



Handbook on Writing
Research Papers
Second Edition

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Farmingdale
State College
State University of New York

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Quicklinks/Writing Research Papers-Handbook

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PREFACE

Preface to the Instructor -----

The genesis of this book was a Long Island conference on plagiarism for teachers, administrators, and professors, which underscored the problem but provided few solutions. Experience suggested to some of us, however, that students often plagiarize less out of bad intent than misunderstanding. While there are certainly dishonest students, there are also many who do not understand the distinction between using other people's ideas appropriately and simply copying them. President Keen and then-Acting Provost Cepriano agreed that it would be useful to produce a Farmingdale handbook that all students, regardless of discipline, could use to provide basic information about the purpose and process of research.

In developing the handbook, we reviewed actual assignments and student papers from a number of disciplines to provide information on teacher expectations and student responses. Regardless of the discipline, students were generally being asked to read with understanding, and then to analyze, compare, synthesize, argue, define, interpret or evaluate in order to arrive at a reasonable conclusion. Whether the assignment was to determine the effectiveness of a new procedure in dental hygiene or to analyze the social and economic changes that led to the development of the telegraph or the Internet (two actual assignments mentioned in this book), the students were being asked to think through issues that experts in a field had addressed. Too often, students thought it sufficient to do little more than report, and in so doing, failed to acknowledge sources appropriately or to demonstrate sufficient understanding of what they had read.

This handbook is not intended to be comprehensive, but rather to take undergraduate students with minimal knowledge of research through the basic research process that can be applied to most topics in many disciplines. There is an underlying assumption that all good writing adheres to the same requirements of purpose, clarity, coherence, and accuracy.

The handbook provides the basics of MLA and APA style and recommends that students consult the Internet for further details. We expect that instructors may wish to supplement the material here with sources specific to their disciplines, such as *The Chicago Manual of Style* and the manuals of the Council of Biology Editors (CBE) and Council of Science Editors (CSE).

A word about the style of this handbook: While we hope that faculty will find this book useful in creating assignments and evaluating student work, its primary audience is students. There is no attempt to emulate typical textbooks or to model research paper style except in the sample research paper; rather, we talk to students informally without talking down to them, preaching, or boring them with pedantry. Therefore, while there is always scrupulous attention to grammar, colloquial language and conversational style is used whenever appropriate.

Finally, we wrote this book to fill a demonstrated need by many, but it was not intended to be mandated for all.

Preface to the Student

During your academic career at Farmingdale, you may be asked to write research papers. Sometimes your instructors will require that you use a manual specific to a discipline, but you will also take general education courses and other courses both within and outside your concentration where you will need to apply general knowledge about the purpose and process of research. Above all, your instructors will be interested in your thoughts on a topic rather than a rehash of someone else's research. This book is intended to guide you through a process common to most courses in most disciplines.

Keep in mind that the College's librarians can help you find materials not only in Greenley Library but also in many databases. Once you have done your research and have written a draft of your paper, tutors in the Writing Center in Knapp Hall can assist you in developing your ideas and revising your document. Of course, consult your instructor, who is the final authority on all matters in any course.

Ann R. Shapizo

Laurie Rozakis

When you embark upon research you are seeking an adventure. You do not know what you might find. As Albert Einstein said: "If we knew what it was we were doing, it would not be called research, would it?" I commend this Research Handbook to you as a guide for asking questions whose answers you do not yet know, and very importantly, for organizing the results of your search to communicate to others. Enjoy your journeys into research.

President Hubert Keen

Farmingdale State College

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Introduction

What is Research

—And Why Do I Need to Do It?

Parent: "What do you want to be when you grow up, Little Sally?"

Little Sally: "A term paper researcher, of course."

Yes, you have always dreamed of writing and researching term papers, which is why you're enrolled at Farmingdale State. Yeah, right. Few people get excited about writing research papers or doing research itself, but *everyone* needs to know how to research because research is essential to our lives.

You'll need to research daily, from something as simple as buying a new pair of sneakers to something as complex as buying a car, relocating to a new community, planning a wedding, or finding an attorney for citizenship or for a court appeal. And that's just the beginning.

Fortunately, knowing how to research isn't difficult, but it does require some knowledge, skills, and care. That's what you'll learn in this handbook.

Research begins when you need to answer a question or solve a problem. In order to find solutions, you want to know how other people have approached similar problems, but you will come up with your own answer. Then you can meet your own needs as well as those of the class assignment.

It is imperative to follow the correct format for citing a text so that anyone anywhere in the world will be able to look up the information. This is only possible if the information is correctly documented in a consistent, recognized format.

Chapter 1

Fulfilling the Assignment

Every college course presupposes that there are ongoing important questions that need to be answered. Some instructors provide a specific question or a range of questions. Others ask you to formulate your own question in the context of the course. Regardless, your first task is to be very clear about the question you are to answer. If you are at all uncertain, always ask your instructor for clarification.

You will need information to do a research assignment, but getting information is only part of your task. You will have to think about how that information can be presented to provide an answer to your question. Whether or not your instructor requires it, your own paper should be based on a purpose statement, where you make clear to yourself and your reader what question you want to answer in your paper. Some people call the purpose statement a thesis or thesis statement.

Writing a Purpose Statement -----

Think of the purpose statement as your focus, your guiding light, your blueprint, your mantra. You might refine it later on (more on that in Chapter 5), but for now, you can write it on your arm in Magic Marker because you'll be referring to it over and over as you do your research and write your draft.

There are many ways to focus an assignment into a purpose statement. Writing a purpose statement isn't a matter of right and wrong. Rather, it's a matter of satisfying the four prong test: topic, purpose, audience, parameters.

Topic-----

- Has your instructor given you a topic? If so, you must write on that topic and exactly that topic—not another topic. You may not receive any credit unless you directly answer the question your instructor assigns.
- Can you choose your topic? If so, stay away from topics that cannot be answered within the time you have (such as an exhaustive study of the American political system); cannot be researched since the material cannot be accessed (such as top secret government documents); may be overused (such as the death penalty, gun control, abortion, and euthanasia).

Purpose-----

- If your purpose is to persuade, write a purpose statement that indicates you are taking a position on an issue. You must argue for or against a point. For instance: One of the dominant historical trends has been

the growing integration of the global economy, to the extent that anything that happens in one area of the world has repercussions in all others.

- If your purpose is to explain, write a purpose statement that indicates you are giving information. For instance: There were three main reasons for the South’s hostility before the Civil War.

Audience-----

- Your audience is probably your instructor, but may also include your classmates. Your instructor may encourage you to publish your paper or present it at a conference, in which case your audience will include experts in the field.
- Choose a topic or a position on the topic that will most appeal to your primary audience.

Parameters-----

- Time: How much time do you have to research and write? This will help determine the scope of your topic and the amount of detail you use.
- Length: How long must your paper be? This determines the amount of information as well.

Sample Purpose Statements That Work-----

In the following examples, the students were given an assignment. The students focused the assignment into a purpose statement.

Assignment	Purpose Statement
Reread “The War on Alcohol” by Anna Quindlen (444-46), where she argues that alcohol is an enormous threat and should probably be treated as a dangerous drug. Is alcohol a dangerous drug? If so, why? If not, why not, and what reasoned response can you make to Quindlen’s main points?	Alcohol is a dangerous drug because, as Anna Quindlen notes, it causes gravely serious physical, social, and psychological problems.
Recently, the Supreme Court upheld affirmative action in a case brought against the University of Michigan. Consider the arguments raised in that case and/or arguments raised in some prominent recent cases, and argue for or against retaining affirmative action laws.	I agree with the Supreme Court’s decision to uphold the right of universities to consider race in admissions procedures in order to achieve a diverse student body.
Many people believe that there is a national crisis in our schools. Why do you think schools are failing, and what are some possible solutions?	Schools are failing for many reasons, but the three primary causes are inadequately trained and compensated teachers, an over-emphasis on testing over teaching, and lack of local control.

In these examples, the student chose a subject and focused it into a purpose statement.

Subject (Broad category)	Topic (Specific part of the subject)	Purpose Statement (Also called the “thesis statement”)
SSRIs	Prozac	While Prozac and other serotonin reuptake inhibitors (SSRIs) unquestionably help some people suffering from depression and other mental disorders, SSRIs can have serious side-effects and should be used only with the greatest care, especially with regard to children and adolescents.
Voting	The Electoral College	The Electoral College should be abolished in favor of direct elections.
Television	Education	Television is a powerful educational tool, especially for immigrants who wish to learn English and American customs.
Taxation	Flat tax	A flat tax would benefit the government, businesses, and consumers.
Stores	Big Box stores	So-called “big box” stores such as Wal-Mart are far more beneficial to the American economy than they are detrimental.

Sample Purpose Statements That Don't Work-----

In these examples, the student missed the mark.

Assignment	Useless Purpose Statement	Reason Why It's Wrong
Compare the printed text of <i>Medea</i> to the film adaptation. Comment on the strengths and/or weaknesses of the performances of the actors in the three main roles.	The movie is nothing short but questionable on their portrayal of the original text.	Makes no sense. What does this mean?
Compare the printed text of <i>Medea</i> to the film adaptation. Do you think that the wearing of masks would work in this film?	Masks cover facial expressions which really add to the mood of the play.	How is this possible? If the mask covers the actor's face, the mood cannot be increased, much less created.
How have the electric telegraph and Internet developed in the context of their time because of historical, social, and socio-economic need and circumstances.	Technology has become a very important part of people's lives at this present time. Some people are even addicted to technology.	Doesn't answer the question...at all.

Chapter 2 Crafting an Outline

After you create your purpose statement, you may wish to write a working outline to help you focus your search for information. You will no doubt revise your outline as you work – you may even switch positions!—so don't consider your outline as unchangeable.

Furthermore, your instructor may require you to submit a formal outline with your research paper. An outline can serve as an overview that allows your instructor to grasp the scope, direction, and content of your paper.

Whether or not you are required to submit an outline with your final paper, making an outline can help you construct and classify your ideas. In addition, an outline serves as a final check that your paper is unified and coherent. It helps you see where you need to revise and edit your writing too.

Outline Guidelines -----

In general, college research papers should have no more than four or five main points. This means you shouldn't have more than four or five Roman numerals in your outline. If you have too many ideas, your paper is likely to be too long or more likely, vague and overly general. Outlines should contain specific content. Headings and subheadings should be detailed. See sample outlines below. Note that all are sentence outlines, which allow the writer to develop complete thoughts.

Roman Numerals -----

Major topics or paragraphs are indicated by Roman numerals (I., II., III., ...)

Subheads and Details -----

Subheads are indicated by capital letters. Details are indicated by Arabic numerals. All of these are followed by a period.

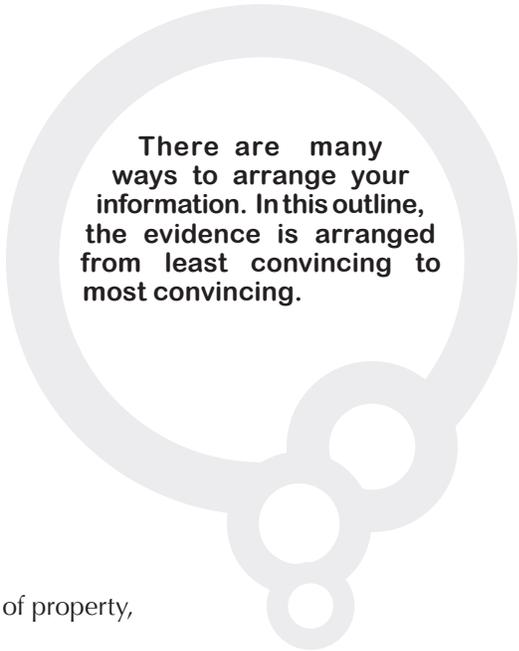
Format -----

- Begin each entry with a capital letter.
- You can have as many entries as you like, but there must be at least two in each category. For example, you cannot have a I without a II. You cannot have an A without a B. You cannot have a 1 without a 2.
- Keep the entries in parallel form. There are word entries. There are phrase entries. There are sentence entries.

Here are some formats to use:

Persuasive Outline Example #1 -----

In the following example, the writer deals with the topic point by point. Use this format when you have an equal number of your points and opposition points.



Purpose Statement:

Since cigarette smoking creates many problems for the general public, it should be outlawed in all public places.

- I. Smoking doesn't bother people.
 - A. Opposition: Smokers are usually respectful of other's rights.
 - B. Your side: Smoking causes safety problems, including the destruction of property, fires, and litter.

- II. Smoking is a matter of freedom of expression
 - A. Opposition: People have a right to smoke in public places if they wish.
 - B. Your side: Second-hand smoke can be more dangerous than smoking itself.

- III. Smoking harms health.
 - A. Opposition: Not everyone who smokes gets ill.
 - B. Your side: Smoking has been proven to cause premature births, lung disease, and circulatory disease.

Persuasive Outline Example #2 -----

Purpose Statement:

Since cigarette smoking creates many problems for the general public, it should be outlawed in all public places.

- I. Opposition
 - A. Smoking doesn't bother people.
 - B. Smoking is a matter of freedom of expression.

- II. Your Side
 - A. Smoking does bother people.
 - B. Your freedom stops where mine starts.
 - C. Smoking costs taxpayers a great deal of money.
 - D. Smoking harms health.

- III. Conclusion
 - A. Smoking is detrimental to the smoker and others.
 - B. End with an emphatic point.

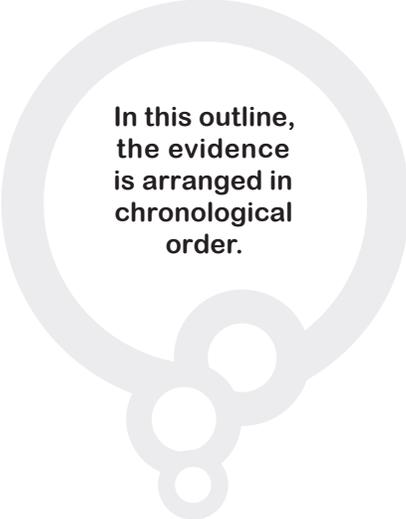
Expository Outline Example

Use this format when you are explaining a topic or process.

Purpose Statement:

The development of comic books reflected the social situations of the 20th century.

- I. In the 1930s, comics offered escapism from the Depression.
 - A. Escapist fantasies fueled comic strips.
 - B. Comic strips were compiled into books.
 - C. Golden Age of Comics began.
- II. From 1940-1945, comics served as American propaganda in World War II.
 - A. WW II brought escapism, reflected in comics.
 - B. Comics featured patriotic heroes fighting for American values.
- III. From 1956-1960s, superheroes returned to comics.
 - A. New superheroes mirrored American quest for heroes.
 - B. War comics showed civilian side of conflict, reflecting America's conflicted feelings about the Vietnam War.
- IV. 1970s–1990s: Comics reflected modern concerns.
 - A. Comics were keyed to pressing social issues.
 - B. Comics were similar to TV and movies in themes and topics.
- V. Conclusion
Comic books powerfully reflect social and cultural issues of the time and, therefore, should be taken seriously.



**In this outline,
the evidence
is arranged in
chronological
order.**

Chapter 3
**Where Do I Look for Information—
 And How Do I Get What I Need Easily?**

Fortunately, there’s no shortage of information. However, the very abundance can make it difficult to find what you need. Use a variety of sources in your research to make sure that you get balanced and valid information. Sources include Web resources, books, periodicals, government documents, and media—film, photography, and so on. Start by distinguishing between primary and secondary sources.

Primary and Secondary Sources-----

Primary sources are created by direct observation. The writers participated in or observed the events they described. For example, your own lab notes of your findings of your OWN experiment are a primary source, important in the sciences. In a paper on literature, the primary source is the literary work itself.

Secondary sources are written by people with indirect knowledge. These writers had to rely on primary sources or other secondary sources for their information. For example, a textbook is a secondary source. The following lists show primary and secondary sources:

Primary Sources	Secondary Sources
autobiographies	abstracts
diaries	almanacs
eyewitness accounts	biographies
surveys	book reviews
some government documents	some government documents
historical records and documents	encyclopedias
interviews	books written by non-participants
journals	literary criticism
letters	most newspaper and magazine articles
oral histories	textbooks (some textbooks may contain primary sources)
maps prepared by direct observation	
photos taken at the scene	
original works of literature	

Always check with your instructor before you begin your research to see whether you must use a specific mix of primary and secondary sources.

Facts Versus Opinions-----

When you research, you look for two kinds of information: opinions and facts. *Opinions* are beliefs and theories. You may or may not agree with the opinions you find. *Facts* are statements that can be proven by observation or empirical evidence. Facts are truth, not theory. Facts are reality, not speculation. You need to use facts to decide which opinions are valid. Then you use facts to back up the opinions you support. Here are some examples:

Opinion	Fact
Dade County is the best place to live in Florida. (Not everyone would agree.)	According to the latest census, Dade County is the largest county in Florida.
Everglades National Park is more fun than Spaceport, USA. (Not everyone would agree.)	The Everglades became a national park in 1934.
The most famous Florida residents are Steve Carlton and Fay Dunaway. (Not everyone would agree.)	The African American educator James Weldon Johnson was born in Florida.

Internet Sources-----

The Web is not like a library where information has been arranged by subject. It's more like a garage sale, where items of similar nature may be grouped together – but not always. Use search engines and databases to find the material you need.

Search engines

Search engines are massive databases that cover wide areas of the Internet gathering information. Users search through a database by typing in keywords describing the information desired. The more precise the phrase, the better your chances of finding the information you need. At the present time, Google is the world's most popular search engine, although there are many others.

Databases

Databases are collections of records, such as journal articles or citations to articles, stored in an organized way to allow users to search for records on a specific topic. Greenley Library at Farmingdale State College subscribes to many periodical databases for students and faculty to use. These databases can be accessed directly from on-campus computers or from off-campus computers using your Farmingdale e-mail user name and password. To access the databases, go to the Greenley Library Web site. Users search through a database by typing in keywords describing the information desired. These key words are called queries or search terms. The more precise the query, the better your chances of finding the information you need.

Web Pages and Web Sites -----

A Web page is a document on the World Wide Web. Every Web page is identified by a uniform resource locator (URL), its address. A Web site is a collection of Web pages. You can get valuable hints about the purpose of a Web page or Web site from its suffix, the last three letters in its URL. Here are some examples:

Suffix	Purpose
.com	Commercial – business.
.edu, .net, .info	Educational- a school or university.
.gov	Government – the local, state, or federal government
.org	Non-profit organization, such as a museum
.mil	Military, such as the Army or Navy.

Advantages and Disadvantages of Web Sources

Advantages	Disadvantages
A lot of information	Difficult to tell the reliable from the unreliable information. There's a lot of unreliable information!
	Material is not credited. Many Web sites are unsigned, and, therefore, we don't know whether the information is reliable. There's a big difference between a fifth grader's understanding and explanation of nuclear energy and that written by Richard Feynman, Nobel Laureate in physics.
Many sites	Sources not stable: sites can change minute to minute
Seem easy to use	Not so easy to use

Be sure to give yourself plenty of time to use the Internet because it may take you far longer than you think to find the information you want. Even experienced Internet users need time to find the authoritative, reliable sources they need. You should also check with the reference librarians at Greenley Library for assistance. They can provide you with useful tips and shortcuts.

Books, Periodicals, and Journals -----

Books and scholarly periodicals are the gold standard of research because they are authoritative, edited, and verified. Scholarly journals, which are peer reviewed (checked over by experts in the field), are good sources of high-quality information. Many journals are now available both in print and electronic form through full-text online databases. For a list of databases, go to <http://www.farmingdale.edu/library/index.html>.

Since it takes a long time for a manuscript to be published as a book, if you need up-to-date information, periodicals, journals, and media are usually better sources.

That said, let's not be so quick to throw out books. They still provide great information for any subject that does not demand very current information.

To save yourself hours of extra work, try these handy hints as you gather books for your research paper:

1. Learn about library resources.

Know which classification system(s) are used there and where different types of books (fiction, nonfiction, reference, oversized, juvenile, etc.) are located. Learn all about the online catalog system, remote access, and interlibrary loans.

You can usually find out whether your local library has a book or periodical by going to the library's Web site, which will also tell you whether your library can get what you want within the system. If the library does not own what you want, the material can usually be ordered through the Web site and picked up at your local library at the Circulation Desk. Greenley Library, for instance, can provide access to books and periodicals nationally.

To find out whether the library has a book, you can search the online catalog (the electronic version of a card catalog) by title, author, or keyword. If Greenley Library does not own the book or journal you want, the Library can usually get a copy of it for you through Interlibrary Loan, a system through which libraries around the country share with each other. Farmingdale State College students can also go to any other SUNY library and check out books using a current Farmingdale ID card.

2. Get to know the reference librarians.

They are an invaluable resource.

3. Come prepared.

Have paper and pen or your laptop with you when you research in a library.

4. Work carefully.

Write a formal bibliography card for each book you find. Be sure to copy down the call number *exactly* as it appears in the card catalog. Otherwise, it will be difficult—if not impossible—to find the book. Don't scribble information on paper scraps or your hand.

Reference Books -----

In addition to high-quality scholarly books, you can get excellent information from everyday reference books: almanacs, atlases, dictionaries, encyclopedias, and much more. Reference books are a great place to get the facts you need. That's because reference books specialize in facts. The following chart shows some reliable and useful reference books:

Reference Book	Information
Almanacs	Yearly facts about economic production, US states, world countries, seasons, Supreme Court decisions, bios of famous people, entertainment, sports, etc.
Atlas	Maps and charts

Dictionaryes	Word meaning, origin, history, usage
Encyclopedias	Collections of articles on many topics, written by experts
Other specialized reference books	Reference books cover every topic you can imagine...and some that you can't!

A Note on Wikipedia -----

Started in 2001, *Wikipedia* is a free online encyclopedia. It's unique because it's written collaboratively by volunteers, allowing most articles to be changed by almost anyone with Web access. While *Wikipedia* is timely, easy to read, and fresh, it is also susceptible to vandalism, bias, fake articles, questionable information, uneven quality, preference for popularity over credentials, poor writing, and lack of proper sources to legitimize articles.

Check with your instructor about the use of *Wikipedia*.

Media-----

You can also use a variety of media to find information. These sources include podcasts, interviews, movies, radio shows, slides, and so on. If you want to use transitory sources such as TV shows and radio interviews, be sure to record them so you have "hard copies" to refer to as you extract information.

Chapter 4

How Do I Judge What I Find— And Decide Which Sources to Use?

Evaluating sources is nothing new; writers have always had to assess the reference material they find. But because of the burgeoning Internet resources, the task has taken on a new urgency.

In the good old days, a writer only needed to consider the quality of books, magazines, and journal articles; printed matter is now just the beginning of the information available to the researcher. Furthermore, in the past, editors, publishers, and librarians chose much of the material we could expect to find. Today, however, most online sources haven't been evaluated at all, so it's all in our hands. Besides, you can access just about everything online from the comfort of your own home. As a result, much of what you see won't even make it to the library's shelves.

Before you decide to use *any* source, you have to judge its authority, timeliness, bias, and appropriateness. Here's how to do it.

Authority -----

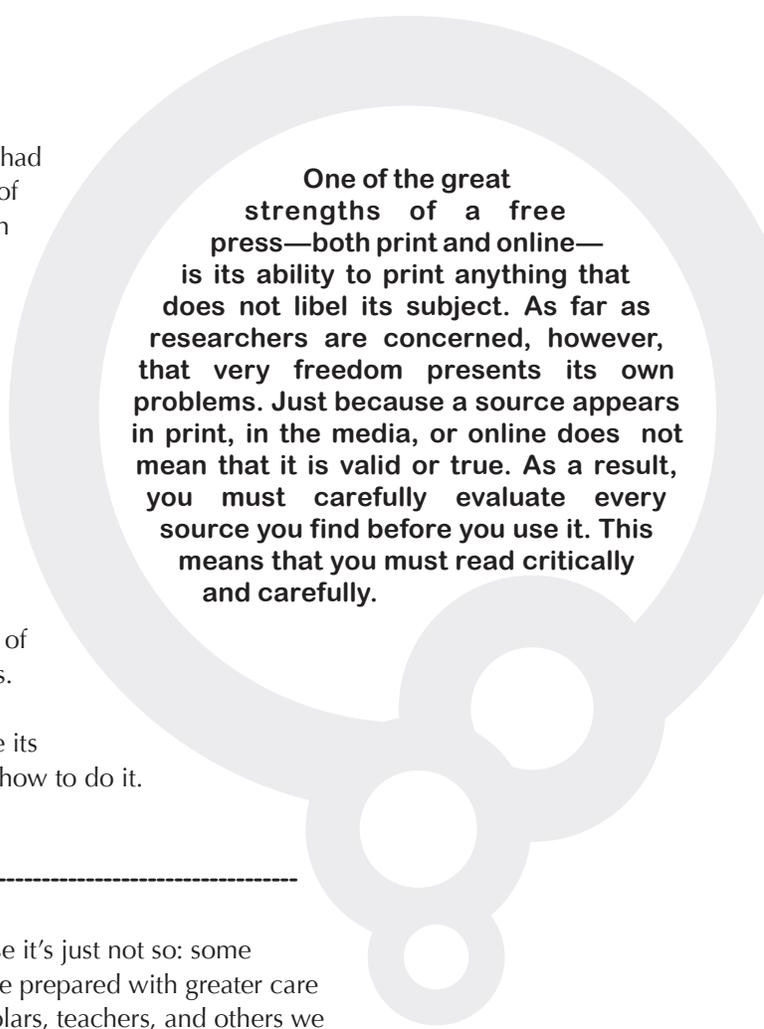
Don't believe that all sources are created equal, because it's just not so: some sources are better than others. That's because they were prepared with greater care by experts in the field and have been reviewed by scholars, teachers, and others who respect for their knowledge of the subject. You can use the following checklist to weigh the authority of the material you contemplate using:

1. Is the author named?

Be suspicious of sources that do not have the author's name. Ask yourself, "Why wouldn't the author be named?" Likely, the author is not a recognized expert or may even wish to keep his or her identity secret because of a bias. The author may not know much about the topic at all!

2. Are the author's credentials included?

Look for an academic degree, an e-mail address at a college or university, a by-line in a reputable newspaper, and/or a list of publications. If this information is not included, the author may not have the appropriate credentials.



One of the great strengths of a free press—both print and online—is its ability to print anything that does not libel its subject. As far as researchers are concerned, however, that very freedom presents its own problems. Just because a source appears in print, in the media, or online does not mean that it is valid or true. As a result, you must carefully evaluate every source you find before you use it. This means that you must read critically and carefully.

3. Based on this information, can you conclude that the writer is qualified to write on this subject?

For example, is the person an expert or an eyewitness to the events described in the source? Experts include people with appropriate academic credentials and degrees, such as professors, physicians, and scientists. *The degree must be in the relevant field, however.* For example, a geneticist writing about basketball is NOT an expert in basketball.

4. Does the person have a good reputation in this field?

Seek out publications by authors who are well respected as scholars in the field. Stay away from cranks and zealots with an agenda. You can check a person's reputation in reference sources such as *Who's Who* or *Something About the Author*. Look on the Web to find articles about the writers, interviews with them, and reviews of their other publications. Check the author's Web page and see which other publications are listed.

5. Was the source well-reviewed by other recognized authorities in the field?

Major scholarly books and publications are reviewed in well-respected magazines, journals, and newspapers. If the book wasn't reviewed, it is minor at best, untrustworthy at worst.

6. Is the source complete, or have certain facts been cut for their controversial nature or for space limitations?

Be very wary of sources that have been cut. What information or visual was cut and why? You may not notice that a source has been edited. If you have any doubt about the authority of a source, check it with your instructor.

7. Does the author document his or her claims with other source materials?

If not, stay away from the source because it is not credible. If the author's claims can't be backed up, do not trust his or her assertions.

8. Are these sources credible and accurate?

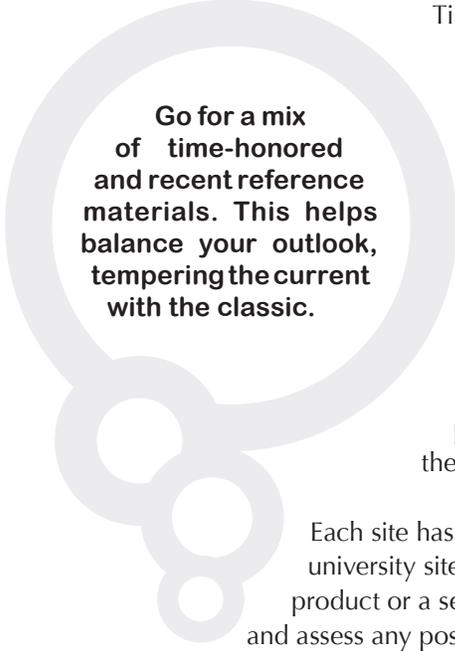
You must use reliable sources. For example, if you want medical information, you want a doctor or other medical expert. If you want legal information, you want to cite legal decisions or a distinguished lawyer. Talk radio or TV commentary shows may be very biased or even inaccurate. Be especially suspicious of sources that claim to have the "secret" or "inside track" on a subject.

If you are doing research involving studies of human subjects, as in psychology, sociology, nursing, dental hygiene or med lab tech, you must pay attention to the following guidelines:

- What Is the sample size of the population?
- Where was the study conducted?
- What are the credentials of the researcher?
- Where was the study published?

Timeliness-----

If you're writing a research paper on a very current topic, the date of book publication or online posting is crucial, since you're going to need contemporary data. But you may also want to include some traditional, "classic" reference materials to give your paper the weight and authority it needs.



Go for a mix of time-honored and recent reference materials. This helps balance your outlook, tempering the current with the classic.

Timeliness is a crucial issue with Web sites, since cyberspace is cluttered with piles of outdated sites. Sometimes people post information and move on to something new. The site hangs out there, forgotten and woefully outdated.

Always check the dates on any Web sites to find out when the material was posted and last updated.

Bias-----

Bias is not necessarily bad, as long as you recognize it as such and take it into account as you evaluate and use a source. For example, an article on hunting published in *Field and Stream* is likely to have a very different slant from an article on the same subject published in *Vegetarian Times*.

Each site has its own bias. For example, a business site is going to have a different slant from a university site because any company that wants to stay in business will seek to sell you a product or a service. As a result, knowing the source of the site can help you evaluate its purpose and assess any possible bias.

Bias seeps into the Web in different ways. Books don't have advertisements, and most of us skim magazine ads. However, not only are some Web sites filled with ads, but also the ads can flick on and off in search engines. This makes them hard to ignore, and there's no way to rip them out as you can do with a magazine. These ads reflect the commercial nature of some Web sites. What you see on the screen may reflect who's footing the bill. This bias is subtle but nonetheless important.

How can you avoid being misled by biased reference materials? Here are some issues to consider as you evaluate a print or online text for misrepresentation:

- Is someone quoted out of context?
- Are facts or statistics misleading and subject to misinterpretation?
- Has key information been omitted?

To protect yourself against biased sources and your own bias, select reference materials that reflect opinions from various viewpoints.

Appropriateness

The value of a source depends not only on its quality but also on its use to you in a specific writing situation. ***No matter how weighty and reliable the source may be, if it's not on your topic, it does not belong in your research paper.*** For example, if you're writing a research paper on current events, you're going to need newspapers and magazines with the most up-to-date information, rather than books, since even the most recent ones are at least six months to a year old. You're probably going to consult Web sites and blogs as well.

Even if a source proves to be high quality and free from bias, it doesn't necessarily mean that it belongs in your research paper. For a source to make the final cut, it has to fit with your audience, purpose, and tone. It must be *appropriate* to your paper. How can you decide if a source is suitable for inclusion in your research paper? Try these suggestions:

- Do you understand the material in the source? If the source is too technical for you to grasp fully, you might not use it correctly in your paper.
- Is the source written at a level appropriate to your readers?
- Does the source have the information you need?
- Does the source suit your purpose in this research paper?

Many sources you find won't be reliable or won't contain the information you need. Further, you will want to verify facts (such as dates, statistics, and scientific experiments) by double-checking them in at least two sources. As a result, you'll have to find many more sources than you will end up using in your paper. For instance, for a 7-page research paper, you may cite around 7-to-10 sources. This means you will likely have to locate as many as 25 sources to find the information you need.

Chapter 5

Revisiting the Assignment, Purpose Statement, and Outline

At this point, you have a working outline and a pile of research. What happens if...

- you discover that your original assumption was incorrect? Whoops, eh?
- you get started writing, but find yourself drifting off topic? Lost in space.
- you can't get started drafting at all? Fried brain.

Even if you don't face any of these challenges, before you start drafting, it's *always* a good idea to pause and take stock. Here's how to do it.

Step #1: Focus on the Assignment

Always pay close attention to the specific research guidelines distributed by your instructor. Following is the sample assignment from a Farmingdale State professor.

Compare the Internet and the electric telegraph in an historical context. At this time, you must hand in the list of books, articles, and Web sites that you have collected thus far which will be used as sources for your paper. You are also required to include at least four outside articles from academic journals, e.g., *History & Technology*, *Science & Technology Studies*, *Technology & Culture*, etc. You must also use at least three book-length texts as well. At least 25 percent of all sources must be derived from the Internet (this can include electronic versions of journal articles which were located through Greenley Library resources). Authorless Web sites are not acceptable for the bibliography.

Reread the assignment. Then read it again. Study the assignment carefully to make sure that you are presenting to your instructor what you have been asked to focus on. Let's look back at this assignment. Deconstruct the assignment to make sure that you have covered all the parts. You can use a chart like this one:

Part of Assignment	What Do I Have?	What Do I Need?
Students will be required to write one 10–12 page paper	Do I have enough research to fill 10–12 pages? At 350 words a page, that's 3,500–4,200 words.	I probably need more research.
Comparing the invention and application of the electric telegraph versus that of the Internet.	Do I have facts on the electric telegraph and the Internet?	I need to throw out anything that is off topic. I may need to get information that is directly on topic.
Cultural, historical, political, and socio-economic conditions which influenced the inventor(s)	Have I directly addressed all four of these conditions? Am I sure that I understand what each one means?	I need to throw out anything that is off topic. I may need to get information that is directly on topic.

Part of Assignment	What Do I Have?	What Do I Need?
Detailed information on the inventions (diagrams welcome)	Have I found diagrams?	A diagram may be pretty, but that doesn't mean I understand it. I need to make sure I am using diagrams that I understand.
Analysis of the inventions' impact on the societies in which they initially appeared, as well their diffusion to other societies and how their use and application differed as they moved into other parts of the world	Analysis means "divide into parts and examine each one to see what it means." Have I shown how the inventions have affected the societies where they debuted? For instance, when was the Internet invented? How did it change American life?	I won't find the answer in any one source. I can't just copy something from a book. Instead, I must do some critical thinking by putting together everything I have read. This is the most demanding part of the assignment.
Devices' role in imperialism (where applicable), world politics, and international political economy	I have a lot to do here-- imperialism, world politics, and the international political economy. Have I found information on all of this?	I could draw a chart or Web to show the relationship of the electrical telegraph and the Internet to their respective societies. This would help me make sure I have done what the instructor requests.
Contextualization of the two inventions within the larger narrative detailed in class discussions and our assigned readings (i.e., demonstrate in your analysis that you have been paying attention in class)	Do I understand the term "contextualization"? Have I paid attention in class? Do I have class notes? Have I done my reading?	Well, if I have been zoning in class, I'd better attend the instructor's office hours and find out what I've missed. I could also see what the instructor has posted on Blackboard or Angel and/or get a classmate's notes.

Step #2: Look Back at the Purpose Statement -----

With the assignment we've been examining, you do not have a choice: you must answer exactly and precisely what the instructor requests, or you won't earn a passing grade.

But what if you were asked to choose your own assignment? In this case, you might find that the research does not support your original purpose statement. Or you might find that you have completely changed your mind. Here are some examples:

Original Purpose Statement	What happened?	New Purpose Statement
A flat tax would benefit the government, businesses, and consumers.	My research revealed that a flat tax would be a disaster, especially for the poor.	A flat tax would not benefit the government, businesses, and consumers. The graduated system of taxation currently in place is far more equitable, especially for those with incomes under \$25,000 yearly.
So-called "big box" stores such as Wal-mart are far more beneficial to the American economy than they are detrimental.	Based on my research, I think my original conclusion was incorrect. I've changed my mind.	By depressing wages and failing to provide employee health care, "big box" stores such as Wal-mart have proven detrimental to the American economy by increasing the "working poor."

Before you go on, look back at your purpose statement to make absolutely, positively sure that your research supports it and that you still agree with it.

Step #3: Adjust the Outline-----

Recall that the instructor who assigned the paper on the telegraph and the Internet requires an informal outline and a formal outline. This assignment is complex. As a result, you need to figure out a way to address each and every part logically. Now is the time to revise your working outline into a final outline. Don't worry if you don't have a working outline: just make a formal one now.

You are likely to tweak this outline a bit more as you work. Nonetheless, the more closely you can pin down your outline now, the easier it will be for you to stay on task as you write.

Chapter 6

How Can I Use Other People's Information —And Not Commit Plagiarism?

Take this quiz: What is a research paper?

1. It is a collection of expert ideas strung together.
2. It is your own ideas or conclusions supported by expert opinion, evidence, or data.

You know the answer by now: A research paper is your own ideas or conclusions supported by expert opinion, evidence, or data. You are NOT stringing other people's ideas together. You ARE using expert opinions, evidence, or data to back up your own ideas or conclusions.

NOTE: If you are writing a research paper for a class in any discipline, consult your instructor for precise instructions regarding common practice in that discipline.

You write a research paper to argue a thesis or present information. To make your point convincingly and provide authoritative facts and examples, you cite expert opinions from other scholars and scientists, public figures, and experts. You use their words and ideas, giving full credit, which is called documentation. If you fail to give adequate credit, you can be charged with plagiarism. Plagiarism is using some else's words or ideas without giving adequate credit.

Various software programs have been created to help instructors identify plagiarism easily. At this time, Farmingdale College uses TurnItIn for this purpose.

Before we cover examples of documentation, you need to know that there are many different style manuals. Among the most common are MLA, APA and the Chicago Manual of Style. Always check with your instructor to determine which particular style is required. If you are allowed to choose a style, be sure to use it accurately and consistently. Detailed information

Plagiarism is ...

- using someone else's ideas without acknowledging the source
- paraphrasing someone else's argument as your own
- presenting an entire paper or a major part of it developed as another writer did
- arranging your ideas exactly as someone else did—even though you acknowledge the source(s)
- copying and pasting text from any online site
- copying and pasting graphical or visual information from a Web site, such as a chart, graph, or illustration, without including a citation

for MLA, APA, Chicago and other styles is also available online. The citations covered in this chapter follow the MLA style. Regardless of the method you use, you must always give credit to the original source of the material.

You have several main ways to use someone else's words and ideas. We'll discuss three: summarizing, paraphrasing, and quoting.

Using Other People's Information-----

When you use other people's information in a summary or a paraphrase, you must be very careful to rework the original material into your own words. If your revision is too close to the original, it is plagiarism. Below are some examples.

Following is the original text from an online source, *Bugfood III: Insect Snacks from Around the World* by Lana Unger, Extension Entomology Specialist.

Original Text

The Japanese have used insects as human food since ancient times. The practice probably started in the Japanese Alps, where many aquatic insects are captured and eaten. Thousands of years ago, this region had a large human population but a shortage of animal protein. Since the area had an abundance of aquatic insects, this food source became very important for human survival.

The Japanese still use insects in many recipes. If you were to go to a restaurant in Tokyo, you might have the opportunity to sample some of these insect-based dishes:

- hachi-no-ko—boiled wasp larvae
- zaza-mushi—aquatic insect larvae
- inago—fried rice-field grasshoppers
- semi—fried cicada
- sangi—fried silk moth pupae (Lyon)

Plagiarized Version-----

Here is the same text plagiarized because the writer has changed around only a few words and phrases and not provided a source for the information.

Since ancient times, the Japanese have used insects as human food. The practice probably started in the Japanese Alps, where many water bugs insects are captured and eaten. A long time ago, this area had many people but not enough animal protein. Since there were a lot of insects, they became a key food for people. The Japanese still eat insects. You can try some insects in Tokyo restaurants. These include boiled wasp larvae, aquatic insect larvae, fried rice-field grasshoppers, fried cicada, and fried silk moth pupae.

NOT Plagiarized Version Using Paraphrase-----

Here is the same text not plagiarized because the writer uses her own words and gives the source of the information.

According to Lana Unger, an Extension Entomology Specialist, eating insects has been commonplace in Japan for centuries. Likely, insects became a food from sheer need when food became scarce in the Japanese Alps. Since there were insufficient conventional protein sources to support the population, people turned to the one ample food they had: insects. Although the need no longer exists today, some Japanese still consider insects an acceptable, even desirable food, as shown by the inclusion of wasp, grasshopper, cicada, and silk moth pupae on the menus in some Tokyo eateries. (Lyon)

NOT Plagiarized Version Using Paraphrase and Direct Quotation-----

Here's another not plagiarized version. Notice how the writer includes a direct quotation from the original along with summary and paraphrase.

Writing in *Bugfood III: Insect Snacks from Around the World*, Lana Unger, an Extension Entomology Specialist, notes that some people in Japan have considered insects a viable food for hundreds of years. Unger notes, "The practice probably started in the Japanese Alps, where many water bugs insects are captured and eaten." The region was rich in water insects, and so these became the key source of protein since other sources were scant. While the Japanese have many sources of animal protein today, some people still consume insects. Many varieties are served in Tokyo restaurants, including wasp larvae, field grasshoppers, cicada, and silk moth pupae. These are prepared in a wide variety of ways, including boiling and frying. (Lyon)

This complete research paper on eating insects appears at the end of this handbook.

Using Short Quotations -----

- If a quotation is less than four lines (MLA style) or less than 40 words (APA style), use quotation marks to enclose the exact words of the original. Be sure to quote so that the quotation is a grammatical unit that makes sense out of its original context.

Using Long Quotations -----

- In general, try to avoid using long quotes unless they really help you prove your point. When a quote is longer than four lines (lines, not sentences), MLA style or 40 words APA style, it is called a *block quote* and you should follow these guidelines:
- Indent the quotation five spaces from the left margin.
- Do not single-space the quotation; stay with double-spacing.
- Do not enclose the quotation in quotation marks; since it is inset, it is understood to be quoted.
- Place the parenthetical citation after the final punctuation mark, as shown in the following example.

The following example comes from our bug paper.

In his book *The Eat-a-Bug Cookbook* author David Gordon gives the following directions for preparing a batch of crickets or mealworms to be eaten. He suggests that the thus-prepared insects be used to make insect flour, which can be added to any recipe that normally uses flour, such as bread, muffins, or pancakes. In addition, Gordon provides recipes for “Mealworm Chocolate Chip Cookies” and “Chocolate Covered Crickets” for those who are a bit more adventurous. Here are his directions:

Take the desired quantity of live insects, rinse them off, and then pat them dry. This procedure is easy to do with mealworms, but fairly hard to do with crickets. To do so with crickets, pour them all into a colander and cover it quickly with a piece of wire screening or cheesecloth. Rinse them, then dry them by shaking the colander until all the water drains. Then put the crickets or mealworms in a plastic bag and put them in the freezer until they are dead but not frozen. Fifteen minutes or so should be sufficient. Then take them out and rinse them again. You don't really have to clean mealworms, though if you want, you can chop off their heads. Crickets' heads, hind legs, and wing cases can be removed according to personal preference; I like doing so, since cricket legs tend to get stuck in your teeth. (76)

Trimming a Quote

What happens if a quotation contains material that is irrelevant to your point? You can use an *ellipsis* (...) to show that you have omitted part of a quotation.

You can use ellipsis in the middle of a quotation or at the end. Do not use an ellipsis at the beginning of a sentence; just start with the material you wish to quote. If you omit more than one sentence, add a period before the ellipsis to show that the omission occurred at the end of a sentence. Here is an example, adapted from the long quote that you just read:

In his book *The Eat-a-Bug Cookbook* author David Gordon gives the following directions for preparing a batch of crickets or mealworms to be eaten. He suggests that the thus-prepared insects be used to make insect flour, which can be added to any recipe that normally uses flour, such as bread, muffins, or pancakes. In addition, Gordon provides recipes for “Mealworm Chocolate Chip Cookies” and “Chocolate Covered Crickets” for those who are a bit more adventurous. Here are his directions: “Take the desired quantity of live insects, rinse them off and then pat them dry... Then put the crickets or mealworms in a plastic bag and put them in the freezer until they are dead but not frozen.” (76)

Warning!

Never omit material from a quotation to change its meaning deliberately. This is a sneaky way of slanting a quotation to make it say what you mean. In addition, always be sure that the quotation makes grammatical sense after you have cut it.

Using Research to Make Your Point -----

Never assume that your readers understand why you included a specific piece of information. It may appear that you are simply padding your paper with lots of outside sources. To avoid this misunderstanding and to strengthen your position, explain your message to readers and be sure to make your point. You can do this at the beginning or end of a passage.

Expert Opinion → Feminist Gloria Steinem argues that “Employers adhere to a number of beliefs about women that serve to reinforce a pattern of non-employment and non-participation for female employees”

Parenthetical Documentation → (54). Since many employers feel that women work for extra money, women’s jobs are non-essential. This leads to the

Your Opinion → conclusion that men should be hired or promoted rather than women.

Parenthetical Documentation: MLA Format -----

In the old days when dinosaurs roamed the earth, writers of research papers gave credit to their sources by using footnotes and endnotes. From the examples that you just read, you can see that instead of the credit given with a raised number like this² and a note on the bottom of the page (a footnote) or on a separate page (an endnote), credit is now given directly in the text. You blend your sources in your paper.

This method is called *parenthetical documentation* because you place in parentheses only the information to identify your source and then provide a complete citation entry at the back of the paper in the Works Cited page. You may also have heard this method called *documentation* or *using parenthetical references*. Note how we used parenthetical references in the examples above.

Identifying the writer is desirable no matter what style is used

1. Using the expert person to introduce the information:

- Use this method when the expert person will help you persuade your audience.
- When you cite material from a well-respected source, put the author’s name directly in the body of your text to get more mileage from it. Readers are impressed—and rightly so—when you cite a recognized authority. The complete citation entry would appear on the Works Cited page.

Excerpt from paper:

Adina Paytan, a professor of Geological and Environmental Sciences at Stanford University, discusses a method of using sulfur-containing minerals to assist in timing the evolution of atmospheric oxygen (626).

- 2. Placing the source and the author at the end of the material:** You learned earlier that when you name the author in the text, you provide only the page number. However, if you don't include the author's name in the text, you must use the author's last name and the page number.

Excerpt from paper:

The Earth's atmosphere initially consisted of hydrogen and helium gas. These gasses, being too light for Earth's gravity to hold and subject to high-energy radiation, were "boiled off" into space, and gradually replaced by gasses expelled in volcanic eruptions. This process is known as "outgassing," and among these gasses were carbon dioxide, chlorine, methane, nitrogen, water vapor, ammonia and various sulfur compounds. Additionally, some water entered the system from icy comets that hit the Earth. Eventually, a new atmosphere was formed, in which carbon dioxide was in much greater concentrations than it is today, and oxygen was probably less than 1% of the atmosphere (Carlsaw 2).

- 3. Placing the source at the end of the material:**

Excerpt from paper:

Golems continue to have a place in comics today, but only as small pieces of the original legends. The modern incarnation of Supergirl was formed out of "protomatter" and brought to life by advanced science. The hero Wonder Woman was formed by her mother, Hippolyta of the Amazons, out of clay and given life by the ancient Greek gods. She is perhaps the closest thing to a golem in comics today, being an artificial person, a defender of the oppressed, and a superhuman gifted by the gods (*Secret Files* 23).

Paraphrasing and Documenting Sources: APA Format -----

Here are the guidelines for using APA documentation. It's a simple two-step process.

- **Step #1: Give abbreviated credit in the text.**
- **Step #2: Place a full citation in the References list at the end of the paper.**

The abbreviated credit can be placed right in the body of the text or in parentheses at the end of the passage. You can use as much or as little of the reference material as you need, as well.

Here are two samples:

Example 1: Direct Quotation

Step #1: Abbreviated Credit in the Text

According to Almond and Powell (2008), "the majority of the people who support our current two party system claim that the parties bring together the ideas and standards of many different people, and give the voters a unified policy with which they can associate" (p. 98).

Step #2: Full Citation in References page

Almond, G. & Powell, G. (2008). *Comparative politics: A developmental approach*.

Boston: Little, Brown and Company.

Example 2: Paraphrase

Step #1: Abbreviated Credit in the Text

We have gotten more than we expected in our imperfect government, since the battle for control of the government continues to see-saw back and forth between the two rival camps. But there is hope in sight: voters are drifting away from the two parties and registering as non-partisan voters (Dye & Zeigler, 2008, p. 248).

Step #2: Full Citation in References page

Dye, T. & Zeigler, H. (2008). *The irony of democracy: An uncommon introduction to American politics*. 7th ed. Monterey, CA: Brooks/Cole.

Avoiding Plagiarism -----

To avoid plagiarism, give credit whenever you use:

- another person's idea, opinion, or theory
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge
- quotations of another person's actual spoken or written words
- paraphrase of another person's spoken or written words.

What You Do NOT Need to Document-----

Common Knowledge

You do not have to give credit for your original thinking or any information that is *common knowledge*, information an educated person is expected to know. Such information is found in a lot of sources, which is no doubt why it's called "common knowledge." Of course, common knowledge depends on your audience. If you are writing a scholarly paper on the American Transcendental movement for a group of English professors who specialize in 19th century American literature, you're going to assume a lot more common knowledge about Ralph Waldo Emerson and Henry David Thoreau than you would if you were writing the same paper for a group of brain surgeons. They'd know a lot more about blood vessels. Here are some examples of common knowledge that you wouldn't have to document:

1. France, Italy, and Spain are all European countries.
2. Leonardo da Vinci was a painter, scientist, and philosopher.
3. The North won the Civil War.
4. Mozart, Verdi, and Wagner all composed operas. T-Pain, Kanye West, and Fat Joe did not (well, not as of publication date).
5. Shakespeare's tragedies include *Hamlet*, *Romeo and Juliet*, and *King Lear*.
6. A "clone" is a genetic copy of an individual organism, arrived at through asexual reproduction in which the nucleus of cell from the body of a single parent is stimulated to start dividing by itself.
7. There are seven continents: Asia, Africa, North America, South America, Antarctica, Europe, and Australia.
8. The American Revolution began in 1775 when fighting erupted at Lexington and Concord, Massachusetts.

What happens if you come up with something that you think is original but someone else has already thought of it? Don't panic: chances are that someone has thought of it already, but you're only expected to do a reasonable job of research, not an exhaustive one. The depth of your research depends on your purpose (class paper, master's thesis, Ph.D. dissertation, etc.) and audience (instructor, thesis advisors, etc.) When in doubt, speak to your instructor for clarification.

Reminders-----

- A paper should reflect your thorough understanding of the issues. Mindlessly copying information from sources, even if you change a few words, does not constitute a research paper.
- There should always be a reason for quoting. Typically the reason is that you are using the opinion of an expert to support a point. Otherwise the paper should be written in your own words. There is no need to quote factual information.
- You should always make clear where the information from one text ends, and information from a different text begins.
- Information that has nothing to do with your thesis does not belong in your paper, even if it is accurate or interesting.
- When you give scientific or technical information, you must always cite a source.
- Be sure that all your sources are reliable. Do not use any source for which you cannot identify the writer or the agency. Opinions from nowhere are not reliable.

Chapter 7

Writing the First Draft(s)

Note that (s) on the word “draft” in the title—yes, you will be writing more than one draft. Stop groaning; after all, you not only want to get the highest possible grade you can on your research paper, but you also want to learn as much as you can about gathering, analyzing, and using research. Remember what you learned in Chapter 1: Research is a skill that you will use your entire life.

When you have completed your outline and most of your research, it’s time to start writing. Drafting at this stage allows you to see what additional information you need as you shape your paper.

Using your outline as a guide, write your draft. You don’t have to write in chronological order from the introduction to the conclusion, but it is almost always easier to do so because your introduction can often determine the organization of your paper. As you write, mark each part of your draft with the corresponding Roman numeral from your outline. This will help you stay organized and focused.

Write the Introduction -----

The introduction serves two purposes: it presents your purpose statement (also called a “thesis”) and gets the reader’s attention. Below is a model assignment and two sample responses.

Assignment: In a research paper of 5-7 pages, argue whether “Big Box” stores such as Wal-Mart help or harm the economy.

Poor response:

In this technological modern day society everybody likes to shop in stores where you can buy all kinds of things in one huge store. There are other “Big Box” stores too, but everyone prefers Wal-Mart because merchandise is cheaper. For example, I just bought electric rollers in Wal-Mart, which were half the price of the ones that they are selling in Duane Reade in the same shopping mall.

Good response:

According to Tim Owens, the city councilman of Overland Park, Kansas, “Wal-Mart has done more damage to small-town America than any other large entity” (78). The notorious yellow smiley-face Wal-Mart symbol does indeed bring more frowns to rural towns and suburban communities now than ever before. Why? Although Wal-Mart offers many affordable commodities such as low-end clothing and electronics, these bargains come at too high a cost. Wal-Mart drives Mom-and-Pop shops out of business, denies the majority of its employees a living wage and adequate health care, and depresses wages in the surrounding region. Wal-Mart is clearly detrimental to America’s bottom line.

This is a good response because it directly addresses the question, does not make vague generalizations, and gets the reader’s attention with lively writing and pertinent research.

Remember: Your introduction is not the place to make generalizations about literature, science, life, or anything else. Answer the question if given and state your purpose.

As you draft your paper, establish your writing *style*.

Choose a Style-----

A writer's *style* is your distinctive way of writing. Style is a series of choices—words, sentence length and structure, tone, punctuation, and so on. The style you select for your research paper depends on the following factors:

- audience
- purpose
- tone

Audience-----

Knowing with *whom* you are communicating is fundamental to the success of any message. You need to tailor your writing style to suit the audience's needs, interests, and goals. The audience for your research paper at Farmingdale State College is likely to be your instructor and your classmates.

To tailor your research paper to your audience, ask yourself these questions before you begin writing:

- Who will be reading my research paper?
- How much do my readers know about my topic?
- What is the basis of the information they have? (For example: their reading or personal experience)
- How does my audience feel about this topic? Are they neutral, hostile, enthusiastic—or somewhere in between?
- What style of writing does my audience anticipate and prefer?
- Base your decisions on what your audience expects—which may or may not be your usual writing style.

Purpose-----

Your purpose in writing your research paper is to *explain*, *inform*, or *persuade*. As a result, select the supporting material (such as details, examples, and quotations) that will best accomplish your purpose. If you are writing to explain, look for clear examples, useful statistics, and effective visuals. If you are writing to persuade, look for the most convincing examples, the most powerful statistics, and the most compelling quotations to move your readers to agree with your main idea.

Tone-----

The *tone* of a piece of writing is the writer's attitude toward his or her subject matter. For example, the tone can be angry, bitter, neutral, or formal. The tone depends on your audience and purpose. Since your research paper is being read by educated professionals and your purpose is to explain, inform, or persuade,

you will use a formal, neutral, unbiased tone. The writing won't condescend to its audience, insult them, or lecture them.

Top Five Elements of Style to Keep in Mind as You Draft Your Research Paper-----

As you write your drafts, keep these ideas in mind.

1. Write Simply and Directly.

Use words that are *accurate*, *suitable*, and *familiar*. *Accurate* words say what you mean. *Suitable* words convey your tone and fit with the other words in the research paper. *Familiar* words are easy to read and understand.

Since every discipline has its own specific words, use the specific terms your audience expects. These technical terms show that you have mastered the basics of your field and subject area. For example, for a research paper in physics, you would likely be expected to know and use terms such as these: *predicted error*, *expected result*, *actual error*, *deviation*, *figure of merit*. Don't use any word that you don't understand. If you have the slightest doubt, look it up.

Use language that is gender-neutral and free from bias. Use gender-neutral terms such as *humanity* rather than *mankind*. Use unbiased job descriptions, such as *police officer* rather than *policeman*. Whenever possible, make the subject plural so you can use *they* rather than the singular *he/she/his/her*. For example, write "Students should edit *their* papers" rather than "*He or she* should edit *his or her* papers."

Effective writing uses sentences of different lengths and types to create variety and interest. Mix simple, compound, complex, and compound-complex sentences for a more effective style. When your topic is complicated or full of numbers, use simple sentences to aid understanding. Use longer, more complex sentences to show how ideas are linked together and to avoid repetition.

2. Achieve Coherence and Unity.

Research papers that have coherence and unity have ideas arranged in a logical way. Here are some ways to arrange your information. There are other ways as well.

- chronological order (order of time)
- comparison and contrast (similarities and differences)
- advantages and disadvantages
- order of emphasis (most important to least important, for instance)
- cause and effect (reasons something happened and the consequences)
- classify and divide
- the funnel approach (For example, in a research paper addressing attractiveness bias in the personnel selection process, a writer could begin the introduction with a very broad statement regarding personnel selection, then narrow to the importance of avoiding discrimination in selection, and finally move specifically to attractiveness bias in the selection process.)

Further, to achieve coherence and unity, link ideas so your audience can follow your points. Use transitions to show the relationship between and among ideas.

Without transition: Lisa completed her research. She revised her outline.

With transition: After Lisa completed her research, she revised her outline.

3. Use Source Material Correctly.

As you learned in previous chapters, use the most reliable and pertinent sources to support your thesis and main ideas. In general, the pattern looks like this in each paragraph:

- Your idea in your words
- Supporting information from an outside source, documented
- Your idea summed up in your own words.
- Be precise. For example, do not say “back then” or even “ancient Greece B.C.” Give the date
- Furthermore, use only the material that helps you make your case. Eliminate any material that is irrelevant. Be ruthless!

Don't pack your paper with information just because you found it and you need to make a certain word count. If the material is not on topic, it does not belong – no matter how hard you looked for it or how much you like it.

4. Choose Effective Visuals.

Some instructors will not allow you to use visuals such as graphs and charts. Others, in contrast, will require you to use visuals, grading them as an important part of your research paper. Some professors will require you to generate your own visuals; others will allow you to find visuals in outside sources, just as you do with text. Here is an example from a biochemistry class:

As you know, figures can be extremely useful in explaining scientific concepts and techniques. You are welcome to include figures in your written work, but they must be of your own design and execution; figures or drawings pasted in from another source are not acceptable.

If you are allowed to use visuals, be sure to place them as close as possible to the text they are meant to illustrate. Always include a caption and label each figure in order, as in figure 1, figure 2, figure 3, and so on.

And remember: Visuals that you took from an outside source must be documented the same way that you would credit any other source.

5. Write Correctly.

Successful research papers are free of errors in grammar, usage, and mechanics. Of course, run a spelling and grammar check, but also be sure to check and double-check your grammar, usage, spelling, and punctuation as you draft your research paper. Also, check all your skills carefully as you edit and proofread.

And check those facts! If you're unsure of a detail, go back to the text and verify it.

Chapter 8

Creating a Works Cited or Reference Page

An MLA-style Works Cited or an APA-style References page provides a complete entry for every work you *cited* in your research paper. This means that you have referred to it in your paper and included a parenthetical citation. A Bibliography (or Works Consulted list), in contrast, provides a full citation for every work you *consulted* as you wrote your paper. This means that you read the source as background information, perhaps took notes on it, but did not include documented, credited information about it in your research paper.

In most cases, your instructor will require you to prepare a Works Cited or Reference page. However, you may be asked to prepare a Bibliography/Works Consulted list. Be sure to check with your instructor so you know what you're required to submit with your research paper.

This handbook gives information about MLA and APA formats, but your instructor might ask you to follow a completely different method of documentation. In the sciences, for instance, the standard is "The Uniform Requirements for Manuscripts Submitted to Biomedical Journals." This document is compiled by the International Committee of Medical Journal Editors (ICMJE). Thus, always check with your instructor first to make sure you're using the correct documentation style.

The Works Cited page (MLA format) or References page (APA format) is the last page of your paper. There's a sample at the end of this booklet. Here are some guidelines to follow as you prepare this page:

MLA Style Works Cited Page -----

1. Title

Center the title Works Cited on the top of the page, about one inch from the top. Do not underline it, boldface it, or place it in italics.

2. Alphabetical order

Entries are arranged in alphabetical order according to the author's last name.

If a work has more than one author, invert the first author's name only. If there are more than three authors, you may name only the first and add *et al.* or you may give all names in full in the order in which they appear on the title page. Note that *et al.* is in italics.

To cite two or more books by the same authors, give the names in the first entry only. Thereafter, in place of the names, type three hyphens, followed by a period and the title. If, for example, you read two books by Virginia Woolf, you would list the first entry as Woolf, Virginia. *Jacob's Room*. New York: Harcourt, 1922, but the second entry would be---*The Voyage Out*. New York: Harcourt, 1915.

If the entry does not have an author (such as an encyclopedia entry or an editorial), alphabetize it according to the first word of the title.

Ignore the articles *A*, *An*, and *The*.

3. Numbering

Do not number the entries.

4. Indentation

Start each entry flush left. Do not indent it, but do indent the second and all subsequent lines of an entry. Use the standard indent of five spaces.

5. Spacing

As with the rest of your paper, double-space each entry on your Works Cited page. Double-space between entries.

6. Capitalization

Capitalize all major words in titles.

7. Titles

Italicise titles of independently published works (books, periodicals, films, etc).

MLA Format-----

Below are the standard MLA citation formats. Remember to use MLA style formatting for papers in the humanities, but always check with your instructor to determine the preferred style. Every entry receives a medium of publication marker. Most entries, both volume and issue numbers are required, regardless of pagination. A complete reference for MLA citations is available at http://www.mla.org/style_faq4.

Citing Sources

You always want to give full information, but electronic sources are often missing key facts such as the author and date. Remember what was said about not using dicey sources such as "Joe's Web Page" or "Lin's Blog." Missing citation information sends up a warning flag that the source is likely not reliable—so ditch it.

Note: The date in a bibliographic entry is written in European style, with the date *before* the month, rather than *after*. For example: 12 September 1989.

That said, here is some information to include:

- Name of the author, last name first.
- Title of the article, listserv posting, Internet site, etc. If you're dealing with a Home Page or other source that doesn't have a title, describe it. Enclose the title in quotation marks.
- Publication information for any print version of the source, including the volume number, issue number, or other identifying numbers.
- Date of electronic publication, the latest update, or the posting.

- Date when you accessed the source.
- If the citation information does not lead readers to easily find the source, use the source's URL, its Web address.

Here are some examples of how to cite sources:

Citing a Web Page

Newton, Blake. "Kentucky Big Connection: Edible Insects." University of Kentucky

Entomology. 19 April 2004. 13 March 2008. <<http://www.uky.edu/Ag/CritterFiles/casefile/bugconnection/edible/edible.htm>>

Citing a Magazine Article from an Online Database

Blumenthal, Grace. "Grasshoppers in My Soup." *Organic News*. 1 January 2007. 28

July 2008 15 November 2008 <<http://www.oganicnews.com/>

Citing a Book

Author's last name, first name. *Book Title*. Place of publication: publisher, date of publication.

Hartz, Renata. *The Effect of Wal-Mart on America's Economy*. Princeton: Princeton

University Press, 2007.

Citing a Periodical

Author's last name, first name. "Title of the Article." *Magazine*. Month and year of publication: page numbers.

Jones, Luke. "Seven Ways to Survive in a Sinking Economy." *Newsweek* 20

June 2008: 87-9.

Note: If the page numbers in an article are not consecutive, cite the first page number followed by a plus sign (+).

Citing an Interview

Name the subject of the interview, followed by *Personal interview* or *Telephone interview*. Then comes the date.

Goldish, Meish. Personal interview. 21 July 2008.

Citing Television or Radio Shows

Identify significant people involved with the production, followed by their role: Writ. (writer), Dir. (director), Perf. (performer), Narr. (narrator), Prod. (producer).

"Harvesting Insects." *20/20*. Narr. Barbara Walters. Prod. Lewis Nonse. WABC,

New York, 14 February 2008.

Note

When no publisher name appears on the website, write N.p. for no publisher given. When sites omit a date of publication write n.d. for no date. For online journals that appear only online (no print version or on databases that do not provide pagination, write n. pag. for no pagination.

APA Style References Page -----

1. Title

Center the title Reference on the top of the page, about one inch from the top. Do not underline it, boldface it, or place it in italics.

2. Alphabetical order

Entries are arranged in alphabetical order according to the author's last name. Include the author's last name and first initials if the work has one, two, three, four, five, or six authors.

If the work has more than six authors, list the first six authors and then use et al. after the sixth author's name to indicate the rest of the authors. Remember that there's no period after "et".

3. Numbering

Do not number the entries.

4. Indentation

The APA *Publication Manual* now instructs authors to use hanging indents for references. The hanging indent is one-half inch (1.25 cm), just like paragraph indents.

5. Spacing

Single-space each entry on your References page. Double-space between entries.

6. Capitalization

Italicize titles of longer works (books), but do not italicize, underline, or place in quotation marks around the titles of shorter works such as journal articles or essays in edited collections. They're just naked.

The APA Publication Manual (2001) contains 95 examples of different reference types (pp. 240-281).

APA Citation Format

Remember to use APA style formatting for papers in the social sciences, business, and education, but always check with your instructor to determine the preferred style. A complete reference for APA citations is available at the OWL at Purdue <http://owl.english.purdue.edu>.

Chapter 9

Writing the Final Draft

Revising and editing are the means to evaluating your writing to find ways to make it better. The process involves deleting, adding, replacing, and moving words, sentences, and passages in the text. Revising and editing doesn't mean that you didn't do a fine job on your rough draft or that you're not a good writer. In fact, just the opposite is the case. The finest writers tend to do the most revising. The very word *revise*, meaning "to see again," shows that revision involves judging and rethinking your first thoughts to make improvements.

It's important that you step back from your work and see it with a fresh and impartial eye. As you revise and edit, try to be objective about your work, to judge it as others would.

Here are Some Guidelines to Follow as You Revise:-----

- Give your writing time to sit and "cool off" between drafts. Problems often become much clearer if you let some time elapse between writing and revision.
- Allow sufficient time for revision. It's not unusual to spend as much time—if not more—revising than writing!
- Don't be afraid to make significant changes as you revise. You may change the order of paragraphs, delete sections, and add new passages.
- Save successive drafts of your documents in different computer files, such as paper1.doc, paper2.doc, paper3.doc, and so on. Never permanently delete any material because you might find a use for it later.
- Share your drafts with others. Peer reviewers can often help you spot areas that need revision. Consider their comments carefully.
- Visit your instructor during office hours for help revising. Use the Writing Center, too.

Consider Audience and Purpose -----

As you begin to revise your research paper, think about your *audience* and *purpose* for writing. Consider the people who will read your paper, your *audience*. To meet their needs, ask yourself, "What does my audience know about my topic?" Recall that your *purpose* is your reason for writing. To focus on the purpose, ask yourself, "What am I trying to accomplish in my research paper? Am I explaining or persuading?"

Once you understand how the revision and editing process works, you'll find the process relatively painless and even interesting. Let's start by seeing how deleting material can often make your writing stronger.

Revise by Deleting -----

In every bloated research paper, there is a concise research paper trying to get out. Your job is to write the concise research paper that says it all. An effective writing style shows an economy of language.

Delete material that is off the topic or repeats what you’ve already said. As you revise, look for ways to tighten your sentences by removing extraneous material that unnecessarily repeats previous points, confuses your reader, or is off the topic. The following chart provides some examples. The underlined text should be deleted to improve the writing.

<i>Look For</i>	<i>Revision</i>
Repetition	Cut the unnecessary material
Bring it to a <u>final</u> close.	Bring it to a close.
Filler	Cut the fluff
The point that I am <u>trying to make</u> is that you <u>should</u> never miss a <u>good</u> chance to edit your <u>own</u> research paper.	Never miss a chance to edit your research paper.
Unnecessary modifiers	Select the best modifier
The big, huge, massive cloud completely covered over the sun.	The massive cloud covered the sun
Passive voice	Active voice
Falling asleep is done by the average person in seven minutes.	The average person falls asleep in seven minutes.

Revise by Elaborating -----

Effective research papers use relevant support to bring the topic to life, prove the point, and engage the audience. As we have already discussed, this “support” can be details, facts, definitions, examples, statistics, and quotations. Adding them to a draft is called *elaboration*.

As you read your draft, see where you need to add more detail to make your point clearly and persuasively. Use the following chart to help you focus your revision.

<i>Problem</i>	<i>Solution</i>
Facts missing	Add hard data
Manfred Kroger, a professor emeritus of food science, notes that insects are an excellent food source because they are very high in protein, vitamins, and minerals.	Manfred Kroger, a professor emeritus of food science at Penn State University in University Park, notes that insects are an excellent food source because they are very high in protein, vitamins, and minerals. For example, even fried rather than broiled, grasshoppers contain over 60 percent protein with about 6 percent of fat per 100 grams (a quarter pound). By comparison, the same sized broiled quarter-pound hamburger contains 18 percent protein with 18 percent fat. (<i>National Geographic News</i>)
Vague Writings	Writing with vivid details
Just as with all other foods, different insects have different tastes. Some taste good, even delicious. Other insects, in contrast, don't taste very good at all. They taste pretty bad so people should not eat them.	Those who eat raw yellow jacket larvae say that they taste like nuts; fried greater wax moth larvae are salty-sweet like bacon. Deep-fried crickets are tangy as well as crispy; squeezed ants can be used in place of lemon in many recipes. Moths taste like almonds. In their book <i>Man Eating Bugs: The Art and Science of Eating Insects</i> , authors Peter Menzel and Faith D'Alusio note that a freshly dug and fire-roasted witchetty grub in the outback of Australia has a taste "like nut-flavored scrambled eggs and mild mozzarella, wrapped in a smoky phyllo dough pastry." The guts look like melted American cheese, they say. Of course, not all insects are delicious. The infamous jumil stinkbugs of Mexico have "a strong taste, like aspirin saturated in cod liver oil with dangerous subcurrents of rubbing alcohol and iodine." (Vann)

Revise by Correcting Punctuation -----

Punctuation creates meaning just as words do. So don't neglect the little guys—commas, periods, semi-colons, and colons—as you focus on revising the words, phrases, and sentences in your research paper. Here are some guidelines to review:

1. Remember that a period shows a full separation between ideas.
2. A comma and a coordinating conjunction show the following relationships: addition, choice, consequence, contrast, or cause.
3. A semicolon connects two independent clauses. It shows the second sentence completes the content of the first sentence. The semicolon suggests a link but leaves to the reader to make the connection.
4. A semicolon and a conjunctive adverb (a word such as *nevertheless*, *however*, etc.) shows the relationship between ideas: *addition*, *consequence*, *contrast*, *cause and effect*, *time*, *emphasis*, or *addition*.

Revise by Rewording-----

Other times, you'll have to select new words to get your meaning across. When you revise by rewording, you replace words and revise sentences to make your writing accurate and fresh. Here's how to do it:

1. Look for words that you used too often.
2. Replace repeated nouns with pronouns.
3. Substitute other repeated words with synonyms.
4. Ditch empty, overused adjectives such as *excellent* and *nice*.
5. Sharpen your writing by finding the precise word you want, not a close relative.

Revise by Creating Unity-----

To make your writing more succinct, you can also combine related sentences to create unity and coherence. We've discussed this already, but it's important enough to be covered again. When you revise for unity, also look for sentences that are off the topic. Add *transitions* to join related ideas. Remember that each transitional word and phrase indicates a slightly different shade of meaning, so choose your transitions as carefully as you choose your peaches.

Here's an example of sentences revised for unity, thanks to transitions. The transitions are underlined.

Not Unified: The Vikings consumed a bucket or two of vibrant brew they called "aul" (ale). The Vikings headed fearlessly into battle often without armor or even shirts. The term *berserk* means "bare shirt" in Norse. The term took on the meaning of their wild battles.

Unified: After consuming a bucket or two of vibrant brew they called "aul" (ale), the Vikings would head fearlessly into battle, often without armor or even shirts. The term *berserk* means "bare shirt" in Norse, and eventually took on the meaning of their wild battles.

Create a Title Page-----

You must write a title page (APA style) or place essential identifying information in the upper left hand corner of the paper (MLA style). Do not underline or place quotation marks around your own title.

At the minimum, include the title, your name, and the date. Depending on your audience, you may also need to include the instructor's name and the title of the class. Check with your instructor.

Correct Errors-----

So far, we've concentrated on revising stylistic issues, but errors in grammar, usage, and mechanics can also seriously affect your ability to communicate your point—not to mention seriously reducing your grade.

Everyone has difficulty in certain areas, so pay special attention to the grammar and usage issues that drive you around the bend. Study this list to review the most common writing errors so you correct them all in your research paper (as well as in all the other papers, letters, e-mails, and laundry lists that you ever write).

1. Commonly confused words

English has far too many words that sound alike but are spelled differently and have vastly different meanings. Always make sure that you have the exact word you want, not its first cousin. As Mark Twain said, “The difference between the almost right word and the right word is really a large matter—it’s the difference between the lightning bug and the lightning” (Letter to George Bainton, 15 October 1888).

Incorrect: Nick and Kara took they’re new puppies over their and there having a happy puppy time.

Correct: Nick and Kara took their new puppies over there and they’re having a happy puppy time.

Don’t confuse contractions with possessive pronouns. Study this chart:

Contraction	Possessive Pronoun
it’s (it is)	its
you’re (you are)	your
they’re (they are)	they are
who’s (who is)	whose

2. Dangling and misplaced modifiers

A *dangling modifier* is a word or phrase that describes something that has been left out of the sentence. _
To correct the error, add the missing words.

Incorrect: Making startling new discoveries in science, the Renaissance was a time of rebirth.

Correct: The Renaissance was a time of rebirth when people made startling new discoveries in science.

A *misplaced modifier* is a describing word or phrase that is placed too far away from the noun or the pronoun that it is describing. As a result, the sentence does not convey its meaning. Even more distressing, the sentence may also produce confusion or amusement. To correct the error, move the modifier as close as possible to the word or phrase it is describing.

Incorrect: The writer read from his new book wearing glasses.

(The modifier “wearing glasses” is in the wrong place. The sentence states that the book, not the writer, was wearing glasses.)

Correct: The writer, wearing glasses, read from his new book. -or-

Correct: Wearing glasses, the writer read from his new book.

3. Run-on sentences

A *run-on sentence* is two incorrectly joined sentences.

Incorrect: Junior wanted to ride his motorcycle it was out of gas.

You can correct a run-on sentence four ways.

Join the two sentences with a coordinating conjunction. The coordinating conjunctions are *and, but, or, for, yet, so*.

Correct: Junior wanted to ride his motorcycle, *but* it was out of gas.

Join the two sentences with a subordinating conjunction.

Correct: *Although* Junior wanted to ride his motorcycle, it was out of gas.

Join the two sentences with a semicolon.

Correct: Junior wanted to ride his motorcycle; it was out of gas.

You can also add a conjunctive adverb to this construction.

Correct: Junior wanted to ride his motorcycle; however, it was out of gas.

Separate the run-on into two sentences.

Correct: Junior wanted to ride his motorcycle. It was out of gas.

Choose the method that creates the most logical sentence.

4. Fragments

A *fragment* is a group of words that does not express a complete thought. Most times, a fragment is missing a subject, a verb, or both. Other times, a fragment may have a subject and a verb but still not express a complete thought.

Incorrect: The writer gone to the office. (The verb is not complete.)

Correct: The writer has gone to the office

You can correct a fragment two ways.

Add the missing part to the sentence.

Incorrect: In the cabinet over the bookshelf.

(This fragment is missing a subject and a verb.)

Correct: *I keep the aspirin* in the cabinet over the bookshelf.

Connect the fragment to an independent clause (a complete sentence).

Incorrect: When you go to the convention.

Correct: When you go to the convention, *be sure to wear comfortable shoes*.

5. Possession

Possession shows ownership. Use apostrophes correctly. Follow these rules to create possessive nouns.

With singular nouns, add an apostrophe and an *s*.

Examples:	girl	girl's manuscript
	student	student's ideas

If the noun ends in *s*, follow the same rule.

Examples:	James	James's pet alligator
	Charles	Charles's computer

With plural nouns ending in *s*, add an apostrophe after the *s*.

Examples:	girls	girls' manuscript
	students	students' ideas

With plural nouns not ending in *s*, add an apostrophe and an *s*.

Examples:	women	women's books
	mice	mice's tails

Incorrect: Bob shirt shrunk in the wash, but his socks' didn't.

Correct: Bob's shirt shrunk in the wash, but his socks didn't.

And don't forget that possessive pronouns never take an apostrophe (no *hers'*, *her's*, *his'*, etc.) Since this is English we're talking about, there are exceptions: *anyone's*, *somebody's*, and so on.

6. Parallel structure

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. Parallel words, phrases, and clauses.

Incorrect: Rico is good at baking, swimming, and he likes to hike.

Correct: Rico is good at baking, swimming, and hiking.

Incorrect: The teacher told her students that they should get a lot of sleep, that they should eat breakfast, and to do some stress-reducing exercises before the big test.

Correct: The teacher told her students that they *should get a lot of sleep*, that they *should eat breakfast*, and that they *should do some stress-reducing exercises* before the big test.

Correct: The teacher told her students that they should *get* a lot of sleep, *eat* breakfast, and *do* some stress-reducing exercises before the big test.

Incorrect: The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and looking up irregular verbs.

Correct: The dictionary can be used for these purposes: *to find word meanings, pronunciations, correct spellings, and irregular verbs.*

7. Case

Case is the form of a noun or pronoun that shows how it is used in a sentence. English has three cases: nominative, objective, and possessive.

Use the nominative case to show the subject of a verb.

Example: I spoke to my professor about the research paper.

Use the objective case to show the noun or pronoun receives the action. It is also used with indirect objects and objects of the preposition.

Example: The professor saw me.

Use the possessive case to show ownership.

Example: The professor gave me her advice.

The following chart shows the three cases:

Nominative <i>(Pronoun as subject)</i>	Objective <i>(Pronoun as objective)</i>	Possessive <i>(Ownership)</i>
I	me	my, mine
you	you	your, yours
he	him	his
she	her	her, hers
it	it	its
we	us	our, ours
they	them	their, theirs
who	whom	whose
whoever	whomever	whose

Incorrect: Luke and *me* have been elected to the SGA.

Correct: Luke and *I* have been elected to the SGA.

8. Tense shifts

Avoid *shifting tenses* in the middle of a sentence of a paragraph.

Incorrect: I was walking to class when a huge goose jumps up and attacks me.

Correct: I was walking to class when a huge goose jumped up and attacked me.

Typing Your Paper

When you're satisfied with the content and style of your research paper, you're ready to type the final copy. You know that appearance matters, so you're going to make sure that the final copy speaks well of you. You've already typed all your rough drafts, so this step should be easy.

Use standard 12-point fonts such as Times Roman or Helvetica. Avoid fancy, elaborate fonts, since they're unprofessional and a pain in the neck to read. Also avoid stylistic elements that might distract readers, such as excessive highlighting, boldfacing, or boxes.

Double-space the text, indent the paragraph five spaces, and unless specifically requested to do so, don't right-justify (align) your paper. The right margins should be ragged. Also, don't add additional spaces between paragraphs or sections.

Proofread

It goes without saying (but we're saying it anyway) that you'll very carefully proofread your final document. Do not ignore any red or green underlining that your word processing software inserts into your work. Often these indicate either spelling or grammatical errors. Of course, you've already revised and edited the paper at each stage. We knew we could trust you.

Carefully reread your paper for errors in the following areas:

spelling	indentations	capitalization
omitted words	typographical errors	formatting errors

Read your draft aloud, very slowly, saying each word. Use a ruler or piece of paper to guide your eyes to make sure you don't skip any words. Read what you have written aloud. Change anything that sounds wrong. (This is like finding the weird thing in the back of the refrigerator. When in doubt, throw it out.)

It's helpful to ask one or more people to proofread your paper as well. They are likely to catch some errors that you missed. (This is like your brother tasting the milk you think is spoiled. If he winces and clutches his throat, it's time to ditch the milk.) Don't forget that Farmingdale State has a Writing Center. Set up an appointment to get some free extra help proofreading your paper.

And don't forget to run a spell check! A spell check is a great way to catch lots of spelling and typing errors that you might have missed. A spell check isn't a substitute for proofreading; rather, the two go hand-in-hand. Don't ignore any red or green underlining that your word processing software inserts into your work. Often these indicate spelling or grammatical errors.

Use a Checklist

Use the following checklist to make sure that you've taken care of the technical aspects of assembling your research paper.

Overall

- _____ Did you double-space the text?
 - _____ Did you use standard margins? These should be preset at a 1-1/2" margin on the left side and 1" on the other sides.
 - _____ Did you number each page and write your name on the upper-right hand corner?
Do not place a number on the title page, but count it in the final number of pages you submit. Your software can create an automatic page header. This inserts your name and the page number automatically on each page.
 - _____ Did you bind the paper as directed? Check with your instructor for specific guidelines. Some instructors require your paper to be presented in a folder or bound; other instructors discourage this.
 - _____ Did you include your name, course title, date and any other information required by your instructor on the title page (APA style) or the upper left hand corner of the first page (MLA style)?
- Abstract: APA typically requires an abstract preceding the first page, but MLA does not. Again follow your instructor's requirements.

First Page

- _____ If you are using MLA format, did you center the title?
- _____ If you are using APA format, did you use a shortened title as a running head?
- _____ Did you capitalize only the major words in the title?
- _____ Did you remember not to underline or italicize the title?

Body

- _____ Did you number the pages in the correct method required by your instructor?
- _____ Are the pages in the correct order?
- _____ Did you use the correct documentation format as required by your instructor, such as MLA, APA, the Chicago Manual of Style, etc.?

Endmatter

- _____ Did you include a Works Cited or References page?
- _____ Is your list of works in alphabetical order?
- _____ Did you indent the entries correctly?

Chapter 10
**Model Persuasive Research Paper in
MLA Documentation Format**

Here's a model paper in the MLA documentation format, but your instructor might require APA format. Ask your instructor for clarification.

The following research paper is an example of an English 101 paper.

Writer's name

The date

Class

Butterflies in My Stomach

In Japan, sophisticated eaters relish aquatic fly larvae cooked in sugar and soy sauce. Mexicans consume the agave worm as a main dish and a drink flavor: the worm is often served fresh in tortillas and pickled in mescal liquor. Some people in Australia greatly enjoy the taste of grubs, while people in some Latin American countries savor tarantulas roasted over an open fire. People in Bali remove the wings from dragonflies and boil the bodies in coconut milk and garlic (Guynap).

According to Gene DeFoliart, a professor emeritus of entomology at the University of Wisconsin-Madison, the custom of eating insects is as old as recorded history. The ancient Romans and Greeks, for example, made insects a regular part of their diet. The first-century Roman scholar Pliny wrote that Roman aristocrats greatly enjoyed consuming beetle larvae that had been raised specifically to be food, as we today raise cattle, fowl, and fish. The practice

continues today with gusto, as people around the world enjoy eating many different types of insects (Guynup).

Insect cuisine may not be standard food in America, but according to the *BBC Homepage*, we all eat insects. About 80 percent of the world's population savors bugs intentionally, either as staples of their everyday diet or as rare delicacies. The rest of us eat insects unknowingly, far more often than we can imagine. How is this possible? Harvard medical entomologist Rick Pollack explains, "Virtually everything we eat has bugs (entire or parts) within; indeed there are government standards as to the maximum number of bug parts per unit for each type of food" (qtd. In BBC). Consider the following:

US regulations allow for 75 insect fragments per 50g [1.75 ounces] of wheat flour, two maggots per 100g [3.5 ounces] of tomato sauce or pizza, 20 maggots for canned mushrooms, 60 fragments per 100g [3.5 ounces] of peanut butter and so on. It's estimated that the average person consumes about a kilo of insects a year. And is all the healthier for it (BBC).

Entomophagy (consuming insects intentionally) has yet to catch on in America and Europe in spite of the superior nutritional content of edible insects compared to other food sources. It's time that changed.

Gene Foliart notes that insects are an excellent food source because they are very high in protein, vitamins, and minerals. For example, even fried rather than broiled, grasshoppers contain over 60 percent protein with about 6 percent of fat per 100 grams (a quarter pound). By comparison, the same sized broiled quarter-pound hamburger contains 18 percent protein with 18 percent fat (Guynup).

Ants, crickets, mealworms, and grasshoppers are the most commonly consumed insects. For example, consumers can purchase grasshoppers and other edible insects by the pound in

Mexican village markets and have them fried on the spot. In Asia, people enjoy the taste of giant waterbugs, roasted and eaten whole. People collect these insects at night, as they fly around electric lights over rivers (Lyon).

The following chart compares the nutritional content of raw insects with cooked animal food. Protein and fat are listed as the amount in grams per 100 grams (a quarter pound) of meat. Carbohydrates, calcium, and iron amounts are measured in milligrams.

Food	Protein	Fat	Carbohydrates	Calcium	Iron
crickets	38.7	5.5	5.1	75.8	9.5
grasshoppers (small)	61.8	6.1	3.9	35.2	5
grasshoppers (large)	42.9	3.3	2.2	27.5	3
red ants	59.4	8.3	2.1	43.5	13.6
giant water beetles	41.7	3.5	2.9	47.8	5.7
lean beef	18.0	18.3	0	9	2.1
cod fish	22.9	0.9	0	0.03	1.0

(Gordon xiv)

The chart shows that insects are far higher in protein and lower in carbohydrates (starches) than lean beef and cod fish. The chart further shows that insects are rich in necessary vitamins and minerals. For instance, crickets are packed with calcium, a mineral crucial for bone growth and a key element in the prevention of osteoporosis. We can thus conclude that insects are a very healthful food choice.

Eating insects has additional benefits as well. Gene DeFoliart notes that raising insects is far easier and requires much less space than raising conventional Western protein sources such as cattle, pork, and chicken. For example, thousands of edible termites can be raised in a six foot mound, while the same number of cattle requires hundreds of acres of grassland. One hundred pounds of animal feed is necessary to produce ten pounds of beef; that same ten pounds of feed will produce more than four times as much cricket (Guynup).

It also takes far less time to raise a comparable number of insects. With the mushrooming human population around the world and the prospect of diminishing livestock and fish, insects may be our best hope of feeding everyone. Consuming insects can also help the ecosystem. “People are poisoning the planet by ridding it of insects, rather than eating insects and keeping artificial chemicals off plants that we eat,” adds Gene DeFoliart, reiterating Rachel Carson’s findings in her landmark study *Silent Spring* (qtd. in Guynap). Not surprisingly, he advocates consuming edible insects that attack plants and keeping artificial chemicals off plant food. Why kill insects with chemicals if they are have more protein, vitamins, and minerals than the animals they attack?

Finally, we may think of insects as dirty, but they are actually cleaner than other creatures. Grasshoppers and crickets eat fresh, clean plants whereas crabs and lobsters are bottom feeders that eat foul, decomposing materials. People can die from Mad Cow Disease, but no one has ever been felled by Mad Cricket Disease.

What about the taste? More than one million species of insects and worms exist (Vann). The *BBC Homepage* notes that humans can eat about 1,400 of these species.

Not surprisingly, each type of insects has its own taste, but many experts agree that certain types of insects are delicious. Menzel and D’Alusio, for example, note that a freshly dug and fire-roasted witchetty grub in the outback of Australia has a taste “like nut-flavored

scrambled eggs and mild mozzarella, wrapped in a smoky phyllo dough pastry” (qtd. in Vann). Honey-pot ants are sugary, while bamboo moth larvae and fried silkworm pupae taste like salty shrimp puffs and crunchy peanuts. One type of worm tastes like portobello mushrooms. Gene DeFoliart likes greater wax moth larvae, which taste like bacon when deep fried (Guynap). Of course, not all insects are delicious. The infamous jumil stinkbugs of Mexico have “a strong taste, like aspirin saturated in cod liver oil with dangerous subcurrents of rubbing alcohol and iodine” (qtd. in Vann).

Will Americans and Europeans catch on to the advantages of eating bugs? The January 2, 1996 *Wall Street Journal* reported on a “small energetic group of entomologists, farmers, and chefs” who are promoting edible insects, a foodstuff known in academic circles as ‘Microlivestock’” (qtd. in Lyon).

However, food choices are arbitrary. What some people consider appropriate food are simply the foods they are used to eating. For example, if you grow up eating steak, you consider steak a good food. Conversely, if you grow up eating red Thai worm curry, hornet honey ice cream, or roasted locusts, you will consider these appropriate foods. Most people decide what they will and will not eat very early in life, usually while they are in elementary school. By the time people are in their early twenties, their culture – especially their family, friends, and media—may be able to shift those tastes a little bit, but what someone will and will not eat is otherwise firmly fixed (Stewart).

Florence Dunkel, an entomologist and editor of *The Food Insect Newsletter*, says: “For most Americans, fear of insects is a social aversion. It’s not rational. People in other societies were introduced to bugs at an early age. It’s just not the way we grew up” (qtd. in Nejame). Dunkel makes a valid point, but most Americans link insects to disease and dirt. We know that ticks cause Lyme disease, mosquitoes cause yellow fever, and we consider roaches to be filthy.

Manfred Kroger, professor emeritus of food science at Penn State University, agrees: “We have 200 to 300 staple foods that we pass down from generation to generation—and trying new foods is always a touchy subject” (qtd. in Guynap). However, some people see a change in American’s perception of what is and is not appropriate to eat. These food writers and chefs believe that Americans are in the midst of a food revolution, a change fueled by the craving for more inventive as well as healthful foods. Insects fit the menu on both counts.

It is time that Americans considered making insects part of our diet. After all, insects have a nutritional content superior to many other food sources. Further, raising insects rather than other protein sources is better for the ecosystem. Perhaps best of all, insects are delicious – when prepared properly. Why not try it now, with something delicious as well as nutritious? If so, here’s an easy recipe for Grasshopper Tacos from David Gordon’s *The Eat-a-Bug Cookbook*:

Ingredients:

1/2 pound grasshoppers

2 cloves minced garlic

1 lemon

salt

2 ripe avocados, mashed

6 tortillas

Preheat oven to 350°F. Roast grasshoppers in a shallow pan for 10 minutes. Toss with garlic, lemon juice and salt to taste. Spread mashed avocado on tortillas. Sprinkle on grasshoppers (43).

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ACADEMIC INTEGRITY AND DISCIPLINARY PROCEDURES

Farmingdale State College has developed rules concerning integrity and academic dishonesty to protect all students and maintain an orderly academic environment.

Academic dishonesty cannot be condoned or tolerated in a college community. Such behavior is considered a violation of the Student Code of Conduct and students found guilty of committing an intentional act of fraud, cheating, or plagiarizing will be disciplined by the Dean of Students or a designee.

The College regards academic dishonesty as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another person without authorization, or uses unauthorized or fabricated information in any academic exercise.

The College also considers academic dishonesty to include forging academic documents, intentionally impeding or damaging the academic work of others, or assisting other students in acts of dishonesty.

Academic dishonesty is divided into four categories and defined as follows:

1. Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication: Intentional falsifying or inventing without authorization any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty: Intentionally helping or attempting to commit an act of academic dishonesty.
4. Plagiarism: Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

The Academic Integrity and Disciplinary Procedures may be found in their entirety in the Student Handbook and on the Farmingdale State College Website under "Policies."

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