

Fifteenth Edition

Writing Research Papers

# 新视线国际英语 学术论文写作教程

第15版

William Coyle  
Joe Law  
编著

- ◆ 美国主流学术论文写作教材
- ◆ 含2009年最新MLA格式更新
- ◆ MLA、APA、CMS三种不同格式的详尽讲解
- ◆ 调查报告、学期论文、毕业论文、国内外学术期刊论文写作的参考标准

50余年经典  
长销不衰



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学术论文写作教程**

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Writing Research Papers

William Coyle & Joe Law

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# 前言

写一篇有影响力的论文需要的不仅仅是运气和灵感……

用英语进行写作，对于每个人来说都不是简单的工作。然而，每个人在写作过程中的坚持和付出的勤奋总会有回报的。除了收获喜悦和成就感，还会让你在研究调查的过程中激发起自己对某个事物的好奇心和想象力。学术论文的写作不但如此，而且还会对今后的学习、研究以及工作大有裨益。每一个面对学术论文写作任务的人总会碰到各种困难，比如如何入手研究、如何查找资料、如何使用图书馆、如何确定题目、如何做笔记、如何列提纲，如何开篇、如何收尾、采用何种风格、使用何种引文格式等等。这些问题都会在这本书中找到答案。

本书自1959年首次在美国出版以来，很快就成为美国最受欢迎的主流写作教材之一，历经半个多世纪，进行了多达14次修订，以全新的语料和信息服务于读者。一本好书经历这么长时间才与中国读者见面，有点可惜，但犹未为晚。希望本书正好在您计划写调查报告、准备学期论文、毕业论文或者准备向国内外期刊发表文章的时候助您一臂之力。

从选择合适的题目到通读校对已经完成的论文，本书会帮助你自信地写出一篇成功的论文。本书的讲解直接明了、循序渐进，并以具有时效性的例子和实用性的练习作支撑，提供了独一无二的写作指导。本书中的专家指导会帮你应对整个研究过程，从而写出你最好的论文。

打开这本便于使用、时效性强的论文写作手册，你很快就会发现本书的第15版有如下的特点：

1. **新的论文范文。**除去旧版提供的两篇论文范文之外，最新版又增加了两篇新的范文，并对已有的一篇范文进行了重要的修订。这些新的论文更注重对于网络资源的使用，更具有时代的特点。同时，这些论文范文都有对应的注解，详细指导你解决在写作过程中有可能遇到的问题。
2. **文献注解样式的最新信息。**本书提供完整的APA、MLA和CMS的引文注解格式的详细要求；同时还特别包括了2009年3月新出版的*MLA Handbook for Writers of Research Papers*（第七版）中的显著变化。
3. **关于剽窃的最新信息。**本书提供了范文以演示各种严格避免剽窃的要求，提醒你在整合、改述和概述别人的材料时有哪些“要做”和“不要做”的事情。
4. **关于网上研究的最新资料。**本书对如何使用最好的方法寻找、评价和整合网上资料来

完成一篇论文做了全面的介绍。

5. **大量的书本、网上练习及活动。**这些练习和活动强化和巩固你对本书重要的章节内容的理解和掌握。

除了以上特点，本书还会帮助你克服论文写作中遇到的以下困难：

1. **如何更有效地着手研究。**论文的准备阶段总是论文写作最困难的一步。每个人应该对自己确实感兴趣的题目进行研究。一旦找到一个合适的主题，你会出乎意料地发现，你做研究的过程其乐无穷。本书的第1章对前期研究阶段提供了一些有益的技巧，如：使用自己原有的知识积累、记录研究日志、头脑风暴等。同时也提醒那些没有经验的作者在两方面加以特别注意，即：确定论文的目的和明确论文的潜在的读者。
2. **如何使用图书馆。**有人第一次进入学术性图书馆的时候多少会有些茫然，尤其是对一些诸如网络编目和在线搜索等现代化手段更是不知所措。第2章介绍了使用图书馆的策略，包括如何利用网络搜索信息。第3章对专业的参考资料的来源进行了详细的介绍，重点强调了期刊索引的使用。同时第2、3章中列出了更多的一般性和专业性的参考作品。
3. **如何搜索、评价以及组织材料。**现在很多人过多地依赖从网上搜索来的材料，对其可靠性和实用性不假思索。本书鼓励学生权衡网络资源和图书、期刊资源，并合理使用这些资源。本书第4章还建议使用其他资源，如采访和直接观察等。除了传统形式的笔记记录，本书还指导学生如何使用电脑记录、网络下载、影印等新的记录形式。本书第5章特别用一章的篇幅来提醒读者，任何形式的剽窃，不管是有意还是无意，都是不应该的，并对各种避免剽窃的方法进行了详细的讨论。
4. **如何写论文。**第6章从常规的角度讨论了提纲的写法，并附上练习题供学习者练习提纲的写作步骤和方法。每一篇论文都不是一蹴而就的。第7章和第8章分别讨论了论文初稿的写作步骤和论文终稿的准备。
5. **如何以恰当的格式对论文进行注解。**论文的注解使用最多的是MLA格式，在本书第9章中也做了详细的描述。同时本章中对MLA格式的最新要求，如电子媒体的资料引述也做了详细描述。三篇论文范文帮助读者了解MLA格式在实际论文写作中的具体用法。第10章介绍的是APA格式，并附上了一篇论文范文，以加深对这种注解格式的理解。同时附录B中还对另一种注解格式—CMS—进行了描述。

如同一次盛宴一样，我们把这本书呈现在大家眼前，以飨需要的读者。

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# To the Instructor

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*Few moments are more pleasing than those in which the mind is concerting  
measures for a new undertaking.*

**THE RAMBLER, NO. 297**

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Much has changed in the fifty years that have passed since William Coyle's *Research Papers* first appeared in 1959, particularly the ways in which students can gather and record information. It is possible to search the card catalogs of a number of libraries simultaneously, retrieve the full text of a journal article and download it as a computer file, distribute questionnaires worldwide via e-mail, view rare manuscripts, and do any number of other things undreamed of in the mid-twentieth century. Despite such transformations in the tools and materials used in research, however, the basic tasks remain the same. Writers still must determine a topic, widen their understanding of it, develop a working hypothesis, plan and draft their work, and eventually produce a paper that presents their claim in a well-documented argument. And, along the way, they should expect to revise their thinking about the topic and return to earlier "steps" they had thought they had completed.

The fifteenth edition of *Writing Research Papers* reflects all of these aspects of writing a research paper in a new century. That is, while it provides guidance for such things as evaluating sources on the Internet and documenting a posting to an online discussion group, it also continues to stress the importance of planning and revising in crafting a paper.

## **NEW TO THIS EDITION**

Two sample papers are new to this edition—James Kebler's paper on John P. Parker and Melissa Lofts's paper on the benefits of breastfeeding—and Paul Sanchez's paper on animal hoarding has been significantly revised. All three draw more substantially on online sources than samples in earlier editions. In addition, facing-page commentary has been added to the APA paper.

## **GETTING STARTED**

All too often students approach a writing assignment in a haphazard manner, trusting inspiration or luck to carry them from one sentence to the next. The term *research process* and the description of a step-by-step procedure may mislead them into assuming that writing is a sequence of mechanical activities conducted like a precision drill. To be understandable and clear, a description of research writing must be sequential; but the actual writing, of course, will not follow a linear

## 8 To the Instructor

progression. Still, following a systematic procedure in writing their research papers should make them better writers and, perhaps, better students as well.

Getting a paper under way is often the most difficult phase of the writing process. Students should be urged to search for a topic that truly interests them. If they find one, they may discover, perhaps to their surprise, that research can be enjoyable. Chapter 1 suggests such preliminary techniques as a mental inventory, a research log, and brainstorming. Also discussed are two considerations often given insufficient attention by inexperienced writers—determining the purpose of a paper and identifying its potential audience.

### USING THE LIBRARY

Students are often bewildered by their first encounter with an academic library, and recent innovations like online catalogs and computer searching may heighten their apprehension. A single long chapter on the library might be rather intimidating, so general library search strategies (including Internet searches) are explained in Chapter 2, and specialized reference tools are described and illustrated in Chapter 3. The latter chapter emphasizes periodical indexes. The ability to use such works in print or in electronic form could be a valuable by-product of a student's research project. Chapters 2 and 3 list many more general and specialized reference works.

### FINDING, EVALUATING, AND ORGANIZING MATERIAL

Today students often wish to rely solely on information found on the Internet, in many cases without stopping to evaluate its reliability or usefulness. *Writing Research Papers* encourages them to balance those resources with books and periodicals—and to assess all of those sources critically. In addition, Chapter 4 suggests still other sources of information, such as interviews and direct observation. For recording notes, computerization and the use of photocopies are increasingly common strategies, perhaps even the dominant mode. No matter what medium a student uses—note cards, photocopies, downloaded computer files—the principles recommended here will still apply. Because plagiarism, either accidental or intentional, can occur during the collection of material and also in the actual writing of a paper, this subject is discussed in Chapter 5, which comes between the sections of the book dealing with collecting information and those dealing with writing the paper.

### WRITING THE PAPER

There are few subjects on which composition teachers disagree so drastically as the purpose and the value of outlining. Some feel that devising a logical outline is an effective way of ensuring unity and coherence; some insist that each essay is unique and should develop its own structure by a gradual, organic process. For proponents of outlining, Chapter 6 discusses outlines from a fairly conventional point of view and contains exercises involving outlining procedures and conventions.

To emphasize that a successful paper is usually composed in stages, not dashed off in a single sitting, the rough draft is discussed in Chapter 7 and the final copy in Chapter 8. Various methods of introducing quotations are illustrated; students are encouraged to blend quotations into their text and, in fact, to summarize borrowed material rather than overload a paper with quotations. These chapters also suggest that students learn to take advantage of the many features available in word processing packages as aids in both developing their ideas and producing the final product. Students can move large blocks of text and quickly produce multiple versions of sentences or

paragraphs as they search for the best expression of their ideas. Although manual typewriters have all but disappeared, many writers use a computer as though it were one, typing a new header on each page and centering titles manually. Students should be advised to learn how their software can handle these areas as well. Students should consult handbooks for mechanics, but a summary of punctuation marks as they are used with quotations (pages 114–115) is included for quick reference.

Chapter 8 discusses the revision of a paper, including the importance of conciseness, accuracy, and gender-neutral language. Sample papers in Chapters 9 and 10 illustrate different styles of documentation, but they can also be useful examples of various types of papers. During the early stages of the research assignment, you might ask students to read all four papers to get a general impression of content, style, and manuscript form.

## DOCUMENTING A PAPER

The MLA style of documentation is dominant in English courses, and it receives the most detailed treatment in this book. The forms recommended are those described in the seventh edition of the *MLA Handbook for Writers of Research Papers* (2009). The citation of electronic media is covered in detail. Citing references within the text and keying the citations to a list of Works Cited is easy to master, and students quickly come to appreciate the simplicity and the efficiency of this procedure. Some students' styles improve because in-text citation facilitates the blending of quotations into their text. Because a citation in parentheses is so much easier to write than a footnote or an endnote, it is possible that the incidence of plagiarism will be reduced. The features of MLA style are illustrated in Chapter 9 in a sample paper with commentary on the facing pages. Because many instructors assign literary topics for research papers, a brief paper on Kate Chopin's "The Story of an Hour" also is included in Chapter 9.

Because the discussion of documentation takes up more space in this book than important matters like content, organization, and style, perhaps students should be reminded that bulk is not always a measure of importance. A student using MLA style should know the standard forms for books and periodicals (pages 133–134 and pages 141–142). For a source that deviates from the norm, an example can be found by consulting the checklist on page 132. A second checklist (page 132) is an index to special problems that are illustrated by bibliographic examples.

The style recommended by the American Psychological Association (APA) is described in Chapter 10 and is illustrated by a sample paper. This chapter, which deals with both print and electronic sources, follows the fifth edition of the *Publication Manual of the American Psychological Association* (2001). If your students plan to major in one of the social sciences or in education, you might want them to document their papers in APA style. Actually, MLA and APA styles are similar enough that a student who masters one can readily adapt to the other. The other documentation system your students are likely to encounter is the *Chicago Manual of Style* (15th ed., Chicago: U of Chicago P, 2003). It is described briefly in Appendix B.

*Writing Research Papers* can be adapted to whatever degree of supervision you consider appropriate. Students who have written research papers in high school may need little classroom discussion of research procedures and can use the book as a "self-paced" guide supplemented by individual conferences with you. If, on the other hand, your students are not familiar with research techniques, *Writing Research Papers* follows the preparation of a paper from the search for a topic to the final proofreading and is organized in sections that can be assigned on a day-to-day basis. The book is also suitable for group research projects, in which three or four students investigate a subject cooperatively—a teaching procedure that some instructors find effective. Collaborative research is discussed in the *Instructor's Manual*, which is available from Cengage Learning. The

## 10 To the Instructor

manual also contains notes on each chapter, some supplementary exercises, and answer keys to exercises when needed.

Like a special family dinner, *Writing Research Papers* contains more of everything than is actually necessary. There are more exercises than most instructors will use, so you can select the ones that best meet the needs of a class or individual students. There are more reference works listed in Chapters 2 and 3 than any one student will need, but the range of reference works and the descriptions of various documentation styles should make the book useful to students when they take courses in other departments. Although many students sell or discard textbooks as soon as a course is over, they should be encouraged to retain *Writing Research Papers* for future use.

The headnote quotations for each chapter are taken from the writings of Samuel Johnson, an exemplar of diligence and downright common sense; they may sustain both you and your students through the trials and triumphs of research.

## A FAREWELL

I am saddened to note the passing of William Coyle. His name remains on the textbook he first published half a century ago, and I trust that it remains true to his vision.

## ACKNOWLEDGMENTS

I would like to express gratitude to the staff of the Paul Laurence Dunbar Library at Wright State University for their assistance, confirming the wisdom of this manual's advice to consult a librarian when questions arise. I am particularly grateful to the Wright State University Libraries and to the administrators of OhioLINK for permission to reproduce illustrations demonstrating features of the online card catalog and sample online databases.

I am indebted to the following reviewers for their helpful comments and suggestions: Christine Ferguson, Scottsdale Community College; Karen Herreid, Riverland Community College; Steve Holland, Muscatine Community College; Kristen Holland, Franklin University; Michael Hricik, Westmoreland County Community College; and Jeremy Venema, Mesa Community College.

JOE LAW



# To the Student

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***Composition is, for the most part, an effort of slow diligence and steady perseverance, to which the mind is dragged by necessity or resolution, from which the attention is every moment starting to more delightful amusements.***

**THE ADVENTURER, NO. 138**

Writing, as Samuel Johnson pointed out so long ago, is hard work. However, the sustained diligence it requires can also bring rewards—delight, even—if you have chosen to investigate a topic that arouses your curiosity and stirs your imagination. Developing and writing a good research paper can also have practical benefits in acquainting you with procedures and skills that you will need in future courses. In any field you can expect to be required to use the library efficiently, to interpret and organize ideas, and to document borrowed materials. Because *Writing Research Papers* is designed to be useful to you throughout your college career, it contains far more reference works and examples of documentation than you will need for a single paper. It has been made as inclusive as possible so that it can be used as a guide in advanced courses. Even if you usually sell textbooks back to the bookstore, you would be wise to keep this one on your bookshelf.

Documentation (listing the sources used in a paper and crediting a source for each piece of borrowed language or summarized information) seems daunting to some students and distracts them from more important matters like organizing material logically and writing clearly. The system of documentation used in this manual is that of the Modern Language Association (MLA style). It is simple and easy to use. Do not be intimidated by the lengthy set of examples in Chapter 9. Once you master the basic forms for a book (pages 133–134) and a periodical (pages 141–142), you can adapt variant forms to them. Another system in widespread use is that of the American Psychological Association (APA style), which is described and illustrated in Chapter 10. If you major in education or one of the social sciences, you will need to become familiar with this style. Actually, APA and MLA styles are similar enough that if you master one, you can easily adapt to the other. The intricacies of documentation are not as important as finding effective support for a suitable topic and writing the results in a pleasing and appropriate style.

The ability to gather, interpret, and organize information is a valuable skill in college and in almost any business or profession. The purpose of this manual is to help you attain and use that skill.

JOE LAW

# Timetable

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When your research paper is assigned, estimate the time that each phase will require. Set a target due date to complete each phase, and write it down in the first column. When you actually complete the phase, write that date down in the second column. Some phases, of course, will be accomplished simultaneously, and some will be accomplished in an order different from the listing below.

	Due date	Date completed
Choose subject	_____	_____
Begin exploratory reading	_____	_____
Narrow subject to a topic	_____	_____
Formulate tentative thesis	_____	_____
Compile source cards	_____	_____
Select main topics	_____	_____
Begin note taking	_____	_____
Prepare working outline	_____	_____
Write first draft	_____	_____
Revise first draft	_____	_____
Write second draft	_____	_____
Revise second draft	_____	_____
Write final draft	_____	_____
Proofread	_____	_____
Double-check citations	_____	_____
Submit paper	_____	_____

## Chapter I

# Shaping Your Topic

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*It is indeed true that there is seldom any necessity of looking far or inquiring long for a proper subject.*

**THE RAMBLER, NO. 184**

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Everyone engages in some form of research almost every day, though usually without thinking of it as research. If you have a free evening and want to go to a movie, you may pick up a newspaper or go online and look through the movie reviews to help you decide what you want to see. Or you may ask your friends for their recommendations. If you're in the market for a new car, you may search the Internet for the one that best fits your needs and your budget, and you may look for the best deal on that model in the same way. Anyone who wants to decide what college to attend, predict which team will win the Super Bowl, invest in stock, buy a house, plan a vacation, or find the best price on a pair of sneakers will need to conduct some form of research to achieve those goals.

Research is just as important in people's professional lives. Farmers watch the commodities market, politicians study polls, physicians constantly learn about new drugs and medical procedures, accountants must keep up with changing tax codes each year, lawyers search out precedents to apply to new cases at hand, purchasing agents find the best source for materials, teachers learn new teaching strategies and technologies, and managers determine the effectiveness of a company's advertising campaigns. In short, in one form or another, everyone carries out some sort of research all the time.

For students, research often takes the form of research papers. Instructors in various courses may assign papers on street gangs, term limits for legislators, the Vichy government during World War II, affirmative action, the film version of a Jane Austen novel, or any of a thousand other topics.

The main difference between academic research and other types is the conditions under which it is carried out. Research undertaken in a class will probably emphasize the process itself. You will have to select and limit a topic, you probably will be asked to report on your progress along the way, and you will produce a formal document at the end of the process. Although professional and personal research also involves selecting and narrowing a topic, you are less likely to be conscious of it. Such things as knowing you need to replace a printer at work and deciding to find out what other movies a particular actor has made will automatically narrow the topic *and* scope of your research for those purposes. There is usually an end product too, whether it takes the form of an action, an informal conversation, or a short memo.

This book concentrates on the more formal sorts of research you will be asked to do for your classes, but in carrying out the activities described here you should be looking for ways to draw on this experience to do research in other courses and outside school as well.

## CONDUCTING YOUR RESEARCH

In conducting research, as the second syllable of the word implies, you *search* for information. As the first syllable implies, searching calls for *repeated* effort. But looking for material is only part of your task; you also analyze, interpret, evaluate, organize, and write the results of your search. The first steps in this procedure are choosing a suitable topic, finding a tentative central purpose or thesis, watching for useful books and journals, and considering aspects of the topic that might make up the basic plan of your paper.

Although you will use this book to prepare a research paper for your composition class, it will acquaint you with a basic research process applicable to future assignments in any of your courses, from brief reports to full-scale term papers. Preparing a research paper is not as systematic as the word *process* suggests, but in general you follow these steps:

1. You begin with a broad *subject* area and a general idea, a provisional conjecture about that subject (a hypothesis).
2. As you read and think about your subject and consider your purpose and prospective audience, you narrow the subject to a *topic*.
3. As you determine what you hope to accomplish in your paper, you reduce your original hypothesis into a definite idea about your topic—a *thesis*.
4. You investigate your topic by reading books and articles and by exploring other sources of information in search of material to support your thesis and then recording it on *note cards* or some other easily retrievable format.
5. You organize your notes in a sensible *plan*.
6. You write the results of your research in an organized essay, *documenting* the sources of all borrowed facts and opinions.

Laying out the research process as six discrete steps is somewhat misleading because preparing a research paper—like all writing—is not a linear procedure. You will often be

engaged in two or more phases of the process at the same time. Occasionally you will need to turn back to a phase already discussed in class, and at other times you will need to look ahead to a phase not yet covered. As in most endeavors, there will be false starts, duplication of effort, changes of direction, wasted time, and outright blunders. To minimize such frustrations, this book traces the procedure from the search for a topic to the final proofreading. Following the general pattern of this process will save you time and trouble, but do not consider it a set of unalterable rules. No two people work in exactly the same way, and you should adapt the suggested procedures to your own work habits.

## MAKING PRELIMINARY DECISIONS

As you begin your research, considering some basic questions about the nature of your paper, your purpose, and your audience may help you find a workable topic.

### The Nature of Your Paper

Be certain that you know whether your instructor expects a *report* or an *argument*. The first is a record of your research, and the second develops a viewpoint about that research. For example, explaining the operation of state lotteries would be a report; contending that lotteries are unfair because they are played by low-income people and, in effect, reduce taxes for nonplayers would be an argument. A description of juvenile work camps would be a report; an essay claiming that the camps are ineffective would be an argument.

A report is concerned with *who* or *what*; an argument also considers *why* or *how*. An argument not only presents information but also analyzes and interprets it in relation to a thesis—a statement of purpose, a proposition to be examined, an interpretive judgment, a central idea. To write an argument, you acquaint yourself thoroughly with a narrow topic, devise a valid thesis, and develop it with your own ideas and with material drawn from a variety of sources. A report simply conveys