

Why Write Research Papers/Proposal?

- Research writing is the best, if not the only way to present in the most effective manner and in your own terms and in your own way what you think about Governance, Civil Society, and Development
- Research writing develops skills of selection, analysis, and condensation.
- Research writing helps you develop your innate but often underdeveloped powers of expression and communication.
- Research writing teaches you a vital transferable skill --- all works, sensible, fruitful, and fulfilling always involve writing and explicating your observations, opinions, and thoughts.

Preparation

- Plan ahead to give yourself time to read and develop your arguments – Start with light reading on the subject matter months prior the deadline. After getting some ideas about your topic, proceed to streamline your thoughts by writing a concept paper or a topic or sentence outline.
- With your “concept paper” as a guide, consolidate your thought/position by familiarizing yourself FULLY with the literature on the subject matter.
- Read intelligently --- purposively and selectively, concentrate on relevant materials.
- Take notes carefully, keeping full records of what you read for referencing.
- After thorough data gathering, plan your paper by revisiting and updating the concept paper/outline
- Structure your paper according to what you have, determine which part of paper still needs more data/evidence

Writing the Research Paper

- Academic research writing is best thought of as both a problem-solving and a critical activity.
- In phrasing your research problem keep in mind words such as describe, discuss, explain, compare, contrast, and assess to help you focus and guide your attention.
- Decide on your strategy – are you going refute/falsify a certain theoretical or empirical claim? Or are you verifying (i.e. supporting) previous studies? If so, how? Are you going to give a balanced summary of the various opinions on the question before presenting yours? Or are you going to show why you believe one opinion is better than another? Or perhaps your opinion being best among the rest?
- Have opinions, but avoid polemics or unfounded assertions. Phrase and answer your questions or problem in a specific way and never descend to the level of general abstraction.
- Assume that the reader of your essay is intelligent but uninformed.
- Order your thoughts so that you present a reasoned argument through smooth sequencing and linking of paragraphs together with topic sentences.
- Style is important. While there are limits to elegant writing, crude writing is totally unappealing.

Referencing

Plagiarism, the un-attributed or unacknowledged use of the work of other people, is a serious offence and research papers containing plagiarism will be given a failing mark.

Good referencing not only helps you avoid plagiarism, it also demonstrates that you know the literature and the arguments on the topic.

Always include a full bibliography.

Marking

- The ability to develop, pursue, and sustain a consistent argument/problem;
- The ability to use evidence, sometimes from a wide range of sources;
- Logical control and organization of your material;
- The ability to discriminate between the significant and the trivial;
- A clear structure;
- The ability to write clearly, fluently, and concisely;
- Evidence of independent thought or originality.

Format and Guidelines

Use a word-processor and print out your essay with good-sized serif font (e.g. Times New Roman 12pt.), sensible line spacing (e.g. 1.5 spaced), and in A4 size bond paper.

Remember that computers break down – always keep copies and backup your work regularly.

Reread your work carefully in hardcopy before submitting.

Keep the word limit between 2,000 to 2,500 words excluding footnotes, endnotes, and bibliography.

Hand the essay in on time: you will be deducted marks if you fail to do so.

To encourage use of traditional but definitely more useful type of information-source, at least sixty-percent of the bibliographic entries should be from published books, academic journal articles, and published reports and position papers of esteemed organizations (these reports usually come in pdf files).

Soft copy of the final paper and all relevant materials used shall be submitted to the instructor.

BIBLIOGRAPHY AND REFERENCING

There are different acceptable referencing styles. Professional journals and scholarly books can provide students with examples of different acceptable styles. These styles can be differentiated mainly through their bibliographic entries and citing of works. For example, in Harvard style, the author's surname comes before forenames or initials in bibliography. However, in a Chicago style of footnoting (or endnote), forenames or initials precede surname. References may be placed:

At the bottom of each page (footnotes),

Or in the text (endnotes) if a student uses the Harvard style of referencing style

Some journals place p. before a page number and pp. before page numbers. Other journals simply use the page number(s). You may choose either to use p. and pp. before the page number(s) or not to use them. Whatever referencing style and bibliographic style you choose to use, be consistent. Bibliographic sources are listed in alphabetical order by author's surname. As mentioned, two of the most popular ones are hereunder introduced.

CHICAGO STYLE

This is also known as the Turabian style of referencing. This style is characterized mainly by the use of footnotes at the bottom of the page where a citation was made. The age of computing made this use to-be tedious task a very simple job.

- REFERENCING -

Book, first reference: Forenames Surname, Title (place of publication: publisher, date), pages.

- Robert W. Johannsen, Stephen A. Douglas: A Biography (New York: Oxford University Press, 1973), 765
- Robert C. Trundle, Jr. Ancient Greek Philosophy (Aldershot: Avebury, 1994), p. 37

Book, subsequent references (footnotes):

Johannsen, Douglas, 765.

Trundle, Ancient, p. 86.

Journal article, first reference: Forenames, 'Title of article', Journal, volume, number, date: pages.

- Stephen White, 'Gramsci and the Italian Communist Party', Government and Opposition, Vol. 7, No.2, 1972, 25.
- Joseph Levine, 'Conceivability and the metaphysics of mind', Nous, Vol. 32, No. 4, 1998, p. 462

Journal article, subsequent references:

- White, 'Gramsci and the Italian Communist Party', 214
- Levine, 'Conceivability', 461

A chapter in an edited collection, first reference: Forenames Surname, 'Title of chapter', name of editor(s), ed., Title of book (place of publication: publisher, date), page(s).

- Kay Lawson, 'When linkage fails', in Kay Lawson and Peter H. Merkl, eds., *When Parties Fail: Emerging Alternative Organizations* (Princeton: Princeton University Press, 1988) p. 18.
- Peter Edwards, 'The future of ethics', in Oliver Leaman, ed., *The Future of Philosophy* (London: Routledge, 1998), 56.

A chapter in a collection, subsequent references:

- Lawson, 'When linkage fails', p. 21
- Edwards, 'future', 57.

A source from the www:

- Sharon Parrott, 'Welfare recipients who find jobs: what do we know about their employment and earnings?', at <http://www.cbpp.org/11.11.98wel.htm>, p. 18

WWW source, subsequent references:

- Parrott, 'Welfare recipients', p. 34

- BIBLIOGRAPHY -

A book: Surname, Forenames, Title, place of publication: publisher, date.

- Johannsen, R.W., Stephen A. Douglas, New York: Oxford University Press, 1973.
- Trudle, R.C., Jr., *Ancient Greek Philosophy*, Aldershot: Avebury, 1994

A journal article: Surname, Forenames, 'Title of article', Journal, volume, number, date, pages.

- Webb, P.D., 'Are British political parties in decline?', *Party Politics*, Vol. 1, No. 2, 1995, pp 99-122
- Levine, J., 'Conceivability and the Metaphysics of Mind', *Nous*, 32 (4), 1998: 449-80

A chapter in an edited collection: Surname, Forenames, 'Title of chapter', in editors' name(s), ed., Title, place of publication: publisher, date, pages.

- Dunleavy, P., 'The political parties', in Patrick Dunleavy, Andrew Gamble, Ian Holiday, And Gillian Peele, eds., *Developments in British Politics*, 4th edition, London: Macmillan, 1994, pp. 123-153.
- Edwards, P., 'The future of ethics', in Oliver Leaman, ed., *The Future of Philosophy*, London: Routledge, 1998, 41-61

A source taken from the www:

- Parrott, S., 'Welfare recipients who find jobs: what do we know about their employment and earnings?', <http://www.cbpp.org/11-16-98wel.htm>, pp.1-43

HARVARD STYLE REFERENCING

The Harvard Style of Referencing is a short form of referencing as compared to the Chicago style. This style of referencing is also known as the MLA style, which ostensibly originated in Harvard University's town of Massachusetts. It is primarily identified with the use of endnotes (not footnotes) after the direct quotation, and the subsequent citing of these in a bibliography arranged alphabetically by author's surnames. The Harvard style reserves numbered footnotes for explanatory footnotes.

- REFERENCING (End noting)-

Example of a quotation in a paragraph:

After the break-up of the national Democratic party in 1860, Stephen Douglas declared: 'Secession is disunion. Secession from the Democratic party means secession from the federal Union' (Johannsen, 1973:772).

- BIBLIOGRAPHY -

In the Harvard style, the bibliography at the end of provides the complete reference, while the note in the text provides only the author's surname, years, page(s). The Harvard style uses a, b, etc. when the Bibliography lists more than one source for the same author(s) for the same years.

A book:

- Johannsen, R.W. 1973. Stephen A. Douglas. New York: Oxford University Press.
- Trudle, R.C. Jr. 1994. Ancient Greek Philosophy. Aldershot: Avebury.

A journal article:

- Webb, P.D. 1995. 'The political Parties in decline?', Party Politics, Vol. 1, No. 3, pp. 299-322.
- Agassi, J. 1998. 'Knowledge personal or social', Philosophy of the Social Sciences, 28(4): 522-51

A chapter in a collection:

- Dunleavy, P. 1994. 'The political parties', in Patrick Dunleavy, Andrew Gamble, Ian Holliday, and Gillian Peele, eds., Developments in British Politics, 4th edition, London: Macmillan, pp. 123-53.
- Edwards, P. 1998. 'The future of ethics', in Oliver Leaman, ed., The Future of Philosophy, London: Routledge, 41-61.

A source taken from the www:

- Parrott, S. 1998. 'Welfare recipients who find jobs: what do we know about their employment and earnings?', <http://www.cbpp.org/11-16-98wel.htm>, pp.1-43.

When the Bibliography lists more than one source from the same author from the same year:

- Bowler, S. and Farrell, D. 1995a. 'A British PR election testing STV with London's voters', Representation, 32(1): 90-94
- Bowler, S. and Farrell, D. 1995b. 'The organizing of the European Parliament: committees, specialization, and coordination', British Journal of Political Science, 25(2): 19-43.
- Towell, P. 1995a. 'Rebellious House Republicans help crush Defense Bill', Congressional Quarterly, Vol. 30, No. 3 pp. 3013-16.
- Towell, P. 1995b, 'Congress clears Defense Bill,' Congressional Quarterly, Vol. 30, No. 4, p. 3550.

ON REVIEW OF RELATED LITERATURE

A review of related literature is the cornerstone of every research work. By reviewing the literatures, the researcher is able to know how much work and research has been done on the chosen subject. In addition, the information gathered from the review can also aid the researcher in fulfilling his/her own research objectives. Of course, any literature consulted must be cited accordingly and the review, be written in a manner befitting a research work --- just like what you learned in accomplishing your annotated bibliography. Two sets of examples are provided below to guide you in writing your review. The first set deals with a previous proposal submitted in a different class while the second one best exemplifies many of the mistakes (both in comprehension and writing) found in your submitted works.

Example of a Bad Review

Smith (1980) conducted an experiment on fear and self-esteem with 150 undergraduates. In the study he tested subject self-esteem and then exposed subjects one at a time to a fear -inducing situation. He found that those with lower self-esteem felt greater fear. Jones and Jones (1982) surveyed elderly residents. The respondents who had the greatest independence, self-esteem, and physical health, had the lowest degree of fear of being the victim of crime. In a study of college women, Rosenberg (1979) found that the greater independence one felt, then less the fear of being left alone in a darkened room. DeSallo's study (1984) of 45 college males found that those who had the greatest self-esteem felt the least degree of fear of failure. Yu (1988) found the same for college females. Hong (1980) conducted a telephone survey of 200 welfare recipients and found no relationship between feelings of independence and fear of crime.

Example of a Better Review

People with greater self-esteem appear to be less fearful. Laboratory studies with college students (DeSallo, 1984; Smith, 1980; Yu, 1988) find a strong negative relationship between self-esteem and fear. The same relationship was found in a survey of elderly people (Jones and Jones, 1982). Only one study contradicted this finding (Johnson, 1985). The contradictory finding may be due to the population used (prison inmates). In general, it appears that self-esteem and fear are negatively related. Self-esteem is strongly related to feelings of independence (see Gomez, 1977; Zamoth, 1985), and independence was found to decrease feeling of fear of crime (Jones, 1982; Rosenberg, 1979). Only Hong (1980) did not find a significant relation between independence and fear of crime. It was the only study that studied welfare recipient.