

Academic Development Seminar: Research Methods (Part 3)

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Reminder of discussion in Part 2:

- **Planning your draft**
- **Engaging your sources creatively**
- **Avoiding plagiarism**
- **Quoting / summarizing / paraphrasing**
- **Strategies for working through blocks**

Topics of discussion in Part 3:

- **How to use quotes / punctuating quotes**
- **Writing introductions and conclusions**
- **Revising your work**
- **Doing a “work-in-progress” presentation**

Common Referencing Styles

Chicago Style / Turabian Style

https://www.chicagomanualofstyle.org/tools_citationguide.html

MLA (Modern Language Association) Style

<https://style.mla.org/>

APA (American Psychological Association) Style

<https://apastyle.apa.org/index>

Using quotations...

- ❖ **Embedded quotes**
(four lines or less)
- ❖ **Indented block quotes**
(more than four lines)

Embedded quotes (four lines or less)...

“The study of theology, especially the teachings of the early councils, is very important for those who wish to be ordained.”

The provost of Queen’s College said: “The study of theology, especially the teachings of the early councils, is very important for those who wish to be ordained.”¹

The provost of Queen’s College said, “The study of theology, especially the teachings of the early councils, is very important for those who wish to be ordained.”¹

The provost of Queen’s College said that “[t]he study of theology, especially the teachings of the early councils, is very important for those who wish to be ordained.”¹

Embedded quotes (four lines or less)...

“The study of theology, especially the teachings of the early councils, is very important for those who wish to be ordained.”

The provost of Queen’s College said that “[t]he study of theology, especially the teachings of the early councils, is very important”¹ for would-be priests.

The provost of Queen’s College said that “[t]he study of theology...is very important”¹ for would-be priests.

The provost of Queen’s College believes that it is “very important for those who wish to be ordained” to study theology, “especially the teachings of the early councils.”¹

Embedded quotes (four lines or less)...

A question of punctuation:

The provost of Queen's College believes that it is "very important for those who wish to be ordained" to study theology, "especially the teachings of the early councils."¹

...councils".¹

...councils"¹.

Embedded quotes (four lines or less)...

A question of punctuation:

The provost of Queen's College believes that it is "very important for those who wish to be ordained" to study theology, "especially the teachings of the early councils."¹

A problem of a change in meaning / emphasis:

The provost of Queen's College said that "[t]he study of theology...is not particularly important for those who wish to be ordained!"¹

The provost of Queen's College said that "[t]he study of theology...is not particularly important for those who wish to be ordained"¹!

Indented block quotes (more than four lines)...

The provost of Queen's College said:

It is very important for those who wish to be ordained to study theology, especially the teachings of the early councils. They must know how the doctrine of the early church developed, and how it can still have relevance for us today in a totally different context.¹

In other words, he believes that a good theological education in the foundational doctrines of the church and how they might apply today can really help ministers to serve their parishes.

Indented block quotes (more than four lines)...

The provost of Queen's College said that...

[i]t is very important for those who wish to be ordained to study theology, especially the teachings of the early councils. They must know how the doctrine of the early church developed, and how it can still have relevance for us today in a totally different context.¹

Now let us take a look at the kinds of courses a student of theology at Queen's College would be expected to take in their degree program.

Indented block quotes (more than four lines)...

The provost of Queen's College believes that a good theological education in the foundational doctrines of the church and how they might apply today can really help ministers to serve their parishes. For example, he said in his interview that...

[i]t is very important for those who wish to be ordained to study theology, especially the teachings of the early councils. They must know how the doctrine of the early church developed, and how it can still have relevance for us today in a totally different context.¹

Putting on the finishing touches...

- ❖ writing your introduction and conclusion
- ❖ what to look for when revising

Yay!
Almost
done!



Write your introduction last!

Allow for alterations in your outline, because the writing process...

- 1) Helps one to remember
- 2) Helps one to think / understand / make previously unnoticed connections
- 3) Helps one become more objective in the evaluation of one's own thoughts
- 4) Helps one to develop new frameworks / conceptual lenses / ways of thinking



Three structural elements of an introduction...

1) provide a contextualizing background

- establishes unproblematic common ground / shared knowledge
- extent of the contextualizing background should be determined by who you envision your audience to be
- you might include reference to a main source or two

2) disrupt the common ground

- state a problem which disrupts the common ground
- state the consequences of not solving the problem

Researcher roles	Audience roles	Research Questions
I've found some new and / or interesting information about \mathcal{X}	Entertain me with this new and / or interesting information	What is new and / or interesting about \mathcal{X}?
I've found an answer to an important question / I can help you to understand something better	Help me to understand something better	How should we think about / understand \mathcal{X}?
		What must we understand about \mathcal{X} before we can know what to do about \mathcal{X}?
I've found a solution to an important practical problem	Help me to solve my practical problem	What should we do about \mathcal{X}?

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- state a problem which disrupts the common ground
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3) give your response to the problem

- promise an answer (as a launching point)
 - provide the answer (very briefly)
- > an issue of control

Three structural elements of a conclusion...

1) summarize your main point

- if already stated in your introduction, state it more fully here; do not repeat it word for word

2) add a new significance

- new significance should emerge from the argument as it unfolds
- this provides (yet another) answer to “So what?”

3) indicate areas for further research

- articulate questions raised by your conclusion
- treat these questions not just as questions for you, but for members of your audience as well who might themselves follow up on these new areas of research

Elements to look for when revising...

- ❖ Is it clear which sentence in the introduction states your main point?
- ❖ Is it clear where your introduction ends?
- ❖ Is the beginning of each section / sub-section clearly identifiable?
- ❖ Is it clear how each section / sub-section follows from the previous?
(Use signaling phrases such as...)
- ❖ Is it clear what role each section plays in light of the whole?
- ❖ Is it clear what sentence in each section / sub-section expresses the main point of that section / sub-section?
- ❖ Do your key terms run through all sections of the report?
(As you read through, circle the key terms to ensure they do.)
- ❖ Is it clear where your conclusion begins?
- ❖ Is it clear which sentences in the conclusion restates your main point, states it more fully, and raises questions for further research?

Doing a “work-in-progress” presentation:

Present on your “story”:

- ❖ how your thesis has evolved in terms of your topic / focus / question / hypothesis
- ❖ your understanding of the literature and of where your own research will fit in
- ❖ how far you have gotten in the research / the extent to which you feel that you have begun to achieve your project’s goals

Marking System at Queen's College:

A+ 90-100 = *Exceptional*

A 85-89 = *Outstanding*

A- 80-84 = *Excellent*

B+ 77-79 = *Superior*

B 74-76 = *Very Good*

B- 70-73 = *Good*

C+ 67-69 = *Fair*

C 64-66 = *Adequate*

C- 62-63 = *Minimally Acceptable*

D 60-61 = *Inadequate*

F 59 and below = *Failure*

**The Marking System
is described in detail
in Part 1 (the first video)
of this seminar, and also on the
Queen's College website;
go to "Current Students", then
"Academic and Related Policies":**

http://queenscollegenl.ca/?page_id=587

The End

Now you are
a very good
researcher!

