Writing Workshop #4

Using Sources Properly

NATIONAL SCIENCE FOUNDATION :: KANSAS TECHNOLOGY ENTERPRISE CORPORATION :: NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

The University of Kansas | The Ohio State University | Pennsylvania State University
The University of Maine | Elizabeth City State University | Haskell Indian Nations University

Centre for Polar Observation and Modelling | University of Copenhagen
Technical University of Denmark | Antarctic Climate & Ecosystems CRC

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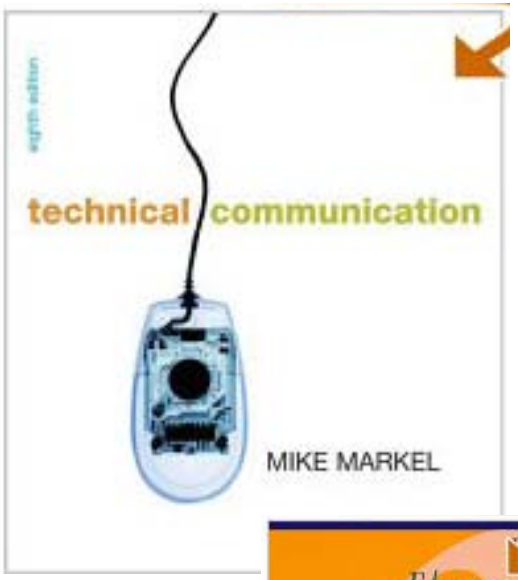
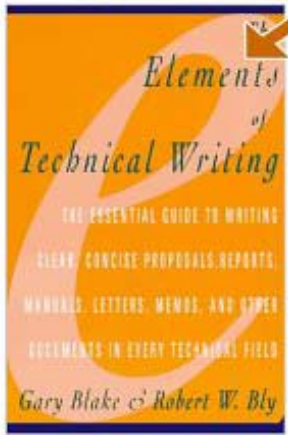
Where We Are

1. Research and Planning (June 6)
2. Outlining and Organizing (June 13)
3. Coherent and Effective Writing (June 22)
4. Using Sources Properly (June 27)
5. Presenting Data; Writing Abstracts (July 5)
6. Presentations (July 11)
7. Presentation Feedback; Wrap-Up (July 18)





33

The “Deliverable” – Issues

- Identifying exactly what the deliverable is…
  - Technical paper, poster, presentation?
  - Stand alone research effort, documenting a protocol, set of drawings, etc.
  - Can you clearly articulate your research focus or not?
  - PIN DOWN YOUR ADVISOR
- Outlines: Can you discern a “story” from the outline? Does is suggest a line of thinking from start to finish?
- References…

25

Where We're Going Today

- Why use sources properly?
- How do we get to the point where we need to reference our sources?
- How do we properly document sources?

Credit Where Credit is Due

Ben, a third-year graduate student, had been working on a research project that involved an important new experimental technique. For a national meeting in his discipline, Ben wrote an abstract and gave a brief presentation that mentioned the new technique. After his presentation, he was surprised and pleased when Dr. Freeman, a leading researcher from another university, engaged him in an extended conversation. Dr. Freeman asked Ben extensively about the new technique, and Ben described it fully. Ben's own faculty advisor often encouraged his students not to keep secrets from other researchers, and Ben was flattered that Dr. Freeman would be so interested in his work.

Six months later Ben was leafing through a journal when he noticed an article by Dr. Freeman. The article described an experiment that clearly depended on the technique that Ben had developed. He didn't mind; in fact, he was again somewhat flattered that his technique had so strongly influenced Dr. Freeman's work. But when he turned to the citations, expecting to see a reference to his abstract or presentation, his name was nowhere to be found.

On Being a Scientist: Responsible Conduct in Research, Second Edition (1995)
Committee on Science, Engineering, and Public Policy

Credit Where Credit is Due

- Does Ben have any way of receiving credit for his work?
- Should he contact Dr. Freeman in an effort to have his work recognized?
- Is Ben's faculty advisor mistaken in encouraging his students to be so open about their work?

Case Study "Test"

What happens when this system of “credit where credit is due” breaks down?

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In the standard scientific paper, credit is explicitly acknowledged in three places: **in the list of authors, in the acknowledgments of contributions from others, and in the list of references or citations**. Conflicts over proper attribution can arise in any of these places.

http://pubs.acs.org/instruct/ethic.html
http://onlineethics.org/

Gathering the “Easter Eggs”

- Skimming Sources: How do you do it?
- Don’t Lose It:
  - How do you mark/record your source information when you find it?
  - What should you record? How do you decide?

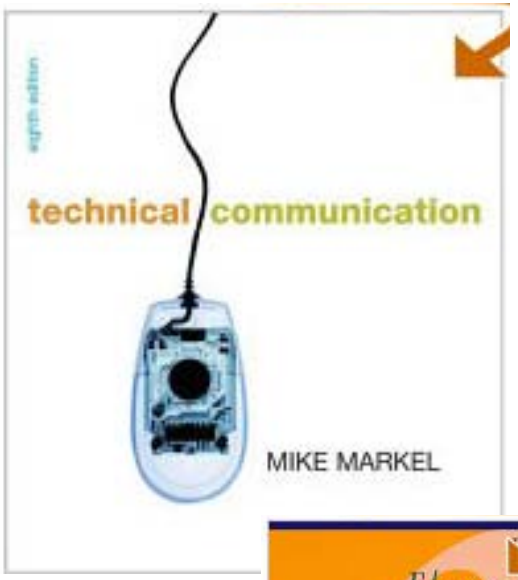
Documentation Styles

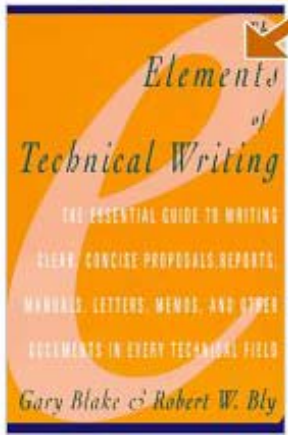
- What style should you use?
  - NSF Grant Proposal Guide
  - Solicitation Example
  - FastLane

Assignment

From your previous assignments…

- Develop your draft bibliography from your current reference/source list.
- Rough Draft #1 (-7)





When we meet again… **25** *…until you go home.*

National Science Foundation

WHERE DISCOVERIES BEGIN

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