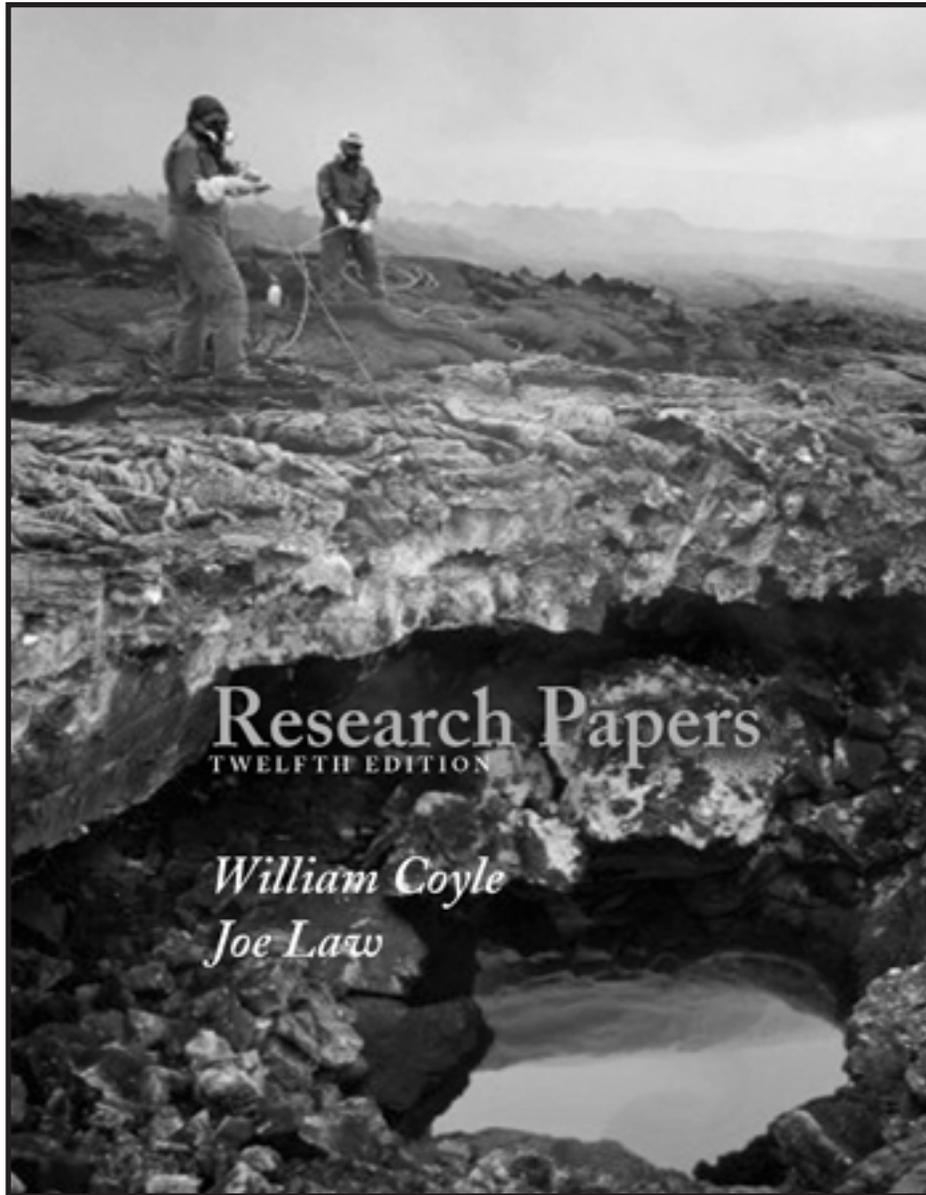


Instructor's Manual

to accompany

Research Papers

Twelfth Edition



William Coyle
Joe Law

Instructor's Manual to accompany Coyle: Research Papers, Twelfth Edition

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Introduction

Composition teachers often regard an instructor's manual as tourists regard a guidebook—embarrassment if observed consulting it, scorn for over-obvious statements of familiar facts, and occasionally gratitude for a helpful suggestion. We hope the third reaction will predominate as you use this companion to the twelfth edition of *Research Papers*. It contains two kinds of materials:

1. **Keys to the exercises.** Several exercises do not call for unequivocal answers, but suggestions of suitable responses may save you some time. There are two supplemental exercises—P (with Chapter 3) and Q (at the end of the manual). Most exercises might be done orally in class. Keys and exercises can be reproduced as photocopies or as transparencies. They can also be worked into a computer-slide show if that technology is available in your classroom.

2. **Suggestions for using each chapter of *Research Papers*.** Despite the numerous imperative verbs, these suggestions are merely tentative. No two people teach in just the same way, but we hope that some ideas can be adapted to your classroom techniques. You might consider three aspects of student research projects:

a. **The time factor.** Because a research paper usually takes longer than students expect, any means of discouraging procrastination will be worthwhile. At the first class meeting, announce the impending research assignment; in the minds of a few fortunate students, a topic will begin to take shape. Early in the term, ask students to read the four sample papers for a general impression of possible topics and organizational strategies. Intermediate deadlines for various phases of the project will reduce the number of slapdash papers turned out the night before they are due. The Timetable on the inside front cover of *Research Papers* should be useful.

b. **Your involvement.** As your teaching load permits, hold informal conferences to examine students' research materials: main topics, note cards, source cards, rough drafts.

c. **Peer involvement.** Make the research as collaborative as possible. You might assign four or five students with a general subject, require each of them to find a narrow topic within that subject, and encourage them to confer regularly as a group to share ideas. Or you might assign the entire class a more general subject, but duplication of topics and a shortage of research materials can be problems. Brief oral reports may encourage a cooperative spirit. Have students exchange and evaluate working outlines, note cards, and, perhaps, rough drafts.

We hope that *Research Papers* and this manual will make research efficient and enjoyable for your students. If some of them enjoy writing their papers, you will enjoy reading them.

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CHAPTER 1

Shaping Your Topic

The choice of topic is crucial. Unfortunately, there's no magic formula for getting all members of the class to identify a topic that will lead to a successful research paper. The odds of prescribing a single topic that will engage everyone in the class are low. Even though it might seem much more student-friendly to direct the class to "write about whatever interests you" and expect them to become independent learners, that too is a risky strategy. A few students may flourish under those conditions, but many more will be overwhelmed by that freedom, particularly if they are new to college. Some may gravitate to topics requiring little research or uncongenial to argument; others will retreat to the familiar territory they covered in their high school papers or speeches; still others may become desperate enough to resort to plagiarism.

Unless you are teaching in a program that has a uniform syllabus or prescribed research assignment, it is probably best to allow students to choose their own topics with your guidance. If you are using a book of readings, topics may emerge from class discussions. Many anthologies, including those that collect pro-and-con essays on a controversial issue, contain numerous suggestions for further investigation. Another possibility is to encourage students to search daily newspapers and news magazines for topic ideas. Similarly rich sources of ideas are Public Radio broadcasts and the ever-increasing number of TV networks devoted to news and other information. Many of these sources sponsor Web sites where researchers can find a wealth of information as well.

Once tentative topics have been chosen, make a list of them and distribute it in some way. When students see and discuss each other's topics, it often leads them to refine their own topics and to begin exchanging information that may be helpful to their classmates. For instance, a student writing about a presidential campaign might find an article useful to another student writing about the reliability of polls. You might consider distributing the list of topics electronically via the companion Web site for *Research Papers* and ask students to exchange information in the chat area there.

Another way of encouraging mutual involvement is to organize the class into groups of four or five students. Each group would work within a general subject (e.g., the labor movement, detective fiction, public health), with each individual student working on a topic drawn from the general subject area (e.g., the Teamsters, Raymond Chandler, managed care). In such an arrangement, the students will become informed readers of each other's work and can offer more specific advice than they could if they were working on unrelated topics. In addition, such cooperative work is consistent with the collaborative efforts students will find in other classes and, increasingly, in the workplace.

Brainstorming can be an effective stimulus to creative thinking, but it works collaboratively only when everyone is familiar with the subject. You might ask the whole class to work through a campus or other local issue in order to demonstrate the technique. The research log described in this chapter can be very useful, and you might want to ask each student to keep a daily record of research activities, particularly as they are looking for a topic at the beginning of the course.

EXERCISE A I: Suitable Subjects

The difference between a *subject* and a *topic* may be difficult for some students to grasp at first. This exercise, which probably should be done orally, ought to help demonstrate that difference, particularly if you ask students to spin off possible topics from a broad subject area. Most of these subjects would be suitable for research papers; however, 7 (“Electroencephalography”) and 16 (“Bacteriophages”) would probably be too technical for most students. Subject 11 (“The American Dream”) is rather vague in its present form but probably could be defined in such a way as to make it more suitable for research. All of the *subjects* need to be narrowed to a *topic* and brought into focus by a meaningful *thesis*. If you think your students need more work on this topic, you can direct them to an additional exercise on subjects on the companion Web site.

EXERCISE A II: Thesis Statements

This exercise also might be done orally. The key question to ask about each statement is whether it requires (or permits) development. Unsatisfactory statements are broad generalizations or statements of fact that could not be expanded into a full-scale research paper. The comments below suggest some possible directions for discussing

Statement 1 is a simple statement of fact that requires no argument or development.

Statement 2 offers a workable thesis. The writer would need to demonstrate the kind of opposition raised by the Armory Show and, more important, illustrate how the work of the European painters in that exhibition influenced American painters. The writer would have to locate commentary about the show, identify American painters who were influenced by the exhibition, and look at criticism of the works of those American painters.

Statement 3 simply announces the subject of the paper.

Statement 4 presents an arguable thesis. The writer would probably develop it by presenting reasons for restoring the study of Latin. Research might be difficult, since data might not be readily available.

Statement 5 is a simple statement of fact that requires no argument or development. It does identify a potentially interesting subject, however, if a writer wishes to examine the case of one of the claimants.

Statement 6 could be developed, drawing on biographies and criticism of Eliot’s works to demonstrate that he was snobbish and anti-Semitic. The opening clause, however, might lead a writer to spend too much time establishing Eliot’s reputation.

Statement 7 might generate some discussion. As given here, without any context, it only states a fact. However, the word *unfortunately* implies a clear judgment that could readily lead to a thesis. Some would argue that this sentence would constitute a workable thesis if it had a surrounding context. If you are concerned that your students are producing boring formulaic thesis statements dropped into place at the end of an opening paragraph, you might want to spend some class time working through some of the possibilities with this statement. If, on the other hand, you are concerned that your students are not sufficiently skilled in summing an argument

up in a single statement, then you might want to spend that time working through ways this statement could be developed more suitably.

Statement 8 is a workable thesis that would require demonstrating these two attitudes toward John Brown, probably drawing on statements of contemporary figures (such as Emerson) and works by later biographers and historians.

Statement 9 is a workable thesis that is probably sufficiently controversial to spur some interest in at least the sports-minded portion of the class. Developing the thesis would call for causal reasoning, and it could be supported with arguments from a number of sports commentators as well as illustrations involving individual players.

Statement 10 is a suitable thesis that could be argued by drawing on evidence from the play itself as well as critical commentary.

Statement 11, which takes up another controversial issue, is a suitable thesis that would call for supporting evidence from a number of sources to demonstrate the problems and ways vouchers have seemed to solve those problems. Ideally, discussion of this topic will lead to the recognition that the thesis is somewhat reductive in its present form.

Statement 12 is a suitable thesis, one that could be supported with illustrations drawn from a number of books and articles dealing with the issue. Again, students might be asked to look more deeply into the claim and consider such questions as possible changes over time or seeming exceptions to the generalization presented here.

If you think your students need more work on this topic, you can direct them to an additional exercise on thesis statements on the companion Web site.

EXERCISE B: First Steps

The first four sections of this exercise should help students arrive at a topic, but the fifth section is probably the most important. Because students will discover potential sources during their exploratory reading, they should begin compiling source cards. Ask them to examine the sample cards at the close of Chapter 1. Requiring students to use 3 x 5 cards for this exercise will help ensure that they have the cards for their library research. Remind them that the listings in an index or bibliography are often incomplete and must be converted to MLA style. Bibliographic data should be taken from the actual book or article, of course, not just a reference to it.

If you are concerned that students will not explore alternative topics, you might ask them to complete two or three versions of this exercise with different topics.

CHAPTER 2

Learning Library Procedures

It is likely your students will have a very wide range of educational backgrounds. Some may have come from large high schools with extensive library resources, or they may have spent a fair amount of time in a large public library with sophisticated technology. Other students, however, may not have seen a computerized catalog or any periodical index other than *Readers' Guide*. For the many students who have grown up with the Internet, the library may well be unfamiliar as well. Students accustomed to locating information with so little physical effort may resist the relatively cumbersome print resources described in this chapter and in the next one, but they can be reassured that many of those sources are available in online form, often accessible from remote locations.

Work closely with the staff of the library to plan and coordinate activities. They can often lead you to resources you might not have encountered before, particularly in the area of new electronic resources, which are developing at a dizzying rate. Moreover, they can help you avoid certain pitfalls as well, such as sending students in search of an index or database not available in your library. If librarians at your school conduct guided tours, encourage students to attend. If you can arrange demonstrations of such things as the online catalog or electronic versions of a few indexes, it may help allay the fears of those students who are unfamiliar with the technology.

You might spend one or two sessions in the library with your class. If students have already identified research topics, give them some specific goals to achieve with respect to that topic. If they have not yet settled on topics, give each one a particular task—finding a specific piece of information, working with a particular resource, and so on. In either case, talking with the relevant librarian(s) while you plan the activity should lead to a more effective assignment and reduce confusion while it is being carried out.

For better or worse, colleagues in other departments often assume that writing a research paper in a composition class should prepare the student for writing a research paper in any field. For that reason, you might want to encourage students to choose topics related to their major fields and become acquainted with the resources available in that area. You could adapt Exercise Q (located at the end of this manual) for that purpose. For that and other reasons, familiarity with the library and its resources will be one of the most valuable byproducts of the research paper.

EXERCISE C: Exploring the Library

You may want to modify the questions in Part I to make them applicable to your school library. Likewise, for Part II you should add any other features of your own library you consider important. It might be worthwhile to treat this exercise as a “pretest” to see how much your students already know about the library. If most of them can answer only a few questions, it may be easier to convince them to become more familiar with the library right away.

You might photocopy or make a transparency of the floor plan of the library and ask students to locate the features listed in Part II. Most libraries make floor plans available in the form of handouts or on their Web sites, and you could use those to make transparencies for this purpose.

CHAPTER 3

Using Basic Reference Sources

It would be pointless, of course, to ask students to familiarize themselves with every reference work described in this chapter. However, they should understand that many of the works mentioned here are organized in two general ways—according to subject-author systems (like the *Readers' Guide*) or according to key words (like the *Arts & Humanities Index*). Once they become accustomed to looking at reference works in those ways, they should have little trouble using these resources, whether in print or on line.

You may find that those students who are already skilled at making Internet searches will prefer that mode of gathering information and want to ignore print resources altogether. For these students, a reminder of the need to evaluate sources of information (Chapter 2) may be in order, along with a reminder that many of the print resources described in Chapter 2 and Chapter 3 are available online, often via remote access on the library Web page.

Sometimes you will also encounter students who are intimidated by any sort of electronic retrieval system. Because more and more libraries are replacing bulky print resources, those who are intimidated by technology will be at a serious disadvantage. Ideally, pairing these print-oriented students with the ones who are more comfortable with the newer versions would be beneficial to both parties, enabling them to learn from each other's strengths.

EXERCISE D: Searching Reference Works

Instructors are seldom neutral about this exercise. Some regard it as somewhat trivial, but it can be an effective way of acquainting students with the resources of your library. You might assign each student three or four topics and ask them to report their findings to the class. You might also ask one or more students to locate several alternative sources of the information. As suggested above, you might pair students, asking them to work together to find both print and electronic resources.

If your students have already determined the topics of their research papers, you might ask them to identify five to ten bits of factual information they will need to locate for the paper itself. If you want to take that approach, it would probably be a good idea either to talk individually with each student or, more practically, to ask them to work in groups to brainstorm this information.

Since many of the answers for Exercise D can be found in a general encyclopedia, it might be advisable to stipulate that students go to other types of reference works. In the key that follows, the information is given on the first line and *one* possible source on the second.

1. Henry David Thoreau, *Walden*
Bartlett's Familiar Quotations
2. victory of the Maccabees over the Syrians in 164 B.C.E. and rededication of the temple
Encyclopedia of the Jewish Religion

3. Gao Xingjian
World Almanac
4. November 22
Oxford Dictionary of Saints
5. Jenny Jerome, American
Concise Dictionary of National Biography
6. Henry Ford had one son, Edsel Bryant Ford
Who Was Who in America
7. Thetis
Oxford Companion to Classical Literature
8. Jefferson City
Oxford Atlas of the World
9. 46, pd
Kinzett's Chemical Encyclopedia
10. antidepressant
Merck Index
11. Milhous
The American Presidents
12. Marcel Duchamps
Dictionary of Art Titles
13. Brookline, MA
Dictionary of American Biography
14. Auburn
Oxford Companion to English Literature
15. O. J. Simpson
Encyclopedia of North American Sports History
16. Corinth
Crowell's Handbook of Classical Drama
17. William Henry Pratt
Biographical Dictionary of Film
18. A full answer is more complex than students may anticipate. The House brought four charges: (1) perjury in the grand jury investigation of the Paula Jones case and concerning Marcia Lewinsky (228 guilty votes, 206 not guilty); (2) perjury in the earlier Paula Jones trial (205 guilty votes, 229 not guilty); (3) obstruction of justice charges (221 guilty votes,

212 not guilty); and (4) abuse of office (148 guilty votes, 285 not guilty). Thus two charges went forward to the Senate: (1) the first perjury charge listed above (45 guilty votes, 55 not guilty) and (2) the obstruction of justice charge (50 guilty votes, 50 not guilty).

Facts on File

If you feel your class would benefit from another library search of this sort or if you have a large class and would like some additional material, you can give them Exercise P, on pages 9 and 11 of this manual. The key is on pages 10 and 12.

EXERCISE P: Searching Reference Works

Name _____

As in Exercise D, write the information requested and the reference work where you found it.

1. Roman equivalent of the Greek god Hermes

Information:

Source:

2. Winner of the Cy Young award in 1986

Information:

Source:

3. Inventor of the tuning-fork

Information:

Source:

4. School where Sigma Chi fraternity was founded

Information:

Source:

5. Abbey said to be site of King Arthur's grave

Information:

Source:

6. Origin of the names for hyacinth and narcissus

Information:

Source:

7. Layman's meaning of hemiplegia

Information:

Source:

8. Source of "The female of the species is more deadly than the male"

Information:

Source:

Answer Key for Exercise P, 1-8

1. Mercury
Crowell's Handbook of Classical Literature
2. Dwight Gooden
The Baseball Encyclopedia
3. John Shore
Grove's Dictionary of Music and Musicians
4. Miami University (Ohio)
Manual of American Fraternities
5. Glastonbury
The New Arthurian Encyclopedia
6. Greek myth
Standard Cyclopedia of Horticulture
7. paralysis
Oxford Medical Companion
8. Rudyard Kipling, "The Female of the Species"
Macmillan Dictionary of Quotations

9. Poet parodied by Shelley in “Peter Bell the Third”

Information:
Source:

10. Vice-president under Theodore Roosevelt

Information:
Source:

11. Given names of jazz pianist-singer Fats Waller

Information:
Source:

12. Number of days mourning in “sitting shivah”

Information:
Source:

13. Date and site of Elvis Presley’s last performance

Information:
Source:

14. Composer of the Christmas carol “Three Kings of Orient”

Information:
Source:

15. Cartoonist who created the Yellow Kid

Information:
Source:

16. Another name for calico cats

Information:
Source:

17. Meaning of JAMAG

Information:
Source:

18. Number of Catholic saints named Francis

Information:
Source:

Answer Key for Exercise P, 9-18

9. William Wordsworth
Oxford Companion to English Literature
10. Charles Fairbanks
Dictionary of American Biography
11. Thomas Wright
New Grove Dictionary of Jazz
12. seven
New Standard Jewish Encyclopedia
13. 26 June 1977; Market Square Arena, Indianapolis
The Elvis Encyclopedia
14. John Henry Hopkins
New Oxford Book of Carols
15. R. E. Outcault
World Encyclopedia of Comics
16. tortoiseshell
Pet Encyclopedia
17. Joint American Military Advisory Group
New International Abbreviations Dictionary
18. four
Oxford Dictionary of Saints

CHAPTER 4

Finding and Recording Material

One of the greatest values of the research paper is that it places so much emphasis on reading and writing—the two areas most important for successful academic work. Throughout their schooling, most students will have been conditioned to accept texts without questioning them, so they may be hesitant about reading critically. Even when they are confronted with a pair of “authoritative” texts that present contradictory accounts of the same event, students will be likely to assume that one or the other must be “correct,” the other decisively “wrong.”

As part of your work with this chapter, then, you might wish to spend some class time working with critical reading. You might provide the class with a pair of short pro and con position statements—certain news magazines, such as *Time* or *Newsweek*, regularly run such features, and editorials and letters to the editor in local papers are good sources as well. Depending on the texts you choose, you could ask students to identify a writer’s position on the issue and then begin to look for the assumptions (often unstated) the writer is working from. In some cases, you may even be able to find instances where different writers draw different conclusions from the same set of data.

Another possible way of approaching the topic is to bring in a book or an article and ask students to evaluate it according to the criteria outlined at the beginning of this chapter. You might divide them into groups and ask each group to focus on a single criterion and report back to the whole class. Alternatively, you might give each group a different article or book and ask them to assess it according to all the criteria. Because most students have had little experience in evaluating a text this way, they are likely to become somewhat uncertain and frustrated when they attempt it on their own. However, when they can engage in the process with each other, they are often able to grasp it more clearly.

It might be worthwhile to have students report to the class at least two examples of primary sources and two of secondary sources related to their own topics.

Ask students to suggest sources in addition to those involving conventional print (books and articles) and electronic media (the Internet). It is often easy to overlook other valuable sources of information, such as interviews, questionnaires, surveys, and site visits.

It’s a good idea to remind students to be sure they get down all the information they need from each of the sources they plan to use. If, for instance, they will be using photocopies—and surely most of them will—they need to be sure that a page number is visible on each copy and that they have all the bibliographical information they will need. If they are working with an Internet document, they will need to have the URL, the date that page was posted or revised, and the date they accessed it. If they simply print out a page from an online document, the URL and current date will probably be included on the printed page. However, if they download the file or email it to themselves, that information might not be there. Downloading or emailing files often removes a number of text features, such as italics and foreign-language accents. In some cases, changes to format may make it cause difficulties, as when blocked quotations (without quotation marks) are no longer set off clearly from the main text.

EXERCISE E: Differentiating Fact and Opinion

In this exercise, you may want to inform students that all factual information is correct; that is, they do not need to worry about confirming names and dates. Many of the examples combine fact and opinion, and the distinction is not always clear. It may be worthwhile to work through these statements orally in class, discussing what is verifiable, what is opinion, and where the line between them can be drawn.

1. Opinion, though probably accepted by most people
2. Fact
3. Fact
4. Fact
5. Opinion
6. Fact; though some may see the judgment about his abilities as a scholar an opinion, the prizes he won at school would support the judgment
7. Fact
8. Fact
9. Predominantly opinion, although publications could be verified and most commentators suggest Wilde promoted himself tirelessly
10. Predominantly fact, though some might see the word *significant* as an opinion
11. Predominantly fact, though the opening clause might again seem a judgment call
12. Fact
13. Fact (dates, cities, address) and opinion (happily, beautiful) about evenly mixed
14. Fact
15. Fact (dates, publication) and opinion (assured success)
16. Fact (up to *thus*) and opinion
17. Opinion and fact, mixing verifiable details about revision with speculation (albeit fairly convincing) about motive
18. Fact
19. Fact and opinion, though as in earlier examples, many would accept the opinion without much hesitation
20. Fact
21. Opinion
22. Opinion, though the date of the premiere is factual
23. Opinion, though a case might be made for regarding the second clause as factual
24. Fact about the publication data and opinion about the illustrations themselves (With this example, it might be worthwhile to ask students how the statement would be evaluated if the final clause read, “whose illustrations were said to embody the decadence of the play.”)
25. Fact and opinion (opening clause)

If you think your students would benefit from more work in distinguishing fact and opinion, you can assign the additional exercise on this topic on the companion Web site. Alternatively—and perhaps more productively—you might ask them to bring in a page from a potential source on their chosen topics.

EXERCISE F: Taking Notes

As in Exercise B, requiring students to use cards for this exercise will probably ensure that they have cards available for their research. However, any sort of paper is suitable for this exercise.

Examples 3-5 simply illustrate some possible responses, of course. On the third note card, we have added a comment pointing out an idea needing further investigation. You might use this annotation to emphasize that (a) the student writer hasn't lost any exploratory momentum by stopping to determine the meaning of this puzzling description but (b) will need to think more carefully about this idea before including it in the paper.

1. Source Card

Klaw, Spencer. Without Sin: The Life and Death of the Oneida Community. New York: Penguin, 1993.

2. Quotation Note

Klaw 136

"Noyes's belief that God intended woman to be man's comrade and fellow worker, rather than his ornamental pet, was reflected in the way that women dressed at Oneida."

3. Outline Note

Klaw 136

characteristics of women's dress at Oneida:

practical

"honest" (not sure what that means!!)

modest

comfortable

4. Summary Note

Klaw 136-37

The women of Oneida favored simple clothing because it was comfortable, allowed freedom of movement, and saved them time getting dressed.

5. Combination Note

Klaw 136

The women of Oneida designed clothing that was more practical than "the voluminous, ground-dragging dresses, worn over layers of petticoats" worn by most women.

6. Quotation omitting part of source

Klaw 136

"Community women further defied convention by cutting their hair off to less than shoulder length [i.w.w.] to save [i.w.w.] the time needed to comb, brush, and put up long hair."

CHAPTER 5

Constructing Your Outline

Composition teachers disagree about the practice of outlining. Some recommend making an outline before beginning to write. Some prefer that an outline be constructed after a rough draft has been completed as a means of judging coherence and unity. Still others believe that a paper should develop organically without the restrictions of a predetermined plan. If you belong to the third group, you may decide to ignore this chapter altogether.

There is less disagreement among students: many of them dislike outlining no matter when it is done. Some see it as busywork requiring them to observe meaningless distinctions among arbitrarily chosen symbols. If their classroom experience has focused primarily on the correctness of the formal features of the finished outline rather than on the outline as a means of exploring ideas, it ought to be easy to sympathize with their feelings. If that is the case, it may be valuable to concentrate on informal outlining in class and stress its heuristic value. Students should be encouraged to approach outlining as a mode of thinking. It is based on the relationship between the general and the specific, a conclusion and its supporting evidence—a relationship that is fundamental in successful communication. Even if you do not require an outline with the finished paper, students should be encouraged to analyze and organize material by means of the basic outlining procedures covered in this chapter—classification and arrangement.

Proponents of outlining differ as to the comparative virtues of sentence and topic outlines. The combination outline presents a compromise position that some instructors prefer. For that matter, some people vary their approach to outlining in accordance with the writing project at hand. Each of these methods has its advantages, but you will probably be more comfortable teaching the type(s) of outline you use in your own writing.

It is easy for Exercises G, H, I, and J to seem like games, so it may be helpful to make explicit reference in class to the kinds of reasoning skills being used in these exercises.

EXERCISE G: Classification

- | | |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. stepson | Others are blood relatives (since some students may point out that <i>sister</i> is the lone female in the category <i>family members</i> , you may want to be prepared to talk about the comparative precision of these two categories). |
| 2. Richards | Others are former presidents. |
| 3. vest | Others are associated with neckties. |
| 4. axle | Others are associated with ships. |
| 5. quantum | Others are bones. |
| 6. pizza | Others are pastries. |
| 7. garter snake | Others are poisonous snakes. |
| 8. joker | Others are chess pieces. |
| 9. Toledo | Others are state capitals. |
| 10. Frost | Others are novelists. |
| 11. Kismet | Others are months in the Jewish calendar. |
| 12. rooster | Others are ducks. |

13. lacquer	Others are adhesives.
14. garage	Others are dwellings.
15. altimeter	Others measure time.
16. crewcut	Others are older names for women's hair styles.
17. persimmon	Others are vegetables.
18. badge	Others are heraldic terms.
19. spaniel	Others are rodents.
20. Vulcan	Others are Greek names.
21. accordion	Others are stringed instruments. (If anyone says others are musical instruments, you may award bonus points if you like.)
22. Missouri	Others are lakes.
23. Taiwan	Others are in Africa.
24. nylon	Others are natural, not synthetic, fabrics.
25. Borzoi	Others are cats.
26. Welfare	Others are cabinet offices.
27. Lima	Others are cities in Brazil.
28. Buch	Others are Spanish nouns.
29. Chimera	Others are dinosaurs.
30. acorn	Others are edible nuts.
31. strawberry	Others grow on trees.
32. squash	Others are bowling games.
33. croquet	Others are card games.
34. prosody	Others are branches of mathematics.
35. calf	Others are young birds.

EXERCISE H: Classification: Specific to General

Students may need to be reminded that the four main topics must be nouns. A miscellaneous category like D is sometimes necessary to avoid overlapping. A category like "secular holidays," for instance, would overlap A and B; "festivals" would overlap C.

- A. Holidays honoring individuals
- B. Patriotic holidays
- C. Religious holidays
- D. Other holidays

1. April Fools' Day	D	12. Flag Day	B	22. Memorial Day	B
2. Arbor Day	D	13. Good Friday	C	23. Mother's Day	A/D
3. Ascension Day	C	14. Groundhog Day	D	24. New Year's Day	D
4. Ash Wednesday	C	15. Halloween	D/C	25. Ramadan	C
5. Chanukah	C	16. Independence Day	B	26. Secretaries Day	A/D
6. Christmas Day	C	17. Innocents' Day	C	27. Valentine Day	D/C
7. Columbus Day	A	18. Labor Day	D	28. V-E Day	B
8. Earth Day	D	19. Lincoln's Birthday	A	29. Veterans Day	B/A
9. Election Day	D	20. Marine Corps Day	B	30. Washington's Birthday	B/C
10. Epiphany	C	21. M. L. King's Birthday	A	31. Yom Kippur	C
11. Father's Day	A/D				

EXERCISE I: Classification: General to Specific

Students will need both English and foreign-language dictionaries to determine the meanings of some name in order to determine the likely origins.

- | | | |
|-------|-------|-------|
| 1. B | 14. D | 27. B |
| 2. D | 15. A | 28. D |
| 3. A | 16. D | 29. A |
| 4. A | 17. D | 30. A |
| 5. B | 18. A | 31. A |
| 6. A | 19. A | 32. A |
| 7. A | 20. C | 33. A |
| 8. A | 21. B | 34. A |
| 9. D | 22. C | 35. D |
| 10. A | 23. C | 36. A |
| 11. A | 24. A | 37. B |
| 12. D | 25. C | 38. A |
| 13. C | 26. D | |

EXERCISE J: Arrangement

Most sets of items could be arranged in more than one sequence (e.g., near to far/far to near, small to large/large to small). One possible arrangement is shown on the first line, and the basis of that arrangement is identified below the list of items.

- 2 3 5 4 1
1. March June November August February
time: earliest to latest

- 3 2 4 1 5
2. yellow orange green red blue
wavelength: longest to shortest (violet would be item 6 in the entire sequence)

- 1 3 4 5 2
3. drop pint quart gallon cup
amount: smallest to largest

- 3 1 4 2 5
4. Boer War War of 1812 Korean War Crimean War Vietnam
chronology: earliest to latest

- 1 3 5 2 4
5. lemon grapefruit watermelon apple pineapple
size: smallest to largest

3 4 2 5 1
6. decimeter meter centimeter kilometer millimeter
size: smallest to largest

1 3 4 2 5
7. baseball cap jeans sweat socks cardigan sneakers
location: head to foot

3 5 2 4 1
8. shilling farthing pound twopence crown
value: highest to lowest

5 3 4 1 2
9. Johnson Gordon Harper Anderson Brown
alphabetical

1 3 4 2 5
10. toe ankle knee foot thigh
location: toe to head

5 4 2 1 3
11. royal flush full house three of a kind two pair straight
value: least to most

2 3 5 1 4
12. birth weaning puberty conception childhood
chronological: earliest to latest

2 4 1 5 3
13. leaf branch bud trunk twig
size: smallest to largest

1 3 4 5 2
14. soloist trio quartet quintet duet
number: lowest to highest

2 3 1 4 5
15. influenza tonsillitis pneumonia sinusitis sniffles
severity: greatest to least

2 4 5 1 3
16. copper gold platinum limestone silver
value: least to greatest

1 2 4 5 3
17. pentagon hexagon octagon decagon heptagon
number of sides: least to greatest

2 3 5 4 1
18. Carter Reagan Clinton Bush Ford
sequence of presidency: earliest to latest

4 1 5 2 3
19. Acts Genesis Revelation Numbers Psalms
sequence in Bible: earliest to latest

2 4 1 5 3
20. triplet sestet couplet octave quatrain
number of lines in unit of verse: lowest to highest

EXERCISE K: Analyzing a Faulty Outline

Incorrect or illogical items are listed below, and their faults are identified. Some, of course, are faulty in more than one respect. Errors in parallelism are indicated by two slashes (/).

- I. A // (verb phrase)
- I. C // (adjective phrase)
- II. A. 1 single division
- II. B // (sentence)
- II. C // (verb phrase)
- III. A (sentence)
- III. B (verb phrase)
- IV. B. a. b. wrong symbols; inconsistent extent of division
- V. A single division
- VI. C. 1 single division
- VI. D shifted basis of division
- VII. unnecessary

CHAPTER 6

Writing Your First Draft

EXERCISE L: Avoiding Plagiarism

This exercise should help students distinguish between satisfactory and unacceptable uses of outside sources. The first exercises are fairly simple at first, but later ones introduce Internet sources and issues of accuracy in quoting and summarizing. Item 10b is likely to have at least some defenders in class. Ideally, it can be used to come to some sort of consensus about how much language needs to be changed when a writer is borrowing ideas.

1a. S	6a. U (borrowed phrasing)
1b. S	6b. S
1c. S	6c. U (no citation)
2a. S	7a. S
2b. U (borrowed phrasing)	7b. U (borrowed phrasing)
2c. U (no citation)	7c. U (no citation)
3a. S	8a. U (inaccurate quotation)
3b. U (borrowed phrasing)	8b. S (no parenthetical citation necessary)
3c. S	8c. U (borrowed phrasing)
4a. U (borrowed phrasing)	9a. S
4b. U (no citation)	9b. S
4c. S	9c. U (borrowed phrasing)
5a. S	10a. S
5b. U (no citation)	10b. U (borrowed phrasing)
5c. U (borrowed phrasing)	10c.

Additional exercises are available on the companion Web site.

CHAPTER 7

Preparing Your Final Copy

Asking students to bring in examples of sexist language might produce some lively discussion. Similarly, you might ask them to locate other sorts of bias in language, such as preference shown toward a certain age or national origin. Because students often enjoy making fun of bureaucratic language, you might be able to put some documents written in officialese to good use in class. Textbooks are another good source of prose that can be rewritten in simpler, clear form, and students may benefit by making such “translations” individually or in small groups.

Throughout the text, we have tried to stress that writing is a recursive process and that a writer may simultaneously proofread, develop new ideas, and revise in any one sitting. Exercise M is an unavoidably artificial, and it may be best to use part I as an in-class example and then have students work with their own texts—perhaps with a paper they are writing for another class if they have not yet prepared drafts of their research papers.

The transitional words inserted in part II are simply suggestions, of course; others will work equally well. As with the first part of this exercise, it would be better to get students to work with their own writing if possible. That is true of part III as well, though in this case the visual contrast of the two versions of the paragraph may be useful in making the point that removing excess words need not remove any content.

EXERCISE M: Proofreading and Revision

I.

The Ford Edsel was a commercial ~~flop~~^{failure} but it is a collectors' [^]

item today. In the ~~middle of the~~^{mid-} 1950s, Ford executives made

several bad decisions. They assumed that the demand for new cars

would ~~stay up~~^{remain high and ignored}. Ignoring the new popularity of compact cars.

After a long search, they chose the name Edsel, [^] which sounded

comical to many ~~folks~~^{people}. To contrast ~~from~~^{with} other ~~American~~^A cars,

they gave the ~~Edsel~~^E a thin grille and wide wings instead of tail

fins. Early models had ~~a whole lot of~~^{numerous} mechanical problems.

Despite elaborate promotion, the car did not appeal to the

general ~~population~~^{public}, and Ford Motor Company lost about

\$350,000,000 ~~dollars~~. The Edsel became a national joke and a

~~symbol~~^{ol} of failure, but today the car is admired by auto collectors. ^o
[^]

II.

Some Americans opposed slavery in the 18th century; however, the abolition movement was not effectively organized until the generation before the Civil War. The abolitionists regarded slavery as a moral evil; therefore, they demanded immediate emancipation of all slaves. They were often attacked by mobs; nevertheless, they continued their crusade. Besides antislavery, they supported other reforms: for example, temperance, pacifism, and women's rights. Despite many Northerners' dislike of slavery, they disapproved of the abolitionists' extreme tactics. Some Southerners also disapproved of slavery; however, they were offended by the violent actions and language of the abolitionists. In spite of many setbacks, abolition was one of the most effective protest groups in American history.

III.

A divining rod, also called a dowser, is used to locate underground water or minerals. The operator uses a forked twig, usually hazel, with the stem pointed toward the ground and held close to the operator's body. It is pulled downward when passed over water or mineral.
A divining rod is used to locate underground water or minerals. It is also called a dowser. The operator uses a forked twig. It is usually a hazel branch. The stem is pointed toward the ground. It is held close to the operator's body. It is pulled downward when passed over water or mineral. Scientists generally reject dowsing, believing any success is the result of chance. Scientists generally reject dowsing. They feel that success is usually the result of chance.

CHAPTER 8

Documenting a Paper: MLA Style

Stress the basic forms of citations for books and periodicals; remind students to consult the checklists in Chapter 8 and examine the sample papers for illustrations of variants. The entries in this exercise include a book (2), books with subtitles (1, 4), a reprinted book (3), an online book review (5), an online book (6), a selection in an online book (7), a Web site (8, 9), an essay in an anthology (10), and an essay in a scholarly journal (11).

The comments below focus on some elements students are likely to have questions about. For several of these entries, students will have to decide how to handle certain tricky situations. For those entries, we have explained the choices we have made so that you will have access to our reasoning and can share it with your class if it would seem helpful. It may be that you would prefer that they arrive at a different form; if so, you can use our explanations as a starting point for class discussion.

For the reprint of Lord Alfred Douglas's *Collected Poems*, the omission of his title is consistent with MLA practice. So is the repetition of his name in the title.

The online book review by Richard Jenkyns is somewhat tricky because of the two "publication" dates. We have used the date appearing on the issue rather than the date of posting because the date appearing on the issue identifies it more clearly.

The entries for both Jenkyns and *The Trials of Oscar Wilde* illustrate that a URL can be divided after the pair of slashes.

Finally, you will probably want to point out to students that in an actual paper, they would list only one of the entries for Wilde—either the single poem (if it was the only poem used) or the entire collection (if several poems were used). We chose this example principally to illustrate that different sections of a Web site might have different URLs.

EXERCISE N: Listing Sources in Works Cited

Works Cited

Douglas, Alfred. The Collected Poems of Lord Alfred Douglas. 1919. Rpt. New York: AMS. 1976.

Ellmann, Richard. Oscar Wilde. New York: Knopf, 1988.

Jenkyns, Richard. "Leprus Spawn." Rev. of Bosie: A Biography of Lord Alfred Douglas, by Douglas Murray. The New Republic Online 28 Aug. 2000. 23 Oct. 2000 <<http://www.tnr.com/082800/jenkyns082800.html>>.

Murray, Douglas. Bosie: A Biography of Lord Alfred Douglas. New York: Hyperion, 2000.

Raeside, James. "The Spirit Is Willing but the Flesh Is Strong: Mishima Yukio's Kinjiki and Oscar Wilde." Comparative Literature Studies 36 (1999): 1-23.

Schmidgall, Gary. The Stranger Wilde: Interpreting Oscar. New York: Dutton, 1994.

The Trials of Oscar Wilde. Ed. Douglas O. Linder. 14 Jan. 2000. 23 Oct. 2000 <<http://www.law.umkc.edu.faculty/projects/ftrials/wilde/wilde.htm>>.

Tyson, Nancy Jane. "Caliban in a Glass: Autosopic Vision in The Picture of Dorian Gray." The Haunted Mind: The Supernatural in Victorian Fiction. Ed. Elton E. Smith and Robert Haas. Lanham: Scarecrow, 1999. 101-21.

Wilde, Oscar. "Impression: Le Reveillon." Poems. 1881. Bartleby.com. July 1999. 23 Oct. 2000 <<http://www.bartleby.com/143/53.html>>.

---. Poems. 1881. Bartleby.com. July 1999. 23 Oct. 2000 <<http://www.bartleby.com/143/>>.

Wood, Julia. The Bosie Web-Site. Oct. 1998. 23 Oct. 2000 <<http://members.tripod.com/~MarkSweeney/>>.

CHAPTER 9

Documenting a Paper: Endnotes

If you do not ask that students use endnotes, there is no reason to cover the material in this chapter in any detail. However, you probably will want to remind students that this chapter may be helpful when they write papers in other departments—or even in other English classes. If you do prefer endnotes, consider allowing students to dispense with a Works Cited page. The duplication of bibliographic data in primary notes and in Works Cited involve unnecessary busywork.

EXERCISE O: Citing Sources in Endnotes

¹ Peter A. Coclanis, “Urbs in Horto,” rev. of Nature’s Metropolis: Chicago and the Great West, by William Cronon, Reviews in American History 20 (1992): 15.

² Harold M. Mayer and Richard C. Wade, Chicago: Growth of a Metropolis (Chicago: U of Chicago P) 132.

³ William Cronon, Nature’s Metropolis: Chicago and the Great West (New York: Norton, 1991) 46.

⁴ Emmett Dedmon, Fabulous Chicago (New York: Random, 1953) 83-84.

⁵ Olivia Mahoney, “Black Abolitionists,” Chicago History 20 (1991): 30-31.

⁶ Cronon 184.

⁷ Bessie Louise Pierce, The Beginning of a City, 1673-1848 (New York: Knopf, 1937) 212.

⁸ Herman Kogan and Lloyd Wendt, Chicago: A Pictorial History (New York: Dutton, 1958) 49.

⁹ Kogan and Wendt 63.

¹⁰ Finis Farr, Chicago: A Personal History of America’s Most American City (New Rochelle: Arlington, 1973) 113.

CHAPTER 10

Documenting a Paper: APA Style

Because the APA style of documentation predominates in a number of fields, such as education and nursing, you might want to allow students who plan to major in those disciplines to document their papers using APA style.

The most recent APA manual (1994) can confuse the unwary, and students should be alerted to two areas in particular. The first is the matter of style for the reference list. The illustrations in the manual show the references set like a paragraph—the first line indented and subsequent lines flush left. That is the style APA recommends using in manuscripts submitted for publication. However, once that same manuscript published, each item in the reference list will be set in hanging paragraph style—the first line flush left, the others indented. The manual recommends that students ask professors which style is preferred, and that's probably the best advice to pass on to your own students.

The second potentially confusing area is the form to use for Internet sources. Since the publication of the manual in 1994, APA has developed a new format for these references. Guidelines are available on the APA Web site <<http://www.apa.org/journals/webref.html>>. A link is provided in the companion Web site for *Research Papers*. Students should be urged to check the site for updates before they complete a paper using APA style. (If our experience will help convince anyone of the value of this advice, we can tell you the site was updated once during the preparation of this edition of *Research Papers*.)

If you think your students would benefit from working with APA style, you can ask them to use the list of works in Exercise N to produce a reference list in APA format.

References

- Douglas, A. (1976). The collected poems of Lord Alfred Douglas. New York: AMS. (Original work published 1919)
- Ellmann, R. (1988). Oscar Wilde. New York: Alfred A. Knopf.
- Jenkyns, R. (2000, August 28) Leprous spawn [Review of the book Bosie: A biography of Lord Alfred Douglas]. The New Republic Online. Retrieved October 23, 2000, from the World Wide Web: <http://www.tnr.com/082800/jenkyns082800.html>
- Murray, D. (2000). Bosie: A biography of Lord Alfred Douglas. New York: Hyperion.
- Raeside, J. (1999). The spirit is willing but the flesh is strong: Mishima Yukio's Kinjiki and Oscar Wilde. Comparative Literature Studies, 36, 1-23.
- Schmidgall, G. (1994). The stranger Wilde: Interpreting Oscar. New York: Dutton.

Tyson, N, J. (1999). Caliban in a glass: Autoscopic vision in The Picture of Dorian Gray. In E. E. Smith & R. Haas (Eds.), The haunted mind: The supernatural in Victorian fiction (pp. 101-121). Lanham, MD: Scarecrow Press.

Wilde, O. (1999, July). Impression: Le reveillon. In Poems. (Original work published 1881.).

Retrieved October 23, 2000, from Bartleby.com on the World Wide Web:

<http://www.bartleby.com/143/53.html>

Notes:

Many people, students and teachers alike, are frustrated when a given manual (or, in this case, a Web site) does not provide a clear model for the situation at hand. As we comment in the body of *Research Papers*, sometimes it is necessary to improvise in the style of a given documentation system. That is the case in several instances here. We provide the following explanations for our decisions in the hope that they will be useful in demonstrating why we came to these particular decisions. You might like to share our line of thinking with your students and see if it makes sense to them. If not, you may wish to devise some other alternatives together.

For an entire Web site, APA provides the URL in parentheses in the text but does not list it in the references. Thus The Trials of Oscar Wilde would be cited only in the body of the paper in this way: (<http://www.law.umkc.edu.faculty/projects/ftrials/wilde/wilde.htm>). The Bosie Web-Site, likewise, would be cited only internally: (<http://members.tripod.com/~MarkSweeney/>).

The APA Web site does not provide clear guidelines for citing an online book. On the basis of the information appearing there at present, we suggest treating a reference to the entire book in the same way as an entire Web site: that is, by citing it parenthetically but not including it in the list of references. The sentence in the body of the text would look like this:

Wilde published Poems, his first major work, in 1881 (<http://www.bartleby.com/143/>).

For citing a particular portion of that online book, we recommend following APA guidelines for citing a portion of a Web site. In the list of references above, we have used the online publication date (1999) and added the original publication information because—on the basis of the APA model for reprinted books—it seems appropriate to do so.

As a further exercise, you might ask students to compare the various bibliographies in Chapters 8 and 10 and tabulate the differences—major and minor—between MLA and APA styles of documentation. They will find APA differs in a number of ways, including the following:

1. The heading is References rather than Works Cited.
2. Hanging indentation is three spaces rather than five.
3. Titles of articles are not enclosed in quotation marks. Except for proper nouns, only the first word of the title (and subtitle) is capitalized.
4. The date of publication in parentheses follows the first element (usually the author's name, occasionally the title). Names of months are not abbreviated.
5. In book titles only the first words of titles and subtitles and proper nouns are capitalized. However, names of magazines, journals, and newspapers are capitalized in conventional fashion (e.g., Journal of Applied Psychology).
6. Volume numbers are given for magazines.
7. With journal and magazine titles, underlining is extended to include the comma after the title.
8. Page numbers are not condensed (e.g., 203-215 rather than 203-15).
9. Authors' given names are always reduced to initials.
10. All authors' names are inverted.
11. "University Press" is not abbreviated.
12. Publishers' names are cited in full (e.g., Alfred A. Knopf rather than Knopf), but terms like "Publishing Co." are not included.
13. States are not cited for university presses but otherwise are shown for all but seven major cities: Baltimore, Boston, Chicago, Los Angeles, New York, Philadelphia, and San Francisco.
14. When an editor's name appears in the author position, (*Ed.*) follows the name.
15. Information about the edition is given in parentheses after the title of the book with no intervening punctuation, then a period: Research papers (12th ed.).
16. When necessary, the abbreviation *pp.* is used, though not with a volume number.
17. If there are two or more works by the same author, the author's name is repeated in each entry. The entries are arranged chronologically. If there is more than one entry for the same year, those entries are arranged alphabetically and distinguished by adding a lower-case letter to the year: 2000a, 2000b.

EXERCISE Q: Knowing Your Major Field

Using what you already know, supplemented by investigation in the library and by consultation with a faculty member or subject area librarian, complete this inventory of information about the field of study you have chosen or are considering. If you are still searching for a research topic, you may discover one as you do this exercise.

Major field:

Location of department on campus:

Department chairperson:

Subfields or specialization within the field:

- 1.
- 2.
- 3.

Requirements for entering the major:

Required basic courses:

- 1.
- 2.
- 3.

Professional organizations (if the organization has a Web site, supply the URL):

- 1.
- 2.

Range of library classification numbers:

Author, title, and call number of a book in the field:

An index covering periodicals in the field:

A reference source on CD-ROM:

URL of a Web site containing reliable information related to the field:

Major journals:

1.

2.

3.

Author, title, volume, and page numbers of a journal article:

A collection of abstracts in the field:

Specialized encyclopedia or handbook:

A biographical reference source:

Professional opportunities:

1.

2.

3.

Possible research topics related to the field:

**To strive with difficulties, and to conquer them,
is the highest human felicity**

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Instructor's manual. Revised the pollard plan. Prepared under the direction of The Grand Lodge of Maine A. F. & A. M. by the Committee on Masonic Education and Lodge Service. Dedicated To Most Worshipful Ralph J. Pollard, Honorary Past Grand Master, Grand Lodge of Maine; Chairman of the Committee on Masonic Education and Lodge Service, 1954 - 1970 and author of the " Pollard Plan " program of Candidate Instruction. Table of contents. Preface. Introduction. Instructor Manual. Dr. Sara Gottfried, M.D. Welcome to The Hormone Cure Instructor's Manual. I want to honor you for making a powerful commitment to your own health, hormones, and to serving women who struggle with hormonal issues. As many of you know, I have an audacious goal to help one million women reset their hormones naturally, and quite frankly, it takes a village but not just any village, a village of like-minded and courageous practitioners such as yourself. Instructor's Manual. Management. An Introduction. Thank you for the interest you have shown in the text, and in this Instructor's Manual. This note is intended to introduce the manual and to explain the features which you and your colleagues may find helpful when teaching from the text. The text A feature emphasized throughout the text is that of encouraging active learning.