

College Writing 101

Doing Research ...



Doing Research...

- I. Attendance
- II. Selecting Topics- Class Discussion
- III. Lecture: *Doing Research*
 - Developing a Research Plan: Locating Your Research Question

Doing Research...

- Finding Sources
- Evaluating Sources
- Quoting, Paraphrasing and Summarizing
- Acknowledging Sources

Doing Research...

- Avoiding Plagiarism
- Documentation

IV. Research Paper Guidelines

What is *Research*?

- Research is ...

(noun)

the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.

What is *Research*?

- Synonyms for Research:
investigation, experimentation, testing, exploration, analysis, fact-finding, examination, scrutiny, scrutinization, probing;

What is *Research*?

● *Research* is ...

(verb)

To investigate systematically:

investigate, conduct investigations

into, study, inquire into, make inquiries

into, look into, probe, explore, analyze,

examine, scrutinize, inspect, review, assess

...

What is *Research*?

● *Research* is ...

Ways to Spot a Bad Statistic

https://www.ted.com/talks/mona_chalabi_3_ways_to_spot_a_bad_statistic?referrer=playlist-https://www.ted.com/talks/mona_chalabi_3_ways_to_spot_a_bad_statistic?referrer=playlist-talks_to_help_you_become_a_better_researcher

What is *Research*?

- Information is harder to filter in today's age
- If you use the web intelligently, you will find valuable information
- *Truth is Human- You will never be able to remove "human" from the truth seeking exercise.* That being said – how does humanity affect/influence truth? What does this mean for you as you seek to do “good” research?

What is *Research*?

● *Research* is ...

The Moral Bias Behind Search Results

https://www.ted.com/talks/andreas_ekstrom_the_moral_bias_behind_your_search_results?referrer=playlist-talks_to_help_you_become_a_better_researcher&language=en#t-11399

What is *Research*?

- Respond to the following questions about The Writing process- in terms of writing the Research Essay- *See Handouts (5-10) minutes*

Class Discussion:

- What is the research essay(see guidelines)?
- How does argument play into the process of writing a research essay?

Developing a Research Plan

- Establish a Schedule ...
- Consider the Rhetorical situation (*NFG* 436-37)
 - Audience
 - Genre
 - Stance
 - Media/Design

Developing a Research Plan

● Come Up With a Topic

- *What do you want to learn about?*
- *What community, national or global issues do you care about?*

Developing a Research Plan

● **Narrow Your Topic**

Look to narrow your focus on a topic to make it specific enough for you to research and cover in a paper.

Developing a Research Plan

● *Example...*

Too general: fracking

Still too general: fracking and the environment

Better: The potential environmental effects of extracting natural through the process of hydraulic fracturing, or fracking

Developing a Research Plan

- **Think About What You Know about Your Topic**

- **Do Some Preliminary Research**

To define the focus for your research, explore sources that will provide an overview of your topic.

Developing a Research Plan

- **Keep A Working Bibliography**

Keep a Record of all sources the sources you consult so that you can find sources easily when you need them and be able to cite any that you use.

Developing a Research Plan

- **Develop Your Research Question**

Generate a list of questions beginning with What? When? Where? Who? How? Why? ...

Consider the following example:

Developing a Research Plan

- *What are the environmental effects of fracking?*
- *When was fracking introduced as a way to produce natural gas?*
- *Where is ethanol done, and how does this affect the the surrounding people and environment?*

Developing a Research Plan

- *Who will benefit from increased fracking?*
- *How much energy does fracking use?*
- *Why do some environmental groups oppose fracking?*
- *Would other methods of extracting natural gas be safer?*
- *Could fracking cause earthquakes?*
- *Should fracking be expanded, regulated or banned?*

Developing a Research Plan

- **Draft a Tentative Thesis**

Once your research has led you to a possible answer to your research question, formulate that into a tentative thesis

Developing a Research Plan

Consider the following examples from your text:

- *The Federal government should strictly regulate the production of natural gas by fracking.*
- *Fracking can greatly increase our supplies of natural gas, but other methods of producing energy should still be pursued.*

Developing a Research Plan

- Create a Rough Outline...
- Keep Track of Your Sources...

Finding Sources

Kinds of Sources

- **Primary and secondary sources**

Primary sources include historical documents, literary works, eyewitness accounts, field reports, diaries, letters and lab studies, as well as any original research done through interviews, observation, experiments, or surveys.

Finding Sources

Secondary Sources include scholarly books and articles, reviews, biographies, textbooks, and other works that interpret or discuss primary sources.

Novels and poems are primary sources, articles interpreting them are secondary sources

Finding Sources

The Declaration of Independence is a primary historical document; a historian's description of the events surrounding the Declaration's writing is secondary.

Finding Sources

- *A published report of scientific findings is primary; a critique of that report is secondary.*
- *Primary sources are useful because they offer subjects for firsthand study, whereas secondary sources can help you understand and evaluate primary source material.*

Finding Sources

- **Print and Online sources**

Some sources are available only in print; some are available only online. You will probably search for most sources online through the library's website.

Evaluating Sources

Consider the Reliability of Print and Online Sources(469-471)

- *Books and journals that have been published in print have most likely been evaluated by editors, publishers, or expert reviewers before publication*

Evaluating Sources

- *On the other hand, anyone who wants to post something on the web, can do so. Web sources come and go and are easily changed.*

Evaluating Sources

Consider whether a source serves your purpose or Not

- *Is it Relevant?*
- *What are the author's credentials?*
- *What is the stance?*

Evaluating Sources

- *Who is the publisher?*
- *If it is a website, who is the sponsor?*
- *What is the level (Can you understand the material)?*
- *When was it published?*
- *Is it available?*
- *Does it include **other** useful information?*

Evaluating Sources

Reading Sources with a Critical Eye(471-472)

- *What arguments does the author make?*
- *How persuasive is the argument?*
- *What is the author's stance?*
- *Does the publisher bring a certain stance to the work?*

Evaluating Sources

- *Do you recognize ideas you have come across in other works?*
- *Does this source support or challenge your own position?*
- *What can you tell about the intended audience and purpose?*

What is *Research*?

● *Research* is ...

Separating Fact from Fiction Online

https://www.ted.com/talks/markham_nolan_how_to_separate_fact_and_fiction_online?referrer=playlist-talks_to_help_you_become_a_better_researcher&language=en

Synthesizing Ideas

- *When you synthesize, you group similar bits of information together looking for patterns or themes or trends and trying to identify the key points*

Synthesizing Ideas

- **Media/Design** –
consider font/text

Synthesizing Ideas

Identify Patterns and Connections(NFG p. 473):

- Take notes/Jot down brief summaries of each source to help you see relationships, patterns, and connections among your sources
- Read all sources with an open mind.

Synthesizing Ideas

Ask the following questions about your sources:

- *What sources make the strongest arguments?*
- *Do some arguments recur in several sources?*

Synthesizing Ideas

- Which arguments do you agree with? Disagree with? Which ones seem strong enough that you need to acknowledge them in your text?
- Any disagreements among your sources?

Synthesizing Ideas

- Any data – facts, statistics, examples – or experts cited in more than one source?
- What have you learned about your topic? How have your *sources affected your thinking* on your topic?
- Do you need to *adjust your research question (as a result)*?

Synthesizing Ideas

- *This questioning should help introduce you to new ways of understanding your topic ...*
- *It should give you insight into recent scholarship about it – and even show you how two sources agree with one another*
(Ideas and Insights)

Synthesizing Ideas

- If you are writing a research based argument, your synthesis of sources **MUST** support that argument.
- As you read and think about your topic, you will come to an understanding of the concepts, interpretations and controversies relating to your topic.

Synthesizing Ideas

- You will become aware that there is a larger conversation going on (A very vital part of research)- NFG 476-477
- At this point, you will need to show your readers how your source materials relate to one another and to your thesis (*The point of synthesizing ideas*).

Synthesizing Ideas

- Now that we've got all that down, let's look at a rather good example of synthesis:

In the past, opponents of immigration raised economic, racial, religious, and nationalistic objections or questions about large-scale immigration to the United States (Jones 247-305). Today, however, experts tell us that opposition to immigration is expressed almost exclusively in economic terms. For example, Dan Lacy, a workplace consultant, business journalist, and editor, found that "research of immigration attitudes" shows that the fear ...

Synthesizing Ideas

that some Americans have of losing their jobs to immigrants is the main reason for opposition to immigration today (41). In the same economic vein, Thomas Muller, an economist with the Urban Institute, points out the wide spread concern among Americans that the new immigrants use welfare and other public-aid programs to such an extent that they are a "financial burden" on government and, therefore, a financial burden on taxpayers (125-127). With these two reasons expressly conveyed, it is easy to see that most objections to immigration now fall under the economic realm.

Synthesizing Ideas

- Notice the "**experts tell us**" phrase that tells us that the author is combining the ideas of experts about "opposition to immigration" and then giving us examples.
- Notice how the italicized portions trace the coherence in the sources expressed by **the repeated keywords** that relate to economic objections or questions.

Synthesizing Ideas

- This is important when there are two different sources; they are made to work together to form a coherent discussion of the idea expressed in the topic sentence through the efforts of a third independent writer. *And yes, it is your job to be that third "synthesizing" writer.*

Class Activity

- Evaluating and
Synthesizing
Sources

(NFG 476).

Fact VS Opinion

Fact vs. Opinion

- In your reading you will find two kinds of material: facts and opinions
- A fact denotes something that actually exists; it can be verified or proved.
- Example of Verifiable Facts:
 - The annual snowfall
 - The price of gasoline

Fact VS Opinion

- A thesis statement cannot be wholly factual, for it would not require development. You use facts to support your opinions.
- An opinion is abstract
- It is an idea about a fact or about another opinion; it is an interpretation, a deduction, a supposition, a conjecture.

Fact VS Opinion

- Statements that winters are become more severe, that persons born under the sign of Capricorn have certain personality traits, and that gasoline is is expensive because of a conspiracy among oil companies are opinions.
- The nucleus of your thesis should be *an opinion of your own*.
- Opinions taken from your sources can be used as supplemental support but ***not*** as **absolute proof of your ideas**.

Fact VS Opinion

- A fact can be confirmed; an opinion can be explained or defended but not proved definitively.
- That The Star-Spangled-Banner is the national anthem is a fact; that it is seldom sung well is an opinion.

Fact VS Opinion

- Any research paper will contain both facts and opinions taken from outside sources; Differentiate between facts and opinions when you take notes from a source AND *when you incorporate them into your paper.*

CLASS ACTIVITY

● Differentiating between Fact and Opinion

(See Handouts or link below)

<http://www.ereadingworksheets.com/reading-worksheets/fact-and-opinion-worksheet.pdf>

Quoting, Paraphrasing & Summarizing

Deciding whether to Quote, Paraphrase or Summarize

(NFG 478-90):

- **Quote** texts when the wording is worth repeating or makes a point so well that no rewording will do it justice...

Quoting, Paraphrasing & Summarizing

- **Quote** texts when you want to cite the exact words of a known authority on your topic, when his or her opinions challenge or disagree with those of others ...

Quoting, Paraphrasing & Summarizing

- **Quote** texts when the source is one you want to emphasize.

Quoting, Paraphrasing & Summarizing

- **Paraphrase** sources that are not worth quoting but contain details you need to include.

Quoting, Paraphrasing & Summarizing

- **Summarize** longer passages whose main points are important but whose details are not!

Quoting, Paraphrasing & Summarizing

On Quoting, Paraphrasing and Summarizing
(Purdue Owl)

- https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html

How to use Quotations, paraphrases and summaries
(Purdue Owl)

- https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/paraphrasing_sample_essay.html

Quoting ...

- Quoting a source is a way of weaving someone else's exact words into your text.
- You need to reproduce the source exactly (though you can modify it to omit unnecessary details –with ellipses or make it fit smoothly into your text – with brackets).

Quoting ...

- You also need to distinguish quoted material from your own by *enclosing short quotations in quotation marks, setting off longer quotes as a block*, and using appropriate signal

recesses

Quoting ...

- Incorporate short quotations into your text, enclosed in quotation marks.
- MLA style – Four typed lines or fewer (*NFG* 480-81).

Quoting ...

Gerald Graff argues that colleges make the intellectual life seem more opaque than it needs to be, leaving many students with “the misconception that the life of the mind is a secret society for which only an elite few qualify” (1).

Quoting ...

Set off Long Quotations Block Style(p.481):

- *If you are using MLA style, set off quotations of five or more typed lines by indenting the quote one inch (or ten spaces) from the left margin.*

Quoting ...

- *Do not use quotation marks and put any parenthetical citation after any end punctuation*

(NFG 482)

Quoting ...

Indicate any Omissions with Ellipses:

- *You may sometimes delete words from a quotation that are unnecessary for your point. Insert three ellipsis marks (leaving a space before the first and after the last one) to indicate the deletion.*

Quoting ...

- If you omit a sentence or more in the middle of a quotation, put a period before the three ellipsis dots. Be careful **NOT** to distort the source's meaning.

(NFG 482)

Quoting ...

- Purdue Owl : On *Quoting*
- https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_quotations.html

Paraphrasing ...

- When you paraphrase, you restate information from a source in your own words, using your own sentence structures. *Paraphrase when the source material is important, but the original wording is not.*
- *A paraphrase is usually about the same length as the original (It includes all the main points)*

Paraphrasing ...

Guidelines for Paraphrasing

- Use your own words and sentence structure
- Put in quotation marks any of the source's original phrasing that you use.
- Indicate the source of your paraphrase (use in text citation).

Summarizing ...

- A summary states the main ideas found in a source ***concisely and in your own words.***
- Summaries may boil down an entire book or essay into a single sentence, or may take a paragraph or more to present the main ideas

(NFG 416)

Summarizing ...

Guidelines for Summarizing:

- Include only the main ideas; leave out the details
- Use your own words
- Indicate the source

Incorporating Source Materials

...

Using Signal Phrases:

- A Signal Phrase tells readers who says or believes something

(*NFG* 487-90).

Acknowledging Sources, Avoiding Plagiarism

Sources That Need Acknowledgement:

- Direct Quotations
- Arguable Statements and Information that may not be common knowledge.

Acknowledging Sources, Avoiding Plagiarism

- The Opinions and Assertions of Others
- Any Information that you didn't generate yourself
- Collaboration with and help from others

Acknowledging Sources, Avoiding Plagiarism

Sources That do NOT Need Acknowledgement:

- Information that most readers are likely to know
- Information and documents that are widely available

Acknowledging Sources, Avoiding Plagiarism

- Well Known Quotations
- Material that you created or gathered yourself
- When in doubt: **CITE YOUR SOURCE**

Avoiding Plagiarism

What Constitutes plagiarism?

- *Using another writer's words or ideas without in-text citation and documentation*
- *Using another writer's exact words without quotation marks*

Avoiding Plagiarism

- Paraphrasing or Summarizing someone else's ideas using language or sentence structures that are too close to theirs.
- To avoid plagiarism, take careful notes as you do your research, document and give credit to your sources both in text and in your works cited list.

Class Activity

● Avoiding Plagiarism

(NFG 484-486)

● Purdue Owl Plagiarism

Exercises:

https://owl.purdue.edu/https://owl.purdue.edu/owl/research_and_citationhttps://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/is_it_plagiarism.html

https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/plagiarism_exercise.html

The Documented Research Essay

Formatting Your Paper MLA Style:

[https://www.youtube.com/watch
v=24Y31UrG2q4&t=0s&index=2&list=PL4917D9E21FA6
EDFF](https://www.youtube.com/watch?v=24Y31UrG2q4&t=0s&index=2&list=PL4917D9E21FA6EDFF)

[https://www.youtube.com/watch?v=EaFcJ3f4fJk&list=PL
4917D9E21FA6EDFF&index=2](https://www.youtube.com/watch?v=EaFcJ3f4fJk&list=PL4917D9E21FA6EDFF&index=2)

The Documented Research Essay

Using In text Citations:

https://www.youtube.com/watch?v=3aN_OSMbnsI&t=0s&index=6&list=PL4917D9E21FA6EDFF
F

The Documented Research Essay

The Outlining Process

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/genre_and_the_research_paper.html

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/generating_questions_and_topics_workshop.html

The Documented Research Essay

Conclusion:

- *Please keep working on your research essay.*
- *Follow deadlines on your syllabus.*
- *Upload essays to the drop box - **WHEN** they are due**