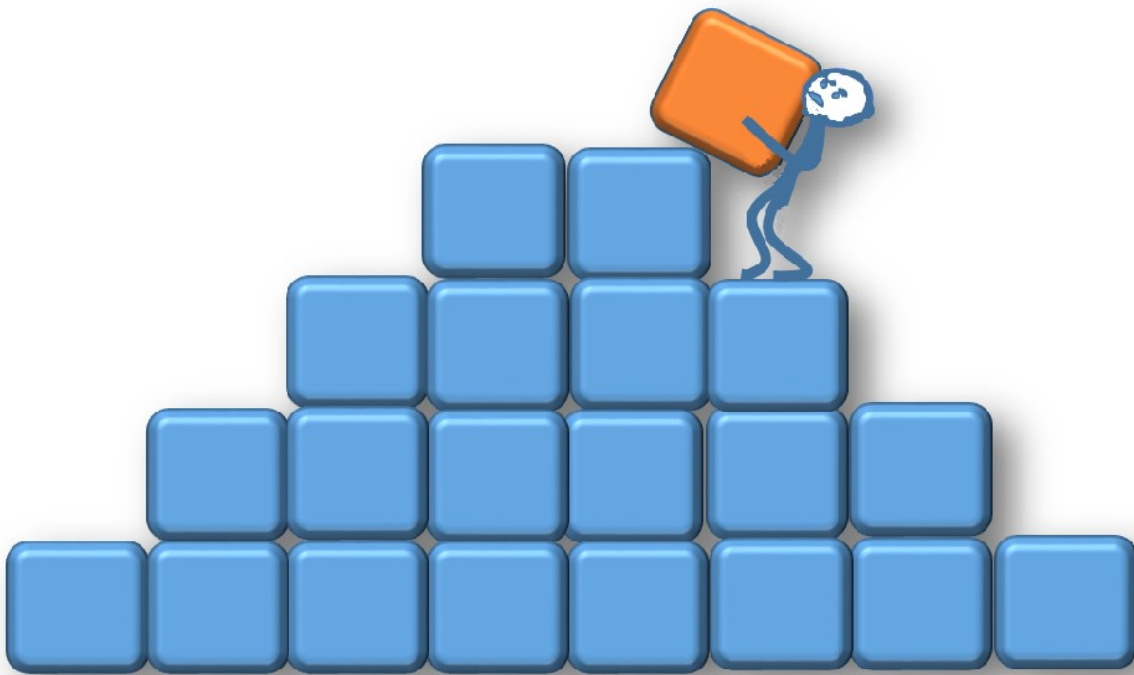


# Unit 4: Writing as a Member of the Research Community



## *DISCUSSION*

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"If I have seen further, it is by standing on the shoulders of giants."

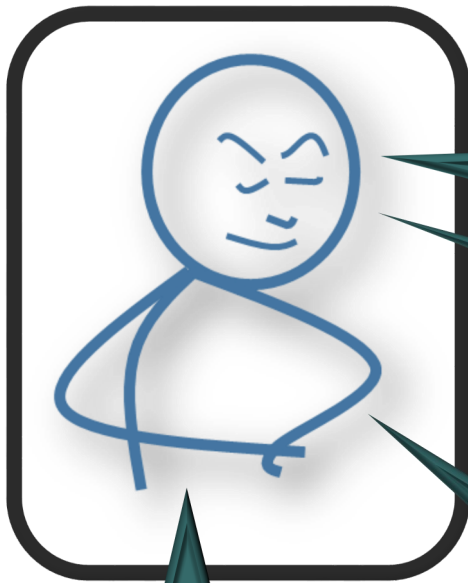
- Isaac Newton/ Bernard of Chartes

Look at the title of this unit, the picture above, and the quote from Newton. What do they suggest about the kind of writing that you will do?



What is a citation and why are they included in research papers?

Respond to the student's concerns about citations below.



Citations make it seem as though I am copying the ideas of others, with nothing original of my own.

The ideas in my paper come from my experience. I don't need citations.

Everybody copies a few sentences or ideas. There is no harm in it. As long as the main idea of the paper is yours, what does it matter?

I am not a native speaker of English. It is safer if I copy the text from the source. I do not want to change the meaning of the original sentence. That is worse than copying a sentence or two.

## CITATIONS

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Citations are a vital component of academic writing. Unfortunately, this component is often misunderstood by novice writers and even sometimes by more experienced writers.

As a general rule, the more citations the better, especially for graduate student writers.

## INTRODUCING CITATIONS

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The citations in the example texts that we have seen so far in this unit follow American Psychological Association (APA) formatting style. This style is common in social sciences. Below is a summary of the in-text citation formats in APA.

	Version	Example
1	Name (YEAR)	Smith (1999) states that . . .
2	(Name, YEAR)	Research suggests that this is not the case (Smith, 1999).
3	Name <b>and</b> Name (YEAR)	Smith and Jones (1999) consider this theory to be . . .
4	(Name <b>&amp;</b> Name, YEAR) or (Name, Name, <b>&amp;</b> Name, YEAR)	Research suggests that this is not the case (Smith & Jones, 1999).  <i>[Notice the comma after the second name and before the ampersand (&amp;): This is required in APA.]</i>
5	(Name, YEAR; Name, YEAR; Name, YEAR)	Research suggests that this is not the case (Adams, 2015; Fields, Smith, & Jones, 1999; Xavier, 2007)  <i>[Lists of names should be alphabetized, not in chronological order by year of publication.]</i>
6	“quote” (Name, YEAR, Page Number) or Name (YEAR) “quote” (Page Number)	“This theory is nonsense” (Smith, 1999, p. 16). According to Smith (1999), “this theory is nonsense” (p. 16).  <i>[Quotes longer than 40 words should be in a block (indented) paragraph and do not require quotation marks, but the page number is needed.]</i>

As we have seen, these citations appear in various places in a research paper. Below are some general guidelines for citations.

### **AUTHOR-FRONTED CITATION: USING THE AUTHOR'S NAME IN THE TEXT (APA VERSIONS 1, 3, & 6)**

These citations are often used when the author wishes to focus on a particular piece of research and may intend to describe it in some detail or compare or contrast it with other research.

#### Often used for

- important studies in the literature review
- studies compared to the findings of the author

#### Form

- Author (s) (YEAR) + reporting verb + that + SVO

Smith (1999) claims that most studies on this topic have employed the wrong methodology. Smith recommends that researchers use . . .

According to Smith and Jones (2007), there is no real difference between the two methodologies proposed by earlier researchers.

### **TOPIC-FRONTED: PUTTING THE AUTHOR'S NAME IN PARENTHESIS (APA VERSIONS 2, 4, & 5)**

These citations are often used when the author would prefer to either simply mention the research (but not discuss it in detail) or would like to focus on the ideas from the research rather than a particular researcher.

#### Often used for

- overviews of literature in the introduction
- discussions of background studies in the literature review (not particularly related to the author's study)

#### Form

A great deal of research has been done in this area (Adams, 2015; Fields, Smith, & Jones, 1999; Xavier, 2007).

Similar results have been found in other studies (for a review see Jones, 2010)

## THE LANGUAGE OF CITING

Below is some of the language that can be used when citing sources

### *Author-Fronted Citation*

- According to [name] (Year),
- Recent research by [name] (Year) has found
- A study by [name] (Year) indicated that that
- [name] (Year) claimed that
- In his analysis of [something], [name] (Year) found that

### *Topic-Fronted Citation*

- Several studies have found ... (names & years)
- More recent research suggests that ... (names & years)
- [Any Claim] (names & years)
- Research in this area has traditionally focused on Topic A (names & years), Topic B (names & years), and Topic C (names & years).

### *Verbs Usually Used for Researchers (People)*

Argue	Examine
Ask	Explain
Attempt to	Explore
Claim	Focus on
Compare	Interpret
Consider	Investigate
Conclude	Maintain
Define	Mention
Describe	Note
Discover	Points Out
Discuss	State

### *Verbs Usually Used for Research (Inanimate Objects)*

Begin	Illustrate
Confirm*	Indicate
Contribute to	Report
Deal with	Show*
Demonstrate	Suggest*
Find*	Uncover
Focus on	Use*
Highlight	Utilize*
Include	
Identify*	
Illuminate	

\* = Often used for people as well

**Note.** The meanings of these words are not identical. Check the meaning of each word in the dictionary (<https://www.merriam-webster.com/>) before attempting to use it (see Vocabulary Building section for more



# THE GRAMMAR OF CITATION

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As a general rule, you can use three tenses when citing; however, this is by no means a rule and can vary greatly from journal to journal.

## Giving an overview of research in a field

The present perfect tense

- A great deal of research has been done on this area of decentralization (Jones, 1997).
- Poor communication between local and central governments has been identified as a major factor in local governments failure to act on central government recommendations (Blair, 2001; Smith, 2003)

## Talking about a specific study

The past tense

- Smith (1999) found that most local governments were not implementing the best practices recommended by the central government.
- Franton (2003) studied the interaction between central and local governments in Europe and concluded that only about 57% of communication between the two could be considered successful, according to his criteria.

## Talking about what is known about a subject

The present tense

- Local governments implement less than 50% of the recommended best practices from central government (Williams, 2003).
- Because the implementation of these recommendations is so important for the success of decentralization projects (Burr, 2009), it is vital that the situation be improved.

# Children and television watching: A study of New Zealand parents' perceptions and views

Dorey,\* V. Roberts,\* R. Maddison,\* P. Meagher-Lundberg,† R. Dixon† and C. Ni Mhurchu\*  
(2010). *Child: Care, Health, and Development*, 36(3), 414-420.

Children and adolescents in developed countries watch on average 2.5–3 h of television (TV) per day (World Health Organization, 2000). Young New Zealanders (5–14 years) spend an average of 131 min/day watching TV (Nielsen, 2004). Because TV watching is so prevalent and is hypothesized to displace physical activity and encourage overeating (French et al., 2001), it has been widely implicated in the aetiology of youth obesity (Bar-Or et al., 1998). In New Zealand, almost one-third of children (31%) aged 5–14 years are overweight or obese, with a higher prevalence among Māori (indigenous people) and Pacific children (Ministry of Health, 2003). Increased TV viewing has also been associated with poor academic performance (Hancock et al., 2005) as well as attention and behavioral issues in school-aged children (Christakis et al., 2004; Christakis & Zimmerman, 2007).

*Present simple:  
State of current  
knowledge*

## THE GRAMMAR OF CITATION CONTD.

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A number of intervention studies have been conducted with the aim of decreasing children's TV watching (Epstein et al., 2004; Faith et al., 2001; Jason & Fries, 2004; Robinson, 1999), and results from these few studies have been encouraging. As TV viewing is often a collective family activity, the home environment offers a good opportunity to intervene to decrease TV watching. An Australian study involving 1926 children aged 4–12 years (49% boys, 28% overweight) suggested that simple strategies such as having family rules restricting TV viewing and not having the TV on during dinner were promising approaches to reducing time children spend watching TV (van Zutphen et al., 2007). Despite this, implementing family rules may work to reduce TV viewing in some cultures; while other cultures may require different strategies. Cultural-specific research is needed to determine the types of strategies used, thereby avoiding making assumptions around the role TV plays within families and how this behavior is perceived by both children and adults.



Research in the USA with 180 parents and their children highlighted a number of barriers to reducing TV viewing time. Watching TV staves off boredom, reduces bickering between siblings, and serves as a low-cost-effective babysitter, with parents also reluctant to alter their own viewing behavior (Jordan et al., 2006). Similar research among New Zealand parents is lacking. In order to develop appropriate and effective TV watching interventions for New Zealand children, it is necessary to determine parents' attitudes regarding their children's TV watching. Thus the current study was conducted to assess parents' views about their children's TV viewing, strategies they use to reduce viewing, obstacles faced when trying to implement such strategies, and their views of two types of electronic monitors that can be used to restrict TV viewing.

## Vocabulary Builder

The following words appear throughout this unit and are from the Academic Word List. They will be important for writing and reading academic texts written in English. Fill out the form by adding in the related words.

Keyword Verb form	Noun form	Verb + noun form	Meaning & use
Argue	Argument	To make an argument	Used when the author believes something that others may not accept. For example, used for interpretations of results that may be debatable.
e.g.	Smith (1999) argues/makes the argument that this drop in production may be the result of a lack of investment in human capital.		
Attempt to			
e.g.			
Claim			
e.g.			
Compare			
e.g.			

## Vocabulary Builder

Keyword	Noun form	Verb + noun form	Meaning & use
Conclude			
e.g.			
Determine			
e.g.			
Interpret			
e.g.			
Investigate			
e.g.			
Suggest			
e.g.			