

CHAPTER 1: Starting with Inquiry: Habits of Mind of Academic Writers

Steps to Inquiry

1. **Observe.** Note phenomena or behaviors that puzzle you or challenge your beliefs and values.
2. **Ask questions.** Consider why things are the way they are.
3. **Examine alternatives.** Explore how things could be different.

Steps to Seeking and Valuing Complexity

1. **Reflect on what you observe.** Clarify your initial interest in a phenomenon or behavior by focusing on its particular details. Then reflect on what is most interesting and least interesting to you about these details, and why.
2. **Examine issues from multiple points of view.** Imagine more than two sides to the issue, and recognize that there may well be other points of view too.
3. **Ask issue-based questions.** Try to put into words questions that will help you explore why things are the way they are.

Steps to Joining an Academic Conversation

1. **Be receptive to the ideas of others.** Listen carefully and empathetically to what others have to say.
2. **Be respectful of the ideas of others.** When you refer to the opinions of others, represent them fairly and use an evenhanded tone. Avoid sounding scornful or dismissive.
3. **Engage with the ideas of others.** Try to understand how people have arrived at their feelings and beliefs.
4. **Be flexible in your thinking about the ideas of others.** Be willing to exchange ideas and to revise your opinions.

Steps to Collecting Information and Material

1. **Mark your texts as you read.** Note key terms; ask questions in the margins; indicate connections to other texts.
2. **List quotations you find interesting and provocative.** You might even write short notes to yourself about what you find significant about the quotes.
3. **List your own ideas in response to the reading or readings.** Include what you've observed about the way the author or authors make their arguments.
4. **Sketch out the similarities and differences among the authors whose work you plan to use in your essay.** Where would they agree or disagree? How would each respond to the others' arguments and evidence?

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Steps to Drafting

1. **Look through the materials** you have collected to see what interests you most and what you have the most to say about.
2. **Identify what is at issue**, what is open to dispute.
3. **Formulate a question** that your essay will respond to.
4. **Select the material you will include**, and decide what is outside your focus.
5. **Consider the types of readers** who might be most interested in what you have to say.
6. **Gather more material** once you've decided on your purpose—what you want to teach your readers.
7. **Formulate a working thesis** that conveys the point you want to make.
8. **Consider possible arguments** against your position and your response to them.

Steps to Revising

1. **Draft and revise the introduction and conclusion.**
2. **Clarify any obscure or confusing passages** your peers have pointed out.
3. **Provide details and textual evidence** where your peers have asked for new or more information.
4. **Check to be sure you have included opposing points of view** and have addressed them fairly.
5. **Consider reorganization.**
6. **Check to be sure every paragraph contributes clearly to your thesis or main claim**, and that you have included signposts along the way, phrases that help a reader understand your purpose (“Here I turn to an example from current movies to show how this issue is alive and well in pop culture.”).
7. **Consider using strategies you have found effective in other reading** you have done for class (repeating words or phrases for effect, asking rhetorical questions, varying your sentence length).

CHAPTER 2: From Reading as a Writer to Writing as a Reader

Steps to Analyzing a Text Rhetorically

1. **Identify the situation.** What motivates the writer to write?
2. **Identify the writer's purpose.** What does the writer want readers to do or think about?
3. **Identify the writer's claims.** What is the writer's main claim? What minor claims does he or she make?
4. **Identify the writer's audience.** What do you know about the writer's audience? What does the writer's language imply about the readers? What about the writer's references? The structure of the essay?

CHAPTER 3: From Identifying Claims to Analyzing Arguments

Steps to Identifying Claims

1. **Ask:** Does the argument assert that a problem or condition has existed, exists, or will exist? If so, it's a claim of fact.
2. **Ask:** Does the argument express an evaluation of a problem or condition that has existed, exists, or will exist? If so, it's a claim of value.
3. **Ask:** Does the argument call for change, and is it directed at some future action? If so, it's a claim of policy.

Steps to Evaluating Support for a Claim

Ask yourself:

1. **Is the source recent?** Has it been published in the past few years? How have things changed since then? If the source was not published recently, is it still an important part of the conversation worth acknowledging?
2. **Is the source relevant?** Does the evidence have real bearing on the claim? Is it pertinent? Is it typical of a larger situation or condition?
3. **Is the source reliable?** Does the evidence come from recognized experts and authoritative institutions?
4. **Is the source accurate?** Are the data presented in the source sufficient? Have they been gathered, interpreted, and reported responsibly? How do they compare with other data you have found?

Steps to Analyzing an Argument

1. **Identify the type of claim.** Is it a claim of fact? Value? Policy?
2. **Analyze the reasons used to support the claim.** Are they recent? Relevant? Reliable? Accurate?
3. **Identify concessions.** Is there another argument that even the author acknowledges is legitimate?
4. **Identify counterarguments.** What arguments contradict or challenge the author's position?

CHAPTER 4: From Identifying Issues to Forming Questions

Steps to Identifying Issues

1. **Draw on your personal experience.** Start with your own sense of what's important, what puzzles you, or what you are curious about. (Then build your argument by moving on to other sources to support your point of view.)
2. **Identify what is open to dispute.** Identify a phenomenon or some idea in a written argument that challenges what you think or believe.
3. **Resist binary thinking.** Think about the issue from multiple perspectives.
4. **Build on and extend the ideas of others.** As you read, be open to new ways of looking at the issue. The issue you finally write about may be very different from what you set out to write about.
5. **Read to discover a writer's frame.** What theories or ideas shape the writer's focus? How can these theories or ideas help you frame your argument?
6. **Consider the constraints of the situation.** Craft your argument to meet the needs of and constraints imposed by your audience and form.

Steps to Formulating an Issue-Based Question

1. **Refine your topic.** Examine your topic from different perspectives. For example, what are the causes of homelessness? What are its consequences?
2. **Explain your interest in the topic.** Explore the source of your interest in this topic and what you want to learn.
3. **Identify an issue.** Consider what is open to dispute.
4. **Formulate your topic as a question.** Use your question to focus your inquiry.
5. **Acknowledge your audience.** Reflect on what readers may know about the issue, why they may be interested, and what you would like to teach them.

CHAPTER 5: From Formulating to Developing a Thesis

Steps to Formulating a Working Thesis: Three Models

1. **Misinterpretations model:** “Although many scholars have argued about X and Y, a careful examination suggests Z.”
2. **Gap model:** “Although scholars have noted X and Y, they have missed the importance of Z.”
3. **Modification model:** “Although I agree with the X and Y ideas of other writers, it is important to extend/refine/limit their ideas with Z.”

Steps to Establishing a Context for a Thesis

1. **Establish that the issue is current and relevant.** Point out the extent to which others have recognized the problem, issue, or question that you are writing about.
2. **Briefly review what others have said.** Explain how others have addressed the problem, issue, or question you are focusing on.
3. **Explain what you see as the problem.** Identify what is open to dispute.
4. **State your thesis.** Help readers see your purpose and how you intend to achieve it – by correcting a misconception, filling a gap, or modifying a claim others have accepted.

CHAPTER 6: From Finding to Evaluating Sources

Steps to Identifying Sources

1. **Consult experts who can guide your research.** Talk to people who can help you formulate issues and questions.
2. **Develop a working knowledge of standard sources.** Identify the different kinds of information that different types of sources provide.
3. **Distinguish between primary and secondary sources.** Decide what type of information can best help you answer your research question.
4. **Distinguish between popular and scholarly sources.** Determine what kind of information will persuade your readers.

Steps to Searching for Sources

1. **Perform a keyword search.** Choose a word or phrase that best describes your topic.
2. **Try browsing.** Search an alphabetical list by subject.
3. **Perform a journal or newspaper title search.** Find relevant citations by identifying the exact title of a journal or newspaper, or searching by subject.

Steps to Evaluating Library Sources

1. **Read the introductory sections.** Get an overview of the researcher's argument.
2. **Examine the table of contents and index.** Consider the most relevant chapters to your topic and the list of relevant subjects.
3. **Check the notes and bibliographic references.** Identify the authors a researcher refers to (do the names come up in many different books?) and the titles of both books and articles.
4. **Skim deeper.** Read chapter titles and headings and topic sentences to determine the relevance of what you are reading for your own research.

Steps to Evaluating Internet Sources

1. **Evaluate the author of the site.** Determine whether the author is an expert.
2. **Evaluate the organization that supports the site.** Find out what the organization stands for and the extent of its credibility.
3. **Evaluate the purpose of the site.** What interests are represented on the site? What is the site trying to do? Provide access to legitimate statistics and information? Advance an argument? Spread propaganda?
4. **Evaluate the information on the site.** Identify the type of information on the site and the extent to which the information is recent, relevant, accurate, and reliable.

CHAPTER 7: From Summary to Synthesis: Using Sources to Build an Argument

Steps to Writing a Paraphrase

1. **Decide whether to paraphrase.** If your readers don't need all the information in the passage, consider summarizing it or presenting the key points as part of a summary of a longer passage. If a passage is clear, concise, and memorable as originally written, consider quoting instead of paraphrasing. Otherwise, and especially if the original was written for an academic audience, you may want to paraphrase the original to make its substance more accessible to your readers.
2. **Understand the passage.** Start by identifying key words, phrases, and ideas. If necessary, reread the pages leading up to the passage, to place it in context.
3. **Draft your paraphrase.** Replace key words and phrases with synonyms and alternative phrases (possibly gleaned from the context provided by the surrounding text). Experiment with word order and sentence structure until the paraphrase captures your understanding of the passage, in your own language, for your readers.
4. **Acknowledge your source.** That's the only sure way to protect yourself from a charge of plagiarism.

Steps to Writing a Summary

1. **Describe the key claims of the text.** To understand the shape and direction of the argument, study how paragraphs begin and end, and pay attention to the author's point of view and use of transitions. Then combine what you have learned into a few sentences describing the key claims.
2. **Select examples to illustrate the author's argument.** Find one or two examples to support each key claim. You may need only one example when you write your summary.
3. **Present the gist of the author's argument.** Describe the author's central idea in your own language with an eye to where you expect your argument to go.
4. **Contextualize what you summarize.** Cue your readers into the conversation. Who is the author? Where and when did the text appear? Why did the author write? Who else is in the conversation?

CHAPTER 7: From Summary to Synthesis: Using Sources to Build an Argument

Steps to Writing a Synthesis

1. **Make connections between and among different texts.** Annotate the texts you are working with, with an eye to comparing them. As you would for a summary, note major points in the texts, choose relevant examples, and formulate the gist of each text.
2. **Decide what those connections mean.** Fill out a worksheet to compare your notes on the different texts, track counterarguments, and record your thoughts. Decide what the similarities and differences mean to you and what they might mean to your readers.
3. **Formulate the gist of what you've read.** Identify an overarching idea that brings together the ideas you've noted, and write a synthesis that forges connections and makes use of the examples you've noted. Use transitions to signal the direction of your synthesis.

Steps to Avoiding Plagiarism

1. **Always cite the source.** Signal that you are paraphrasing, summarizing, or synthesizing by identifying your source at the outset – “According to James Gunn,” “Clive Thompson argues,” “Cynthia Haven and Josh Keller...point out.” And if possible, indicate the end of the paraphrase, summary, or synthesis with relevant page references to the source. If you cite a source several times in your paper, don't assume that your first citation has you covered; acknowledge the source as often as you use it.
2. **Provide a full citation in your bibliography.** It's not enough to cite a source in your paper; you must also provide a full citation for every source you use in the list of sources at the end of your paper.

Steps to Integrating Quotations into Your Writing

1. **Take an active stance.** Your sources should contribute to your argument, not dictate its direction.
2. **Explain the quotations.** Explain what you quote so your readers understand how each quotation relates to your argument.
3. **Attach short quotations to your own sentences.** Integrate short quotations within the grammar of your own sentences, or attach them with appropriate punctuation.

CHAPTER 8: From Ethos to Logos: Appealing to Your Readers

Steps to Appealing to Ethos

1. **Establish that you have good judgment.** Identify an issue your readers will agree is worth addressing, and demonstrate that you are fair-minded and have the best interests of your readers in mind when you address it.
2. **Convey to readers that you are knowledgeable.** Support your claims with credible evidence that shows you have read widely on, thought about, and understand the issue.
3. **Show that you understand the complexity of the issue.** Demonstrate that you understand the variety of viewpoints your readers may bring – or may not be able to bring – to the issue.

Steps to Appealing to Pathos

1. **Show that you know what your readers value.** Start from your own values and imagine what assumptions and principles would appeal to your readers. What common ground can you imagine between your values and theirs? How will it need to be adjusted for different kinds of readers?
2. **Use illustrations and examples that appeal to readers' emotions.** Again, start from your own emotional position. What examples and illustrations resonate most with you? How can you present them to have the most emotional impact on your readers? How would you adjust them for different kinds of readers?
3. **Consider how your tone may affect your audience.** Be wary of using loaded, exaggerated, and intemperate language that may put off your readers; and be careful in your use of irony and sarcasm.

Steps to Appealing to Logos

1. **State the premises of your argument.** Establish what you have found to be true and what you want readers to accept as well.
2. **Use credible evidence.** Lead your readers from one premise to the next, making sure your evidence is sufficient and convincing and your inferences are logical and correct.
3. **Demonstrate that the conclusion follows from the premises.** In particular, use the right words to signal to your readers how the evidence and inferences lead to your conclusion.

CHAPTER 8: From Ethos to Logos: Appealing to Your Readers

Steps to Visual Analysis

1. **Notice where the ad appears.** What is its target audience? To what extent does the placement of the ad in a magazine or newspaper or on a billboard determine the potential viewers of the ad?
2. **Identify what draws your attention.** Where does your eye go? To an image, some text, some odd juxtaposition?
3. **Reflect on what draws your attention.** Is there something startling or shocking about the image or text, about the situation depicted? Something puzzling that holds your attention? Something about the use of color, the size of the image or text, or the font that catches your eye?
4. **Consider the ethos of the ad.** Evaluate the legitimacy, or ethos, of the ad's sponsor. For example, what do you know about the corporation or institution sponsoring the ad? To what extent do you share its values?
5. **Analyze the pathos in the ad.** How do the images and text appeal to your emotions? What does the image or text make you feel or think about?
6. **Understand the logos of the ad.** What is the logic of the ad? Taken together, what do the cluster of images and text convey? How are the different images and text related to the claim that the ad is making?

CHAPTER 9: From Introductions to Conclusions: Drafting an Essay

Steps to Drafting Introductions: Five Strategies

1. **Use an inverted triangle.** Begin with a broad situation, concept, or idea, and narrow the focus to your thesis.
2. **Begin with a narrative.** Capture readers' imagination and interest with a story that sets the stage for your argument.
3. **Ask a question that you will answer.** Provoke readers' interest with a question, and then use your thesis to answer the question.
4. **Present a paradox.** Begin with an assumption that readers accept as true, and formulate a thesis that not only challenges that assumption but may very well seem paradoxical.
5. **Mind the gap.** Identify what readers know and then what they don't know (or what you believe they need to know).

Steps to Developing Paragraphs

1. **Use topic sentences to focus your paragraphs.** Remember that a topic sentence partially answers the question motivating you to write; acts as an extension of your thesis; indicates to your readers what the paragraph is about; and helps create unity both within the paragraph and within the essay.
2. **Create unity in your paragraphs.** The details in your paragraph should follow logically from your topic sentence and maintain a single focus, one tied clearly to your thesis. Repetition and transition words also help create unity in paragraphs.
3. **Use critical strategies to develop your paragraphs.** Use examples and illustrations; cite data; analyze texts; tell stories or anecdotes; define terms; make comparisons; and examine causes and evaluate consequences.

Steps to Drafting Conclusions: Five Strategies

1. **Pull together the main claims of your essay.** Don't simply repeat points you make in the paper. Instead, show readers how the points you make fit together.
2. **Answer the question "So what?"** Show your readers why your stand on the issue is significant.
3. **Place your argument in a larger context.** Discuss the specifics of your argument, but also indicate its broader implications.
4. **Show readers what is new.** As you synthesize the key points of your argument, explain how what you argue builds on, extends, or challenges the thinking of others.
5. **Decide on the best strategy for writing your conclusion.** Will you echo the introduction? Challenge the reader? Look to the future? Pose questions? Conclude with a quotation? Choose the best strategy or strategies to appeal to your readers.

CHAPTER 10: From Revising to Editing: Working with Peer Groups

Steps in the Peer Editing Process

1. The writer distributes copies of the draft to each member of the writing group. (Ideally, the group should not exceed four students.)
2. The writer distributes a cover letter, setting an agenda for each member of the group.
3. The members read the cover letter.
4. The writer then read the draft aloud, while members follow along, underlining passages and making notes to prepare themselves to discuss the draft.
5. Members ask questions that help the writer identify concepts that need further elaboration or clarification.
6. Discussion focuses on the strengths and weaknesses of the draft appropriate to the stage of writing and the writer's concerns. (Even in the early stage, readers and the writer should sustain discussion for at least ten minutes before the next student takes a turn as writer.)

CHAPTER 11: Other Methods of Inquiry: Interviews and Focus Groups

Steps to Writing a Proposal

1. **Describe your purpose.** Summarize your issue, describing how it has led you to the question motivating your research.
2. **Define your method.** What tools and strategies are you planning to use? Why are they appropriate and sufficient for your purposes?
3. **Discuss your implications.** What is the context of the conversation you are entering? What significant information do you expect your study to uncover?
4. **Include additional materials that support your research.** These may include an annotated bibliography, a series of interview questions, and blank consent forms.

Steps to Interviewing

1. **Plan the interview.** After you've identified candidates through research, contact them to explain your project and set up appointments if they are willing to participate.
2. **Prepare your script.** Draft your questions, rehearse them with your classmates or friends, and then make revisions based on their responses.
3. **Conduct the interview.** Be flexible with your script as you go, making sure to take good notes even if you are recording the interview.
4. **Make sense of the interview.** Review the recording and your notes of the interview, transcribe the interview, analyze the transcript, and connect the conversation to at least one good source.
5. **Turn your interview into an essay.** State your argument, organize your evidence, use quotes to make your point, consider counterarguments, and help your readers understand what's at stake.

Steps to Conducting Focus Groups

1. **Select participants for the focus group.** Identify the range of your five to seven participants. Are you looking for diverse perspectives or a more specialized group?
2. **Plan the focus group.** Make sure that you have a specified time and place and that your participants are willing to sign consent forms.
3. **Prepare your script.** Prepare a variety of open and closed questions; consider quoting research you are interested in using in your paper to get participants' responses; and try to rehearse and revise.
4. **Conduct the focus group.** Record the session; ask questions that draw people out; limit the time of the session; and notice nonverbal interactions. And don't forget the consent forms.
5. **Interpret the data from the focus group.** Transcribe and analyze the data, including nonverbal communications; draw conclusions, but be careful not to overgeneralize from your small sample.

Appendix: Citing and Documenting Sources

Steps to Compiling an MLA List of Works Cited

1. Begin your list of works cited on a new page at the end of your paper.
2. Put your last name and page number in the upper-right corner.
3. Double-space throughout.
4. Center the heading (“Works Cited”) on the page.
5. Arrange the list of sources alphabetically by author’s last name or by title if no author is identified.
6. Begin the first line of each source flush left; second and subsequent lines should be indented ½ inch.
7. Invert the author’s name, last name first. In the case of multiple authors, only the first author’s name is inverted.
8. Italicize the titles of books, journals, magazines, and newspapers. Put the titles of book chapters and articles in quotation marks. Capitalize each word in all titles except for articles, short prepositions, and coordinating conjunctions.
9. For books, list the place of publication, the name of the publisher, and the year of publication. For chapters, list the editors of the book, the book title, and the publication information. For articles, list the journal title, volume and issue numbers, and the date of publication.
10. List the relevant page numbers for articles and selections from longer works.
11. Give the medium of publication, such as Print, Web, CD, DVD, Film, Lecture, Performance, Radio, Television, PDF file, MP3 file, or E-mail.

Appendix: Citing and Documenting Sources

Steps to Compiling an APA List of References

1. Begin your list of references on a new page at the end of your paper.
2. Put a shortened version of the paper's title (not your last name) in all caps in the upper-left corner; put the page number in the upper-right corner.
3. Double-space throughout.
4. Center the heading ("References") on the page.
5. Arrange the list of sources alphabetically by author's last name or by title if no author is identified.
6. Begin the first line of each source flush left; second and subsequent lines should be indented ½ inch.
7. Invert all authors' names. If a source has more than one author, use an ampersand (not *and*) before the last name.
8. Insert the date in parentheses after the last author's name.
9. Italicize the titles of books, capitalizing only the first letter of the title and subtitle and proper nouns.
10. Follow the same capitalization for the titles of book chapters and articles. Do not use quotation marks around chapter and article titles.
11. Italicize the titles of journals, magazines, and newspapers, capitalizing the initial letters of all key words.
12. For books, list the place of publication and the name of the publisher. For chapters, list the book editor(s), the book title, the relevant page numbers, and the place of publication and the name of the publisher. For articles, list the journal title, the volume number, the issue number if each issue of the volume begins on page 1, the relevant pages, and the DOI (digital object identifier) number if available. If you retrieve a journal article online and there is no DOI, include the URL of the journal's home page.