

My Research Project Create and Review Your Outline

In your word processing program or in your research log, create an outline. If your word processing program has an outlining tool, use it to create a formal outline. In Microsoft Word, use Outline View (available in older versions of Word through the View Outline menu command) to view your document in outline mode. Use the Promote and Demote buttons on the outlining toolbar to set the levels for entries in your outline. Use the Collapse and Expand buttons to hide and show parts of your outline.

Review your outline by asking yourself the following questions.

1. Does my outline provide an effective organization for my document?
2. Have I covered all of my key points?
3. Have I addressed my key points in sufficient detail?
4. Do any sections seem out of order?



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My Research Project Activities > Create and Review Your Outline

QUICK REFERENCE

Developing and Organizing Your Argument

- Identify reasons to accept your thesis statement. (p. 213)
- Select evidence to support your reasoning. (p. 215)
- Decide how to appeal to your readers. (p. 217)
- Consider and address counterarguments. (p. 219)
- Check for logical fallacies. (p. 221)
- Choose an organizing pattern for your argument. (p. 224)
- Arrange your evidence. (p. 226)
- Create an outline. (p. 228)

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17	Revising and Editing
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Drafting

Key Questions

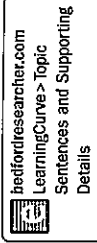
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If you're new to research writing, you might be surprised at how long it's taken to get to the chapter about writing your document. If you are an experienced research writer, you know that you've been writing it all along. Research writing isn't so much the act of putting words to paper or on screen as it is the process of identifying and learning about an issue, reflecting on what you've learned, and contributing to the conversation about your issue.

14a

How can I help my readers follow my argument?

After all the work you've done learning about your issue and formulating your ideas about what you want to share with your readers, you still need to write an effective document—one that your readers will find easy to read and understand. To help your readers follow your argument, work from an outline, write effective paragraphs, use transitions and cues to move your readers through your document, and integrate information from sources effectively.

**Work from an Outline**

Your outline provides a framework you can use to draft your document. Your outline likely includes your plans for

- the points you will include in your document
- the order in which you will make your points
- the evidence you will use to support each point

As you review your outline, check whether you have organized your points in a way that will allow you to achieve your purpose and whether you are addressing the needs, interests, values, and beliefs of your readers.

If you have listed information about the sources you will use to support your points, you can check whether you are

- providing enough evidence to support your points
- relying too heavily on a limited number of sources
- relying too heavily on support from sources that favor one side of the conversation

As you prepare to draft your document, you might find it necessary to reorganize your ideas to achieve your purpose.

If you created an informal outline, it can be the skeleton of your document, and you can now begin fleshing out sections. Translate a bulleted list of items, for instance, into a series of brief sentences, or write paragraphs based on the key points in the outline. If you created a formal outline, such as a topical outline or a sentence outline, you can use each main point in the outline as a topic sentence for a paragraph. For example, you can form supporting sentences from the subpoints under each main point.

If your outline contains references to specific notes or sources, make sure that you use those notes in your draft. Take advantage of the time you spent thinking about which sources are most appropriate for a particular section of your document.

As you work on your document, you might find it necessary to reorganize your ideas. Think of your outline as a flexible guide rather than a rigid blueprint.

TUTORIAL

How do I use an outline to draft my document?

Use your outline as the “skeleton” of the first draft of your document. In this example, Alexis Alvarez expands her outline into a rough draft.

1 Save your outline with a new name, such as Draft1.doc.

2 Turn major headings in your outline into headings and subheadings in your draft.

3 Convert lower-level entries into topic sentences for paragraphs.

4 Use lists of items as sentences in each paragraph.

5 Locate evidence to support your points. Quote, paraphrase, and summarize sources identified in your outline.

1. Benefits of Sports for Girls
 - a. Physical Health Benefits
 - i. Reduces risks of adult-onset coronary disease and some cancers (Kane & Larkin, 1997)
 - ii. Enhances immune system, posture, strength, flexibility and heart-lung endurance (Kane & Larkin, 1997; “Sports in America,” 1994)
 - b. Mental Health Benefits (Kane & Larkin, 1997; Orozco interview)
 - i. Positive body image
 - ii. Confidence and self-esteem
 - iii. Sense of control
 - c. Social benefits (Orozco and Alvarez interviews)
2. Problems Caused by Sports for Girls
 - a. Physical side effects

Girls and Sports: The Upside

According to Kane and Larkin (1997), adolescent girls who exercise regularly can lessen their risks for adult-onset coronary disease and certain cancers. Girls’ involvement in sports and exercise also tends to improve immune functioning, posture, strength, flexibility, and heart-lung endurance (Kane & Larkin, 1997; “Sports in America,” 1994).

In addition, competitive athletics can enhance mental health by offering adolescent girls positive feelings about body image; tangible experiences of competency, control, and success; improved self-esteem and self-confidence; and a way to reduce anxiety (Kane & Larkin, 1997). Juan Orozco, who has coached competitive soccer for nine years at the adolescent female level, confirmed that making a competitive sports team is a privilege that many girls work toward with determination and longing and that being picked to participate encourages these young athletes to believe in themselves and their abilities (personal interview, Sept. 22, 2004).

A final benefit is that sports expand social boundaries and teach many of the personal and social skills girls will need throughout their lives. According to Orozco, through competitive athletics girls learn a crucial lesson in how to

Create Paragraphs That Focus on a Central Idea

Writers use paragraphs to present and develop a central idea. Depending on the complexity of your argument and the type of document you are writing, a single paragraph might be all you need to present your reasoning and evidence—or it might play only a small role in conveying your thinking about an issue. You can create effective paragraphs by ensuring that they are focused, organized, and well developed. You can help readers follow your argument by using transitions that clearly convey the relationships among paragraphs.

Paragraphs often have a topic sentence in which the writer makes an assertion, offers an observation, or asks a question. The rest of the sentences in the paragraph elaborate on the topic. Consider the following paragraph, drawn from Nicholas Brothers' research essay.

Given the potential costs in justice and national security, why hire contractors at all? Ironically, perhaps the most often-cited reason for using private contractors is that using these corporations saves the taxpayer money since the government can hire them on an as-needed basis and does not have to pay for contractors' training, health care, or pensions. Professor Allison Stanger of Middlebury College challenges this notion in her 2009 book *One Nation Under Contract: The Outsourcing of American Power and the Future of Foreign Policy* when she points out that nearly all private contractors previously served in the military, meaning that many of them are receiving pension payments anyway. Stanger writes that "the federal government is effectively paying for the training and retirement of the contractors it hires, all appearances to the contrary, as well as paying double or triple the daily rate for their services." Therefore the Department of Defense would actually save taxpayers money by reversing the trend of privatization.

The central idea of the paragraph follows an initial question.

The third and fourth sentences use evidence from a source to show the real cost of hiring contractors.

The final sentence draws a conclusion that supports the essay's thesis statement.

The paragraph begins by restating the problem.

The central idea of the paragraph is provided in the third sentence.

One part of the solution to the larger problem is provided in the fourth sentence.

minimal or nonexistent among teenagers, but one study concluded that "over half the teens who use steroids start before age 16, sometimes with the encouragement of their parents. . . . Seven percent said they first took 'juice' by age ten" (Dudley, 1994, p. 235).

The fifth sentence provides evidence from a source to illustrate the nature of the problem.

Create Transitions Within and Between Paragraphs

Transitions help readers understand the relationships among sentences, paragraphs, and even sections of a document. Essentially, they smooth the way for readers, helping them understand how information, ideas, and arguments are related to one another. Transitions are most effective when they don't call attention to themselves, but instead move the reader's eye along to the next sentence, paragraph, or section. Consider the following examples of the steps involved in preparing fish.

No Transitions:

Catch the fish. Clean the fish. Filet the fish. Cook the fish. Eat the fish. Catch another fish.

Inconsistent Transitions:

First, catch the fish. Secondly, clean the fish. When you've done that, filet the fish. Next, cook the fish. Fifth, eat the fish. After all is said and done, catch another fish.

Consistent Transitions:

First, catch the fish. Second, clean the fish. Third, filet the fish. Fourth, cook the fish. Fifth, eat the fish. Finally, catch another fish.

Transitions frequently appear as words and phrases, such as those used in the previous example. They can also take the form of sentences and paragraphs. Transitional sentences, such as the following, often appear at the end or beginning of paragraphs and serve to link two paragraphs.

. . . . a series of tests. The results of the tests revealed a surprising trend.

Incredibly, the outcome was far better than we could have hoped. After reviewing . . .

Transitional paragraphs, such as the following example, call attention to a major shift in focus within a document.

In the next section, we explore the reasons behind this surprising development. We focus first on the event itself. Then we consider the reasons underlying the event. Our goal is to call attention to the unique set of relationships that made this development possible.

As you create transitions, pay attention to the order in which you introduce new information and ideas in your paragraphs. In general, it is best to begin a sentence with a reference to information and ideas that have already been introduced and to introduce new information and ideas at the end of a sentence. For example, consider the following examples, which begin a new paragraph.

Introducing New Information First:

Admissions staff look at the kind of courses students are taking, in addition to looking at grades.

Building on Information That Has Already Been Introduced:

And it's not just grades that matter; admissions staff also look at the kind of courses students are taking.

The second example, by referring to information that has been introduced in the previous paragraph, provides an effective transition to a new paragraph, even as it introduces new information about additional college admissions criteria. In contrast, readers of the first example would not have the benefit of seeing how the new information fits into what they've already read.

Common transitions and their functions are presented below.

To Help Readers Follow a Sequence furthermore	To Contrast however
in addition	on the other hand
moreover	nevertheless
next	nonetheless
first/second/third	despite
To Elaborate or Provide Examples for example	although/though
for instance	To Signal a Concession I admit that
such as	of course
in fact	granted
indeed	To Introduce a Conclusion as a result
to illustrate	as a consequence
To Compare similarly	because of
in the same manner	therefore
like	thus
as in	for this reason

Provide Cues to Keep Your Readers on Track

A document that is well organized and well designed allows a reader to anticipate—or predict—what will come next, which helps readers understand your goals more easily and stay within the frame you've provided. The test is whether your readers can move smoothly through your document without wondering, "Where did that come from?" As you draft, check whether your document is organized and designed consistently and predictably. You might find the following techniques useful.

Provide Forecasts and Cross-References A forecast is a type of transitional sentence that prepares your readers for a shift in your document, such as the boundary between one section and the next. Cross-references tell your readers that they can find related information in another section of the document or let them know that a particular issue will be addressed in greater detail elsewhere: On a Web site, forecasts and cross-references might take the form of small images, flags, or statements such as "Continue to next section" or "Follow this link for more information."

Use Headings and Subheadings You can help your readers keep their place in your document by using headings and subheadings. Your formatting should distinguish between headings (major sections) and subheadings (subsections).

Use a Menu If you are writing a digital document such as a Web site or a multimodal essay, you can add a menu on the side, top, or bottom of your pages that readers can see as they work through your site. Brandon Tate provided a menu on every page of his site (see Figure 14.1).

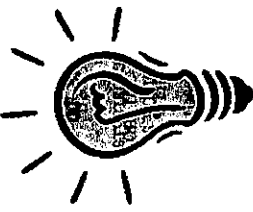
Pay Attention to Design Principles As you draft your document, pay attention to the principles of effective design. Using a readable body font that is clearly different from the font used for headings and subheadings, for example, can improve readability significantly. Similarly, breaking out information using bulleted and numbered lists, providing descriptive page headers or footers, and integrating illustrations effectively into your text can greatly enhance readability. If you are drafting a digital document, keep in mind the uses of digital illustrations. You can read more about design in Chapters 16 and 18.

Integrate Information from Sources Effectively

Information from sources can be used to introduce an important concept, establish the strength of a writer's argument, and elaborate on the central ideas in your document. Writers frequently state a point, offer a reason to accept it, and support their reasoning with evidence from a source, typically in the form of quotations, paraphrases, and summaries. In the following example, drawn from Brandon

Learn More

- The Pros**
- Environmental Benefits**
- Economic Benefits**
- The Cons**
- Impact on Water**
- Impact on Air Quality**
- The Conclusion**



About This Site

Bibliography

Author

FIGURE 14.1 Menu on Brandon Tate's Web Site *The menu helps readers understand the organization of the site and move to pages within it.*

Tate's Web site, a quotation and a paraphrase are used to support a point introduced in the first sentence of the paragraph.

In fact, pollution from power plants may worsen as the demand for electric power continues to increase. The U.S. Department of Energy (2012b) notes that "it is likely that the nation's reliance on fossil fuels to power an expanding economy will actually increase over at least the next two decades even with aggressive development and deployment of new renewable and nuclear technologies" (para. 1). Moreover, demand in developing nations is expected to increase even more dramatically. Of the nearly 1,200 conventional, coal-fired power plants now on the drawing board worldwide, most are in developing countries (Plumer, 2012). The addition of so many new plants will almost certainly lead to more global air pollution in the near term.

By quoting an authority on the issue, the U.S. Department of Energy, Brandon strengthens his argument. The quotation, along with a subsequent paraphrase of a passage from another source, provides evidence to support his point. He follows the quotation-and paraphrase with a sentence that restates the main point of the paragraph. (See Chapter 15 for more about integrating information from sources.)

14b

How can I write with style and engage my readers?

As you draft your document, consider how you'll keep your readers' attention—and be aware of how the construction of your sentences and paragraphs can affect their willingness to keep reading.

Use Details to Capture Your Readers' Attention

An effective paragraph does more than simply convey information—it provides details that bring an issue to life. Consider the differences between the following paragraphs.

Example 1: Minimal Details

Hydraulic fracturing has recently become a growing controversy in the United States of America. This is because many people believe that the environmental harms of this oil and gas drilling technique outweigh its benefits. Others, in contrast, argue that it has helped sustain our use of natural gas and petroleum.

Example 2: Extensive, Concrete Details

Hydraulic fracturing, also known as fracking, has recently become a growing controversy in the United States of America. This is because many people believe that its environmental harms outweigh any possible benefits it may offer. According to the U.S. Environmental Protection Agency [EPA] (2012), fracking is used to "maximize the extraction of underground resources." The horizontal drilling technique involves pumping water, chemicals, and specialized sand into shale formations deep down inside the Earth at intense pressure (EPA, 2012). This creates

fractures in the formations allowing the bounded resources such as natural gas and petroleum to be released. Combined, these two fossil fuels generate roughly 60% of all energy consumed in the United States (U.S. Energy Information Administration [EIA], 2012).

Both examples, drawn from Brandon Tate's Web site on hydraulic fracturing, convey the same main point. The first example, however, does little more than state the facts. The second example provides details from sources published by the U.S. Environmental Protection Agency and the U.S. Energy Information Administration. The details drawn from these sources allow readers to gain a more complete, and more concrete, understanding of the issue.

Write Clearly and Concisely

Readers don't want to work any harder than necessary to follow the information, ideas, and arguments in a document. To keep your readers from setting your document aside, write clearly and concisely. Consider, for example, the following passages.

Please join me, Dr. Watson. I have concluded that I am in a situation in which I require your assistance.

Come here, Dr. Watson. I need you.

Help!

The second passage, reputed to be the first words ever spoken on a telephone, was spoken by Alexander Graham Bell after he'd spilled acid on his pants. Had he spoken the first passage instead, he might have wasted crucial time while he waited a few extra seconds for his assistant to figure out what he was being asked to do. The simple exclamation of "Help!" might have been even more effective and would certainly have taken less time to utter. Then again, it might have been too vague for his assistant to figure out just how he needed to act and what sort of help was required.

In general, if two sentences provide the same information, the briefer sentence is usually easier to understand. In some cases, however, writing too little will leave your readers wondering what you are trying to get across.

The following techniques can help you write clearly and concisely.

- **Avoid unnecessary modifiers.** Unnecessary modifiers are words that provide little or no additional information to a reader, such as *fine, many, somewhat, great, quite, sort of, lots, really, and very*.

Example Sentence with Unnecessary Modifiers:

The Lincoln MKZ serves as a really excellent example of a very fine performance sedan.

Revised Example:

The Lincoln MKZ serves as an excellent example of a performance sedan.

- **Avoid unnecessary introductory phrases.** Avoid phrases such as *there are, there is, these have, these are, here are, here is, it has been reported that, it*

Vary Your Sentence Structure

Understanding the types of sentences that you can write and the types of sentence structures you can use can help you create a document that will maintain your readers' interest. You can begin to accomplish this by understanding the four basic types of sentences.

Statements: Dick runs quickly.

Questions: How quickly did Dick run?

Commands: Run, Dick, run.

Exclamations: Way to go, Dick!

You can continue by understanding the four basic sentence structures, which are distinguished by the types and numbers of *clauses* they contain. A clause—a sequence of words containing a subject and a verb—can be either *independent* or *dependent*. (Sometimes these types of clauses are referred to as *main* and *subordinate*, respectively.) The primary difference between these types of clauses is that independent clauses can function on their own as a complete sentence, while dependent clauses cannot.

Simple (a single independent clause):

Jane runs quickly.

Compound (two or more independent clauses):

Jane runs quickly, but she doesn't run as quickly as Dick.

Complex (an independent clause and a dependent clause):

Although Jane runs quickly, Dick is quicker.

Compound-Complex (two or more independent clauses and at least one dependent clause):

All things considered, the Dick and Jane readers were wildly successful, but they have faded into the comfortable oblivion of history.

Mixing sentence types and structures will help you produce an appealing rhythm in your writing. If you neglect to vary your sentences, on the other hand, your readers are likely to find your document monotonous and boring. To keep your readers' interest, vary your sentence type, structure, and length. Consider the following examples.

Similar Sentence Structure and Length:

We decided to spend the morning at El Rastro. El Rastro is a Sunday morning flea market extraordinaire. We decided to take the subway to get there. A man stood quite close as we got on. I found this strange in an uncrowded subway station. Then I felt his hand in my left pocket. I also felt his hand on my back. It's a good thing that I'm ticklish. I instinctively shrugged away from his hands. Then I swore loudly and imaginatively at him. (It's inappropriate to swear on a Sunday in Spain. I wouldn't have done it under normal circumstances.) He had almost gotten away with my sunglasses. This would almost certainly have disappointed him. I know it would have inconvenienced me.

Each sentence uses the same sentence type (statements) and the same simple sentence structure. Sentence length ranges from seven to nine words.

Varied Sentence Structure and Length:

We decided to spend the morning at El Rastro, a Sunday morning flea market extraordinaire. As we got on the subway to get to El Rastro, I noticed that a man was standing quite close to me—strange, since the subway wasn't crowded. Then I felt his hand in my left pocket and his hand on my back. (Fortunately, I'm ticklish.) “What the heck?” I thought, instinctively shrugging away and sweating at him (an inappropriate thing to do on a Sunday morning in Spain, but I was caught off guard). He had almost gotten away with my sunglasses, which would have disappointed him and inconvenienced me.

Sentence types include statements and questions. Sentence structures include simple, compound, and complex. Sentence length ranges from three to twenty-eight words.

Choose Your Words Carefully

WHAT'S MY PURPOSE?

The reading process can be disrupted—and sometimes stopped altogether—by shifts in formality or the introduction of surprising or hard-to-understand words. As you draft your document, pay attention to level of formality and the extent to which specialized terms are used in the conversation about your issue. Pay attention as well to the variety and specificity of your words.

Formality Your reading of other documents that contribute to the conversation about your issue will give you insights into the level of formality you should strive for when you draft your document. Some written conversations, such as those conducted on blogs and Web discussion forums, are relatively informal and can even show evidence of lack of respect for the opinions of other participants in the discussion. Others, such as those conducted through scholarly journals in the sciences or the arts and humanities or through magazines such as the *Nation* or *The Atlantic*, adopt a formal, restrained tone. Still others, such as those conducted through many popular media outlets, are casual but respectful. As you read about your issue, note the level of formality and the manner in which writers refer to ideas and arguments in other sources.

Informal Writing:

It was awesome to see how well the U.S. soccer team did in the last World Cup.

Formal Writing:

The performance of the U.S. soccer team in the most recent World Cup was gratifying.

Specialized Language Specialized language, sometimes called *jargon*, can allow writers and readers to communicate effectively and efficiently—but only if both parties are familiar with the terms. If you are contributing to a conversation in which specialized language is used heavily, familiarize yourself with the terms your readers will expect you to use. For example, if you plan to write an article for a Web site that focuses on motorcycle touring, you can write more concisely and with greater accuracy if you use the proper terminology.

Ineffective Use of General Language:

Braking that involves a mechanism that coordinates proportionally the amount of pressure applied to your front and rear brakes during turns that get progressively tighter can be hazardous if you fail to initiate the turn properly.

Effective Use of Specialized Language:

Linked braking during decreasing-radius turns can be hazardous if you fail to initiate the turn properly.

In contrast, readers who are unfamiliar with specialized language will find it more difficult to understand your point. Most people in the United States, for example, have at least a passing familiarity with basketball, but many would find it difficult to understand the following statement.

Ineffective Use of Specialized Language for a General Audience:

Box-and-one defenses are largely ineffective against well-executed pick-and-roll plays that result not in shots, but in skip passes, particularly if the pick-and-rolls are initiated on the baseline.

Variety Variety is not only the spice of life—it's also the key ingredient in an effective, engaging document. Even a well-conceptualized and thoroughly supported argument can fail to impress if it's presented in dull, monotonous language. Consider the differences between the following examples.

Lack of Varied Word Choice:

The U.S. space program has benefited the United States in more ways than most U.S. government programs, largely because of the important technologies that have found their way into the U.S. economy.

Varied Word Choice:

NASA has benefited the nation in more ways than most federal programs, largely because of the important technologies that have found their way into the U.S. economy.

Avoid Sexist Language

It is still technically correct to use male pronouns, such as *he*, *him*, and *his*, when the gender of a noun, such as *doctor* or *nurse*, is unspecified. Most readers, however, object to this assumption—or they are at least sensitive to it. Readers are even more likely to object if you make the mistake of referring to representatives of particular professions using gender-specific pronouns.

When describing your symptoms to a doctor, be sure to tell him everything that's relevant. Similarly, when a nurse is taking your blood pressure, feel free to let her know how you feel.

By implying that all doctors are male and all nurses are female, the writer of this passage plays into common stereotypes. The result is that many readers will form a negative opinion of the writer.

To avoid sexist language, recast your sentences so that generic references, such as *a doctor*, are plural, such as *doctors*, as in the following example.

Sexist Language:

A doctor who pursues an advanced specialization might need to spend as many as 15 years of study before he can go into practice on his own.

Nonsexist Language:

Doctors who pursue advanced specializations might need to spend as many as 15 years of study before they can go into practice on their own.

Consult a Good Handbook

The strategies discussed in this chapter provide a good starting point for improving your style. Your decisions about style, however, are likely to touch on a far wider range of concerns than are addressed here. As you work to improve your writing, consult a good handbook. There you'll find detailed discussions and numerous examples of strategies you can use to polish your style.

14c**How can I use my introduction to frame my issue?** [FRAMING YOUR ARGUMENT]

All readers expect documents to include some sort of introduction. Whether they are reading a home page on a Web site or an opening paragraph in a research report, readers want to learn quickly what a document is about. Your introduction, as a result, is a logical and appropriate place to begin framing your issue.

As you begin to draft your introduction, consider strategies you might use to frame your issue and introduce your main point. Keep track of those strategies so that you can revise your introduction later on. Many writers find that crafting an effective introduction is the most challenging part of drafting. If you run into difficulties, put your introduction aside and come back to it after you've made more progress on the rest of the document. There's no law that says you have to write the introduction first.

Call Attention to an Aspect of the Issue

Your introduction provides a framework within which your readers can understand and interpret your contribution to the conversation about your issue. By calling attention to a specific situation, by asking a particular question, or by conveying a carefully chosen set of details, you can help your readers view the issue in a particular way. Consider, for example, the differences between two introductions to an essay about buying habits among younger Americans.

Introduction 1:

In the face of an all-too-slowly recovering economy, frugality is undergoing a revival in America. Young people are cutting up their credit cards, clipping coupons, and sticking to detailed budgets. In effect, they're adopting the very habits

they mocked during the heady days of easy credit and weekend shopping sprees. Second-hand stores and thrift stores like Goodwill or the Salvation Army are drawing record numbers of customers, while once stable retail giants such as Circuit City and the Sharper Image have gone out of business (*Wall Street Journal*). In fact, retail sales during the Christmas season were down 2.8% last year, the lowest since 1995 (CNNMoney.com). The causes of this sea change in the spending habits of young Americans are complex and varied: high rates of unemployment, fewer jobs for recent college graduates, difficulty securing credit, and that elusive factor economists call “consumer confidence.”

Introduction 2:

The new frugal spending habits of American consumers between the ages of 18 and 34 are endangering the very individuals who are trying to save money. Plagued by an economy that stubbornly refuses to rebound, with prolonged high unemployment rates and a tight credit market, young Americans are naturally turning to their spending habits as one area they can control. They are cutting down on how much money they spend in restaurants, bars, retail stores, and entertainment venues. As a result, usually robust Christmas sales were down an alarming 2.8% last year, the lowest since 1995 (CNNMoney.com). Even once stable retail giants such as Circuit City and the Sharper Image have gone out of business (*Wall Street Journal*). While the desire to hold onto their money is logical, all this coupon clipping, budgeting, and thrift-store shopping threatens the key to economic recovery, what economists call “consumer confidence.” If we don’t loosen our grip on our wallets and inject some much-needed cash into the system, we will face far more dire economic consequences in the years to come.





The first introduction frames the subject as an explanation of why younger Americans have changed their buying habits. The second introduction frames the subject as a warning that these changing habits might be causing more harm than good. While each introduction draws on the same basic information about current rates of spending, and while both will do a good job of introducing the essay, they ask readers to focus their attention on different aspects of the subject.

You can frame your discussion by calling attention to specific aspects of a topic, including:

- The agent: a person, an organization, or a thing that is acting in a particular way
- The action: what is being done by the actor
- The goal: why the actor carried out the action
- The result: the outcome of the action

Introduction 2:

The new frugal spending habits of American consumers between the ages of 18 and 34 are endangering the very individuals who are trying to save money. Plagued by an economy that stubbornly refuses to rebound, with prolonged high unemployment rates and a tight credit market, young Americans are naturally turning to their spending habits as one area they can control. They are cutting down on how much

	Agent
	Action
	Goal
	Result

money they spend in restaurants, bars, retail stores, and entertainment venues. As a result, usually robust Christmas sales were down an alarming 2.8% last year, the lowest since 1995 (CNNMoney.com). Even once stable retail giants such as Circuit City and the Sharper Image have gone out of business (*Wall Street Journal*). While the desire to hold onto their money is logical, all this coupon clipping, budgeting, and thrift-store shopping threatens the key to economic recovery, what economists call “consumer confidence.” If we don’t loosen our grip on our wallets and inject some much-needed cash into the system, we will face far more dire economic consequences in the years to come.

Choose an Appropriate Strategy for Your Introduction

Your introduction offers probably the best opportunity to grab your readers’ attention and shape their response to your ideas. You can frame your readers’ understanding of your issue by choosing one of several introductory strategies.

State the Topic Tell your readers what your issue is, what conversation you are focusing on, and what your document will tell them about it, as in the following introduction.

Artists and their artwork do not exist in a vacuum. The images artists create help shape and in turn are shaped by the society and culture in which they are created. The artists and artworks in the Dutch Baroque period are no exception.

Establish the Context In some cases, you’ll want to give your readers background information about your subject or an overview of the conversation that has been taking place about it. Notice, for example, how Mark Hemingway sets up his article in *National Review Online* in response to media coverage of private military contractors.

In the reams of media coverage surrounding the Blackwater incident last week one curious detail remains virtually unreported. The general theme of the coverage remains that private military contractors are somehow “above the law,” but almost no media sources have referred to the fact that, as of last fall, contractors are subject to the same Uniform Code of Military Justice that governs U.S. soldiers.

State Your Thesis If your research document presents an argument, evaluation, solution, or interpretation, use your introduction to get right to your main point. In other words, lead with a thesis statement, as in the following introduction.

While the private tragedies of its central characters have public implications, William Shakespeare’s *Julius Caesar* is more about personal struggles than political ambition. It is easy to see the play as one whose focus is the political action of public events. The title character, after all, is at the height of political power. However, the interior lives of Julius Caesar, Marcus Brutus, and their wives offer a more engaging storyline. Shakespeare alternates between public and private scenes throughout the play to emphasize the conflict between duties of the Roman citizenry and the feelings and needs of the individual, but it is the “private mind and heart of the individual” (Edwards 105) that the reader is compelled to examine.

Define a Problem If your research has led you to propose a solution to a problem, you might begin your document by defining the problem. Alexis Alvarez used this strategy to introduce her essay.

Almost daily, headlines and newscasters tell us about athletes' use of performance-enhancing drugs. Indeed, stories of such drug use seem to increase each year, with investigations of possible steroid use by college football players,

by major league baseball players, and even by Olympic gold medalists. It is easy to gain the impression that many adult athletes, particularly males, may be using drugs in order to improve their performance and physical appearance. What may be surprising and even shocking to most of us, however, is that these drugs, especially anabolic steroids, are increasingly used by adolescent athletes and that girls are just as likely as boys to be users.

Read Alexis Alvarez's research essay on p. 388.

Make a Surprising Statement Grab your readers' attention by telling them something they don't already know. It's even better if the information is shocking, unusual, or strange.

What is the most common cause of hunger in the world? Is it drought? Locusts? Crop diseases? Nope. Most hunger in the world has absolutely nothing to do with food shortages. Most people who go to bed hungry, both in rich and in poor countries, do so in places where markets are filled with food that they cannot have.

Ask a Question Asking a question invites your readers to become participants in the conversation. At the end of her introduction, Alexis Alvarez encouraged her readers to take an interest in the problem of steroid use by adolescent female athletes by asking a question.

What role is competitive sports playing in this dangerous trend? Why are some girls feeling the need to ingest performance-enhancing drugs?

Tell a Story Everyone loves a story, assuming it's told well and has a point. This writer began her newspaper article about the benefit of writing by hand with a story of a young boy who struggles to master the skill.

Ask preschooler Zane Pike to write his name or the alphabet, then watch this 4-year-old's stubborn side kick in. He spurns practice at school and tosses aside workbooks at home. But Angie Pike, Zane's mom, persists, believing that handwriting is a building block to learning. She's right. Using advanced tools such as magnetic resonance imaging, researchers are finding that writing by hand is more than just a way to communicate. The practice helps with learning letters and shapes, can improve idea composition and expression, and may aid fine motor-skill development.

Provide a Historical Account Historical accounts can help your readers understand the origins of a situation and how the situation has changed over time. A Web site focusing on relations between the People's Republic of China and Taiwan used this historical account.

On February 21, 2000, the People's Republic of China (PRC) shocked the world with its release of the white paper "The One-China Principle and the Taiwan

Issue." In this 18-page document, the Chinese government outlined its case that, in keeping with the "One China" principle to which the United States and Taiwan had allegedly agreed, Taiwan is the rightful property of the People's Republic of China, and revealed that it intended to use force if Taiwan did not move to reunite with the mainland.

Draw a Contrast Drawing a contrast asks your readers to begin making a comparison. Elizabeth Leontiev began her essay by contrasting what the word *cocaine* means to U.S. citizens and South American coca farmers.

To most Americans, the word *cocaine* evokes images of the illegal white powder and those who abuse it; yet the word has a completely different meaning to the coca farmers of South America.

Read Elizabeth Leontiev's research essay on p. 363.

Lead with a Quotation A quotation allows your readers to learn about the issue from someone who knows it well or has been affected by it, as in the following introduction.

"Without a few lucky breaks, we'd still be bagging groceries at Albertsons," says lead singer Rickie Jackson of the recent Grammy-winning band, Soft Affections.

Provide a Map The most direct way of framing an issue and signaling the organization of your document is to provide a map, or preview, of your supporting points in your introduction.

This report will cover three approaches to treating cancer of the bladder: chemotherapy, a combination of chemotherapy and radiation, and surgical removal of the organ.

14d

How can I use my conclusion to frame my issue?

Your conclusion provides an opportunity to reinforce your message. It offers one last chance to achieve your purpose as a writer and to share your final thoughts about the issue with your readers.

Reinforce Your Argument

At a minimum, your conclusion should summarize the reasons you've offered to support your thesis statement. You might also want to restate your thesis (in different words) to reinforce the main idea for readers. If you didn't include a thesis statement in your introduction, consider stating your main idea in your conclusion. Ending with a clear indication of what you want someone to think, believe, or do as a result of reading your document gives you one final opportunity to influence your readers.

Elizabeth Leontiev concluded her analysis of the impact of Evo Morales's vision for South American coca farmers like this.

Through his bold program of “zero cocaine, not zero coca,” Morales aims to improve the lives of Andean farmers and the economies of South American countries, while still remaining committed to controlling the illegal drug trade. Morales's example illustrates that it is time to work *with* coca farmers, rather than against them.

Select an Appropriate Strategy for Your Conclusion

Conclusions that simply summarize a document, like Elizabeth's, are common—and sometimes effective, especially when the writer has presented complex concepts. But a conclusion can do much more than simply restate your points. It can also give your readers an incentive to continue thinking about what they've read, to take action about the subject, or to read more about it.

As you draft, think about what you want to accomplish. You can choose from a range of strategies to write an effective conclusion.

Offer Additional Analysis Extend your discussion of the issue by supplying additional insights. In a Web site about wind-generated electrical power, one writer concluded a discussion of wind power and the environment by linking wind power to the production of hydrogen gas.

Another promising area—in terms of wind power's contribution to clean energy—is the role it can play in a “hydrogen economy.” Because hydrogen gas, when burned, does not produce carbon dioxide (its only emission is water vapor), some legislators and environmentalists are looking to hydrogen as a replacement for fossil fuels. Generating hydrogen gas, however, requires power, and a number of plans to generate it rely on coal-powered plants. Wind-power advocates argue, instead, that wind turbines can supply the power needed to produce hydrogen gas. Recent government studies support this approach (“Wind Power Facts,” 2004).

Speculate about the Future Reflect on what might happen next. The author of an essay about the potential use of hydrogen as a fuel source, for example, might use this technique.

It is certain, though, that at some point the fossil fuels that have sustained our society's electricity and run our motor vehicles for over a century will run out—or become so expensive that they'll no longer provide an economically viable source of energy. Whether that day comes in five years or fifty, we need to shift to a new energy source—one that is practical, economical, and environmentally friendly. Hydrogen has demonstrated great promise as a new candidate for fuel. To realize that promise, however, we must work to remove the barriers that currently prevent hydrogen's emergence as a mainstay of our future economy.

Close with a Quotation Select a quotation that does one of the following.

- offers deeper insight into the points you've made in your document
- sums up the points you've made in your document

- points to the future of the issue
- suggests a solution to a problem
- illustrates what you would like to see happen
- makes a further observation about the issue
- presents a personalized viewpoint from someone who has experienced the issue you are addressing

Alexis Alvarez used a quotation from a personal interview to underscore her main point about the use of steroids among adolescents girls involved in competitive sports.

In short, these athletes have not lost sight of the true objective of participating in sports—they know that their success is due to their efforts and not to the effects of a performance-enhancing drug. When asked what she would say to athletes considering steroid use, Melissa Alvarez said:

If you are training and doing your best, you should not have to use steroids.

At the end of the day, it is just a game. You should never put your health at risk for anything, or anyone. It should be your top priority. (personal communication, September 26, 2004)

Close with a Story Tell a story about the issue you've discussed in your document. The story might suggest a potential solution to the problem, offer hope about a desired outcome, or illustrate what might happen if a desired outcome isn't realized. This writer concluded his newspaper article by continuing a story he used in his introduction.

So [Scott] struggles to get a foothold in the civilian work force. His brother in Boston lost his roommate, and early last month Scott moved into the empty bedroom, with his parents paying Scott's share of the \$2,000-a-month rent until the lease expires on Aug. 31. And if Scott does not have a job by then? “I'll do some thing temporary; I won't go back home,” Scott said. “I'll be a bartender or get work through a temp agency. I hope I don't find myself in that position.”

Close with a Question Questions provide an effective means of inviting readers to consider the implications of the ideas explored in a document. After summarizing his position in his argumentative essay, Nicholas Brothers included a compelling question in his closing paragraph.

In the end, we as voters and taxpayers must ask ourselves, who do we want to carry out U.S. defense missions abroad: those accountable to the U.S. military, or those beholden to private corporations?

Read Nicholas Brothers' argumentative essay on p. 417.

Call Your Readers to Action Make a recommendation or urge your readers to do something specific. For example, you might ask them to participate in solving a problem by donating time, money, or effort to a project. Or you might ask them to write to someone, such as a politician or corporate executive, about an issue. Calls to action ask readers to do more than simply accept what you've written;

they ask readers to do something. Nicholas Brothers used this strategy in an earlier draft of his argumentative essay.

On her Web site, Jan Schakowsky urges Americans to contact their representatives to co-sponsor the legislation and become citizen co-sponsors of the Stop Outsourcing Security Act themselves. Political action may be the most powerful remedy to our current state of apathy.

Link to Your Introduction This technique is sometimes called a “bookends” approach because it positions your introduction and conclusion as related ends of your document. The basic idea is to turn your conclusion into an extension of your introduction.

- If your introduction used a quotation, end with a related quotation or respond to the quotation.
- If your introduction used a story, extend that story or retell it with a different ending.
- If your introduction asked a question, answer the question, restate the question, or ask a new question.
- If your introduction defined a problem, then you can provide a solution to the problem, restate the problem, or suggest that readers need to move on to a new problem.

QUICK REFERENCE

Drafting

- Use your outline to begin drafting your document. (p. 236)
- Draft focused, well organized paragraphs. (p. 238)
- Include effective transitions, signals, and cross-references. (p. 239)
- Keep readers on track with the use of headings, menus, and effective design. (p. 241)
- Integrate information from sources clearly. (p. 241)
- Use details to engage your readers. (p. 242)
- Write with style by writing clearly and concisely, using active voice, adopting a consistent point of view, varying your sentence structure, choosing your words with care, avoiding sexist language, and consulting a handbook. (p. 243)
- Use your introduction to frame your issue. (p. 249)
- Use your conclusion to reinforce your argument. (p. 253)

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15

Using Sources Effectively

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- Quote, paraphrase, and summarize accurately and appropriately
 - Distinguish between your ideas and ideas in your sources
 - Check for unattributed sources in your document

As you draft your document, remember the range of strategies you can use to support your points, convey your ideas, and illustrate positions taken by other authors. This chapter discusses how you can use source information to meet the needs of your writing situation and addresses the primary techniques for

integrating source information into your document: quotation, paraphrase, and summary. It also looks at techniques for working with numeric information, images, audio, video, and animations.

Much of the information in this chapter is based on MLA style, which is commonly used in the humanities. See Chapter 20 for more on MLA style and Chapters 21–23 for guidelines on APA, Chicago, and CSE styles.

15a

How can I use sources to accomplish my purposes as a writer?

Your sources can help you introduce ideas, contrast the ideas of other authors with your own, provide evidence for your points, align yourself with an authority, define concepts, illustrate processes, clarify statements, set a mood, provide an example, and qualify or amplify a point. You can present information from sources in several ways.

- as a quotation, paraphrase, or summary
- as numerical information
- as illustrations such as images, audio, video, and animations

As you draft your document, consider how your use of sources can lead your readers to view your issue in terms that are most favorable to your purposes. By selecting source information carefully, you can make your point more directly than you might want to using your own words. Calling opponents of a proposal “inflexible” and “pig-headed,” for example, might signal your biases too strongly. Quoting someone who uses those terms, however, allows you to get the point across without undermining an otherwise even and balanced tone.

The following are some of the most effective ways to use information, ideas, and arguments from sources to contribute to a written conversation about an issue.

Introduce an Idea or Argument [FRAMING MY ARGUMENT]

You can use a quotation, paraphrase, or summary to introduce an idea or argument to your readers. As you choose a quotation, paraphrase, or summary, keep in mind that it will call your readers' attention to particular aspects of your argument.

Consider how the following quotation, for instance, leads readers to view a public debate about education reform as a battle between reformers and an entrenched teachers union.

“The teachers union has balked at even the most reasonable proposals for school reform,” said Mary Sweeney, press secretary for Save Our Schools, which has

sponsored a referendum on the November ballot calling for funding for their voucher plan. “We believe the November election will send a wake-up call about the need to rethink their obstructionist behaviors.”

If Sweeney and supporters of Referendum D are successful, the educational landscape in . . .

In contrast, note how the following quotation frames the debate as a question of how best to spend scarce education funds.

“In the past decade, state and local funding of public education in real dollars has declined by 7.2 percent,” said Jeffrey Allister, state chair of the governor’s Special Commission on Education Reform. “Referendum D, if passed, would further erode that funding by shifting state dollars to private schools.” As the state considers the merits of Referendum D, which would institute the first statewide voucher program in the United States, opponents of the measure have . . .

Contrast Ideas or Arguments

When you want to indicate that disagreement exists on an issue, you can use source information to illustrate the nature and intensity of the disagreements. The following example uses partial quotations (p. 264) to highlight differences in proposed solutions to a problem.

Solutions to the state’s higher education funding shortfall range from traditional approaches, such as raising taxes, to more radical solutions, among them privatizing state colleges and universities. Advocates of increased taxes, such as Vincent Richards of the Higher Education Coalition, argue that declines in state funding of higher education “must be reversed immediately or we will find ourselves in a situation where we are closing rural community colleges and only the wealthiest among us will have access to the best education” (A4). Those in favor of privatizing higher education suggest, however, that free market approaches will ultimately bring about “a fairer situation in which the poor, many of whom have no interest in higher education, are no longer asked to subsidize higher and higher faculty salaries and larger football stadiums” (Pieters 23).

Base your choices about how to contrast ideas and arguments on the clarity and conciseness of your sources and on the effects you hope to achieve. If you want to express complex ideas as concisely as possible, you might use paraphrase and summary. If you want to convey the emotional qualities of an author’s position on an issue, use quotations.

Provide Evidence for Your Argument

Arguments that consist of a series of unsupported assertions amount to little more than a request for a reader’s trust. Even when the writer is eminently trustworthy, most readers find such arguments easy to dismiss. In contrast, providing evidence to support your assertions increases the likelihood that your readers will accept your argument. Note the differences between the following passages.

Unsupported Assertion:

Given a choice between two products of comparable quality, reputation, and cost, American consumers are far more likely to purchase goods that use environmentally friendly packaging. Encouraging the use of such packaging is a good idea for America.

No evidence is provided to support the writer's assertion.

Supported Assertion:

Given a choice between two products of comparable quality, reputation, and cost, American consumers are far more likely to purchase goods that use environmentally friendly packaging. A recent study by the High Plains Research Institute found that the shelf life of several biodegradable plastics not only exceeded the shelf life of the products they were used to package, but also cost less to produce (Chen and Lohann 33). In addition, a study by the Consumer Products Institute found that, when made aware that products were packaged in environmentally friendly materials, consumers were more likely to buy those products.

Summaries of the results of two studies provide evidence for the assertion made in the first sentence.

Similarly, visual sources can lend support to an assertion. For example, an assertion about the unintended consequences of military action might be accompanied by a photograph of a war-torn street or a wounded child.

Align Your Argument with an Authority

Aligning an argument with an authority—such as a subject matter expert, a scientist, a politician, or a religious figure—allows you to borrow someone else's credibility and status. Start by making an assertion and follow it with supporting information from a source, such as a quotation, paraphrase, or source summary.

Although voice recognition appears to be a promising technology, challenges associated with vocabulary, homonyms, and accents have slowed its widespread implementation. "The computer right now can do a very good job of voice recognition," said Bill Gates, co-founder and former chairman of Microsoft Corporation. "It certainly will re-define the way we think of the machines when we have that voice input" (Gates, par. 42).

Define a Concept, Illustrate a Process, or Clarify a Statement

Writers commonly turn to information from sources when that information is clearer and more concise than what they might write themselves. You might define a concept by quoting or paraphrasing a dictionary or an encyclopedia, or use an illustration to help readers understand a complex process, such as the steps involved in cellular respiration.

Writers also use information from sources to clarify their statements. A writer might amplify a statement by providing examples from sources or qualify a statement by noting that it applies only to specific situations and then use a quotation or paraphrase from a source to back that up.

Studies have found connections between weight loss and coffee intake. This doesn't mean that drinking a couple of cups of coffee each day leads to weight loss. However, three recent studies reported that individuals who increased their coffee

intake from fewer than three cups to more than eight cups of coffee per day experienced weight losses of up to 7 percent over a two month period (Chang, Johnson and Salazar, Neiman). "It may be that increased caffeine intake led to a higher metabolic level, which in turn led to weight loss," noted John Chang, a senior researcher at the Centers for Disease Control. "Or it might be that drinking so much coffee depressed participants' appetites" (232).

Set a Mood

You can also choose quotations and illustrations with an eye toward establishing an overall mood for your readers. The emotional impact of images of a celebration at a sporting event, an expression of grief at a funeral, or a calming mountain vista can lead your readers to react in specific ways to your document. Similarly, a striking quote, such as "The screams of pain coming out of that room will stay with me as long as I live," can evoke a specific mood among your readers.

Provide an Example

It's often better to *show* with an example than to *tell* with a general description. Examples provide concrete evidence in your document. Note how the writer of the following passage used an example from a well-known film to illustrate a point about her family's relationship with food.

And the obsession with eating! My grandmother feeds us constantly. My dad and I always laugh at that scene in *Goofyellas* where the mobsters show up at two in the morning after killing someone, and one mobster's mother whips up a full pasta meal for them. We know that my grandmother would do the same thing: "Are you hungry? Here, sit, eat!" Grandma holds interventions over pasta. If she is unhappy with something someone in the family is doing, she invites everyone over for pasta and we hash it out together.

Amplify or Qualify a Point

You can use amplification to expand the scope of a point. Consider how information from a source is used in the following example to broaden a discussion of the dangers football players face when they add bulk.

NFL offensive linemen who weigh less than 300 pounds are often described as "undersized," so it's no surprise that young football players are getting the message that bigger is better—and bulking up. A recent study of high school linemen in Iowa showed that 45% were overweight and 9% were severely obese, while only 18% of other young males were overweight; even more troubling, a study in Michigan revealed that among football players from ages 9 to 14, 45% could be considered overweight or obese (as cited in Longman, 2007).

Qualifications, in contrast, allow you to narrow the scope of a statement, reducing the possibility that your readers might misunderstand your meaning. Note how the writer made it clear that deaths related to weight gain are a rare occurrence in football.

Although such fatalities are unusual, a growing number of doctors believe that use of dietary supplements increases the risk of heat stroke among football players.

15b

How can I integrate sources into my draft?

You can integrate information, ideas, and arguments from sources into your draft by quoting, paraphrasing, summarizing, presenting numerical information, and using illustrations. As you do so, make a point of distinguishing your ideas and information from those found in your sources.

Identify Your Sources

You should identify the sources of information in your document for several reasons. First, doing so fulfills your obligation to document your sources. Second, it allows you (and your readers) to recognize the boundaries between your ideas and those borrowed from sources. Third, it can help you strengthen your document by calling attention to the qualifications or experiences of the person whose ideas you are incorporating.

Use Attributions and In-Text Citations Whenever you quote, paraphrase, or summarize, distinguish between your ideas and information obtained through your sources by using attributions—brief comments such as “according to” or “as the author points out”—to alert your readers that the point is not your own.

Writers who use MLA or APA documentation format also provide citations—or acknowledgments of source information—within the text of their document to indicate where borrowed material ends. These citations, in turn, refer readers to a list of works cited or a list of references at the end of the document. Note the following examples, which use attributions and in-text citations.

MLA Style:

Pamela Coke argues, “Education reform is the best solution for fixing our public schools” (22).

“Education reform is the best solution for fixing our public schools” (Coke 22).

APA Style:

Pamela Coke (2008) has argued, “Education reform is the best solution for fixing our public schools” (p. 22).

“Education reform is the best solution for fixing our public schools” (Coke, 2008, p. 22).

As you acknowledge material you’ve borrowed from sources, you’ll want to vary the wording of your attributions. As you do, be aware of the way that the verbs in attributions can convey important shades of meaning—for example, the difference between writing that someone “alleged” something and someone “confirmed” something. The form your attributions take will depend on your use of citation style. MLA recommends present tense (“the author points out”), while

APA recommends past tense (“the author pointed out”) or present perfect tense (“the author has explained”).

Some Common Attributions

according to	claimed	expressed	reported
acknowledged	commented	inquired	said
affirmed	confirmed	interpreted	stated
alleged	declared	inused	suggested
asked	denied	noted	thought
asserted	described	observed	wondered
assumed	disputed	pointed out	wrote
believed	emphasized	remarked	

You can learn more about in-text citations and the MLA, APA, Chicago, and CSE documentation systems in Part V.

Provide a Context Skilled writers know the importance of providing a context for the source information they include in their documents. It’s not enough to simply put text within two quotation marks and move on. Such “orphan quotations”—quotations dropped into a paragraph without any introduction—are confusing. Worse, paraphrases and summaries inserted without context can easily be mistaken for the writer’s own work, leading to accusations of plagiarism.

To provide a clear context for your source information, establish why the quotation, paraphrase, or summary is reliable by identifying the source’s credentials. In addition, indicate how it relates to your main idea and what it contributes to the point you are making. If you don’t, readers will wonder why it’s there.

However, Wechsler et al. (2003) of the Harvard School of Public Health analyzed trends at schools using social norms marketing and revealed that the campaigns did not necessarily decrease student drinking; in some cases, schools even reported higher alcohol consumption, according to seven criteria that measured whether students drank, how much, and how often. As the researchers explained, “individual students’ drinking behaviors align more closely to the drinking behaviors of their immediate social group rather than to the overall student population at a given school” (pars. 30–33).

Attribution identifies the source as experts.

Writer follows APA style; parenthetical citation identifies the paragraph numbers where the quotation was found.

Quote Strategically

A well-chosen quotation can have a powerful impact on your readers’ perception of your argument and on the overall quality of your document. Quotations can also add a sense of immediacy by bringing in the voice of someone who has been affected by an issue or can lend a sense of authority to your argument by conveying the words of an expert. Quotations can range in form from brief, partial quotations to extended, block quotations. As you integrate quotations into your

document, remember that you might need to modify them to suit your purpose and fit the flow of your sentences. When you do, be careful to punctuate them properly.

Use Partial, Complete, and Block Quotations Quotations can be parts of sentences (partial), whole sentences (complete), or long passages (block). When you choose one type of quotation over another, consider the length and complexity of the passage as well as the obligation to convey ideas and information fairly.

Partial Quotations can be a single word, phrase, or most of a sentence. They are often used to convey a well-turned phrase or to complete a sentence using important words from a source, as in the following example.

Nadine K. Maxwell, a guidance services coordinator in Fairfax, Virginia, says that students' chances of being admitted can be greater if they apply early, although this varies from school to school and year to year and may depend upon the applicant pool at the school where they are applying" (32).

Quotation marks indicate the borrowed phrase. Source information, including the number of the page containing the quotation, is clearly identified.

Complete Quotations are typically one or more complete sentences and are most often used when the meaning of the passage cannot be conveyed adequately by a few well-chosen words, as in the following example.

I smiled when I read Elizabeth Gilbert's memoir *Eat, Pray, Love*. She writes, "The Neapolitan women in particular are such a gang of tough-voiced, loud-mouthed, generous, nosy dames, all bossy and annoyed and right up in your face just trying to friggin' help you for Chrissake, you dope—why they gotta do everything around here?" (78).

Since the source of the quotation is identified in an attribution (Elizabeth Gilbert's memoir...), only the page number appears in the citation at the end of the sentence.

Block Quotations are extended quotations (usually more than four typed lines) that are set off in a block from the rest of the text. In general, use a colon to introduce the quotation, indent the entire quotation one inch from the left margin, and include source information according to the documentation system you are using (such as MLA, APA, Chicago, or CSE). Since the blocked text indents to your readers that you are quoting directly, you do not need to include quotation marks.

In the article "In the Best Interest of America, Affirmative Action in Higher Education Is a Must," William H. Gray III states:

Quotation marks are not used to surround block quotations. High school achievement and test scores are considered to be very important criteria in the admissions process by most of the four-year public degree-granting colleges and universities. Nonetheless, high school grades and test scores are not the only factors considered by colleges and universities in the admissions process. Other factors that influence college admissions decisions include high

school rank, being an athlete, alumni connections, extracurricular activities, special talents, and other personal characteristics of applicants. (par. 5)

In block quotations, the citation information is placed after the period. A paragraph number is provided for an online source.

Modify Quotations Appropriately You can modify quotations to fit your draft. It is acceptable, for example, to delete unnecessary words or to change the tense of a word in a partial quotation so that it fits your sentence. For example, if you wanted to change the tense of a verb in a partial quotation so that it fits the sentence, you would use brackets to indicate the change.

Original Quotation:

"They treated us like family and refused to accept a tip."

Quotation Modified Using Brackets:

It's a place where the staff treats you "like family and [refuses] to accept a tip," said travel writer Melissa Ancomi.

Brackets indicate a word that has been changed.

Keep in mind, however, that research writers have an obligation to quote sources accurately and fairly. You should indicate when you have added or deleted words, and you should not modify quotations in a way that distorts their meaning.

The most useful strategies you can use to modify quotations include using ellipsis marks (...) to indicate deleted words, using brackets [] to clarify meaning, and using "sic" to note errors in a source. You can learn more about modifying quotations using these strategies on pp. 101–03.

Punctuate Quotations Correctly The rules for punctuating quotations are as follows.

- Use double quotation marks (" ") around partial or complete quotations.
- Do not use quotation marks for block quotations.
- Use single quotation marks (') to indicate quoted material within a quotation.

"The hotel manager told us to 'make ourselves at home.'"

- Place commas and periods inside quotation marks.
- Place question marks and exclamation points outside quotation marks if the punctuation pertains to the entire sentence rather than the quotation. In the following example, the original quotation is not a question, so the question mark should be placed after the quotation mark.

But what can be gained from following the committee's recommendation that the state should 'avoid, without exceptions, any proposed tax hike'?

- Place question marks and exclamation points inside quotation marks if the punctuation pertains to the quotation itself.

Dawn Smith asked an important question: "Do college students understand the importance of avoiding running up credit card debt?"

- Place colons and semicolons outside quotation marks.

Many young consumers consider themselves “free at last”; all too often, however, they find that freedom has its costs.
- When citation information is provided after a quotation, place the punctuation mark (comma, period, semicolon, colon, or question mark) after the parenthetical citation.

“Preliminary reports have been consistent,” Yates notes. “Without immediate changes to current practices, we will deplete known supplies by mid-century” (335).
- At the end of a block quotation, place the final punctuation before the parenthetical citation.
- Use three spaced periods (an ellipsis mark) to indicate an omission within a sentence.

According to critic Joe Robinson, Americans are overworked: “Ask Americans how things are really going and you’ll hear stories of . . . fifty- and sixty-hour weeks with no letup in sight” (467).
- Place a period before the ellipsis mark to indicate an omission at the end of a sentence:

The most recent information indicates, says Chen, that “we can expect a significant increase in costs by the end of the decade. . . . Those costs, however, should ramp up slowly” (35).

CHECKLIST FOR INTEGRATING QUOTATIONS INTO A DOCUMENT

- Identify the source of the quotation.
- Punctuate the quotation appropriately.
- Use ellipsis marks, brackets, and “sic” as necessary.
- Check each quotation against the source to be sure you aren’t introducing errors or misrepresenting the source.
- Use transitions and attributions to integrate the quotation effectively into your document.
- Ensure that the source is cited in your works cited or references list.

Paraphrase Information, Ideas, and Arguments

A paraphrase is a restatement, in your own words, of a passage from a source. Unlike summaries, which are shorter than the text being summarized, paraphrases are about as long as the text on which they are based. Paraphrases can be used to illustrate or support a point you make in your document or to illustrate another author’s argument about an issue.

TUTORIAL

How do I integrate a quotation into my draft?

After you select a passage to quote, you’ll need to acknowledge the source, punctuate the quotation properly, and provide a context for the information. This example uses MLA style: be sure to follow the guidelines for the documentation style you are using.

Original Passage

One clear warning from both resilience theory and practical experience is that prevention is better than cure. The empirical evidence is unambiguous: the trajectory of reef condition is declining globally; because once a reef is degraded it usually stays that way (but see below). Interventions need to focus (a) on reversing interacting slow drivers, particularly overfishing, pollution and greenhouse gas emissions, to avoid transgressing thresholds leading to phase-shifts, and (b) on promoting processes like coral recruitment and herbivory that maintain the coral-dominated states of healthy reefs.

Source: Hughes, Terry P. et al. “Rising to the Challenge of Sustaining Coral Reef Resilience.” *Trends in Ecology and Evolution*, vol. 25, no. 11, November 2010, pp. 619–80.

“One clear warning . . . is that prevention is better than cure. . . . Interventions need to focus (a) on reversing interacting slow drivers . . . and (b) on promoting processes like coral recruitment and herbivory that maintain the coral-dominated states of healthy reefs.”

In their article “Rising to the Challenge of Sustaining Coral Reef Resilience,” Terry P. Hughes et al. note, “One clear warning . . . is that prevention is better than cure. . . . Interventions need to focus (a) on reversing interacting slow drivers . . . and (b) on promoting processes like coral recruitment and herbivory that maintain the coral-dominated states of healthy reefs” (638).

It is not enough to try to rehabilitate damaged reefs.

In their article “Rising to the Challenge of Sustaining Coral Reefs,” Terry P. Hughes et al. note, “One clear warning . . . is that prevention is better than cure. . . . Interventions need to focus (a) on reversing interacting slow drivers . . . and (b) on promoting processes like coral recruitment and herbivory that maintain the coral-dominated states of healthy reefs” (638). Sustaining coral reefs involves protecting existing coral in healthy reef environments.

❶ Locate the passage you want to quote and identify the text you want to include in the quotation.

❷ Add quotation marks or, if the quotation is long, set the text in a block (p. 264). If you modify the passage, use ellipsis marks and brackets appropriately (p. 265).

❸ Identify the source of the quotation and the location, such as the page number. Give the author’s qualifications in an author tag if you haven’t already done so for this source in your document.

❹ Avoid “orphan quotations” by providing a context for your quotation. Introduce the quotation and indicate how it relates to your argument.

Your notes are likely to include a number of paraphrases of information, ideas, and arguments from your sources. (See Chapter 6 to learn how to write a paraphrase.) To integrate these paraphrases into your document, begin by making sure your paraphrase is an accurate and fair representation of the source. Reread the source to double-check the accuracy and fairness of your paraphrase, and then revise the paraphrase so that it fits the context and tone of your document. Use attributions to ensure a smooth transition from your ideas to the ideas found in the source.

In the following example, note how Alexis Alvarez lets her readers know where her statement ends and where the support for her statement, in the form of a paraphrase, begins.

Competitive sports also teach athletes how to cope with failure — Alexis's idea, as well as success. In the best of situations, as Sieghart (2004) noted, athletes are able to assess their achievements realistically, letting neither winning nor losing consume their reality. The source of paraphrase is cited per APA style.

An attribution marks transition from Alexis's idea to source ideas.

CHECKLIST FOR INTEGRATING PARAPHRASES INTO A DOCUMENT

- Identify the source of the paraphrased material.
- Compare the original passage with your paraphrase. Make sure that you have conveyed the meaning of the passage but that the wording and sentence structure differ from those in the original passage.
- Use transitions and attributions to integrate the paraphrase smoothly into your document.
- Ensure that the source is cited in your works cited or references list.

Summarize

A summary is a concise statement, written in your own words, of information found in a source. (See below to learn about summarizing entire sources and lengthy passages within a source.) When you integrate a summary into your draft, review the source to make sure your summary is an accurate and fair representation of the ideas in the original source. Be careful, as well, to identify the source and include a citation. You can summarize an entire source, parts of a particular source, or a group of sources to support your argument.

Summarize an Entire Source Research writers frequently summarize an entire work. In some cases, the summary might occupy one or more paragraphs or be integrated into a discussion contained in one or more paragraphs. In other cases, the summary might be as brief as a single sentence.

Alexis Alvarez summarized a report issued by the Centers for Disease Control and Prevention in her research essay about steroid use by adolescent girls involved in competitive sports.

15b. How can I integrate sources effectively?

In May 2004, the Centers for Disease Control and Prevention (CDC) published its latest figures on self-reported drug use among young people in grades 9 through 12. The CDC study, "Youth Risk Behavior Surveillance—December 2003," found that 6.1% of its survey participants reported using steroids at least once, up from 2.2% in 1993. The report also showed that use of steroids appears to be increasing among younger girls: While only 3.3% of 12th-grade girls reported using steroids, 7.3% of 9th-grade girls reported using them. Moreover, girls might be starting to use steroids at a higher rate than boys. The CDC study indicated that 9th-grade girls had reported slightly higher rates of steroid use than boys (7.3% and 6.9% respectively), while 10th-, 11th-, and 12th-grade girls all reported lower use than boys.

In contrast, Alexis offered a much briefer, "nutshell" summary of a related source.

A 2003 article in *Drug Week* stated that girls who participate in sports more than eight hours a week are at considerable risk for taking many illicit drugs. The higher the level at which athletes compete, the higher their risk for substance abuse ("Sporting Activities").

Summarize Specific Ideas and Information from a Source You can also use summaries to convey key information or ideas from a source. In his research essay, Nicholas Brothers summarized a section of a book about private military corporations.

A look at definitions in Singer's *Corporate Warriors* reveals that PMCs and traditional mercenaries differ in several key ways. Perhaps the most important difference is that a private military corporation is just that: a legal corporate entity¹⁰ (as opposed to the illegal adventurer or rag-tag squad evoked by the word "mercenary"). Another significant distinction is that PMCs offer a wide range of services . . . while mercenaries can rarely do more than engage in combat.

Summarize a Group of Sources In addition to summarizing a single source, research writers often summarize groups of sources. It's not unusual, for instance, to encounter in research documents phrases such as "Numerous authors have argued . . ." or "The research in this area seems to indicate that . . ." Such collective summaries allow you to establish a point briefly and with authority. They are effective particularly at the beginning of a document, when you are establishing a foundation for your argument, and can serve as a transitional device when you move from one major section of the document to another.

When you are summarizing a group of sources, separate the citations with a semicolon. MLA guidelines require including author and page information, as in the following example.

Several critics have argued that the Hemingway code hero is not always male (Graulich 217; Sherman 78; Watters 33).

APA guidelines require including author and date information, as in the following example.

The benefits of early detection of breast cancer have been well documented (Page, 2007; Richards, 2007; Vincent, 2008).

CHECKLIST FOR INTEGRATING SUMMARIES INTO A DOCUMENT

- Identify the source you are summarizing.
- Ensure that you have summarized the source in your own words. Make sure that you do not merely string together a series of close paraphrases of key passages.
- Use transitions and attributions to integrate the summary smoothly into your document.
- Ensure that the source is cited in your works cited or references list.

Present Numerical Information

If it suits the issue you are addressing, you might use numerical information, such as statistics, in your document. You can present this information within sentences, or you might use tables, charts, or graphs, as Brandon Tate did on his Web site about hydraulic fracturing (see Figure 15.1). Keep in mind that you still need to accurately and fairly present the numerical information in your document and clearly identify the source of the information, just as you would for textual information. For more information about using tables, charts, and graphs, see pp. 285–86.

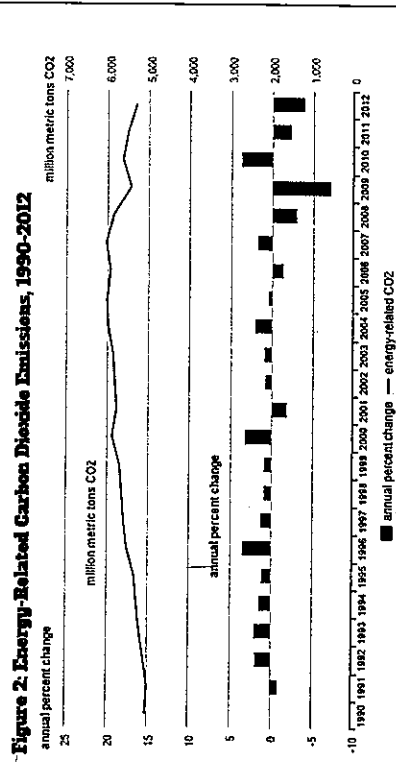


FIGURE 15.1 Chart on Brandon Tate's Web Site

Use Images, Audio, Video, and Animations

Including images in your print document and images, audio, video, or animation files in your electronic document can enhance its effectiveness. Use caution, however, when taking images and audio, video, or animations from other sources. Simply copying a photograph into your document might be a form of plagiarism. The same is true of audio, video, and animations files.

Lauren Mack carefully documented the sources of the images, audio clips, and video clips she used in her multimodal research essay. Since she was writing an academic essay—rather than a document intended for publication and wide distribution—she did not seek permission to use the images, audio, and video that she had found in other sources. (In contrast, the publisher of this book sought and received permission to publish those materials.)

INFORMATION TIP If you are creating a digital document, such as a Web page or a multimedia presentation, use the following approach to integrating digital illustrations.

- Make a link between your document and a document that contains an image, sound clip, or video clip—rather than simply copying the image and placing it in your document.
- If it isn't possible or appropriate to create a link to another document, you should contact the owner of the image, sound clip, or video clip for permission to use it.
- If you cannot contact the owner, review the fair use guidelines discussed on p. 131 for guidance about using the material.

As you've done for the other sources you cite in your document, make sure you fairly present images, audio, or video and identify their author or creator. ■

15c

How should I document my sources?

You should cite your sources within the text of your document as well as provide complete publication information for each source you've used. Fully documenting your sources in this way can help you achieve your purpose as a writer, such as establishing your authority and persuading your readers. Documenting your sources also helps you avoid plagiarism, gives credit to others who have written about an issue, and creates a record of their work that your readers can follow and build upon.

Choose a Documentation System

The documentation systems most commonly used in academic disciplines are the following.

- **MLA** This style, from the Modern Language Association (MLA), is used primarily in the humanities—English, philosophy, linguistics, world languages, and so on. See Chapter 20.

- **APA** This style, from the American Psychological Association, is used mainly in the social sciences—psychology, sociology, anthropology, political science, economics, education, and so on. See Chapter 21.
- **Chicago** Developed by the University of Chicago Press, this style is used primarily in history, journalism, and the humanities. See Chapter 22.
- **CSE** This style, from the Council of Science Editors (formerly the Council of Biology Editors), is used mainly in the physical and life sciences—chemistry, geology, biology, botany, and so on—and in mathematics. See Chapter 23.

Your choice of documentation system will be guided by the discipline or field within which you are writing and by any requirements associated with your research writing project. If your project has been assigned to you, ask the person who assigned it or someone who has written a similar document which documentation system you should use. If you are working on a project for a writing class, your instructor will most likely tell you which documentation system to follow.

Your choice will also be guided by the genre you have chosen for your document. For example, while academic essays and articles appearing in scholarly journals typically use a documentation system such as MLA or APA, newspaper and magazine articles often do not; instead, they identify sources in the main text of the document rather than in a works cited or references list. If you write a digital document that cites other online sources, you might simply link to those sources.

Provide In-Text References and Publication Information

The specific format of your in-text citations will depend on the documentation system you use. If you use MLA or APA style, you'll cite—or formally acknowledge—information in the text using parentheses and add a list of sources to the end of your document. Key publication information is usually provided in a works cited list (MLA and CSE), reference list (APA), or bibliography (*Chicago*). This list appears at the end of the document and includes the following information about each source.

- author(s) and/or editor(s)
- title
- publication date
- publisher and city of publication (for books)
- periodical name, volume, issue, and page numbers (for articles)
- URL and access date (for online publications)

Each documentation system creates an association between citations in the text of a document and the works cited or reference page. See Part V for documentation models.

15d

How can I ensure I've avoided unintentional plagiarism?

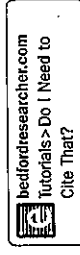
Because plagiarized material will often differ in style, tone, and word choice from the rest of your document, your readers are likely to notice these differences and wonder whether you've plagiarized the material—or, if not, why you've written a document that has so many stylistic inconsistencies. If your readers react negatively, it's unlikely that your document will be successful.

You can avoid unintentional plagiarism by quoting, paraphrasing, and summarizing accurately and appropriately; distinguishing between your ideas and ideas in your sources; and checking for unattributed sources in your document.

Quote, Paraphrase, and Summarize Accurately and Appropriately

Unintentional plagiarism usually occurs when a writer takes poor notes and then uses the information from those notes in a document. As you draft, do the following.

- Look for notes that differ from your usual style of writing. More often than not, if a note doesn't sound like your own writing, it isn't.
- Place quotation marks around any direct quotations, use ellipsis marks and brackets appropriately (see pp. 264–66), and identify the source and the page or paragraph number of the quotation.
- Make sure that paraphrases differ significantly in word choice and sentence structure from the passage being paraphrased, and identify the source and page or paragraph number from which you took the paraphrase.
- Make sure that summaries are not just a series of passages or close paraphrases copied from the source.



Distinguish Between Your Ideas and Ideas in Your Sources

Failing to distinguish between your ideas and ideas drawn from your sources can lead readers to think other writers' ideas are yours. Examine how the writer of the following passage might have failed to distinguish his ideas from those of Joel Levine and Lawrence May, authors of a source used in the essay.

Failing to Credit Ideas to a Source:

According to Joel Levine and Lawrence May, authors of *Getting In*, entrance exams are an extremely important part of a student's college application and carry a great deal of weight. In fact, a college entrance examination is one of the two most significant factors in getting into college. The other, unsurprisingly, is high school grades.

Because the second and third sentences fail to identify Levine and May as the source of the information about the second important factor affecting admissions decisions—high school grades—the passage implies that the writer of the research essay is the source of that information.

In contrast, the writer actually included the following passage in the essay.

Giving Credit to the Source:

According to Joel Levine and Lawrence May, authors of

Getting In, entrance exams are an extremely important

part of a student's college application and carry a great

deal of weight. In fact, they claim that a college entrance

examination is "one of the two most significant factors"

in getting into college (the other, unsurprisingly, being

high school grades).

The attribution, "they claim," credits Levine and May as the source of the information.

Quotation marks are used to indicate a partial quotation.

To distinguish between your ideas and those obtained through your sources, use attributions—words or phrases that alert your readers to the source of the ideas or information you are using. As you take notes and draft your document, use the name of an author or the title of the source you're drawing from each time you introduce ideas from a source.

Examples of Attributions

According to Scott McPherson . . .

Jill Bedard writes . . .

Tom Huckin reports . . .

Kate Kiefer observes . . .

Bob Phelps suggests . . .

In the words of Pamela Coke . . .

As Ellen Page tells it . . .

Reid Vincent indicates . . .

Jessica Richards calls our attention to . . .

Check for Unattributed Sources in Your Document

You should include a complete citation for each source you refer to in your document. The citation should appear in the text of the document (as an in-text citation, footnote, or endnote) or in a works cited list, reference list, or bibliography.

In the following MLA-style examples, the writer includes parenthetical citations that refer readers to a list of works cited at the end of the document. Note that MLA style allows for a combination of attributions and parenthetical information to refer to sources.

Reid Vincent argues, "We must explore emerging energy technologies before we reach a peak oil crisis" (322).

"We must explore emerging energy technologies before we reach a peak oil crisis" (Vincent 322).

MLA-style in-text citations include the author's name and exact page reference.

QUICK REFERENCE

Using Sources Effectively

- Use source information to accomplish your purpose. (p. 258)
- Integrate quotations appropriately. (p. 262)
- Integrate paraphrases appropriately. (p. 266)
- Integrate summaries appropriately. (p. 268)
- Integrate numerical information appropriately. (p. 270)
- Integrate images, audio, video, and animations appropriately. (p. 274)
- Choose a documentation system. (p. 271)
- Provide in-text references and a works cited or reference list. (p. 272)
- Check for unintentional plagiarism by checking your quotations, paraphrases, and summaries; checking for unattributed sources; and distinguish between your work and information, ideas, and arguments from your sources. (p. 273)