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**International  
Edition**

# Writing Research Papers

A COMPLETE GUIDE

Fourteenth  
Edition

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**PEARSON**





## Why Do You Need This New Edition of Writing Research Papers?

**If you're wondering why you should buy this new edition, here are six good reasons!**

1. **Expanded coverage of plagiarism** (in Ch. 1, Writing from Research, and Ch. 7, Understanding and Avoiding Plagiarism) helps you understand how to use online sources correctly and how to avoid both unintentional and "cut-and-paste" plagiarism.
2. **New explanations of research techniques** (Ch. 4) using social networking sites, RSS feeds, and keyword searches with expanded Boolean operators ensure that you know about and can use cutting-edge research tools and strategies.
3. **New "Research Tip" features** (throughout) offer specific guidelines to help you avoid plagiarism, including guidance on effectively integrating quotations and correctly documenting Internet sources.
4. **More than one hundred new examples** of documentation styles (Chs. 14–16) model how to cite your sources correctly, using the most current guidelines from MLA, APA, and CMS.
5. **Virtually every chapter offers new content** on the expanding role of online research, including doing efficient topic searches and discovering source material (Ch. 4), gathering notes and drafting the paper (Chs. 9–10), understanding plagiarism and academic integrity (Ch. 11), revising and formatting your paper (Chs. 12–13) and, of course, documenting sources appropriately (Chs. 14–17).
6. **Enhanced coverage of the writing process** (throughout) helps you become more effective as a writer, reviser, and proofreader, so your ideas are more clearly communicated.

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## Preface to the Instructor

Since 1967, this text has been the leader in offering current, detailed guidance about academic research, writing, and documentation. Over the last decade, the world of academic research has changed dramatically. Most research is now done online, and this new universe of information has not only put an almost unimaginable wealth of new sources at our fingertips, but it has also brought challenges in evaluating the credibility and usefulness of those sources. Questions of academic integrity and unintentional plagiarism have arisen around the integration of electronic sources. This new fourteenth edition of *Writing Research Papers: A Complete Guide* confronts these new challenges and offers clear, detailed guidance to assist student researchers as they struggle to keep pace with online research, electronic publishing, and new documentation formats.

### What Is New in This Edition?

The world of academic research is changing rapidly, especially with the ascendance of online research. Virtually every college student now writes on a computer and researches online. The changes in this edition focus primarily on this critical piece of the research world.

### Expanded Help with Electronic Research

The electronic revolution is so pervasive in research writing today that a single chapter cannot properly encompass the topic. Instead, every chapter of this text has been updated to reflect the current context for academic writing, including the impact of technology on searching for appropriate topics, finding and evaluating source material, gathering notes and drafting the paper, avoiding plagiarism and embracing academic integrity, and, of course, documenting sources. Students are directed step by step through the various formats for documenting online sources and are offered clear, detailed guidance on blending electronic citations into their writing. The most extensive new content is included in Chapter 4, where explanations are provided about new research techniques using social networking sites, RSS feeds, and keyword searches with expanded Boolean operators.

### Current Documentation Guidelines

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

- **Updated coverage of MLA documentation style.** The Modern Language Association (MLA) significantly revised its documentation style for both print and electronic sources in the *MLA Style Manual and Guide to Scholarly Publishing*, Third Edition (2008) and the *MLA Handbook for Writers of Research Papers*, Seventh Edition (2009). All sample citations and student papers in Chapters 1 to 14 reflect the current MLA style guides.
- **Revised APA documentation coverage.** The American Psychological Association (APA) also revised its documentation guidelines in the *APA Publication Manual*, Sixth Edition (2009). All sample citations and student papers in Chapter 15 follow current APA documentation standards.
- **Current standards for CMS style.** The University of Chicago Press' *Chicago Manual of Style*, Sixteenth Edition, emphasizes the role of electronic research, noting in its preface that "Computer technology and the increasing use of the Internet mark almost every chapter" of its new edition because of the "increasing proportion of our users who work with magazines, newsletters, corporate reports, proposals, electronic publications, Web sites, and other non-book or non-print documents." All sample citations and student papers in Chapter 16 follow current CMS documentation standards.

### Research Tips for Avoiding the Pitfalls of Plagiarism

Chapters 1 to 10 provide at least one "Research Tip," a new feature that offers instruction and examples for citing sources appropriately and ethically, and avoiding plagiarism. Beginning with the section "Understanding and Avoiding Plagiarism," in Chapter 1, *Writing Research Papers*, clearly explains what plagiarism is and presents strategies students can use to avoid unintentional plagiarism. Moreover, this edition provides a special emphasis on how to blend quotations into academic writing and document Internet sources.

### Updated Guidelines for Evaluating Online Sources

Understanding what constitutes an appropriate source for an academic paper is more and more challenging for students, as more and more sources become instantly available online. *Writing Research Papers* assists student researchers in deciding if and when to use familiar search engines such as Google or Yahoo!, and also offers detailed advice on how



to find respected scholarly sources—and how to determine whether a source is in fact credible. A checklist, “Evaluating Online Sources,” helps students gauge the quality of online articles.

### The Central Strengths of *Writing Research Papers*

In addition to updating content in this edition to reflect both the new documentation and style guidelines from MLA, APA, and CMS, and the increased role of online research in the academic writing process, *Writing Research Papers* continues to offer the strengths it has brought to students over thirteen previous editions.

### Student Papers

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

Anthony Murphy, “Wilfred Owen—Battlefront Poet” (MLA Style)

Kaci Holz, “Gender Communication” (MLA style)

Caitlin Kelley, “More Academics for the Cost of Less Engaged Children” (APA style)

Jamie Johnston, “Prehistoric Wars: We’ve Always Hated Each Other” (CMS style)

Sarah Bemis, “Diabetes Management: A Delicate Balance” (CSE style)

Kaci Holz, “Annotated Bibliography: Gender Communication” (MLA style)

Kaci Holz, “Gender Communication: A Review of the Literature” (MLA style)

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

### Reference Works by Topic

The list of references in Appendix B, “Finding Reference Works for Your General Topic,” provides a user-friendly list of sources for launching your research project. Arranged into ten general categories, as listed on pages 389–395, Appendix B allows a student who is examining an issue in health, fitness, or athletics to have quick access to relevant library books, library databases, and Internet sites.

### Accessible, Navigable Design

As in previous editions, *Writing Research Papers* is printed in full color, making information and features easier to find and more pleasing to read, and bringing strong, visual elements to the instruction. Icons identify

special features, like the eyeglasses that point to “Where to Look” boxes signaling cross-references. The spiral-bound version of *Writing Research Papers* also includes tab dividers to make information easier to find. The tabs include additional URLs for useful Web sites, as well as tables of contents for the following sections.

## Additional Resources for Instructors and Students



The updated version of MyCompLab integrates instruction, multimedia tutorials, and exercises for writing, grammar, and research with an online composing space, assignable resources, and new assessment tools. The result is a revolutionary application that offers a seamless and flexible teaching and learning environment built specifically for writers. Created after years of extensive research and in partnership with composition faculty and students across the country, MyCompLab provides help for writers in the context of their writing, with instructor and peer commenting functionality; proven tutorials and exercises for writing, grammar, and research; an e-portfolio; an assignment-builder; a bibliography tool; tutoring services; and a gradebook and course management organization created specifically for writing classes. Visit <http://www.mycomplab.com> for more information.

### Interactive eBook

A Pearson eText version of *Writing Research Papers* is also available in MyCompLab. This online version integrates the many resources of MyCompLab into the text to create an enriched, interactive learning experience for writing students.

### Instructor's Manual

This extensive guide contains chapter-by-chapter classroom exercises, research assignments, quizzes, and duplication masters. Instructors can visit <http://www.pearsonhighered.com/IRC> to download a copy of this valuable resource, or order the print version (ISBN 0-205-05935-X).



## 1

# Writing from Research

Communication begins when we make an initial choice to speak or to record our ideas in writing. When we speak, our words disappear quickly, so we are often lax about our grammar because no record of what we say remains. The written word, however, creates a public record of our knowledge, our opinions, and our skill with language, so we try to make our writing accurate, forceful, and honest.

Regardless of the writer's experience or the instructor's expert direction, writing is a demanding process that requires commitment. Discovering a well-focused topic, and more importantly a reason for writing about it, begins the process. Choosing a format, exploring sources through critical reading, and then completing the writing task with grace and style are daunting tasks.

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

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

- A theme in a first-year composition course on the value of Web logs, online journals, and other online discussion groups.
- A paper in history on Herbert Hoover's ineffectual policies for coping with the Great Depression of the early 1930s.
- A report for a physical fitness class on the benefits of ballroom dancing as exercise.
- A sociological field report on free and reduced-cost lunches for school-aged children.
- A brief biographical study of a famous person, such as labor leader César Chávez.

All of these papers require some type of "researched writing." Papers similar to these will appear on your schedule during your first two years of college and increase in frequency in upper-division courses. This

book eases the pressure—it shows you how to research “online discussion groups” or “the Great Depression,” and it demonstrates the correct methods for documenting the sources.

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

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

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

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

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

## 1a Why Do Research?

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

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

**Research teaches investigative skills.** A research project requires you to investigate a subject, gain a grasp of its essentials, and disclose your



findings. Your success will depend on your negotiating the various sources of information, from reference books in the library to computer databases and from special archival collections to the most recent articles in printed periodicals. The Internet, with its vast quantity of information, will challenge you to find reliable sources. If you conduct research by observation, interviews, surveys, and laboratory experiments, you will discover additional methods of investigation.



Finding material on electronic sources and the Internet: Chapter 4, pages 40–72.

**Research develops inquiry-based techniques.** With the guidance of your instructor, you are making inquiry to advance your own knowledge as well as increase the data available for future research by others.

**Research teaches critical thinking.** As you wade through the evidence on your subject, you will learn to discriminate between useful information and unfounded or ill-conceived comments. Some sources, such as the Internet, will provide timely, reliable material but may also entice you with worthless and undocumented opinions.

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

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



Making a claim and establishing a thesis: 1d, pages 5–8.

## 1b Learning the Conventions of Academic Writing

Researched writing in each discipline follows certain conventions—that is, special forms are required for citing sources and designing pages. These rules make uniform the numerous articles written internationally by millions of scholars. The society of language and literature scholars, the Modern Language Association, has a set of guidelines generally known as MLA style. Similarly, the American Psychological Association has its own APA style. Other groups of scholars prefer a footnote system, while still others use a numbering system. These variations are not meant to confuse; they have evolved within disciplines as the preferred style.

What is important for you, right now, is to determine which documentation style to use. Many composition instructors will ask you to use



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