will set her free from her father.

Sylvia Plath also confronts her father and the role that he has. In the poem “Daddy,” Plath focuses less on society and more on her relationship with her father and the affect that he played in her relationships, her work, and in her life. She wrote this poem on the day that she agreed to divorce her husband Ted Hughes, after he had left her for another woman (Axelrod 52). This angry poem literally attacks her father as Plath dismembers her father’s body piece-by-piece and finally resurrects him in the form of objects (Britzolakis 189). He is condemned to be a shoe, a tank, and a devil (2, 45, 54). Although he has died, she reincarnates him, but he is not allowed the fate that she would want if she was to be reborn. He must suffer how she has suffered, and she places this curse on him in her famous poem, “Daddy.”

In “Daddy” Plath finally takes control of the situation with her father by cursing him to become an object or person who she cannot love. She initiates the poem by addressing him as a “black shoe” where she has “lived like a foot / for thirty years, poor and white / Barely daring to breathe or Achoo” (3–5). This stanza refers to her isolation from her father due to his constant illness. As a child, Plath rarely saw her father except when she would recite poems to him before bed. These recitations were then followed by a hug, which was the only time that Otto ever touched his daughter for fear of contracting—or giving—an illness (Alexander 28). Although this might have been out of fatherly love, Plath was never certain of her father’s love; therefore, she was also wary of her own love for him.

Her love for her father was one that she never understood, for he had abandoned her by dying. She struggled with a love–hate relationship with the memories of her father and wrote in “Daddy,” just as she had in “Lady Lazarus,” that she wanted to kill him. Creating a “metaphorical murder”

Irwin 5

(Phillips) in the poem, she writes, “Daddy, I have had to kill you. / You died before I had time” (6–7). By using the present perfect tense, she states that he is dead, but she is still trying to kill his memory.

There are constant references to Plath’s feelings of isolation in “Daddy.” She states that she never knew him and could never really talk to him, for her “tongue was stuck” and she “could hardly speak” (25, 28). This references her inability to know her father. The poem continues with, “I thought every German was you” (29). By using the word “thought,” she shows that she once thought that he was “every German,” but now, as a wiser adult, she knows that he is not. This, however, does not change the way that she looks at herself due to the way he treated her. She says that she began to feel his oppression “Chuffing me off like a Jew / A Jew to Dachua, Aushwitz, Belsen” (32–33). Plath viewed her father as a Nazi, and she was like a Jewish victim who had no control over her life (Britzolakis 188). If she had tried to speak to him about her life, it would not have mattered. Although he was not physically present in her life, Plath’s father still had control of everything that had happened to her—even after his death and in her adulthood.

Added to her isolation, Plath writes, “I have always been scared of you” (41). She was frightened of him in the past, and the fear has never diminished. She then begins to describe him again and expresses her view of him as a tank:

With your Luftwaffe, your gobbledygoo.
 And your neat moustache
 And your Aryan eye, bright blue.
 Panzer-man, panzer-man, O You. (42–45)

After she expresses her vulnerability, Plath attacks him again by dismembering his moustache and eye from his body and symbolizing him as a Panzer—or Nazi tank or armored vehicle (Plath, “Daddy” 1206). He again becomes an object that she cannot love, for a tank destroys scenery and landscapes. This is symbolic of the way that he destroyed her, and she, therefore, cannot love him for destroying her heart and life. She next shows that she cannot love him, for he is a man who is absolutely unlovable in her eyes.

Lines of the poem are indented, line breaks are maintained, and the line numbers are provided.

The final lines of “Daddy” parallel the concluding themes in “Lady Lazarus.” Plath writes that her father was “no less than a devil” (54). She again gives him god-like power, and, as in “Lady Lazarus,” she takes an authorial voice to destroy his credibility. She writes, “I was ten when they buried you. / At twenty, I tried to die / And get back, back, back to you” (57–59). Plath uses her father as a scapegoat to blame him for her suicide attempts (Britzolakis 189). She states that she wanted to “get back” to him in order to be with him but then says, “If I’ve killed one man, I’ve killed two— / The vampire who said he was you / And drank my blood for a year” (71–73). She is telling him that she has killed her memories of him, and he is no longer in her life. She tells him, “Daddy, you can lie back now . . . daddy, you bastard, I’m through” (75, 80). In these two lines, she is not only releasing him from her memory, but she is also telling him that he is free of her. According to Elaine Connell, “Daddy” is “a beautiful declaration of independence—a sentiment that ultimately was unable to sustain her.” At the end of the poem, when she tells him that she is “through,” Plath is also finally giving herself freedom from him. Throughout the entire poem, she expresses the idea that “love expresses itself only in terms of violence and brutality” (Hall 102). By this point, she has loved him so much, but he has not returned to her. Therefore, she is done. She is over. She is through, and she is finally free from the suicide and death of her father.

Irwin concludes with her interpretation and the implications in light of the poetic theme.

Although Plath states in “Daddy,” that she is through with her father, she obviously was not done with him like she planned. Several years later, Plath was successful in her second suicide attempt. She died as a young, divorced mother, who battled the demons and memories of her father for her entire life. “Lady Lazarus” and “Daddy” show the influence and affect that her father’s life and death had on her own life. When Plath evokes images of wholeness in “Daddy” and “Lady Lazarus,” she inevitably “undercuts them, emphasizing the systematic play of elements and the constructedness of meanings” (Narbeshuber). Never able to let go or suppress her inner demons, she uses the symbolism of gods to reference the power that her father had, and she also mentions that his death caused her to seek her own. Sylvia Plath was immensely influenced by her father’s death, yet the gift and power of words could not save her in the end.

Irwin 7

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Sample Research Paper

Anthony Ruvolo decided to develop a research project that paired his degree in history with his interest in the mythological foundations of Roman culture. By using classical texts and current source information about the Temple of Jupiter Optimus Maximus, Anthony Ruvolo developed a deeper understanding of the monumental temples and their relationship to Roman culture.

Ruvolo 1

Anthony Ruvolo

Dr. Parchman

History 3390

11 April 2016

The Temple of Jupiter Optimus Maximus and a New Interpretation of the Capitoline Triad

The Temple of Jupiter Optimus Maximus was built during the reign of the Tarquin kings of Rome. Dedicated by the Republican Consul Marcus Horatius Pulvillus after Tarquinius Superbus' death (Livy 2: 8), it was the largest and most lavish temple in Rome. Built in the "Tuscan style" on the Capitoline Hill, which Vitruvius would later codify with a deep porch, it included three cellae, rooms for the deities of Jupiter Optimus Maximus, Juno, and Minerva (Livy 4: 7). As the most important religious structure in Rome, the temple housed the Sibylline Books, was the termination of the triumphal route, and was a significant site for taking auspices.

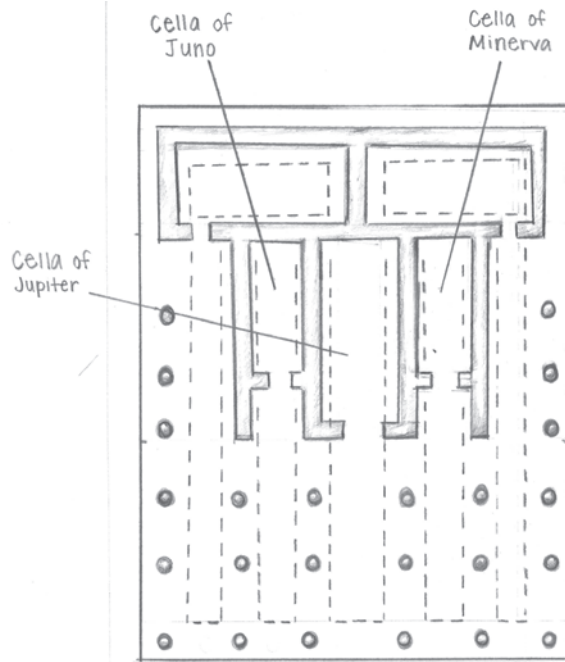
Descriptions of the temple date from later sources, particularly Livy and Dionysius of Halicarnassus, writing in the late first century BCE, almost 500 years after the dedication of the temple. By the time of their writing, the temple, its deities, and the religious practices associated with it had been a well-established part of Roman history and life. Perhaps that is why these three deities, the Capitoline Triad, are housed in this one, significant temple. Each deity—Jupiter, Juno, and Minerva—were not, at the time of construction, a common triad worshipped under one roof, although by the time of Dionysius and Livy they had become established as *the* triad of Rome, replicated in other monuments throughout the Roman world. The absence of any explanation of this triad's placement in the temple in the ancient sources presents a challenge to historians. Many scholars, including

Ruvolo 2



Livy and Dionysius, chose to explain only that the Temple of Jupiter Optimus Maximus housed this triad, but no explanation is given as to *why*. But the structure of the temple and the investing of these three deities was not as inevitable as ancient and modern sources seem to presume, but was rather the result of a series of specific decisions designed to convey a message to the nation and to the surrounding nations of reconciliation and unification through the participation of a fourth figure *implied* by the joining of Jupiter, Juno, and Minerva.

Dionysius described the Temple of Jupiter as having “three parallel shrines, separated by party walls” (4: 61.4), each of which housed a deity. The archeological evidence demonstrates a plan that includes a tripartite division of the space into three cellas, matching Vitruvius’ description of a larger room in the center, flanked by two smaller rooms (4: 7.2). However, the inclusion of three cellas, noted by Vitruvius, has not been found to be the primary design of temples built in Etruria in the sixth and fifth century, nor are any “two surviving examples [of Etruscan temples] the same” (Izzet 125), nor is the inclusion of a triple cella indicative of Latin temple design of the period. Though it contained elements of Etruscan temple design, the Temple can



be described as quintessentially “Tuscan” only because it later was held to be such a model. The tripartite division of the sacred space was a decision point in the design of the Temple.

It was thus possible that a monumental temple design could have been selected for the Temple of Jupiter that consisted of a single cella, and indeed there was much precedence for it. Monuments in the region were more frequently of a single cella design than of a multiple cella, especially triple cella, design. This model is also true throughout the Greek world. The inclusion of three cellas in this temple’s design was thus an intentional choice, rather than an expression of a regional paradigm for monumental temples.

The tripartite division of the space for the Temple did not necessitate the division of that space into separate cellas. Colonna notes “a turning point around 580 BCE” in Etruscan temple design that, among other changes, incorporated the tripartite division, but which also allowed for that space to be divided into either three cellas or into a single cella flanked on both sides by alae (154). These “wings” were open spaces not exhibiting the features

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of a cella such as a threshold but that occupied the same dimensions and location of the cellas in other temples. Indeed, Vitruvius' description of Tuscan style accommodates the existence of these alae when he says, "let three on the right and three on the left be given to the smaller cellae, *or to the alae if there are to be alae*" (4: 7.2, emphasis added).

While the literary and archeological evidence indicate that the Temple of Jupiter divided this space into separate cella, each housing a separate deity, other evidence suggests that this configuration again was not representative of a single regional design paradigm but rather reflected the adaptation of the tripartite division for a purpose particular to the intentions of the builders. Moreover, the inclusion of a deity in each of the spaces was not a standard feature of temples of this design. Monumental temples were more frequently dedicated to individual deities, and many of the temples of the period with a triple cella housed only one god. Portonaccio may have dedicated its three cellas to Aplu, Tinia, and Hercle (Colonna 156), but many other temples do not appear to have done something similar. While the Temple of Jupiter housed the triad of Jupiter, Juno, and Minerva, such an arrangement was not common of all Etruscan temples of this design, for "only the central cella always housed a divinity" (Colonna 155). Temple A at Pyrgi was devoted to Uni (Jannot 110), Belvedere to Tinia (Colonna 160), and Aradella Regina to Artumes (161), all with a tripartite division of space. In Rome itself, contemporaneous with the Temple, is the Temple of Saturn (with three cellas) and earlier the Temples of Fortuna and Mater Matuta each contained one cella with two alae.

Nevertheless, the Temple of Jupiter Optimus Maximus did in fact house a triad of deities, taking advantage of the available architectural patterns. Given that a strong case for a regional paradigm of a triad in a triple cella temple is difficult to make, the collection of these three deities in this monumental temple demands an explanation that can account for their placement in such an important space and for their enduring importance to the Roman state. While it can be tempting to assume that because Jupiter was the most important local deity, and Juno and Minerva had local prominence, they clearly represented the most powerful and thus most appropriate gods

for the temple and the young nation. This explanation does not address the absence of such a cult prior to their investing in the temple, nor what the gathering of these three deities under one roof represented. As a unique construction, this triad in this temple at this location must have had a deeper significance to the people and to the builders, one that can be found by exploring not only their own histories but also their relation to a fourth deity—Hercle.

As a native Italic deity, Jupiter had a long history of worship in Rome. Romulus had “dedicated a sacred precinct” to Jupiter Feretrius on the Capitoline as a seat for the spoils from his defeat of the Caeninenses after the rape of the Sabines, and for future spoils. Livy describes Jupiter’s prominence as “the first temple that was consecrated in Rome” (1: 10.6–7). Romulus vowed a second temple to Jupiter when the Sabines took the citadel and the Romans were fleeing to the Palatine. Livy describes Romulus vowing the temple “Iovi Statori” (to Jupiter the Stayer), should he “stay” the Romans’ flight (1: 12.6) and then exhorting his troops with the name “Iuppiter Optimus Maximus” (1: 12.7). And if Varro is to be believed as mentioned earlier, a cult of Jupiter—either with Mars and Quirinus or Juno and Minerva—had been centered on the Quirinal. Certainly the existence of a *flamen maior* to Jupiter attests to his early importance. This Jupiter of the triad—Jupiter Capitolinus—was thus native to the region, a strongly Latin deity.

Juno’s cult also originated in central Italy, and she was a favored deity worshipped as Juno *Sospita* (“savior”). However, her relation to the Etruscan Uni is much stronger than the Jupiter–Tinia connection, and Uni occupied an essential place in Etruscan religion, exhibited by several cult centers, including Temple B at Pyrgi and at Caere (Jannot 157). As a god of the sky, she too wielded lightning and had aspects of a warrior, like her husband Tinia. Juno was the patron of many cities, notably of Veii, from which Camillus famously evoked her in 396 (Livy 5: 22), installing her in Rome as Juno Regina.

By the late regal period, Juno, despite her Latin origins, had developed a strong religious following among Latins, Etruscans, and Sabines, in

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a sense making her worship on the Capitoline available to people of all nations. Indeed, it is her role as protectress of all small children as Uni to the Etruscans (Jannot 157) and as *sospita* as Juno to the Latins that creates a common cause among her worshippers, and makes her participation in this triad more compelling than her worship individually might have accounted for.

The origins of Menerva/Menrva/Minerva are less clear. Citing Varro 5: 74, Jannot describes the Sabine origins of Menrva, and then shows the same name in Faliscan and Oscan, proposing that “it is thus probable that the name, if not the cult, spread from Etruria throughout Italy” (157). However, more recent linguistic evidence suggests that Minerva (and Uni) could not have derived from Etruscan names, but that these deities were already worshipped in Latium and Italy before being adopted by the Etruscans (Simon 45).

Origin is less important than the evidence at the time of the construction of the Temple of Jupiter, that Minerva was an important deity in the region, accessible for worship by the various peoples in the area. A temple at Portonaccio at Veii was dedicated to her. Votive statues to Minerva have been found throughout Etruscan sites (Jannot 147), yet despite her importance in the surrounding regions, Minerva does not appear to have been worshipped in Rome itself until the Temple of Jupiter. Ryberg notes the absence of Minerva in any public festival and any early calendar and of the absence of a *flamen* for Minerva (146). This makes the question of her inclusion in the triad more puzzling.

The Etruscan and Latin Minerva shared many characteristics with her Greek counterpart Athena. She wears an aegis, or shield, and a helmet, and is often shown “brandishing her lance” with a shield (Jannot 147–48). Like Athena, Minerva springs fully formed from the head of Tinia, and she is the protector of heroes, especially Heracle. But the Menrva of the Etruscans has characteristics not shared with Athena. She is a healer who appears holding children, “as a nurse or adoptive mother for a whole series of male babies,” including a figure believed to be Heracle’s son (Jannot 148). Interestingly, the depictions of Minerva and Heracle as husband and wife are “surprisingly

frequent" (Jannot 165), a relationship between these two figures not seen in Greece. It is in this regard—both her care of adopted children and her relation to Hercle—that Minerva takes on special meaning in the triad.

Individually, each of these deities was important enough to the citizens of the region to have been honored with a temple in the city. But there has not been a convincing argument for what they represent when joined together, and how this was meaningful to the people of Rome. Even Stamper, who explores this in more depth than most other authors on the temple structure, merely accounts for each of the deities individually, not as a unit (12–13). Additionally, Stamper's Jupiter is "associated with the mission of power and conquest," his Juno is "the queen of heaven," and Minerva presides over handicrafts and women's weaving (13). And Dumézil, who explores the triad in detail, again speaks of the gods individually, not as conveying a message by their union, noting that the union is a problem for which "it is not possible to provide a final solution" (291). For Dumézil, the two goddesses are just guests beneath Jupiter's roof. The union of these three "has no meaning, nor does it form a conceptual structure" (309). But the union can be solved by looking at the mythology that joins these gods in a common cause and in the setting of the temple itself. The power of this triad to the people of the region comes from their relationship with a god both present and not present in the temple—Hercle. He is not represented physically with a cella, altar, or cult statue, but is rather pre-existing in and as the city of Rome and its leader, and is specifically referenced by the joining of these three other gods.

The Hercle of Etruria was a god in his own right, not a demi-god. Though his name appears to be adapted from that of the Greek hero, by the late seventh century evidence of his presence appears in Etruria at Chiusi and Tarquinia (Jannot 164) and sanctuaries in Latium (Simon 58). Hercle was also prominent early in Rome, as noted by the Ara Maxima, and as the events of his time spent in the city narrated by Livy, Dionysius, and others. Much of the mythology surrounding Hercle echoes that of his Greek counterpart, but there also appear to be several stories associated with him found only in Etruria. The most significant for this purpose is that he was married to Menrva, something "totally unknown in Greece" (Jannot 165).

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The Greek Athena has long been associated with Herakles as a protectress. But the relationship between Hercle and Menrva is rather one of husband and wife, and among the children she adopts is Hercle's son Epiur, whom she is shown on a mirror presenting to Tinia (de Grummond 61–62). It is through this role as wife of Hercle and daughter of Tinia that in Etruscan mythology she effects a reconciliation between Hercle and Uni, long struggling against one another. Menrva unites these four deities together into a family unit in a way that they are not represented in Greek myth.

The enmity of Uni/Hera against Hercle/Herakles stems from his birth through the adultery of Tinia/Zeus. She tries to prevent his birth, sends snakes to kill him, and drives him so mad that he slays his wife and children. It is Hera who guides the Oracle at Delphi to advise Herakles to serve Eurystheus and perform the twelve labors.

Etruscan artifacts capture this feud between Uni and Hercle. A bronze relief shows Hercle fighting the Amazons, who have been goaded by Uni into fighting him, with Tinia intervening between them by means of a lightning bolt (Simon 54). A late sixth century amphora shows Hercle, supported by Menrva, fighting against Uni (Simon 54). Additional figures on this amphora show that a "reconciliation will grow from this mutual threatening" (51). This reconciliation occurs by the will of Tinia when Uni nurses Hercle and he becomes her adoptive son (Jannot 165), as shown by the figures in a mirror from Volterra. Simon further describes how Uni and Hercle become "such good friends" that he aids her "against attacking satyrs, a beloved theme in Etruscan bronze art" (51). Indeed, "reconciliation" seems to be a recurring theme among the representations of deities in Etruscan art (51). It is through this story of reconciliation that we find a rationale for the uniting of Jupiter, Juno, and Minerva. They come together, at last, as father of Hercle, mother of Hercle, and as the wife of Hercle. Hence, Hercle is represented in and expressed by this configuration, for he had a special importance to Rome.

Ancient writers on the history of the city report that many generations before the city had been founded by Romulus, Hercules had come to the hills, driving the herd of Geryon. There, after defeating Cacus, who had tried to steal the herd, Hercules was recognized by Evander, a Greek who

had established a city among the hills. Evander had received a prophecy that Hercules would be added to the gods, and that “an altar should be dedicated to you here which *the nation one day to be the most powerful on earth* should call the Greatest Altar” (Livy 1: 7.10; emphasis added). The Ara Maxima was thus consecrated to him.

Dionysius’ account of these events are less fantastic, focusing more on Hercules as a commander, stopping at the hills on his way back from his conquest of Spain. He describes how some of Hercules’ men decided to stay and founded a town on the Capitoline (Dionysius 1: 34.1). This Hercules had marched through various lands, fighting despotic rulers who abused their citizens and neighbors, and in their place established lawful monarchies, well-ordered governments and human and sociable modes of life. Furthermore, he mingled barbarians with Greeks, and inhabitants of the inland with dwellers on the sea coast, groups which hitherto had been distrustful and unsocial in their dealings with each other (Dionysius 1: 41.1). Dionysius reasoned that Hercules pursued these same aims within the area of Rome, expelling lawless people and distributing the land of the Ligurians to the local kings (1: 40.3), defeating the warlord chieftain Cacus (1: 42.1), and “settling everything in Italy according to his desire” (1: 44.1). In the estimation of these authors of the early Empire, Hercules had created an early city among the hills, mixed peoples of different cultures, established order in the region, and distributed land according to his judgment and will. He was thus worthy of veneration by the Romans and a model Roman leader.

The narrative of Rome’s founder and first king, Romulus, follows the Herculean model. Like this heroic figure, Romulus founds a city among the hills, though on the Palatine rather than the Capitoline. He “established many good and useful laws” (Dionysius 2: 24.1, Livy 1: 7.1), as had Hercules, built temples and altars, and organized the citizens into curiae. Romulus is credited with the inclusion of the Sabines in the city after the notorious “rape” of their women, and subduing surrounding cities, both in Latium and Etruria, and either joining in league with them or extending treaties or rights (Dionysius 2: 16.1). It was to Romulus, according to Livy, “that Rome owed

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the vigour which enabled her to enjoy an untroubled peace” (1: 15.7). In establishing the sacred practices of the city, the worship of Hercules was the only one of foreign origin that Romulus retained from those present, “honouring even then the immortality won by worth to which his own destiny was leading him” (Livy 1: 7.15). While later figures in the republic may be viewed as the “new Romulus,” Romulus himself can be viewed, in his time, as the new embodiment of Hercules, for he was a warrior, hero, and king founding a city, establishing order and good governance in the region, and bringing diverse peoples together.

Tarquinius Superbus is an example of a “new Romulus,” greatly expanding the nation. For Tarquinius Superbus, gaining alliance with the Latins was an important goal, as it would “contribute to his security at home” (Livy 1: 49.8). Livy describes how Tarquinius Superbus courted the Latins, married his daughter to a Latin ruler (1: 49.9), and arranged a conference with the Latin nobles at Ferentina to discuss “matters of common interest” (1: 50.1). Tarquinius uncovers the treachery of Turnus, and the Latin leaders see that their interests are best served by renewing their treaty with Rome, having “just been given a demonstration of the danger they would each incur if they opposed the project” (Livy 1: 52.4). In combining their armed forces in the maniples, Tarquinius “mingled Latins and Romans” (Livy 1: 52.6), so that the Latins were not under their own rule.

Following this line of reasoning, Tarquinius Superbus can be interpreted as an embodiment of Romulus, who is himself an embodiment of Hercules. Yet he is not just the hero/tyrant/king of the city. Rather, he—as Hercules—becomes a participant in this specific act of reconciliation with Uni. By building the Temple of Jupiter Optimus Maximus and housing within it Uni and Minerva, Tarquinius Superbus created a monument of this reconciliation in which he became the fourth figure.

Under this interpretation, the Temple of Jupiter becomes a monument of reconciliation and unification of the various peoples of the region. The Latins, Etruscans, and Sabines are joined together under one roof, united in harmony as the divine family is united. However, it is not necessary that Hercules himself be represented in the temple either with a dedicated cella

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or cult statue, as are the others, for Hercules is present not in clay or marble but in flesh, in the physical form of Tarquinius Superbus—the living Hercules, still presiding over the city. His standing before the Temple under the eyes of Jupiter, Uni, and Minerva would evoke this family dynamic among those to whom the story was familiar and native.

The Temple of Jupiter Optimus Maximus was the final destination of the triumphal route, celebrated by commanders upon the completion of a significant victory. The undertakings achieved by these victories can be viewed as the kinds of tasks undertaken by a Hercules: bringing peace, extending the nation, and establishing moral governance. In effect, standing before the Temple with Jupiter, Uni, and Minerva would make a Hercules out of a Scipio, a Sulla, or a Caesar, evoking this family narrative.

The investing of this triad in the Temple of Jupiter and its preeminent role in Roman religious and political life thus finds a rationale in the family narrative of reconciliation and unification expressed by the deities present in the Temple and the one implied by their union. It is the story of Rome itself, composed of different peoples and gods coming together, establishing peace, order, and harmony as they reigned supremely.

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Chapter 14

Works Cited: MLA Style



Goals and Outcomes

The final step to completing your research project is to finalize your Works Cited page. Preparing the Works Cited list will be relatively simple if you have carefully developed your working bibliography as a computer file with detailed publication data for each source cited in the paper (see section 5b). The following components discussed in this chapter will help to accurately document your research paper:

14a Create and format a Works Cited page in MLA style.

14b Use MLA style to create Works Cited entries from a variety of sources.

The MLA documentation style gives all scholars in the field a consistent way to consult the sources that are cited in your project. Keep in mind that on occasion somebody might use your Works Cited listing for research of their own. Inaccurate records might prevent an easy retracing of your steps. List only those materials actually used in your manuscript, including works mentioned within content endnotes and in captions to tables and illustrations.

Select a heading that indicates the nature of your list.

Works Cited for a list of works including books, articles, films, recordings, Internet sources, and so on that are quoted or paraphrased in the research paper.

Works Consulted if your list includes nonprint items such as an interview, letter, or speech, as well as printed works.

Annotated Bibliography for a list of references that includes a description of the contents of each source (see section 8f).

Selected Bibliography for a list of readings on the subject.

The title *Works Cited* is usually most appropriate, for it lists scholarly works of printed books and articles, Web sources, and nonprint items.

Works pertinent to the paper but not quoted or paraphrased, such as an article on related matters, can be mentioned in a content endnote (see section 16f) and then listed in the Works Cited.

For examples of Works Cited pages, see section 13e. For an example of an annotated bibliography, see section 8f.

14a Formatting the Works Cited Page

Traditional conventions for citing sources has been based on a source's publication format, such as an article from a periodical, a printed book, or an online publication. However, the new trend for documenting research is to focus on the common features of sources—author, title, source, date of publication. By focusing on the general traits that occur consistently in most sources, a writer can document a variety of divergent citation records.

To develop your Works Cited list for your research paper, your working bibliography entry should contain the following basic information, with variations, of course, for the type of container in which the source was presented—books, periodicals, and online media:

Author's name(s) / Editor's name(s)

Title of the article or source

Title of the container

Other contributors

Volume or version

Number or edition

Publisher

Publication date

Web address (URL) or location

Whether you consult the title page of a book, the publication information for a journal, or the URL and source information for an online source, each of these key elements requires proper organization on your Works Cited page. Detailed source information on the Works Cited page will give credibility to your citations in the text of your paper.

Arrange items in alphabetic order by the surname of the author using the letter-by-letter system. Ignore spaces in the author's surname. Consider the first names only when two or more surnames are identical. Note how the following examples are alphabetized letter by letter. When no author is listed, alphabetize by the first important word of the title. Imagine lettered spelling for unusual items. For example, "#5 Mining Tunnel Explosion" should be alphabetized as though it were "Number 5 Mining Tunnel Explosion."

Cartwright, Melissa
 “Facing Our Fears”
 Jacobs, Preston
 Jacobs, Stuart
 “Miracles and Tragedies in West Virginia Coal Mines”
 Nicholson, Myron
 “Number 5 Mining Tunnel Explosion”
 St. Amant, Raleigh

When two or more entries cite coauthors that begin with the same name, alphabetize by the last names of the second authors:

Huggins, Marjorie, and Devin Blythe
 Huggins, Marjorie, and Stephen Fisher

Place the first line of each entry flush with the left margin and indent succeeding lines a half inch, usually five spaces. Double-space each entry as well as between all entries. Use one space after periods and other marks of punctuation.

HINT

MLA style uses italics in place of underlining for titles.

Set the title *Works Cited* 1 inch down from the top of the sheet and double-space between it and the first entry. The following example illustrates a sample Works Cited page for a research project on how to conduct a family history search.

Carrington 1

Works Cited

- Binder, John. “Healing Family Wounds.” *RootsWeb-Kansas*, 13 Mar. 2017, www.roots-web/Kansas/Healing-Family-Wounds/13317.
- Gunderson, Michelle. *For Better or Worse: Tracing Your Family History Through Marriage Records*. Astra Books, 2016.
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Carrington 2

—. “Ties That Bind: A Look inside the Family Bible.” *DailyWorldNet*, 17 Jan. 2017, www.dwn.com/dwn=Ties+Bind+Look+Family+Bible.html.

Mitteau, Felicia. “Filling Family History Gaps with Census Records.” *Web Links for Genealogists*, Winter 2016, www.genealogistsweb.org/763291/FillingFamilyGaps.htm.

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Modern technology opens an abundance of information from both standard sources, such as books and periodicals, as well as online databases and Web articles from educational institutions or blogs and tumblr sites. The role of the research is to provide a quick and clear reference for borrowed material used in the development of the research project. With the in-text citation as the guidepost, your Works Cited page must fortify the validity of your argument. To that end, the following pages provide updated and categorized entries for creating your documentation for any source container that you may encounter.

Index to Works Cited Models: MLA Style

Abstract

Advertisement

Anonymous Article—No Author

Listed

Anthology or Compilation

Archive or Scholarly Project

Artwork, Painting, Sculpture,

Photograph

(continued on page 250)

*(continued from page 249)***Index to Works Cited Models: MLA Style**

Author, Listed by Initials with Name Supplied	Interview
Author's Name	Introduction, Preface, Foreword, or Afterword
Authors, Two	Journal Article
Authors, More Than Two	Journal, with All Issues for a Year Paged Continuously
Author, Two or More Books by the Same Author	Lecture, Speech, or Public Address
Bible	Letter, Published
Blogs and Chat Rooms	Magazine Article
Book Published before 1900	Manuscript or Typescript
Book Title	Map or Chart
Bulletin or Brochure	Musical Composition
Cartoon	Newsletter
CD-ROM Resources and Recordings	Newspaper Article
Chapter or Portion of a Book	Novel
Classical Works	Page Numbers
Collection, Component, or Part	Page Numbers, Nonconsecutive in an Article
Conference Proceedings	Pamphlets, Programs, and Posters
Corporation or Institution	Performance
Cross-References to Works in a Collection	Play
Database	Poem
Dissertation	Publisher
Drawings, Photocopies, and Transparencies	Report
Edition	Reprinted Works
Editor, Translator, or Illustrator	Republished Book
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Foreign Language Titles and References	Table, Illustration, Graph, or Chart
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Home Page for an Academic Site	Title of the Article
	Titles within Titles
	Translator
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14b Key Elements of the Works Cited List

ABSTRACT If you cite from an abstract found in a journal or online source, be sure to designate that you are citing only from the overview information found in the abstract.

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Kirrander, Adam, et al. "Ultrafast X-ray Scattering from Molecules." **Abstract.** *Journal of Chemistry Theory and Computation*, vol. 12, no. 3, Mar. 2016, 957–67. *ACS Publications*, DOI:10.1021/acs.jctc.5b01042.

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"Barnstorming and Flying Circuses." Western Plains Science Center, 2017, www.wpsc.com/barnstorming+flying+circuses.htm.

"The Great Courses: Fundamentals of Photography." *National Parks*, Summer 2016, p. 19.

OnStar. Cable News Network, 14 Jan. 2017.

ANONYMOUS ARTICLE—NO AUTHOR LISTED Begin with the title. Do not use "anonymous" or "anon." Alphabetize by the title, ignoring initial articles *A*, *An*, or *The*.

"The Beaches on Elba Island." **Elba Online.** 2017, www.elba.org/en/isola-d-elba/spiagge-isola-d-elba.php.

"Protecting Wetlands from Invasive Species." *Arkansas Conservationist*, Apr. 2016, pp. 25–26.

The Song of Roland. Translated by Arthur S. Way. Cambridge UP, 2013.

"The Top 5 Things You Should Know About Buckling Up." Parents Central, 2017. *Safecar.gov*, www.safercar.gov/parents/SeatBelts/Top5-Buckle-Up.htm.

ANTHOLOGY OR COMPILATION In general, works in an anthology have been published previously and collected by an editor. Supply the names of authors as

well as editors. Many times the prior publication data on a specific work may not be readily available; therefore, use this form:

Wolfe, Thomas. "The Far and the Near." *The Scope of Fiction*. Edited by Cleanth Brooks and Robert Penn Warren. Appleton-Century-Crofts, 1960, pp. 292–95.

If you use several works from the same anthology, you can shorten the citation by citing the short work and by making cross-references to the larger one; see "Cross-References to Works in a Collection."

Provide the inclusive page numbers for the piece, not just the page or pages that you have cited in the text.

ARCHIVE OR SCHOLARLY PROJECT

Victorian Women Writers Project. Indiana U Digital Library Program, 2017, webapp1.dlib.indiana.edu/vwwp/welcome.do.

ARTWORK, PAINTING, SCULPTURE, PHOTOGRAPH Although your text will have established the nature of the work, you may feel that clarification is necessary, as in the case of "The Blessed Damozel," which is both a painting and a poem. Hence, you may wish to designate the specific form of media.

Bauer, Jerry. "Robert Penn Warren." **Photograph**. 1978, www.robertpenwarren.com/firstpage.htm.

"Boy and Bear." **Bronze sculpture**. Marshall M. Fredericks Sculpture Museum, Saginaw, MI, 2017, marshallfredericks.org/archives/1211.

Jannetta, Diana, and Peter Jannetta. "All About Color and Geometry: Selections from the Diana and Peter Jannetta Gift of Art." **Art exhibition**. Westmoreland Museum of American Art, Greensburg, PA, Apr. 2016.

Rossetti, Dante. "The Blessed Damozel." 1875–78. **Painting**. Fogg Museum of Art, Harvard U, 2016, www.rossettiarchive.org/docs/s244.rap.html.

AUTHOR, LISTED BY INITIALS WITH NAME SUPPLIED

Rowling, J[oanne] K[athleen]. *The Casual Vacancy*. Little, Brown, 2013.

AUTHOR'S NAME List the author's name, surname first, followed by given name or initials, and then a period:

Follett, Ken. *Edge of Eternity: Century Trilogy #3*. Penguin, 2014.

Always give authors' names in the fullest possible form, for example, "Jimmerson, Aundra V." If you spell out an abbreviated name, put square brackets around the material added:

Tolkien, J[ohn] R[onald] R[euel].

With pseudonyms you may add the real name, enclosing the addition in brackets.

Carroll, Lewis [Charles Lutwidge Dodgson].

Omit a title, affiliation, or degree that appears with the author's name on the title page.

If the title page says:

Sister Margaret Grayson
Barton O'Connor, Ph.D.

In the Works Cited use:

Grayson, Margaret
O'Connor, Barton

However, do provide an essential suffix that is part of a person's name:

Justin, Walter, Jr.
Peterson, Robert J., III

AUTHORS, TWO

Brooks, Cleanth, and Robert Penn Warren. *The Scope of Fiction*.
Prentice Hall, 1960.

AUTHORS, MORE THAN TWO Use "et al.," which means "and others". See the example that follows:

Andrews, Ronald B., et al. *Portraits of Harmony: Forging Family Relationships That Work*, 7th ed., New Crest, 2016.

AUTHOR, TWO OR MORE BOOKS BY THE SAME AUTHOR When an author has two or more works, do not repeat his or her name with each entry. Rather, insert a continuous three-dash line flush with the left margin, followed by a period. Also, list the works alphabetically by the title, ignoring the articles *a*, *an*, and *the*.

Axelrod, Rise B., and Charles R. Cooper. *St. Martin's Guide to Writing*,
11th ed., Bedford/St. Martin's, 2016.

---. *Sticks and Stones: And Other Student Essays*, 9th ed., St. Martin's,
2015.

The three hyphens stand for exactly the same name(s) as in the preceding entry. However, do not substitute three hyphens for an author who has two or more works in the Works Cited when one is written in collaboration with someone else:

Gaiman, Neil. *Fortunately, the Milk*. HarperCollins, 2013.

---. *Trigger Warning: Short Fiction and Disturbances*. William Morrow,
2015.

Gaiman, Neil, and Michael Reaves. *InterWorld*. Harper, 2013.

Consult the section Editor, Translator, or Illustrator for examples of authors who compiled or translated the work.

BIBLE Do not underscore or italicize the word *Bible* or the books of the Bible. Common editions need no publication information, but do underscore or italicize special editions of the Bible.

The Bible. [Denotes King James version]

The Geneva Bible. 1560. Facsimile. Reprinted by U of Wisconsin P, 1961.

NASB [New American Standard Bible] The MacArthur Study Bible.

Thomas Nelson, 2013.

“Philemon.” *King James Bible Online*, 2017, www.kingjamesbibleonline.org/Philemon-Chapter-1/.

BLOGS AND CHAT ROOMS

Bursack, Carol Bradley, narrator. “Going Public with an Alzheimer’s

Diagnosis.” *Minding Our Elders: Caregiver Support Services*, 30

Mar. 2016, www.mindingoureldeblogs.com/dementia/.

BOOK PUBLISHED BEFORE 1900 For older books that are now out of print, you may omit the name of the publisher and use a comma to separate the publisher from the year. If it has no date listed, use “n.d.” If it has no publisher or place of publication mentioned, use “n.p.”

Dewey, John. *The School and Society: Being Three Lectures*.

U Chicago P, 1899.

BOOK TITLE After identifying the author(s), provide the title of the book in italics, including any subtitle, followed by a period.

Salazar, Paola. *Never Escape My Heart*. Diggs-Royal, 2016.

See “Titles within Titles,” for additional instructions.

If an italicized title to a book incorporates another title that normally receives italics, do not underscore or italicize the shorter title.

Schilling, Bernard N. *Dryden and the Conservative Myth: A Reading of*

Absalom and Acidophil. Yale UP, 1961.

BULLETIN OR BROCHURE

“Making Molasses in the Mountains.” *The Market Bulletin*, West Virginia

Department of Agriculture, vol. 99, no. 11, Nov. 2015.

Maryland State Bar Association’s Public Awareness Committee.

Appointing a Guardian. Maryland State Bar Association, 1998,
www.msba.org/publications/brochures/guardian.aspx.

CARTOON Begin your entry with the name of the cartoonist. If you cannot decipher the name of the cartoonist, start your entry with the title of the cartoon.

Coverly, Dave. "The Telltale Tail." *Speed Bump*, 26 Mar. 2016, www.speedbump.com/cg_speedbump.php.

"Everyday Hospice." *New Yorker*, 19 Oct. 2015, p. 74.

Myers, Harland. "Don't Eat the Yellow Snow!" *Calabash and Cabbage*, Feb. 2017, p. 19.

CD-ROM RESOURCES AND RECORDINGS

Springer, Alice G., and Daniel Paolicchi. *Barron's AP Spanish*, 8th ed., CD-ROM, Disc 3, Barron's, 2014.

"U.S. Population by Age: Urban and Urbanized Areas." *2014 U.S. Census Bureau.*, CD-ROM, US Bureau of the Census, 2015.

If you are not citing a compact disc, indicate the medium (e.g., audiocassette, audiotape, or LP).

"Chaucer: The Nun's Priest's Tale." *Canterbury Tales*, Narrative in Middle English by Alex Edmonds, Audiocassette. London, 2005.

Drake, Marc. *Early Settlers of the Smokey Mountains*. Recorded Feb. 2015, Audiotape. U Tennessee Knoxville, UTF.34.82.

Cite a libretto, liner notes, or booklet that accompanies a recording as a printed source:

Armstrong, Louis. *Curtain Calls of Yesteryear*. Liner Notes. Audio Fidelity, 1973.

CHAPTER OR PORTION OF A BOOK List the chapter or part of the book on the Works Cited page only when it is separately edited, translated, or written, or when it demands special attention.

Dewey, John. "Waste in Education." *School and Society*, U of Chicago P, 1907, pp. 77-110. *Mead Project*, www.brocku.ca/MeadProject/Dewey/Dewey_1907/Dewey_1907c.html.

Schwehm, Stefan. "Chapter 4: Overcoming Challenges in the Workplace." *Leaping Walls: A Christian's Chapbook to Righteous Living*, High Crest, 2016.

If you cite from an anthology or collection, list the title of the specific story, poem, or essay. See "Anthology or Compilation."

CLASSICAL WORKS

Homer. *The Odyssey*. Translated by Stephen Mitchell. Atria, 2013.

You are more likely to find a classic work in an anthology, which would require this citation:

Sophocles. *Oedipus the King*. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, edited by X. J. Kennedy and Dana Gioia, 13th ed. Longman, 2015, pp. 1207–44.

COLLECTION, COMPONENT, OR PART

Mueller, Lisel. “Not Only the Eskimos.” *Good Poems*, edited by Dani Shapiro, Viking, 2002, pp. 316–18.

CONFERENCE PROCEEDINGS

Grillo, Elizabeth, et al. *BUCLD-39: Proceedings of the Thirty-sixth Boston University Conference on Language Development*. June 2015, Cascadilla, 2015.

CORPORATION OR INSTITUTION A corporate author can be an association, a committee, or any group or institution when the title page does not identify the names of the members.

American Medical Association. *Health Care Career Directory 2016–2017*. 44th ed., Random, 2016.

List a committee or council as the author even when the organization is also the publisher.

Consumer Reports. *Consumer Reports Buying Guide 2017*. Consumer Reports, 2017.

CROSS-REFERENCES TO WORKS IN A COLLECTION If you are citing several selections from one anthology or collection, provide a full reference to the anthology and then provide references to the individual selections by providing the author and title of the work, the last name of the editor of the collection, and the inclusive page numbers used from the anthology.

Dartt, Victoria. “The Bee Keeper’s Love Song.” Sutton, pp. 131–38.

Furman, Sarah J. “Of Polecats and Egg Salad.” Sutton, pp. 18–27.

Sutton, Martin B., editor. *Readings from the Front Porch*. Warrioto, 2017.

Wilmer, Donald. “MeMaw’s Ironing Board.” Sutton, pp. 112–16.

DATABASE Most libraries have converted their computer searches to online databases, such as ProQuest Direct, EBSCOhost, Electric Library, Gale Databases, InfoTrac, and others. Omit the identifying numbers for the database or the key term used in the search. Following are examples:

- “A Chance to Build a Better Airport.” *Ground Support Worldwide*, Mar. 2016. *General OneFile*, go.galegroup.com/ps/i.do?id=GALE%7CA444047752&v=2.1&u=tel_k_clarkhigh&it=r&p=GPS&sw=w&asid=aed0c3ef94d78ed2954ea106d7abf39e.
- “America’s Children: Key National Indicators of Well-Being, 2015.” Federal Interagency Forum on Child and Family Statistics, June 2015. *ERIC*, eric.ed.gov/?q=America%E2%80%99s+Children%3a+Key+National+Indicators+of+Well-Being&id=ED564158.
- Fuller-Tyszkiewicz, Matthew, et al. “Does Body Satisfaction Influence Self-esteem in Adolescents’ Daily Lives? An Experience Sampling Study.” *Journal of Youth and Adolescence*, vol. 45, Dec. 2015, pp. 11–19. *Elsevier*, www.sciencedirect.com/science/article/pii/S0140197115002006.
- “Transforming the US Transportation System by 2050 to Address Climate Challenges.” *Energy Weekly News*, 1 Apr. 2016, p. 663. *Infotrac Newsstand*, go.galegroup.com/ps/i.do?id=GALE%7CA447537054&v=2.1&u=tel_k_clarkhigh&it=r&p=STND&sw=w&asid=de49838504a927ade0a6f9ed58d0e9c8.

HINT

Complete information may not be readily available; for example, the original publication data may be missing. In such cases, provide all available information.

DISSERTATION

- Patel-McCune, Santha. *An Analysis of Homophone Errors in the Writing of 7th Grade Language Arts Students: Implications for Middle School Teachers*. Dissertation, Southern Tech. U, 2017.

If you cite only from the abstract of a dissertation, see “Abstract.”

DRAWINGS, PHOTOCOPIES, AND TRANSPARENCIES

- Michener, James A. “Structure of Earth at Centennial, Colorado.” [Line drawing](#) in *Centennial*. By Michener. Random, 1974, p. 26.
- Sharp, La Vaughn, and William E. Loeche. *The Patient and Circulatory Disorders: A Guide for Instructors*. [54 transparencies, 99 overlays](#), Lorenzo, 2011.

EDITION Indicate the edition used, whenever it is not the first, in Arabic numerals (“3rd ed.”), by name (“Rev. ed.,” “Abr. ed.”), or by year (“2016 ed.”), without further punctuation.

Prader, Flora, et al. *Case Studies in Social Ethics*. 4th ed.,
Century-Minot, 2017.

If you wish to show the original date of the publication, place the year immediately after the title, followed by a period. *Note:* the title of an edition in a series is capitalized.

Hardy, Thomas. *Far from the Madding Crowd*. 1874. Edited by Miller
Anderson, Phipps, 2016.

EDITOR, TRANSLATOR, OR ILLUSTRATOR If you are citing from the original work, only mention an editor, translator, or compiler of a collection *after* the title with the terms *Edited by*, or *Translated by* after the title of the work.

Sophocles. *Oedipus at Colonus*. Edited by Mark Griffith, et al. 3rd ed.,
U Chicago P, 2013.

If your in-text citation refers to the work of the editor, illustrator, or translator begin with his or her name, then provide the original author listed after the work, preceded by the word *By*:

Doré, Gustave, *illustrator*. *Don Quixote*. By Miguel Cervantes, Catawba,
2015.

Raffel, Burton, *translator*. *Beowulf*. St. Sebastian, 2016.

If the name of the editor or compiler appears on the title page of an anthology or compilation, place it first:

Pollack, Harriet, *editor*. *Eudora Welty, Whiteness, and Race*. U Georgia
P, 2013.

EDITORIALS, NOTES, LETTERS, AND COMMENTS

Dalton, Christopher. “Replanting and Replenishing—The Last Step in
the Logging Process.” *Editorial*. *Long Rapids Outpost*, 14 Mar.
2016, www.lROUTPOST.ORG/Replanting_Replenishing/031416.htm.

Johnson, Martha Miller. “Lending a Helping Hand.” *Editor’s note*.
Diabetic Living, Fall 2015, p. 4.

E-MAIL

Wright, Ellen. “Re: Online Composition Courses.” Received by
Jonathon J. Winters, 24 Feb. 2017.

E-MAIL DISCUSSION GROUPS Supply the list's moderator along with the Internet site if known; otherwise, show the e-mail address of the list's moderator.

Worthen, Rena. "Floyd County Cemeteries." [VaGenWeb](#), 23 May 2014, VAFLOYD@rootsweb.com.

ENCYCLOPEDIA, DICTIONARY, OR REFERENCE BOOK Treat works arranged alphabetically as you would an anthology or collection. If the author is listed, begin the entry with the author's name; otherwise, begin with the title of the article. If the article is signed with initials, look elsewhere in the work for a complete name. It is acceptable to list only the edition and the year of publication for well-known works.

"Abolitionist Movement." *Compton's Interactive Encyclopedia*, The Learning Company, 2016.

"Clindamycin HCl." *WebMD*, 2017, www.webmd.com/drugs/2/drug-12235/clindamycin-hcl-oral/details.

"Tumult." *The American Heritage College Dictionary*, 5th ed., 2011.

Ward, Norman. "Saskatchewan." *Encyclopedia Americana*, 2016 ed.

Online and mass-market works need a full citation:

"Probiotics." *Dictionary of Medical Terms*, edited by Rebecca E. Sell, 6th ed. et al. Barron's, 2013.

ESSAY OR THESIS (UNPUBLISHED)

Schuler, Wren. "Prufrock and His Cat." College of Southern Idaho, 3 Feb. 2017.

FILM, VIDEO, OR DVD Cite the title of a film, the director, the distributor, and the year. If relevant to your study, add the names of performers, writers, or producers after the name of the director.

Falkner, Sean. *Paul's Admonition to the Church at Philippi*. Myerson, 2016.

Mann, Michael, director. *The Last of the Mohicans*. Performance by Daniel Day-Lewis, Twentieth Century Fox, 1992.

"Mark Twain's Daughters." Narrated by Tracy Brindle, Mark Twain House and Museum, 6 Nov. 2015. C-SPAN, www.c-span.org/video/?329955-1/mark-twains-daughters.

Welles, Orson, director. *Citizen Kane*. 1941. Warner Bros., 2010.

See also "CD-ROM Resources and Recordings."

FOREIGN LANGUAGE TITLES AND REFERENCES

Allende, Isabel. *El cuaderno de Maya*. Knopf Doubleday, 2012.

“Pour résoudre les problèmes d’alimentation.” *Eurotec*, Jan. 2013, p. 21.

Rosas, Blanca González. “La intolerancia artística del Papa Francisco.”
Proceso? 17 Mar. 2013, p. 68.

GOVERNMENT DOCUMENTS Because public documents are quite varied, you should provide sufficient information so that the reader can easily locate the reference. As a general rule, information in the Works Cited list should start with the government as the author, followed by a comma, and then the name of the body or agency. Include any organizational units arranged from the largest entity to the smallest.

Minnesota, Department of Fish and Wildlife.

United States, Congress, House.

When you document two or more works by the same government, substitute three hyphens for the name of each government or body that you repeat.

United States, Congress, House.

---, ---, Senate, Department of Justice.

You may include the number and session of Congress, the chamber (Senate or House of Representatives), and the type and number of the publication.

United States, Congress, House. *Fairness for High-Skilled Immigrants Act of 2015*. Government Printing Office, 2015. 114th Congress, 1st session, *House Resolution 213*.

---, ---, ---. *Continuing Appropriations Act, 2016*. Government Printing Office, 2015. 114th Congress, 1st session, *House Resolution 719*.

If you provide a citation to the *Congressional Record*, you should include it and provide the date and page numbers.

Congressional Record. “Prioritizing Online Threat Enforcement Act of 2015.” 2 June 2015, House Resolution 2602, www.congress.gov/bill/114th-congress/house-bill/2602/text.

When using documents from the executive branch of the government, you must also provide clear, detailed publication information.

United States, Department of State. *Foreign Relations of the United States: Diplomatic Papers, 1943*. 5 vols., Government Printing Office, 1943–44.

---. *President*. *2016 Economic Report of the President*. Government Printing Office, 2016.

Publication information for state papers will vary widely, so provide sufficient data for your reader to find the document.

2015–2016 *Statistical Report*. Tennessee Board of Regents, 2016, TBR A-001-03.

New Jersey. Department of Environmental Protection—Compliance and Enforcement. *Noise Control Act*. N.J.S.A. 13:1 G-1 et seq., 1971, www.nj.gov/dep/enforcement/noise-control.html.

Following are additional examples to consult as guidelines for developing your documentation.

Illinois. *Illinois Recycled Newspaper Use Act*. 415 ILCS 110, 2016.

People v. McIntosh. California 321 P.3d 876, 2001–2006, 1970.

United States, Executive Branch. *U.S. Constitution*. Article 2, section 1.

HOME PAGE FOR AN ACADEMIC SITE

Peterson, Carson. [Great Plains Writers Initiative Home Page](http://www.ntu.edu/petersonc/ntu_lang_lit.html). Dept. of Languages and Literature, Nebraska Tech U, 2017, www.ntu.edu/petersonc/ntu_lang_lit.html.

“Robert Lowell: 1917–1977.” *Poetry Foundation*, Harriet Monroe Poetry Institute, 2016, www.poetryfoundation.org/bio/robert-lowell.

“Science and Society.” [College of Liberal Arts & Sciences, Arizona State U](http://clas.asu.edu/resources/science-society), 2017, clas.asu.edu/resources/science-society.

INTERVIEW

Anders, Angelina. Interview by Peter Leonard. *Peter on Pace Show*, 19 June 2016, www.peterpaceshow.com/061916/Angelina_Anders.htm.

Blitzer, Wolf. “Full Interview with House Oversight Chairman.” [Interview](#). Cable News Network, 30 Sept. 2015.

Richardson, Sarah. [Interview with Daryl Black](#). “Step Inside a Gettysburg Relic.” *Civil War Times*, vol. 54, no. 6, Dec. 2015, pp. 22–23.

INTRODUCTION, PREFACE, FOREWORD, OR AFTERWORD If you are citing the person who has written the introduction to a work by another author, start with the name of the person who wrote the preface, introduction, or foreword. Give the name of the part being cited, neither underscored nor enclosed within quotation marks. Place the name of the author in normal order after the title preceded by the word *By*. Follow with publication information and end with the inclusive page numbers.

Hyman, Mark. **Foreword.** *The Immune System Recovering Plan.* By Susan Blum, Scribner, 2013, ix–xii.

Payne, James. **Introduction.** *The Best Kind of Different.* By Steven Artstein, Fetcavitch, 2016, pp. 1–4.

JOURNAL ARTICLE When formatting Works Cited entries for periodicals and journals, whether in a printed or online version, be sure to include the volume - “vol.” - as well as issue number - “no.” - immediately after the title of the journal. Adding the month or season with the year will also serve the researcher. If possible, provide the digital object identifier (DOI) instead of the URL.

Gladstone, Gabrielle L., et al. “Childhood Predictors and the Early Treatment of Alcohol Use Disorders in Adolescents and Emerging Adults.” *Journal of Drug and Alcohol Case Studies*, vol. 53, no. 2, Feb. 2016, pp. 183–204. www.jdacs.com/53.2/02-16/childhoodpredictors.html.

Hsu, Eric L. “The Slow Movement and Time Shortage: Beyond the Dichotomy of Fast or Slow.” *Journal of Sociology*, vol. 51, no. 3, Sept. 2015, pp. 628–42. *Sage Publications*, jos.sagepub.com/content/51/3/628.full.pdf+html.

Lloyd, Rachel Malchow, and Scott Wertsch. “‘Why Doesn’t Anyone Know This Story?’: Integrating Critical Literacy and Informational Reading.” *English Journal*, vol. 105, no. 4, Mar. 2016, pp. 24–30.

Seegert, Liz. “White House Conference on Aging: Aging in Place, Falls, and Elder Abuse.” *American Journal of Nursing*, vol. 115, no. 10, Oct. 2015, p. 13, [doi:10.1097/01.NAJ.0000471922.64720.f0](https://doi.org/10.1097/01.NAJ.0000471922.64720.f0).

Tucker, Ferda S. “Reason to Weep: Isaiah 52 and the Subtext of Luke’s Triumphal Entry.” *Journal of Theological Studies*, vol. 66, no. 1, Apr. 2015, pp. 28–60.

Note: If a journal uses only an issue number, treat it as a volume number.

JOURNAL, WITH ALL ISSUES FOR A YEAR PAGED CONTINUOUSLY

Erickson, Jennifer L. “Saint or Sinner? Human Rights and U.S. Support for the Arms Trade Treaty.” *Political Science Quarterly*, vol. 130, no. 3, Fall 2015, pp. 449–74.

LECTURE, SPEECH, OR PUBLIC ADDRESS Identify the nature of the address, such as a lecture, reading, or speech, as well as the site (normally the lecture hall and city), and the date of the presentation.

Adler-Kassner, Linda. "Writing Strategies for Action." Conf. on Coll. Composition and Communication Convention. George R. Brown Convention Center, Houston, 6 Apr. 2016.

Crimmins, Morton. "Robert Lowell—American Poet." Western State U Minnesota, 22 Oct. 2016, www.wsum.edu/crimmins/10-22-2016/RobertLowell.htm.

LETTER, PUBLISHED

Nighthorse, Edwina. "Letter to Tribal Elders." 20 April 1968. *Memoirs of a Kiowa Granddaughter*, by Patricia Nighthorse. Crossed Arrows, 2017, p. 49.

MAGAZINE ARTICLE With magazines, the volume number offers little help for finding an article. For example, one volume of *Time* (52 issues) will have page 16 repeated 52 times. For this reason, you need to insert an exact date (month and day) for weekly publications. Do not list the volume and issue numbers.

Neusse, Carter. "Away from the Spring Breakers—Exploring the Gulf's Most Private Beaches." *Gulf Coast Living*. Mar./Apr. 2017.

Schulz, Kathryn. "Pond Scum: Henry David Thoreau's Moral Myopia." *New Yorker*, 19 Oct. 2015, pp. 40–45.

MANUSCRIPT OR TYPESCRIPT

Montague, Mary Katherine. "Of Old Barns and Bridges." Southern Tech. U, 2016, www.stechu.edu/montaguemaryk/old_barns_bridges.html.

Nichols, Michael. "The Death March of Wilfred Owen." 1959. Typescript.

Tabares, Miguel. "Voices from the Ruins of Ancient Greece." Unpublished essay, 2017, Manuscript.

MAP OR CHART Because it is a distinctive source, add a descriptive label, such as *map* or *chart*, unless the title describes the medium.

County Boundaries and Names. United States Base Map GE-50, No. 86, U.S. Government Printing Office 2016.
 "Virginia—1735." [Map](#). *History of County Formations in Virginia 1617–1995*. *RootsWeb*, 2017, <http://homepages.rootsweb.ancestry.com/~george/countyformations/virginiaformationmaps.html>.

For more details about this type of citation, see "Chapter or Portion of a Book," and "Anthology or Compilation."

MUSICAL COMPOSITION For a musical composition, begin with the composer's name, followed by a period. Italicize the title of an opera, ballet, or work of music identified by name, but do not italicize or enclose within quotation marks the form, number, and key when these are used to identify an instrumental composition.

Mozart, Wolfgang A. Symphony No. 41 in C major, K. 551, 1788, imslp.org/wiki/Symphony_No.41_in_C_major,_K.551_%28Mozart,_Wolfgang_Amadeus%29.

Treat a published score as you would a book.

Legrenzi, Giovanni. *La Buscha*. Sonata for Instruments. *Historical Anthology of Music*, edited by Archibald T. Davison and Willi Apel, Harvard UP, 1950, pp. 70–76.

NEWSLETTER

"Perspectives and Trends in Composting." *MidWest BioPost*, Fall 2016, www.midwestbiopost.org/compost_perspectives_trends/2016fall.html.

NEWSPAPER ARTICLE If the city of publication is not included in the name of a newspaper, add the city in square brackets, not italicized, after the name: "*Times-Picayune* [New Orleans]." Provide a page number as listed (e.g., 21, B-7, 13C, D4). Omit any volume and issue numbers.

Centonze, Tony. "1,200 Runners Go Commando." *Leaf Chronicle* [Clarksville, TN], 18 Oct. 2015, pp. 1A+.

Williams, Juliet, and Justin Pritchard. "Private Firms Question High-Speed Rail Funding." *San Diego Union-Tribune*, 17 Oct. 2015, p. A8.

NOVEL

Conrad, Joseph. "Chapter 1." *Heart of Darkness*. 1902. *The Literature Network*, 2015, www.online-literature.com/conrad/heart_of_darkness/.

Simonson, Helen. *The Summer Before the War*. Random House, 2016.

PAGE NUMBERS Cite page numbers to help a reader find a particular section of a book. Include *p.* or *pp.* for inclusive numbers. For longer numbers, it is acceptable to give only the last two digits of the second number.

Armour, Richard. "Eugene O'Neill." *American Lit Relit*, McGraw-Hill, 1964, pp. 144–48.

PAGE NUMBERS, NONCONSECUTIVE IN AN ARTICLE Supply inclusive page numbers (pp. 202–09, pp. 85–115, or pp. 1112–24), but if an article is paged here and there throughout the issue (e.g., pp. 74, 78, and 81–88), write only the first page number and a plus sign with no intervening space.

Holliman, James. “Just Give Us a ‘Fracking’ Clue.” *Southern Plains Monthly*, Mar. 2017, pp. 34+.

PAMPHLETS, PROGRAMS, AND POSTERS It is acceptable to designate the specific material of a resource.

“Earth Day.” Poster. Louisville. 22 Apr. 2016.

Federal Reserve Board. *Consumer Handbook to Credit Protection Laws*. Government Printing Office, 2016.

“Parent’s Association–Family Weekend.” Program. U of Tennessee, Knoxville, 19 Sept. 2016.

Westinghouse Advanced Power Systems. *Nuclear Waste Management: A Manageable Task*. Westinghouse, 2016.

PERFORMANCE For a performance, play, opera, ballet, or concert, include the site—normally the theater and city—as well as the date of the performance.

1700’s Cherokee Clothing. Cherokee Heritage Center, Tahlequah, OK, 13 Aug. 2015.

A Midsummer Night’s Dream. By William Shakespeare. Folger Theatre, Washington, 5 Mar. 2016.

If your text emphasizes the work of a particular individual, begin with the appropriate name.

Frisell, Bill. “When You Wish Upon a Star.” Barns at Wolf Trap, Vienna, VA, 13 Feb. 2016.

PLAY

Rostand, Edmond. *The Romancers: A Comedy in Three Acts*. 1894.

Translated by Barrett H. Clark, 1915, www.gutenberg.org/cache/epub/17581/pg17581.html.

Shakespeare, William. *Macbeth*. Edited by Jesse M. Lander, Rpt. of the 1623 ed. *Shakespeare’s Great Tragedies*, Barnes and Noble, 2012.

Classical plays are often found in anthologies, which will require this form:

Shakespeare, William. *Othello*. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, edited by X. J. Kennedy and Dana Gioia, 13th ed., Longman, 2016, pp. 1250–1348.

Contemporary plays may be published independently or as part of a collection.

Shepard, Sam. *Ages of the Moon*. Dramatist's Play Service, 2015.

POEM

Hardy, Thomas. "Her Death and After." *Wessex Poems and Other Verses*. 1898. *Bartleby*, 2016, www.bartleby.com/121/26.html.

Yeats, W[illiam] B[utler]. "Sailing to Byzantium." *The Collected Poems of W. B. Yeats*, Macmillan, 1956, pp. 191–92.

If you cite the translator's or editor's preface or notes to the text, put the name of the translator or editor first.

Classical poems are most often translated, in which case you will need to list the translator and/or editor. If the work is one part of a collection, show which anthology you used and include the inclusive page numbers.

Dante. *Inferno. The Divine Comedy*. Translated by John Ciardi. *The Norton Anthology of World Masterpieces*, edited by Sarah Lawall et al., Norton, 1999, pp. 1303–1429.

It is not necessary to cite specific poems and pages if you cite several different poems from a collection by one author. Your in-text citations should cite the specific poems and page numbers.

Eliot, T. S. *The Complete Poems and Plays 1909–1950*. Harcourt, 1952.

PUBLISHER Because most publishers now have varied locations for editors, layout and design, and corporate headquarters, there is no need to include the city or state of publication. The name of the publishing house will suffice when locating the imprint.

Salazar, Paola. *Never Escape My Heart*. Diggs-Royal Press, 2016.

If the place, publisher, date of publication, or pages are not provided, use one of these abbreviations:

n.p.	No place of publication listed
n.p.	No publisher listed
n.d.	No date of publication listed
n. pag.	No pagination listed

Lewes, George Henry. *The Life and Works of Goethe*. 1855. 2 vols.
Reprinted as vols. 13 and 14 of *The Works of J. W. von Goethe*,
edited by Nathan Haskell Dole, London, Nicolls, n.d., 14 vols.

REPORT Unbound reports are placed within quotation marks; bound reports are treated as books.

Oktem, Cigdem. "Risk Management and Oversight." Tapestry Networks, 2016, www.tapestrynetworks.com/issues/corporate-governance/risk-management-and-oversight.cfm.

"Recovering from Identity Theft." Federal Trade Commission, 2016, www.consumer.ftc.gov/features/feature-0014-identity-theft

United Nations Office on Drugs and Crime. *World Drug Report: 2015*. Vienna, Austria, UNODC, May 2015.

REPRINTED WORKS Use the following form if you can quickly identify original publication information:

Allenda, Isabel. "Enamored with Shakespeare." *Folger Magazine*, Spring 2013, n. pag. Reprinted in *Living with Shakespeare*, edited by Susannah Carson, Vintage, 2013, pp. 489–92.

REPUBLISHED BOOK If you are citing from a republished book, such as a paperback version of a book published originally in hardback, provide the original publication date after the title and then provide the publication information for the book from which you are citing.

Stevenson, Robert Louis. *Treasure Island*. 1883. Cambridge U P, 2015.

REVIEW Name the reviewer and the title of the review. Then write *Review of* and the title of the work being reviewed, followed by a comma, and the name of the source.

Hoagland, Tony. "The Art of Slowness—*Sun Bear* by Matthew Zapruder." *Review of Sun Bear*, *American Poetry Review*, Sept./Oct. 2015, pp. 9–10.

SCREENPLAY

Boal, Mark. *Zero Dark Thirty: The Shooting Script*. Newmarket Press, 2013.

Pearce, Donn, and Frank Pierson. *Cool Hand Luke*. 1967, www.aellea.com/script/cool_hand_luke.html.

SERIALIZED ARTICLE OR LECTURE

Denny, Josh. "A Journey to Precision Medicine." *The Discovery Lecture Series*. Vanderbilt U Medical Center, 2 Feb. 2016, mediasite.vanderbilt.edu/Mediasite/Play/f1760af14c9d4b9fb45467721597c25b1d

SONG

Dylan, Bob. "Tangled Up in Blue." *Blood on the Tracks*, 1975, bobdylan.com/songs/tangled-blue/.

Consult "CD-ROM Resources and Recordings," if you are citing the printed liner notes from a CD or LP.

SOURCEBOOK OR CASEBOOK If you can identify the original facts of publication, include that information:

Ellmann, Richard. "Reality." *Yeats: The Man and the Masks*, Macmillan, 1948. Rpt. in *Yeats: A Collection of Critical Essays*, edited by John Unterecker, Prentice, 1963, pp. 163–74.

SPECIAL ISSUE If you cite one article from a special issue of a periodical, be certain to specify the page numbers.

Pope, Victoria, editor *Smithsonian Journeys: Venice*. Spec. Issue of *Smithsonian*, Winter 2015.

Redonet, Fernando Lillo. "Antony and Cleopatra." *History*. Spec. Issue of *National Geographic*, Oct./Nov. 2015, pp. 18–27.

TABLE, ILLUSTRATION, GRAPH, OR CHART Tables or illustrations of any kind published within works need a detailed label, such as chart, table, figure, photograph, and so on.

"Global Warming Potentials." Table. *Greenhouse Gas Protocol*, 2007, www.ghgprotocol.org/files/ghgp/tools/Global-Warming-Potential-Values.pdf.

Valino, Alvaro. "A World of Fast Food." Graph. *National Geographic*, vol. 228, no. 2, Aug. 2015, pp. 8–9.

TELEVISION OR RADIO PROGRAM If available or relevant, provide information in this order: the episode (in quotation marks), the title of the program (underscored or italicized), title of the series (not underscored nor in quotation marks), name of the network, call letters and city of the local station, and the broadcast date. Add other information (such as narrator) after the episode or program narrated or directed or performed. Place the number of episodes, if relevant, before the title of the series.

Langfitt, Frank. "China's White Elephants: Ghost Cities, Lonely Airports, Desolate Factories." *Morning Edition*. National Public Radio, 12 Oct. 2015, www.npr.org/sections/parallels/2015/10/15/446297838/chinas-white-elephants-ghost-cities-lonely-airports-desolate-factories.

“The Pilgrims.” 1 episode. *American Experience*, directed by Ric Burns.
Nashville Public Television, 24 Nov. 2015.

TITLE OF THE ARTICLE Show the title of a periodical, such as a magazine or scholarly journal within quotation marks followed by a period inside the closing quotation marks:

Elkins, Ansel. “Last Panther of the Ozarks.” *Oxford American*, Fall 2015, pp. 118–25.

TITLES WITHIN TITLES If a reference includes the name of a specific book, quote the entire article and use italics for the book title.

Wicker, Alan. “From Humble Roots to *Divine Identities*: A Review Essay.” *Prairie Poets Quarterly*, vol. 28, no. 3, Fall 2016, pp. 93–94.

If an italicized title to a book incorporates another title that normally receives italics, do not underscore or italicize the shorter title.

Schilling, Bernard N. *Dryden and the Conservative Myth: A Reading of Absalom and Acidophil*. Yale UP, 1961.

TRANSLATOR List the translator’s name first only if citing a preface, foreword, afterword, or notes by the translator.

Neruda, Pablo. *Sublime Blue: Selected Early Odes by Pablo Neruda*.
Translated by William Pitt Root, Wings Press, 2013.

UNIVERSITY ARTICLE OR POSTING

Goodman, Herb. “Weaving That Originated at Family Nature Day Now
Graces Maywoods.” Eastern Kentucky U, 1 Mar. 2013, www.eku.edu/news/weaving-originated-family-nature-day-now-graces-maywoods.

VOLUMES If you are citing from only one volume of a multivolume work, provide the number of that volume in the works cited entry with information for that volume only. In your text, you will need to specify only page numbers, for example, (Borgese 45–51).

Chircop, Aldo, et al., editors. *Ocean Yearbook*. Vol. 30, Brill, 2016.

If you cite material from a chapter of one volume in a multivolume set, you must include the volume number. You must also provide the inclusive page numbers, and, although not required, the total number of volumes.

Lauter, Paul, editor “New Generations: Postmodernity and Difference.”
The Heath Anthology of American Literature, 7th ed., vol. E.,
 Houghton Mifflin, 2013, pp. 2345–54, 5 vols.

Note: If you are citing from two or more volumes of a multivolume work, the in-text citation that you provide in your paper will need to specify volume and page (2: 120). See the sample research paper in Section 13e for further examples.

If you are citing from volumes that were published over a period of years, provide the inclusive dates at the end of the citation. Should the volumes still be in production, write *to date* after the number of volumes and leave a space after the hyphen, which follows the initial date.

Cassidy, Frederic, editor *Dictionary of American Regional English*. 3
 vols. to date, Belknap-Harvard UP, 1985–present.

Walsch, Neale Donald. *Conversations with God: An Uncommon
 Dialogue*. 3 vols., Penguin, 2007–2008.

For clarification and as a courtesy to the reader, you may include supplementary information about an entire edition.

Crane, Stephen. *Wounds in the Rain. Stephen Crane: Tales of War*.
 UP of Virginia, 1970. Vol. 6 of *The University of Virginia Edition
 of the Works of Stephen Crane*, edited by Fredson Bowers,
 pp. 95–284. 1969–1976. 10 vols.

VOLUME, ISSUE, AND PAGE NUMBERS FOR JOURNALS When formatting Works Cited entries for periodicals and journals, whether in a printed or online version, be sure to include the volume (“vol.”) as well as issue number (“no.”) immediately after the title of the journal. Adding the month or season with the year will also serve the researcher.

Curtis, Arthur B. “Variables and Problems in Adolescent Diagnosis
 of Bipolar Disorder.” *Studies in Psychotherapy Quarterly*,
 vol. 42, no. 3, Fall 2016, pp. 33–41.

Chapter 15

Writing in APA Style



Goals and Outcomes

Governed by The Publication Manual of the American Psychological Association, 6th edition, APA style has gained wide acceptance in the social sciences, and versions similar to it are used in the biological sciences, business, and the earth sciences. The following components discussed in this chapter will help to accurately document your research paper:

- 15a** Understand how APA can be used to write a theoretical article, report on an empirical study, or write a critical evaluation of publications.
- 15b** Use the appropriate verb tense to discuss sources that are cited in your paper.
- 15c** Write properly formatted in-text citations using APA style.
- 15d** Prepare a properly formatted References list using APA style.
- 15e** Apply the formatting conventions for a theoretical paper, a report or empirical research, or review article using APA style.
- 15f** Write an abstract that is a quick but thorough summary of the contents of your paper.
- 15g** Develop and format a paper in APA style.

Research is paramount in the social sciences; you will need to execute your project with accuracy and precision.

15a Writing Theory, Reporting Test Results, or Reviewing Literature

In the sciences, you may choose between three types of articles, or your instructor will specify one of these:

- Theoretical articles
- Reports of empirical studies
- Review articles

For a sample theoretical article, see the student paper in section 15g which examines the need for a system of bikeways in urban settings.

For additional details about field research, consult Chapter 6.

See section 8g for a sample review of literature.

Theoretical Article

The theoretical article draws on existing research to examine a topic. This is the type of paper you will most likely write as a first-year or second-year student. You will need to trace the development of a theory or compare theories by examining the literature to arrive at the current thinking about topics such as autism, criminal behavior, dysfunctional families, and learning disorders. The theoretical article generally accomplishes four aims:

1. Identifies a problem or hypothesis that has historical implications in the scientific community.
2. Traces the development and history of the evolution of the theory.
3. Provides a systematic analysis of the articles that have explored the problem.
4. Arrives at a judgment and discussion of the prevailing theory.

Report of an Empirical Study

When you conduct field research and perform laboratory testing, you must report the details of your original research. The empirical report accomplishes these four purposes:

1. Introduces the problem or hypothesis investigated and explains the purpose of the work.
2. Describes the method used to conduct the research.
3. Reports the results and the basic findings.
4. Discusses, interprets, and explores the implications of the findings.

You will need to work closely with your instructor to accomplish each of these stages.

Review Article

You may be required to write a critical evaluation of a published article, a book, or a set of articles on a common topic. The purpose is to examine the state of current research—and, in some cases, to determine if additional work might be in order.

A review article sets out to accomplish several goals:

1. Define a problem or issue that is the subject of discussion.
2. Summarize the article(s) or book(s) under review.
3. Analyze the literature to discover strengths, weaknesses, or inconsistencies in the research.
4. Recommend additional research that might grow logically from the work under review.

15b Writing in the Proper Tense for an APA Paper

Verb tense is an indicator that distinguishes papers in the humanities from those in the natural and social sciences. MLA style, as shown in previous chapters, requires you to use present tense when you refer to a cited work (“Jeffries *stipulates*” or “the work of Mills and Maguire *shows*”). In contrast, APA style requires you to use past tense or present perfect tense (“Jeffries *stipulated*” or “the work of Mills and Maguire *has demonstrated*”). The APA style does require present tense when you discuss the results (e.g., “*the results confirm*” or “*the study indicates*”) and when you mention established knowledge (e.g., “*the therapy offers some hope*” or “*salt contributes to hypertension*”). The following paragraphs, side by side, show the differences in verb tenses for MLA and APA styles.

MLA Style:

The scholarly issue at work here is the construction of reality. Cohen, Adoni, and Bantz **label** the construction a social process “in which human beings act both as the creators and products of the social world” (34). These writers **identify** three categories (34–35).

APA Style:

The scholarly issue at work here is the construction of reality. Cohen, Adoni, and Bantz (2016) **labeled** the construction a social process “in which human beings act both as the creators and products of the social world” (p. 34). These writers **have identified** three categories.

APA style, shown on the right, requires that you use the present tense for generalizations and references to stable conditions, but it requires the present perfect tense or the past tense for sources cited (e.g., the sources *have tested* a hypothesis or the sources *reported* the results of a test). These next sentences use tense correctly for APA style:

The danger of steroid use **exists** for every age group, even youngsters. Lloyd and Mercer (2016) **reported** on six incidents of liver damage to 14-year-old swimmers who used steroids.

As shown in this example, use the present tense (*exists*) for established knowledge and the present perfect (*has reported*) or the past tense (*reported*) for a citation.

For updates to APA style, consult the association’s Internet site: <http://www.apastyle.org/>.

15c Using In-Text Citations in APA Style

APA style uses the following conventions for in-text citations:

- Cites last names only.
- Cites the year, within parentheses, immediately after the name of the author. Include only the year in the text citation even if the reference includes a month.

- Cites page numbers with a direct quotation but not with a paraphrase.
- Uses “p.” or “pp.” before page numbers.

CITING LAST NAME ONLY AND THE YEAR OF PUBLICATION An in-text citation in APA style requires the last name of the author and the year of publication.

Nguyen (2016) has advanced the idea of combining the social sciences and mathematics to chart human behavior.

If you do not use the author’s name in your text, place the name(s) within the parenthetical citation.

One study has advanced the idea of combining the social sciences and mathematics to chart human behavior (Nguyen, 2016).

PROVIDING A PAGE NUMBER If you quote the exact words of a source, provide a page number and use “p.” or “pp.” Place the page number in one of two places: after the year (2012, p. B4) or at the end of the quotation.

Nguyen (2016) has advanced the idea of “soft mathematics,” which is the practice of “applying mathematics to study people’s behavior” (p. B4).

CITING A BLOCK OF MATERIAL Present a quotation of forty words or more as a separate block, indented five spaces or one-half inch from the left margin. (*Note:* MLA style also uses ten spaces or 1 inch for a block quotation). Because it is set off from the text in a distinctive block, do not enclose it with quotation marks. Do not indent the first line an extra five spaces; however, *do* indent the first line of any additional paragraphs that appear in the block an extra five spaces—that is, ten spaces or one inch from the left margin. Set parenthetical citations outside the last period.

Albert (2017) reported the following:

Whenever these pathogenic organisms attack the human body and begin to multiply, the infection is set in motion. The host responds to this parasitic invasion with efforts to cleanse itself of the invading agents. When rejection efforts of the host become visible (fever, sneezing, congestion), the disease status exists. (pp. 314–315)

CITING A WORK WITH MORE THAN ONE AUTHOR When one work has two or more authors, use *and* in the text but use & in the citation.

Werner and Throckmorton (2016) offered statistics on the toxic levels of water samples from six rivers.

but

It has been reported (Werner & Throckmorton, 2016) that toxic levels exceeded the maximum allowed each year since 2012.

For three to five authors, name them all in the first entry (e.g., Torgerson, Andrews, Smith, Lawrence, & Dunlap, 2015), but thereafter use “et al.” (e.g., Torgerson et al., 2015). For six or more authors, employ “et al.” in the first and in all subsequent instances (e.g., Fredericks et al., 2016).

CITING MORE THAN ONE WORK BY AN AUTHOR Use lowercase letters (a, b, c) to identify two or more works published in the same year by the same author—for example, (Thompson, 2016a) and (Thompson, 2016b). Then use “2016a” and “2016b” in your References. If necessary, specify additional information:

Horton (2016; cf. Thomas, 2015a, p. 89, and 2015b, p. 426) suggested an intercorrelation of these testing devices, but after multiple-group analysis, Welston (2016, esp. p. 211) reached an opposite conclusion.

CITING INDIRECT SOURCES Use a double reference to cite a person who has been quoted in a book or article—that is, use the original author(s) in the text and cite your source for the information in the parenthetical citation.

In other research, Massie and Rosenthal (2016) studied home movies of children diagnosed with autism, but determining criteria was difficult due to the differences in quality and dating of the available videotapes (cited in Osterling & Dawson, 2014, p. 248).

CITING FROM A TEXTBOOK OR ANTHOLOGY If you make an in-text citation to an article or chapter of a textbook, casebook, or anthology, use the in-text citation to refer only to the person(s) you cite:

One writer stressed that two out of every three new jobs in this decade will go to women (Ogburn 2015).

CITING CLASSICAL WORKS If an ancient work has no date of publication, cite the author’s name followed by n.d. within parentheses.

Seeing psychic emotions as . . . (Sophocles, n.d.).

Cite the year of any translation you have used, preceded by *trans.*, and give the date of the version used, followed by *version*.

Plato (trans. 1963) offered a morality that . . .

Plato's *Phaedrus* (1982 version) explored . . .

If you know the original date of publication, include it before the date of the translation or version you have used.

In his "Poetics," Aristotle (350 b.c.e. 2014) viewed the structure of the plot as a requisite to a good poem.

Note: Entries on your References page need not cite major classical works and the Bible. Therefore, identify in your text the version used and the book, chapter, line, verse, or canto.

In Exodus 24:3–4 Moses erects an altar and "twelve pillars according to the twelve tribes of Israel" (King James version).

The *Epic of Gilgamesh* shows, in part, the search for everlasting life (Part 4).

In the *Iliad*, Homer takes great efforts in describing the shield of Achilles (18:558–709).

ABBREVIATING CORPORATE AUTHORS IN THE TEXT The names of groups that serve as authors, such as corporations, associations, and government agencies, are usually spelled out each time they appear. The names of some corporate authors may be abbreviated after a first, full reference:

One source questioned the results of the use of aspirin for arthritis treatment in children (American Medical Association [AMA], 2016).

Thereafter, refer to the corporate author by initials: (AMA, 2016). It is important to give enough information in the text citation for the reader to locate the entry in the reference list without difficulty.

CITING A WORK WITH NO AUTHOR When a work has no author listed, cite the title as part of the in-text citation (or use the first few words of the material).

The cost per individual student has continued to rise rapidly ("Tuition Crises," 2015, p. B–3).

CITING PERSONAL COMMUNICATIONS E-mail, telephone conversations, memos, and in-person conversations do not provide recoverable data, so APA style excludes them from the References. Consequently, you should cite personal communications in the text only. In so doing, give the initials as well as the last name of the source, provide the date, and briefly describe the nature of the communication.

M. Gaither (personal communication, January 11, 2017) described the symptoms of Wilson's disease.

CITING ONLINE SOURCES IN YOUR TEXT In general, citations for electronic sources include the same basic information as for print sources, with the following qualifications.

Omit a page or paragraph number. The marvelous feature of electronic text is that it is searchable, so your readers can find your quotation quickly with the Find feature. Suppose you have written the following:

The Internet Report presented by the University of South Carolina (2016) advised policy makers with "a better understanding of the impact the Internet is having in our society."

A reader who wants to investigate further will find your complete citation, including the Internet address or digital object identifier (DOI) of the article, in your References list. After finding the article via a browser (e.g., Safari or Internet Explorer), the investigator can press Edit, then Find, and type in a key phrase, such as *better understanding of the impact*. The software will immediately move the cursor to the passage shown above. That is much easier than counting through forty-six paragraphs.

Provide a paragraph number. Some scholars who write on the Internet number their paragraphs. Therefore, if you find an online article that has numbered paragraphs, by all means supply that information in your citation.

The Insurance Institute for Highway Safety (2015) has emphasized restraint first, and said, "A federal rule requiring special attachments to anchor infant and child restraints in vehicles is making installation easier, but not all child restraints fit easily in all vehicles" (para. 1).

Recommendations for treating non-insulin-dependent diabetes mellitus (NIDDM), the most common type of diabetes, include a diet that is rich in carbohydrates, "predominantly from whole grains, fruit, vegetables, and low-fat milk." (Yang, 2013, para. 3).

Provide a page number. In a few instances, you will find page numbers buried within brackets here and there throughout an article. These refer to the page numbers of the printed version of the document. In these cases, you should cite the page just as you would a printed source. Here is the Internet source with the page numbers buried within the text to signal the break between page 17 and page 18:

What is required is a careful reading of Chekhov’s subtext, that elusive [pp 17–18] literature that lingers in psychological nuances of the words, not the exact words themselves.—Ward

The page number may be included in the citation:

One source argued the merits of Chekhov’s subtext and its “psychological nuances of the words” (Ward, 2015, p. 18).

ONLINE SOURCES

Internet article

Commenting on the distinction between a Congressional calendar day and a legislative day, Dove (2017) stated that “a legislative day is the period of time following an adjournment of the Senate until another adjournment.”

“Reports of abuses in the interrogation of suspected terrorists raise the question of how—or whether—we should limit the interrogation of a suspected terrorist when our national security may be at stake” (Parry & White, 2017, abstract).

Online newspaper article

Ochberg (2016) commented on the use of algae in paper that “initially has a green tint to it, but unlike bleached paper which turns yellow with age, this algae paper becomes whiter with age.”

Online magazine

BusinessWeek Online (2016) reported that the idea of peer-to-peer computing is a precursor to new Web applications.

Government document

The website for the U.S. Committee on Energy and Natural Resources (2015) has outlined the amendments to the *Geothermal Exploration and Technology Act of 2015*, which promotes the mapping

and development of U.S. geothermal resources to improve technology and demonstrate the use of large-scale thermal applications, and for other purposes.

OTHER ELECTRONIC SOURCES

E-mail. The *Publication Manual of the American Psychological Association* stipulates that personal communications, which others cannot retrieve, should be cited in the text only and not mentioned at all in the bibliography.

One technical writing instructor (March 8, 2017) has bemoaned the inability of hardware developers to maintain pace with the ingenuity of software developers. In his e-mail message, he indicated that educational institutions cannot keep pace with the hardware developers. Thus, “students nationwide suffer with antiquated equipment, even though it’s only a few years old” (dplattner@csc.edu).

Electronic mailing list posting. Some LISTSERV groups have gained legitimacy in recent years, so in your text you might want to give an exact date and provide the e-mail address *only* if the citation has scholarly relevance and *only* if the list has an academic sponsor, such as an instructor of an online class.

R. D. Brackett (online discussion, May 7, 2016) has identified the book *Echoes of Glory* for those interested in detailed battlefield maps of the American Civil War.

A. G. Funder (January 5, 2017) argued against the “judgmental process.”

CD-ROM

Grolier’s Multimedia Encyclopedia (2015) explained that in recent decades huge swaths of the rain forest have been toppled; as the trees disappeared, so, too, did the flora and fauna that thrived under their canopy.

15d Preparing the List of References

Use the title *References* for your bibliography page. Like the body of the paper, your reference list should be double-spaced throughout. Alphabetize the entries letter by letter—remembering, for example, that Adkins, Y. R., precedes

Adkinson, A. G., even though *o* precedes the *y* for the first entry. Every reference used in your text, except personal communications and major classical works, should appear in your alphabetical list of references at the end of the paper. Type the first line of each entry flush left and indent succeeding lines five spaces. Italicize names of books, periodicals, and volume numbers.

Index to Bibliographic Models: APA Style

Book

Book
Part of a Book
Encyclopedia or Dictionary
Book with Corporate Author

Periodical

Journal
Article Retrieved from Database
Magazine
Newspaper

Abstract

Abstract as the Cited Source
Abstract of an Unpublished
Work

Review

Report

Nonprint Material

Computer Program
DVD or Film
Interviews, Letters, and
Memos
Unpublished Raw Data from a
Study, Untitled Work

Sources Accessed Online

Article from an Online Journal
Article with DOI Assigned
Article from a Printed Journal,
Reproduced Online
Article from an Online-Only
Newsletter

Document from a University

Program or Department
Report from a University,
Available on a Private
Organization's Website

Abstract

Article from a Printed
Magazine, Reproduced
Online

Article from an Online
Magazine, No Author
Listed

Article from an Online
Newspaper

Blog (Web Log)

Bulletin

Government Document

Message Posted to an Online
Discussion Group or
Forum

Newsgroup, Message

Online Forum or Discussion
Board Posting

Podcast

Symposium or Virtual
Conference, Report

Wikis

***Article from a Library
Database***

CD-ROM

Encyclopedia Article
Full-Text Article

Book

Michaels, P. R. (2016). *Exposition and progress: Legacies of the world's fair*. New York: Falcon Guildcrest.

List the author (surname first and then initials for given names), year of publication within parentheses, title of the book italicized and with only first word of the title and any subtitle capitalized (but do capitalize proper nouns), place of publication (including state abbreviation or country name), and publisher. In the publisher's name omit the words *Publishing, Company, and Inc.*, but otherwise give a full name: Florida State University Press; Thomas Nelson; HarperCollins.

List chronologically, not alphabetically, two or more works by the same author—for example, Fitzgerald's 2015 publication would precede the 2016 publication.

Fitzgerald, R. A. (2015). *Crimson glow* . . .

Fitzgerald, R. A. (2016). *Walking* . . .

References with the same author in the same year are alphabetized and marked with lowercase letters—*a, b, c*—immediately after the date:

Craighead, T. B. (2016a). *Marketing trends* . . .

Craighead, T. B. (2016b). *Maximizing sales* . . .

Entries of a single author precede multiple-author entries beginning with the same surname without regard for the dates:

Watson, S. M. (2016). *Principles* . . .

Watson, S. M., & Wheaton, A. F. (2014). *Crimes* . . .

References with the same first author and different second or third authors should be alphabetized by the surname of the second author:

Bacon, D. E., & Smithson, C. A. (2015). *Arctic explorers* . . .

Bacon, D. E., & Williamson, T. (2016). *Seasons in* . . .

If, and only if, the work is signed *Anonymous*, the entry begins with the word *Anonymous* spelled out, and the entry is alphabetized as if *Anonymous* were a true name. If no author is given, the title moves to the author position, and the entry is alphabetized by the first significant word of the title.

PART OF A BOOK List author(s), date, chapter or section title, editor (with name in normal order) preceded by "In" and followed by "(Ed.)," or "(Eds.)," the name of the book, (underscored or italicized), page numbers to the specific section of the book cited (placed within parentheses), place of publication, and publisher.

Tharpe, R. S. (2016). Testing, testing, and more testing: Are we educating the whole person or teaching to the test? In R. Burton (Ed.). *Failings and successes in modern education*. (pp. 133–138). Washington, MI: Green Myers.

If no author is listed, begin with the title of the article.

Mount of Olives. (2016). *Upchurch concise Bible handbook*. Nashville, TN: Randolph.

ENCYCLOPEDIA OR DICTIONARY

Rubin, H. W. (2013). *Dictionary of insurance terms* (6th ed.). New York, NY: Barrons.

Moran, J. M. (2015). Weather. *World Book encyclopedia* (2015 ed., Vol. 21, pp. 166–174). Chicago, World Book.

BOOK WITH CORPORATE AUTHOR

Mayo Clinic. (2016). *Mayo Clinic diabetes diet*. Intercourse, PA: Good.

Periodical

JOURNAL List author(s), year, title of the article without quotation marks and with only the first word (and any proper nouns) capitalized, name of the journal underscored or italicized and with all major words capitalized, volume number underscored or italicized, and inclusive page numbers *not* preceded by “p.” or “pp.”

Martin, I. W. R., & Pindyck, R. S. (2015). Averting catastrophes: The strange economics of Scylla and Charybdis. *American Economic Review*, 105(10), 2947–2985.

ARTICLE RETRIEVED FROM A DATABASE

Roy, D. (2015). Masks and cultural contexts drama education and anthropology. *International Journal of Sociology and Anthropology* 7(10), 214–218. Retrieved from InfoTrac database.

MAGAZINE List author, the date of publication—year, month without abbreviation, and the specific day for magazines published weekly and fortnightly (every two weeks)—title of the article without quotation marks and with only the first

word capitalized, name of the magazine underlined with all major words capitalized, the volume number if it is readily available, and inclusive page numbers preceded by “p.” or “pp.” if you do not provide the volume number. If a magazine prints the article on discontinuous pages, include all page numbers.

Bricklin, J. (2015, December). Master spy or scoundrel? *Civil War Times*, 40–45.

Vicars, A. (2015, Spring). The best possible light. *Torchbearer*, 20–21.

NEWSPAPER List author, date (year, month, and day), title of article with only first word and proper nouns capitalized, complete name of newspaper in capitals and underlined, and the section with all discontinuous page numbers. Unlike other periodicals, p. or pp. precedes page numbers for a newspaper reference in APA style. Single pages take p., while multiple pages take pp., as shown below.

Frazier, H. J. (2016, April 21). Left in a fog of uncertainty and doubt. *Monteagle Hilltopper*, pp. 1A, 4A.

Abstract

ABSTRACT AS THE CITED SOURCE

Pellegrino, A., Adragna, J. L., & Zenkov, K. (2015, Summer). Using the power of music to support students’ understanding of fascism [Abstract]. *Social Studies Research and Practice*, 10(2), 67–72.

ABSTRACT OF AN UNPUBLISHED WORK

Darma, J. (2016). Political institutions under dictatorship [Abstract]. Knoxville, TN: University of Tennessee.

Review

Hoagland, T. (2015, September). The art of slowness—*Sun Bear* by Matthew Zapruder. [rev. article]. *American Poetry Review*, 9–10.

Report

Gorman, L. (2016). Reporting insurance fraud (No. 2016-2). Hartford, CT: Insurance Institute.

Nonprint Material

COMPUTER PROGRAM

Adobe Photoshop (CS6) [Computer software]. San Jose, CA: Adobe Systems.

DVD, FILM

Edwards, B. (Director). (1961). *Breakfast at Tiffany's* [DVD]. Hollywood, CA: Paramount.

INTERVIEWS, LETTERS, AND MEMOS

Kramer, S. R. (2017, April 7). "Palm reading as prediction" [Interview]. Chattanooga, TN.

UNPUBLISHED RAW DATA FROM A STUDY, UNTITLED WORK

Barstow, I. (2016, May 22). [Homophone errors in essays of 100 9th grade writers]. [Unpublished raw data].

Sources Accessed Online

When citing electronic sources in your APA references, include the following information if available:

1. Author/editor last name, followed by a comma, the initials, and a period.
2. Year of publication, followed by a comma, then month and day for magazines and newspapers, within parentheses, followed by a period.
3. Title of the article, not within quotations and not italicized, with the first word and proper nouns capitalized. *Note:* This is also the place to describe the work within brackets, as with [Abstract] or [Letter to the editor].
4. Name of the book, journal, or complete work, italicized, if one is listed.
5. Volume number, if listed, italicized.
6. Page numbers only if you have that data from a printed version of the journal or magazine. If the periodical has no volume number, use "p." or "pp." before the numbers; if the journal has a volume number, omit "p." or "pp.".
7. Give the DOI (Digital Object Identifier) if available.
8. If no DOI is available, then use the words "Retrieved from" followed by the URL. Line breaks in URLs should come before punctuation marks such as slashes. Include the date of access only for material that changes over time (e.g., Wikis).

ARTICLE FROM AN ONLINE JOURNAL

Porcher, J. E. (2014, November). A note on the dynamics of psychiatric classification. *Minerva: An Internet Journal of Philosophy*. Retrieved from <http://www.minerva.mic.ul.ie/vol18/Psychiatry.pdf>

ARTICLE WITH DOI ASSIGNED

Brandth, B., & Bjørkhaug, H. (2015, November). Gender quotas for agricultural boards: Changing constructions of gender? *Gender, Work and Organization*, 22(6), 614–628. DOI: 10.1111/gwao.12112

ARTICLE FROM A PRINTED JOURNAL, REPRODUCED ONLINE Many articles online are the exact duplicates of their print versions, so if you view an article in its electronic form and are confident that the electronic form is identical to the printed version, add within brackets the words *Electronic version*. This allows you to omit the URL.

Doven, P. K., Targen, F. U., & Gaither, V. M. (2016). Values and measures of conceptual spaces among elementary school learners. [Electronic version]. *Journal of Studies in Educational Psychology* 42(1), 131–155.

Add the URL if page numbers are not indicated, as shown in the following entry:

Chasteen, B. (2015, October). The fight against white-nose syndrome. *Missouri Conservationist*, 76(10). Retrieved from <http://mdc.mo.gov/conmag/2015/10/fight-against-white-nose-syndrome>

ARTICLE FROM AN ONLINE-ONLY NEWSLETTER

Kellerman, R. (2017, March 4). Art and oncology: Keeping the mind active. [Western Nevada University Medical Center Newsletter](http://www.wnu.edu/wnumc/page-19870519221.html). Retrieved from <http://www.wnu.edu/wnumc/page-19870519221.html>

DOCUMENT FROM A UNIVERSITY PROGRAM OR DEPARTMENT

Henry, S. (2016). [Department of language and literature writing guidelines](http://a-s.clayton.edu/langlit/guidelines/default.html). Retrieved from Clayton State University, Department of Arts & Sciences site: <http://a-s.clayton.edu/langlit/guidelines/default.html>

REPORT FROM A UNIVERSITY, AVAILABLE ON A PRIVATE ORGANIZATION'S WEBSITE

University of Illinois at Chicago, Institute for Health Research and Policy (2015, August 11). *Black and Hispanic youth disproportionately targeted with advertising for unhealthy food and beverages.*

Retrieved from the Robert Wood Johnson Foundation website:

<http://www.rwjf.org/en/library/articles-and-news/2015/08/-black-and-hispanic-youth-disproportionately-targeted-with-adver.html>

ABSTRACT

Hallquist, M. N., Hipwell, A. E., & Stepp, S. D. (2015, August). Poor self-control and harsh punishment in childhood prospectively predict borderline personality symptoms in adolescent girls [Abstract]. *Journal of Abnormal Psychology, 124*(3). Retrieved from <http://psycnet.apa.org/index.cfm?fa=browsePA.volumes&jcode=abn>

ARTICLE FROM A PRINTED MAGAZINE, REPRODUCED ONLINE

Young, E. (2015, Fall). The problem with the immigration problem. *Utne*. Retrieved from <http://www.utne.com/politics/problem-with-the-immigration-problem-zm0z15fzsau.aspx>

ARTICLE FROM AN ONLINE MAGAZINE, NO AUTHOR LISTED

Aging: When should I be concerned about a senior's forgetfulness? (2016). *APA Online*. Retrieved from <http://www.apa.org/helpcenter/senior-forgetfulness.aspx>

Note: Avoid listing page numbers for online articles.

ARTICLE FROM AN ONLINE NEWSPAPER

Sly, L. (2015, October 31). After the Islamic state. *Washington Post*. Retrieved from http://www.newseum.org/todaysfrontpages/?tfp_page=3&tfp_id=DC_WP

BLOG (WEB LOG) Include the title of the message or video and the URL. Please note that titles for items in online communities (e.g. blogs, newsgroups, forums) are not italicized. If the author's name is not available, provide the screen name.

Kilpi, E. (2015, August 31). Work is solving problems and learning is answering questions. [Web log comment]. Retrieved from <https://eskokilpi.wordpress.com/2015/08/31/work-is-solving-problems-and-learning-is-answering-questions/>

BULLETINS

Newman, A. (2015, April 20). Can your height actually increase your risk for heart disease? Doctors Health Press. Retrieved from <http://www.doctorshealthpress.com/heart-health-articles/link-between-height-and-heart-disease>

GOVERNMENT DOCUMENT

U.S. Cong. House. (2015, October 22). [National Defense Authorization Act for Fiscal Year 2016]. H. Resolution 1735. Retrieved from <https://www.congress.gov/bill/114th-congress/house-bill/1735>

MESSAGE POSTED TO AN ONLINE DISCUSSION GROUP OR FORUM

Mathers, M. (2017, Mar. 22). [Of kites, kids, and clean air]. Environmental Discussion Group. Retrieved from <http://redleafreview.blogspot.com/2017/22mar/kites-kids.html>

NEWSGROUP, MESSAGE

Gleason, W. T. (2016, November 5). [Narrative bibliography [Msg. 17]]. Message posted to jymacmillan@mail.csu.edu

ONLINE FORUM OR DISCUSSION BOARD POSTING Include the title of the message and the URL of the newsgroup or discussion board. Titles for items in online communities (e.g., blogs, newsgroups, forums) are not italicized. If the author's name is not available, provide the screen name. Place identifiers like post or message numbers, if available, in brackets. If available, provide the URL where the message is archived (e.g., "Message posted to . . . , archived at . . .").

Kuhns, J. (2015, October 29). The wonders at your feet. No Excuses HR Forum. [Message posted to] <http://www.noexcuseshr.com/?expref=next-blog>

PODCAST For all podcasts, provide as much information as possible. Possible addition identifiers may include Producer, Director, and so on.

Deep dive into Enceladus' Plume. (2015, October 26). NASA—Jet Propulsion Laboratory Podcast. Podcast retrieved from <http://www.jpl.nasa.gov/video/details.php?id=1404>

SYMPOSIUM OR VIRTUAL CONFERENCE, REPORT

Johannes, C. (2016, March 18). *The future is now: New oncology therapeutics*. Paper presented at the SAVMA Symposium 2016, Ames, Iowa. Abstract retrieved from <http://www.savmasymposium2016.com/wordpress/wp-content/uploads/2016/18/SAVMA2016-Lectures.pdf>

WIKIS Please note that wikis are collaborative projects that cannot guarantee the verifiability or expertise of their entries.

House of Isenburg. (n.d.). Retrieved February 21, 2017, from the History Wiki: http://history.wikia.com/wiki/House_of_Isenburg

Article from a Library Database

University libraries, as well as public libraries, feature servers that supply articles in large databases, such as InfoTrac, EBSCOhost, ERIC, and others. For most common databases, APA no longer requires the database name as part of the citation.

America's children: Key national indicators of well-being. (2014). Federal Interagency Forum on Child and Family Statistics. Retrieved from ERIC database. (ED545356)

Tyner, J., Kimsroy, S., & Sirik, S. (2015, October). Landscape photography, geographic education, and nation-building in democratic Kampuchea, 1975–1979. *Geographical Review*, 105(4), 566–580.

CD-ROM

Material cited from a CD-ROM requires slightly different formatting.

Encyclopedia Article

African American history: Abolitionist movement [CD-ROM]. (2015). *Encyclopedia Britannica 2015 Deluxe*. Chicago, IL: Encyclopedia Britannica Educational.

Full-Text Article

Marieb, E. N., & Smith, L. A. (2015). Thyroid gland [CD-ROM]. *Human anatomy and physiology*, (12th ed.). Boston: Pearson.

15e Formatting an APA Paper

APA style applies to three types of papers: theoretical articles, reports of empirical studies, and review articles (as explained in section 15a). Each requires a different arrangement of the various parts of the paper.

Theoretical Paper

The theoretical paper should be arranged much like a typical research paper, with the additional use of side heads and italicized side heads to divide the sections.

The introduction should:

- Establish the problem under examination.
- Discuss its significance to the scientific community.
- Provide a review of the literature (see section 8g for more information).
- Quote the experts who have commented on the issue.
- Provide a thesis sentence that gives your initial perspective on the issue.

The body of the theoretical paper should:

- Trace the various issues.
- Establish a past-to-present perspective.
- Compare and analyze the various aspects of the theories.
- Cite extensively from the literature on the subject.

The conclusion of the theoretical paper should:

- Defend one theory as it grows from the evidence in the body.
- Discuss the implications of the theory.
- Suggest additional work that might be launched in this area.

Report of Empirical Research

The design of a report of original research, an empirical study, should conform to the following general plan.

The introduction should:

- Establish the problem or topic to be examined.
- Provide background information, including a review of literature on the subject.

- Give the purpose and rationale for the study, including the hypothesis that serves as the motivation for the experiment.

The body of the report of empirical research should:

- Provide a methods section for explaining the design of the study with respect to subjects, apparatus, and procedure.
- Offer a results section for listing in detail the statistical findings of the study.

The conclusion of a report of empirical research should:

- Interpret the results and discuss the implications of the findings in relation to the hypothesis and to other research on the subject.

Review Article

The review article is usually a shorter paper because it examines a published work or two without extensive research on the part of the review writer.

The introduction of the review should:

- Identify the problem or subject under study and its significance.
- Summarize the article(s) under review.

The body of the review should:

- Provide a systematic analysis of the article(s), the findings, and the apparent significance of the results.

The conclusion of the review should:

- Discuss the implications of the findings and make judgments as appropriate.

15f Writing the Abstract

You should provide an abstract with every paper written in APA style. An abstract is a quick but thorough summary of the contents of your paper. It is read first and may be the only part read, so it must be:

1. *Accurate*, in order to reflect both the purpose and content of the paper
2. *Self-contained*, so that it (1) explains the precise problem and defines terminology, (2) describes briefly both the methods used and the findings, and (3) gives an overview of your conclusions—but see item 4 following
3. *Concise and specific*, in order to remain within a range of 80 to 120 words
4. *Nonevaluative*, in order to report information, not to appraise or assess the value of the work
5. *Coherent and readable*, in a style that uses an active, vigorous syntax and that uses the present tense to describe results (e.g., the findings confirm) but the past tense to describe testing procedures (e.g., I attempted to identify)

For theoretical papers, the abstract should include:

- The topic in one sentence, if possible
- The purpose, thesis, and scope of the paper
- A brief reference to the sources used (e.g., published articles, books, personal observation)
- Your conclusions and the implications of the study

For a report of an empirical study (see also 6e). The abstract should include the four items listed above for theoretical papers, plus three more:

- The problem and hypothesis in one sentence if possible
- A description of the subjects (e.g., species, number, age, type)
- The method of study, including procedures and apparatus

15g Sample Paper in APA Style

The following paper demonstrates the format and style of a paper written to the standards of APA style. The paper requires a title page that establishes the running head, an abstract, in-text citations to name and year of each source used, and a list of references. Marginal notations explain specific requirements.

Running Head: HIGHWAYS AND BIKEWAYS	1	Page Header
Of Highways and Bikeways: Filling the Lane for the Future		Title
Whitley Rentfro		Byline
English 3550, The University of Tennessee		Affiliation

HIGHWAYS AND BIKEWAYS	2	
Abstract		
<p>The increase of commuter traffic and the need for environmentally compatible alternatives was investigated to examine the theoretical implications of implementing a system of bikeways in urban settings. The goal was to determine the practical effect of bicycle lanes in urban areas.</p> <p>The social implications were determined by an examination of the literature, including comments from national authorities and leaders. These communal</p>		<p>The abstract provides a quick but thorough summary of the context of your paper.</p>

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influences and suggestions affect the physical lives of commuters, leisure riders, and health-conscious cyclists who are each concerned less with speed and more with their quality of life. Results are mixed, as the end result of an increased emphasis on bikeways will continue to be a low priority for municipalities whose singular goal remains to move citizens from one location to another as quickly as possible.

From Highways to Bikeways

Every Saturday morning, the parking lot at the Cross Hill Community Church becomes a gathering point for devoted and zealous members. This collection of ardent participants does not break into song or partake in the sacraments of their faith. Rather, these individuals are more concerned with tire pressure, weather conditions, and the mapping out of their routes, for they are members of the Cross Hill Riders, a bicycle club that has just over thirty members. With the opportunity to explore seldom-traveled highways, back roads, and country lanes, this rural area provides a healthy and challenging joy for the cyclists. Yet aside from the relaxing nature of this activity there is a lurking danger—the automobile. Are most drivers cautious and observant of bicyclists? Yes. Are most bicyclists leery of the possible carnage from contact with an automobile? Yes. While it is true that a car is larger and has more force and power, the time has come for highways to make room for the pedal power of bicyclists.

The invention of the automobile was one of the most groundbreaking achievements in history. During the past one hundred years, the automobile industry has spent countless hours perfecting their products and striving to have the best product on the roadway. Automobiles quickly became and still remain the lifeblood of the country. Over the past few decades, however, scientists have discovered that cars are sucking the life out of our nation rather than stimulating it. Autos have become the cause of major problems in urban areas. Congested streets, high levels of pollution, wasted space, safety hazards, and tax money for road repairs have led to a traffic jam of concerns. As a college student, I see the damaging effects and inconvenience of driving cars through a large city, yet there is a solution to the dilemma. Neighborhoods, small towns, busy cities, and other metropolitan areas should incorporate bikeways onto the city streets and add

Establish the topic along with social and/or psychological issues that will be examined.

A theoretical study depends heavily on the literature, which must be cited correctly in APA form.

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a generous supply of bicycle trails throughout the town. This would create a safer, healthier, and more enjoyable urban center in which to live and work.

Without bike lanes on roads and thoroughfares, cyclists are left with few options. Some might argue that bicycles have no place on our roadways. Should people simply not ride bikes? Some choose another mode of transport, but many cyclists insist on riding, so they hop on the streets with the speeding cars or the sidewalks lined with pedestrians. Both of these options are equally unsafe. In his article “Make Our Streets Safer,” *New York Times* reporter Paul Steely White (2013) addressed the safety issues in New York City, as he stated, “The greatest risk faced by New Yorkers as they walk, drive, and increasingly bike around the city is unchecked reckless drivers.” White goes on to say “What’s more, the city’s health department found that traffic is the number one cause of preventable death for New York City kids.” This profound statement justifies the risk found in most cities—every day without bikeways is another day of impending tragedy. John Pucher (2001), a professor in the Department of Urban Planning at Rutgers University, has conducted research on a variety of topics regarding transportation economics, such as walking, cycling, and how American city planners could learn from European policy makers to improve the safety, convenience, and efficiency of nonmotorized modes of transport in the United States. In his article “Cycling

Posing a question in the paper helps to reemphasize the thesis.

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Use present-tense verbs (take, proves) for what happens or can happen now.

Safety on Bikeways vs. Roads,” Pucher addressed the need for bikeways by declaring, “The overwhelming evidence is that cycling is much safer and more popular precisely in those countries where bikeways, bike lanes, special intersection modifications, and priority traffic signals are the key to their bicycling policies.” Pucher added that Davis, California, is famous for having the most elaborate cycling network of any American city, and it also happens to have the highest bicycling modal split share (22%), as well as the lowest fatality and accident rates in California. This is not so much a coincidence but proof that bike lanes are crucial to the safety of citizens in urban areas.

Even with the widening of roadways in urban areas, automobiles continue to cause gridlock as they congest city streets. Anthony Downs (2004) addressed the problem with roadway overcrowding and urban sprawl in *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion* by commenting “millions of U.S. metropolitan area residents have come to regard traffic congestion as their most serious local, and even regional problem.” Even with logical planning for future development, most municipalities lag far behind in preparing for future growth. Far too many community leaders have narrow vision with roadway planning, for they want to cure the problems for the “here and now,” rather than arrange for the development that the future will bring. Sadly, whether short-term or long-term, roadway plans typically do not include bike lanes and bikeways. The Texas Transportation Institute estimated that “traffic congestion wasted \$67.5 billion dollars in seventy-five metropolitan areas during 2000 because of time lost and fuel consumed” (Downs, 2004). If safe and practical cycling lanes were available throughout these urban areas, a number of the irritated drivers who become tired and irritated with sitting in traffic, would gladly pump up their tires, put on a helmet, and fill the bikeways. This is an ideal situation, for there will always be drivers who will resist any change and refuse to give up their gas-guzzling urban assault vehicles. Yet it seems that we must begin sometime and with some planned design to modify the antiquated views that have continually jammed our city streets.

In order to minimize traffic and safety hazards, a somewhat balanced ratio of drivers to cyclists is required. Nicole Gelinias (2013) addressed the congestion issue in her article “More Bikes, Less Congestion,” by stating,

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“The streets are finite space. The goal is to get as many people as possible using them efficiently and safely. The goal is not to clog them with passenger cars that go nowhere fast. It’s to make more room for safe, gridlock-free walking and bicycling to ease the growing demand for mass transit.” Having more commuters taking alternate forms of transportation, specifically bicycles, would also alleviate overcrowding in subway cars and on buses. Of course, as Gelinis points out, this step forward will involve angering a powerful group of citizens—those who drive and those who are driven around the city.

Reducing the number of automobiles on our roadways is really nothing more than common sense, and parking is no different. If city planners want to make the most efficient use of urban areas, then huge parking garages located on every other block is not the answer. E. Gregory McPherson (2001), director of the U.S. Forest Service’s Center for Urban Forest Research located in Davis, California, has led the push for a proper balance between urban planning and green space in city centers. He noted in his article regarding the need for sustainable urban forest ecosystems that, “Parking lots occupy about 10% of the land in our cities and as cities build outward parking is expected to cover relatively more area” (McPherson, 2001). That means cities use one-tenth of their space just to have a spot for commuter vehicles. With the implementation of the biking network, people would not need as much space for parking lots because bikes take up only a small fraction of the space of a car. Not only are parking lots and garages a waste of space, they are also a huge waste of money. The citizens’ tax dollars are being spent on superfluous parking areas, but they could be going toward more crucial matters if the city were more bicycle-oriented.

Automobiles cause yet another problem in cities, or in this case, all places, and that is the poisonous carbon dioxide emissions that they constantly release. While it is true that these emissions have been more stringently regulated in the past fifteen years, putting more and more cars on our roadways only serves to increase the release of toxic fumes. In his book *Eaarth: Making Life on a Tough New Planet*, Bill McKibben (2011) reported that the planet will never be the same as it was before this poison was out of control. According to McKibben, “The planet has nearly 390 parts per million carbon dioxide in the atmosphere.” If this automobile-related pollution has

Use the present perfect tense (could be going) for actions completed and for actions continued into the present time.



the ability to abolish the planet and cut holes in the atmosphere, imagine what it does to people's lungs. Driving cars is completely unhealthy for the environment as well as the inhabitants. On the other hand, cycling is a 100% green mode of transportation and is exercise, which in turn, actually provides health benefits.

One of the most prominent entities for the development of bikeways in urban settings is the National Association of City Transportation Officials (NACTO). Through their guidance and insight, many cities have developed practical and useful lanes for bicycle riders and commuters. In the *Urban Parkway Design Guide* (2016), NACTO outlined the four most common and most practical bikeway lanes for urban areas:

Conventional Bike Lanes designate an exclusive space for bicyclists through the use of pavement markings and signage. The bike lane is located adjacent to motor vehicle travel lanes and flows in the same direction as motor vehicle traffic. Bike lanes are typically on the right side of the street, between the adjacent travel lane and curb, road edge, or parking lane.

Buffered Bike Lanes are conventional bicycle lanes paired with a designated buffer space separating the bicycle lane from the adjacent motor vehicle travel lane or parking lane.

Contra-flow Bicycle Lanes are bicycle lanes designed to allow

Indent block quotations and lists in your paper one full tab.

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bicyclists to ride in the opposite direction of motor vehicle traffic. They convert a one-way traffic street into a two-way street: one direction for motor vehicles, and the other direction for bikes only.

Left-side Bike Lanes offer advantages along streets with heavy delivery or transit use, frequent parking turnover on the right side, or other potential conflicts that could be associated with right-side bicycle lanes. The reduced frequency of right-side door openings lowers the risk of injury for cyclists.

The move from highways to bikeways will not happen overnight, yet it must begin somewhere. College students at large, urban campuses, such as The University of Tennessee, ride their bicycles all over campus, both to and from class every day. With a short bike ride, the student can leave a dorm room and arrive at a building across campus in five minutes. If the city of Knoxville would extend the bike lanes and bring this mode of transportation to major roadways throughout the downtown area, it would help prevent biking accidents, ease traffic, and minimize carbon emissions, making the city a safe, peaceful environment for all inhabitants. In order to encourage city planners to implement this plan of action, students, concerned citizens, and city leaders must join forces to make bikeways a viable option.

The conclusion can include a statement on the state of research in the area of the study as well as questions and considerations for further research.

HIGHWAYS AND BIKEWAYS

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References

Downs, A. (2004). *Still stuck in traffic: Coping with peak-hour traffic congestion*. Washington D.C.: Brookings Institution.

Gelinas, N. (2013, August 29). More bikes, less congestion. *New York Times*. Retrieved from <http://www.nytimes.com/roomfordebate/2013/08/18/new-york-citys-transportation-challenges/the-next-mayor-of-new-york-needs-to-create-more-bike-lanes>

McKibben, B. (2011). *Eaarth: Making a life on a tough new planet*. New York: St. Martin's.

References begin on a new page.

Citation for an online newspaper article.

Citation for a book.

HIGHWAYS AND BIKEWAYS

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Internet sources require the word "Retrieved" preceding the URL.

Citation of an article from a library database.

Citation for an online article from a research center or institution.

- McPherson, E. G. (2001, November). Sacramento's parking lot shading ordinance: Environmental and economic costs of compliance. [Abstract]. *Landscape and Urban Planning*, 25(2), 105–123. Retrieved from http://www.researchgate.net/publication/222679480_Sacramento%27s_parking_lot_shading_ordinance_Environmental_and_economic_costs_of_compliance
- Pucher, J. (2001, August). Cycling safety on bikeways vs. roads. *Transportation Quarterly*, 55(4), 9–11. Retrieved from *Gale Database*.
- Urban bikeway design guide*. (2016). National Association of City Transportation Officials. Retrieved from <http://nacto.org/publication/urban-bikeway-design-guide/>
- White, P. S. (2014, February 19). The next mayor of New York needs to make our streets safer. *New York Times*. Retrieved from <http://www.nytimes.com/roomfordebate/2013/08/18/new-york-citys-transportation-challenges/the-next-mayor-of-new-york-needs-to-make-our-streets-safer>

Chapter 16

The Footnote System: CMS Style



Goals and Outcomes

Directed by the standards of The Chicago Manual of Style, CMS style has gained wide acceptance in the fine arts and some fields in the humanities, except literature. When using the footnote system, you must place superscript numerals within the text (like this¹⁵) and place documentary footnotes on corresponding pages. This chapter will help to accurately document your research paper:

- 16a** Insert superscript numerals for references and write full or abbreviated notes.
- 16b** Use CMS style to properly format citations.
- 16c** Use CMS style to properly format footnotes for electronic sources.
- 16d** Use CMS style to create shortened citations for subsequent references.
- 16e** Create endnotes using CMS style.
- 16f** Write content footnotes and endnotes to provide additional information.
- 16g** Use CMS style to write footnotes for papers in the humanities.
- 16h** Prepare a bibliography for a paper that uses CMS style.
- 16i** Develop and format a paper in CMS style.

The following discussion assumes that notes will appear as footnotes; however, some instructors accept endnotes—that is, all notes appear together at the end of the paper, not at the bottom of individual pages (shown later in section 16e).

There are two types of footnotes: One documents your sources with bibliographic information, but the other can discuss related matters, explain your

To see examples of content notes as opposed to documentation notes, see section 16f.

methods of research, suggest related literature, provide biographical information, or offer information not immediately pertinent to your discussion.

If available, use the footnote or endnote feature of your computer software. It will not only insert the raised superscript number but also keep your footnotes arranged properly at the bottom of each page or keep your endnotes in a correct list. In most instances, the software will insert the superscript numeral, but it will not write the note automatically; you must type in the essential data in the correct style.

16a Inserting a Superscript Numeral in Your Text

Use Arabic numerals typed slightly above the line (like this¹²). In both Microsoft Word and WordPerfect, go to Font and select Superscript or go to Insert and select Footnote. Place a superscript numeral at the end of each quotation or paraphrase, with the number following immediately without a space after the final word or mark of punctuation, as in this sample:

Matthew Wells, a historian at San Gabriel State College, along with several other scholars, notes that “monuments have been in use since the 13th century.”¹ Carol Esteban adds that the French term *monumentum* placed distinction “upon something to remind.”² According to Roland Cindress, a monument, “whether natural or man-made, may be a building, an object, a structure, or any statue that has historical significance or distinction.”³ Esteban adds that “monuments typically fall under the oversight of an agency or group, such as the National Park Service, and through their beauty or landmark significance hold special merit for preserving our heritage for future generations.”⁴

The footnotes that relate to these in-text superscript numerals will appear at the bottom of the page in the research paper, as shown here:

1. See Matthew R. Wells, *Monuments, Memorials, and Markers* (McGuire, NH: St. Joseph’s Press, 2016, 15, and also C. P. Sorenson, *Stone, Bronze, and Natural Landmarks: Monuments to Guide our Memories* (Orlando: Lamplight Manor, 2016).

2. Carol T. Esteban, “Living Monuments in Nature,” *Ecology EcoWeb*, accessed November 9, 2016, www.ecoecoweb.org/LivMonNat/110916.txt.

3. Roland Cindeffress, “Of Stone, Bronze, and Landmarks: Preserving our Heritage,” *Memorials and Remembrances* 19 (2016): 32–39, accessed November 8, 2016, www.memorials&remembrance.com/stone-bronze-landmarks.html.

4. Esteban.

However, you may place the notes at the back of your paper, so you should usually include a source’s name in your text. In the example above, footnote 4 provides only the last name of the author, for the bibliography information was already provided in entry 2. Consult section 16d for further details about subsequent references.

The first example below implies a source that will be found in the footnote; the second expresses the name in the text. Some writers prefer the first; others the second.

Implied reference:

The organic basis of autism is generally agreed upon. Three possible causes for autism have been identified: behavioral syndrome, organic brain disorder, or a range of biological and psychosocial factors.⁹

Expressed reference:

Martin Rutter has acknowledged that the organic basis of autism is generally agreed upon. Rutter named three possible causes for autism: behavioral syndrome, organic brain disorder, or a range of biological and psychosocial factors.¹⁰

Writing Full or Abbreviated Notes

CMS Style permits you to omit a bibliography page as long as you give full data to the source in each of your initial footnotes.

1. Painter, Sylvia, *Escaping the Cycle of Debt: Paying It Down and Paying It Off* (New York: Carmichael Sanders, 2017), 48.

However, you may provide a comprehensive bibliography to each source and abbreviate all footnotes, even the initial ones, since full data will be found in the bibliography.

2. Painter, *Escaping*, 48.

The bibliography entry would read this way:

Painter, Sylvia. *Escaping the Cycle of Debt: Paying It Down and Paying It Off*. New York: Carmichael Sanders, 2017.

Consult with your instructor on this matter if you are uncertain about the proper format for a specific course.

Index to CMS Footnote Models

Book	Scholarly Project
Journal Article	Article Online, Limited Information
Magazine Article	Magazine Article Reproduced Online
Newspaper Article	Journal Article Reproduced Online
Nonprint Source: Lecture, Sermon, Speech, Oral Report	Article from a Database
Encyclopedia	Article Accessed from a Database through the Library System
Government Document	Book Online
Television	CD-ROM Source
Film or DVD	Article from an Online Service
Biblical Reference	

16b Formatting and Writing the Footnotes

Place footnotes at the bottom of pages to correspond with superscript numerals (as shown in section 16a). Some papers will require footnotes on almost every page. Follow these conventions:

1. **Spacing.** In academic papers not intended for publication, footnotes are commonly typed single-spaced and placed at the bottom of the page, usually with a line space between each note. Drafts and manuscript intended for publication in print or on the Web should have all notes double-spaced and placed together on one page at the end of the paper. The student example in section 16i shows single-spaced footnotes. A Notes page with double spacing can be found in section 16e.
2. **Indentation.** Indent the first line of the note five spaces or one-half inch (usually one click of the tab key).

3. **Numbering.** Number the footnotes consecutively throughout the entire paper with an indented number, a period, and space, as shown in the examples throughout this chapter.
4. **Placement.** Collect at the bottom of each page all footnotes to citations made on that page.
5. **Distinguish footnotes from text.** Separate footnotes from the text by triple spacing or, if you prefer, by a twelve-space line from the left margin.
6. **Footnote form.** Basic forms of notes should conform to the following styles.

BOOK List the author, followed by a comma, the title underlined or italicized, the publication data within parentheses (city: publisher, year), followed by a comma and the page number(s). Unless ambiguity would result, the abbreviations *p.* and *pp.* may be omitted.

1. Joseph Carson, *The Ultimate Husband: Listening, Responding, and Loving* (Nashville: Timmons, 2016), 20–23.

List two authors without a comma:

2. Barry Espinosa and Martha P. Goins, *Coping with the Loss of a Child: A Parent's Guide to Grief and Letting Go* (Silverton, NV: Crescent Star, 2016), 27.

Note: Publisher's names are spelled out in full but the words *Company* or *Inc.* are omitted. Reference to an edition follows the title or the editors, if listed (see footnote 3).

For more than three authors, use *et al.* after mention of the lead author:

3. Matthew R. Simmons et al., eds., "Introduction," *Marketing and Millennials: Challenges and Strategies for Meeting the Needs for Generation X*, 2nd ed. (Philadelphia: Stone & Barth, 2017), 3.

For a subsequent reference to an immediately preceding source, use "Ibid." in the roman typeface, not in italics and not underscored:

4. Ibid.

JOURNAL ARTICLE

5. Rachel Reetzke, W. Todd Maddox, and Bharath Chandrasekaran, "The Role of Age and Executive Function in Auditory Category Learning," *Journal of Experimental Child Psychology* 142 (2016): 48–65.

Note: Use a colon before the page number of a journal but a comma before page numbers for magazines and books.

See section 16d for further details about subsequent references and the use of Latinate phrases.

MAGAZINE ARTICLE

6. Jack D. Warren, Jr., "Our Fathers' War," *Hallowed Ground*, Fall 2015, 29–33.

NEWSPAPER ARTICLE

7. John Kirkenfeld, "A Diamond in the Rough," *Warioto Daily News*, 23 July 2016, 1A.

NONPRINT SOURCE: LECTURE, SERMON, SPEECH, ORAL REPORT

8. Dick Webber, "The Facts about Preparing Teens to Drive" (lecture, Creekwood High School, Collierville, GA, October 16, 2016).

ENCYCLOPEDIA

9. *World Book Encyclopedia*, 2014 ed., s.v. "Raphael."

Note: "s.v." means sub verbo, "under the word(s)."

GOVERNMENT DOCUMENT

10. US Social Security Administration, Office of Disability Policy, "Vocational Factors of Age, Education, and Work Experience in the Adult Disability Determination Process," *Federal Register*, 80, no. 45 (2015) Washington, DC, 55050–55052.

11. U.S., *Constitution*, art. 1, sec. 4.

12. United Kingdom, *Coroner's Act, 1954*, 2 & 3 Eliz. 2, ch.31.

TELEVISION

13. Scott Pelley, "Political Poll Update," *CBS News*, June 13, 2016.

FILM OR DVD

14. *Breakfast at Tiffany's*, directed by Blake Edwards (1961; Hollywood, CA: Paramount, 2009), DVD.

BIBLICAL REFERENCE

15. Matt. 10:5.

16. 1 Pet. 5:1–3 (New Revised Standard Version).

16c Writing Footnotes for Electronic Sources

To cite electronic sources, *The Chicago Manual of Style* includes a publication date, the URL, and the date of access. The models below show these requirements. Adjust your sources accordingly.

SCHOLARLY PROJECT

17. William Blake, *An Island in the Moon*, ed. Joseph Viscomi (Univ. of Maryland, 2014), accessed March 12, 2016, <http://www.rc.umd.edu/reference/island>.

ARTICLE ONLINE, LIMITED INFORMATION

18. Arthur Ferrill, “Neolithic Warfare” accessed February 19, 2014, <http://eserver.org/history/neolithic-war.txt>.

MAGAZINE ARTICLE REPRODUCED ONLINE

19. John Seabrook, “The Invisible Library,” *The New Yorker*, November 16, 2015 accessed April 27, 2016, <http://www.newyorker.com/magazine/2015/11/16/the-invisible-library>.

JOURNAL ARTICLE REPRODUCED ONLINE

20. Anna Oleszkowicz and Anna Misztela, “How Do Young Poles Perceive Their Adulthood?” *Journal of Adolescent Research* 30 (2015): 683–709, accessed September 28, 2016, DOI:10.1177/0743558415569727.

ARTICLE FROM A DATABASE At a minimum, provide the name of the database, a descriptive phrase or record locator number to indicate the part of the database being cited, the access date, and the URL or DOI designation.

21. Fulvio Scarano, Sina Ghaemi, and Stefan Probsting, “Data Reduction from Time-Resolved Tomographic PIV for Unsteady Pressure Evaluation.” Aerospace Research Central Database, accessed January 27, 2017, DOI: 10.2514/6.2013-771.

ARTICLE ACCESSED FROM A DATABASE THROUGH THE LIBRARY SYSTEM

22. Thomas M. Grace and Allen F. Richardson, “Badge of Shame: Not Everyone Was Meant to Be a Soldier.” *America’s Civil War* (January 2016), General OneFile (A432063685).

BOOK ONLINE

23. Sarah Morgan Dawson, *A Confederate Girl's Diary* (Chapel Hill, NC: University of North Carolina, 2013), accessed May 3, 2016, <http://docsouth.unc.edu/fpn/dawson/menu.html>.

CD-ROM SOURCE

24. The Old Testament, The Bible, Bureau Development, CD-ROM.

ARTICLE FROM AN ONLINE SERVICE

25. Rossella Lorenzi, "Striking Anomaly Found in Great Pyramid," *Discovery News*, November 9, 2015, accessed September 9, 2016, <http://news.discovery.com/history/ancient-egypt/striking-anomaly-found-in-great-pyramid-151109.htm>.

16d Writing Subsequent Footnote References

After a first full footnote, references to the same source should be shortened to the author's last name and page number. When an author has two works mentioned, employ a shortened version of the title, e.g., "3. Jones, *Paine*, 25." In general, avoid Latinate abbreviations such as *loc. cit.* and *op. cit.*; however, whenever a note refers to the source in the immediately preceding note, you may use "Ibid." alone or "Ibid." with a page number, as shown in the next examples. If the subsequent note does not refer to the one immediately above it, do not use "Ibid." Instead, repeat the author's last name (note especially the difference between notes 2 and 4):

1. Filipe Lazzeri, "On the Place of Behavior in the Analysis of Psychological Categories." *The Psychological Record* 65.3 (September 2015): 567–577, accessed September 14, 2016, DOI: 10.1007/s40732-015-0121-8.

2. Ibid., 569.

3. Bruce A. VanSledright, *Assessing Historical Thinking and Understanding: Innovative Designs for New Standards* (New York: Taylor & Francis, 2013), 91.

4. Lazzeri, 568.

5. Ibid., 569.

Note: In academic papers not intended for publication, footnotes are commonly typed single-spaced and placed at the bottom of the page with extra space between the notes.

16e Writing Endnotes Rather Than Footnotes

With the permission of your instructor, you may put all your notes together as a single group of endnotes to lessen the burden of typing the paper. Most computer software programs will help you with this task by inserting the superscript numerals and by allowing you to type the endnotes consecutively at the end of the text, not at the bottom of each page. Follow these conventions:

1. Begin notes on a new page at the end of the text.
2. Entitle the page “Notes,” centered, and placed 2 inches from the top of the page.
3. Indent the first line of each note one-half inch or five spaces. Type the number of the note followed by a period.
4. Double-space the endnotes.
5. Triple-space between the heading and the first note.

Conform to the following example:

Notes

1. Cynthia L. Banks, *Criminal Justice Ethics: Theory and Practice*, 4th ed. (Thousand Oaks: CA, 2016), 54.
2. *Ibid.*, 56.
3. “Civil Justice for Victims of Crime,” National Center for Victims of Crime (Univ. of Maryland, 2014), accessed March 12, 2016, <http://www.rc.umd.edu/reference/island>.
4. Anthony A. Braga, “Crime and Policing, Revisited,” National Institute of Justice, *New Perspectives in Policy Bulletin*, Washington, DC: US Department of Justice, National Institute of Justice, 2015, accessed September 30, 2016, <https://www.ncjrs.gov/pdffiles1/nij/248888.pdf>.
5. Banks, 57.
6. Thomas G. Blomberg, *Advancing Criminology and Criminal Justice Policy* (New York: Taylor & Francis, 2016), 133.

7. *Ibid.*, 134.
8. “Civil Justice.”
9. Banks, 54.
10. Braga.

16f Writing Content Footnotes or Content Endnotes

As a general rule, put important matters in your text. Use a content note to explain research problems, conflicts in the testimony of the experts, matters of importance that are not germane to your discussion, interesting tidbits, credit to people and sources not mentioned in the text, and other matters that might interest readers.

HINT

After you have embedded most of your computer files in your draft, check the remaining files to find appropriate material for a few content endnotes.

Content notes should conform to these rules:

1. Content notes are *not* documentation notes; a full citation to any source mentioned in the note will appear elsewhere—in a documentation note or on the Bibliography page (see item 4).
2. Content notes may be placed on a separate page(s) following the last page of text, but generally they appear as footnotes mixed among the documentation footnotes.
3. Content footnotes should be single-spaced, like your documentation footnotes. Content endnotes should be double-spaced, as shown in the next few examples.
4. Full information on sources mentioned in content notes must appear elsewhere in a footnote or in a separate Bibliography page at the end of the paper.
5. Unless ambiguity might result without them, do not use *p.* or *pp.* with page numbers.

The following samples demonstrate various types of content endnotes.

RELATED MATTERS NOT GERMANE TO THE TEXT

1. The problems of politically correct language are explored in Adams, Tucker (4–5), Zalers, as well as Young and Smith (583). These authorities cite the need for caution by administrators who would impose new measures on speech and behavior.

BLANKET CITATION

2. On this point see Giarrett (3–4), de Young (579), Kinard (405–07), and Young (119).

3. Cf. Campbell (*Masks* 1: 170–225; *Hero* 342–45), Frazer (312), and Baird (300–44).

Note: Cf. means compare.

LITERATURE ON A RELATED TOPIC

4. For additional study of the effects of alcoholics on children, see especially the *Journal of Studies on Alcohol* for the article by Wolin et al. and the bibliography on the topic by Orme and Rimmer (285–87). In addition, group therapy for children of alcoholics is examined in Hawley and Brown.

MAJOR SOURCE REQUIRING FREQUENT IN-TEXT CITATIONS

5. All citations to Shakespeare are to the Fogler Library edition.

REFERENCE TO SOURCE MATERIALS

6. See also James Baird, who argues that the whiteness of Melville’s whale is “the sign of the all-encompassing God” (257). Baird states: “It stands for what Melville calls at the conclusion of the thirty-fifth chapter of *Moby-Dick* ‘the inscrutable tides of God’; and it is of these tides as well that the great White Whale himself is the quintessential emblem, the iconographic representation” (257).

NOTE

Either list Baird in the bibliography or include full bibliographic information with this footnote.

EXPLANATION OF TOOLS, METHODS, OR TESTING PROCEDURES

7. Water samples were drawn from the identical spot each day at 8 a.m., noon, 4 p.m., and 8 p.m., with testing done immediately on site.

8. The control group continued normal dietary routines, but the experimental group was asked to consume nuts, sharp cheeses, and chocolates to test acne development of its members against that of the control group.

NOTE

A report of an empirical study in APA style would require an explanation of tools and testing procedures in the text under “Methods.” See section 15e.

STATISTICS See also “Using Visuals Effectively in a Research Essay,” section 10e.

9. Database results show 27,000 pupil-athletes in 174 high schools with grades 0.075 above another group of 27,000 non-athletes at the same high schools.

VARIABLES OR CONFLICTS IN THE EVIDENCE

10. The pilot study at Dunlap School, where sexual imbalance was noticed (62 percent males), differed sharply with test results of other schools. The male bias at Dunlap thereby caused the writer to eliminate those scores from the totals.

16g Using the Footnote System for Papers in the Humanities

Several disciplines in the humanities—history, philosophy, religion, and theology—use footnotes. The following list demonstrates the format for the types of notes you might need to write. They are shown as endnotes, which should be double-spaced.

Notes

1. Shaun Hays, *Finding God: Seeking the Divine in Our Daily Walk* (San Francisco: Iglehart, 2016), 23–27.

2. Lydia Pontiello, *Renewed Vows: A Guide for Christian Couples* (New York: Carling-Stafford, 2015), 114–117.

3. *Ibid.*, 115.

4. P. T. Humphries, “Marriage as Inspiration,” Sermon (Bowling Green, KY: Mt. Hope Primitive Baptist Church, 2017).

5. Mary Elizabeth Crenshaw, “Wedding Vows and Life Vows,” *Marriage Life Network*, accessed January 31, 2017 <http://marriagelifenetwork.com/crenshaw/wedvowlif.html>.

6. Pontiello, *Renewed Vows*, 115.

7. Romans 6:2.

8. J. P. Sommerville, "The Church and Religion," accessed February 9, 2017, <http://history.wisc.edu/sommerville/367/367-023.htm>.

16h Writing a Bibliography Page for a Paper That Uses Footnotes

In addition to footnotes or endnotes, you may be requested to supply a separate bibliography page that lists sources used in developing the paper. Use a heading that represents its contents, such as Selected Bibliography, Sources Consulted, or Works Cited.

If your initial footnotes are completely documented, the bibliography is redundant. Check with your instructor before preparing one because it may not be required.

Separate the title from the first entry with a triple space. Type the first line of each entry flush left; indent the second line and other succeeding lines five spaces or one-half inch. Alphabetize the list by last names of authors. Double-space the entries as shown. List alphabetically by title two or more works by one author. The basic forms are:

See section 16i for a sample of a complete bibliography for a research paper.

BOOK

Cartright, Manuel, ed. *Marketing in the New Millennium: Buying Patterns of Generation X*. Philadelphia: Brooks & Yeats, 2016.

JOURNAL ARTICLE

Spera, Christopher, Holly C. Matto, and Wendy Travis. "Research Note: Satisfaction with Air Force Way of Life Pre- and Post-9/11." *Armed Forces & Society* 41 (October 2015): 734–41.

NEWSPAPER

Bluestein, Greg. "Candidates Seek an Edge." *Atlanta Journal-Constitution* 11 November 2015, 1A+.

INTERNET ARTICLE

"Biography." Paul Laurence Dunbar Website. Accessed February 23, 2016. <http://www.dunbarsite.org/bioplId.asp>.

If the author is known, provide the date when the page was “last modified.”

Steyn, Paul. “Big Illegal Market for Little Critters.” *National Geographic News*. Last modified November 11, 2015. Accessed November 19, 2015. <http://news.nationalgeographic.com/2015/11/151111-south-africa-wildlife-smuggling-cape-floral-kingdom-cites-paul-gildenhuis/>.

16i Sample Research Paper in the CMS Style

The essay that follows demonstrates the format and documentation style you should use for a research paper when the instructor asks that you use “footnotes,” the Chicago style, or the CMS style, all of which refer to *The Chicago Manual of Style*. If permitted, notes may be placed at the end of the paper as double-spaced endnotes rather than at the bottom of the pages.

In the paper that follows, Clare Grady has researched the history of the space race that began in the late 1950s. The student offers solid references to the time period and how the competition between the United States and the Soviet Union was as much about the Cold War arms race as it was about reaching for the new horizons of space. Ultimately, she poses the key issue—the competitiveness between the United States and the Soviet Union, although sometimes tense, signaled an age of optimism as “one small step” moved the world toward a deeper sense of cooperation and understanding.

The Space Race: One Small Step—One Giant Leap

Clare Grady

U.S. History II - 2020

Professor Gregory

April 21, 2016

Grady 1

I believe that this nation should commit itself to achieving the goal, before the decade is out, of landing a man on the moon and returning him safely to the earth. No single space project will be more exciting, or impressive to mankind, or more important and none will be so difficult or expensive to accomplish.

—John F. Kennedy¹

In 1961, President John F. Kennedy delivered a challenge to the United States of America—to be the first nation to land a man on the moon and successfully return him to Earth. This momentous goal was reached on July 20, 1969, when Neil Armstrong spoke his famous line upon successfully landing on the moon, “That’s one small step for man, one giant leap for mankind.”² However, without the hard work, profound technological advances, and pure dedication put forth in the 1960s, the United States may have never reached its goal. After World War II, tensions mounted between the world’s two major superpowers, the U.S. and the U.S.S.R. Known as the Cold War, the hostility between the United States and the Soviet Union from 1957–1975 resulted in an arms race and a push for space exploration. This new philosophy to explore the vast unknown was fueled by both the necessity for national security and a symbolic superiority over an adversary. If the United States could achieve its goal, it would signify the technological, economic, and ideological dominance that the U.S. had over the Soviet Union. The opposing superpower presented a challenge, and the Space Race had started.

The Soviets stunned every American when they launched *Sputnik 1* into orbit on October 4, 1957.³ Not only was this viewed as competition,

¹ John F. Kennedy, “Special Message to Congress on Urgent National Needs” (speech presented to Congress, Washington, DC, May 25, 1961). The American Presidency Project, accessed April 13, 2016, <http://www.presidency.ucsb.edu/ws/?pid=8151>.

² Ned Potter, “Neil Armstrong: How ‘One Small Step’ Became First Words on the Moon,” *ABC News*, January 2, 2013, accessed April 15, 2016, <http://abcnews.go.com/Technology/neil-armstrong-small-step-words-moon-apollo-11/story?id=18115402>.

³ Gina Holland. *A Cultural History of the United States: Through the Decades. The 1960s* (San Diego: Lucent Books, 1999), 112.

many American citizens and government officials worried it was a military threat and danger to national security. The U.S. government responded to this threat by creating the National Aeronautics and Space Administration, otherwise known as NASA. Established in 1958, this new organization focused on the technological aspect and challenges that came with entering the Space Race.⁴ Soon after the Russian launch of *Sputnik 1*, the U.S. followed with its first, unmanned satellite, *Explorer 1*, on January 31, 1958.⁵ The launches of these two satellites marked the official beginning of the Space Race. Americans realized the intensity of the competition as national pride and patriotism swelled throughout the country. Sadly, and shockingly, the Soviets beat the United States once again by putting the first man into space, Yuri Gagarin on April, 12, 1961.⁶ America had been too slow once again and desperately needed a boost in morale.

Kennedy used politics as one of the driving forces behind the space program by supporting an all out effort in defeating the Soviets. At first Kennedy was skeptical about the program, but later backed it as a mechanism to gain popularity and votes before being elected President.⁷ Upon being elected, he continued to support the efforts put forth toward the Space Race. In an inspiring speech made to Congress and Americans, the President declared that the U.S. would be the first to land a man on the moon; moreover, this feat would be accomplished by the end of the decade. This became the ultimate goal of the United States and would signify the final defeat of the Soviets in the Space Race. Through his pressing insistence,

⁴ Andre Balogh, "Above and Beyond: In 1969 Men Set Foot on the Moon for the First Time," *History Today*, July 2009, accessed April 14, 2016, <http://www.questia.com/library/1G1-202918955/above-and-beyond-in-1969-men-set-foot-on-the-moon>.

⁵ Holland, *A Cultural History*, 112.

⁶ *Ibid.*

⁷ John N. Wilford, "Sputnik: A Tiny Sphere That Changed Everything—For a While," *New York Times*, September 25, 2007, accessed April 14, 2016, <http://www.nytimes.com/2007/09/25/health/25iht-sputnik.1.7629111.html?pagewanted=all&r=0>.

Grady 3

Kennedy was able to rally Americans and garner the support of Congress with funding for the massive project.⁸

In a letter written by President Kennedy to Lyndon B. Johnson, who was then Chairman of the Space Council, Kennedy asked his vice president questions pertaining to the status of the space program. These questions include whether the goal of putting a man on the moon was actually attainable, how much it would cost, how many hours a day men would be required to work on the program if maximum effort was put forth to achieve the goal.⁹

His questions were soon answered when the U.S. matched the Soviet's latest feat on February 20, 1962, by making John H. Glenn the first American in orbital flight in *Friendship 7*.¹⁰ This accomplishment made the nation once again confident and willing to go forth in space exploration. NASA began its next step in the race to the moon by creating the Apollo human spaceflight program. Apollo mission planners attempted to design a safe and reliable vehicle that would carry the astronauts to the moon and back. They suggested several approaches to accomplish a safe moon landing, but eventually agreed upon creating a spacecraft composed of modular parts. A command module would stay in orbit around the moon while a lunar module would detach from the command ship and land on the moon's surface. The rocket needed to boost both parts into space was the massive Saturn V.¹¹ However, a race brings haste, and haste is often followed by tragedy.

The first manned test flight began with Apollo 1 on February 21, 1967. The test turned to horror when the cabin caught fire due to the 100% oxygen

⁸ John F. Kennedy, "Special Message to Congress on Urgent National Needs."

⁹ John F. Kennedy, "Letter from John F. Kennedy to Lyndon Johnson" (Washington, DC, April 20, 1961). *Letters of Note*, September 7, 2010, accessed April 16, 2016, <http://www.lettersofnote.com/2010/09/is-there-space-program-which-which-we.html>.

¹⁰ Holland, *A Cultural History*, 115.

¹¹ Balogh, "Above and Beyond."

atmosphere inside. All three crew members, Virgil I. “Gus” Grissom, Edward H. White II, and Roger Bruce Chaffee, were killed. Although this disaster set the manned phase of the Apollo program back twenty months, the country worked diligently to get back on track.¹² By July 20, 1969, the ultimate goal was achieved.

Broadcast on live television, people all over the world watched the Apollo 11 mission play out. Crew members Buzz Aldrin, Neil Armstrong, and Michael Collins launched from the Kennedy Space center on July 16, 1969. Four days later, Aldrin and Armstrong landed on the moon at 4:18 EDT in the landing module while Michael Collins orbited the moon in the command module. A billion viewers witnessed the first man to set foot on the moon when Neil Armstrong stepped off the ladder onto its surface at 10:56 EDT.¹³ With the simple yet profound words, “That’s one small step for man, one giant leap for mankind,” Armstrong delivered to every American and to every world citizen the promise made by President Kennedy eight years earlier.¹⁴ The Space Race was over, and the United States had won.

The space program was the high point in the age of optimism.¹⁵ The competitiveness between the United States and the Soviet Union, although sometimes tense, promoted friendship and cooperation. It also fueled the American desire to achieve its goals. The U.S. threw safety out of the window and accepted a risky and adventurous view on space exploration that eventually paid off. The Apollo project inspired Americans and showed the country almost anything is possible with skill, courage, and a little luck.

¹² Ibid.

¹³ Holland, *A Cultural History*, 117–18.

¹⁴ Potter, “Neil Armstrong.”

¹⁵ Balogh, “Above and Beyond.”

Grady 5

Bibliography

- Balogh, Andre. "Above and Beyond: In 1969 Men Set Foot on the Moon for the First Time." *History Today*, July 2009. Accessed April 14, 2016. <http://www.questia.com/library/1G1-202918955/above-and-beyond-in-1969-men-set-foot-on-the-moon>.
- Holland, Gina. *A Cultural History of the United States: Through the Decades. The 1960s*. San Diego: Lucent Books, 1999.
- Kennedy, John F. "Letter from John F. Kennedy to Lyndon Johnson" (April 20, 1961). *Letters of Note*, September 7, 2010. Accessed April 16, 2016. <http://www.lettersofnote.com/2010/09/is-there-space-program-which-which-we.html>.
- . "Special Message to Congress on Urgent National Needs" (May 25, 1961). The American Presidency Project. Accessed April 13, 2016. <http://www.presidency.ucsb.edu/ws/?pid=8151>.
- Potter, Ned. "Neil Armstrong: How 'One Small Step' Became First Words on the Moon." *ABC News*, January 2, 2013. Accessed April 15, 2016. <http://abcnews.go.com/Technology/neil-armstrong-small-step-words-moon­apollo-11/story?id=18115402>.
- Wilford, John N. "Sputnik: A Tiny Sphere That Changed Everything—For a While." *New York Times*, September 25, 2007. Accessed April 14, 2016. http://www.nytimes.com/2007/09/25/health/25iht-sputnik.1.7629111.html?pagewanted=all&_r=0.

Chapter 17

CSE Style for the Natural and Applied Sciences



Goals and Outcomes

The Council of Science Editors (CSE) has established two separate forms for citing sources in scientific writing. One is the citation-sequence system for writing in the applied sciences, such as chemistry, computer science, mathematics, physics, and the medicine sciences. This system uses numbers in the text rather than a name and year. The second style format is the name-year system for use in the biological and earth sciences. The elements discussed in this chapter will assist with the CSE documentation style for your research paper:

- 17a** Write in-text citations using the CSE citation-sequence system.
- 17b** Prepare a References page for your citations using CSE style.
- 17c** Write in-text citations using the CSE name-year system.
- 17d** Prepare a References page for your citations using the name-year system.
- 17e** Develop and format a paper in CSE style.

There are advantages and disadvantages to each system. The citation-sequence system saves space, and the numbers make minimal disruption to the reading of the text, yet this style seldom mentions names, so readers must refer to the bibliography for the names of authors.

CITATION-SEQUENCE

The original description (3) contained precise taxonomic detail that differed with recent studies (4–6).

NAME-YEAR

The original description (Roberts 2014) contained precise taxonomic detail that differed with recent studies (McCormick 2016a, 2016b; Tyson and others 2017).

The name-year system mentions authors' names in the text with the year to show timely application and historical perspective. Citations can be deleted or added without difficulty. But a long string of citations in the text can be more disruptive than numbers. In truth, the decision is usually not yours to make. The individual disciplines in the sciences have adopted one form or the other, as shown in the chart below.

Index to Bibliographic Models: CSE Style

Citation-Sequence System

Book

Article in a Journal

Online Articles and Other
Electronic Publications

Magazine or Newspaper
Article

Proceedings and
Conference Presentations

Name-Year System

Article in a Journal

Book

Online Articles and Other
Electronic Publications

Journal Article Reprinted Online

Magazine or Newspaper Article

Proceedings and Conference
Publications

Guide by Discipline

Agriculture, Name-Year, 17c–17d

Anthropology, Name-Year,
17c–17d

Archeology, Name-Year, 17c–17d

Astronomy, Name-Year, 17c–17d

Biology, Name-Year, 17c–17d

Biomedical, Citation-Sequence, 17a–17b

Botany, Name-Year, 17c–17d

Chemistry, Citation-Sequence, 17a–17b

Computer Science, Citation-Sequence,
17a–17b

Engineering, Citation-Sequence, 17a–17b

Geography, Name-Year, 17c–17d

Geology, Name-Year, 17c–17d

Health, Citation-Sequence, 17a–17b

Mathematics, Citation-Sequence, 17a–17b

Medicine, Citation-Sequence,
17a–17b

Physics, Citation-Sequence,
17a–17b

Nursing, Citation-Sequence, 17a–17b

Zoology, Name-Year, 17c–17d

17a Writing In-Text Citations Using the CSE Citation-Sequence System

This system employs numbers to identify sources. Use this style with these disciplines: chemistry, computer science, engineering, mathematics, physics, and the medical sciences (medicine, nursing, and general health). In simple terms, the system requires an in-text *number*, rather than the year, and a list of References that are numbered to correspond to the in-text citations.

After completing a list of references, assign a number to each entry. Use one of two methods for numbering the list: (1) arrange references in alphabetical order and number them consecutively (in which case the numbers will appear in random order in the text) or (2) number the references consecutively as you put them into your text, interrupting that order when entering references cited earlier.

The number serves as the key to the source, as numbered in the References. Conform to the following regulations:

1. Place the number within parentheses (1) or as a raised index numeral, like this.⁵ A name is not required and is even discouraged, so try to arrange your wording accordingly. Full information on the author and the work will be placed in the References list.

It is known (1) that the DNA concentration of a nucleus doubles during interphase.

A recent study (1) has raised interesting questions related to photosynthesis, some of which have been answered (2).

In particular, a recent study¹ has raised many interesting questions related to photosynthesis, some of which have been answered.²

2. If you include the authority's name, add the number after the name.

Additional testing by Cooper (3) included alterations in carbohydrate metabolism and changes in ascorbic acid incorporation into the cell and adjoining membranes.

3. If necessary, add specific data to the entry:

“The use of photosynthesis in this application is crucial to the environment” (Skelton,⁸ p 732).

The results of the respiration experiment published by Jones (3, Table 6, p 412) had been predicted earlier by Smith (5, Proposition 8).

17b Writing a References Page

Supply a list of references at the end of your paper. Number the entries to correspond to sources as you cite them in the text. An alternate method is to alphabetize the list and then number it. Label the list *References*. The form of the entries should follow the examples provided here.

BOOK Provide a number and then list the author, title of the book, place of publication, publisher, year, and total number of pages (optional).

1. Calleman CJ. The global mind and the rise of civilization: The quantum evolution of consciousness. Rochester (VT): Inner Tradition/Bear & Company; 2016. 336 p.

ARTICLE IN A JOURNAL Provide a number and then list the author, the title of the article, the name of the journal, the year and month if necessary, volume number and issue number if necessary, and inclusive pages. The month or an issue number is necessary for any journal that is paged anew with each issue.

2. Perry WR, Smithson RG, Keller PT, Yang PS. Climate mapping and patterns: Predicting weather in the face of climate change. J Midwestern Climatology 2017;31(1):37–51.

ONLINE ARTICLES AND OTHER ELECTRONIC PUBLICATIONS Add at the end of the citation an availability statement as well as the date you accessed the material. Use the form in number 3 for an article published online. Use the form in number 4 for a periodical article that has been reproduced online. Number 3 is online and number 4 is a printed journal [serial online].

3. Ben-Joseph EP. Do my kids need vaccines before traveling? [Internet]. 2015 Feb [cited 2016 Oct 3]; Available from: <http://kidshealth.org/parent/question/safety/travel-vaccinations.html#cat20290>

4. Enzonial R, Patel MT. Catalysts of biosynthesis in cave bacteria. *Intl J Biochem Analysis*. [Internet]. 2016 [cited 2016 Nov 18];45:49–65. Available from: <http://www.intljbiochemanalysis.org/ijba/45/ijba454965.htm>

MAGAZINE OR NEWSPAPER ARTICLE Add a specific date and, for newspapers, cite a section letter or number.

5. Wilson RT. Along the fence line: A home for rodents and critters. *Midwestern Conservationist* 2017 Feb 22: 22–27.

6. [Anonymous]. Mesenchymal stem cells in bone regeneration. *Dayton Times Free Press* 2016 Apr 24; Sect D:1.

For a sample of a “References” page using the number system, see section 17e.

PROCEEDINGS AND CONFERENCE PRESENTATIONS After supplying a number, give the name of the author or editor, the title of the presentation, name of the conference, type of work (report, proceedings, proceedings online, etc.), name of the organization or society, the date of the conference, and the place. If found on the Internet, add the URL and the date you accessed the information.

7. Nelson W, Carson PO, Kent SR. The threat of fracking on geothermal energy: Trends, risks, and dangers. *RTES Conference on Alternative Energy Sources: National Conference for Renewable and Thermal Energy Sources* [Internet]; 2016 Oct 13–15 [cited 2017 Jan 7]; Las Vegas, NV. Available from <http://www.RTES.org/meetingagenda/2016/14/10/frack/67703.html>

17c Writing In-Text Citations with Name and Year

The CSE name-year style applies to these disciplines:

Agriculture	Astronomy	Geography
Anthropology	Biology	Geology
Archeology	Botany	Zoology

When writing research papers in accordance with the name-year system, conform to the following rules:

1. Place the year within parentheses immediately after the authority’s name:

Stroyka (2016) ascribes no species-specific behavior to man.

However, Adamson (2017) presents data that tend to be contradictory.

2. If you do not mention the authority's name in your text, insert the name, year, and page numbers within the parentheses:

One source found some supporting evidence for a portion of the questionable data (Marson and Brown 2016, pp 23–32) through point bi-serial correlation techniques.

3. For two authors, employ both names in your text and in the parenthetical citation:

Torgerson and Andrews (2017)

or

(Torgerson and Andrews 2017)

For three or more authors, use the lead author's name with "and others" in the written text of the paper.

Note: CSE style prefers English terms and English abbreviations in the text, but use Latin words and abbreviations, such as *et al.* for in-text citations.

In the text: Torgerson and others (2017)

In the parenthetical citation: (Torgerson et al. 2017)

4. Use lowercase letters (a, b, c) to identify two or more works published in the same year by the same author—for example, "Thompson (2016a)" and "Thompson (2016b)." Then use "2016a" and "2016b" in your list of references.
5. If necessary, supply additional information:

Alretta (2015a, 2015b; cf. Thomas 2016, p 89) suggests an intercorrelation of these testing devices. But after multiple-group analysis, Welston (2017, esp. p 211) reached an opposite conclusion.

6. In the case of a reference to a specific page, separate the page number from the year with a comma and a space. Do not use a period after the "p."
- a. A quotation or paraphrase in the middle of the sentence:

Jones stated, "These data of psychological development suggest that retarded adolescents are atypical in maturational growth" (2016, p 215), and Jones attached the data that were accumulated during the study.

- b. A quotation or paraphrase that falls at the end of a sentence:

Jones (2017) found that "these data of psychological development suggest that retarded adolescents are atypical in maturational growth" (p 215).

- c. A long quotation, indented with the tab key and set off from the text in a block (and therefore without quotation marks):

Tavares (2017) found the following:

Whenever these pathogenic organisms attack the human body and begin to multiply, the infection is set in motion. The host responds to this parasitic invasion with efforts to cleanse itself of the invading agents. When rejection efforts of the host become visible (fever, sneezing, congestion), the disease status exists. (pp 314–315)

7. Punctuate the citations according to the following stipulations:
- a. Use a comma followed by a space to separate citations of different references by the same author or authors in same-year or different-year references:

Supplemental studies (Johnson 2016a, 2016b, 2015) have shown . . .

Supplemental studies (Randolph and Roberts 2016, 2017) have shown . . .

- b. Use a comma to separate authors of the same work.

(Ramirez, Agular, and Montoya 2016)

Use commas with three or more authors:

(Smith, Jones, Thompson, and others 2017)

- c. Use a semicolon followed by a space to separate citations to different authors:

Supplemental studies (Smith 2015; Barfield 2017, 2016; Barfield and Smith 2016; Wallace 2014) have shown . . .

17d Using Name-Year with Bibliography Entries

Alphabetize the list and label it *References*. Double-space the entries and use hanging indentation. When there are two to ten authors, all should be named in the reference listing. When there are eleven or more authors, the first ten are listed, followed by “and others.” If the author is anonymous, insert “[Anonymous].” Place the year immediately after the author’s name.

ARTICLE IN A JOURNAL List the author, year, article title, journal title, volume number, and inclusive pages. Add an issue number for any journal that is paged anew with each issue.

Cantrell SR. 2016. Pulmonary disorders in children of third world countries. *Intl J Pediatrics and Medicine* 112(8):811–823

BOOK List the author, year, title, place of publication, publisher, and total number of pages (optional).

Calleman CJ. 2016. *The global mind and the rise of civilization: The quantum evolution of consciousness*. Rochester (VT): Inner Tradition/Bear & Company. 336 p.

ONLINE ARTICLES AND OTHER ELECTRONIC PUBLICATIONS Add at the end of the citation an availability statement as well as the date you accessed the material.

[Anonymous]. 2016 Atmospheric pressure and storm prediction: Activity and action. *J Atmospheric Studies*. [Internet]. [cited 2017 Jan 14]. Available from: www.jouratmostud.com/atmosphericstudies/2016/atmospheric-pressure-and-storm-prediction.htm

JOURNAL ARTICLE REPRINTED ONLINE Provide original publication data as well as the Internet address and the date you accessed the material.

Richards MN, Calvert SL. 2015. Toddlers' judgments of media character source credibility on touchscreens [abstract]. *Am. Behav. Sci.* [Internet], [cited 2016 Aug 30]; 59(14). 1755–1775.

Available from: <http://abs.sagepub.com/content/59/14/1755.abstract>

MAGAZINE OR NEWSPAPER ARTICLE Add a specific date and, if listed, a section letter or number.

Robinson AB. 2015 Nov. The bridge that gave us hope and strength. *Southern Living* 58–59.

Graham G. 2015 Nov 14. Ambitious program aims to find safe foster homes. *Tulsa World* 1+.

PROCEEDINGS AND CONFERENCE PUBLICATIONS Give author, date, title of the presentation, name of conference, type of work (report, proceeding,

proceedings online, etc.), name of the organization or society, and place of the conference. If found on the Internet, add the URL and the date of your access.

Anders PO, Dishman J, Williamson EW. 2016. A study of hazardous toxins at landfills: Implications for local communities [abstract online]. In: Abstracts: 2016 Conference for Public Health Communication Initiative [Internet]; 2016 Aug 7–9; Atlanta, GA. [cited 2017 Feb 19]. Available from: <http://www.phci.org/cphici2016/pdf/studytoxinslandfills.pdf>

Arranging the References List

The list of references should be placed in alphabetical order, as shown next.

References

- Allender TY. 2016 June. Analysis of perchlorates in water intended for human consumption. *Midwest Sci Qtr.* 31(6):47–49.
- [Anonymous]. 2015. Determination of trace perchlorate in drinking water using the AS20 column following concentration on a cryptand c1 concentrator column. [graph]. Thermo Fisher Sci [Internet]. [cited 2016 Nov 6]. Available from: <http://www.dionex.com/en-us/markets/environmental/water-analysis/ground-surface/perchlorate/lp-79737.html>
- [Anonymous]. 2014 Oct 29. Drinking water contaminates [Internet]. Environmental Protection Agency [cited 2016 Nov 8]. Available from: <http://water.epa.gov/drink/contaminants/>
- [Anonymous]. 2015 Feb 27. Perchlorate in drinking water [Internet]. California Department of Health Services. [cited 2016 Nov 7]. Available from: http://www.waterboards.ca.gov/drinking_water/certlic/drinkingwater/Perchlorate.shtm
- Kemsley J. 2013 Apr 8. Archaea feed on perchlorate. *Chem & Eng News* [Internet]. [cited 2016 Nov 8];91(14):8. Available from: <http://cen.acs.org/articles/91/i14/Archaea-Fed-Perchlorate.html>

17e Sample Paper Using the CSE Citation-Sequence System

Student Charlotte Dawn Fullerton researched the problems associated with continued exposure to tanning beds and presented her paper using the CSE citation-sequence system. As she cites her sources in her text, she uses a number that also reappears on her References page. Accordingly, the references are not in alphabetical order. As a standard with writing in the sciences, an abstract is provided.

The Human Glow Bug:
Tanning Bed Dangers and Effects

Balance
the title,
name, and
affiliation.

By
Charlotte Dawn Fullerton

English 3010: Advanced Composition & Research
Dr. Roberta Nyonna
13 November 2016

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Abstract

Incidence rates of melanoma continue to rise, especially in young women, despite the enormous body of evidence that identifies ultraviolet radiation from tanning beds as a skin carcinogen. Skin cancer is the most common malignancy diagnosed in the United States, with 3.5 million cases diagnosed annually. Although melanoma represents less than 5% of skin cancers, it results in the most deaths. Melanoma is also the most common cancer in young adults aged 25 to 29 years and the second most common cancer in those aged 15 to 29 years. This incidence has been increasing over the past several decades. It is time for a change in societal norms, an increase in

An
abstract
of 100–200
words
states the
purpose,
scope,
and major
findings of
the report.

Scientific
writing
calls for
careful
definition,
as shown
here.

counseling of young adults about the risks of indoor tanning facilities, and to prevent young adults from tanning.

The Human Glow Bug: Tanning Bed Dangers and Effects

My friend Shelby was elated on the phone as she spoke to me about her upcoming birthday celebration. I had turned 21 years old two months earlier without much fanfare, mostly because I was consumed with the beginning of the new semester at college, and being four hours away from home made a celebration a bit difficult. Yet for my dear friend it was different. She wanted to celebrate with her family and closest friends. It was difficult to break away from school and studies, but I promised to be there. She sent me a text with the time, location, and date. I entered the banquet room at the country club at the appointed time and spoke to a couple of friends before looking for Shelby, yet it was Marcellite, Shelby's grandmother, who pulled me aside without so much as a hello. "You've got to say something to her," were her first words. "Why, what is it?" I asked. Marcellite lifted a finger to point in the direction of Shelby. "Just look at her over there. She looks like a human glow bug. She's going to that damn tanning place twice a day now. It's not healthy." I looked in the direction that she pointed and was shocked at the bronze appearance of my friend. "You've been close to her since grade school. No one listens to me, but if you said something." She broke off and then bluntly stated, "She already has a mole on her shoulder that is infected. If she keeps on, she's going to die of cancer." So much for a celebration I thought. "I'm sure she will be okay," I assured her. But she held my hand and added "Please."

Indoor tanning has become a phenomenon as well as an addiction for far too many people. But is the "healthy glow" that changes so many young Americans' complexion truly beneficial? According to David E. Fisher and William D. James, doctors and journalists for the *New England Journal of Medicine*, an estimated thirty million Americans subject themselves to ultraviolet (UV) rays given off by indoor tanning beds at least once each week (1). This percentage of the United States population is stuck on the stigma of being tan. Since John F. Kennedy's appearance on television in the 1960 presidential debate, people have valued the healthy glow of the "bronze

Be sure to consult with your instructor before using an anecdote or brief story at the start of the essay.

Utilize statistics and concrete facts for emphasis.

Use a number to register the use of a source.

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warrior.” Moreover, society has learned to associate good health, beauty, and wealth along with tanned skin. Sadly, the copper glow that many Americans try to obtain is actually causing their bodies irreversible damage. Andrea Y. Loh, a Michigan lawyer, argued that there is a “lack of adequate regulations at both the federal and state levels” (2). The effects of indoor tanning can be fatal. The cost of treating melanoma and other illnesses caused by tanning beds could benefit other fields in health care that consist of less preventable diseases. Fisher and James (1) report that, “The FDA classifies tanning beds as medical devices and designates them as Class 1, the same class as tongue depressors and adhesive bandages.” The FDA needs to move indoor tanning to a more easily regulated class with the hope of one day banning indoor tanning to minors throughout our country.

The thesis or hypothesis is expressed at the end of the introduction.

The easy access to an instant tan is contributing to the alarming spike in skin cancer rates. Dr. James Spencer, a clinical professor of dermatology at Mount Sinai School of Medicine, stated in *Time* magazine, “Not a month goes by that I don’t see somebody in their twenties now with skin cancer” (3). Skin cancer used to be something that was found only on old people. But today, according the World Health Organization, as many as 60,000 people die every year from skin cancer (4). Melanoma is not the only disease brought on by excessive UV ray exposure. The Food and Drug Administration reported that premature aging, solar keratosis, eye damage, and immune system suppression also result in the use of indoor tanning beds (5). Health care professionals spend millions of dollars each year to treat these easily preventable diseases.

While the estimated revenues of tanning salons nationwide is “in excess of \$5 billion a year” (6), the American Academy of Dermatology Organization specified that the treatment of melanoma each year is over 2.5 billion dollars” (5). Schools across the nation also pour countless dollars into health education programs, trying to educate adolescents about the dangers of tanning. The EPA’s contribution to school programs against tanning included sending out free SunWise kits to more than 13,500 schools (3). All of this effort and expense causes one to ponder what could be done with the money that is being poured into treating melanoma and other skin cancers

Refer to the sources with the past tense verb or the present participle.

along with the funding given to schools to begin and maintain anti-tanning programs. That money could easily be divided up to contribute to more substantial medical procedures as well as to help out less fortunate schools. Funds could be used to promote more research on finding cures to cancer. Additionally, the extra funding given to schools could help supply more classrooms with computers or perhaps be turned into scholarships given out to students in need. There are innumerable possibilities for where and how this money could be better utilized.

Indoor tanning has a strong pull on young adolescents. Author Anne Kingston, an award-winning social and contemporary journalist, blamed indoor tanning's large reputation on French designer Coco Chanel, for "it was Chanel who made the suntan a fashion statement in the 1920s" (7). Teenagers in today's age link a tan with popularity. They feel that they need to be tan in order to fit in at school and would rather sacrifice their long-term health for temporary beauty. There is also an aura of invincibility that doctors, dermatologists, and other health professionals have failed to pierce. A special article published by the Missouri State Medical Association entitled "Tanning Themselves to Death: A New Teen Fad," declared that there is a "seventy-five percent increased risk of melanoma with tanning bed use before the age of thirty-five" (8). That is an alarming statistic that should scare every adolescent and their parents who give permission to their children to enter tanning facilities. Sadly, the knowledge of the risks simply cannot compete with the reputation that the use of indoor tanning has received.

The beauty stigma may not be the only aspect to blame. As stated by Fisher and James (1, pp 901–902), the repeated use of indoor tanning beds may have "important systematic and behavioral consequences, including mood changes, pain, and physical dependency." Teenagers who chose to tan just for prom or another special occasion may be setting themselves up to become hooked on the sensation of tanning. Fisher and James, promoters of science through the art of medicine, emphasized the release of the B-endorphin by the MSH production during the exposure to UV rays (1). This addiction caused by tanning is similar to the addiction felt by smokers. They specified that when a person ceases to tan after a long period of time, he or

Causal analysis, as shown here, is a staple of scientific writing.

You may add page numbers to the reference as a courtesy to the reader.

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she can feel “withdrawal-like symptoms, suggesting the presence of opiate-like addiction” (1). Cigarettes and tanning beds have both been classified as carcinogens. There is no such thing as a “safe cigarette.” This also means that there is no “safe tan.” In America, it is illegal for minors to purchase tobacco products, yet why is it not illegal for minors to purchase an indoor tanning package?

There is a percentage of the population that believes tanning is good for the body and our economy. In a related article featured in the *Medical Journal of the Missouri State Medical Association*, readers are informed that “exposure to ultraviolet light stimulates the natural production of vitamin D.

Vitamin D protects against heart disease and many types of cancer” (8). Vitamin D is important to one’s body, but getting a dose of vitamin D through indoor tanning is contradictory. When tanning, people subject themselves to the risk of cancers and immune system deficiencies, which vitamin D tries to prevent. There are a variety of other healthy ways to get vitamin D intake.

As has been stated, indoor tanning has become a \$5-billion-a-year business (3). People protest that banning such a tremendous, money-making business would damage our economy. In reality, the FDA could turn the industry around, and salons could make just as much money, if not more, by replacing the tanning beds with salons that sell only spray tans and sunless tanning lotions. Providing a healthy, bronzed look may attract new customers who had previously avoided indoor tanning beds due to their health risks.

If indoor tanning beds are so dangerous yet alluring, why will the FDA not place stronger regulations on them? In *Missouri Medicine*, West, Martin, and Ailor stated that tanning beds should be looked at as a “high-risk health behavior” (8). The stigma of being beautiful has taken a life or death toll on people’s lives. That does not have to be the case anymore. Banning indoor tanning beds would improve men’s and women’s health. Costly skin cancer treatments and the funding given to schools for prevention programs would decline. Health professionals could take the money used to treat skin cancer and use it to conduct more medical research or to employ more doctors, nurses, and other professionals in the health field. Making tanning inaccessible to minors can potentially break the infatuating reputation of tanning.

Refer to the sources with the past tense verb or the present participle.

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The worry over the loss of profits brought in by the tanning industry is not a valid excuse. Adolescents will then turn to spray tanning and tanning lotions as an alternative. According to *Missouri Medicine*, “France, Germany, Austria, and the United Kingdom have banned indoor tanning for those less than 18 years old,” and “California is the first state to ban the use of tanning beds for all minors under age 18” (8). Why have the remaining 49 states not followed California’s lead? The time is now for action to be taken as “regulation of this industry may offer one of the most profound cancer-prevention opportunities of our time” (1).

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References

Citations on this page demonstrate the citation sequence method, as explained on section 17c. For details on the name and year system, see Section 17d.

- Fisher DE, James WD. Indoor tanning—Science, behavior, and policy. *New England J of Med* 2010;363(10):901–903.
- Loh A. Are artificial tans the new cigarette? How plaintiffs can use the lessons of tobacco litigation in bringing claims against the indoor tanning industry. *Michigan Law Rev* [Internet]. 2008 [cited 2016 Nov 8];107(2):365–390. Available from: http://www.jstor.org/stable/40041672?seq=1#page_scan_tab_contents
- Rawe J. Why are teens obsessed with tanning? *Time*. [Internet]. 2006 Jul 31 [Cited 2016 Nov 10]:54–56. Available from: www.spencerdermatology.com/articles/time.pdf
- Skin cancers: How common are skin cancers? World Health Organization—Ultraviolet radiation and the INTERSUN Programme [Internet]. 2016 [cited 2016 Nov 10]. Available from: <http://www.who.int/uv/faq/skincancer/en/index1.html>
- Indoor tanning: The risks of ultraviolet rays. Federal Drug Administration [Internet]. 2015 Jan 21 [cited 2016 Nov 11]. Available from: <http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm186687.htm>

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- American Academy of Dermatology urges teens to heed warning on dangers of tanning. *Cosmetic Surgery News* [Internet]. 2015 Nov 15 [cited 2016 Nov 10]. Available from: www.cosmeticsurgery-news.com/article2151.html
- Kingston A. That Not-so-healthy glow. *Maclean's* [Internet]. 2011 Jun 3 [cited 2016 Nov 8]. Available from: www.macleans.ca/society/health/that-not-so-healthy-glow/
- West S, Martin K, Ailor S. Tanning themselves to death: A new teen fad. *Missouri Med* [Internet]. 2012 May/Jun [cited 2016 Nov 8];109(3):166–170. Available from: www.medhelp.org/skin-cancer/articles/Tanning-Themselves-to-Death-A-New-Teen-Fad/385

Chapter 18

Creating Electronic and Multimedia Research Projects



Goals and Outcomes

Digital and online media have become an increasingly important source of research information, while electronic environments provide key components for presenting investigative analysis. To that end, this chapter suggests ways to create and publish your research project electronically or online:

- 18a** Determine the needs and benefits of your digital project.
- 18b** Develop electronic documents and slide shows.
- 18c** Create Web pages to showcase your research.
- 18d** Integrate decorative, illustrative, and informative graphics into your research paper.
- 18e** Integrate sound and video into your research paper.
- 18f** Select and assemble materials for a writing portfolio.
- 18g** Present your research as a newsletter, brochure, or other form of document.

Creating your research paper electronically has a number of advantages:

- **It is easy.** Creating research projects can be as simple as saving your paper in a file and publishing it online or e-mailing it to your instructor.
- **It offers multimedia potential.** Unlike paper documents, electronic documents enable you to include anything available in digital form—including text, illustrations, sound, and video.

- **It can link your reader to more information.** Your readers can click a hyperlink to access additional sources of information. (A **hyperlink** is a word or image that, when clicked, links readers to another relevant source or location.) Links allow readers to jump from one place to another—for example, from your research paper to an online article or a related image or video.

18a Beginning the Digital Project

Before you decide to create your research paper electronically, consider three questions to assist the development of the presentation:

1. **What support is provided by your school?** Most institutions have made investments in technology and the personnel to support it. Investigate how your college will help you publish in an electronic or online medium.
2. **Is electronic publishing suitable for your research topic?** Ask yourself what your readers will gain from reading a digital text rather than the traditional paper version. Will an on-screen electronic format help you to better convey your ideas to readers?
3. **What form will it take?** Electronic research papers appear generally in one of the following forms:
 - A word-processed document
 - A slide show presentation (see section 18b)
 - A website (see section 18c)

18b Building Digital Presentations

If you plan an oral presentation, a slide show can help illustrate your ideas. Commonly referred to as PowerPoint presentations (for the popular software program), electronic presentations differ from word-processed documents in that each page, or slide, comprises one screen. By clicking or setting timers between screens, you can move from slide to slide.

Figure 18.1 shows a slide for a presentation based on a research project about the mansions of the founding fathers during Colonial America.

As you create your electronic presentation, consider the following suggestions:

- Since each slide can hold only limited information, condense the content of each slide and fill in the details orally.
- Use the slide show to support your oral presentation.
- If appropriate, include graphics from your research project in your slide show.

Figure 18.1 Slide #1 from a research paper slide presentation.



18c Research Project Websites

A website can be an exciting and flexible way to convey your research. It is also the easiest way to get your work out to a large audience. Like an electronic presentation, a research paper website can include graphics, sound, and video.

Creating a Web page or a website involves collecting or making a series of computer files—some that contain the basic text and layout for your pages, and others that contain the graphics, sounds, or video that go in your pages. These files are assembled together automatically when you view them in a Web browser.

Creating a Single Web Page

If you want to create a single Web page from your research paper, the easiest but most limited method is to save your word-processed research paper in HTML (hypertext markup language, the computer language that controls what websites look like). Different word-processing programs perform this process differently, so consult your software's help menu for specific instructions.

When the word-processing software converts your document to HTML, it also converts any graphics you have included to separate graphics files. Together, your text and the graphics can be viewed in a Web browser like any other Web page.

Your research paper will look somewhat different in HTML format than in its word-processed format. In some ways, HTML is less flexible than word processing, but you can still use word-processing software to make changes to your new HTML-formatted paper.

NOTE

The reader will need to scroll down the screen to continue to read the document.

Importing, Entering, and Modifying Text

You can create your text within the Web page editor or outside it. To import text, simply copy it from your word processor and paste it into your Web page editor. You can also specify fonts, font sizes, font styles (such as bold), alignment, lists with bullets, and numbered lists. Here are a few tips for entering text into a Web page:

- **Use bold or italics rather than underlining for emphasis and titles.** On a website, links are often underlined, so any other underlining can cause confusion.
- **Do not use tabs.** HTML does not support tabs for indenting the first line of a paragraph. You also will not be able to use hanging indents for your bibliography.
- **Do not double-space.** The Web page editor automatically single spaces lines of text and double spaces between paragraphs.
- **Make all lines flush left** on the Works Cited Page; HTML does not support hanging indentation.

Citing Your Sources in a Web-Based Research Paper

For an online research paper, include parenthetical citations in the text itself. Create and link to a separate Web page for references; remember to include hyperlinks that direct readers to any online works cited in the paper.

18d Using Graphics in Your Electronic Research Paper

Graphics will give your electronic text some exciting features that are usually foreign to the traditional research paper. They go beyond words on a printed page to pictures, sound, video clips, animation, and a vivid use of full-color art.



Decorative graphics make the document look more attractive but seldom add to the paper's content. Most clip art, for example, is decorative. Most academic writing projects should not make use of merely decorative graphics.



Illustration graphics provide a visual amplification of the text. For example, a photograph of a child wearing a protective helmet could augment a research paper on child safety. Graphics such as cartoons, illustrations, and photographs can also make strong visual arguments of their own, or can provide examples.



Information graphics, such as charts, graphs, diagrams, or tables, provide data about your topic. They can serve as powerful forms of evidence, and they can help you to communicate complex information to readers.

For more information on securing permission for borrowed material on your website, consult section 7c.

Graphic File Formats

Graphics usually take up a lot of space, but you can save them as either JPEG or GIF files to make them smaller. In fact, websites can use only graphics saved in these formats. Both formats compress redundant information in a file, making it smaller while retaining most of the image quality. You can recognize the file format by looking at the extension to the file name—GIFs have the extension .gif, and JPEGs have the extension .jpg or .jpeg. GIF stands for Graphical Interchange Format, which develops and transfers digital images. JPEG stands for Joint Photographic Experts Group, which compresses color images to smaller files for ease of transport.

In general, JPEGs work best for photographs and GIFs work best for line drawings. To save a file as a GIF or JPEG, open it in an image-editing program like Adobe Photoshop and save the file as one of the two types (for example, bikehelmet.gif or bikehelmet.jpg).

Creating Your Own Digital Graphics

Making your own graphics file is complex but rewarding. It adds a personal creativity to your research paper. Use one of the following techniques:

- **Use a graphics program**, such as Macromedia Freehand or Adobe Illustrator. With such software you can create a graphic file and save it as a JPEG or GIF file.
- **Use a scanner** to copy your drawings, graphs, photographs, and other matter. Programs such as Adobe Photoshop and Paintshop Pro are useful for modifying scanned photographs.
- **Create original photographs with a digital camera.** Digital cameras usually save images as JPEGs, but the files may be very large and require compression. However, you will not need to convert the files into another format.

As long as you create JPEG files or GIF files for your graphics, you can transport the entire research paper to a website.

18e Using Sound and Video in Your Electronic Research Paper

Because it usually requires additional hardware and software, working with sound and video can be complicated—but linking to sound files posted online or to videos hosted on YouTube or Vimeo is an option. Including actual files in your

work may make your research paper large and difficult to compress and transfer. Before attempting to use digital audio or video, check into your own resources as well as those of your instructor and school. Some institutions have invested heavily in multimedia technology, while others have not. If your paper is posted online—or is a Web page itself—it may be simpler to insert sound or video. Host sites like Word Press and Blogger offer easy ways to post and integrate multimedia content. If you are using work created by someone else, be sure to credit that source and properly cite it.

Checklist

Delivering Your Electronic Research Paper

- **High-speed USB flash drive.** These devices hold large amounts of data, so they work well for transmitting graphics, sound, or video files. Their compact size and plug-and-play operation allow easy access to your instructor's laptop or desktop computer with a USB port.
- **E-mail.** E-mailing your file as an attachment is the fastest way to deliver your electronic research paper; however, it works best if you have a single file, like a word-processed research paper, rather than a collection of related files, like a website.
- **Drop Box or other file sharing services.** Many schools are now utilizing online sharing folders. Students can select the class and subject online and then submit their research paper to the teacher's "Drop Box." Check with your college for specific guidance and details for this submission process. You may also be given access to shared FTP sites, Google Drive, or similar file sharing locations.
- **Website.** If you have created a website or Web page, you can upload your work to the server and readers can access your work online. Procedures for uploading websites vary from school to school and server to server; work closely with your instructor and within school policy to perform this process successfully. Regardless of what method you choose, be sure to follow your instructor's directions and requirements.

18f Preparing a Writing Portfolio

Over the past decade, writing portfolios have become a choice assessment tool for many instructors. As a result, most students who have participated in writing projects, from high school to PhD programs, have assembled portfolios of some kind. Writing portfolios provide a tangible demonstration of talent and experience. Your portfolio will include selected previous written works in a class, plus

any additional assignments that the instructor requests. The writing portfolio has several benefits:

- It provides clear objectives and evaluative criteria for writing assignments.
- It provides a real audience as you learn to direct your writing to an unknown reader.
- It provides informed feedback from your instructor, peers, and writing associates.

Specifically, the writing portfolio is a purposeful collection of writing assembled to demonstrate specified writing capabilities to an audience.

At first, selecting folio material may seem like an overwhelming task, especially if you are starting from scratch. The truth is that most writers have many writing samples available, however. Listed here are some potential places to begin looking for folio material:

- Coursework from your classes, not just writing courses. Hanging on to class notebooks and assignments is beneficial and provides writing examples from a number of subject areas.
- Previous essays and research projects. These are great because they usually contain the writer's "best" work and include self-analysis essays regarding strengths and weaknesses as a writer.
- Journals and personal writing. Unconstrained writing reveals a lot about a writer's style and preferred voice.

Although the portfolio philosophy is to save everything, you need not feel pressured to hoard every scrap of writing. Instead, a light screening of portfolio materials should be conducted to prevent an unmanageable collection of samples from forming. Use the following criteria to help select folio material:

- Select materials that clearly demonstrate your abilities.
- Select materials based on quality. Choose documents that demonstrate audience analysis, grammar, clarity, conciseness, technical information, instructions, page layout and design, organization, group or independent work, diversity, and variety.
- Select materials that demonstrate learning. For instance, if a particular piece demonstrates your understanding of persuasive methods, include it.
- Select materials that will have long-term value and usefulness.

NOTE

The safest and most dependable way to store your materials is backed up in at least two places electronically or on a network, on printed hard copy, and on a flash drive.

Begin creating a collection of any and all materials that you might want to place in your writing portfolio. Remember, the portfolio philosophy is SAVE EVERYTHING! The more material you collect in your portfolio, the broader the

selection and greater the flexibility you will have when pulling together a presentation of your writing talents.

18g Presenting Research in Alternative Formats

Current technology provides various options for presenting your research project. Desktop publishing programs such as Microsoft Publisher, Adobe InDesign, or Broderbund Print Shop provide templates for the effective design of newsletters and brochures. Consider an alternative format for your findings when it includes information that can inform or assist a broad array of readers.

Often printed on both sides of a sheet of paper, **newsletters** usually contain multiple pages. **Brochures** are formatted with columns or “panels” that are designed to fit on the front and back of one single sheet of paper so that it can easily be folded. You can also present either of these document types as a Web page or as PDFs for electronic distribution. Both newsletters and brochures follow certain conventions of style:

- Place your information in a logical order.
- Use a type size, font style, and color of text that is easy to read.
- Use left-justified formatting that leaves a “ragged” right-hand margin. This is a style that is easier for readers to follow.
- Avoid distracting gaps between words and awkward hyphens dividing words at the end of lines.
- Keep paragraphs short when information is presented in columns.

For most class projects, print newsletters and brochures from your personal computer. For documents in the workplace or for a social group, you may choose to consider using a professional printer; however, remember that a print agency will charge for its services. More and more, brochures and newsletters are distributed electronically.

Alternative formats for the presentation of your research should be chosen carefully to stimulate interest and highlight the key components of the project.

Checklist

Publishing Alternative Documents

- Decide on the purpose of the document and the response that you want the audience to have about the information.
- Sketch out or visualize how each section or panel will look.

- Determine whether the document should be printed or distributed and published online. If the former, select a paper size, binding, or folding that presents your research in a straightforward, clear method.
- Consider graphics, colors, and formatting that add to the clarity of your document.
- Use a distinctive font in the masthead or title as well as headlines for the sections of the document that emphasize their importance.
- Make each section or panel an independent item that can be understood if the brochure is folded or turned to a secondary page.
- Limit information to what readers can comprehend in a brief reading, while informing them where more information can be found.

Charting Your Research Project

1. If you are interested in producing an electronic or multimedia research paper, consult with your instructor for advice and to learn about the support system provided by your school.
2. Begin by building a basic model with word processing, one that might include graphics and other elements as described in section 18d.
3. If the assignment includes an oral presentation, consider building a slide show as described in section 18b.
4. Try building a Web page and then a website. Consult with your instructor before publishing it, and before determining privacy settings.
5. Make yourself comfortable with your knowledge of technical terms such as USB flash drive, masthead, and HTML.

Glossary

Rules and Techniques for Preparing the Manuscript

The alphabetical glossary that follows will answer most of your questions about matters of form, such as margins, pagination, dates, and numbers. For matters not addressed here, consult the index, which will direct you to appropriate pages elsewhere in this text.

Abbreviations

Employ abbreviations often and consistently in notes and citations, but avoid them in the text. In your citations, but not in your text, always abbreviate these items:

- technical terms and reference words (anon., e.g., diss.)
- institutions (acad., assn., Cong.)
- dates (Jan., Feb.)
- states and countries (OH, CA, U.S.)
- names of publishers (Erlbaum, UP of Florida)
- titles of well-known religious and literary works

See also “Names of Persons,” for comments on abbreviations of honorary titles.

A few general rules apply:

1. With abbreviations made up of capital letters, use neither periods nor spaces:

MS JD CD-ROM AD

2. Do use periods and a space with initials used with personal names:

W. E. B. DuBois J. K. Rowling T. S. Eliot

Abbreviations Commonly Used for Technical Terms

abr.	abridged
anon.	anonymous
art., arts.	article(s)
bibliog.	bibliography, bibliographer, bibliographic
bk., bks.	book(s)
ca., c.	<i>circa</i> “about”; used to indicate an approximate date, as in “ca. 1812”

cf.	<i>confer</i> “compare” (one source with another); not, however, to be used in place of “see” or “see also”
ch., chs.	chapter(s), also shown as chap., chaps.
doc.	document
ed., eds.	editor(s), edition, or edited by
et al.	<i>et alii</i> “and others”; “John Smith et al.” means John Smith and other authors
ibid.	<i>ibidem</i> “in the same place,” i.e., in the immediately preceding title, normally capitalized as in “Ibid., p. 34”
i.e.	<i>id est</i> “that is”; preceded and followed by a comma
ms., mss.	manuscript(s) as in “(Cf. the mss. of Glass and Ford)”
narr.	narrated by
n.d.	no date (in a book’s title or copyright pages)
n.p.	no place (of publication)
n. pag.	no page
op. cit.	<i>opere citato</i> “in the work cited”
p., pp.	page(s); do not use “ps.” for “pages”
proc.	proceedings
qtd.	quoted
rev.	revised, revised by, revision, review, or reviewed by
rpt.	reprint, reprinted
ser.	series
sic	“thus”; placed in brackets to indicate an error has been made in the quoted passage and the writer is quoting accurately.
supp.	supplement(s)
trans., (tr.)	translator, translated, translated by, or translation
vol., vols.	volume(s); (e.g., vol. 3)

Abbreviations of Publishers’ Names

Use the shortened forms below as guidelines for shortening all publishers names for MLA citations (but *not* for APA, CMS, or CSE styles).

Abrams	Harry N. Abrams, Inc.
Barnes	Barnes and Noble Books
Farrar	Farrar, Straus and Giroux
MIT P	The MIT Press
U of Chicago P	University of Chicago Press

Abbreviations of Biblical Works

Use parenthetical documentation for biblical references in the text—that is, place the entry within parentheses immediately after the quotation. For example:

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? (Mic. 6:8).

Do not italicize titles of books of the Bible. Abbreviate books of the Bible, except some very short titles, such as Ezra and Mark, as shown in these examples.

Acts	Acts of the Apostles	Matt.	Matthew
1 and 2 Chron.	1 and 2 Chronicles	Num.	Numbers
1 and 2 Cor.	1 and 2 Corinthians	Obad.	Obadiah
Deut.	Deuteronomy	Ps. (Pss.)	Psalm(s)

Abbreviations for Literary Works

SHAKESPEARE In parenthetical documentation, use italicized abbreviations for titles of Shakespearean plays, as shown in this example:

MIRANDA O, wonder!
How many goodly creatures are there here!
How beauteous mankind is! O brave new world,
That has such people in't! (*Tmp.* 5.1.181–184).

Abbreviate as shown by these examples:

<i>Ant.</i>	<i>Antony and Cleopatra</i>	<i>JC</i>	<i>Julius Caesar</i>
<i>AWW</i>	<i>All's Well That Ends Well</i>	<i>Lr.</i>	<i>Lear</i>
<i>F1</i>	<i>First Folio Edition (1623)</i>	<i>Mac.</i>	<i>Macbeth</i>
<i>H5</i>	<i>Henry V</i>	<i>MND</i>	<i>A Midsummer's Night Dream</i>

CHAUCER Abbreviate in parenthetical documentation as shown by these examples. Italicize the book but not the individual tales:

<i>CkT</i>	<i>The Cook's Tale</i>	<i>NPT</i>	<i>The Nun's Priest's Tale</i>
<i>CT</i>	<i>The Canterbury Tales</i>	<i>PardT</i>	<i>The Pardoner's Tale</i>

OTHER LITERARY WORKS Wherever possible in your in-text citations, use the initial letters of the title. A reference to page 18 of Melville's *Moby-Dick: The White Whale* could appear as (*MD* 18). Use the following italicized abbreviations as guidelines:

<i>Aen.</i>	<i>Aeneid</i> by Vergil	<i>Lys.</i>	<i>Lysistrata</i> by Aristophanes
<i>Beo.</i>	<i>Beowulf</i>	<i>Med.</i>	<i>Medea</i> by Euripides

Accent Marks

When you quote, reproduce accents exactly as they appear in the original. You may need to use the character sets embedded within the computer software. Write the mark in ink on the printout if your typewriter or word processor does not support the mark.

“La tradición clásica en española,” according to Romana,
remains strong and vibrant in public school instruction (16).

Acknowledgments

Generally, acknowledgments are unnecessary. Nor is a preface required. Use a superscript reference numeral to your first sentence and then place any obligatory acknowledgments or explanations in a content endnote (see section 16f). Acknowledge neither your instructor nor word processor for help with your research paper, though such acknowledgments are standard with graduate theses and dissertations.

Ampersand

MLA STYLE Avoid using the ampersand symbol “&” unless custom demands it (e.g., “A&P”). Use *and* for in-text citations in MLA style (e.g., Smith and Jones 213–14).

APA STYLE Use “&” within citations (e.g., Spenser & Wilson, 2017, p. 73) but not in the text (Spenser and Wilson found the results in error.)

Annotated Bibliography

An annotation describes the essential details of a book or article. Place it just after the facts of publication. Provide enough information in about three sentences for a reader to have a fairly clear image of the work’s purpose, contents, and special value. See section 8f for a complete annotated bibliography.

Arabic Numerals

Both the MLA style and the APA style require Arabic numerals whenever possible: for volumes, books, parts, and chapters of works; acts, scenes, and lines of plays; cantos, stanzas, and lines of poetry.

Bible

Use parenthetical documentation for biblical references in the text (e.g., 2 Chron. 18.13). Do not italicize the books of the Bible. Consult “Abbreviations” in the Glossary for additional guidelines.

Clip Art

Pictures, figures, and drawings are available on many computers, but avoid the temptation to embed them in your document. Clip art, in general, conveys an informal, sometimes comic effect, one that is inappropriate to the serious nature of most research papers.

Copyright Law

“Fair use” of the materials of others is permitted without the need for specific permission as long as your purpose is noncommercial for purposes of criticism, scholarship, or research. Under those circumstances, you can quote from sources and reproduce artistic works within reasonable limits. The law is vague on specific amounts that can be borrowed, suggesting only the “substantiality of the portion used in relation to the copyrighted work as a whole.” In other words, you should be safe in reproducing the work of another as long as the portion is not substantial.

To protect your own work, keyboard in the upper-right corner of your manuscript, “Copyright © 20__ by _____.” (Fill the blanks with the proper year and your name.) Then, to register a work, order a form from the U.S. Copyright Office, Library of Congress, Washington, DC 20559. This office can also be found online.

Covers and Binders

Most instructors prefer that you submit manuscript pages with one staple in the upper-left corner. Unless required, do not use a cover or binder.

Definitions

For definitions and translations within your text, use double quotation marks without intervening punctuation. For example:

The use of *et alii* “and others” has diminished in scholarly writing.

Electronic Presentations

If you have the expertise, many instructors will allow you to submit the research paper in electronic form. See Chapter 18 for more information.

Endnotes for Documentation of Sources

An instructor or supervisor may prefer traditional superscript numerals within the text and documentation notes at the end of paper. If so, consult section 16f.

Fonts

Most computers offer a variety of typefaces. Use a sans serif typeface like Arial (Arial) or a serif typeface like Times Roman (**Times Roman**). Use the same font consistently throughout for your text. Use 12-point type size.

Footnotes for Documentation

If your instructor requires you to use footnotes, follow the guidelines and examples in section 16b.

Foreign Cities

In general, spell the names of foreign cities as they are written in original sources. However, for purposes of clarity, you may substitute an English name or provide both with one in parentheses:

Braunschweig (Brunswick)
Köln (Cologne)

München (Munich)
Praha (Prague)

Foreign Languages

Italicize foreign words used in an English text:

Like his friend Olaf, he is *aut Caesar, aut nihil*, either overpowering perfection or ruin and destruction.

Do not italicize quotations of a foreign language:

Obviously, he uses it to exploit, in the words of Jean Laumon, “une admirable mine de themes poetiques.”

Do not italicize foreign titles of magazine or journal articles, but *do* italicize the names of the magazines or journals themselves:

Arrigoitia, Luis de. “Machismo, folklore y creación en Mario Vargas Llosa.” *Sin nombre* 13.4 (1983): 19–25. Print.

Headings

Begin every major heading on a new page (title page, opening page, notes, appendix, Works Cited or references). Center the heading in capital and lowercase letters one inch from the top of the sheet. Use a double space between the heading and your first line of text. Number *all* text pages, including those with major headings.

Indentation

Indent the first line of paragraphs one tab or a half-inch. Indent long quotations (five lines or more) five spaces or one-half inch from the left margin.

Italics

If your word-processing system and your printer can reproduce italic lettering, use it in place of underscoring if you prefer that style.

Margins

A one-inch margin on all sides of each page is recommended. Place your page number one-half inch down from the top edge of the paper and one inch from the right edge. Your software will provide a ruler, menu, or style palette that allows you to set the

margins. *Tip:* If you create a header, the running head may appear one inch from the top, in which case your first line of text will begin one and one-half inches from the top.

Names of Persons

As a general rule, the first mention of a person requires the full name (e.g., Ernest Hemingway, Margaret Mead) and thereafter requires only usage of the surname (e.g., Hemingway, Mead). *Note:* APA style uses last name only in the text. Omit formal titles (Mr., Mrs., Dr., Hon.) in text and note references to distinguished persons, living or dead.

Numbering

PAGINATION Use a header to number your pages in the upper-right corner of the page. Depending on the software, you can create the head with the Page Numbering or Header feature. It may appear one-half inch or a full inch down from the top edge of the paper and one inch from the right edge. Precede the number with your last name unless anonymity is required, in which case you may use a shortened version of your title rather than your name, as in APA style (see section 15g). Otherwise, type the heading and then double-space to your text.

Use lowercase Roman numerals (ii, iii, iv) on any pages that precede the main portion of your text. If you have a separate title page, count it as page i, but do not type it on the page. You *should* put a page number on your opening page of text, even if you include course identification (see section 13e).

Paper

Print on one side of white bond paper, 16- or 20-pound weight, 8½ by 11 inches. Use the best-quality paper available; avoid erasable paper. Staple the pages of your manuscript together with one staple in the upper-left corner. Do not enclose the manuscript within a cover or binder unless your instructor asks you to do so.

Proofreader Marks

Be familiar with the most common proofreading symbols so you can correct your own copy or mark your copy for a typist or keyboarder. Some of the most common proofreading symbols are shown on the next page.

Roman Numerals

Use capital Roman numerals in titles of persons as appropriate (Elizabeth II) and major sections of an outline (see section 9i). Use lowercase Roman numerals to number the preliminary pages of a text or paper, as for a preface or introduction (iii, iv, v). Otherwise, use Arabic numerals (e.g., Vol. 5, Act 2, Ch. 17, Plate 21, 2 Sam. 2.1–8, or *Iliad* 2.121–30), *except* when writing for some instructors in history, philosophy, religion, music, art, and theater, in which case you may need to use Roman numerals (e.g., III, Act II, I Sam. ii.1–8, *Hamlet* I.ii.5–6).

Running Heads

Repeat your last name in the upper-right corner of every page just in front of the page number (see the sample paper in section 13e). APA style differs; hence, consult the sample paper in section 15g.

Short Titles in the Text

Use abbreviated titles of books and articles mentioned often in the text after a first full reference. For example, after initially citing *Backgrounds to English as Language*, shorten the title to *Backgrounds* in the text, notes, and in-text citations (see also section 11k), but not in the bibliography entry. Mention *The Epic of Gilgamesh* and thereafter use *Gilgamesh*. (Note: Be certain to italicize it when referring to the work.)

Common Proofreading Symbols

	error in spelling (m ^y stake) with correction in margin
	lowercase (mis ^t ake)
	close up (mis ^t ake)
	delete and close up (mis ^t ake)
	delete and close up more than one letter (the m istakes and e rrors continue)
	insert (mi ^s take)
	transpose elements (th ^d if)
	material to be corrected or moved, with instructions in the margin, or material to be spelled out, (corp.)
	capitalize (Huck <u>f</u> inn and Tom Sawyer)
	begin a paragraph
	do not begin a paragraph
	insert
	delete (a mistake ^s)
	add space
	add a period
	add a comma
	add a semicolon
	add an apostrophe or single closing quotation mark
	add a single opening quotation mark
	add double quotation marks
	change to boldface
	let stand as it is; ignore marks

Slang

Avoid the use of slang. When using it in a language study, enclose in double quotation marks any words to which you direct attention. Words used as words, however, require italics.

Spacing

As a general rule, double-space the body of the paper, all indented quotations, and all reference entries. Footnotes, if used, should be single spaced, but endnotes should be double spaced (see section 11f). APA style (see Chapter 15) requires double-spacing after all headings and before and after indented quotes and figures.

Spelling

Spell accurately. Always use the computer to check spelling if the software is available. When in doubt, consult a dictionary. If the dictionary says a word may be spelled two ways, employ one way consistently (e.g., accessory *or* accessory).

Statistical and Mathematical Copy

Use the simplest form of equation that can be made by ordinary mathematical calculation. If an equation cannot be reproduced entirely by keyboard, type what you can and fill in the rest with ink on the printout. As a general rule, keep equations on one line rather than two:

$$(a + b)/(x + y)$$

APA style requires quadruple line spacing above and below an equation.

Theses and Dissertations

The author of a thesis or dissertation must satisfy the requirements of the college's graduate program. Therefore, even though you may use MLA style or APA style, you must abide by certain additional rules with regard to paper, typing, margins, and introductory matter such as title page, approval page, acknowledgment page, table of contents, abstract, and other matters. Use both the graduate school guidelines and this book to maintain the appropriate style and format.

Titles within Titles

For an article title within quotation marks that includes a book title, as indicated by italics, retain the italic lettering.

“*Great Expectations* as a Novel of Initiation”

For an article title within quotation marks that includes another title indicated by quotation marks, enclose the internal title within single quotation marks.

“A Reading of O. Henry’s ‘The Gift of the Magi’”

For an italicized book title that incorporates another title that is normally italicized, do not italicize the internal title nor place it within quotation marks.

Interpretations of Great Expectations

Using Shakespeare's Romeo and Juliet in the Classroom

Typing

Submit the paper in typed 12-point form. Use no hyphens at the ends of lines. Avoid widows and orphans, which are single lines at the top of a page and single words at the bottom of a paragraph, respectively; some computers will help you correct this problem. Use special features—boldface, italics, graphs, color—with discretion. Your writing, not your graphics, will earn the credits and the better grades. You are ultimately responsible for correct pagination and accuracy of the manuscript. See also section 13c, “Editing before Typing or Printing the Final Manuscript.”

Underscoring (Italicizing)

Do not italicize sacred writings (Genesis, Old Testament); series (The New American Nation Series); editions (Variorum Edition of W. B. Yeats); societies (Victorian Society); courses (Greek Mythology); divisions of a work (preface, appendix, canto 3, scene 2); or descriptive phrases (Nixon's farewell address or Reagan's White House years).

UNDERSCORING (ITALICIZING) INDIVIDUAL WORDS FOR EMPHASIS Italicizing words for emphasis is discouraged. A better alternative is to position the word in such a way as to accomplish the same purpose. For example:

- Graphical emphasis:** Perhaps an answer lies in *preventing* abuse, not in makeshift remedies after the fact.
- Linguistic emphasis:** Prevention of abuse is a better answer than makeshift remedies after the fact.

Some special words and symbols require italicizing.

- Species, genera, and varieties:
Penstemon caespitosus subsp. *thompsoniae*
- Letters, words, and phrases cited as a linguistic sample:
the letter *e* in the word *let*
- Letters used as statistical symbols and algebraic variables:
trial *n* of the *t* test or $C(3, 14) = 9.432$

Word Division

Avoid dividing any word at the end of a line. Leave the line short rather than divide a word.

Appendix

Finding Reference Works for Your General Topic

We have tried to make this list as user-friendly as possible, which will enable you to select rather quickly a few basic references from one of ten general categories. Three or four items from a list will be more than sufficient to launch your investigation. Each category has two lists:

1. *Library reference books and electronic databases.* The books will require you to make a trip to the library, but the academic databases can be accessed anywhere by logging into your library's network—from your dorm room, computer lab, or at the library itself.
2. *Reputable Internet sources accessed by a browser,* such as Google, Bing, Yahoo!, and others, as listed in section 4a.

Remember, too, that the library gives you an electronic catalog to all books in the library as well as access to general-interest databases, such as:

Gale Cengage
NewsBank
LexisNexis Academic
General OneFile
Expanded Academic ASAP

Here are the ten sections and the page number that begins each:

1. Historic Issues of Events, People, and Artifacts
2. Scientific Issues in Physics, Astronomy, and Engineering
3. Issues of Health, Fitness, and Athletics
4. Social and Political Issues
5. Issues in the Arts, Literature, Music, and Language
6. Environmental Issues, Genetics, and the Earth Sciences
7. Issues in Communication and Information Technology
8. Issues in Religion, Philosophy, and Psychology
9. Issues in Business and Economics
10. Popular Culture, Current Events, and Modern Trends

By no means are the ten lists definitive, but one of them should serve as your launching pad at the beginning of the project. These works will carry you deeper and deeper toward specific material for collecting your summaries, paraphrases, and quotations.

Historic Issues of Events, People, and Artifacts

If you are interested in events of the past, classical architecture, famous people, and ancient artifacts, you need sources in history, biography, art history, architecture, anthropology, and similar sources. Listed here are important reference works in the library and on the Internet that can launch your investigation.

At the library, investigate these books and academic databases:

Abstracts in Anthropology. Baywood, 1970–date. This reference guide gives brief descriptions of thousands of articles on the cultural development of human history.

American National Biography. 24 vols., Oxford, 2002. Online or in print, this source is the place to start for a study of most historical figures in American history.

Dictionary of American History. 3rd ed., 10 vols., Scribner's, 2003. This set of books offers a well-documented, scholarly source on the people, places, and events in U.S. history and includes brief bibliographies to recommended sources.

Historical Abstracts. ABC-CLIO, 1955–date. This set of abstracts provides a quick overview of historical issues and events worldwide.

Primary Sources in U.S. History. Sponsored by the Library of Congress, this database is wide-ranging and gives, for example, excellent sources on American women's studies.

American Historical Association. Provides an effective index to articles in *American Historical Review*, *Perspectives on History*, and many others.

On the Internet, investigate these sites:

Annual Review of Anthropology

American Anthropological Association

Archiving Early America

Best of History Web Sites

The History Blog

The History Guide: Resources for Historians

NPS Archeology Program

Scientific Issues in Physics, Astronomy, and Engineering

If you are interested in the heavens (the stars, moon, and planets), the laws of supersonic flight, nuclear energy, plasma television screens, and similar topics, you need to begin your investigation with some of the reference works listed here, which you will find in the library and on the Internet.

At the library, investigate these books and academic databases:

American Chemical Society Publications (ACS). This database offers searchable access to online archives of chemistry journals dating back to 1879.

Astronomy Encyclopedia. Edited by Patrick Moore. Oxford UP, 2002. This source suggests possible topic ideas for research in the field; it is a good starting point for students.

Applied Science and Technology Index. Wilson, 1958–date. This major reference work indexes recent articles in all areas of the applied sciences, engineering, and technology.

Engineering Index. Engineering Index Inc., 1884–date. This work is available in versions ranging from books to electronic databases.

General Science Index. Wilson, 1978–date. This index covers about 100 science periodicals, including many in the applied sciences.

Physics Abstracts. Institute of Electrical Engineers, 1898–date. Using keywords, this reference helps you choose a topic and find abstracts to articles on that topic.

On the Internet, investigate these sites:

American Astronomical Society

American Institute of Physics

Mount Wilson Observatory

National Academy of Sciences

Physics World

PhysLink

Planet Quest

Issues of Health, Fitness, and Athletics

If you have an interest in sports medicine, jogging, dieting, good health, nutrition, and similar topics, you should begin your investigation with some of the reference works listed here, which you will find in the library and on the Internet.

At the library, investigate these books and academic databases:

- Atlas of Human Anatomy*. Frank H. Netter. 6th ed., Saunders, 2014. This reference work contains wonderful illustrations of the human body, extensively labeled.
- Consumer Health and Nutrition Index*. Oryx, 1985–date. This reference work contains an index to sources for consumers and scholars.
- Cumulated Index Medicus*. U.S. Department of Health and Human Services, 1959–date. This reference work is an essential starting point for most papers in medical science.
- Cumulated Index to Nursing and Allied Health Literature*. CINAHL, 1956–date. This reference work offers nursing students an index to *Cancer Nurse*, *Journal of Practical Nursing*, *Journal of Nursing Education*, and many more journals; it may be listed as CINAHL.
- Encyclopedia of Human Nutrition*. 3rd ed., 4 vols., Academic, 2013. This reference work offers a good starting point for a paper on nutrition.
- Miller-Keane Encyclopedia and Dictionary of Medicine, Nursing, and Allied Health*. 7th ed. Saunders, 2005. This reference work offers practical applications as well as explanations of concepts and terminology. The reference is now offered in an electronic version also.
- Physical Education Index*. BenOak, 1978–date. This reference work indexes most topics in sports medicine and athletics.

On the Internet, investigate these sites:

Healthfinder
 IDEA—Health and Fitness Association
 MedWeb
 National Institute of Health
 PubMed
 Human Performance Resource Center
 iStrive—Fitness, Athletics, Nutrition

Social and Political Issues

If you have an interest in social work at nursing homes, current events such as rap music or rave parties, congressional legislation on student loans, education, and the SAT examinations, gender issues, and similar topics, you should begin your investigation with some of the reference works listed here, which you will find in the library and on the Internet.

At the library, investigate these books and academic databases:

- ABC: Pol Sci.* ABC-CLIO, 1969–date. This reference work indexes the tables of contents of about 300 international journals in the original language.
- CQ Researcher.* This reference work provides access to a database containing documents covering hundreds of hot-topic issues such as social networking, election reform, and civil liberties.
- Education Index.* Wilson, 1929–date. This reference work indexes articles in such journals as *Childhood Education*, *Comparative Education*, *Education Digest*, and *Journal of Educational Psychology*.
- Encyclopedia of Sociology.* Edited by Edgar F. Borgatta et al. 2nd ed., 5 vols., Macmillan, 2000. This encyclopedia offers a starting point for research, giving you terms, issues, and theories to motivate your own ideas.
- Social Sciences Citation Index.* Thomson Reuters, 1974–date. This reference work provides a vital index to all aspects of topics in sociology, social work, education, political science, geography, and other fields.
- Westlaw.* This database contains federal and all state court cases and statutes (laws).

On the Internet, investigate these sites:

- United States Census Bureau*
FedStats
Internet Legal Resources Guide
Political Science Research Guide
Thomas—Library of Congress
Women's Studies Databases

Issues in the Arts, Literature, Music, and Language

If you have an interest in Greek drama, the films of Alfred Hitchcock, the postcolonial effects on languages in the Caribbean, the music of Andrew Lloyd Webber, the poetry of Dylan Thomas, and similar topics, you should begin your investigation with some of the reference works listed here, which you will find in the library and on the Internet.

At the library, investigate these books and academic databases:

- Art Index.* Wilson, 1929–date. This reference work indexes most art journals, including *American Art Journal*, *Art Bulletin*, and *Artforum*.

- Avery Index to Architectural Periodicals*. Hall, 1973–date. This reference work is a good source for periodical articles on ancient and modern edifices.
- Bibliographic Guide to Art and Architecture*. Hall, 1977–date. Published annually, this reference work provides bibliographies on most topics in art and architecture—an excellent place to begin research in this area.
- Bibliographic Guide to Music*. Hall, 1976–date. This reference work provides an excellent subject index to almost every topic in the field of music and gives the bibliographic data for several articles on most topics in the field.
- Contemporary Literary Criticism (CLC)*. This database provides an extensive collection of full-text critical essays about novelists, poets, playwrights, short story writers, and other creative writers who are now living or who died after December 31, 1959.
- Humanities Index*. Wilson, 1974–date. This reference work indexes all of the major literary magazines and journals; it may be listed as *Wilson Humanities Index*.
- Music Index*. Information Coordinators, 1949–date. This reference work indexes music journals such as *American Music Teacher*, *Choral Journal*, *Journal of Band Research*, and *Journal of Music Therapy*.

On the Internet, investigate these sites:

- American Musiological Society*
Artspan
EServer
Project Gutenberg
Voice of the Shuttle
Worldwide Arts Resources
Worldwide Internet Music Resources

Environmental Issues, Genetics, and the Earth Sciences

If you have an interest in cloning, abortion, the shrinking rain forest in Brazil, sinkholes in Florida, the Flint Hills grassland of Kansas, underground water tables in Texas, and similar topics, you should begin your investigation with some of the reference works listed here, which you will find in the library and on the Internet.

At the library, investigate these books and academic databases:

- AGRICOLA*. This database, produced by the National Agricultural Library, provides access to articles, books, and websites in agriculture, animal and plant sciences, forestry, and soil and water resources.

Bibliography and Index of Geology. American Geological Institute, 1933–date. Organized monthly, with annual indexes, this reference work indexes excellent scholarly articles.

Biological and Agricultural Index. Wilson. 1916–date. This reference work is a standard index to periodicals in the field.

Biological Abstracts. Biosis, 1926–date. This reference work contains abstracts useful to review before locating the full articles at the library’s computer.

Ecological Abstracts. Geo Abstracts, 1974–date. This reference work offers a chance to examine the brief abstract before finding and reading the complete article.

Geographical Abstracts. Geo Abstracts, 1972–date. This reference work provides a quick overview of articles that can be searched for full text later.

On the Internet, investigate these sites:

Academy of Natural Sciences

Biology Online

EnviroLink Network

Environmental Protection Agency

Genetics Home Reference

National Agricultural Library

Nature Conservancy

Issues in Communication and Information Technology

If you have an interest in talk radio, television programming for children, bias in print journalism, developing computer software, the glut of cell phones, and similar topics, you should begin your investigation with some of the reference works listed here, which you will find in the library and on the Internet.

At the library, investigate these books and academic databases:

Computer Science Index. This database identifies articles on computer science in a timely fashion with periodic updates.

The Elements of Style. William Strunk, Jr., and E. B. White. 4th ed., Allyn, 1999. A classic book that teaches and exhorts writers to avoid needless words, urges them to use the active voice, and calls for simplicity in style.

Encyclopedia of Computer Science and Technology. Edited by J. Belzer., 22 vols., Dekker, 1975–91. Supplement 1991–date. This reference work provides a comprehensive source for launching computer investigations.

Information Science and Technology Abstracts. This database provides short descriptions of important articles in the field of information technology.

Information Technology Research, Innovation, and E-Government. National Press Academy, 2002. This site focuses on the use of the Internet in government administration.

On Writing Well. William K. Zinsser. Harper, 2013. This book is a well-written text on the art of writing, especially on the best elements of nonfiction prose.

Style: Ten Lessons in Clarity and Grace. Joseph M. Williams. 11th ed., Longman, 2013. This book provides an excellent discussion of writing style and the means to attain it.

On the Internet, investigate these sites:

Communication Institute for Online Scholarship

Computer Science Student Resources

Journalism Resources

InfoTech Spotlight

Internet Resources for Technical Communicators

National Communication Association

Society for Technical Communication

Issues in Religion, Philosophy, and Psychology

If you have an interest in human values, moral self-discipline, the ethics of religious wars, the power of religious cults, the behavior of children with single parents, the effect of the environment on personality, and similar topics, you should begin your investigation with some of the reference works listed here, which you will find in the library and on the Internet.

At the library, investigate these books and academic databases:

Cambridge Dictionary of Philosophy. Edited by R. Audi., 3rd ed., Cambridge, 2015.

This reference work provides an excellent base for launching your investigation into philosophical issues.

Encyclopedia of Psychology. Edited by Alan E. Kazdin, 8 vols., Oxford, 2000. This reference work contains the most comprehensive basic reference work in the field; published under the auspices of the American Psychological Association.

Psychological Abstracts. APA, 1927–date. This reference work provides brief abstracts to articles in such psychology journals as *American Journal of*

Psychology, Behavioral Science, and Psychological Review. On the library's network, look for *PsycINFO*.

Religion: Index One: Periodicals, Religion and Theological Abstracts. ATLA, 1949–date. This reference work indexes religious articles in such journals as *Biblical Research*, *Christian Scholar*, *Commonweal*, and *Harvard Theological Review*.

Routledge Encyclopedia of Philosophy. Edited by E. Craig., 10 vols., Routledge, 1999. This work is the most comprehensive, authoritative, and up-to-date reference work in the field.

On the Internet, investigate these sites:

American Philosophical Association

American Psychological Association

Episteme Links: Philosophy Resources on the Internet

Religion Gateway

Philosophy Index

Virtual Religion Index

Vanderbilt Divinity School

Issues in Business and Economics

If you want to write about the impact of rising tuition costs, the effect of credit cards for college students, the marketing success of discount stores, the economic impact of federal tax cuts, the stock market's effect on accounting practices, and similar topics, you should begin your investigation with some of the reference works listed here, which you will find in the library and on the Internet.

At the library, investigate these books and academic databases:

Business Abstracts. Wilson, 1995–date. This reference work provides short descriptions of business, economic, and marketing articles.

Business Periodicals Index. New York: Wilson, 1958–date. This reference work indexes most journals in the field, such as *Business Quarterly*, *Business Week*, *Fortune*, and *Journal of Business*. See also on the library's network *Reference USA*, *Business Dateline*, and *Business and Company*.

Business Publications Index and Abstracts. Gale, 1983–date. This reference work provides a place to launch searches on almost any topic related to business.

General Business File. This database lists citations and summaries of articles and the entire text of some articles in business, management, and economic periodicals.

Index of Economic Articles. American Economic Association, 1886–date. This reference work, arranged as both a topic and an author index, provides a good start for the student and professional alike.

Journal of Economic Literature. American Economic Association, 1886–date. This reference work offers articles followed by bibliographies for further research.

World Economic Survey. 1945–date. An annual publication originally from the League of Nations and currently from the United Nations, this reference work offers varying topics each year to researchers.

On the Internet, investigate these sites:

Business Insider

The Economist

FDIC—Federal Deposit Insurance Corporation

Financial Web

Forbes

The Incidental Economist

Entrepreneur

Popular Culture, Current Events, and Modern Trends

If you are interested in current events and popular culture as well as modern trends, consult sources that provide recent facts and details about famous people, developments in society, and changes in human customs. Listed here are important reference works in the library and on the Internet that can launch your investigation.

At the library, investigate these books and academic databases:

American National Biography. 24 vols., Oxford, 2002. This resource is the place to start for a study of most historical figures in American history.

CQ Researcher. This reference works provides access to a database containing documents covering hundreds of “hot topic” issues such as social media, election reform, or civil liberties.

Illustrated Encyclopedia of Mankind. 22 vols., Marshall Cavendish, 1989. This massive work has been a standard in the field for some time.

NewsBank. NewsBank provides searchable full text articles appearing in local publications.

On the Internet, investigate these sites:

Bookwire

Freedom Center

Gallup Organization

The Internet Movie Database

Multi-Channel News

Newser

Popular Culture Studies

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RESEARCH TIPS: GETTING STARTED

Narrow Your General Subject into a Scholarly Topic

- Examine one narrowed issue, not a broad subject.
- Address knowledgeable readers and carry them to another plateau of knowledge.
- Have a serious purpose—one that provides an analysis of the issues, argues from a position, and explains complex details.
- Meet the expectations of the instructor and conform to the course requirements.

Creating an Original Thesis

The thesis statement establishes an approach to the topic. At times the writer may assert a cause or provide an explanation while prompting a call for action. Regardless of the form that it takes, a writer's original thesis establishes one issue by finding a critical focus, such as:

Thesis: Violence in children's programming echoes an adolescent's fascination with brutality.

This sentence advances an original idea that the writer can develop fully and defend with evidence. The writer has made a connection between the subject *television violence* and the focusing agent, *adolescent behavior*.

Helpful Online Resources

- **Beginning the Research Project**—The Undergraduate Writing Center at the University of Texas provides online handouts for jumpstarting your research project.
- **The Writing Process**—Consult the Writing Center at Cleveland State University for a visual overview of the writing process and useful information on each stage of the process, including invention, critical reading, and thesis development.
- **Writing the Academic Paper**—The Dartmouth College Writing Program offers helpful resources for writing an academic paper, including advice tailored to writing discipline-specific research papers.

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RESEARCH TIPS: GATHERING SOURCES

Evaluating Internet Sources

The Internet supplies huge amounts of material, some of it excellent and some not so good. You must make judgments about the validity of these materials. Following are a few guidelines:

- Prefer the *.edu* and *.org* sites. Usually, these will be domains developed by an educational institution or by a professional organization. Additionally, the *.gov* (government) and *.mil* (military) sites usually have reliable materials.
- The *.com* (commercial) sites become suspect for several reasons: (1) they are selling advertising space; (2) they may charge for access to their files; and (3) they may allow people to pay to post their “material.”
- Look for the professional affiliation of the writer, which you will find in the opening credits or at the end of the article. Go in search of the writer’s home page or type in the writer’s name at a search engine to see what results are listed.
- Look for a bibliography that accompanies the article, which will indicate the scholarly nature of this writer’s work.
- Treat e-mail messages as mail, not scholarly articles. A similar rule applies to chat.
- Does the site give you hypertext links to other professional sites or to commercial sites? Links to other educational sites serve as a modern bibliography to more reliable sources.
- Learn to distinguish from among the different types of websites, such as advocacy pages, personal home pages, informational pages, and business and marketing pages.

Helpful Online Resources

Evaluating websites—The library at Cornell University provides a variety of criteria and tools for evaluating websites in academic and research contexts.

Researching Print and Electronic Sources—The Writing Center at Colorado State University presents writing guides for library and Internet research as well as an interactive demonstration of techniques for conducting electronic searches.

How to Read an Assignment—The Writing Center at the University of North Carolina provides tips for reading and analyzing research assignments and gathering preliminary information.

Research Information—Consult the online site for the Community Writing Center at Salt Lake Community College for links to online sources by topic. This site also includes three sections on evaluating information on the Internet.

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RESEARCH TIPS: AVOIDING PLAGIARISM

Avoiding Unintentional Plagiarism

As an academic writer, you must fully document any borrowed ideas and words. An academic citation—name, page number, and Works Cited entry—will help you avoid the pitfall of unintentional plagiarism in your paper.

- **Provide a Citation**—Let readers know when you borrow from a source by introducing a quotation or paraphrase with the name of the author.
- **Include Quotation Marks**—Enclose all quoted words, phrases, and sentences within quotation marks.
- **Paraphrase**—Provide a citation to indicate the source of a paraphrase, just as you do for quotations.
- **Give Parenthetical Citations and Notes**—Use one of the academic documentation styles (MLA, APA, CMS, or CSE) to provide specific in-text citations for each source according to the conventions of the discipline in which you are writing.
- **Write a Works Cited or References Page**—Provide a complete bibliography entry at the end of your paper for every source you use, conforming to the standards of the documentation style you are using.

Helpful Online Resources

Plagiarism: What It Is and How to Recognize and Avoid It—The Writing Tutorial Services at Indiana University present strategies for recognizing, understanding, and avoiding plagiarism.

Avoiding Plagiarism—The Online Writing Lab at Purdue University Online Writing Lab offers a series of frameworks and criteria to help writers develop strategies for choosing when to give credit to a source and how to avoid accidental plagiarism.

Using Information Ethically—The Claremont Colleges Library provides concise and understandable guidelines for using and documenting different types of sources.

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RESEARCH TIPS: CRITICAL READING

Responding to a Source

- Read and make marginal notes on your sources.
- Search out scholarly materials—books and journals—by accessing the library’s resources. Do not depend entirely on the Internet.
- If appropriate, use a mix of quotations from primary sources, such as a novel, as well as paraphrases and quotations from secondary sources.
- Assess the nature of the source for any bias that it might contain.
- Read and highlight the key parts of the source, whether it is an article, book, or Internet site.
- Outline key ideas to identify the issues.
- Write a summary that captures the essence of the article.

Helpful Online Resources

Critical Reading—The Writing Center at Colorado State University offers strategies designed to help writing students read more actively and critically.

Critical Reading toward Critical Writing—New College Writing Centre with the University of Toronto provides a clear definition of critical reading as well as practical tips for analyzing a source.

What Is Critical Reading, and Why Do I Need to Do It?—The Writing Center at Cleveland State University covers seven steps in the critical reading process, with links to discussions of thesis and evidence.

Critical Reading: A Guide—The Department of English at Brock University offers guides to critical thinking for students as well as information about the process of reading literary texts critically.

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RESEARCH TIPS: NOTETAKING AND OUTLINING

Writing Effective Notes

- Write one item per note to facilitate the shuffling and rearranging of the data as you organize your paper during all stages of organization. Several notes can be kept in a computer file if each is labeled clearly.
- List the source with all documentation publication information.
- Assign a name to each note, such as “objectivity on television.”
- Write a full note in well-developed sentences to speed the writing of your first draft.
- Keep everything, including Web addresses, photocopied pages, or scribbled notes, in order to authenticate dates, page numbers, or full names.
- Label your personal notes with “my idea” or “personal note” to distinguish them from the sources.

Helpful Online Resources

Taking Notes from Research Reading—The Writing Center at the University of Toronto provides advice for taking complete, accurate, and useful notes.

Notetaking and Avoiding Plagiarism—An extensive collection of online tips and guidelines for gathering and organizing research notes is available from the library guides at John Wood Community College.

How to Write Successful Essays—The Writing Center at Arizona State University offers advice for organizing thoughts and ideas into strong, coherent essays. The online guide also gives tips and a model for research paper and organization.

Writer’s Handbook—The Writing Center at the University of Wisconsin, Madison, offers extensive help with locating resources for different types of writing, including writing about literature, writing about science, and proposals. Handouts and examples assist with developing precise notes.

DRAFTING AND REVISING

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RESEARCH TIPS: DRAFTING AND REVISING

Writing with Unity and Coherence

Unity refers to exploring one topic in depth to give your writing a single vision. With unity, each paragraph carefully expands on a single aspect of the narrowed subject. **Coherence** connects the parts logically by

- Repetition of key words and sentence structures
- The judicious use of pronouns and synonyms
- The effective placement of transitional words and phrases (e.g., *also*, *furthermore*, *therefore*, *in addition*, and *thus*).

Editing the Research Paper

- Cut phrases and sentences that do not advance your main ideas or that merely repeat what your sources have already stated.
- Determine that coordinated, balanced ideas are appropriately expressed and that minor ideas are properly subordinated.
- Maintain the present tense in most verbs. Change most of your “to be” verbs (is, are, was) to stronger active verbs. Also convert passive structures to active if possible.
- Confirm that you have introduced paraphrases and quotations so that they flow smoothly into your text.
- Examine your wording for effectiveness. Use formal, academic style and be on guard against clusters of monosyllabic words that fail to advance ideas.

Helpful Online Resources

Process Issues and Writing Strategies—The Writing Center at the University of North Carolina provides an extensive collection of handouts that offer concise strategies for developing each section of the research paper.

The Writing Process—The online writing resources for students at Old Dominion University provide links on drafting and revising the paper, identifying and targeting a specific audience, crafting unified paragraphs, and selecting words to bring power to your research project.

Writing the Paper—The Writing Center at San Jose State University offers discussions of various writing strategies, including moving from general to specific and using narrative, questions, and quotations.

Writing Tools—The Writing Center at Harvard University offers strategies for outlining, summarizing, transitioning, and writing all aspects of the research paper.

MLA DOCUMENTATION

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RESEARCH TIPS: USING MLA DOCUMENTATION

Works Cited Form—Internet

Bellis, Mary. "The History of the Atomic Bomb and the Manhattan Project." *About: Inventors*. 2013. Web. 13 May 2013.

Following is a detailed breakdown of the components found in the entry found above:

Author's Name. "Title of Article." *Name of Sponsoring Organization*. Website posting date. Medium of Publication—"Web." Your date of access to the website.

Works Cited Form—Book

Wolfe, Thomas. "The Far and the Near." *The Scope of Fiction*. Eds. Cleanth Brooks and Robert Penn Warren. New York: Appleton-Century-Crofts, 1960. 292–95. Print.

Following is a detailed breakdown of the components found in the entry found above:

Author Name. "Title for section of the book." *Book Title in Italics*. Name of the editor. City, State of publication: Name of Publisher, Year of Publication. Page Numbers. Medium of Publication—"Print."

Works Cited Form—Periodical

Vrtis, Mary C. "Preventing and Responding to Acute Kidney Injury." *American Journal of Nursing*. 113.4 (2013): 38–47. Print.

Following is a detailed breakdown of the components found in the entry found above:

Author's Name. "Title of Article." *Title of Periodical*. Volume number. Publication Date: Page Numbers. Medium of Publication—"Print."

Helpful Online Resources

Frequently Asked Questions—MLA Style—The Web page for the Modern Language Association offers helpful, concise answers to common problems with citation and documentation formats.

Bibliographies: MLA Format—The Writers' Workshop at the University of Illinois at Urbana-Champaign provides sample entries and notes for dozens of types of sources.

Using Modern Language Association (MLA) Format—The O.W.L. at Purdue University is an online writing lab that provides comprehensive offerings on style and documentation format in alignment with the MLA handbook.

Using MLA Style—The Library at Seneca College provides a thorough guide to MLA style, with numerous examples, including an example of a properly formatted paper with a Works Cited page.

APA DOCUMENTATION

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RESEARCH TIPS: USING APA DOCUMENTATION

Works Cited Form—Internet

Beckett, L. R. (2013, May). Mounting your own turkey tail, beard, and spurs. *Missouri Conservationist*, 74(5). Retrieved from <http://mdc.mo.gov/sites/default/files/magazine/2013/04/20130501.pdf>

Following is a detailed breakdown of the components found in the entry found above:

Name of Author. (Date). Title of article. *Name of Sponsoring Organization*. Volume(Number). “Retrieved from” + website URL address.

Works Cited Form—Book

Kahlenberg, R. D. (2013). Unions and the public interest: Is collective bargaining for teachers good for students? - Pro. In N. Berlatsky (Ed.), *At issue series: Are unions still relevant?* (pp. 133–138). Farmington Hills, MI: Greenhaven.

Following is a detailed breakdown of the components found in the entry found above:

Author Name. (Year of Publication). Title for section of the book. Name of editor. *Book title in italics*. (Page Numbers). City, State of publication: Name of Publisher.

Works Cited Form—Periodical

Busby, J. W., Smith, T. G., White, K. L., & Strange, S. M. (2013). Climate change and insecurity: Mapping vulnerability in Africa. *International Security*, 37(4), 132–172.

Following is a detailed breakdown of the components found in the entry found above:

Name of Author(s). (Year of Publication). Title of article. *Title of Periodical*. Volume number. Page Numbers.

Helpful Online Resources

American Psychological Association—The American Psychological Association website includes a list of style tips and frequently asked questions alongside other APA Style resources.

APA Style Guide—The Library at the University of Southern Mississippi Libraries offers many examples of electronic and other media documented in APA style.

APA Documentation—The Writing Center at the University of Wisconsin, Madison, introduces APA documentation with examples that can be used as templates for a variety of source types.

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RESEARCH TIPS: USING CMS DOCUMENTATION

Inserting a Superscript Numeral in Your Text

Place a superscript numeral (like this¹²) at the end of each quotation or paraphrase, with the number following immediately without a space after the final word or mark of punctuation, as in this sample:

The U.S. government responded to the launch of *Sputnik 1* by creating the National Aeronautics and Space Administration, otherwise known as NASA. Established in 1958, this new organization focused on the “technological aspect and challenges that came with entering the Space Race.”⁴

The footnotes that relate to these in-text superscript numerals will appear at the bottom of the page, as shown here:

4. Andre Balogh, “Above and Beyond: In 1969 Men Set Foot on the Moon for the First Time,” *History Today*, July 2009, accessed April 14, 2013, <http://www.questia.com/library/1G1-202918955/above-and-beyond-in-1969-men-set-foot-on-the-moon>.

Helpful Online Resources

The Chicago Manual of Style FAQ—Answers to frequently asked questions as well as precise examples concerning the *Chicago Manual of Style* are answered at the CMS Web page.

Using CMS Style—The library at Ohio State University Library provides an interactive guide to CMS style, including sample entries for sources and a variety of types of content notes.

Chicago/Turabian Documentation—Also called the “Turabian” documentation style, the University of Wisconsin Writing Center offers an online style guide to CMS style with sample entries for sources and a variety of content notes.

CSE DOCUMENTATION

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RESEARCH TIPS: USING CSE DOCUMENTATION

Writing with CSE Citation-Sequence Formatting

In CSE documentation style, the number serves as the key reference to the source. Place the number within parentheses (1) or brackets [2] or as a raised index numeral, like this.⁵ Full information on the author and the work will be found in the “Cited References” list.

Additional testing by Cooper (3) includes alterations in carbohydrate metabolism and changes in ascorbic acid incorporation into the cell and adjoining membranes.

Supply a list of “Cited References” at the end of your paper. Number the entries to correspond to sources as you cite them in the text, as show in the following example:

3. Cooper JG. The influences of ascorbic acid on cell membranes. *Journal of Molecular and Cell Research* 2013;31(3): 142–159.

Helpful Online Resources

Council of Science Editors—Most resources for CSE style can be found at the home page for the Council of Science Editors. The main website offers specific documentation information.

CSE Documentation—The Writer’s Handbook at the University of Wisconsin, Madison, provides thorough guidelines for using CSE style.

CSE Citation Guide—Consult the Ohio State University Library for detailed explanation and examples of CSE documentation.