Relating to the Well Known
This next opening suggests the significance of the subject as it appeals to the popular interest and knowledge of the reader:

Popular appeal — Television flashes images into our living rooms, radios invade the confines of our automobiles, and local newspapers flash their headlines to us daily. However, one medium that has gained great popularity and influence within the past decade is the specialized magazine.

Providing Background Information
At times, it is important to trace the historical nature of your topic, give biographical data about a person, or provide general evidence. A summary of a novel, long poem, or other work can refresh a reader's memory about details of plot, character, and so forth.

First published in 1915, Spoon River Anthology by Edgar Lee Masters gives readers candid glimpses into the life of a small town at the turn of the twentieth century. Speaking from beyond the grave, the narrator gives a portrait of happy, fulfilled people or draws pictures of lives filled with sadness and melancholy.

This opening technique offers essential background matter, not information that is irrelevant to the thesis. For example, explaining that Eudora Welty was born in Jackson, Mississippi, in 1909 would contribute little to the following opening:

In 1941 Eudora Welty published her first book of short stories, A Curtain of Green. That group of stories was followed by The Wide Net (1943) and The Bride of the Innisfallen (1955). Each collection brought her critical acclaim, but taken together the three volumes established her as one of America's premier short story writers.

Reviewing the Literature
This opening procedure cites only books and articles relevant to the specific issue. It briefly introduces some of the literature connected with the topic. It gives distinction to your study because it establishes the scholarship on the subject. It also distinguishes your point of view by explaining the logical connections and differences between previous research and your work:

Billy Budd possesses many characteristics of the Bible. Melville's story depicts the "loss of Paradise" (Arvin 294); it serves as a gospel story (Weaver 37-38); and it hints at a moral and solemn purpose (Watson 319). Throughout his tale, Melville intentionally uses biblical references as means of portraying and distinguishing various characters, ideas, and symbols, and of presenting different moral principles by which people may govern their lives. The story explores the biblical passions of one man's confrontation with good and evil (Howard 327-328; Mumford 248).

Reviewing the History and Background of the Subject
This method reviews the scholarly history of the topic, usually with quotations from the sources, as shown below in APA style:

Autism, a neurological dysfunction of the brain which commences before the age of thirty months, was identified by Leo Kanner (1943). Kanner studied eleven cases, all of which showed a specific type of childhood psychosis that was different from other childhood disorders, although each was similar to childhood schizophrenia. Kanner described the characteristics of the infantile syndrome as:

1. Extreme autistic aloneness
2. Language abnormalities
3. Obsessive desire for the maintenance of sameness
4. Good cognitive potential
5. Normal physical development
6. Highly intelligent, obsessive, and cold parents

Rutter (1978) has reduced these symptoms to four criteria: onset within 30 months of birth, poor social development, late language development, and a preference for regular, stereotyped activity. In the United States, autism affects one out of 2,500 children, and is not usually diagnosed until the child is between two and five years of age (Koegel & Schreibman, 1981).

Taking Exception to Critical Views
This opening procedure identifies the subject, establishes a basic view taken by the literature, and then differs with or takes exception with the critical position of other writers, as shown in the following example:

Lorraine Hansberry's popular and successful A Raisin in the Sun, which first appeared on Broadway in 1959, is a problem play of a black family's determination to escape a Chicago ghetto to a better life in the suburbs. There is agreement that this escape theme explains the drama's conflict and its role in the black movement (e.g., Oliver, Archer, and especially Knight, who describes the Youngers as "an entire family that has become aware of, and is determined to combat, racial discrimination in a
supposedly democratic land" [34]). Yet another issue lies at the heart of the drama. Hansberry develops a modern view of black matriarchy in order to examine both the cohesive and the conflict-producing effects it has on the individual members of the Younger family.

Challenging an Assumption

This opening technique establishes a well known idea or general theory in order to question and analyze it, challenge it, or refute it.

Christianity dominates the religious life of most Americans to the point that many assume that it dominates the world population as well. However, despite the denominational missionaries who have reached out to every corner of the globe, only one out of every four people on the globe is a Christian, and far fewer than that practice their faith (Walters 62).

Providing a Brief Summary

When the subject is a novel, long poem, book, or other work that can be summarized, a very brief summary refreshes the memory of the reader.

Summary

Ernest Hemingway's novel *The Old Man and the Sea* narrates the ordeal of an old Cuban fisherman, Santiago, who manages to endure a test of strength when locked in a tug of war with a giant marlin that he hooks and later when he fights sharks who attack his small boat. The heroic and stoic nature of this old hero reflects the traditional Hemingway code.

Or

Alice Walker's *The Color Purple* narrates the ordeal of a young black girl living in Georgia in the early years of the twentieth century. Celie writes letters to God because she has no one else to help her. The letters are unusually strong and give evidence of Celie's painful struggle to survive the multiple horrors

Defining Key Terms

Some opening methods explain difficult terminology, as shown with the following example:

Definition

Black matriarchy, a sociological concept with origins in slavery, is a family situation, according to E. Earl Baughman, in which no husband is present or, if he is present, in which the wife and/or mother exercises the main influence over family affairs (80-81). Hansberry develops a modern view of black matriarchy in order to examine the conflict-producing effects it has on the individual members of the Younger family.

Supplying Data, Statistics, and Special Evidence

This routine for the opening uses special evidence to attract the reader and establish the subject. For example, the opening about autism by Patti M. Bracy, see page 135, cites 11 cases studied by Kanner, it lists six characteristics of autism, and it mentions that one out of every 2,500 children are affected. A student working with demographics might compare the birth and death rates of certain sections of the world. In Europe, the rates are almost constant while the African nations have birth rates that are 30 percent higher than the death rates. Statistical evidence can be a useful tool in many papers, but complement it with clear, textual discussion.

Avoiding Certain Mistakes in the Opening

Avoid a purpose statement, such as "The purpose of this study is..." unless your writing reports empirical research, in which case you should explain the purpose of your study (see Chapter 10, "Writing in APA Style").

Avoid repetition of the title, which should appear on the first page of the text anyway.

Avoid complex or difficult questions that may puzzle the reader. However, general rhetorical questions are acceptable.

Avoid simple dictionary definitions, such as "Webster defines monogamy as marriage with only one person at a time." See page 140 for an acceptable opening that features definition, and for ways to define key terminology.

Avoid humor.

Avoid hand-drawn artwork but do use computer graphics, tables, and other designs that are appropriate to your subject.

Avoid a quotation that has no context; that is, you have not blended it into the discussion clearly and effectively.

6f Writing the Body of the Research Paper

When writing the body, you should trace, classify, compare, and analyze the various issues. Keep in mind three elements, as shown here.

<table>
<thead>
<tr>
<th>Checklist for the Body of the Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANALYSIS</strong></td>
</tr>
<tr>
<td><strong>PRESENTATION</strong></td>
</tr>
<tr>
<td><strong>PARAGRAPHS</strong></td>
</tr>
</tbody>
</table>
Your paragraphs ought to be about one-half page in length or longer. You can accomplish this task only by writing good topic sentences and by developing them fully. Almost every paragraph you write in the body of the research paper is, in one way or another, explanatory. You must state your position in a good topic sentence and then list and evaluate your evidence.

The techniques described in the following paragraphs demonstrate how to build substantive paragraphs for your paper. The sample research papers presented on pages 214–18 and 219–31 may also prove helpful in demonstrating how several writers have built papers with well-developed paragraphs to explore their complex topics.

Relating a Time Sequence

Use chronology and plot summary to trace historical events and to survey a story or novel. You should, almost always, discuss the significance of the events. This first example traces historical events.

Following the death of President Roosevelt in April 1945, Harry S. Truman succeeded to the Presidency. Although he was an experienced politician, Truman "was ill prepared to direct a foreign policy," especially one that "called for the use of the atomic bomb to bring World War II to an end" (Jeffers 56). Consideration must be directed at the circumstances of the time, which lead up to Truman's decision that took the lives of over 100,000 individuals and destroyed four square miles of the city of Hiroshima. Consideration must be given to the impact that this decision had on the war, on Japan, and on the rest of the world. Consideration must be directed at the man who brought the twentieth century into the atomic age.

The next passage shows the use of plot summary.

John Updike's "A & P" is a short story about a young grocery clerk named Sammy, who feels trapped by the artificial values of the small town where he lives and, in an emotional moment, quits his job. The store manager, Lengel, is the voice of the conservative values in the community. For him, the girls in swimsuits pose a disturbance to his store, so he expresses his displeasure by reminding the girls that the A & P is not the beach (1086). Sammy, a liberal, believes the girls may be out of place in the A & P only because of its "fluorescent lights," "stacked packages," and "checkerboard green-and-cream-rubber-tile floor," all artificial things (1086).

Note: Keep the plot summary short and relate it to your thesis, as shown by the first sentence in the passage above. Do not allow the plot summary to extend beyond one paragraph; otherwise, you may retell the entire story. Your task is to make a point, not retell the story.

Comparing or Contrasting Issues, Critics, and Literary Characters

Employ comparison and contrast to show the two sides of a subject, to compare two characters, to compare the past with the present, or to compare positive and negative issues. The next passage compares and contrasts the differences in forest conservation techniques.

To burn or not to burn the natural forests in the national parks is the question. The pyrophobic public voices its protests while environmentalists praise the rejuvenating effects of a good forest fire. It is difficult to convince people that not all fire is bad. The public has visions of Smokey the Bear campaigns and mental images of Bambi and Thumper fleeing the roaring flames. Perhaps the public could learn to see beauty in fresh green shoots, like Bambi and Faline as they returned to raise their young. Chris Bolgiano explains that federal policy evolved slowly "from the basic impulse to douse all fires immediately to a sophisticated decision matrix based on the functions of any given unit of land" (22). Bolgiano declares that "timber production, grazing, recreation, and wilderness preservation elicit different fire-management approaches" (23).

Developing Cause and Effect

Write cause and effect paragraphs to develop the reasons for a circumstance or to examine the consequences. An example is shown here which not only explains with cause and effect but also uses the device of analogy, which is a metaphorical comparison of bread dough and the uniform expansion of the universe.

To see how the Hubble Law implies uniform, centerless expansion of a universe, imagine that you want to make a loaf of raisin bread. As the dough rises, the expansion pushes the raisins away from each other. Two raisins that were originally about one centimeter apart separate more slowly than raisins that were about four centimeters apart. The uniform expansion of the dough causes the raisins to move apart at speeds proportional to their distances. Helen Write, in explaining the theory of Edwin Powell Hubble, says the farther the space between them, the faster two galaxies will move away from each other. This is the basis for Hubble's theory of the expanding universe (369).

Defining Your Key Terminology

Use definition to explain and expand upon a complex subject. This next example defines "steroids" and briefly explains the consequences of consumption by athletes:
Football players and weightlifters often use anabolic steroids to "bulk out." According to Oakley Ray, "Steroids are synthetic modifications of testosterone that are designed to enhance the anabolic actions and decrease the androgenic effects." He says the anabolic substance, which improves the growth of muscles, is an action caused by testosterone, a male sex hormone. Anabolism, then, increases the growth of muscle tissue (Ray 81).

Showing a Process

Draft a process paragraph that explains stage by stage the steps necessary to achieve a desired end:

Blood doping is a process for increasing an athlete's performance on the day of competition. To perform this procedure, technicians drain about one liter of blood from the competitor about 10 months prior to the event. This time allows the "hemoglobin levels to return to normal" (Ray 79). Immediately prior to the athletic event, the blood is reintroduced by injection to give a rush of blood into the athlete's system. Ray reports that the technique produces an "average decrease of 45 seconds in the time it takes to run five miles on a treadmill" (80).

Asking Questions and Providing Answers

Framing a question as a topic sentence gives you the opportunity to develop a thorough answer with specific details and evidence. Look at how a question and answer are used in this example:

Does America have enough park lands? The lands now designated as national and state parks, forest, and wildland total in excess of 33 million acres. Yet environmentalists call for additional protected land. They warn of imbalances in the environment. Dean Fraser, in his book The People Problem, addresses the question of whether we have enough park land: Yosemite, in the summer, is not unlike Macy's the week before Christmas. In 1965 it had over 1.6 million visitors; Yellowstone over 2 million. The total area of federal plus state-owned parks is now something like 33 million acres, which sounds impressive until it is divided by the total number of annual visitors of something over 400 million. . . . (33)

We are running short of green space, which is being devoured by highways, housing projects, and industrial development.

Citing Evidence from the Source Materials

Citing evidence from the various authorities in the form of quotations, paraphrases, and summaries to support your topic sentences is another excellent way to frame a paragraph. This next passage combines commentary by a critic and a poet to explore Thomas Hardy's pessimism in fiction and poetry.

Several critics reject the impression of Thomas Hardy as a pessimist. He is instead a realist who tends toward optimism. Thomas Parrott and Willard Thorp make this comment about Hardy in Poetry of the Transition:

There has been a tendency in the criticism of Hardy's work to consider him as a philosopher rather than as a poet and to stigmatize him as a gloomy pessimist. This is quite wrong. (413)

The author himself felt incorrectly labeled, for he writes:

As to pessimism. My motto is, first correctly diagnose the complaint—in this case human ills—and ascertain the cause; then set about finding a remedy if one exists. The motto of optimists is: Blind the eyes to the real malady, and use empirical panaceas to suppress the symptoms. (Life 383)

Hardy is dismayed by these "optimists" and has little desire to be lumped within such a narrow perspective.

Using a Variety of Other Methods

Use classification to identify several key issues of the topic, and then use analysis to examine each issue in detail. For example, you might classify several types of fungus infections and do an analysis of each, such as athlete's foot, dermatophytosis, and ringworm.

Use specific criteria of judgment to examine performances and works of art. For example, analyze the films of George Lucas by a critical response to story, theme, editing, photography, sound track, special effects, and so forth.

Use structure to control papers on architecture, poetry, fiction, and biological forms. For example, a short story might have six distinct parts that you can examine in sequence.

Use location and setting for arranging papers in which geography and locale are key ingredients. For example, examine the settings of several novels by William Faulkner or build an environmental study around land features (e.g., lakes, springs, or sinkholes).

Use critical responses to an issue to evaluate a course of action. For example, an examination of President Harry Truman's decision to use the atom-
Writing the Conclusion of the Research Paper

The conclusion is not a summary; it is a discussion of beliefs based on your reasoning and on the evidence that has been presented. Select items from this next guide.

Checklist for the Conclusion

**Thesis**
- Reaffirm the thesis sentence and the central mission of your study. If appropriate, give a statement in support or non-support of an original enthymeme or hypothesis.

**Judgements**
- Discuss and interpret the findings. Give answers. Now is the time to draw inferences, to emphasize a theory, and to find relevance in the details of the results.

**Directives**
- Based on the theoretical implications of the study, offer suggestions for action and for new research.

Restating the Thesis and Reaching Beyond It

As a general rule, restate your thesis sentence; however, do not stop and assume that your reader will generate final conclusions about the issues. Notice in the next example how one writer opened his conclusion with the thesis but then moved quickly to concluding judgments.

Real or unreal, objectivity is something seldom, if ever, found on television. Ultimately, we must wonder why in the world 24% of the people surveyed watch talk shows on a regular basis, while 30% watch them sometimes (see Appendix, Table 2). We live the recreations vicariously, briefly in 30 and 60 minute bites. According to one critic, the "programs provide instant, vivid, and easy to consume information about a wide and growing range of public affairs" (Kuklinski and Sigelman 810), but most of the guests appearing on these shows are not like us in any way.

Closing with an Effective Quotation

Sometimes a source may provide a striking commentary that deserves special placement, as shown by this example:

W. C. Fields had a successful career that extended from vaudeville to musical comedy and finally to the movies. In his private life, he loathed children and animals, and he fought with bankers, landladies, and the police. Off screen, he maintained his private image as a vulgar, hard-drinking cynic until his death in 1946. On the screen, he won the hearts of two generations of fans. He was beloved by audiences primarily for acting out their own contempt for authority. The movies prolonged his popularity "as a dexterous comedian with expert timing and a look of bibulous rascality," but Fields had two personalities, "one jolly and one diabolical" (Kennedy 990).

Returning the Focus of a Literary Study to the Author

While the body of a literary paper should analyze the characters, images, and plot, the conclusion should explain the author's accomplishments. The following is how one writer accomplished this:

By her characterization of Walter in A Raisin in the Sun, Hansberry has raised the black male above the typical stereotype. Walter is not a social problem, nor a mere victim of matriarchy. Rather, Hansberry creates a character who breaks out of the traditional sociological image that dehumanizes the black male. By creating a character who struggles with his fate and rises above it, Hansberry has elevated the black male. As James Baldwin puts it, "Time has made some changes in the Negro face" (24).

Comparing Past to Present

You can use the conclusion rather than the opening to compare past research to the present study or to compare the historic past with the contemporary.
scene. For example, after explaining the history of two schools of treatment for autism, one writer switched to the present, as shown in this excerpt:

There is hope in the future that both the cause and the cure for autism will be found. For the present, new drug therapies and behavior modification offer some hope for the abnormal, SIB action of autistics. Since autism is sometimes outgrown, childhood treatment offers the best hope for the autistic person who must try to survive in an alien environment.

Offering a Directive or Solution

After analyzing a problem and synthesizing issues, offer your theory or solution, as demonstrated immediately above in the example in which the writer suggests that “childhood treatment offers the best hope for the autistic person who must try to survive in an alien environment.”

Discussing the Test Results

In scientific writing (see Chapter 10), your conclusion, labeled “discussion,” will need to explain the ramifications of your findings and will identify any limitations of your scientific study, as shown:

The results of this experiment were similar to expectations, but perhaps the statistical significance, because of the small subject size, was biased toward the delayed conditions of the curve. The subjects were, perhaps, not representative of the total population because of their prior exposure to test procedures. Another factor that may have affected the curves was the presentation of the data. The images on the screen were available for five seconds, and that amount of time may have enabled the subjects to store each image effectively. If the time period for each image were reduced to one or two seconds, there could be lower recall scores, thereby reducing the differences between the control group and the experimental group.

Avoiding Certain Mistakes in the Conclusion

Avoid afterthoughts or additional ideas. Now is the time to end the paper, not begin a new thought. If new ideas occur to you as you write your conclusion, don’t ignore them. Explore them fully in the context of your thesis and consider adding them to the body of your paper or modifying your thesis. Scientific studies often discuss options and possible alterations that might affect test results (see “Discussing the Test Results,” page 144).

Avoid the use of “thus,” “in conclusion,” or “finally” at the beginning of the last paragraph. Readers will be able to see the end of the paper.

Avoid ending the paper without a sense of closure.

Avoid questions that raise new issues; however, rhetorical questions that restate the issues are acceptable.

6h Revising the Rough Draft

Global Revision

Revision can turn a passable paper into an excellent one and can change an excellent one into a radiant one. First, revise the whole manuscript by performing these tasks:

Global Revision Checklist

1. Skim through the paper to check its unity. Does the paper maintain a central proposition from paragraph to paragraph?
2. Transplant paragraphs, moving them to more relevant and effective positions.
3. Delete sentences that do not further your cause.
4. Revise your outline to match these changes if you must submit the outline with the paper.

Revision of the Introduction

Examine your opening for the presence of several items:

Your thesis sentence
A clear direction or plan of development
A sense of involvement that invites the reader into your investigation of a problem.

(For a full discussion, see Section 6f, pages 137-42.)

Revision of Your Paragraphs

Use the following checklist as a guide for revising each individual paragraph of the body of your paper.
Paragraph Revision Checklist

1. Cut out wordiness and irrelevant thoughts, even to the point of deleting entire sentences that contribute nothing to the dynamics of the paper.

2. Combine any short paragraphs with others or build the short paragraph into one of substance.

3. Revise long, difficult paragraphs by dividing them or by using transitions effectively (see “Writing with Unity and Coherence,” page 132).

4. For paragraphs that seem short, shallow, or weak, omit them or add more commentary and more evidence, especially quotations from the primary source or critical citations from secondary sources.

5. Add your own input to paragraphs that rely too heavily on the source materials. In addition to these general activities, revise conscientiously the three main sections of the paper: the introduction, the body, and the conclusion.

6. Examine your paragraphs for transitions that move the reader effectively from one paragraph to the next.

Revision of the Conclusion

Examine the conclusion to show that you have (1) drawn from the evidence, (2) that you have developed ideas logically from the introduction and the body, and (3) that you have established your position on the issues (see also Section 6g, pages 142-45).

Using the Computer for Revision of the Whole Work

Once you have keyboarded the entire paper, you can redesign and realign sentences, paragraphs, and entire pages without bothering to cut the actual sheets and paste them back together. The computer cuts and pastes for you. You can add, delete, or rewrite material anywhere within the body. In like manner, you can delete and rewrite.

Depending on your software, the name for moving material will be MOVE, MOVE BLOCK, CUT, PASTE, COPY, and so forth. You will quickly learn the correct commands. After each move, remember to rewrite and blend the words into your text. Most software today will reformat your paragraph.

Use the FIND command to locate some words and phrases in order to eliminate constant scrolling up and down the screen. Use the FIND/REPLACE to change wording or spelling throughout the document.

Editing Before Typing or Printing the Final Manuscript

When you are satisfied that the paper flows effectively point by point and fulfills the needs of your intended audience, you can begin editing with an exacting and demanding mood about correctness.

Editing Checklist

1. Cut phrases and sentences that do not advance your main ideas or that merely repeat what your sources have already stated.

2. Determine that coordinated, balanced ideas are appropriately expressed and that minor ideas are properly subordinated.

3. Change most of your “to be” verbs (is, are, was) to stronger active verbs.

4. Maintain the present tense in most verbs in MLA style manuscripts.

5. Convert passive structures to active if appropriate.

6. Confirm that you have introduced paraphrases and quotations so that they flow smoothly into your text.

7. Language should be elevated slightly in its formality, so be on guard against clusters of little monosyllabic words that fail to advance ideas. Examine your wording for its effectiveness within the context of your subject.

8. The first mention of a person requires the full name (e.g., Ernest Hemingway or Joan Didion) and thereafter requires only the use of the surname (e.g., Hemingway or Didion). At first mention, use Emily Brontë, but thereafter use Brontë, not Miss Brontë. In general, avoid formal titles (e.g., Dr., Gen., Mrs., Ms., Lt., or Professor). Avoid their equivalents in other languages (e.g., Mme, Dame, Monsieur).

Note the editing by one student in Figure 29.
As shown above, the writer conscientiously edited the paragraph, deleting unnecessary material, adding supporting statements, relating facts to one another, rearranging data, adding new ideas, and rewriting for clarity. Review earlier sections of this text, if necessary, on matters of unity and coherence (page 132) and writing the body (pages 137-42).

Using the Computer to Edit Your Text

In some situations you may have a software program that examines the style of your draft. Such a program provides information on the total number of words, number of sentences, the average number of words per paragraph, and so forth. It provides a list of your most active words and may locate passive constructions, jargon words, and usage errors. Its analysis then suggests, for example, “Your short paragraphs suggest a journalistic style that may not be appropriate for scholarly writing” or “The number of words in your sentences exceeds the norm.”

Readability Scores

The software program may provide a readability score. For example, the Flesch Reading Ease Score is based on the number of words in each sentence and also the average number of syllables per word. The highest score, 100, represents a 4th grade level. A Flesch score within the range of 40-50 would be acceptable for a research paper. Another program, the Gunning Fog index, examines sentence length, but it looks especially for words of three or more syllables. A score of six means an easy reading level, but research papers, being academic, often exceed even this range.

Style Analysis

Some software programs will examine your grammar and mechanics, looking for some parentheses that you have opened but not closed, unpaired quotation marks, passive verbs, and other specific items that a computer can

quickly mark and flag for your correction. Pay attention to the caution flags raised by this type of program. After a software program examines the style of your manuscript, you should revise and edit the text to improve certain stylistic weaknesses. However, you must edit and adjust your paper by your standards with due respect to the computer analysis. Remember, it is your paper, not the computer’s. You may need to use some long words and write some long sentences, or you may prefer the passive voice in one particular sentence.

Spelling Checker

A spelling checker moves quickly through the text to flag misspelled words and words not in the computer dictionary, such as proper names. You must then move through the text to correct misspellings. Regardless of the availability of such sophisticated software, you should move through the text and make all necessary editorial changes.

Find and Search Functions

In particular, use the FIND or the SEARCH function of your computer system. It moves the cursor quickly to troublesome words and common grammatical errors. For example, if your experience with the use of the words, their, and they’re has been less than successful, search quickly all instances of these words. By concentrating on one problem and tracing it through the entire paper, you can edit effectively. If your writing history would suggest it, FIND and examine especially one or more of the following:

1. Words commonly misused. Do you sometimes use a lot rather than a lot and is to rather than too? If so, order a SEARCH or a FIND for a lot and then for to and correct errors accordingly. You know your weaknesses, so search out usage problems that plague you:

   - accept/except
   - advice/advise
   - among/between
   - criteria/criterion
   - farther/further
   - lay/lie
   - passed/past
   - use to/used to
   - adapt/adopt
   - all ready/already
   - cite/site
   - data/datum
   - its/it’s
   - on to/onto
   - suppose to/supposed to

These are words the spelling checker will usually ignore, so the FIND or SEARCH is necessary.

2. Contractions. Research papers are formal, so avoid contractions (it’s, they’re). You can easily correct them by ordering a FIND for the apostrophe (‘). But you will need the possessive form (Hawthorne’s novel).
3. **Pronouns.** Troublesome words are be, she, it, they, their because referents can be unclear. For example, FIND each use of be to be sure you have a clear masculine referent, not ambiguity or bias:

Stonewall Jackson served General Lee valiantly in the battles against Union forces. **He** was a man of raw courage.

The cursor, blinking as it pauses at He, encourages a change to:

Stonewall Jackson served General Lee valiantly in the battles against Union forces. **Jackson,** like Lee, was a man of raw courage.

In the next example, the FIND command for the word this might uncover:

Dr. Himmelwit stresses **this** point: “Book reading comes into its own, not despite television but because of it” (qtd. in Postman 33).

**This** is not universally supported.

The first highlighted this, an adjective, is correct; however, the second, a pronoun, needs clarification, as with:

This view by Himmelwit is not universally supported.

4. **Unnecessary negatives.** Use the FIND or SEARCH function to locate no, not, never in order to correct obtuse wording, as shown here:

A **not** unacceptable reading of Hawthorne is Fogle’s interpretation of The Scarlet Letter.

This correction turns the sentence into a positive assertion that is easily understood:

Fogle’s reading of The Scarlet Letter asserts Hawthorne’s positive view of Hester’s moral strength (15).

5. **Punctuation.** Use the FIND or SEARCH to locate all commas (,) and semicolons (;) to check your accuracy. Consult also Section 7j, pages 164-66, on punctuation of quotations. If you employ parentheses regularly, FIND or SEARCH for the opening parenthesis and check visually for a closing one.

6. **Abbreviations.** Use the FIND and REPLACE function to put into final form any abbreviated words or phrases employed in the early draft(s). For example, you might have saved time in drafting the paper by typing SL for The Scarlet Letter. Now is the time to REPLACE the abbreviation automatically with the full title.

**Editing To Avoid Sexist and Biased Language**

You must exercise caution against words that may stereotype any person, regardless of gender, race, nationality, creed, age, or disability. If your writing is not precise, readers might make assumptions about race, age, and dis-abilities. To many people, a reference to a doctor or governor may bring to mind a white male, while a similar reference to a teacher or homemaker may bring to mind a woman. In truth, no characteristic should be assumed for all members of a group. Therefore, do not freely mention sexual orientation, marital status, ethnic or racial identity, or a person’s disability. The following are some guidelines to help you avoid discriminatory language:

1. **Age.** Review the accuracy of your statement.

**Discriminatory** Many elderly suffer senility.

Avoid elderly as a noun; use older persons. Dementia is preferred over senility.

**Nondiscriminatory** Fifteen older patients suffered senile dementia of the Alzheimer’s type.

It is appropriate to use boy and girl for children of high school age and under. Young man and young woman or male adolescent and female adolescent can be appropriate.

2. **Gender.** Gender is a matter of our culture that identifies men and women within their social groups. Sex tends to be a biological factor (see below for a discussion of sexual orientation).

a. Use plural subjects so that nonspecific, plural pronouns are grammatically correct. For example, do you intend to specify that Judy Jones maintains her lab equipment in sterile condition or to indicate that technicians, in general, maintain their own equipment? Do be careful, though, because the plural is easily overused and often inappropriate. For example, some people now use a plural pronoun with the singular everybody, everyone, anybody, anyone, each one in order to avoid the masculine reference (even though it is not correct grammar):

**Sexist** Each author of the Pre-Raphaelite period produced his best work prior to 1865.

**Colloquial** Each author of the Pre-Raphaelite period produced their best work prior to 1865.

**Formal** Authors of the Pre-Raphaelite period produced their best works prior to 1865.

b. Reword the sentence so that a pronoun is unnecessary:

**Correct** The doctor prepared the necessary surgical equipment without interference.

**Correct** Each technician must maintain the laboratory equipment in sterile condition.

c. Use pronouns denoting gender only when necessary to specify gender or when gender has been previously established. A
new pronoun, s/he, has gained popularity in some letters and memos. It has not yet become an acceptable choice in academic applications.

The use of a specifier (the, this, that) is often helpful. In directions and informal settings, the pronoun you is appropriate, but it is not appropriate in research papers. Note these sentences:

**Specify gender with a pronoun**  
Mary, as a new laboratory technician, must learn to maintain her equipment in sterile condition.

**Use a demonstrative adjective to specify**  
The lab technician maintains that (not his or hers) equipment is in sterile condition.

**Use second person**  
Each of you should maintain your equipment in sterile condition.

But avoid the use of second person in research papers.

d. Usage varies on the use of woman and female as adjectives, as in female athlete or woman athlete. The suggestion is to use woman or women in most instances (e.g., a woman’s intuition) and to use female for animals and statistics, (e.g., four female subjects, 10 males and 23 females, or a female chimpanzee). The word lady has fallen from favor (i.e., avoid lady pilot).

e. Avoid man and wife or 7 men and 16 females. Keep them parallel by saying husband and wife or man and woman and 7 males and 16 females.

3. **Sexual orientation.** The term sexual orientation is preferred over the term sexual preference. It is preferable to use the terms lesbians and gay men rather than homosexuals. The terms heterosexual and bisexual can be used to describe both the identity and the behavior of subjects.

4. **Ethnic and racial identity.** Some persons prefer the term Black and others prefer African American. The terms Negro and Afro-American are now dated and not appropriate. Use Black and White, not the lowercase black and white. In like manner, some individuals may prefer Hispanic, Latino, or Chicano. Use the term Asian or Asian American rather than Oriental. Native American is a broad term that includes Samoans, Hawaiians, and American Indians. A good rule of thumb is to use a person’s nation when it is known (Mexican or Korean or Nigerian).

5. **Disability.** In general, place people first, not their disability. Rather than disabled person or retarded child say person who has scoliosis or a child with Down’s syndrome. Avoid saying a challenged person or a special child in favor of a person with _____

or a child with _____. Remember that a disability is a physical quality while a handicap is a limitation that might be imposed by nonphysical factors, such as stairs or poverty or social attitudes.

Editing with an eye for the inadvertent bias should serve to tighten up the expression of your ideas. However, beware of the pitfalls of awkward wording, such as: “One must use one’s judgment when he or she wishes to invest his or her money in the stock market.” If such attempts to be unbiased draw more attention than the argument, it will ultimately detract from the paper.

### 6j Proofreading Before the Final Computer Printout

After you have edited the text to your satisfaction, print or type a hard copy of the manuscript. Check for double spacing, one-inch margins, running heads with page numbers, and so forth. Even if you used available software programs to check your spelling, grammar, and style, you must nevertheless proofread this final version for correctness of spelling, punctuation, alphabetizing of entries on the works cited page, and so forth. Errors in these areas might cause readers to question your attention to detail, which is a major failing in research.

**Note:** Before and during final printing of the manuscript, consult ch. 8, “Glossary: Techniques for Preparing the Manuscript in MLA Style,” pages 177–214, which provides tips on handling technicalities of the title page, margins, content notes, and many other matters.

If at all possible, print your final version on a laser printer or an inkjet printer. Such printers with sheet-fed paper or razor-cut continuous forms paper will produce a manuscript of the best typewriter quality. Perforated paper in continuous forms will leave the ragged edges along the top, sides, and bottom of sheets. A dot matrix printer will not give the black sharpness of detail that many instructors require. You can overcome that obstacle by using the double-strike feature available on most dot matrix printers. This feature commands the printer to strike each letter twice, with the second strike slightly off center, giving letters a darker quality.

You are ultimately responsible for the manuscript, whether you type it, produce it on a computer, or have somebody else type it. At this stage, be doubly careful; typographical errors often count against the paper just as heavily as other shortcomings. If necessary, make corrections neatly in ink; marring a page with a few handwritten corrections is better than leaving damaging errors in your text.

Specifically, use a few proofreading strategies, especially those geared to your particular style. Go through the paper several times to check for errors that plague your writing. You know which ones apply to you.
Proofreading Checklist

1. Check for errors in sentence structure, spelling, and punctuation.
2. Check for hyphenation and word division. Remember that no words should be hyphenated at the ends of lines. If you are using a computer, turn off the automatic hyphenation.
3. Read each quotation for accuracy of your own wording and of the words within your quoted materials. Look, too, for your correct use of quotations marks.
4. Double-check in-text citations to be certain that each one is correct and that each source is listed on your "Works Cited" page at the end of the paper.
5. Double-check the format; the title page, margins, spacing, content notes, and many other elements, as explained in Chapter 8, pages 173-231.

6k Participating in Peer Review of Research Writing

Some instructors will ask you to participate in a peer review of a colleague's research paper. The task requires you to make judgments about another person's work. For this task, you need a set of criteria. You can use the following list as a basis for a peer review.

Checklist for Peer Review

1. Are the subject and the accompanying issues introduced early?
2. Is the writer's critical approach to the problem stated clearly in a thesis sentence or enthymeme? Is it placed effectively in the introduction?
3. Do the paragraphs of the body have individual unity? That is, does each one develop an important idea and only one idea?
4. Are sources introduced, usually with the name of the expert, and then cited by a page number within parentheses? Is it clear when a paraphrase begins and when it ends?
5. Are the sources relevant to the argument?
6. Does the writer depend too heavily upon source materials, especially long quotations that look like filler instead of substance?
7. Does the conclusion arrive at a resolution about the central issue?
8. Look now at the paper's title. Does it describe clearly what you have found in the contents of the research paper?

Blending Reference Material into Your Writing

Your in-text citations should conform to standards announced by your instructor. This chapter explains the MLA style, as established by the Modern Language Association. It governs papers in freshman composition, literature, English usage, and foreign languages. The MLA style puts great emphasis upon the writer, asking for the full name of the scholar whose words might endure through many years. Other styles emphasize the year of publication or use a number in order to emphasize the material and its timeliness (see Chapters 10 and 11).

In all styles, one of your primary tasks is to blend your source material into your writing with unity and coherence. First, the sources contribute to the unity of your paper if they are useful to the argument. That is, quotation, paraphrase, and summary must explain and support your paragraph's topic sentence. A collection of random quotations, even though they treat the same topic, is unacceptable. Second, the source material contributes to coherence only if you relate them directly to the matter at hand. Introductions, transitions, repetition of key words—these tie the paraphrase or the quotation to your exposition. (See also "Writing with Unity and Coherence," page 132.)

Notice how this next passage uses names and page numbers in two different ways. In the first sentence, the writer uses the name of the authority to introduce the quotation and places the page number after the quotation. In the second, the writer places both the name and the page number at the end:

According to John Hartley, 19th century scientists “discovered single cells that divided into two identical offspring cells.” This finding eventually produced the cell theory, which asserts, “All organisms are composed of cells and all cells derive from other living cells.”

Note: In MLA style do not place a comma between the name and the page number.
7a Blending a Reference into Your Text

An important reason for writing the research paper is to gather and present source material on a topic, so it only follows that you should display those sources prominently in your writing, not hide them or fail to cite them. As a general policy, provide just enough information within the text to identify a source. Remember, your readers will have full documentation to each source on the Works Cited page (see Chapter 9).

Making a General Reference Without a Page Number

Sometimes you will need no parenthetical reference.

The women of Thomas Hardy's novels are the special focus of three essays by Nancy Norris, Judith Mitchell, and James Scott.

Keep your in-text citations as brief as possible because the Works Cited list will have full information.

Beginning with the Author and Ending with a Page Number

Introduce a quotation or a paraphrase with the author's name and close it with a page number, placed inside parentheses. Try always to use this standard citation because it informs the reader of the beginning and the end of borrowed materials, as shown here:

Herbert Norfleet states that the use of video games by children improves their hand and eye coordination (45).

In the following example, the reader can easily trace the origin of the ideas.

Video games for children have opponents and advocates. Herbert Norfleet defends the use of video games by children. He says it improves their hand and eye coordination and that it exercises their minds as they work their way through various puzzles and barriers. Norfleet states, “The mental gymnastics of video games and the competition with fellow players are important to young children and their physical, social, and mental development” (45).

Putting the Page Number Immediately after the Name

Sometimes, notes at the end of a quotation makes it expeditious to place the page number after the name of source.

Boughman (46) urges carmakers to “direct the force of automotive airbags upward against the windshield” (emphasis added).

7b Citing a Source When No Author is Listed

When no author is shown on a title page, cite the title of an article, the name of the magazine, the name of a bulletin or book, or the name of the publishing organization. Search for the author's name at the bottom of the opening page and at the end of the article.

Citing the Title of a Magazine Article

Articles about the unusual names of towns, such as Peculiar, Missouri; Kinmundy, Illinois; and Frostproof, Florida, are a regular feature of one national magazine (“Name-Dropping” 63). The Works Cited entry would read: “Name-Dropping,” Country June/July 1994: 63. Shorten magazine titles to a key word for the citation, such as Selling rather than the full title, “Selling Products to Young Children.” You would then give the full title in the Works Cited entry.

Citing the Title of a Report

One bank showed a significant decline in assets despite an increase in its number of depositors (Annual Report 23).

Citing the Name of a Publisher or a Corporate Body

The report by the school board endorsed the use of Channel One in the school system and said that “students will benefit by the news reports more than they will be adversely affected by advertising” (Clarion County School Board 3-4).
7c Identifying Unprinted Sources That Have No Page Number

On occasion you may need to identify unprinted sources, such as a speech, the song lyrics from a compact disc, an interview, or a television program. Since there is no page number, omit the parenthetical citation. Instead, introduce the type of source—i.e., lecture, letter, interview—so that readers do not expect a page number.

Mrs. Peggy Meacham said in her [phone interview] that prejudice against young black women is not as severe as that against young black males.

7d Identifying Internet Sources

Currently, most Internet sources have no prescribed page numbers or numbered paragraphs. You cannot list a screen number because monitors differ. You cannot list the page numbers of a downloaded document because computer printers differ. Therefore, in most cases do not list a page number or a paragraph number. Here are basic rules.

1. **Omit a page or paragraph number.** The marvelous feature of electronic text is that its searchable, so your readers can find your quotation quickly with the FIND feature. Suppose that you have written the following:

   One source advises against making the television industry the “scapegoat for violence” by advocating a focus on “deadlier and more significant causes: inadequate parenting, drugs, underclass rage, unemployment and availability of weaponry” (UCLA Television Violence Report 1996).

   A reader who wants to investigate further will find your complete citation on your Works Cited page. There the reader will discover the Internet address for the article. After finding the article via a browser, (e.g., Netscape or Internet Explorer), the investigator can press EDIT, then FIND, and then type in a key phrase, such as scapegoat for violence. The software will immediately move the cursor to the passage shown above. That’s much easier than counting through forty-six paragraphs.

2. **Provide a paragraph number.** Some academic societies are urging scholars who write on the Internet to number their paragraphs. So if you find an article on the Internet that has numbered paragraphs, by all means supply that information in your citation. Treat numbered screens in the same manner.

   The Insurance Institute for Highway Safety emphasizes restraint first, saying, “Riding unrestrained or improperly restrained in a motor vehicle always has been the greatest hazard for children” (par. 13).

3. **Provide a page number.** In a few instances, you will find page numbers buried within brackets here and there throughout an article. These refer to the page numbers of the printed version of the document. In this case, you should cite the page just as you would a printed source.

   The most common type of diabetes is non-insulin-dependent diabetes mellitus (NIDDM), which “affects 90% of those with diabetes and usually appears after age 40” (Larson 3).

7e Establishing the Credibility of the Source

In some instances, your instructors may expect you to indicate your best estimate of the scholarly value of a source. Consequently, Internet sources can be troublesome. For example, the citation on page 158 might be introduced in this way to verify the validity of the source:

   The UCLA Center for Communication Policy, which conducted an intensive study of television violence during 1995, has advised against making the television industry the “scapegoat for violence” by advocating a focus on “deadlier and more significant causes: inadequate parenting, drugs, underclass rage, unemployment and availability of weaponry” (UCLA Television Violence Report 1996).

   Here’s another example:

   John Armstrong, a spokesperson for Public Electronic Access to Knowledge (PEAK), states:

   As we venture into this age of biotechnology, many people predict gene manipulation will be a powerful tool for improving the quality of life. They foresee plants engineered to resist pests, animals designed to produce large quantities of rare medicinals, and humans treated by gene therapy to relieve suffering.

   **Note:** To learn more about the source of an Internet article, as in the case immediately above, learn to search out a home page. The address for Armstrong’s article is:

   [http://www.peak.org/learnmore/americ.html#Aims](http://www.peak.org/learnmore/americ.html#Aims)

   By truncating the address to (http://www.peak.org/) you can learn about the organization that Armstrong represents.

   If you are not certain about the credibility of a source, that is, it seemingly
has no scholarly or educational basis, do not cite it or describe the source so that readers can make their own judgments:

An Iowa non-profit organization, the Mothers for Natural Law, says—but offers no proof—that eight major crops are affected by genetically engineered organisms—canola, corn, cotton, dairy products, potatoes, soybeans, tomatoes, and yellow crook-neck squash (“What’s on the Market”).

7f Citing Indirect Sources

Sometimes the writer of a book or article will quote another person from an interview or personal correspondence, and you will want to use that same quotation. For example, in a newspaper article in USA Today, page 9A, Karen S. Peterson writes this passage in which she quotes two other people:

Sexuality, popularity, and athletic competition will create anxiety for junior high kids and high schoolers, Eileen Shiff says. “Bring up the topics. Don’t wait for them to do it; they are nervous and they want to appear cool.” Monitor the amount of time high schoolers spend working for money, she suggests. “Work is important, but school must be the priority.” Parental intervention in a child’s school career that worked in junior high may not work in high school, psychiatrist Martin Greenburg adds. “The interventions can be construed by the adolescent as negative, overburdening and interfering with the child’s ability to care for himself.” He adds, “Be encouraging, not critical. Criticism can be devastating for the teen-ager.”

Suppose that you want to use the quotation above by Martin Greenburg. You will need to quote the words of Greenburg and also put Peterson’s name in the parenthetical citation as the person who wrote the article, as shown in the following:

After students get beyond middle school, they begin to resent interference by their parents, especially in school activities. They need some space from Mom and Dad—[Martin Greenburg] says, “The interventions can be construed by the adolescent as negative, overburdening and interfering with the child’s ability to care for himself” [qtd. in Peterson 9A].

On the Works Cited page, Peterson’s name will appear on a bibliography entry, but Greenburg’s name will not appear there because Greenburg is not the author of the article.

In other words, you need a double reference that introduces the speaker and includes a clear reference to the book or article where you found the quotation or the paraphrased material. Without the reference to Peterson, nobody could find the article. Without the reference to Greenburg, readers would assume that Peterson spoke the words.

Cite the original source if at all possible. If an author quotes from another writer’s published essay or book, it is preferable to search for the original essay or book rather than use the double reference.

7g Citing Frequent Page References to the Same Work

When you make frequent references to the same book or novel, you need not repeat the author’s name in every instance; a specific page reference is adequate, or you can provide act, scene, and line if appropriate. Note the following example:

When the character Beneatha denies the existence of God in Hansberry’s A Raisin in the Sun, Mama slaps her in the face and forces her to repeat after her, “In my mother’s house there is still God” [37]. Then Mama adds, “There are some ideas we ain’t going to have in this house. Not long as I am at the head of the family” [37]. Thus Mama meets Beneatha’s challenge head on. The other mother in the Younger household is Ruth, who does not lose her temper, but through kindness wins over her husband (79-80).

Note: If you are citing from two or more novels in your paper, let’s say John Steinbeck’s East of Eden and Of Mice and Men, provide both titles (abbreviated) and page(s) unless the reference is clear: (East 56) and (Mice 12-14).

7h Citing Material from Textbooks and Large Anthologies

Reproduced below is a small portion of a textbook:

METAPHOR
The Skaters
Black swallows swooping or gliding
In a flurry of entangled loops and curves;
The skaters skim over the frozen river.
And the grinding click at their skates as they impinge
upon the surface,
Is like the brushing together of thin wing-tips of silver.
John Gould Fletcher

If you quote from Fletcher’s poem, and if that is all you quote from the anthology, cite the author and page in the text and put a comprehensive entry in the Works Cited list.