

Thomas J. Garland Library

Research Guide

2019-2020



TU|THOMAS J. GARLAND LIBRARY

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Understanding Your Assignment

Start with review your assignment. Be sure to read through the instructions and make a note of the details your instructor has provided. Ask yourself the following:

- ☐ When is the assignment due?
- ☐ How long does your paper need to be?
- ☐ Is your topic broad enough to find information as well as narrow enough so that you are not overwhelmed with information?
- ☐ How many sources are needed?
- ☐ What types of sources do you need? (Scholarly journal articles, books, videos, news articles...)
- ☐ Where should you look for those sources? (Library databases, Google, social media...)
- ☐ If you have questions about research, who should you contact? (your instructor, your librarians, your peers...)
- ☐ What kind of assignment is it? (informative, persuasive, analytical, argumentative...)
- ☐ What Citation Style are your required to use? (MLA- Modern Language Association, APA- American Psychological Association, or Chicago/ Turabian)
- ☐ Do you have an idea of how to organize and outline your paper?
- ☐ Who do you contact when you need help writing your paper? (Tutoring Center, your instructor...)
- ☐ What is the format of the assignment? (1 inch margins, Times New Roman 12 point font...)

Be sure to look at the details of the assignment, this can ensure that you have a proper starting point and it can give you some ideas on how to begin your research.

Primary & Secondary Sources

At times, your instructor may require that some of your sources be Primary and/or Secondary sources.

So, what are Primary Sources?

Primary sources are typically immediate, first-hand accounts of a particular topic, most often from someone who had a direct connection with the topic or subject. These sources are original texts and/or objects which were written or created at the time of study. These types of sources have NOT been interpreted or edited in any way.

Some examples include:

Original documents- video footage, interviews, speeches, laws, autobiographies, novels, diaries, poems, letters, journal articles presenting original research, official records, maps, polling results, memoirs, census data, and so on.

Creative works- music, paintings, sculptures, poetry, novels, plays, photographs...

Artifacts & objects- clothing, pottery, tools, weapons, coins, furniture...

Secondary Sources are a bit different.

These types of sources are one step removed from primary sources, usually scholarly articles written about the topic. Secondary sources are created by someone who was generally not present when an event took place. They may use primary sources to interpret or analyze an event.

Some examples of Secondary sources include:



Texts- encyclopedias, biographies, textbooks, non-fiction books...

Creative Works- art collages, documentaries, edited photographs...

Comparing Primary and Secondary Sources

Topic	Primary Source	Secondary Source
Current Events	Video footage of shore damage by Hurricane Katrina	A documentary about Hurricane Katrina that includes video footage, interviews, and photographs
Literature	The novel <i>To Kill a Mockingbird</i> by Harper Lee	A literary criticism that analyzes human morality through the characters in <i>To Kill a Mockingbird</i>
Physics	Data from a space telescope	A physics 101 textbook
Art	The painting <i>Starry Night</i> by Van Gogh	A journal article that references <i>Starry Night</i> to discuss the history of post-impressionism

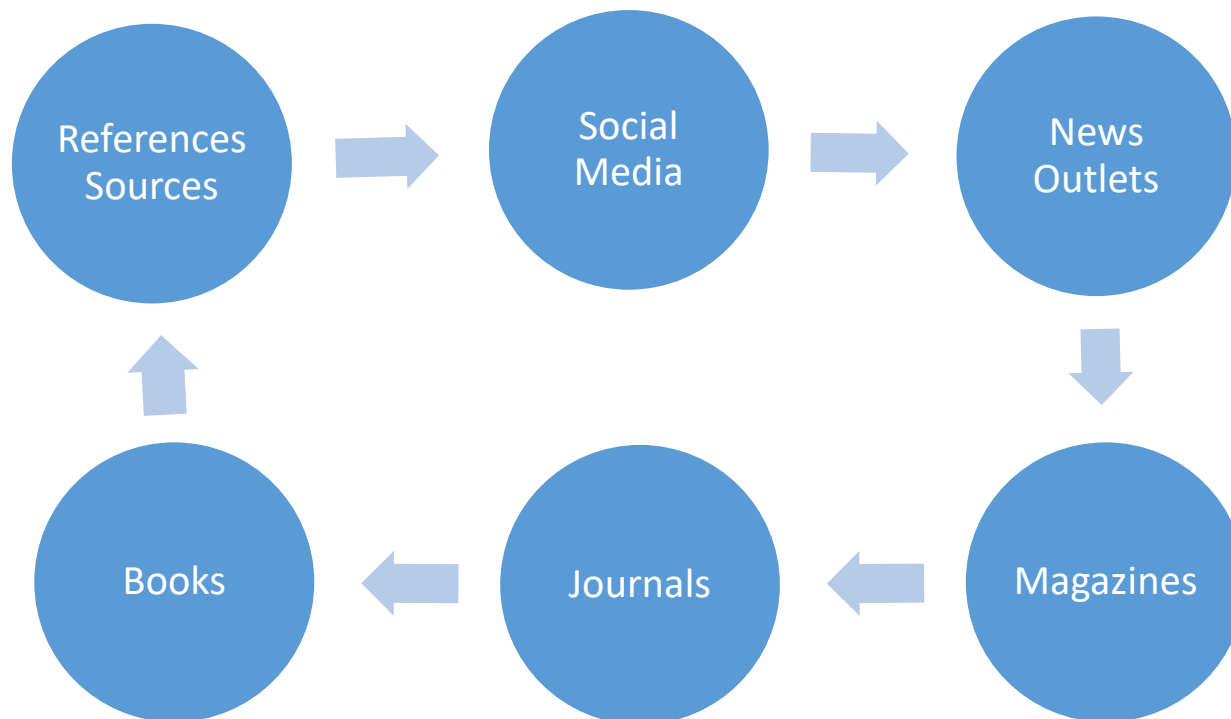
Scholarly vs. Non-Scholarly Sources

Check off the boxes to determine whether your article is scholarly or not	Scholarly Articles 	Non-Scholarly Articles 
Who writes the articles?	<input type="checkbox"/> Scholars and researchers in the field <input type="checkbox"/> Names & credentials are clearly stated	<input type="checkbox"/> Journalists/ staff writers <input type="checkbox"/> Names are not always noted
What is the purpose of the articles?	<input type="checkbox"/> To share the results of primary research & experiments with experts in their field	<input type="checkbox"/> To inform or entertain
Who reads the articles?	<input type="checkbox"/> Subject matter experts in the field <input type="checkbox"/> Those interested in the topic at a research level- researchers, college students, professors, etc.	<input type="checkbox"/> Anyone
How long are the articles?	<input type="checkbox"/> Articles may be lengthy, approximately 6 to 30+ pages	<input type="checkbox"/> Articles may be short, approximately 1 to 5 pages
Who decides which articles are published?	<input type="checkbox"/> Experts in the field review each article for accuracy, relevance, etc. (the peer review process)	<input type="checkbox"/> Editors and other writers of the publication decide based on consumer appeal- no peer review
How do the articles look?	<input type="checkbox"/> The majority have a simple black-and-white format, charts, graphs, statistics, list of references, minimal or no advertising	<input type="checkbox"/> Lots of pictures, photographs, advertisements- designed to appeal to the general public
Do the articles cite their sources?	<input type="checkbox"/> Always- using the official citation style appropriate to the discipline (APA, MLA, Chicago, etc.)	<input type="checkbox"/> Rarely- though may link to a source/ mention sources informally in the text of the article

The Information Cycle

What is the Information Cycle?

- The Information Cycle is the progression of media coverage of a newsworthy event over time
- Understanding how the Information Cycle Progresses will let you know what kind of information is available at a particular point in time
- An “event” that begins an Information Cycle could be a: tsunami, election, just published research article, novel, new building, terrorist act, new technology, etc.
- Not all newsworthy events will complete an Information Cycle



Minutes after an event: Internet/ Social Media

Information:

- Tends to be fragmented and basic, describing what happened and who was involved
- Is continuously updated as new details become available
- May lack details, facts, and accuracy
- Is written by a mix of laypersons (a person without professional or specialized knowledge in a particular subject), bloggers, journalists, etc.

Examples: Facebook, Twitter, YouTube, Instagram

Day/ Days after an event: News Reports

Information:

- Contains more details about an event than earlier reports including quotes, statistics, interviews

- Is written by journalists, contributors, etc., and while often factual may reflect editorial bias
- Does not include a reference list of sources, though may provide links to sources
- Is intended for a general audience

Examples: *The New York Times*, *CBS Nightly News*

Week/ Weeks after an event: Magazines

Information:

- Is more in-depth, and discusses the impact of an event on society, and public policy
- Is written by journalists, contributors, etc., and while often factual, may not reflect editorial bias
- Does not include a reference list of sources, though may provide link to sources
- Is intended for a general audience

Examples: *Time*, *New York Magazine*

Months after an event: Scholarly Journals

Information:

- Is written by people considered to be experts in the field: researchers, scientists, etc.
- Is often original research about an event, sometimes including empirical data (information acquired by scientists through experimentation and observation)
- Includes detailed analysis, and a full list of sources (bibliography)
- Is written for other researchers in the field and those interested in the topic at a research level

Examples: *Journal of Islamic Studies*, *Journal of Financial Economics*

Year/Years after an event: Books

Information:

- Often expands analysis of an event using information found in journals, newspapers, and magazines
- Will often place an event in a historical context
- Is written by a mix of professional and non-professional authors
- Will sometimes include in-text citation and a full list of sources

Examples: *Columbine: A True Crime Story* by Jeff Kass (2013)

Year/ Years after an event: Reference Sources

Information:

- Is considered established knowledge
- May lack the details and specifics of earlier sources of information (e.g. journal articles)
- Provides summaries and overviews of the event, often with a list of sources
- Written for a general audience

Examples: Encyclopedias, textbooks, dictionaries, handbooks

Evaluate Information Checklist

Library databases and books are an excellent source for reputable, credible information. If you are unsure how to access or use them, ask your librarian. Whether you use books, the internet, or scholarly journals in our databases, completing this checklist will help to ensure your information needs are met. This is often called the C.R.A.A.P. test and answering each question about your source will help you make sure that you have credible information for your assignment.

1. **CURRENCY- Some topics can be more time-sensitive than others.**
 - a. How old or new is your source?
 - b. What year was it published?
 - c. Is the source current enough for your topic or assignment?
2. **RELEVANCE- depending on your research needs, some information sources may be more relevant to you.**
 - a. How well does the source fit your information need?
 - b. Does the source provide that is useful in answering your research question?
 - c. Does the information support the point of view you need for your research question/ your own point of view?
3. **AUTHORITY- authors of scholarly work should have knowledge about the topic or a sense or expertise to analyze and study the topic.**
 - a. Who wrote or created your source?
 - b. Are they affiliated with a university or organization?
 - c. What is the name of the university or organization?
 - d. What are the author's credentials? (MD, PhD, RN, etc...)

4. ACCURACY- stated expertise and works cited, as well as where the source was posted help determine how reliable the source is.

- a. How reliable or truthful is the content of the source?
- b. What sources are listed?
- c. Do you notice any grammatical errors?

5. PURPOSE- many scholarly sources have been created for a reason, whether it is to persuade, to inform, or even to sell something.

- a. Why does the source and its information exist?
- b. What is the source's purpose? To inform? To persuade? To answer a research question? To provide an overview? To sell something?
- c. Who is the source written for? General public? Professionals? Researchers? Students? Professors?

6. How Scholarly is your source?

Narrow Your topic

Whenever you have the option to pick your topic, have you ever picked one, did some research and realized...

- ☐ The information you found was too vague or had a general quality to it
- ☐ You became overwhelmed by the amount of information you found
- ☐ You began to get frustrated- you didn't know which direction to go

...it might have been, because your topic was TOO BROAD.

Consider the following questions that may help narrow your topic and guide your research.

For an example, these are some ways in which to narrow the broad topic of EDUCATION:

WHO are the people or groups that you want to focus on?

Example: college Students, minorities, Kindergarten – 12th grade, teachers...

WHAT aspect of the topic interests you?

Example: study habits, bullying, education reform, desegregation...

WHICH point of view or approach will you take?

Example: legal, ethical, psychological, scientific, historical, political...

WHEN did important events occur, if any?

Example: today, 1950's, within the next ten years, during President Reagan's years...

WHERE do you want to focus, geographically?

Example: Alabama, New York, Europe, China...

At times, it is possible to create several distinct research tracks from a singular broad topic.

For example:

Track #1- college students > study habits > psychological > today > China

Track #2- K-12 > education reform > historical > President Reagan's years > New York

Track #3- minorities > desegregation > legal > 1950's > Alabama

Narrow Your Topic Worksheet

WHO are the people or groups that you want to focus on?

WHAT aspect of the topic interests you the most?

WHICH point of view or approach will you take?

WHEN did important events occur, if any, for your topic?

WHERE do you want to focus on, geographically?

Refine Your Topic

A common mistake that many people make in the beginning of research is to pick a topic, no matter how broad or narrow, and immediately try and find all the information they can about the topic.

A better way to start would be to refine your topic and turn it into a question that would be worth answering or a problem worth solving (may require preliminary research). Once you have done that, you will be in a position to find the specific information that you need, rather than be overwhelmed with information that is not relevant to you.

The following template can help you refine your topic.

1. **Topic: what you are writing about- I am working on the topic of:**

2. **Indirect Question: what you want to know about the topic- because I want to know who/ what/ when/ where/ why/ if:**

3. **Significance: why you want your reader (or yourself) to know and care about the topic- in order to help my reader better understand:**

HINT: If you are having trouble moving from one stage to the next, keep asking yourself WHY? until you find your answer.

You may not be able to answer the third question until you have completed some research, and/ or have completed your first draft.

Examples:

1. Topic: I am studying "climate change" Why?
2. Indirect Question: because I want to know how "global warming could impact Tennessee" Why?
3. Significance: in order to "know how to prepare for flooding"

OR

1. Topic: I am researching "social media" Why?
2. Indirect Question: because I want to know what "Twitter does with user data" Why?
3. Significance: in order to "find the best ways to safeguard privacy when online"

Refine Your Topic Worksheet

If you have trouble moving from one stage to the next, keep asking yourself WHY? until you find your answer.

The third stage may not be answered until you help completed some research and/ or have your first draft.

I am working on the topic of:

because I want to know who/ what/ when/ where/ why/ if:

in order to help my reader (or myself) better understand:

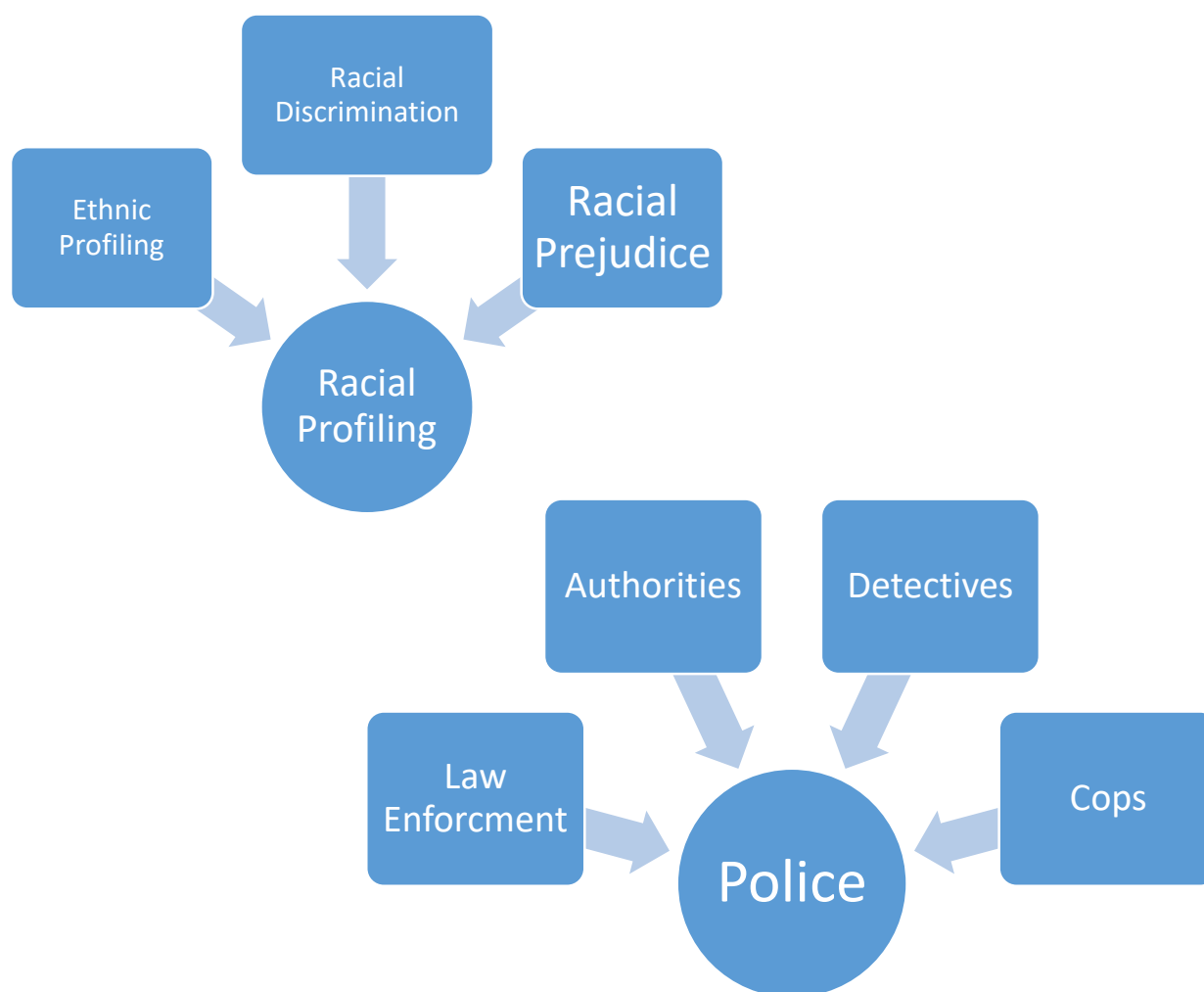
Develop Keywords and Related Terms

Keywords: Keywords will help you search for resources in library databases. *Keep in mind databases prefer keywords to phrases or questions.* You will receive broader results when using keywords.

Think about your topic, determine what the main concepts or points are for it. Then consider what words or terms can be used to describe it.

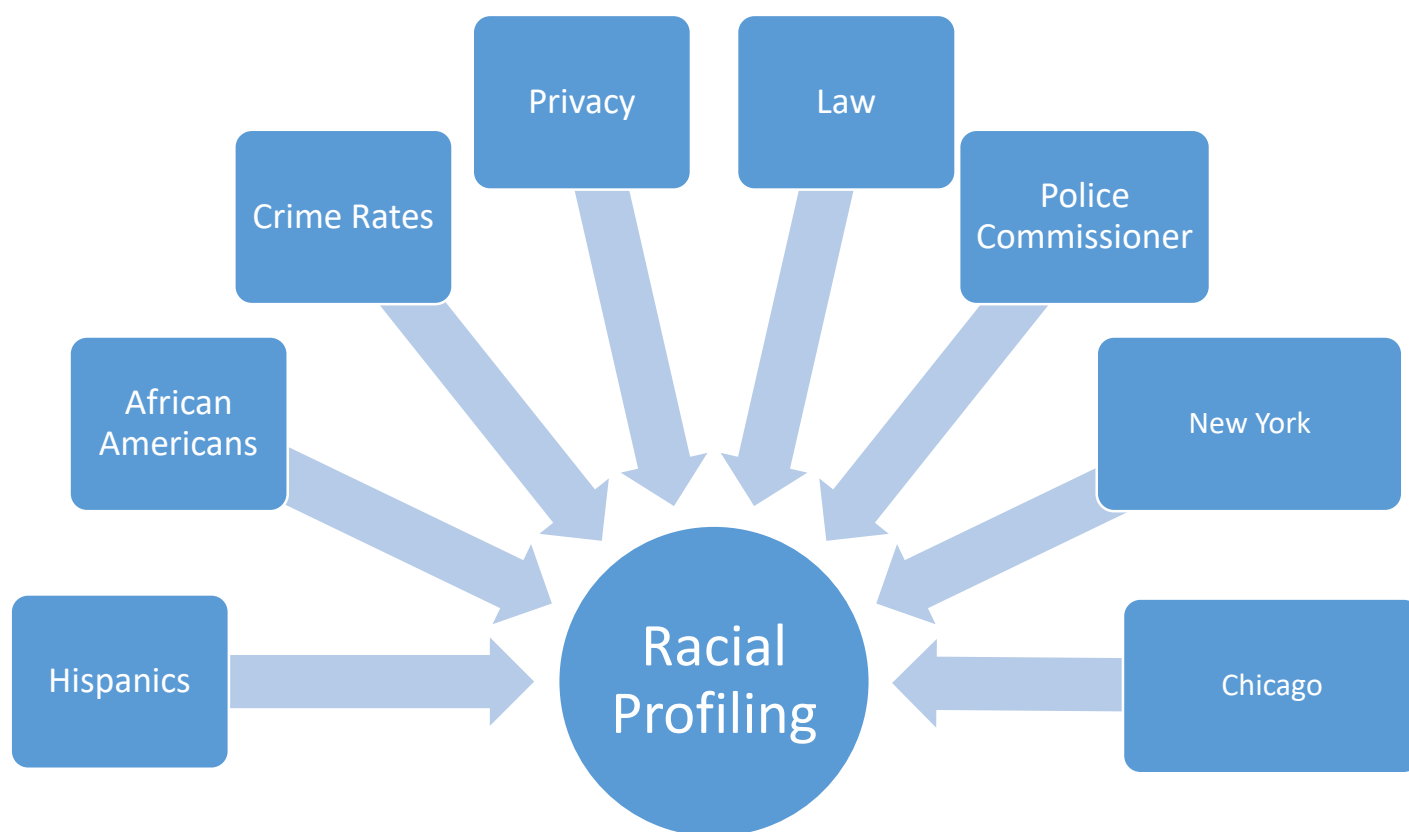
For example, if you read an article about “racial profiling” and the “police” and this is something you would like to write about, keep in mind:

- The keywords that YOU use may not be the same as what others would use to describe the same concept
- Consider the synonyms (or similar words) for each keyword you would use
- Brainstorm and write down any keywords and synonyms you find during your research
- Try to combine some keywords (with Boolean Operators) to see what results you get



Related Terms

- These are terms that are associated with your topic, without being synonyms for it
- As an example, “poverty” and “food stamps” are related terms, but they are two different things with different meanings
- Think about what terms are related to your topic and write them down as you conduct your research
- This can help you direct your search and find the exact results you want



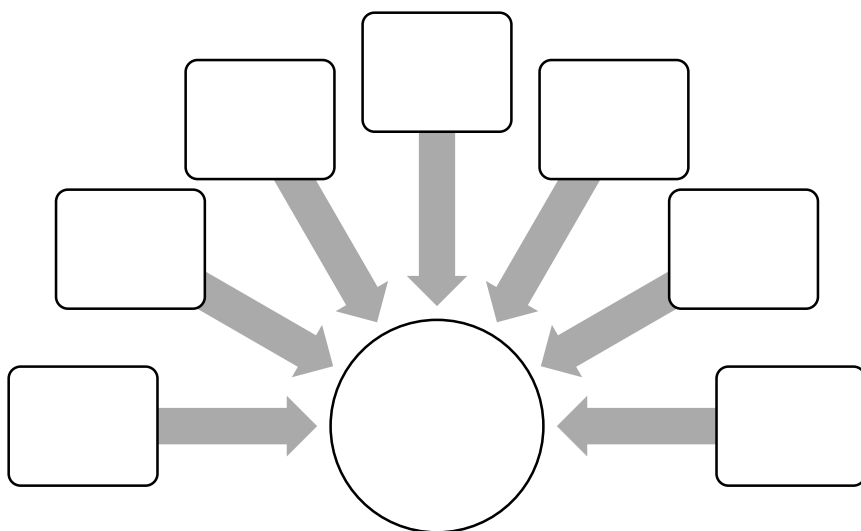
If needed, gather some background information.

Background Information from reference sources like dictionaries or encyclopedias can help build a foundation for your topic, as well as provide terms that are similar or relate to your topic that you might not have thought of.

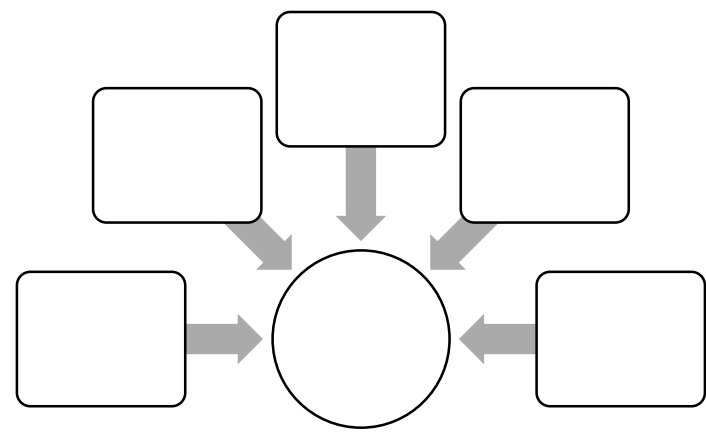
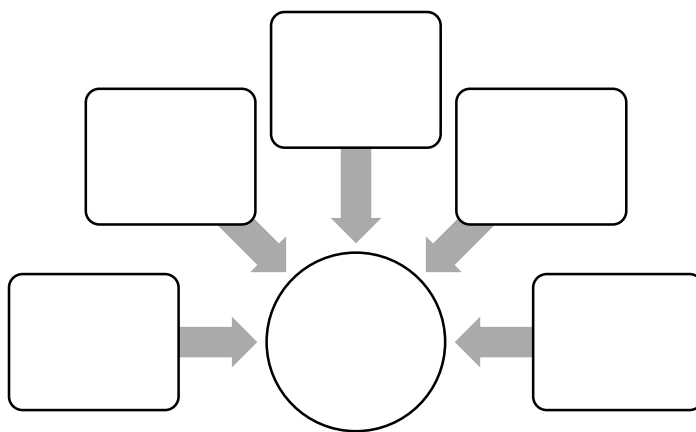
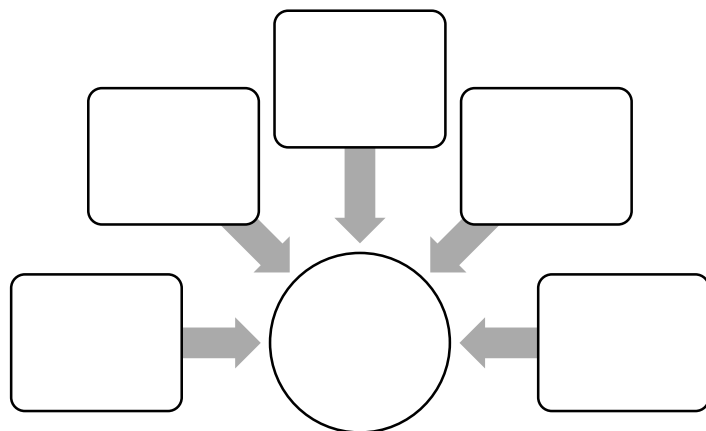
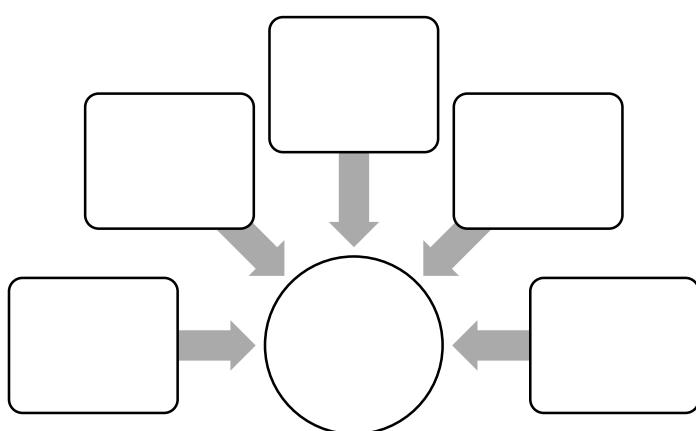
Credo Reference, Gale Virtual Reference, and Opposing Viewpoints are a few library databases that would be a good place to start.

Keywords and Related Terms Worksheet

Keywords for your topic- Similar Words (synonyms)



Related terms for your Keywords



Write a Thesis Statement

Often the best thesis can be written after you have completed some research on your topic. It will usually consist of three parts:

1. Your topic
2. Your position on the topic
3. Evidence- based reasons for your position on the topic

Use this template to help write your thesis statement:

“My topic” is/ contributes to “my position on the topic” because of “reason 1”, “reason 2”, and “reason 3”.

Example:

1. Social Media leads to a decline in student grades because it takes up time a student could spend studying. It leads to attention deficit disorder and causes depression.
2. In terms of rhythm, the tendency to sample the melodies of the day, and musical structure, there are undeniable similarities between hip-hop and classical music.
3. It should be illegal to own pet giraffes in the city because they eat all the shrubs, it is hard to clean up after them, and they damage property.

A common obstacle in creating a good thesis statement often happens when you have chosen a topic that is either too broad or too narrow. If your topic is too broad, your thesis will end up vague; if your topic is too narrow, it will be difficult to find evidence to back up your claim.

Thesis Statement Worksheet

1. Your Topic:

2. Your position on the topic:

3. Evidence-based reasons for your position:

a.

b.

c.

Working Thesis:

As you continue to conduct your research, you will need to modify or adjust your thesis statement. Your opinion may change as you think about your topic, you may find evidence that changes your mind. Consult your professor if needed.

Final Thesis Statement:

Citing Your Sources- The Basics

Anytime you use a source, whether it's the general idea, a paraphrase, or even a direct quote, make sure you cite your source properly. Check with your professor or syllabus to see what style you should use for the assignment.

For any citation, any style, or source type, you will need the following information about the source:

- **author:** Who is responsible for this work?
- **date:** When was this work published?
- **title:** What is this work called?
- **source:** Where can I retrieve this work?

For assistance with APA, refer to the quick reference guide here: <https://apastyle.apa.org/instructional-aids/reference-guide.pdf>

For any other source type APA style, refer to the reference examples here: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

For assistance with MLA, refer to their guide here: <https://style.mla.org/formatting-papers/>

For help with MLA citation, practice with the Guide here: <https://style.mla.org/works-cited-a-quick-guide-book/>

If you need further assistance or wish to ensure proper formatting and citation, ask a tutor, librarian, or your instructor.

Example APA Style:

Journal

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, 8(3), 207–217. <https://doi.org/10.1037/ppm0000185>

Book

Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin Books.

Website

Fagan, J. (2019, March 25). *Nursing clinical brain*. OER Commons. Retrieved September 17, 2019, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

Example MLA Style:

Journal

Lorensen, Jutta. "Between Image and Word, Color, and Time: Jacob Lawrence's *The Migration Series*." *African American Review*, vol. 40, no. 3, 2006, pp. 571-86. *EBSCOHost*, search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=24093790&site=ehost-live.

Book

Copeland, Edward. "Money." *The Cambridge Companion to Jane Austen*, edited by Copeland and Juliet McMaster, Cambridge UP, 1997, pp. 131-48.

Website

"Athlete's Foot - Topic Overview." *WebMD*, 25 Sept. 2014, www.webmd.com/skin-problems-and-treatments/tc/athletes-foot-topic-overview.

Don't forget those hanging indentions! And if you are still uncertain on how to cite a particular source, refer to the official style guides, websites or books, or ask a tutor or librarian to look over your citations.

Remember, citing your sources, gives credit to the original authors, strengthens your paper and shows your work. This will also help you to avoid plagiarism.

Citing Your Sources Work Sheet- APA

Use the following templates to practice writing out your citations.

Journal

Author, A. A., (Year). Title of the article. *Name of the Periodical*, volume number(issue number), page number(s). <https://doi.org/xxx> or URL

Book

Author, A. A., (Copyright Year). *Title of the book* (edition number, if available). Publisher. DOI or URL (if online)

Website

Author, A. A. (publication date). *Title of web page*. Title of Website. URL

*if the webpage does not have an author, you the title of the website in the author's place when writing the citation.

Journals

_____, (____). _____.
 _____, _____ (____), _____.

_____, (____). _____.
 _____, _____ (____), _____.

Books

_____, (____). _____ (____).
 _____.

_____, (____). _____ (____).
 _____.

Websites

_____. (____). _____.
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_____. (____). _____.
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_____. (____). _____.
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_____.

You can always double check your citations here:

<https://apastyle.apa.org/style-grammar-guidelines/references/examples>

<https://apastyle.apa.org/instructional-aids/reference-guide.pdf>

Citing Your Sources Work Sheet- MLA

Use the following templates to practice writing out your citations. Remember MLA uses the author's full name, rather than the last name and initials.

Journal

Author(s). "Title of Article." *Title of Periodical*, Day Month Year, pages. URL. Accessed date.

Book

Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Date.

**if an eBook, note the format after the title, but before publisher information*

Website

Author. "Title of Web Page." *Title of Website*. Publication Date, URL. Accessed date.

Journals

_____, _____. "_____.
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Books

_____, _____. _____.
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Websites

_____, _____. "_____. "
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_____. Accessed _____.
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You can always double check your citations here:

<https://style.mla.org/formatting-papers/>

Or practice here: <https://style.mla.org/works-cited-a-quick-guide-book/>

Plagiarism and Paraphrasing

Citing your sources will help you avoid plagiarism. But what is plagiarism?

According to many dictionaries to Plagiarize is:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. (Plagiarism, 2017)

There are many ways that you could plagiarize and not realize. See Turnitin's Plagiarism Spectrum:

<https://www.turnitin.com/static/plagiarism-spectrum/>

1. For instance, if you submit something word-for-word as your own, you have plagiarized. Especially, if you have had someone else write the paper for you and you just put your name on it. (*Clone*)
2. If you simply copy and paste a sentence or paragraph without citing its source, you have plagiarized. (*CTRL+C*)
3. If you copy a sentence and change a few words or phrases, but keep the same sentence structure, you have plagiarized. (*Find and Replace*)
4. If you submit a paper that you used somewhere else, such as in another class, but don't change anything, you have plagiarized yourself. If you do want to attempt to submit a previous work of your own, ask your instructor first. (*Recycle*)

If you are not careful and don't cite your sources, you could end up plagiarizing which could lead to failing an assignment to failing a class. If you plagiarize in the workplace, you could lose your job.

So try to avoid it by, citing your sources, writing in your own words and using quotations with the proper in-text citations.

When in doubt, cite your sources. This can help you show that you are not just using another's words, but that you have processed and understood the ideas that your source is providing. It can also strengthen your own thoughts, by showing outside support to your ideas.

Most instructors will want you to paraphrase, rather than directly quote something. A paraphrase is restating another's idea in your own words. Simply changing a few words around in the original sentence is not a legitimate paraphrase.

Knowing how to paraphrase properly, can help your own ideas shine while showing that there have been others to back up your words. Give credit where it is due, but try showcase your own writing.

Paraphrasing Worksheet

Use the following worksheet to practice.

The Six Steps to Effective Paraphrasing from the O.W.L. at Purdue:

https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/paraphrasing.html

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

Exact Quote or Idea You wish to use and its Source:

What are the main points that you wish to get across in your own writing?

Try to paraphrase and use your own words, then check that the sentence structure is different and any unique terms or phrases are in quotations (you can also follow the steps above if you wish):

*When in doubt, if you can't adequately paraphrase, quote and cite.

Simple Paper Outline

Most professors will ask you to create an outline for your paper, but an outline can help you keep your thoughts organized and allow your paper to flow easily. Follow this simple outline to get started:

I. Introduction

- a. Introduce your topic, use an attention grabbing type of sentence, a quote, or statistic
- b. Provide some brief background information about your topic (be sure to cite any sources used here)
- c. Thesis statement- state your position on the topic, and briefly outline your evidence-based reasons that back up your position

II. Body

a. *Point 1*

- i. Present your evidence (remember to cite any sources used here)
- ii. Consider any alternate viewpoints that may exist
- iii. Explain how the evidence relates to your thesis and standpoint on the topic

b. *Point 2*

- i. Give your evidence (citing any sources used, as always)
- ii. Consider those alternate viewpoints, if any
- iii. Explain the evidence and its relation to your thesis

c. *Point 3*

- i. Provide the evidence (cite those sources!)
- ii. Consider any alternate viewpoints
- iii. Explain the evidence and how it relates to your thesis (remember every explanation should always point back to your thesis)

III. Conclusion

- a. Summarize the topic and your position
- b. Explore the implications of any points you made or raised throughout the paper
- c. Consider any practical applications to your findings

Every point that you make in your paper, should always point back to your thesis. Try not to get side-tracked or lost in thought. Use the outline as a set of guidelines to help you stay on track.

Simple Paper Outline Worksheet

I. Introduction

a. *Attention Grabber/ Paper Hook:*

b. *Background:*

c. *Thesis Statement:*

II. Body

a. *Point 1*

i. *Evidence:*

ii. *Alternate Views:*

iii. *Relation to Thesis:*

b. *Point 2*

i. *Evidence:*

ii. *Alternate Views:*

iii. *Relation to Thesis:*

c. *Point 3*

i. *Evidence:*

ii. *Alternate Views:*

iii. *Relation to Thesis:*

III. Conclusion

a. *Summarize topic/ position:*

b. *Explore the implications of your findings/ ideas:*

c. *Consider any practical implications of your findings/ ideas:*

“They say, I say” Templates

Adapted with changes from: Graff, Gerald and Cathy Birkenstein. *They Say/ I Say: The Moves that Matter in Academic Writing*. New York: Norton, 2010

The following templates and transitions, adapted from Graff and Birkenstein, will help you present your thesis, supporting evidence as well as opposing evidence in a clear, straightforward manner. Remember to cite all of your sources, both in-text and in your works cited/ bibliography page at the end of your paper. These templates can help you structure your sentences and help you get your ideas and evidence across to your reader.

When Introducing Standard Views:

- Many psychologists think that _____.
- The status quo has it that _____.
- Many people assume that _____.

When Introducing Quotations:

- X claims “_____.”(in-text citation)
- According to X “_____.” (in-text citation)
- X states “_____.”(in-text citation)

When Explaining Quotations:

- In essence, X is saying _____.(paraphrase and cite)
- What X means is that _____.(paraphrase and cite)
- In saying _____, X urges us to _____.(paraphrase and cite)

When Disagreeing, with Reasons:

- I disagree with X, because I think he/she/they overlooks _____.
- X’s belief about _____ rests on the faulty assumption that _____. Furthermore, research shows _____.

When Signaling Who is Saying What:

- According to both X and Y _____.
- X argues that students should _____.
- My own view, however, is that _____.

When Capturing Authorial Action (e.g. in summary):

- X agrees that _____.
- X concedes that _____.
- X observes that _____.
- X claims that _____.
- X argues that _____.
- X demonstrates that _____.
- X reminds us that _____.

When Adding Metacommentary:

- What this means is _____.
- In sum _____.
- Put in another way _____.
- X’s point is not _____, but rather _____.
- Article X explores _____, while Article Y considers _____.

- Here, X contradicts him/them/herself. On the one hand he/she/they state(s) _____. While on the other hand he/she/they say(s) _____.

When Agreeing with a Difference:

- X's research on _____ is important, as it sheds insight on why _____.
- I agree that _____, a point that needs emphasizing since so many people believe _____.
- If group X is right that _____, then we need to reassess the popular assumption that _____.

When Agreeing and Disagreeing Simultaneously:

- Although I agree with X to a point about _____, I cannot accept his/her/their overall conclusion that _____.
- X is right that _____, but he/she/they seem(s) on more dubious ground when he/she/they claim(s) that _____.
- My feelings on the issue are mixed. I do support X's position that _____, but I find Y's argument about _____ and Z's research on _____ to be equally persuasive.

When Embedding Voice Markers:

- X overlooks an important point about _____ when he/she/they say(s) _____. In fact _____.
- I wholeheartedly endorse what X calls _____.
- These conclusions, which X discusses in _____, add weight to the argument that _____.

When making Concessions While Still Standing Your Ground:

- Although I grant that _____, I still maintain that _____.
- While it is true that _____, it does not necessarily follow that _____.
- On the one hand I agree with X that _____, but on the other hand, I still insist that _____.

When Indicating Who Cares:

- _____ used to think _____, but recently, _____ suggests that _____.
- At first glance, college students appear to _____, but on closer inspection _____.
- Researchers have long assumed that _____. For instance, one eminent psychologist X long argued that _____. However, new research on the topic shows that _____.

When Establishing Why Your Claims Matter:

- X matters/is important because _____.

- These conclusion/ This discovery will have significant application in _____ as well as _____.
- Although X may seem of concern to only a small group of _____, it should in fact concern anyone who cares about _____.

When Comparing Two or More Studies/ Findings:

- By demonstrating _____, X's work extends the findings of Y.
- The results of X contradict Y's conclusion that _____.
- X's findings call into question the widely accepted theory that _____.

When Explaining an Experimental Result:

- One explanation for X's finding of _____ is that _____. An alternative explanation is _____.
- The difference between _____ and _____ is probably due to _____.

When Introducing Gaps in the Existing Research:

- Studies of X have indicated _____. It is not clear, however, that this conclusion applies to _____.
- _____ often take for granted that _____. Few have investigated this assumption however.
- X's work tells us a great deal about _____. Can this work be generalized to _____?

Commonly Used Transitions			
Cause and Effect "accordingly" "as a result" "since" "therefore" "thus"	Conclusion "to sum up" "in conclusion, then" "consequently" "hence" "it follows, then"	Comparison "along the same lines" "in the same way" "likewise" "similarly"	Contrast "despite" "although" "nevertheless" "on the other hand" "on the contrary"
Addition "also" "moreover" "furthermore" "so too" "besides"	Concession "granted" "admittedly" "I concede that" "although it is true that" "of course"	Example "for instance" "consider" "for example" "to take a case in point" "as an illustration"	Elaboration "in other words" "to put it in another way" "in short" "by extension" "to put it bluntly"

Always try and write in your own words if able. These templates are simply to help you transition your thoughts or explain certain points in your writing. When writing your papers, you want to sound genuine and true to yourself and your own writing.

Adapted, with changes from: Graff, Gerald and Cathy Birkenstein. *They Say/ I Say: The Moves that Matter in Academic Writing*. New York Norton, 2010.

Completed Paper Checklist

Consult this checklist to ensure you have thoroughly researched and revised your assignment.

- ☐ I have addressed all parts of the assignment
- ☐ I consulted my professor if I had any questions or concerns about my paper.
- ☐ My name is in the proper place for my assignment.
- ☐ The paper is formatted correctly as per the assignment instructions (1" margins, Times New Roman or instructor preferred font and formatting).
- ☐ All of my sources are cited throughout my paper (in-text citations) and also in my bibliography/ works cited page, with the required citation style (APA, MLA, Chicago/ Turabian...)
- ☐ I have read the plagiarism statement in the syllabus, understand it, and agree to abide by the definitions and penalties described there.
- ☐ I consulted with a librarian for help with
 - Topic selection and refinement
 - Finding credible, authoritative sources of information
 - Citing my sources
- ☐ I used a variety of credible, authoritative evidence (for example, quotes, examples, facts, illustrations) to reinforce my arguments.
- ☐ I consulted a Tutor to help improve my paper's organization, argument, sentence structure and style.
- ☐ My paragraphs are organized logically and help advance my argument.
- ☐ My conclusion summarizes my argument and explores its implications: it does not simply restate the topic paragraph.
- ☐ I have proofread my paper carefully, not relying on my computer to do it for me.

Adapted, with changes, from *How Learning Works: Seven Research-Based Principles for Smart teaching*. Jossey-Bass: San Francisco.