Chapters 13 and 14 provide detailed information, both strategic and factual, on how students can best approach the tasks of researching information and synthesizing it into a coherent paper that integrates their own ideas with the ideas of others. In the critical essay, writers propose interpretations of texts. In the research paper, writers propose interpretations of multiple texts (not necessarily literary texts) and data. Although similar to the critical essay, the research paper requires two new tasks: finding sources and synthesizing them. Chapter 13 concentrates on planning and researching the research paper; Chapter 14 concentrates on guiding students through the process of writing and shaping the research paper. Detailed information on current computer searches is provided in Chapter 13 along with guidelines for assessing the sources once they are found.

As students study Blythe Rogers’s research methods for her paper on the Internet, they are also working on their own papers, using the same strategies that Blythe uses. You might want to ask students to read Blythe’s final paper (included in Chapter 14) early in the process so that they have a sense of where all the various research activities are leading. Blythe’s paper provides a model for students who may not understand the purpose or the format of an academic research paper. You may even have students in your class who have never written any type of research project. Especially for these students, the experience of working on their own research, learning to take it seriously, and engaging in the various steps of finding a topic, locating and evaluating sources, and learning to use all available library and Internet sources is extremely valuable.

As you work with your students, make clear the criteria you will be using for assessing the paper. You may want to require weekly deadlines. Begin by asking for a journal entry in which they explore a topic; the next week, ask for a list of sources they anticipate using, and so on. It’s a good idea to hold several
class periods in the library for hands-on instruction, especially for computer searches on the Internet. Most college libraries offer tours and special instruction for students learning how to research; contact your librarian to see what is available for your students, and arrange to take your class for instruction. On the days when you hold class in the library, provide students with a handout that outlines a specific assignment for that period, which should be turned in to you at the end of the tour. (For example, ask that students locate three sources on their topic: a book, a journal article, and a government document.) This helps students remain accountable for their time and also helps them stay on track.

Many universities have computing services that offer special computer workshops to help students learn how to use various computer applications and the World Wide Web. If your school has such services, get a list of scheduled workshops (which are usually free to students) and suggest that they sign up. If enough of your students would like such instruction, you might schedule your class to meet in a computer lab for instruction. This can prepare them for using MOOs and search engines for locating sources for their papers. As a cautionary note, however, you might remind students that computers are tools that can help them locate sources; it is up to the student to decide how to use the sources. Computers cannot replace the critical thinking necessary for good writing.

UNDERSTANDING THE ASSIGNMENT

The distinction between the two basic types of research papers—the survey (sometimes called a research report) and the argument—is useful. Students have the most difficulty with the argument, which is nearly always the type assigned in composition classes. Nevertheless, most students cling to the “survey” notion of research paper writing because the task of abstracting information from source material, formulating an argument based on assessment of the information, and then using the information to support an argument is not only demanding but also intimidating. Both their past experience with research papers and their humility in the face of written sources compel students to become passive conveyors of information rather than writers. Their papers are too often lumps of xerography in a thin broth of false transitions.

The true survey has its place in academic writing, usually as a review of literature in a research project of substantial length like the master’s thesis or dissertation. One way of distinguishing between the survey and the argument is to suggest that the survey is a preliminary step in preparing an argument.
MAKING A SCHEDULE

The general schedule laid out on page 340 takes into account two realities of the research paper: the surprising amount of time it takes to “work a subject up,” especially if the researcher is inexperienced, and the long gestation period most writers need to feel comfortable with a subject outside their immediate experience. To research means to “look again,” and this process takes a substantial amount of time not only in locating sources but also in determining how sources interrelate and point toward a particular conclusion.

Even writers who set up and keep a sensible schedule inevitably experience ups and downs in their feelings toward the project. Many writers feel overwhelmed initially and inadequate to the assignment, which is why students must talk to each other and to you about the progress of their work. Enthusiasm rises and falls as writers move from initial stages of planning to writing. Therefore, it is extremely important to set up a definite timetable for students and require them to submit their work in stages; externally imposed deadlines help writers accomplish their tasks. After students have decided on a topic, you might ask them to write a preliminary proposal, which can include a general description of their plans and a timetable. Periodic progress reports, written in class in the form of memos addressed to you, can make students accountable for completing tasks on time and can enable them to assess what they have accomplished and adjust their initial timetable accordingly. Progress reports also prevent you from being overwhelmed by mountains of student research at the end of the term and seemingly endless requests for extensions.

Although it may not be necessary to use each class period to work on the research paper, it will take at least eight weeks for students to complete the paper. The sample schedule of activities on page 340 might be useful to you as you plan the class. During this period, commit regular class time, perhaps in conferences or small groups, to assist students with the project and keep the deadlines and goals of the project visible.

SELECTING A SUBJECT

You might want to refer students to the guidelines for selecting a researchable subject on pages 341–342 as they begin to seek topics. In the earliest stages of subject selection, you might want to have students write prospective topics on the board and then evaluate them in terms of the criteria outlined. In this way, students can have topics critiqued and see what topics others are considering. If, for example, a student wants to write on marketing strategies for mineral water companies, you can ask class members how interesting they are likely to find a
paper about this topic and what ideas the writer might use for approaching it. If the student chooses surrogate motherhood as a topic, the class might discuss which aspects of this topic are logically arguable and which are unarguable matters of belief.

Brief individual conferences (five or ten minutes) with students after they have begun to search for sources will provide the guidance they need and allow you to intervene before they get too far off track. The degree to which you allow students a free choice of topics depends in large part on the policies in your composition program and on your personal preferences. Some composition programs organize the second-semester composition course around certain themes—the 1960s, medical ethics, literature by Native Americans—which then become the general topic area for term papers. Other programs stress that all essays should involve some research, just as your students have already been researching their personal backgrounds, interviewing others, and finding outside sources as they have progressed through *Writing with a Purpose*. In any case, you will want to offer guidance by setting topic parameters because you have now reached a point in the course where additional emphasis on the use of research in student writing is required.

As part of the research process, you might want to ask students to keep a research journal in which they record their evolving sense of subject and argument, questions, insights about the subject or the research process, frustration, breakthroughs, and so on. Jill's entries are testimony to the benefits of this regular reflection on one's activities and progress. Sometimes an early thought may be the key to solving a later conceptual problem.

**Exercise (p. 342)**

Blythe’s thoughts about the possibility of coffee as a subject for her research paper are punctuated by humor (how to order coffee) and serious questions (is coffee good or bad for you?). She has already begun to define the controversy that will appeal to her readers and developed some questions to research on the Net.

**FINDING SOURCES**

The search strategy begins with background information such as general encyclopedias and moves into more specialized information: biographical sources, specialized encyclopedias, periodical indexes, the card catalogue. The section explains current library technology available in the form of online indexes. This chapter also includes a search strategy for the Internet. Many of your students will already be proficient in using the Web, but many may not be. Encourage those who are veteran Web users to assist those who have less experience using the Internet.
(You might even ask your students to show you how to use the Web, since many students are more comfortable using electronic sources than their instructors!)

The college library probably has an orientation program that you will want to take advantage of at this point. At the end of the orientation program, you might ask your students to follow up with a search for background information about their topic. A well-focused “library assignment sheet” might be particularly helpful to get students started. Suggested questions for the library assignment sheet (which can be completed, discussed, and turned in at the next period) are the following:

1. What books did you locate on your topic? Cite the title, author, and publication information—city, publisher, date—for three books.
2. List two periodical articles you located on your topic. Give author, title, name of publication, date, page numbers.
3. List three library sources (with indexes and tools) you used to get this information.
4. Locate two relevant articles on your topic using the World Wide Web. How are these articles useful? Explain your process in locating these articles.
5. Discuss your plans for continuing to research your topic. What do you hope to accomplish with this research?

Library searches can be intimidating, especially for freshmen who have not yet learned their way around your particular campus library. Physically going to the library as a class can be a great help in getting students started on their research. You might consider spending one class period in the library taking the official library tour and a second period as a “library workshop,” situating yourself at a station in the library where students can check in with you throughout the hour as they conduct a search individually or in pairs.

Exercise (p. 347)

Blythe is frustrated by both the print and the online encyclopedia entries on coffee. They offer interesting historical information but seem to avoid medical issues. When she switches her search word from coffee to caffeine, however, she discovers all sorts of health issues—cancer, hypertension. She also discovers some “it all depends” issues—it all depends on “What kind of coffee you drink or how you make it.” Blythe is learning that she has to be imaginative in selecting search words so that she can identify the information she wants. Coffee (the obvious choice) does not work. Caffeine (an alternative choice) provides good information but includes drinks other than coffee.
EVALUATING SOURCES

This section is filled with practical advice on how students can evaluate both print and Internet sources. In many ways, these strategies are like the previewing strategies mentioned in Chapters 2 and 12. However, some students will have difficulty skimming. Others will have difficulty tearing themselves away from the Net, since finding the sources is more fun than analyzing them. They will get caught up reading interesting but often irrelevant information. Especially when using the Web, students will become overwhelmed with information. The problem will be too much information, and they will need help limiting themselves. If they narrow their search with specific key words, they are more likely to locate the most relevant sources.

You can help them by setting a series of deadlines that prevent students from getting caught in the endless web of information. Ask them to provide you with a working bibliography with brief annotations, and how they intend to use the sources for their project.

Exercise (p. 360)

1. Braun’s book is relevant, current, and stable. It will offer Blythe an overview of her subject because it provides both scientific data and folklore. Because books published by Oxford University Press are reviewed by experts in the field, they have a record of scholarly reliability.

2. Fein’s article may be of some use because Blythe has discovered that how one prepares coffee is an important health consideration. Consumers Digest is a respected journal that helps people decide what’s the “best buy.” For that reason, the article may help consumers purchase the best “Coffee Making Equipment,” but it may not address the health issues that Blythe is concerned about.
3. Sietsema’s article focuses on “Coffee Shops”; it may help explain why they are so popular, but it probably will not say anything about the health issues related to coffee. *Travel and Leisure* magazine—as its title suggests—addresses an audience interested in vacations rather than health.

4. As her title makes clear, Brehm’s article addresses the health issue of coffee directly. This online article is reprinted from a journal, *Fitness World*, that provides regular reports—labnotes—on a variety of health issues. Blythe should certainly find good information in this source.

5. “Coffee Universe” is a commercial web site, as indicated by the designation .com. The article may contain interesting information on coffee and health, but Blythe should be aware that this information may be slanted since it is being provided by the coffee industry.

6. Wood’s article appears in a “woman’s” magazine, *Better Homes and Gardens*. As its title suggests, the article deals with how to serve coffee for “fancy” occasions. The date of the article—1955—reveals that whatever information it may contain on health issues is probably out-of-date.

7. Link’s book does not seem to deal directly with coffee or health issues, and its date of publication (1932) also makes it suspect. But Blythe found this source in the bibliography of one of her main sources and so may find some interesting historical information about how “coffee” has been sold to the public.

8. Arnold’s book is clearly out-of-date—1886. But Blythe might be able to use it to support her thesis that coffee has always presented a health problem for consumers.

**TAKING NOTES**

Students who have not done research may feel imposed on if you ask them to use bibliography and note cards made up in the form the text describes. You might let them know that the system presented here has evolved and has won acceptance because it saves time. The student who does not make proper bibliography cards discovers while typing the paper that he or she does not know the date of publication of a source and must waste thirty minutes or so going to the library later to retrieve the information. The student who puts more than one note on a card wastes fifteen minutes trying to remember what happened to the other note she or he made for such and such a topic.

The text consistently emphasizes the selectivity necessary for good note taking. Some students see this stage of research as merely mechanical. They go
to the library to copy by hand or to photocopy page after page of undigested material. Better researchers see note taking as an intellectual process and leave the library with a smaller quantity of material that they are more likely to find useful. They also leave with a better sense of their purpose and their focus. You can promote good research practices by encouraging students to share in group discussion the sources they are discovering as they conduct research and what they think about the sources.

Exercise (p. 365)

1. Direct quotation:

<table>
<thead>
<tr>
<th>Subject heading</th>
<th>Author/address</th>
<th>Source card no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caffeine and Brehm, Metabolism</td>
<td><a href="http://www.fitnessworld.com/library/labnotes0794.html">http://www.fitnessworld.com/library/labnotes0794.html</a></td>
<td>x(1)</td>
</tr>
</tbody>
</table>

Caffeine is metabolized very slowly, hence the insomnia factor. Half of the caffeine in a late afternoon cup of coffee is still circulating in the blood stream six hours later when you are trying to wind down from the day.

Argument for impact of caffeine on body

Comment
2. Summary:

<table>
<thead>
<tr>
<th>Subject heading</th>
<th>Author/address</th>
<th>Source card no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caffeine and Brehm,</td>
<td>x(5)</td>
<td></td>
</tr>
<tr>
<td>Metabolism <a href="http://www.fitnessworld.com/library/labnotes0794.html">http://www.fitnessworld.com/library/labnotes0794.html</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Caffeine is difficult to metabolize and may linger in the body long after it has been consumed, causing effects such as insomnia.

Suggests power of caffeine to alter body metabolism

Comment

3. Paraphrase:

<table>
<thead>
<tr>
<th>Subject heading</th>
<th>Author/address</th>
<th>Source card no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caffeine and Brehm,</td>
<td>x(5)</td>
<td></td>
</tr>
<tr>
<td>Metabolism <a href="http://www.fitnessworld.com/library/labnotes0794.html">http://www.fitnessworld.com/library/labnotes0794.html</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most people don’t realize how long it takes caffeine to work its way through the body’s system. If you drink half a cup of coffee about 4:00 p.m. it is still in your system at 10:00 p.m.—which means you may not be able to go to sleep.

Once caffeine gets in your system, it’s difficult to get out

Comment
PLANNING YOUR RESEARCH PAPER
AND THE USE OF THE INTERNET

Although the Web can provide students with more information on their topics than they will know what to do with, remind them that they should research both traditional print sources and electronic sources. Each type of source will offer something different and valuable. While Internet sources may offer the most up-to-date information, traditional print sources are more stable and reliable. It may be more difficult to verify the credibility of electronic sources than traditional print sources. In addition, electronic sources do not remain online forever; if your students locate important sources, they need to bookmark them and print them out immediately.

It is wise to require that students provide you with copies of all electronic sources, with complete and accurate citations. This ensures your own access to the material and makes the students accountable. (For help in teaching students how to cite electronic sources, see Eric Crump and Nick Carbone’s *Writing Online: A Student’s Guide to the Internet and World Wide Web* [Boston: Houghton, 2000].)

Unfortunately, the electronic information explosion has spawned numerous Web sites offering papers (including drafts) both for free and for sale. Literally thousands of papers are available on the Internet. Discuss this fact openly with your students; let them know that you know about such services as “The Evil House of Cheat,” the “Cheat Factory,” and “Research Papers Online.” Using a search engine such as AltaVista or Infoseek, you can type in the words “term paper and cheat,” which will provide you with the procedure for ordering a term paper. If you have access to the Web, you might explore to see what you can turn up. You might enlist the help of a student “techie” to help you with crime-busting techniques.

According to “Educators Fight Web of Deceit” (*Boston Globe*, May 23, 1997: B1), Franklin Pierce College librarian Anthony Krier is working on producing a list of cheat sites for educators. His goal is to help professors use search engines to type in a portion of a paper they believe to have been plagiarized, and to pull up the entire text. Krier will e-mail a list of forty-nine sites to educators who request it. The more professors are aware of what the cheat sites are, Krier feels, the less students will be tempted to use the sites. If you are seriously concerned about a case of plagiarism, check out the services of <http://www.plagiarism.com>.

However, you can help prevent students from being tempted to use online contraband by assigning papers that include such components as personal narratives. Another way to help prevent fraud is to ask students to include some discussion from your class in the paper, or any other criteria specific to your class. When assigning literature papers, avoid asking students to write on only one piece of literature (there are many papers on Faulkner’s “A Rose for Emily,” for
example). Instead, ask students to compare Faulkner’s story with something that you choose, or require a personal reader-response portion to the assignment, which should be written in class. Although on-the-spot writing lacks the polish of an out-of-class paper, it is always a good idea to ask students to write for you in class. This sample should go into their portfolios and become part of the assessment process. If the quality of any student’s in-class writing departs significantly from the quality of out-of-class work, always ask another teacher for a second opinion. Any clear case of deliberate plagiarism or fraud should be dealt with firmly and quickly, but make sure you have the support of your Writing Program director first, particularly if you are an inexperienced teacher of writing.

In the final analysis, because many teachers of writing are asked to teach large classes and many sections, there is a real possibility that some students will cheat. However, if we begin to believe that all our students are committing fraud because of the Internet, we do them and ourselves a serious disservice. Most of our students really do want to improve their writing; we can help them do that by providing ample opportunity for them to write and talk about their writing and research in meaningful ways in our writing classes.

The benefits of using computers for research will not be lost upon your students, who by now have already experienced the ease with which text can be manipulated and data stored. Other suggestions follow:

- Students using word processors should keep alphabetical lists of bibliographic entries, beginning with their working bibliography. This practice eliminates the need for frantic, last-minute trips to the library in search of bibliographic information; makes updating the information easier; and accomplishes in advance most of the work of compiling the final works-cited page.
- Although research notes entered into the word processor should not replace note cards, students should keep such notes on their reading. These might be kept in different files, which students continually review and annotate as their research progresses. They might even draft paragraphs with these notes that can later be merged into the first draft. Students who have access to laptop computers can use them in the library or wherever they are conducting their research.

WRITING ASSIGNMENTS

1. Narrate: Students who have concentrated on narration assignments throughout the course might have a number of personal narratives tracing their development as readers and writers and, now, as researchers. They might want
Teaching with a Purpose

to develop a book of their experiences, organizing each narrative account as a separate chapter or integrating all the narratives into a lengthy autobiography focused on reading and writing experiences. They might remember “story hour” at their public library, when the children’s librarian read stories or offered other special services to children. Students from rural areas might have memories of bookmobiles or limited or no access to public libraries. These students might remember the “libraries” in their own homes or in the homes of grandparents or childhood friends. International students might think about libraries in their home countries and tell stories about how they first used libraries as a resource for learning English. After students have used freewriting in their journals to help them remember early experiences, they might also want to investigate the origins of the word library in the *Oxford English Dictionary*. They might also want to research the history of public libraries in this country and compare public library systems in other countries.

2. Observe: Students might be interested in looking at how differently students work at their computer or in the library just prior to major examinations and at less stressful times in the term. Their earlier work on examination strategies may provide a model they can use in determining categories and styles of research. They might also compare differences in research among students and faculty from various disciplines: Are there distinct differences in how English majors, nursing majors, and business majors conduct research, and, if so, what are those differences? Students might formulate their own hypothesis or central question for their observation.

3. Investigate: If your campus has several “specialized” libraries hidden in various parts of the campus (physics, psychology, engineering), students might conduct several interviews to compare the levels of technology available at each specialized library. They might also go to the local public library to see what kinds of resources (including special services for the hearing impaired, older people, and so on) are offered there that are not offered at the campus library, and vice versa. Is there duplication of services that could be avoided if the public library and the campus library merged or collaborated on particular services or technology?

4. Collaborate: This excellent collaborative assignment could result in a major report that brings about changes in the system. In addition to teaching students the collaborative nature of research, the assignment allows an in-depth study of a specific area of library management, while at the same time providing students with a broad overview of how the various areas interrelate. The
assignment also engages students in concentrated civic responsibility: If there is a problem, what can we do about it? This is the central question that students will answer and in so doing learn the power that writing and research have to offer. Tone becomes an issue here as well, as students learn how to present issues logically and rationally. Technical writing students, in particular, will enjoy working on an appropriate format and design for this document. All students can participate in using the computer to produce a handsome and useful “guide.”

5. Read: Students, of course, do not believe that research has anything to do with adventure, which is why this assignment could provide a pivotal experience for some students as they embark on “academic adventures.” By creating a framework, perhaps of intrigue, within which to operate, students might produce film scripts or narratives that tell the story of their research trail. Their piece might become a sort of Agatha Christie whodunit of research, complete with clues and characters, both heroic and unsavory.

6. Respond: Weber’s article describes the national research and educational network that links various academic libraries (such as CARL) to a computer system. The national system allows researchers access to libraries that are hundreds of miles away. Weber calls this system a “library without walls” and discusses the positive aspects of the system and its potential dangers, particularly in relation to access. Students who respond to the article as if overwhelmed by the advances in technology will emphasize Weber’s negative points at the expense of the positive. Such students might want to consider the positive implications of doing research on such a system if they lived in an isolated area. Students who are excited by the advances might be encouraged to address the question of access (which would include education for those who lack appropriate computer skills and government funding for setting up systems in schools that lack access). However, the main point is to get students thinking about the applications (and implications) of computer technology for academic research.

7. Analyze: The nature of research includes finding information from a variety of print and nonprint sources: books, periodicals, Web sites, personal interviews, personal history. All these sources can enrich the others by revealing slightly different perspectives. What’s most important is not how many sources students can find, but how well they can assess their sources and how they use their sources in their papers. Regardless of source, students need constant
reminding that all ideas, concepts, and direct and indirect quotes must be carefully and adequately documented.

8. Evaluate: It is difficult to discuss plagiarism with students without ending up preaching to them and putting them to sleep. However, asking them to research your university’s definition of plagiarism engages them directly in the complexities of the problem. Particularly when research technology is expanding and placing new demands on the researcher, the concept of plagiarism is being redefined. Students might consider whether or not the definition in their college catalogue is adequate for current research technologies. You might procure definitions from other institutions and ask students to determine which definition they feel best defines plagiarism. Students might write a new definition, which they could submit to the appropriate office on your campus. After they have reached an understanding of what plagiarism is and when a writer is in danger of committing it, students will find that documentation strategies take on more meaning.

9. Argue: This assignment might become a major project for which students will also conduct interviews with librarians, computer programmers, freshman English instructors and students, and researchers in other fields. Technical writing students might be interested in developing a detailed instruction manual for researchers, including a special section for how teachers and librarians might help create a strong research connection. In addition to addressing their comments to the director of the library and the freshman writing program, students might develop a feature article for the campus newsletter or bring a proposal to the student senate.

10. Argue: This assignment might be a follow-up or final step in a major research project. The final draft of the research project can be included as a sample of what such research can add to a paper. Students might present two versions of their research: one with only traditional library sources, the other with additional field research. This can illustrate for students the power of primary, nontraditional research as they examine the papers side by side and discover how their central argument changes or becomes stronger through the use of field research. Students could also gather published research and analyze how the authors have used primary research.
No matter what the writing assignment, students can come to the Writing Center to work with trained tutors. If your requirements for researching topics are quite specific, you might want to call the Writing Center director and explain what your students are working on. This will enable the director to alert the tutors to the types of questions students will have and to how tutors might assist students. In addition, any handouts you have prepared for your students will be useful for the director as well. Tutors can help students at all stages of the research process, just as they help students with all writing projects, by showing students how to break down information and tasks. In addition, tutors can help students formulate theories, respond to what they are reading, and evaluate and carefully select information. Finally, tutors can assist in all stages of the writing, from planning and thinking-in-writing, to explaining and developing points using the research they have found, to organizing the material, to final editing, source documentation, and formatting. If possible, arrange for a tutor to visit your classroom on days your students are working on research, which will enable you to hold private conferences in the class while the tutor works with designated students.

ADDITIONAL SUGGESTIONS FOR THE COLLABORATIVE CLASSROOM

Students need writing groups and peer response groups to help them move through each step of the research process. Some suggestions for collaboration follow.

- As they choose topics, students might exchange potential topics and write evaluations using the guidelines on pages 341–342. Students might also interview one another about potential topics, asking why this topic is important, whether it is researchable, who will be interested in reading it, and so forth.

- If students have kept research journals, you might ask them to exchange journals or notes or read their own entries in small groups as a way of exchanging various research strategies and tracking one another’s ongoing research. For this extended project, stable writing groups should meet regularly to review topics and progress and offer well-informed responses. This can also be a means of checking note cards and later of offering evaluations of working theses, outlines, and drafts.

- As a library project early in the process, you might send students to work together in the library on a “library scavenger hunt” that introduces them to
various reference materials, such as the card catalogue or government document indexes. Some such exercises are described in W. Keith Kraus, *Murder, Mischief, and Mayhem*: (1) “What happened on the day you were born?”; (2) “Pick one movie made in the year _____ and tell what the critics thought about it”; (3) “Find and peruse an issue of *Popular Mechanics* published between 1902 and 1925 and report on one of the more bizarre inventions of the day” (131–133).

**SOURCES AND ADDITIONAL REFERENCES**

Aviva Freedman and Ian Pringle explain students’ difficulty with research papers in terms of the cognitive demands of the task in “Writing in the College Years: Some Indices of Growth,” *College Composition and Communication* 31 (1980): 311–24. Freedman and Pringle propose evaluating the success of “maturity” of research papers in terms of the degree to which “the primary data within the essay is classified, ordered, and integrated within some superordinate hierarchic conceptual pattern” (317). In other words, they propose that we evaluate this assignment according to the degree to which the student has advanced his or her own argument and used the primary data to substantiate that argument.


Margaret Kantz offers analysis and advice for teaching students to integrate research into their writing in “Helping Students Use Textual Sources Persuasively,” *College English* 52 (1990): 74 – 91.

Among the explosion of texts addressing the needs of student researchers and the Web, including citation guidelines, see Nick Carbone’s *Writing Online: A Student’s Guide to the Internet and the World Wide Web*, Third Edition (Boston: Houghton Mifflin, 2000).