# Chapter 14

# Finding, Citing, and Integrating Sources

THIS CHAPTER SHIFTS ATTENTION to more technical matters associated with writing the researched paper. More than just mechanically gathering information, research continues to be a primary means of discovering the ongoing conflicts about a subject and having ideas about it. Engaging the information sparks thinking—not just arranging.

**THIS CHAPTER IS DIVIDED INTO FIVE SECTIONS**

A. Research Methods
B. Plagiarism and the Logic of Citation
C. Citing Sources: Four Documentation Styles
D. Integrating Quotations Into Your Paper
E. Preparing an Abstract

The core of this chapter is a discussion of research methods written by a reference librarian at our college, Kelly Cannon. It offers a wealth of insider's tips for making more productive use of your research time.

## A. A Guided Tour of Research Methods by Reference Librarian Kelly Cannon

### THREE RULES OF THUMB FOR GETTING STARTED

- A half-hour spent with a reference librarian can save you half a day wandering randomly through the stacks selecting sources.
- Start your research in the present and work backward. Usually the most current materials include bibliographical citations that can help you identify the most important sources in the past. Along the same lines, you are usually better off starting with journal articles rather than books because articles are more current.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

- Consistently evaluate the reliability of the source, looking for its potential bias or agenda. Evidence is always qualified by how it is framed. For example, *Newsweek* can be a useful source if you want evidence about popular understanding of a subject or issue. The fact that the material comes from *Newsweek* and thus represents a position aimed at a mainstream, nonacademic audience provides the central reason for citing it.

The challenge of doing research in the Information Age is that there is so much information available. How do you know which information is considered authoritative in a particular discipline and which isn't? How can you avoid wasting time with source materials that have been effectively refuted and replaced by subsequent thinking? A short answer to these questions is that you should start in the reference room of your library or with its electronic equivalent. Many if not all of the resources listed below are now available online through your college library website. Your reference librarian can advise you on availability.

## Start with Indexes, Specialized Dictionaries, Abstracts, and Bibliographies

These reference sources can rapidly provide you with both a broad perspective on your subject and a summary of what particular sources contain. An **index** offers a list of titles directing you to scholarly journals; often this list is sufficient to give you a clearer idea of the kinds of topics about which writers in the field are conversing. **Compilations of abstracts** and **annotated bibliographies** provide more information—anywhere from a few sentences to a few pages that summarize each source. *(See the section at the end of this chapter on abstracts and how to write them.)*

Here are a few of the most commonly used indexes, bibliographies, and abstracts:

*Art Abstracts*
*Business Source Elite*
*ERIC (Education)*
*MLA (Modern Language Association)*
*PubMed*
*SocAbs*

Specialized dictionaries and encyclopedias are sometimes extraordinarily useful in sketching the general terrain for a subject, and they often include bibliographical leads as well. Here are some titles, ranging from the expected to the eccentric:

*Dictionary of the History of Ideas*
*Dictionary of Literary Biography*
*Encyclopedia of American History*
*Encyclopedia of Bioethics*
*Encyclopedia of Crime and Justice*
*Encyclopedia of Economics*
*Encyclopedia of Native American Religions*
*Encyclopedia of Philosophy*
*Encyclopedia of Psychology*

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

*Encyclopedia of Unbelief*
*Encyclopedia of World Art*
*Encyclopedic Dictionary of Mathematics*
*Macmillan Encyclopedia of Computers*
*Encyclopedia of Medical History*
*McGraw Hill Encyclopedia of Science and Technology*
*New Grove Dictionary of Music and Musicians*
*Oxford English Dictionary*

Most of the resources just listed also include book reviews. In addition, the *Reader's Guide to Periodical Literature* locates reviews as well as articles in popular—general audience—publications such as *Time* and *Newsweek*. For a broader range of titles, you might also consult *Book Review Index, Book Review Digest,* and *Subject Guide to Books in Print.*

## Indexes of Scholarly Journals

Nearly every discipline has its own major index, one most consulted by scholars. Here are just a few: *MLA* (literary criticism), *ERIC* (education), *PsycInfo* (psychology), *Historical Abstracts* (non-U.S. history), *Sociological Abstracts* (sociology), and *PubMed* (medicine).

When professors refer to bibliographic research, they probably mean research done with indexes. Again, these indexes are specific to particular subject areas. Their coverage is not broad, but deep and scholarly. These are the indexes to consult when seeking the most scholarly information in your area of study. Although the full text is often not included, the indexing provides information sufficient to track down the complete article.

These indexes are a great aid in evaluating the scholarly merit of a publication, as they usually eliminate any reference that isn't considered scholarly by the academy. For example, *MLA* only indexes literary criticism that appears in peer-reviewed journals and academically affiliated books. So, consider the publications that appear in these indexes to have the academic "seal of approval."

For more information on this crucial aspect of research, see the headings later in this chapter entitled "Subscriber-Only Databases" and "Four Steps Toward Productive Research Across the Disciplines."

## Finding Your Sources: Articles and Books

The resources above will not only provide you with an excellent overview of your topic, but also direct you to authoritative books and journal articles. The next step is to find out how to access the full text of those books and articles online or in print form. Your library's online catalog will direct you to books in your local library. You may wish to take advantage of this time in the catalog to run a keyword search on your topic. Watch the subject headings that appear at the bottom of catalog records. You can click on these subject headings to guide you to more books highly relevant to your topic.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Don't be concerned if many of the books that have been recommended in specialized dictionaries, encyclopedias, and indexes don't appear in your library's online catalog. The reference librarian can direct you to *WorldCat*, where you can request on interlibrary loan any book to be sent to you from another library for your perusal. This is a valuable service, as it makes available to you the research collections of large universities, all with the stroke of a key.

Journal articles are likely to be the next step in your research. You will need to find which articles are available in-house, online or in print, and which you will need to submit an interlibrary loan request for (in this case, unlike with books, you will receive a photocopy of the interlibrary loaned article to keep—no need to return it to the lending library). Your library's online catalog will generally—though not always—provide you with a complete list of journals available electronically or in print. Just title search on the journal name, not the article title, in order to locate the journal. Ask a reference librarian for assistance in locating journals. He or she can also assist you in requesting on interlibrary loan any articles from journals your library does not have.

## Finding Quality Sources: Two Professors Speak

In the following Voices from Across the Curriculum, a business professor and a psychology professor offer useful tips for searching under more than one heading in order to find more information.

### *Voices from Across the Curriculum*

> A critical part of the bibliographic effort is to find a topic on which materials are available. Most topics can be researched. The key is to choose a flexible keyword/phrase and then try out different versions of it. For example, a bibliography on "women in management" might lead you to look up *women, females, business* (women in), *business* (females in), *gender in the workplace, sexism and the workplace, careers* (of men, of women, in business), *women and CEOs, women in management, affirmative action and women, women in corporations, female accountants,* and so forth. Be imaginative and flexible. A little bit of time with some of the indexes will provide you with a wealth of sources.
>
> Here is a sampling of indexes heavily used in the social sciences, for instance: *Social Science Index, SocAbs, Wall Street Journal Index* (for *WSJ* stories), *New York Times Index* (for *NYT* stories), *Business Source Elite*, and the *Public Affairs Information Service (PAIS).*
>
> —Frederick Norling, Professor of Business

> Use quality psychological references, that is, use references that professional psychologists use and regard highly. *Psychology Today* is not a good reference; *Newsweek* and *Reader's Digest* are worse. APA journals, such as the *Journal of Abnormal Psychology,* on the other hand, are excellent.
>
> In looking for reference material, be sure to search under several headings. For example, look under *depression, affective disorders,* and *mood disorders.* Books (e.g., *The Handbook of Affective Disorders*) are often very helpful, especially for giving a general overview of a topic. Books addressing a professional audience are generally preferable to those addressing a general, popular audience.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

> Finally, references should be reasonably current. In general, the newer, the better. For example, with rare exceptions (classic articles), articles from before 1970 are outdated and so should not be used.
>
> —Alan Tjeltveit, Professor of Psychology

## FINDING QUALITY ON THE WEB

Imagine a megalibrary to which anyone has access any time of day or night and to which anyone can contribute material, to inform, but perhaps more so to sell and to promote, no matter how questionable the cause or idea. So it is with the web. A general caveat to this "library of the Internet" might well be User Beware.

Take as an example the website *Martin Luther King: A True Historical Examination* (www.martinlutherking.org). This site appears prominently in any web search for information about Martin Luther King, Jr. The site is visually appealing, claiming to include "essays, speeches, sermons, and more." But who created the site? As it turns out, after a little digging (see Tips #1 and #2 later in the chapter), the site is sponsored by Stormfront, Inc. (http://stormfront.org), an organization out of West Palm Beach, Florida, serving "those courageous men and women fighting to preserve their White Western culture, ideals and freedom of speech." This author is concealed behind the work, a ghost writer of sorts. While the site is at one's fingertips, identifying the author is a challenge, more so than in the world of conventional publishing, where protocols are followed such as author and publisher appearing on the same pages as the title. For those websites with no visible author, no publishing house, no recognized journal title, no peer-review process, and no library selection process (the touchstones of scholarship in the print world), seemingly easy Internet research is now more problematic: the user must discern what is—and is not—authoritative information.

### Understanding Domain Names

But how is the user to begin evaluating a web document? Fortunately, there are several clues to assist you through the Internet labyrinth. One clue is in the web address itself. For example, the *Internet Movie Database* has www.imdb.com as its web address (also known as URL, or uniform resource locator). One clue lies at the very end of the URL, in what is known as the domain name, in this case the abbreviation ".com." Websites ending in .com are commercial, often with the purpose of marketing a product. Sites ending in .org generally signal nonprofits, but many have a veiled agenda, whether it is marketing or politics. Like the .coms, .org addresses are sold on a first-come first-served basis. (The organization that oversees the many vendors of .com and .org domain names is The Internet Corporation for Assigned Names and Numbers, or ICANN [www.icann.org/].)

On the other hand, .edu and .gov sites may indicate less bias, as they are ostensibly limited exclusively to educational and government institutions, and they are often the producers of bonafide research. In particular, .gov sites contain some of the best information on the Internet. This is in part because the U.S. government is required by an act of Congress to disseminate to the general public a large portion of its research.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

The U.S. government, floated by tax dollars, provides the high-quality, free websites reminiscent of the precommercial Internet era. This means that government sites offer high-quality data, particularly of a statistical nature. Scholars in the areas of business, law, and the social sciences can benefit tremendously, without subscription fees, from a variety of government databases. Prime examples are the legislative site known as *Thomas* (http://thomas.loc.gov) and data gathered at the website of the Census Bureau (www.census.gov).

## Print Corollaries

But a domain name can be misleading; it is simply one clue in the process of evaluation. Another clue is the correlation between a website and the print world. Many websites correlate with a print edition, such as the web version of the *Economist* (economist.com), offering some unique information, some identical, as that offered in the print subscription. (Access to some web articles may be limited to subscribers.) Moreover, some websites are the equivalents of their print editions. For example, Johns Hopkins University Press now publishes its journals, known and respected for years by scholars, in both print and electronic formats. Many college and university libraries subscribe to these Johns Hopkins journals electronically, collectively known as *Project Muse* (http://muse.jhu.edu). In both cases—the *Economist* and *Project Muse*—the scholar can expect the electronic form of the publication to have undergone the same editorial rigor as the print publication.

## Web-Published Gems

Building a reputation of high quality takes time. But the Internet has been around long enough now that some publications with no pre-web history have caught the attention of scholars who turn to these sites regularly for reliable commentary on a variety of subject areas.

These high-quality sites can best be found by tapping into scholarly web directories such as the *ipl2* (www.ipl.org) and *intute* (www.intute.ac.uk) that work like mini search engines but are managed by humans who sift through the chaff, including in these directories only what they deem to be gems.

The student looking specifically for free, peer-reviewed journals original to the web can visit a highly specific directory called the *Directory of Open Access Journals* (www.doaj.org), listing several hundred journals in a variety of subject areas. Many libraries have begun to link to these journals to promote their use by students and faculty.

Then there are the web treasures that compare to highbrow magazines or newspapers such as *The New Yorker*. Two celebrated examples are *Salon.com* (salon.com) and *Slate* (slate.com), both online literary reviews. Once tapped into, these sites do a good job of recommending other high-quality websites. Scholars are beginning to cite from these web-based publications just as they would from any print publication of long-standing reputation.

An excellent site for links to all kinds of interesting articles from journals and high level general interest magazine is *Arts and Letters Daily.com* (http://aldaily.com),

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

sponsored by *The Chronicle of Higher Education*. You should also be aware of websites run by special interest organizations, such as the *American Academy of Poets* (http://poets.org), which offers bibliographic resources, interviews, reviews, and the like.

## Wikipedia, Google, and Blogs

Three tools have in recent years dramatically altered the nature of web-based research. First and foremost, the search engine *Google*, through a proprietary search algorithm, has increased the relevance and value of search results. Relevance in *Google* is determined by text-matching techniques, while value is determined by a unique "PageRank" technology that places highest on the list those results that are most often linked to from other websites.

However, the determination of value is by no means fool-proof. *Google*'s ranking of value assesses less a website's authoritativeness than its popular appeal. For example, a recent search on "marijuana" yielded as its second result (*Wikipedia*'s entry on marijuana is first) a private website promoting the use of marijuana and selling marijuana paraphernalia. This site could be useful in any number of ways in a research paper (i.e., as a primary resource reflecting public perceptions and use of marijuana in the United States). That it appears so high on the list suggests *Google*'s algorithm of popularity over authoritativeness. This is not necessarily a bad thing, just something to be aware of. It is a little like picking a pebble off the ground. Its value is not inherent: responsibility rests with the user to discover its value. Finding information in *Google* is never the challenge. Discerning appropriateness and authoritativeness is the bigger task.

High on the list of most search results in *Google*—if not first—is *Wikipedia*. Is this an authoritative source? Certainly, *Wikipedia* has revolutionized the way web pages are authored. The world is the author of every entry. That is the beauty and the hazard and the secret to its broad scope and thus to its popularity. Anyone can write and edit in *Wikipedia*. In this way, *Wikipedia* is infinitely democratic. All opinions count equally, for better or worse—while authority languishes. Consequently, *Wikipedia* is likely to contribute little to a scholarly research project. In fact, it could detract from an assertion of authority. In short, use *Wikipedia* entries judiciously. Like any encyclopedia, *Wikipedia* will be viewed by the informed reader as introductory, not as the hallmark of thorough research.

Just as *Wikipedia* invites all of us to be writers, so too do blogs. But unlike *Wikipedia*, blogs typically reveal the identity or at least the assumed identity of the author, and are written by a closed group of people, often one individual. As such, over time the identity and politics of the author(s) show through. In the best tradition of the World Wide Web, blogs have extended the sphere of publication, inviting everyone to be published authors, possibly achieving popularity and authority on a topic no matter how narrow by being at the right place at the right time, with access to the right information written in a voice of confidence. Blogs invite outside comment, but lack the formal structure of a peer review. As such, use blogs sparingly in academic research, being attentive to the credentials of the author(s), and to the wider acceptance of a particular blog in the scholarly community.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

## Asking the Right Questions

In the end, it is up to the individual user to evaluate each website independently. Here are some critical questions to consider:

**Question:** Who is the author?

**Response:** Check the website's home page, probably near the bottom of the page.

**Question:** Is the author affiliated with any institution?

**Response:** Check the URL to see who sponsors the page.

**Question:** What are the author's credentials?

**Response:** Check Google Scholar (scholar.google.com) to see if this person is published in scholarly journals or books.

**Question:** Has the information been reviewed or peer-edited before posting?

**Response:** Probably not, unless the posting is part of a larger scholarly project; if so, the submission process for publication can be verified at the publication home page.

**Question:** Is the page part of a larger publication that may help to assess authoritativeness?

**Response:** Try the various links on the page to see if there is an access point to the home page of the publication. Or try the backspacing technique mentioned later in the chapter.

**Question:** Is the information documented properly?

**Response:** Check for footnotes or methodology.

**Question:** Is the information current?

**Response:** Check the "last update," usually printed at the bottom of the page.

**Question:** What is the purpose of the page?

**Response:** Examine content and marginalia.

**Question:** Does the website suit your purposes?

**Response:** Review what the purpose of your project is. Review your information needs: primary vs. secondary, academic vs. popular. And always consult with your instructor.

## Subscriber-Only Databases

An organized and indexed collection of discreet pieces of information is called a *database.* Two examples of databases are a library's card catalogue and online catalogue. The World Wide Web is full of databases, though they are often restricted

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

to subscribers. Subscription fees can be prohibitive, but fortunately for the average researcher, most college and university libraries foot the bill. The names of these databases are now well known and, arguably, contain the most thoroughly reviewed (i.e., scholarly) full text available on the web. Inquire at your library to see if you have access to these databases:

*Academic Search Premier* from EBSCO (www.ebscohost.com)
*Academic ASAP/Onefile* from Gale, Cengage Learning (www.gale.cengage.com)
*JSTOR* from ITHAKA (www.jstor.org)
*Project Muse* from Johns Hopkins (muse.jhu.edu/)
*Proquest Central* from ProQuest (www.proquest.com)
*Omnifile* from Wilson (www.hwwilson.com).

Each of these databases contains its own proprietary search engine, allowing refinement of searches to a degree unmatched by search engines on the Internet at large. More is not better in an information age. The fact that information is at your fingertips, and sometimes "in your face," can be a problem. Well-organized databases are shaped and limited by human hands and minds, covering only certain media types or subject areas.

Second, databases allow searching by subject heading, in addition to keyword searching. This means that a human has defined the main subject areas of each entry, consequently allowing the user much greater manipulation of the search. For example, if I enter the words "New York City" in a simple keyword search, I will retrieve everything that simply mentions New York City even once; the relevance will vary tremendously. On the other hand, if subject headings have been assigned, I can do a subject search on New York City and find only records that are devoted to my subject. This may sound trivial, but in the age of information overload, precision searching is a precious commodity.

The most specialized databases are those whose primary purpose is not to provide full text but to index all of the major journals, along with books and/or book chapters, in a discipline, regardless of where the full text to that journal can be found. These electronic indexes provide basic bibliographic information and sometimes an abstract (summary) of the article or book chapter. (*See Scholarly Indexes earlier in the chapter*.)

### Try This 14.1: Tuning in to Your Research Environment: Four Exercises

Every university and college is different, each with its own points of access to information. Following are some exercises to help you familiarize yourself with your own scholarly environment.

**Exercise #1:** Go to your library's reference desk and get a list of all the scholarly journal indexes available electronically at your school. Then get a list of all online, full-text databases available to you.

**Exercise #2:** Contact your reference librarian to get a list of all the journals the library subscribes to electronically. Then get a list of all journals available at your library either in print or electronically in your major area of study.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

**Exercise #3:** Ask the reference librarian about web access in general for your major area of study. What tips can the librarian give you about doing electronic research at your academic institution? Are there any special databases, web search engines/directories, or indexes you should consult in your research?

**Exercise #4:** Try out some or all of the full-text databases available on your campus. Now try the same searches in a scholarly index. What differences do you see in the quality/scope of the information?

## Eight Tips for Locating and Evaluating Electronic Sources

**Tip #1: Backspacing** "Backspacing" a URL can be an effective way to evaluate a website. It may reveal authorship or institutional affiliation. To do this, place the cursor at the end of the URL and then backspace to the last slash and press Enter. Continue backspacing to each preceding slash, examining each level as you go.

**Tip #2: Using WHOIS** *WHOIS* (www.networksolutions.com/whois/index.jsp) is an Internet service that allows anyone to find out who's behind a website.

**Tip #3: Beware of the ~ in a Web Address** Many educational institutions allow the creation of personal home pages by students and faculty. While the domain name remains .edu in these cases, the fact that they are personal means that pretty much anything can be posted and so cannot assure academic quality.

**Tip #4: Phrase Searching** Not finding relevant information? Try using quotation marks around key phrases in your search string. For example, search in *Google* for this phrase, enclosed in quotation marks: "whose woods these are I think I know."

**Tip #5: Title Searching** Still finding irrelevant information? Limit your search to the titles of web documents. A title search is an option in several search engines, among them *Yahoo* (advanced search) (http://search.yahoo.com) and *Google* (advanced search) (www.google.com).

**Tip #6: *Wikipedia* Discussion Tab** Use *Wikipedia* to full advantage by clicking on the discussion tab located at the top of *Wikipedia* entries. The discussion tabs expose the often intense debates that rage behind the scenes on topics like marijuana, genocide, and Islam. The discussion tab is an excellent source for locating paper topics because it highlights ongoing sources of controversy—those areas worthy of additional writing and research. To find the most controversial topics at any given moment, visit *Wikipedia*'s Controversial Issues page (http://en.wikipedia.org/wiki/Wikipedia:List_of_controversial_issues).

**Tip #7: Full Text** The widest selection of previously published full text (newspapers, magazines, journals, book chapters) is available in subscription databases via the web.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Inquire at your library to see if you have access to *Academic Search Premier* from EBSCO(www.ebscohost.com), *Academic ASAP/Onefile* from Gale Cengage (www.gale.cengage.com), *JSTOR* from ITHAKA (www.jstor.org), *Project Muse* from Johns Hopkins (muse.jhu.edu/), *Proquest Central* from ProQuest (www.proquest.com), *Omnifile* from Wilson (www.hwwilson.com), or other full-text databases.

The leading free full-text site for magazines and newspapers is BNET's *FindArticles* (http://findarticles.com). This database of "hundreds of thousands of articles from more than 300 magazines and newspapers" can be searched by all magazines, magazines within categories, or specific magazine or newspaper.

For the full text of books, try the *Internet Archive Text Archive* (hwww.archive.org/details/texts)), pointing to the major digital text archives.

**Tip #8: Archives of Older Published Periodicals** Full text for newspapers, magazines, and journals published prior to 1990 is difficult to find on the Internet. One subscription site your library may offer is *JSTOR* (www.jstor.org), an archive of scholarly full-text journal articles dating back in some cases into the late 1800s. *LexisNexis Academic* (www. lexisnexis.com), also a subscription service, includes the full text of popular periodicals such as the *New York Times* as far back as 1980.

Two free sites offer the full text of eighteenth- and nineteenth-century periodicals from Great Britain and the United States, respectively: *Internet Library of Early Journals* (www.bodley.ox.ac.uk/ilej) and *Nineteenth Century in Print* (http://memory.loc.gov/ammem/ndlpcoop/moahtml/snchome.html).

Use your library's interlibrary loan service to acquire articles from periodicals not freely available on the web. Electronic indexing (no full text) for older materials is readily available, back as early as 1900, sometimes earlier. Inquire at your library.

## Four Steps Toward Productive Research Across the Disciplines

The steps below include a few of the sites most relied on by academic librarians. For the subscription databases, you will need to inquire at your library for local availability.

**Step 1:** search at least one of these multidisciplinary subscription databases; check your library's website for availability.

- *Academic Search Premier* (EBSCOhost) for journals
- *Academic ASAP/Onefile* (Gale Cengage) for journals
- *JSTOR* for journals
- *Omnifile* (WilsonWeb) for journals
- *Project Muse* for journals
- *Proquest Central* for journals
- *WorldCat* (OCLC FirstSearch) for books

**Step 2:** search subject-specific databases. These too are mostly subscription databases; check your library's website for availability.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

- Anthropology: *Anthropological Abstracts*
- Art: *Art Abstracts*
- Biology: *Biological Abstracts*, *Biological and Agricultural Index*
- Business: *ABI Inform, Business Source Elite/Premier, Business & Company Resource Center, Dow Jones Factiva, LexisNexis*
- Chemistry: *SciFinder Scholar, Science Direct*
- Communication: *Communication and Mass Media, Communication Abstracts*
- Computer Science: *Inspec*
- Economics: *EconLit*
- Education: *ERIC* (free)
- Film Studies: *MLA*
- Geography/Geology: *GEOBASE*
- History: *America History and Life*, *Historical Abstracts*
- Language, Literature: *MLA*, *Literature Online*
- Law: *LexisNexis, Westlaw*
- Mathematics: *MathSciNet*
- Medicine: *PubMed, Science Direct* (free)
- Music: *RILM*
- Philosophy: *Philosopher's Index*
- Physics: *Inspec*
- Political Science: *PAIS*
- Psychology: *PsycINFO*
- Religion: *ATLA Religion*
- Sociology: *Sociological Abstracts*

**Step 3:** visit these not-to-be-missed free websites and meta-sites that lead to a variety of materials relevant to a discipline:

- All subjects: *Google Scholar* scholar.google.com (books and journals)
- Anthropology: *Anthropological Index Online* http://aio.anthropology.org.uk/aiosearch/ (journals) *Anthropology Resources on the Internet* www.anthropology-resources.net
- Art: *ArtCyclopedia* www.artcyclopedia.com (images and critical bibliographies)
- Biology: *Biology Browser* www.biologybrowser.org (gateway to digital archives of colleges and universities, *Agricola* http://agricola.nal.usda.gov (journals)
- Business: *EDGAR* www.sec.gov/edgar.shtml (company annual reports), *Hoover's Online* www.hoovers.com/free (company reports)
- Chemistry: *Chemdex.org* www.chemdex.org (chemical compounds), *World of Chemistry* scienceworld.wolfram.com/chemistry (encyclopedia)

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

- Communication: *Television News Archive: Vanderbilt University* tvnews.vanderbilt.edu (index to television news)
- Computer Science: *arXiv.org* arxiv.org/ non-peer-reviewed but moderated scholarly e-print submissions), *CompInfo* www.compinfo-center.com (magazines and downloads)
- Economics: *Intute: Economics* www.intute.ac.uk/economics/ (reviewed websites associated with economics)
- Education: *Educator's Reference Desk* eduref.org (resource guides and lesson plans)
- Film Studies: *Film Studies Resources* www.lib.berkeley.edu/MRC/filmstudies/index.html (index to reviews and criticism)
- Geography/Geology: *GeoSource* www.library.uu.nl/geosource (gateway to reviewed web resources)
- History: *American Memory* memory.loc.gov/ammem/index.html (primary documents)
- Language, Literature: *Online Literary Criticism Collection* www.ipl.org/div/litcrit (biography and criticism)
- Law: *FindLaw* www.findlaw.com (free legal information)
- Mathematics: *arXiv.org* arxiv.org/ (non-peer-reviewed but moderated scholarly e-print submissions), Mathworld mathworld.wolfram.com (encyclopedia),
- Medicine: *BioMed Central* www.biomedcentral.com (journals)
- Music: *Online Resources for Music Scholars* hcl.harvard.edu/research/guides/music/resources/index.html (gateway to music resources on the web)
- Philosophy: *Stanford Encyclopedia of Philosophy* plato.stanford.edu
- Physics: *arXiv.org* arxiv.org/ (non-peer-reviewed but moderated scholarly e-print submissions), *World of Physics* http://scienceworld.wolfram.com/physics
- Political Science: *Intute: Politics* www.intute.ac.uk/politics/ (web resources), *THOMAS* http://thomas.loc.gov (U.S. government documents)
- Psychology: *Intute: Psychology* www.intute.ac.uk/psychology/ (web resources)
- Religion: *Religion Online* http://www.religion-online.org/ (articles and book chapters), *Hartford Institute forReligion Research* www.hartfordinstitute.org (surveys and statistics)
- Sociology: *Intute: Sociology* www.intute.ac.uk/sociology (web resources)

**Step 4:** search the web using these selective search engines:

- *Intute* www.intute.ac.uk/

*Intute* is arguably the most academically oriented of all the search engines. The creators of *Intute* have carefully screened and summarized websites for inclusion.

- *ipl2* www.ipl.org/

*ipl2* contains a lower percentage of academic websites than *Intute*.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

## B. Plagiarism and The Logic of Citation

It is impossible to discuss the rationale for citing sources without reference to plagiarism, even though the primary reason for including citations is not to prove that you haven't cheated. It's essential that you give credit where it's due as a courtesy to your readers. Along with educating readers about who has said what, citations enable them to find out more about a given position and to pursue other discussions on the subject. Nonetheless, plagiarism is an important issue: academic integrity matters. And because the stakes are very high if you are caught plagiarizing, we will now offer some guidelines on how to avoid it.

In recent years, there has been a significant rise in the number of plagiarism cases nationally. Many commentators blame the Internet, with its easily accessible, easy to cut-and-paste information, for increasing the likelihood of plagiarism. Others cite a lack of clarity about what plagiarism is and why it is a serious problem. So, let's start by clarifying.

Most people have some idea of what plagiarism is. You already know that it's against the rules to buy a paper from an Internet "paper mill" or to download others' words verbatim and hand them in as your own thinking. And you probably know that even if you change a few words and rearrange the sentence structure, you still need to acknowledge the source. Plagiarism gives the impression that you have written or thought something you have in fact borrowed from someone else. It is a form of theft and fraud. Borrowing from someone else, by the way, also includes taking and not acknowledging words and ideas from your friends or your parents. Put another way, any assignment with your name on it signifies that you are the author—that the words and ideas are yours—with any exceptions indicated by source citations and, if you're quoting, by quotation marks.

Knowing what plagiarism is, however, doesn't guarantee that you'll know how to avoid it. Is it okay, for example, to cobble together a series of summaries and paraphrases in a paragraph, provided you include the authors in a bibliography at the end of the paper? Or how about if you insert a single footnote at the end of the paragraph? The answer is that both are still plagiarism because your reader can't tell where your thinking starts and others' thinking stops. As a basic rule of thumb, readers must be able to distinguish your contribution from that of your sources, and exactly which information came from which source.

### WHY DOES PLAGIARISM MATTER?

A recent survey indicated that 53 percent of Who's Who High Schoolers thought that plagiarism was no big deal (Sally Cole and Elizabeth Kiss, "What Can We Do About Student Cheating?" *About Campus*, May–June 2000, p. 6). So why should institutions of higher learning care about it? Here are two great reasons:

- Plagiarism poisons the environment. Students who don't cheat are alienated by students who do and get away with it, and faculty can become distrustful of students and even disillusioned about teaching when constantly driven to track

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

down students' sources. It's a lot easier, by the way, than most students think for faculty to recognize language and ideas that are not the student's own. And now there are all those search engines provided by firms like Turnitin.com that have been generated in response to the Internet paper-mill boom. Who wants another cold war?

- Plagiarism defeats the purpose of going to college, which is learning how to think. You can't learn to think by just copying others' ideas; you need to learn to trust your own intelligence. Students' panic about deadlines and their misunderstandings about assignments sometimes spur plagiarism. It's a good bet that your professors would much rather take requests for help and give extra time on assignments than have to go through the anguish of confronting students about plagiarized work.

So, plagiarism gets in the way of trust, fairness, intellectual development, and, ultimately, the attitude toward learning that sets the tone for a college or university community.

## FREQUENTLY ASKED QUESTIONS (FAQS) ABOUT PLAGIARISM

*Is it still plagiarism if I didn't intentionally copy someone else's work and present it as my own; that is, if I plagiarized it by accident?*
Yes, it is still plagiarism. Colleges and universities put the burden of responsibility on students for knowing what plagiarism is and then making the effort necessary to avoid it. Leaving out the quotation marks around someone else's words or omitting the attribution after a summary of someone else's theory may be just a mistake—a matter of inadequate documentation—but faculty can only judge what you turn in to them, not what you intended.

*If I include a list of works consulted at the end of my paper, doesn't that cover it?*
No. A works-cited list (bibliography) tells your readers what you read but leaves them in the dark about how and where this material has been used in your paper. Putting one or more references at the end of a paragraph containing source material is a version of the same problem. The solution is to cite the source at the point that you quote or paraphrase or summarize it. To be even clearer about what comes from where, also use what are called in-text attributions. See the next FAQ on these.

*What is the best way to help my readers distinguish between what my sources are saying and what I'm saying?*
Be overt. Tell your readers in the text of your paper, not just in citations, when you are drawing on someone else's words, ideas, or information. Do this with phrases like "According to X" or "As noted in X"—called in-text attributions.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

*Are there some kinds of information that I do not need to document?*
Yes. Common knowledge and facts you can find in almost any encyclopedia or basic reference text generally don't need to be documented (such as, John F. Kennedy became president of the United States in 1960). This distinction can get a little tricky because it isn't always obvious what is and is not common knowledge. Often, you need to spend some time in a discipline before you discover what others take to be known to all. When in doubt, cite the source.

*If I put the information from my sources into my own words, do I still need to include citations?*
Yes. Sorry, but rewording someone else's idea doesn't make it your idea. Paraphrasing is a useful activity because it helps you to better understand what you are reading, but paraphrases and summaries have to be documented and carefully distinguished from ideas and information you are representing as your own.

*If I don't actually know anything about the subject, is it okay to hand in a paper that is taken entirely from various sources?*
It's okay if (1) you document the borrowings and (2) the assignment called for summary. Properly documented summarizing is better than plagiarizing, but most assignments call for something more. Often comparing and contrasting your sources begins to give you ideas so that you can have something to contribute. If you're really stumped, go see the professor.

You also reduce the risk of plagiarism if you consult sources after—not before—you have done some preliminary thinking on the subject. If you have become somewhat invested in your own thoughts on the matter, you will be able to use the sources in a more active way, in effect, making them part of a dialogue.

*Is it plagiarism if I include things in my paper I thought of with another student or a member of my family?*
Most academic behavior codes, under the category called "collusion," allow for students' cooperative efforts only with the explicit consent of the instructor. The same general rule goes for plagiarizing yourself—that is, for submitting the same paper in more than one class. If you have questions about what constitutes collusion in a particular class, be sure to ask your professor.

*What about looking at secondary sources when my professor hasn't asked me to? Is this a form of cheating?*
It can be a form of cheating if the intent of the assignment was to get you to develop a particular kind of thinking skill. In this case, looking at others' ideas may actually retard your learning process and leave you feeling that you couldn't possibly learn to arrive at ideas on your own.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Professors usually look favorably on students who are willing to take the time to do extra reading on a subject, but it is essential that, even in class discussion, you make it clear that you have consulted outside sources. To conceal that fact is to present others' ideas as your own. Even in class discussion, if you bring up an idea you picked up on the Internet, be sure to say so explicitly.

## C. CITING SOURCES: Four Documentation Styles by Reference Librarian Kelly Cannon

The four most common styles of documentation are those established by:

- the *American Psychological Association (APA),*
- the *Council of Science Editors (CSE),*
- the *University Press of Chicago,* and
- the *Modern Language Association (MLA).*

**Note:** The University of North Carolina at Chapel Hill Libraries offer authoritative examples of basic citations of electronic and print resources in all four styles at http://www.lib.unc.edu/instruct/citations/.

For citation examples not given at the University of North Carolina at Chapel Hill Libraries website, it is advisable to consult the various organizations' printed manuals—*Publication Manual of the American Psychological Association* (6th edition), the *Chicago Manual of Style* (15th edition), *Scientific Style and Format: The CSE Manual for Authors, Editors, and Publishers,* and the *MLA Handbook for Writers of Research Papers* (7th edition). It is important to use the most recent edition available of each of these manuals.

You have probably already discovered that some professors are more concerned than others that students obey the particulars of a given documentation style. Virtually all faculty across the curriculum agree, however, that *the most important rule for writers to follow in documenting sources is formal consistency.* That is, all of your in-text citations or footnotes/endnotes should follow the same format, and all of your end-of-text citations should follow the same format.

Once you begin doing most of your writing in a particular discipline, you may want to purchase or access on the Internet the more detailed style guide adhered to by that discipline. Because documentation styles differ not only from discipline to discipline but also even from journal to journal within a discipline, you should consult your professor about which documentation format he or she wishes you to use in a given course.

### THE FOUR DOCUMENTATION STYLES: SIMILARITIES AND DIFFERENCES

The various styles differ in the specific ways that they organize the bibliographical information, but they also share some common characteristics.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

1. They place an extended citation for each source, including the author, title, date, and place of publication, at the end of the paper (though in *Chicago*, this end-of-text list is optional when employing footnotes/endnotes: consult with your professor). These end-of-text citations are organized in a list, usually alphabetically.
2. All four styles distinguish among different kinds of sources—providing slightly differing formulas for citing books, articles, encyclopedias, government documents, interviews, and so forth.
3. They all ask for these basic pieces of information to be provided whenever they are known: author, title of larger work along with title of article or chapter as appropriate, date of publication, and publisher or institutional affiliation.

To briefly distinguish the styles:

- the APA style employs the author-date format of parenthetical in-text citation and predominates in the social sciences;
- the *Chicago* style, best known for its use of footnotes or endnotes, is employed in history, the fine arts, and some other humanities disciplines;
- the CSE (aka CBE) style, which employs alternately the citation-sequence system and the name-year system, is commonly used throughout the sciences, especially the natural sciences; and
- the MLA style, which uses the author-page format of parenthetical in-text citation, prevails in the humanities disciplines of language, literature, film, and cultural studies.

Here are a few basic examples of in-text and end-of-text citations in the four most commonly used styles, followed by a brief discussion of the rules that apply.

## 1. *APA* STYLE

> **In-text citation:** Studies of students' changing attitudes toward the small colleges they attend suggest that their loyalty to the institution declines steadily over a four-year period, whereas their loyalty to individual professors or departments increases "markedly, by as much as twenty-five percent over the last two years" (Brown, 1994, p. 41).

For both books and articles, include the author's last name, followed by a comma, and then the date of publication. If you are quoting or referring to a specific passage, include the page number as well, separated from the date by a comma and the abbreviation "p." (or "pp."), followed by a space. If the author's name has been mentioned in the sentence, include only the date in the parentheses immediately following the author's name.

> **In-text citation:** Brown (1992) documents the decline in students' institutional loyalty.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

**End-of-text book citation:** Tannen, D. (1991). *You just don't understand: Women and men in conversation.* New York: Ballantine Books.

**End-of-text journal article citation:** Baumeister, R. (1987). How the self became a problem: A psychological review of historical research. *Journal of Personality and Psychology*, *52*, 163–176.

**End-of-text website citation:** Hershey Foods Corporation. (2001, March 15). *2001 Annual Report.* Retrieved from http://www.hersheysannualreport.com/2000/index.htm

**End-of-text citation of a journal article retrieved from a website or database:** Paivio, A. (1975). Perceptual comparisons through the mind's eye. *Memory & Cognition*, *3*, 635-647. doi:10.1037/0278-6133.24.2.225

Note that citations of journal articles retrieved on the web include a DOI, a unique code that allows easy retrieval of the article. The DOI is typically located on the first page of the electronic journal article near the copyright notice. When a DOI is used in your citation, no other retrieval information is needed. Use this format for the DOI in references: doi:xxxxxxx

If no DOI has been assigned to the content, provide the home page URL of the journal or report publisher. If you retrieve an article from a library (subscription) database, in general it is not necessary to include the database information in the citation. Do not include retrieval dates unless the source material has changed over time.

APA style requires an alphabetical list of references (by author's last name, which keys the reference to the in-text citation). This list is located at the end of the paper on a separate page and entitled "References." Regarding manuscript form, the first line of each reference is not indented, but all subsequent lines are indented three spaces.

In alphabetizing the references list, place entries for a single author before entries he or she has co-authored, and arrange multiple entries by a single author by beginning with the earliest work. If there are two or more works by the same author in the same year, designate the second with an "a," the third with a "b," and so forth, directly after the year. For all subsequent entries by an author after the first, substitute three hyphens followed by a period [---.] for his or her name. For articles by two or more authors, use commas to connect the authors, and precede the last one with a comma and an ampersand (&).

The APA style divides individual entries into the following parts: author (using initials only for first and middle names), year of publication (in parentheses), title, and publication data. Each part is separated by a period from the others. Note that only the first letter of the title and subtitle of books is capitalized (although proper nouns would be capitalized as necessary).

Journal citations differ from those for books in a number of small ways. The title of a journal article is neither italicized (nor underlined) nor enclosed in quotation marks, and only the first word in the title and subtitle is capitalized. The name of the

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

journal is italicized (or underlined), however, and the first word and all significant words are capitalized. Also, notice that the volume number (which is separated by a comma from the title of the journal) is italicized (or underlined) to distinguish it from the page reference. Page numbers for the entire article are included, with no "p." or "pp." and are separated by a comma from the preceding volume number. If the journal does not use volume numbers, then p. or pp. is included.

## 2. *CHICAGO* STYLE

> **Footnote or endnote citation:** The earliest groups to explore that part of the country spent much of their time finding out of the way places to "hide their families and cache their grain."[1]

The raised numeral indicates a footnote at the bottom of the page or an endnote at the conclusion of a chapter. Following is an example of what that note would look like, assuming this is the first note to have appeared in the paper, thus listed as note number one:

> **Footnote/endnote book citation:** 1. Juanita Brooks, *The Mountain Meadows Massacre* (Norman, OK: University of Oklahoma Press), 1991, 154.

Here are some examples of other types of notes, numbered consecutively as if each were appearing in the same paper, in this order:

> **Footnote/endnote journal article citation:** 2. Richard Jackson, "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea," *Australian Geographer* 14 (May 1979): 180.
>
> **Footnote/endnote website citation:** 3. Baha'i International Community. "The Baha'i Faith." *The Baha'i World*. http://www.bahai.org/article1201.html (accessed July 20, 2010).
>
> **Footnote/endnote citation of a journal article retrieved from a website:** 4. Linda Belau, "Trauma and the Material Signifier," *Postmodern Culture* 11, no. 2 (2001): par. 6, http://www.iath.virginia.edu/pmc/text-only/issue.101/11.2belau.txt (accessed July 20, 2010).
>
> **Footnote/endnote library (subscription) database journal article citation:** 5. Ilan Rachun, "The Meaning of 'Revolution' in the English Revolution (1648–1660)," *Journal of the History of Ideas* 56, no. 2, 196, http://www.jstor.org (accessed July 10, 2010).

In addition to footnotes/endnotes, the *Chicago* style recommends but does not require an alphabetical list of references (by author's last name). This list is located at the end of the paper on a separate page and is entitled "Bibliography." Listed below are the same references employed above, formatted for the bibliography:

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

**End-of-text book citation:** Brooks, Juanita. *The Mountain Meadows Massacre*. Norman, OK: University of Oklahoma Press, 1991.

**End-of-text journal article citation**: Jackson, Richard. "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea." *Australian Geographer* 14 (May 1979): 175–84.

**End-of-text website citation**: Baha'i International Community. "The Baha'i Faith." *The Baha'i World*. http://www.bahai.org/article1201.html (accessed July 20, 2010).

**End-of-text citation of a journal article retrieved from a website:** Belau, Linda. "Trauma and the Material Signifier." *Postmodern Culture* 11, no. 2 (2001), http://www.iath.virginia.edu/pmc/text-only/issue.101/11.2belau.txt (accessed July 20, 2010).

**End-of-text library (subscription) database journal article citation:** Rachun, Ilan. "The Meaning of 'Revolution' in the English Revolution (1648-1660)." *Journal of the History of Ideas* 56, no. 2 (1995):195–215. http://www.jstor.org (accessed July 10, 2010).

Each entry in the bibliography is divided into three parts: author, title, and publication data. Each of these parts is separated by a period from the others. Titles of book-length works are italicized. Journal citations differ slightly: article names go inside quotations, no punctuation follows the titles of journals, and a colon precedes the page numbers when pagination is known.

## 3A. *CSE* STYLE EMPLOYING NAME-YEAR (AUTHOR-DATE) SYSTEM

**In-text citation**: Soap works as a cleaning agent because of the distinctiveness of each end of the soap molecule, that is their "opposing tendencies" (McMurry and others 2010, p 768).

For both books and articles, include the author's last name followed by the date of publication. For two authors, include the two last names (Smith and Jones 2009). For more than two authors, as in the case above, employ the phrase "and others." If you are quoting or referring to a specific passage, include the page number as well, separated from the date by a comma and the abbreviation "p" (or "pp") followed by a space. If the author's name has been mentioned in the sentence, include only the date in the parentheses immediately following the author's name wherever it appears in the sentence.

**In-text citation**: Romero (2008) reviews the transformation of scientific knowledge about the polymer.

**End-of-text book citation**: McMurry J, Castellion ME, Ballantine DS. 2010. **Fundamentals of general, organic, and biological chemistry.** New York: Prentice Hall.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

**End-of-text journal article citation:** Healy R, Cerio R, Hollingsworth A, Bewley A. 2010. Acquired perforating dermatosis associated with pregnancy. Clin Exp Dermatol 35(6): 621–623.

**End-of-text website citation:** Hilton-Taylor C, compiler. 2000. 2000 IUCN red list of threatened species [Internet]. Gland, Switzerland and Cambridge, UK: IUCN. [cited 2002 Feb 12]. Available from: http://www.redlist.org/

**End-of-text citation of journal article retrieved from a website:** Philippi TE, Dixon PM, Taylor BE. 1998. Detecting trends in species composition. Ecol Appl [Internet]. [cited 2010 Feb 12]; 8(2): 300–308. Available from: http://www.esajournals.org/esaonline/?request=get-pdf&file=i1051-0761-008-02-0300.pdf

**End-of-text library (subscription) database journal article citation:** Kenny G, Yardley J, Brown C, Sigal R, Jay O. 2010. Heat stress in older individuals and patients with common chronic diseases. Can Med Assoc J [Internet]. [cited 2010 June 12]; 182(10): 1053–1060. Available from Health Source: Academic/Nursing Edition: http://0-search.ebscohost.com.library.muhlenberg.edu/login.aspx?direct=true&db=hch&AN=52226611&site=ehost-live&scope=site. System requirements: Adobe Acrobat. Subscription required for access.

CSE style requires an alphabetical list of references (by author's last name, which keys the reference to the in-text citation). This list is located at the end of the paper on a separate page and is titled "Cited References." Regarding manuscript form, the first line of each reference is not indented, but all subsequent lines are indented three spaces.

In alphabetizing the references list, place entries for a single author before entries that he or she has co-authored, and arrange multiple entries by a single author by beginning with the earliest work.

The *CSE* style divides individual entries into the following parts: author (using initials only for first and middle names), year of publication, title, and publication data. Each part is separated by a period from the others. Note that only the first letter of the title and subtitle of books is capitalized (although proper nouns would be capitalized as necessary).

Journal citations differ from those for books in a number of small ways. The title of a journal article is neither italicized (nor underlined) nor enclosed in quotation marks, and only the first word in the title and subtitle is capitalized. CSE style requires that journal titles be abbreviated in the standard manner used by science researchers, found at ISI Journal Title Abbreviations http://www.efm.leeds.ac.uk/~mark/ISIabbr/. This is followed by a volume number and an issue number if available. Page numbers for the entire article are included, with no "p." or "pp.," and are separated by a colon from the preceding volume or issue number.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

## 3B. *CSE* STYLE EMPLOYING CITATION SEQUENCE SYSTEM

> **In-text citation**: Soap works as a cleaning agent because of the distinctiveness of each end of the soap molecule, that is their "opposing tendencies."[1]

Page numbers are generally not included in this system of CSE, but point to the source generally.

> **End-of-text book citation**: 1. McMurry J, Castellion ME, Ballantine DS. Fundamentals of general, organic, and biological chemistry. New York: Prentice Hall; 2010.

> **End-of-text journal article citation**: 2. Healy R, Cerio R, Hollingsworth A, Bewley A. 2010. Acquired perforating dermatosis associated with pregnancy. Clin Exp Dermatol. 2010; 35(6): 621–623.

> **End-of-text website citation**: 3. Hilton-Taylor C, compiler. 2000 IUCN red list of threatened species [Internet]. Gland, Switzerland and Cambridge, UK: IUCN; 2000 [cited 2002 Feb 12]. Available from: http://www.redlist.org/

> **End-of-text citation of journal article retrieved from a website**: 4. Philippi TE, Dixon PM, Taylor BE. Detecting trends in species composition. Ecol Appl [Internet]. 1998 [cited 2010 Feb 12]; 8(2): 300–308. Available from: http://www.esajournals.org/esaonline/?request=get-pdf&file=i1051-0761-008-02-0300.pdf

> **End-of-text library (subscription) database journal article citation**: 5. Kenny G, Yardley J, Brown C, Sigal R, Jay O. Heat stress in older individuals and patients with common chronic diseases. Can Med Assoc J [Internet]. 2010 [cited 2010 June 12]; 182(10): 1053–1060. Available from Health Source: Academic/Nursing Edition: http://0-search.ebscohost.com.library.muhlenberg.edu/login.aspx?direct=true&db=hch&AN=52226611&site=ehost-live&scope=site. System requirements: Adobe Acrobat. Subscription required for access.

In the CSE style, end-of text citations appear in a list titled "Cited References," and correspond to the superscript numeral appearing in the text, in the order of their introduction in the text.

The *CSE* style in according to this system divides individual entries into the following parts: author (using initials only for first and middle names), title, and publication data. Each part is separated by a period from the others. Note that only the first letter of the title and subtitle of books is capitalized (although proper nouns would be capitalized as necessary).

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Journal citations differ from those for books in a number of small ways. The title of a journal article is neither italicized (nor underlined) nor enclosed in quotation marks, and only the first word in the title and subtitle is capitalized. *CSE* style requires that journal titles be abbreviated in the standard manner used by science researchers, found at ISI Journal Title Abbreviations http://www.efm.leeds.ac.uk/˜mark/ISIabbr/. This is followed by a volume number and an issue number if available. Page numbers for the entire article are included, with no "p." or "pp." and are separated by a colon from the preceding volume or issue number.

## 4. *MLA* STYLE

**In-text citation:** The influence of Seamus Heaney on younger poets in Northern Ireland has been widely acknowledged, but Patrick Kavanagh's "plain-speaking, pastoral" influence on him is "less recognized" (Smith 74).

"(Smith 74)" indicates the author's last name and the page number on which the cited passage appears. If the author's name had been mentioned in the sentence—had the sentence begun "According to Smith"—you would include only the page number in the citation. Note that there is no abbreviation for "page," that there is no intervening punctuation between name and page, and that the parentheses precede the period or other punctuation. If the sentence ends with a direct quotation, the parentheses come after the quotation marks but still before the closing period. Also note that no punctuation occurs between the last word of the quotation ("recognized") and the closing quotation mark.

**End-of-text book citation:** Douglas, Ann. *Terrible Honesty: Mongrel Manhattan in the 1920s*. New York: Farrar, Straus, and Giroux, 1995. Print.

**End-of-text journal article citation:** Cressy, David. "Foucault, Stone, Shakespeare and Social History." *English Literary Renaissance* 21 (1991): 121–33. Print.

**End-of-text website citation:** Landow, George, ed. *Contemporary Postcolonial and Postimperial Literature in English*. Brown University, 2002. Web. 25 June 2010.

**End-of-text citation of a journal article retrieved from a website:** Nater, Miguel. "El beso de la Esfinge: La poética de lo sublime en *La amada inmóvil* de Amado Nervo y en los *Nocturnos* de José Asunción Silva." *Romanitas* 1.1 (2006): n. pag. Web. 25 June 2010.

**End-of-text library (subscription) database journal article citation:** Arias, Judith H. "The Devil at Heaven's Door." *Hispanic Review* 61.1 (Winter 1993): n. pag. *Academic Search Premier*. Web. 25 June 2010.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Note that the above citations all indicate a format type (print or web) and the web citations end with the date the researcher accessed the website or database.

MLA style stipulates an alphabetical list of references (by author's last name, which keys the reference to the in-text citation). This list is located at the end of the paper on a separate page and entitled "Works Cited."

Each entry in the Works Cited list is divided into three parts: author, title, and publication data. Each of these parts is separated by a period from the others. Titles of book-length works are italicized, unless your instructor prefers underlining. (Underlining is a means of indicating italics.) Journal citations differ slightly: article names go inside quotations, no punctuation follows the titles of journals, and a colon precedes the page numbers when pagination is known.

## D. Integrating Quotations into Your Paper

Writers lose authority and readability when they fail to correctly integrate quotations into their own writing. The following guidelines should help, but keep in mind that not all disciplines encourage (or even permit) writers to include quotations. In those disciplines, such as psychology and the natural sciences, the comments below would then apply to integrating paraphrase or summary.

1. **Acknowledge sources in your text, not just in citations.** When you incorporate material from a source, attribute it to the source explicitly in your text—not just in a citation. In other words, when you introduce the material, *frame* it with a phrase such as "according to Marsh" or "as Gruen argues."

   Although it is not required, you are usually much better off making the attribution overtly, even if you have also cited the source within parentheses or with a footnote at the end of the last sentence quoted, paraphrased, or summarized. If a passage does not contain an attribution, your readers will not know that it comes from a source until they reach the citation at the end. Attributing upfront clearly distinguishes what one source says from what another says and, perhaps more important, what your sources say from what you say. Useful verbs for introducing attributions include the following: notes, observes, argues, comments, writes, says, reports, suggests, and claims. Generally speaking, by the way, you should cite the author by last name only—as "Gruen," not as "William Gruen" or "Mr. Gruen."

2. **Splice quotations onto your own words.** Always attach quotations to some of your own language; don't let them sit in your text as independent sentences with quotation marks around them. You can normally satisfy this rule with an attributive phrase—commonly known as a tag phrase—that introduces the quotation.

   > According to Paul McCartney, "All you need is love."

   Note that the tag phrase takes a comma before the quote.

   Alternatively, you can splice quotations into your text with a setup: a statement followed by a colon.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

> Patrick Henry's famous phrase is one of the first that American schoolchildren memorize: "Give me liberty, or give me death."

The colon, you should notice, usually comes at the end of an independent clause (that is, a subject plus verb that can stand alone), at the spot where a period normally goes. It would be incorrect to write "Patrick Henry is known for: 'Give me liberty, or give me death.'"

The rationale for this guideline is essentially the same as that for the previous one: if you are going to move to quotation, you first need to identify its author so that your readers will be able to put it in context quickly.

Spliced quotations frequently create problems in grammar or punctuation for writers. Whether you include an entire sentence (or passage) of quotation or just a few phrases, you need to take care to integrate them into the grammar of your own sentence.

One of the most common mistaken assumptions is that a comma should always precede a quotation, as in "A spokesperson for the public defender's office demanded, 'an immediate response from the mayor.'" The sentence structure does not call for any punctuation after "demanded."

3. **Cite sources after quotations.** In MLA style, locate citations in parentheses after the quotation and before the final period. This information appears at the end of the sentence, with the final period following the closing parenthesis.

> A recent article on the best selling albums in America claimed that "Ever since Elvis, it has been pop music's job to challenge the mores of the older generation" (Hornby 168).

Note that in MLA style there is normally *no punctuation* at the end of the quotation itself, either before or after the closing quotation mark. A quotation that ends either in a question mark or an exclamation mark is an exception to this rule because the sign is an integral part of the quotation's meaning.

> As Hamlet says to Rosencrantz and Guildenstern, "And yet to me what is this quintessence of dust?" (2.2.304–05).

See the section entitled "How to Cite Sources" earlier in this chapter for the appropriate formats for in-text citations in various documentation styles.

4. **Use ellipses to shorten quotations.** Add ellipses to indicate that you have omitted some of the language from within the quotation. Form ellipses by entering three dots (periods) with spaces in between them, or use four dots to indicate that the deletion continues to the end of the sentence (the last dot becomes the period). Suppose you wanted to shorten the following quotation from a recent article about Radiohead by Alex Ross:

> The album "OK Computer," with titles like "Paranoid Android," "Karma Police," and "Climbing Up the Walls," pictured the onslaught of the information age and a young person's panicky embrace of it (Ross 85).

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Using ellipses, you could emphasize the source's claim by omitting the song titles from the middle of the sentence:

> The album "OK Computer" … pictured the onslaught of the information age and a young person's panicky embrace of it (Ross 85).

In most cases, the gap between quoted passages should be short, and in any case, you should be careful to preserve the sense of the original. The standard joke about ellipses is helpful here: A reviewer writes that a film "will delight no one and appeal to the intelligence of invertebrates only, but not average viewers." An unethical advertiser cobbles together pieces of the review to say that the film "will delight … and appeal to the intelligence of … viewers."

5. **Use square brackets to alter or add information within a quotation.** Sometimes it is necessary to change the wording slightly inside a quotation to maintain fluency. Square brackets indicate that you are altering the original quotation. Brackets are also used when you insert explanatory information, such as a definition or example, within a quotation. Here are a few examples that alter the original quotations previously cited.

> According to one music critic, the cultural relevance of Radiohead is evident in "the album 'OK Computer' … [which] pictured the onslaught of the information age and a young person's panicky embrace of it" (Ross 85).
>
> Popular music has always "[challenged] the mores of the older generation," according to Nick Hornby (168).

Note that both examples respect the original sense of the quotation; they have changed the wording only to integrate the quotations gracefully within the writer's own sentence structure.

## E. Preparing an Abstract

There is one more skill essential to research-based writing that we need to discuss: how to prepare an abstract. The aim of the nonevaluative summary of a source known as an abstract is to represent a source's arguments as fairly and accurately as possible, not to critique them. Learning how to compose an abstract according to the conventions of a given discipline is a necessary skill for academic researched writing. Because abstracts differ in format and length among disciplines, you should sample some in the reference section of your library or via the Internet to provide you with models to imitate. Some abstracts, such as those in *Dissertation Abstracts,* are very brief—less than 250 words. Others may run as long as two pages.

Despite disciplinary differences, abstracts by and large follow a generalizable format. The abstract should begin with a clear and specific explanation of the work's governing thesis (or argument). In this opening paragraph, you should also define the work's purpose, and possibly include established positions that it tries to refine, qualify, or argue against. What kind of critical approach does it adopt? What are its

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

aims? On what assumptions does it rest? Why did the author feel it necessary to write the work—that is, what does he or she believe the work offers that other sources don't? What shortcomings or misrepresentations in other criticism does the work seek to correct? *(For specifics on writing abstracts in the Natural Sciences, see Chapter 16, Introductions and Conclusions Across the Curriculum.)*

You won't be able to produce detailed answers to all of these questions in your opening paragraph, but in trying to answer some of them in your note-taking and drafting, you should find it easier to arrive at the kind of concise, substantive, and focused overview that the first paragraph of your abstract should provide. Also, be careful not to settle for bland, all-purpose generalities in this opening paragraph. And if you quote there, keep the selections short, and remember that quotations don't speak for themselves.

In summary, your aim in the first paragraph is to define the source's particular angle of vision and articulate its main point or points, including the definition of key terms used in its title or elsewhere in its argument.

Once you've set up this overview of the source's central position(s), you should devote a paragraph or so to the source's *organization* (how it divides its subject into parts) and its *method* (how it goes about substantiating its argument). What kind of secondary material does the source use? That is, how do its own bibliographic citations cue you to its school of thought, its point of view, its research traditions?

Your concluding paragraph should briefly recount some of the source's conclusions (as related to, but not necessarily the same as, its thesis). In what way does it go about culminating its argument? What kind of significance does it claim for its position? What final qualifications does it raise? The following model is a good example of an abstract:

### Abstract of "William Carlos Williams," *An Essay*

*By Christopher MacGowan in The Columbia History of American Poetry, pp. 395–418, Columbia University Press, 1993.*

MacGowan's is a chronologically organized account of Williams' poetic career and of his relation to both modernism as an international movement and modernism as it affected the development of poetry in America. MacGowan is at some pains both to differentiate Williams from some features of modernism (such as the tendency of American writers to write as well as live away from their own cultural roots) and to link Williams to modernism. MacGowan argues, for example, that an essential feature of Williams's commitment as a poet was to "the local—to the clear presentation of what was under his nose and in front of his eyes" (385).

But he also takes care to remind us that Williams was in no way narrowly provincial, having studied in Europe as a young man

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

(at Leipzig), having had a Spanish mother and an English father, having become friendly with the poets Ezra Pound and H. D. while getting his medical degree at the University of Pennsylvania, and having continued to meet important figures in the literary and art worlds by making frequent visits to New York and by traveling on more than one occasion to Europe (where Pound introduced him to W. B. Yeats, among others). Williams corresponded with Marianne Moore, he continued to write to Pound and to show Pound some of his work, and he wrote critical essays on the works of other modernists. MacGowan reminds us that Williams also translated Spanish works (ballads) and so was not out of contact with European influences.

Williams had a long publishing career—beginning in 1909 with a self-published volume called *Poems* and ending more than fifty years later with *Pictures from Brueghel* in 1962. What MacGowan emphasizes about this career is not only the consistently high quality of work, but also its great influence on other artists (he names those who actually corresponded with Williams and visited with him, including Charles Olson, Robert Creeley, Robert Lowell, Allen Ginsberg, and Denise Levertov). MacGowan observes that Williams defined himself "against" T. S. Eliot—the more rewarded and internationally recognized of the two poets, especially during their lifetimes—searching for "alternatives to the prevailing mode of a complex, highly allusive poetics," which Williams saw as Eliot's legacy (395). MacGowan depicts Williams as setting himself "against the international school of Eliot and Pound—Americans he felt wrote about rootlessness and searched an alien past because of their failure to write about and live within their own culture" (397).

## GUIDELINES FOR FINDING, CITING, AND INTEGRATING SOURCES

1. Examine bibliographies at the end of the articles and books you've already found. Remember that one quality source can, in its bibliography, point to many other resources.
2. Citing sources isn't just about acknowledging intellectual or informational debts; it's also a courtesy to your readers, directing them how to find out more about the subjected cited.
3. Before you settle in with one author's book-length argument, use indexes and bibliographies and other resources to achieve a broader view.
4. URLs with domain names ending in .edu and .gov usually offer more reliable choices than the standard .com.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

5. When professors direct you to do bibliographic research, they usually are referring to research done with indexes; these are available in print, online, and CD-ROM formats.
6. In evaluating a website about which you don't know much, try "backspacing" a URL to trace back to its authorship or institutional affiliation.
7. Tell your readers in the text of your paper, not just in citations, when you are using someone else's words, ideas, or information; rewording someone else's idea doesn't make it your idea.
8. Always attach a quotation to some of your own language; never let it stand as its own sentence in your text. Attribution—"According to Walden"—before the quote fulfills this function nicely.

## Assignments: A Research Sequence

The traditional sequence of steps for building a research paper—or for any writing that relies on secondary materials—is *summary, comparative analysis, and synthesis.* The following sequence of four exercises addresses the first two steps as discrete activities. (You might, of course, choose to do only some of these exercises.)

1. **Compose an Informal Prospectus.** Formulate your initial thinking on a subject before you do more research. Include what you already know about the topic, especially what you find interesting, particularly significant, or strange. This exercise helps deter you from being overwhelmed by and absorbed into the sources you later encounter.
2. **Conduct a "What's Going on in the Field" Search, and Create a Preliminary List of Sources**. This exercise is ideal for helping you to find a topic or, if you already have one, to narrow it. The kinds of bibliographic materials you consult for this portion of the research project depend on the discipline within which you are writing. Whatever the discipline, start in the reference room of your library with specialized indexes (such as the *Social Sciences Index* or the *New York Times Index*), book review indexes, specialized encyclopedias and dictionaries, and bibliographies (print version or CD-ROM) that give you an overview of your subject or topic. If you have access to databases through your school or library, you should also search them. (See the section in this chapter entitled Electronic Research: Finding Quality on the Web.)

   The "what's going on in the field" search has two aims:

   1. to survey materials to identify trends—the kinds of issues and questions that others in the field are talking about (and, thus, find important)
   2. to compile a bibliography that includes a range of titles that interest you, that could be relevant to your prospective topic, and that seem to you representative of research trends associated with your subject (or topic)

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

You are not committed at this point to pursuing all of these sources but rather to reporting what is being talked about. You might also compose a list of keywords (such as Library of Congress headings) that you have used in conducting your search. If you try this exercise, you will be surprised how much value there is in exploring indexes *just for titles,* to see the kinds of topics people are currently conversing about. And you will almost surely discover how *narrowly* focused most research is (which will get you away from global questions).

Append to your list of sources (a very preliminary bibliography) a few paragraphs of informal discussion of how the information you have encountered (the titles, summaries, abstracts, etc.) has affected your thinking and plans for your paper. These paragraphs might respond to the following questions:

a. In what ways has your "what's going on in the field" search led you to narrow or shift direction in or focus your thinking about your subject?

b. How might you use one or more of these sources in your paper?

c. What has this phase of your research suggested you might need to look for next?

3. **Write an Abstract of an Article (or Book Chapter).** Use the procedure offered in the preceding section, "How to Prepare an Abstract." Aim for two pages in length. If other members of your class are working on the same or similar subjects, it is often extremely useful for everyone to share copies of their abstracts. Remember, your primary concern should lie with representing the argument and point of view of the source as fairly and accurately as possible.

   Append to the end of the abstract a paragraph or two that addresses the question, "How has this exercise affected your thinking about your topic?" Objectifying your own research process in this way helps move you away from the cut-and-paste–provide-only-the-transitions mode of writing research papers.

4. **Write a Comparative Summary.** Choose two reviews of a single source. Most writers, before they invest the significant time and energy required to study a book-length source, take the much smaller amount of time and energy required to find out more about the book. Although you should always include in your final paper your own analytical summary of books you consult on your topic, it's extremely useful also to find out what experts in the field have to say about the source.

   Select from your "what's going on" list one book-length source that you've discovered is vital to your subject or topic. As a general rule, if a number of your indexes, bibliographies, and so forth, refer you to the same book, it's a good bet that this source merits consultation.

   Locate two book reviews on the book, and write a summary that compares the two reviews. Ideally, you should locate two reviews that diverge in their points of view or in what they choose to emphasize. Depending on the

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

length and complexity of the reviews, your comparative summary should require two or three pages.

In most cases, you will find that reviews are less neutral in their points of view than are abstracts, but they always do more than simply judge. A good review, like a good abstract, should communicate the essential ideas contained in the source. It is the reviewer's aim also to locate the source in some larger context, by, for example, comparing it to other works on the same subject and to the research tradition the book seeks to extend, modify, and so forth. Thus, your summary should try to encompass how the book contributes to the ongoing conversation on a given topic in the field.

Append to your comparative summary a paragraph or two that explains how this exercise has affected your thinking about your topic.

Obviously, you could choose to do a comparative summary of two articles, two book chapters, and so forth, rather than two book reviews. But in any event, if you use books in your research, you should always find a means of determining how these books are received in the relevant critical community.

The next step, if you were writing a research paper, would involve the task known as *synthesis,* in which you essentially write a comparative discussion that includes more than two sources. Many research papers start with an opening paragraph that synthesizes prevailing, perhaps competing, interpretations of the topic being addressed. Few good research papers consist only of such synthesis, however. Instead, writers use synthesis to frame their ideas and to provide perspective on their own arguments; the synthesis provides a platform or foundation for their own subsequent analysis.

It is probably worth adding that bad research papers fail to use synthesis as a point of departure. Instead, they line up their sources and agree or disagree with them. To inoculate you against this unfortunate reflex, review the section in Chapter 13 entitled Six Strategies for Analyzing Sources, especially Strategy 6: Find Your Own Role in the Conversation.

Copyright 2011 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.