

CHAPTER 7: WRITING A RESEARCH PAPER

***Communication Essentials for College* by Jen Booth, Emily Cramer & Amanda Quibell**

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interactive activities and ancillary resources.

7.1 - CREATING A ROUGH DRAFT FOR A RESEARCH PAPER

Learning Objectives

- Apply strategies for drafting an effective introduction and conclusion.
- Identify when and how to summarize, paraphrase, and directly quote information from research sources.
- Apply guidelines for citing sources within the body of the paper and the bibliography.
- Use primary and secondary research to support ideas.
- Identify the purposes for which writers use each type of research.

After doing all of your research, you are ready to write your research paper. Putting your thinking and research into words is exciting, but can also be challenging. In this section, you will learn strategies for handling the more challenging aspects of writing a research paper, such as integrating material from your sources, citing information correctly, and avoiding any misuse of your sources.

The Structure of a Research Paper

Research papers generally follow the same basic structure:

1. an introduction that presents the writer's thesis,
2. a body section that develops the thesis with supporting points and evidence,
3. and a conclusion that revisits the thesis and provides additional insights or suggestions for further research.

Your writing voice will come across most strongly in your introduction and conclusion, as you work to attract your readers' interest and establish your thesis. These sections usually do not cite sources at length. They focus on the big picture, not specific details. In contrast, the body of your paper will cite sources extensively. As you present your ideas, you will support your points with details from your research.

Writing Your Introduction

There are several approaches to writing an introduction, each of which fulfills the same goals. The introduction should get readers' attention, provide background information, and present the writer's thesis. Many writers like to begin with one of the following catchy openers:

- A surprising fact
- A thought-provoking question
- An attention-getting quote
- A brief anecdote that illustrates a larger concept
- A connection between your topic and your readers' experiences

The next few sentences place the opening in context by presenting background information. From there, the writer builds toward a thesis, which is traditionally placed at the end of the introduction. Think of your thesis as a signpost that lets readers know in what direction the paper is headed.

Jorge decided to begin his research paper by connecting his topic to readers' daily experiences. Read the first draft of his introduction. The thesis is underlined. Note how Jorge progresses from the opening sentences to background information to his thesis.

Jorge's Introduction

Beyond the Hype: Evaluating Low-Carb Diets

I. Introduction

Over the past decade, increasing numbers of dieters have jumped on the low-carb bandwagon. Some studies estimate that approximately 40 million Americans, or about 20 percent of the population, are attempting to restrict their intake of food high in carbohydrates (Sanders and Katz, 2004; Hirsch, 2004). Proponents of low-carb diets say they are not only the most effective way to lose weight, but they also yield health benefits such as lower blood pressure and improved cholesterol levels. Meanwhile, some doctors claim that low-carb diets are overrated and caution that their long-term effects are unknown. Although following a low-carbohydrate diet can benefit some people, these diets are not necessarily the best option for everyone who wants to lose weight or improve their health.

Exercise 1

Write the introductory paragraph of your research paper. Try using one of the techniques listed in this section to write an engaging introduction. Be sure to include background information about the topic that leads to your thesis.

Tip

Writers often work out of sequence when writing a research paper. If you find yourself struggling to write an engaging introduction, you may wish to write the body of your paper first. Writing the body

sections first will help you clarify your main points. Writing the introduction should then be easier. You may have a better sense of how to introduce the paper after you have drafted some or all of the body.

Writing Your Conclusion

In your introduction, you tell readers where they are headed. In your conclusion, you recap where they have been. For this reason, some writers prefer to write their conclusions soon after they have written their introduction. However, this method may not work for all writers. Other writers prefer to write their conclusion at the end of the paper, after writing the body paragraphs. No process is absolutely right or absolutely wrong; find the one that best suits you.

No matter when you compose the conclusion, it should sum up your main ideas and revisit your thesis. The conclusion should not simply echo the introduction or rely on bland summary statements, such as “In this paper, I have demonstrated that....” In fact, avoid repeating your thesis verbatim from the introduction. Restate it in different words that reflect the new perspective gained through your research. That helps keep your ideas fresh for your readers. An effective writer might conclude a paper by asking a new question the research inspired, revisiting an anecdote presented earlier, or reminding readers of how the topic relates to their lives.

Writing at Work

If your job involves writing or reading scientific papers, it helps to understand how professional researchers use the structure described in this section. A scientific paper begins with an abstract that briefly summarizes the entire paper. The introduction explains the purpose of the research, briefly summarizes previous research, and presents the researchers’ hypothesis. The body provides details about the study, such as who participated in it, what the researchers measured, and what results they recorded. The conclusion presents the researchers’ interpretation of the data, or what they learned.

Using Source Material in Your Paper

One of the challenges of writing a research paper is successfully integrating your ideas with material from your sources. Your paper must explain what you think, or it will read like a disconnected string of facts and quotations. However, you also need to support your ideas with research, or they will seem insubstantial. How do you strike the right balance?

You have already taken a step in the right direction by writing your introduction. The introduction and conclusion function like the frame around a picture. They define and limit your topic and place your research in context.

In the body paragraphs of your paper, you will need to integrate ideas carefully at the paragraph level and at the sentence level. You will use topic sentences in your paragraphs to make sure readers understand the significance of any facts, details, or quotations you cite. You will also include sentences that transition between ideas from your research, either within a paragraph or between paragraphs. At the sentence level, you will need to think carefully about how you introduce paraphrased and quoted material.

Earlier you learned about summarizing, paraphrasing, and quoting when taking notes. In the next few sections, you will learn how to use these techniques in the body of your paper to weave in source material to support your ideas.

Summarizing Sources

When you summarize material from a source, you zero in on the main points and restate them concisely in your own words. This technique is appropriate when only the major ideas are relevant to your paper or when you need to simplify complex information into a few key points for your readers.

Be sure to review the source material as you summarize it. Identify the main idea and restate it as concisely as you can—preferably in one sentence. Depending on your purpose, you may also add another sentence or two condensing any important details or examples. Check your summary to make sure it is accurate and complete.

In his draft, Jorge summarized research materials that presented scientists' findings about low-carbohydrate diets. Read the following passage from a trade magazine article and Jorge's summary of the article.

Trade Magazine Source

Assessing the Efficacy of Low-Carbohydrate Diets

Adrienne Howell, Ph.D.

Over the past few years, a number of clinical studies have explored whether high-protein, low-carbohydrate diets are more effective for weight loss than other frequently recommended diet plans, such as diets that drastically curtail fat intake (Pritikin) or that emphasize consuming lean meats, grains, vegetables, and a moderate amount of unsaturated fats (the Mediterranean diet). A 2009 study found that obese teenagers who followed a low-carbohydrate diet lost an average of 15.6 kilograms over a six-month period, whereas teenagers following a low-fat diet or a Mediterranean diet lost an average of 11.1 kilograms and 9.3 kilograms respectively. Two 2010 studies that measured weight loss for obese adults following these same three diet plans found similar results. Over three months, subjects on the low-carbohydrate diet plan lost anywhere from four to six kilograms more than subjects who followed other diet plans.

Jorge's Summary with parenthetical in-text citation

In three recent studies, researchers compared outcomes for obese subjects who followed either a low-carbohydrate diet, a low-fat diet, or a Mediterranean diet and found that subjects following a low-carbohydrate diet lost more weight in the same time (Howell, 2010).

Tip

A summary restates ideas in your own words—but for specialized or clinical terms, you may need to use terms that appear in the original source. For instance, Jorge used the term *obese* in his summary because related words such as *heavy* or *overweight* have a different clinical meaning.

Exercise 2

On a separate sheet of paper, practice summarizing by writing a one-sentence summary of the same passage that Jorge already summarized.

Paraphrasing Sources

When you paraphrase material from a source, restate the information from an entire sentence or passage in your own words, using your own original sentence structure. A paraphrased source differs from a summarized source in that you focus on restating the ideas, not condensing them.

Again, it is important to check your paraphrase against the source material to make sure it is both accurate and original. Inexperienced writers sometimes use the thesaurus method of paraphrasing—that is, they simply rewrite the source material, replacing most of the words with synonyms. This constitutes a misuse of sources. A true paraphrase restates ideas using the writer’s own language and style.

In his draft, Jorge frequently paraphrased details from sources. At times, he needed to rewrite a sentence more than once to ensure he was paraphrasing ideas correctly. Read the passage from a website. Then read Jorge’s initial attempt at paraphrasing it, followed by the final version of his paraphrase.

Webpage Information – Research Source

Dieters nearly always get great results soon after they begin following a low-carbohydrate diet, but these results tend to taper off after the first few months, particularly because many dieters find it difficult to follow a low-carbohydrate diet plan consistently.

Jorge's Summary

People usually see encouraging outcomes shortly after they go on a low-carbohydrate diet, but their progress slows down after a short while, especially because most discover that it is a challenge to adhere to the diet strictly (Heinz, 2009).

After reviewing the paraphrased sentence, Jorge realized he was following the original source too closely. He did not want to quote the full passage verbatim, so he again attempted to restate the idea in his own style.

Jorge's Revised Summary

Because it is hard for dieters to stick to a low-carbohydrate eating plan, the initial success of these diets is short-lived (Heinz, 2009).

Exercise 3

On a separate sheet of paper, follow these steps to practice paraphrasing.

1. Choose an important idea or detail from your notes.
2. Without looking at the original source, restate the idea in your own words.
3. Check your paraphrase against the original text in the source. Make sure both your language and your sentence structure are original.
4. Revise your paraphrase if necessary.

Quoting Sources Directly

Most of the time, you will summarize or paraphrase source material instead of quoting directly. Doing so shows that you understand your research well enough to write about it confidently in your own words. However, direct quotes can be powerful when used sparingly and with purpose.

Quoting directly can sometimes help you make a point in a colorful way. If an author's words are especially vivid, memorable, or well phrased, quoting them may help hold your reader's interest. Direct quotations from an interviewee or an eyewitness may help you personalize an issue for readers. And when you analyze primary sources, such as a historical speech or a work of literature, quoting extensively is often necessary to illustrate your points. These are valid reasons to use quotations.

Less experienced writers, however, sometimes overuse direct quotations in a research paper because it seems easier than paraphrasing. At best, this reduces the effectiveness of the quotations. At worst, it results in a paper that seems haphazardly pasted together from outside sources. Use quotations sparingly for greater impact.

When you do choose to quote directly from a source, follow these guidelines:

- Make sure you have transcribed the original statement accurately.
- Represent the author's ideas honestly. Quote enough of the original text to reflect the author's point accurately.

- Never use a stand-alone quotation. Always integrate the quoted material into your own sentence.
- Use ellipses (...) if you need to omit a word or phrase. Use brackets [] if you need to replace a word or phrase.
- Make sure any omissions or changed words do not alter the meaning of the original text. Omit or replace words only when absolutely necessary to shorten the text or to make it grammatically correct within your sentence.
- Remember to include correctly formatted citations that follow the assigned style guide.

Jorge interviewed a dietician as part of his research, and he decided to quote her words in his paper. Read an excerpt from the interview and Jorge's use of it, which follows.

Source – Interview (Personal communication)

Personally, I don't really buy into all of the hype about low-carbohydrate miracle diets like Atkins and so on. Sure, for some people, they are great, but for most, any sensible eating and exercise plan would work just as well.

Jorge's Summary – with narrative in-text citation

Registered dietician D. Kwon (personal communication, August 10, 2010) admits, "Personally, I don't really buy into all of the hype....Sure, for some people, [low-carbohydrate diets] are great, but for most, any sensible eating and exercise plan would work just as well."

Notice how Jorge smoothly integrated the quoted material by starting the sentence with

an introductory phrase. His use of ellipses and brackets did not change the source's meaning.

Documenting Source Material

Throughout the writing process, be scrupulous about documenting information taken from sources. The purpose of doing so is twofold:

1. To give credit to other writers or researchers for their ideas
2. To allow your reader to follow up and learn more about the topic if desired

You will cite sources within the body of your paper and at the end of the paper in your bibliography. For this assignment, you will use the citation format used by the American Psychological Association (also known as APA style).

Citing Sources in the Body of Your Paper

In-text citations document your sources within the body of your paper. These include two vital pieces of information: the author's name and the year the source material was published. When quoting a print source, also include in the citation the page number where the quoted material originally appears. The page number will follow the year in the in-text citation. Page numbers are necessary only when content has been directly quoted, not when it has been summarized or paraphrased.

Within a paragraph, this information may appear as part of your introduction to the material or as a parenthetical citation at the end of a sentence. Read the examples that follow.

Jorge's Summary with narrative in-text citation

Leibowitz (2008) found that low-carbohydrate diets often helped subjects with Type II diabetes maintain

a healthy weight and control blood-sugar levels.

The introduction to the source material includes the author's name followed by the year of publication in parentheses.

Jorge's Summary with parenthetical in-text citation

Low-carbohydrate diets often help subjects with Type II diabetes maintain a healthy weight and control blood-sugar levels (Leibowitz, 2008).

The parenthetical citation at the end of the sentence includes the author's name, a comma, and the year the source was published. The period at the end of the sentence comes after the parentheses.

Creating a List of References

Each of the sources you cite in the body text will appear in a references list at the end of your paper. While in-text citations provide the most basic information about the source, your references section will include additional publication details. In general, you will include the following information:

- The author's last name followed by his or her first (and sometimes middle) initial
- The year the source was published
- The source title
- For articles in periodicals, the full name of the periodical, along with the volume and issue number and the pages where the article appeared

Additional information may be included for different types of sources, such as online sources.

Using Primary and Secondary Research

As you write your draft, be mindful of how you are using primary and secondary source material to support your points. Recall that primary sources present firsthand information. Secondary sources are one step removed from primary sources. They present a writer's analysis or interpretation of primary source materials. How you balance primary and secondary source material in your paper will depend on the topic and assignment.

Using Primary Sources Effectively

Some types of research papers must use primary sources extensively to achieve their purpose. Any paper that analyzes a primary text or presents the writer's own experimental research falls in this category. Here are a few examples:

- A paper for a literature course analyzing several poems by Emily Dickinson
- A paper for a political science course comparing televised speeches delivered by two presidential candidates
- A paper for a communications course discussing gender biases in television commercials
- A paper for a business administration course that discusses the results of a survey the writer conducted with local businesses to gather information about their work-from-home and flextime policies
- A paper for an elementary education course that discusses the results of an experiment the writer conducted to compare the effectiveness of two different methods of mathematics instruction

For these types of papers, primary research is the main focus. If you are writing about a work (including nonprint works, such as a movie or a painting), it is crucial to gather information and ideas from the original work, rather than relying solely on others' interpretations. And, of course, if you take the time to design and conduct your own field research, such as a survey, a series of interviews, or an experiment, you will want to

discuss it in detail. For example, the interviews may provide interesting responses that you want to share with your reader.

Using Secondary Sources Effectively

For some assignments, it makes sense to rely more on secondary sources than primary sources. If you are not analyzing a text or conducting your own field research, you will need to use secondary sources extensively.

As much as possible, use secondary sources that are closely linked to primary research, such as a journal article presenting the results of the authors' scientific study or a book that cites interviews and case studies. These sources are more reliable and add more value to your paper than sources that are further removed from primary research. For instance, a popular magazine article on junk-food addiction might be several steps removed from the original scientific study on which it is loosely based. As a result, the article may distort, sensationalize, or misinterpret the scientists' findings.

Even if your paper is largely based on primary sources, you may use secondary sources to develop your ideas. For instance, an analysis of Alfred Hitchcock's films would focus on the films themselves as a primary source, but might also cite commentary from critics. A paper that presents an original experiment would include some discussion of similar prior research in the field.

Jorge knew he did not have the time, resources, or experience needed to conduct original experimental research for his paper. Because he was relying on secondary sources to support his ideas, he made a point of citing sources that were not far removed from primary research.

Tip

Some sources could be considered primary or secondary sources, depending on the writer's purpose for using them. For instance, if a writer's purpose is to inform readers about how the No Child Left Behind legislation has affected elementary education, a Time magazine article on the subject would be a secondary source. However, suppose the writer's purpose is to analyze how the news media has portrayed the effects of the No Child Left Behind legislation. In that case, articles about the legislation in news magazines like Time, Newsweek, and US News & World Report would be primary sources. They provide firsthand examples of the media coverage the writer is analyzing.

Avoiding Plagiarism

Your research paper presents your thinking about a topic, supported and developed by other people's ideas and information. It is crucial to always distinguish between the two—as you conduct research, as you plan your paper, and as you write. Failure to do so can lead to plagiarism.

Intentional and Accidental Plagiarism

Plagiarism is the act of misrepresenting someone else's work as your own. Sometimes a writer plagiarizes work on purpose—for instance, by purchasing an essay from a website and submitting it as original course work. In other cases, a writer may commit accidental plagiarism due to carelessness, haste, or misunderstanding. To avoid unintentional plagiarism, follow these guidelines:

- Understand what types of information must be cited.
- Understand what constitutes fair use of a source.
- Keep source materials and notes carefully organized.
- Follow guidelines for summarizing, paraphrasing, and quoting sources.

When to Cite

Any idea or fact taken from an outside source must be cited, in both the body of your paper and the references list. The only exceptions are facts or general statements that are common knowledge. Common-knowledge facts or general statements are commonly supported by and found in multiple sources. For example, a writer would not need to cite the statement that most breads, pastas, and cereals are high in carbohydrates; this is well known and well documented. However, if a writer explained in detail the differences among the chemical structures of carbohydrates, proteins, and fats, a citation would be necessary. When in doubt, cite.

Fair Use/Fair Dealing

In recent years, issues related to the fair use (USA) and Fair Dealing (Canada) of sources have been prevalent in popular culture. Recording artists, for example, may disagree

about the extent to which one has the right to sample another's music. For academic purposes, however, the guidelines for fair use are reasonably straightforward.

Writers may quote from or paraphrase material from previously published works without formally obtaining the copyright holder's permission. Fair use /Fair Dealing means that the writer legitimately uses brief excerpts from source material to support and develop his or her own ideas. For instance, a columnist may excerpt a few sentences from a novel when writing a book review. However, quoting or paraphrasing another's work at excessive length, to the extent that large sections of the writing are unoriginal, is not fair use or fair dealing.

As he worked on his draft, Jorge was careful to cite his sources correctly and not to rely excessively on any one source. Occasionally, however, he caught himself quoting a source at great length. In those instances, he highlighted the paragraph in question so that he could go back to it later and revise. Read the example, along with Jorge's revision.

Jorge's Summary with unoriginal writing

Heinz (2009) found that "subjects in the low-carbohydrate group (30% carbohydrates; 40% protein, 30% fat) had a mean weight loss of 10 kg (22 lbs) over a 4-month period" (para. 7). These results were "noticeably better than results for subjects on a low-fat diet (45% carbohydrates, 35% protein, 20% fat)" whose average weight loss was only "7 kg (15.4 lbs) in the same period" (Heinz, 2009, para. 8). From this, it can be concluded that "low-carbohydrate diets obtain more rapid results" (Heinz, 2009, p. 82). Other researchers agree that "at least in the short term, patients following low-carbohydrate diets enjoy greater success" than those who follow alternative plans (Johnson & Crowe, 2010, p. 25).

After reviewing the paragraph, Jorge realized that he had drifted into unoriginal writing. Most of the paragraph was taken verbatim from a single article. Although Jorge had enclosed the material in quotation marks, he knew it was not an appropriate way to use the research in his paper.

Jorge's Revised Summary

Low-carbohydrate diets may indeed be superior to other diet plans for short-term weight loss. In a study comparing low-carbohydrate diets and low-fat diets, Heinz (2009) found that subjects who followed a low-carbohydrate plan (30% of total calories) for 4 months lost, on average, about 3 kilograms more than subjects who followed a low-fat diet for the same time. Heinz concluded that these plans yield quick results, an idea supported by a similar study conducted by Johnson and Crowe (2010). What remains to be seen, however, is whether this initial success can be sustained for longer periods.

As Jorge revised the paragraph, he realized he did not need to quote these sources directly. Instead, he paraphrased their most important findings. He also made sure to include a topic sentence stating the main idea of the paragraph and a concluding sentence that transitioned to the next major topic in his essay.

Working with Sources Carefully

Disorganization and carelessness sometimes lead to plagiarism. For instance, a writer may be unable to provide a complete, accurate citation if he didn't record bibliographical information. A writer may cut and paste a passage from a website into her paper and later forget where the material came from. A writer who procrastinates may rush through a draft, which easily leads to sloppy paraphrasing and inaccurate quotations. Any of these actions can create the appearance of plagiarism and lead to negative consequences.

Carefully organizing your time and notes is the best guard against these forms of plagiarism. Maintain a detailed working bibliography and thorough notes throughout the research process. Check original sources again to clear up any uncertainties. Allow plenty of time for writing your draft so there is no temptation to cut corners.

Writing at Work

Citing other people's work appropriately is just as important in the workplace as it is in school. If you need to consult outside sources to research a document you are creating, follow the general guidelines already discussed, as well as any industry-specific citation guidelines. For more extensive use of others' work—for instance, requesting permission to link to another company's website on your own corporate website—always follow your employer's established procedures.

Academic Integrity

The concepts and strategies discussed in this section connect to a larger issue—academic integrity. You maintain your integrity as a member of an academic community by representing your work and others' work honestly and by using other people's work only in legitimately accepted ways. It is a point of honour taken seriously in every academic discipline and career field.

Academic integrity violations have serious educational and professional consequences. Even when cheating and plagiarism go undetected, they still result in a student's failure to learn necessary research and writing skills. Students who are found guilty of academic integrity violations face consequences ranging from a failing grade to expulsion from the university. Employees may be fired for plagiarism and do irreparable damage to their professional reputation. In short, it is never worth the risk.

Key Takeaways

- An effective research paper focuses on the writer's ideas. The introduction and conclusion present and revisit the writer's thesis. The body of the paper develops the thesis and related

points with information from research.

- Ideas and information taken from outside sources must be cited in the body of the paper and in the references section.
- Material taken from sources should be used to develop the writer's ideas. Summarizing and paraphrasing are usually most effective for this purpose.
- A summary concisely restates the main ideas of a source in the writer's own words.
- A paraphrase restates ideas from a source using the writer's own words and sentence structures.
- Direct quotations should be used sparingly. Ellipses and brackets must be used to indicate words that were omitted or changed for conciseness or grammatical correctness.
- Always represent material from outside sources accurately.
- Plagiarism has serious academic and professional consequences. To avoid accidental plagiarism, keep research materials organized, understand guidelines for fair use and appropriate citation of sources, and review the paper to make sure these guidelines are followed.

Attributions & References

Except where otherwise noted, this chapter is adapted from " 12.1 Creating a Rough Draft for a Research Paper (<https://open.lib.umn.edu/writingforsuccess/chapter/12-1-creating-a-rough-draft-for-a-research-paper/>)" In *Writing for Success* by University of Minnesota licensed under CC BY-NC 4.0. / Small edits and updates to include "Fair Dealing" were made, adjustments to APA citation.

7.2 - AVOIDING PLAGIARISM

Learning Objectives

- define plagiarism,
- describe some common types of plagiarism,
- name one way to avoid plagiarism in your own work.

Introduction

Unsure of what plagiarism actually is?

Watch Don't lose cite of avoiding plagiarism on YouTube (4 mins) (<https://youtu.be/kCg8SdnaPjU>)

Plagiarism – Media Sources

Plagiarism – Media Sources (Text version)

True or False? I need to cite media sources including images and videos?

Check your Answer:¹

Student Responsibilities:

Academic integrity means upholding the values of your school with respect to the production of your academic work and the completion of quizzes, tests, and exams. Every college in Ontario has an academic integrity policy. Read your college's academic integrity policy and be sure you understand your responsibilities as a student and scholar.

For more information, visit: Academic Integrity – Research – The Learning Portal at Ontario Colleges Library Services (tlp-lpa.ca)

Plagiarism – Consequences

Plagiarism – Consequences (Text version)

The minimum penalty for a first offence of plagiarism at Georgian College is ...?

1. Expulsion from the school.
2. A grade of 0.
3. Automatic course failure.
4. A verbal warning.

Check your Answer:²

Types of Plagiarism:

There is more than one way to get accused of committing plagiarism. Watch this video to learn the different types of plagiarism so that you can avoid it in your own work.

Watch Types of plagiarism on YouTube (2 mins) (<https://youtu.be/hpYXJkdip4>)

Plagiarism – Your own work

Plagiarism – Your own work (Text version)

True or False: It is okay to resubmit part of a paper that you have already written as part of a new assignment?

Check your Answer: ³

The Why, Where, and When of Citing:

One of the easiest ways to avoid being accused of plagiarism is to always cite your sources. Watch this video for more information on why you should cite your sources, as well as where/when to cite your sources.

Watch The why, where and when of citing on YouTube (3 mins) (https://youtu.be/bSDpIww_zqg)

Avoiding Plagiarism

Avoiding Plagiarism (Text version)

True or False: The best way to avoid being accused of plagiarism is to always cite your sources?

Check your Answer: ⁴

Attributions & References

This chapter (text, H5P activities and embedded videos) was adapted from “Avoiding

Plagiarism" In *Niagara College Libraries + Learning Commons Information Skills Online Handbook* by Jackie Chambers Page and Siscoe Boschman, licensed under CC BY 4.0.

Notes

1. True. You need to cite all of your sources including images and videos.
2. d. The minimum penalty for a first-time offence of plagiarism at Georgian College is a verbal warning. You can also receive a zero, be asked to complete training, fail your course or be expelled from school.
3. False. This is considered to be self-plagiarism and it is not allowed.
4. True.

7.3 - DEVELOPING A FINAL DRAFT OF A RESEARCH PAPER

Learning Objectives

- Revise your paper to improve organization and cohesion.
- Determine an appropriate style and tone for your paper.
- Revise to ensure that your tone is consistent.
- Edit your paper to ensure that language, citations, and formatting are correct.

Given all the time and effort you have put into your research project, you will want to make sure that your final draft represents your best work. This requires taking the time to revise and edit your paper carefully.

You may feel like you need a break from your paper before you revise and edit it. That is understandable—but leave yourself with enough time to complete this important stage of the writing process. In this section, you will learn the following specific strategies that are useful for revising and editing a research paper:

- How to evaluate and improve the overall organization and cohesion
- How to maintain an appropriate style and tone
- How to use checklists to identify and correct any errors in language, citations, and formatting

Revising Your Paper: Organization and Cohesion

When writing a research paper, it is easy to become overly focused on editorial details, such as the proper format for bibliographical entries. These details do matter. However, before you begin to address them, it is important to spend time reviewing and revising the content of the paper.

A good research paper is both organized and cohesive. Organization means that your argument flows logically from one point to the next. Cohesion means that the elements of your paper work together smoothly and naturally. In a cohesive research paper, information from research is seamlessly integrated with the writer's ideas.

Revise to Improve Organization

When you revise to improve organization, you look at the flow of ideas throughout the essay as a whole and within individual paragraphs. You check to see that your essay moves logically from the introduction to the body paragraphs to the conclusion, and that each section reinforces your thesis. Use Checklist 12.1 to help you.

Revising for Organization – Checklist

At the essay level

- Does my introduction proceed clearly from the opening to the thesis?
- Does each body paragraph have a clear main idea that relates to the thesis?
- Do the main ideas in the body paragraphs flow in a logical order? Is each paragraph connected to the one before it?
- Do I need to add or revise topic sentences or transitions to make the overall flow of ideas clearer?
- Does my conclusion summarize my main ideas and revisit my thesis?

At the paragraph level

- Does the topic sentence clearly state the main idea?
- Do the details in the paragraph relate to the main idea?
- Do I need to recast any sentences or add transitions to improve the flow of sentences?

If you're not sure, continue to revise your work or contact your Professor for help.

Jorge reread his draft paragraph by paragraph. As he read, he highlighted the main idea of each paragraph so he could see whether his ideas proceeded in a logical order. For the most part, the flow of ideas was clear. However, he did notice that one paragraph did not have a clear main idea. It interrupted the flow of the writing. During revision, Jorge added a topic sentence that clearly connected the paragraph to the one that had preceded it. He also added transitions to improve the flow of ideas from sentence to sentence.

Read the following paragraphs twice, the first time without Jorge's changes, and the second time with them.

Jorge's draft paragraph

Picture this: You're standing in the aisle of your local grocery store when you see a chubby guy nearby staring at several brands of ketchup on display. After deliberating for a moment, he reaches for the bottle with the words "Low-Carb!" displayed prominently on the label. (You can't help but notice that the low-carb ketchup is higher priced.) Is he making a smart choice that will help him lose weight and enjoy better health – or is he just buying into the latest diet fad? [Over the past decade, increasing numbers of Americans have jumped on the low-carbohydrate bandwagon.](#) Some researchers estimate that approximately 40 million Americans, or about one-fifth of the population, have attempted to restrict their intake of foods high in carbohydrates (Sanders & Katz, 2004; Hirsch, 2004). Proponents of low-carb diets

say they are **not only** the most effective way to lose weight, **but also they** ~~They~~ yield health benefits such as lower blood pressure and improved cholesterol levels. **Meanwhile,** ~~Some~~ doctors claim that low-carbohydrate diets are overrated and caution that their long-term effects are unknown. Although following a low-carbohydrate diet can have many benefits – especially for people who are obese or diabetic – these diets are not necessarily the best option for everyone who wants to lose weight or improve their health.

Summary of revisions:

Insert “Over the past decade, increasing numbers of Americans have jumped on the low-carbohydrate bandwagon.” after sentence 4. Revise & combine sentences 7 and 8 to read: “Proponents of low-carb diets say they are not only the most effective way to lose weight, but also they yield health benefits such as lower blood pressure and improved cholesterol levels. Start sentence 8 with “Meanwhile,”.

Exercise 1

Follow these steps to begin revising your paper’s overall organization.

1. Print out a hard copy of your paper.
2. Read your paper paragraph by paragraph. Highlight your thesis and the topic sentence of each paragraph.
3. Using the thesis and topic sentences as starting points, outline the ideas you presented—just as you would do if you were outlining a chapter in a textbook. Do not look at the outline you created during prewriting. You may write in the margins of your draft or create a formal outline on a separate sheet of paper.
4. Next, reread your paper more slowly, looking for how ideas flow from sentence to sentence. Identify places where adding a transition or recasting a sentence would make the ideas flow more logically.
5. Review the topics on your outline. Is there a logical flow of ideas? Identify any places where you may need to reorganize ideas.

6. Begin to revise your paper to improve organization. Start with any major issues, such as needing to move an entire paragraph. Then proceed to minor revisions, such as adding a transitional phrase or tweaking a topic sentence so it connects ideas more clearly.

Collaboration

Please share your paper with a classmate. Repeat the six steps and take notes on a separate piece of paper. Share and compare notes.

Tip

Writers choose transitions carefully to show the relationships between ideas—for instance, to make a comparison or elaborate on a point with examples. Make sure your transitions suit your purpose and avoid overusing the same ones. For an extensive list of transitions, see Chapter 3 “The Writing Process: How Do I Begin?”, Section 3.4 “Revising and Editing”.

Revise to Improve Cohesion

When you revise to improve cohesion, you analyze how the parts of your paper work together. You look for anything that seems awkward or out of place. Revision may involve deleting unnecessary material or rewriting parts of the paper so that the out-of-place material fits in smoothly.

In a research paper, problems with cohesion usually occur when a writer has trouble integrating source material. If facts or quotations have been awkwardly dropped into a paragraph, they distract or confuse the reader instead of working to support the writer’s point. Overusing paraphrased and quoted material has the same effect. Use the Checklist below to review your essay for cohesion.

Revising for Cohesion: Checklist

- Does the opening of the paper clearly connect to the broader topic and thesis? Make sure entertaining quotes or anecdotes serve a purpose.
- Have I included support from research for each main point in the body of my paper?
- Have I included introductory material before any quotations? Quotations should never stand alone in a paragraph.
- Does paraphrased and quoted material clearly serve to develop my own points?
- Do I need to add to or revise parts of the paper to help the reader understand how certain information from a source is relevant?
- Are there any places where I have overused material from sources?
- Does my conclusion make sense based on the rest of the paper? Make sure any new questions or suggestions in the conclusion are clearly linked to earlier material.

If you're not sure, continue to revise your work or contact your Professor for help.

As Jorge reread his draft, he looked to see how the different pieces fit together to prove his thesis. He realized that some of his supporting information needed to be integrated more carefully and decided to omit some details entirely. Read the following paragraph, first without Jorge's revisions and then with them.

Jorge's paragraph with source integration & revisions

One likely reason for these lackluster long-term results is that a low-carbohydrate diet – like any

restrictive diet – is difficult to adhere to for any extended period. ~~Most people enjoy foods that are high in carbohydrates, and no one wants to be the person who always turns down that slice of pizza or birthday cake.~~ In commenting on the Gardner study, experts at Harvard School of Public Health (2010) noted that women in all four diet groups had difficulty following the plan. Because it is hard for dieters to stick to a low-carbohydrate eating plan, the initial success of these diets is short-lived (Heinz, 2009). Medical professionals caution that low-carbohydrate diets are difficult for many people to follow consistently and that, in to maintain a healthy weight, dieters should try to develop nutrition and exercise habits they can incorporate into their lives in the long term (Mayo Clinic, 2008). [Registered dietician D. Kwon \(personal communication, August 10, 2010\) comments](#), “For some people, (low-carbohydrate diets) are great, but for most, any sensible eating and exercise plan would work just as well” ~~(Kwon, 2010)~~.

Summary of revisions: Remove 2nd sentence “Most people enjoy...”. Add signal phrase with personal communication citation to last sentence. Delete the parenthetical citation from end of paragraph.

Jorge decided that his comment about pizza and birthday cake came across as subjective and was not necessary to make his point, so he deleted it. He also realized that the quotation at the end of the paragraph was awkward and ineffective. How would his readers know who Kwon was or why her opinion should be taken seriously? Adding an introductory phrase helped Jorge integrate this quotation smoothly and establish the credibility of his source.

Exercise 2

Follow these steps to begin revising your paper to improve cohesion.

1. Print out a hard copy of your paper.
2. Read the body paragraphs of your paper first. Each time you come to a place that cites information from sources, ask yourself what purpose this information serves. Check that it

- helps support a point and that it is clearly related to the other sentences in the paragraph.
3. Identify unnecessary information from sources that you can delete.
 4. Identify places where you need to revise your writing so that readers understand the significance of the details cited from sources.
 5. Skim the body paragraphs once more, looking for any paragraphs that seem packed with citations. Review these paragraphs carefully for cohesion.
 6. Review your introduction and conclusion. Make sure the information presented works with ideas in the body of the paper.
 7. Revise the places you identified in your paper to improve cohesion.

Collaboration

Please exchange papers with a classmate. Complete step four. On a separate piece of paper, note any areas that would benefit from clarification. Return and compare notes.

Writing at Work

Understanding cohesion can also benefit you in the workplace, especially when you have to write and deliver a presentation. Speakers sometimes rely on cute graphics or funny quotations to hold their audience's attention. If you choose to use these elements, make sure they work well with the substantive content of your presentation. For example, if you are asked to give a financial presentation, and the financial report shows that the company lost money, funny illustrations would not be relevant or appropriate for the presentation.

Using a Consistent Style and Tone

Once you are certain that the content of your paper fulfills your purpose, you can begin revising to improve style and tone. Together, your style and tone create the voice of your paper, or how you come across to readers. Style refers to the way you use language as a writer—the sentence structures you use and the word choices you make.

Tone is the attitude toward your subject and audience that you convey through your word choice.

Determining an Appropriate Style and Tone

Although accepted writing styles will vary within different disciplines, the underlying goal is the same—to come across to your readers as a knowledgeable, authoritative guide. Writing about research is like being a tour guide who walks readers through a topic. A stuffy, overly formal tour guide can make readers feel put off or intimidated. Too much informality or humor can make readers wonder whether the tour guide really knows what he or she is talking about. Extreme or emotionally charged language comes across as unbalanced.

To help prevent being overly formal or informal, determine an appropriate style and tone at the beginning of the research process. Consider your topic and audience because these can help dictate style and tone. For example, a paper on new breakthroughs in cancer research should be more formal than a paper on ways to get a good night's sleep.

A strong research paper comes across as straightforward, appropriately academic, and serious. It is generally best to avoid writing in the first person, as this can make your paper seem overly subjective and opinion based. Use Checklist 12.3 on style to review your paper for other issues that affect style and tone. You can check for consistency at the end of the writing process. Checking for consistency is discussed later in this section.

Revising for Style: Checklist

- My paper avoids excessive wordiness.
- My sentences are varied in length and structure.
- I have avoided using first-person pronouns such as *I* and *we*.
- I have used the active voice whenever possible.
- I have defined specialized terms that might be unfamiliar to readers.

- I have used clear, straightforward language whenever possible and avoided unnecessary jargon.
- My paper states my point of view using a balanced tone—neither too indecisive nor too forceful.

Word Choice

Note that word choice is an especially important aspect of style. In addition to checking the points noted on Checklist 12.3, review your paper to make sure your language is precise, conveys no unintended connotations, and is free of biases. Here are some of the points to check for:

- Vague or imprecise terms
- Slang
- Repetition of the same phrases (“Smith states..., Jones states...”) to introduce quoted and paraphrased material
- Exclusive use of masculine pronouns or awkward use of *he* or *she*
- Use of language with negative connotations, such as *haughty* or *ridiculous*
- Use of outdated or offensive terms to refer to specific ethnic, racial, or religious groups

Tip

Using plural nouns and pronouns or recasting a sentence can help you keep your language gender neutral while avoiding awkwardness. Consider the following examples.

- **Gender-biased:** When a writer cites a source in the body of his paper, he must list it on his references page.
- **Awkward:** When a writer cites a source in the body of his or her paper, he or she must list it on his or her references page.
- **Improved:** Writers must list any sources cited in the body of a paper on the references page.

Keeping Your Style Consistent

As you revise your paper, make sure your style is consistent throughout. Look for instances where a word, phrase, or sentence just does not seem to fit with the rest of the writing. It is best to reread for style after you have completed the other revisions so that you are not distracted by any larger content issues. Revising strategies you can use include the following:

- **Read your paper aloud.** Sometimes your ears catch inconsistencies that your eyes miss.
- **Share your paper with another reader whom you trust to give you honest feedback.** It is often difficult to evaluate one's own style objectively—especially in the final phase of a challenging writing project. Another reader may be more likely to notice instances of wordiness, confusing language, or other issues that affect style and tone.
- **Line-edit your paper slowly, sentence by sentence.** You may even wish to use a sheet of paper to cover everything on the page except the paragraph you are editing—that forces you to read slowly and carefully. Mark any areas where you notice problems in style or tone, and then take time to rework those sections.

On reviewing his paper, Jorge found that he had generally used an appropriately academic style and tone. However, he noticed one glaring exception—his first paragraph. He realized there were places where his overly informal writing could come across as unserious or, worse, disparaging. Revising his word choice and omitting a humorous aside helped Jorge maintain a consistent tone. Read his revisions.

Jorge's first paragraph with academic style revisions

I. Introduction

Picture this: You're standing in the aisle of your local grocery store when you see [a-chubby-guy an](#)

overweight man nearby staring at several brands of ketchup on display. After deliberating for a moment, he reaches for the bottle with the words “Low-Carb!” displayed prominently on the label. ~~(You can’t help but notice that the low-carb ketchup is higher priced.)~~ Is he making a smart choice that will help him lose weight and enjoy better health – or is he just buying into the latest diet fad?

Summary of revisions: replace “a chubby guy” in sentence 1 with “an overweight man”. Remove 3rd sentence.

Exercise 3

Using the Style Checklist, line-edit your paper. You may use either of these techniques:

1. Print out a hard copy of your paper, or work with your printout. Read it line by line. Check for the issues noted on the Style Checklist, as well as any other aspects of your writing style you have previously identified as areas for improvement. Mark any areas where you notice problems in style or tone, and then take time to rework those sections.
2. If you prefer to work with an electronic document, use the menu options in your word-processing program to enlarge the text to 150 or 200 percent of the original size. Make sure the type is large enough that you can focus on only one paragraph at a time. Read the paper line by line as described in step 1. Highlight any areas where you notice problems in style or tone, and then take time to rework those sections.

Collaboration

Please exchange papers with a classmate. On a separate piece of paper, note places where the essay does not seem to flow or you have questions about what was written. Return the essay and compare notes.

Editing Your Paper

After revising your paper to address problems in content or style, you will complete one final editorial review. Perhaps you already have caught and corrected minor mistakes during previous revisions. Nevertheless, give your draft a final edit to make sure it is error-free. Your final edit should focus on two broad areas:

1. Errors in grammar, mechanics, usage, and spelling
2. Errors in citing and formatting sources

Correcting Errors

Given how much work you have put into your research paper, you will want to check for any errors that could distract or confuse your readers. Using the spell-checking feature in your word-processing program can be helpful—but this should not replace a full, careful review of your document. Be sure to check for any errors that may have come up frequently for you in the past. Use Checklist 12.4 to help you as you edit:

Grammar, Mechanics, Punctuation, Usage, and Spelling Checklist

- My paper is free of grammatical errors, such as errors in subject-verb agreement and sentence fragments. (For additional guidance on grammar, see “Writing Basics: What Makes a Good Sentence?”.)
- My paper is free of errors in punctuation and mechanics, such as misplaced commas or incorrectly formatted source titles. (For additional guidance on punctuation and mechanics, see “Punctuation”.)
- My paper is free of common usage errors, such as *alot* and *alright*. (For additional guidance on correct usage, see “Working with Words: Which Word Is Right?”.)
- My paper is free of spelling errors. I have proofread my paper for spelling in addition to using the spell-checking feature in my word-processing program.

- I have checked my paper for any editing errors that I know I tend to make frequently.

Checking Citations and Formatting

When editing a research paper, it is also important to check that you have cited sources properly and formatted your document according to the specified guidelines. There are two reasons for this. First and foremost, citing sources correctly ensures that you have given proper credit to other people for ideas and information that helped you in your work. Second, using correct formatting establishes your paper as one student's contribution to the work developed by and for a larger academic community. Increasingly, American Psychological Association (APA) style guidelines are the standard for many academic fields. Modern Language Association (MLA) is also a standard style in many fields. Use Checklist 12.5 to help you check citations and formatting.

Citations and Formatting Checklist

- Within the body of my paper, each fact or idea taken from a source is credited to the correct source.
- Each in-text citation includes the source author's name (or, where applicable, the organization name or source title) and year of publication. I have used the correct format of in-text and parenthetical citations.
- Each source cited in the body of my paper has a corresponding entry in the references section of my paper.
- My references section includes a heading and double-spaced, alphabetized entries.

- Each entry in my references section is indented on the second line and all subsequent lines.
- Each entry in my references section includes all the necessary information for that source type, in the correct sequence and format.
- My paper includes a title page.
- The margins of my paper are set at one inch. Text is double spaced and set in a standard 12-point font.

For detailed guidelines on APA citation and formatting, see Chapter 8 – APA Style Citations – Tutorial

Writing at Work

Following APA citation and formatting guidelines may require time and effort. However, it is good practice for learning how to follow accepted conventions in any professional field. Many large corporations create a style manual with guidelines for editing and formatting documents produced by that corporation. Employees follow the style manual when creating internal documents and documents for publication.

During the process of revising and editing, Jorge made changes in the content and style of his paper. He also gave the paper a final review to check for overall correctness and, particularly, correct APA citations and formatting. Read the final draft of his paper.

Read Jorge's final essay

Read Jorge's essay in plain text/HTML

Note: HTML/plain text & Pressbooks do not always display page layout or APA formatting such as page numbers, spacing, margins or indentation accurately. Please review APA formatting rules to ensure you meet APA guidelines with your own work. The text version is included here in HTML format for ease of reading/use. You may also want to View Jorge's paper in PDF format (<https://ecampusontario.pressbooks.pub/app/uploads/sites/1984/2023/02/COMMESS-7-3-LowCarbEssay.pdf>).

Beyond the Hype: Evaluating Low-Carb Diets

Jorge Ramirez

Picture this: You're standing in the aisle of your local grocery store when you see an overweight man nearby staring at several brands of ketchup on display. After deliberating for a moment, he reaches for the bottle with the words "Low-Carb!" displayed prominently on the label. Is he making a smart choice that will help him lose weight and enjoy better health—or is he just buying into the latest diet fad?

Over the past decade, increasing numbers of Americans have jumped on the low-carb bandwagon. As of 2004, researchers estimated that approximately 40 million Americans, or about one-fifth of the population, were attempting to restrict their intake of food high in carbohydrates (Sanders & Katz, 2004). Proponents of low-carb diets say they not only are the most effective way to lose weight but also yield health benefits such as lower blood pressure and improved cholesterol levels. Meanwhile, some doctors claim that low-carb diets are overrated and caution that their long-term effects are unknown. Although following a low-carbohydrate diet can benefit some people, these diets are not necessarily that best option for everyone who wants to lose weight or improve their health.

Purported Benefits of Low-Carbohydrate Diets

To make sense of the popular enthusiasm for low-carbohydrate diets, it is important to understand proponents' claims about how they work. Any eating plan includes a balance of the three macronutrients—proteins, fats, and carbohydrates—each of which is essential for human health. Different foods provide these macronutrients in different proportions; a steak is primarily a source of protein, and a plate of pasta is primarily a source of carbohydrates. No one recommends eliminating any of these three macronutrient groups entirely.

However, experts disagree on what protein: fats: carbohydrate ratio is best for optimum health and for maintaining a healthy weight. Since the 1970s, the USDA has recommended that the greatest proportion of one's daily calories should come from carbohydrates—breads, pastas, and cereals—with moderate consumption of proteins and minimal consumption of fats. High-carbohydrate foods form the base of the "food pyramid" familiar to nutrition students.

Those who subscribe to the low-carb philosophy, however, argue that this approach is flawed. They argue that excess weight stems from disordered metabolism, which in turn can be traced to overconsumption of foods high in carbohydrates—especially refined carbohydrates like white flour and sugar (Atkins, 2002; Agatson, 2003). The body quickly absorbs sugars from these foods, increasing the level of glucose in the blood. This triggers the release of insulin, delivering energy-providing glucose to cells and storing some of the excess as glycogen. Unfortunately, the liver turns the rest of this excess glucose into fat. Thus, adherents of the low-carb approach often classify foods according to their glycemic index (GI)—a measurement of how quickly a given food raises blood glucose levels when consumed. Foods high in refined carbohydrates—sugar, potatoes, white breads, and pasta, for instance—have a high glycemic index.

Dieters who focus solely on reducing fat intake may fail to realize that consuming refined carbohydrates contributes to weight problems. Atkins (2002) notes that low-fat diets recommended to many who wish to lose weight are, by definition, usually high in carbohydrates, and thus unlikely to succeed.

Even worse, consuming high-carbohydrate foods regularly can, over time, wreak havoc with the body's systems for regulating blood sugar levels and insulin production. In some individuals, frequent spikes in blood sugar and insulin levels cause the body to become insulin-resistant—less able to use glucose for energy and more likely to convert it to fat (Atkins, 2002). This in turn helps to explain the link between obesity and Type 2 diabetes. In contrast, reducing carbohydrate intake purportedly helps the body use food more efficiently for energy. Additional benefits associated with these diets include reduced risk of cardiovascular disease (Atkins, 2002), lowered blood pressure (Bell, 2006; Atkins, 2002), and reduced risk of developing certain cancers (Atkins, 2002).

Given the experts' conflicting recommendations, it is no wonder that patients are confused about how to eat for optimum health. Some may assume that even moderate carbohydrate consumption should be avoided (Harvard School of Public Health, 2010). Others may use the low-carb approach to justify consuming large amounts of foods high in saturated fats—eggs, steak, bacon, and so forth. Meanwhile, low-carb diet plans and products have become a multibillion-dollar industry (Hirsch, 2004). Does this approach live up to its adherents' promises?

Research on Low-Carbohydrate Diets and Weight Loss

A number of clinical studies have found that low-carbohydrate diet plans are indeed highly effective for weight loss. Gardner et al. (2007) compared outcomes among overweight and obese women who followed one of four popular diet plans: Atkins, The Zone, LEARN, or Ornish. After 12 months, the group that had followed the low-carb Atkins plan had lost significantly more weight than those in the other three groups. McMillan-Price et al. (2006) compared results among overweight and obese young adults who followed one of four plans, all of which were low in fat but had varying proportions of proteins and

carbohydrates. They found that, over a 12-week period, the most significant body-fat loss occurred on plans that were high in protein and/or low in “high glycemic index” foods. More recently, the American Heart Association (2010) reported on an Israeli study that found that subjects who followed a low-carbohydrate, high-protein diet lost more weight than those who followed a low-fat plan or a Mediterranean plan based on vegetables, grains, and minimal consumption of meats and healthy fats.² Other researchers have also found that low-carbohydrate diets resulted in increased weight loss (Ebbeling et al., 2007; Bell, 2006; HealthDay, 2010).

Although these results are promising, they may be short-lived. Dieters who succeed in losing weight often struggle to keep the weight off—and unfortunately, low-carb diets are no exception to the rule. HealthDay (2010) cites a study recently published in the *Annals of Internal Medicine* that compared obese subjects who followed a low-carbohydrate diet and a low-fat diet. The former group lost more weight steadily—and both groups had difficulty keeping weight off. Similarly, Swiss researchers found that, although low-carb dieters initially lost more weight than those who followed other plans, the differences tended to even out over time (Bell, 2006). This suggests that low-carb diets may be no more effective than other diets for maintaining a healthy weight in the long term.

One likely reason is that a low-carbohydrate diet—like any restrictive diet—is difficult to adhere to for any extended period. In commenting on the Gardner study, experts at the Harvard School of Public Health (2010) noted that women in all four diet groups had difficulty following the plan. Medical professionals caution that low-carbohydrate diets are difficult for many people to follow consistently and that, to maintain a healthy weight, dieters should try to develop nutrition and exercise habits they can incorporate in their lives in the long term (Mayo Clinic, 2010). Registered dietician D. Kwon (personal communication, August 10, 2010) comments, “For some people, [low-carbohydrate diets] are great, but for most, any sensible eating and exercise plan would work just as well”.

Other Long-Term Health Outcomes

Regardless of whether low-carb diets are most effective for weight loss, their potential benefits for weight loss must be weighed against other long-term health outcomes such as hypertension, the risk of heart disease, and cholesterol levels. Research findings in these areas are mixed. For this reason, people considering following a low-carbohydrate diet to lose weight should be advised of the potential risks in doing so.

Research on how low-carbohydrate diets affect cholesterol levels is inconclusive. Some researchers have found that low-carbohydrate diets raise levels of HDL, or “good” cholesterol (Ebbeling et al., 2007; Seppa, 2008). Unfortunately, they may also raise levels of LDL, or “bad” cholesterol, which is associated with heart disease (Ebbeling et al., 2007; Reuters Health, 2010). A particular concern is that as dieters on a low-carbohydrate plan increase their intake of meats and dairy products—foods that are high in protein and fat—they are also likely to consume increased amounts of saturated fats, resulting in clogged arteries

and again increasing the risk of heart disease. Studies of humans (Bradley et al., 2009) and mice (Foo et al., 2009) have identified possible risks to cardiovascular health associated with low-carb diets. The American Heart Association (2010) and the Harvard School of Public Health (2010) caution that doctors cannot yet assess how following a low-carbohydrate diet affects patients' health over a long-term period.

Some studies (Bell, 2006) have found that following a low-carb diet helped lower patients' blood pressure. Again, however, excessive consumption of foods high in saturated fats may, over time, lead to the development of clogged arteries and increase risk of hypertension. Choosing lean meats over those high in fat and supplementing the diet with high-fiber, low-glycemic-index carbohydrates, such as leafy green vegetables, is a healthier plan for dieters to follow.

Perhaps most surprisingly, low-carbohydrate diets are not necessarily advantageous for patients with Type 2 diabetes. Bradley et al. (2009) found that patients who followed a low-carb or a low-fat diet had comparable outcomes for both weight loss and insulin resistance. The National Institute of Diabetes and Digestive and Kidney Diseases (2010) advises diabetics to monitor blood sugar levels carefully and to consult with their health care provider to develop a plan for healthy eating. Nevertheless, the nutritional guidelines it provides as a dietary starting point closely follow the USDA food pyramid.

Conclusion

Low-carb diets have garnered a great deal of positive attention, and it isn't entirely undeserved. These diets do lead to rapid weight loss, and they often result in greater weight loss over a period of months than other diet plans. Significantly overweight or obese people may find low-carb eating plans the most effective for losing weight and reducing the risks associated with carrying excess body fat. However, because these diets are difficult for some people to adhere to and because their potential long-term health effects are still being debated, they are not necessarily the ideal choice for anyone who wants to lose weight. A moderately overweight person who wants to lose only a few pounds is best advised to choose whatever plan will help him stay active and consume fewer calories consistently—whether or not it involves eating low-carb ketchup.

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Seppa, N. (2008). Go against the grains, diet study suggests: Low-carb beats low-fat in weight loss, cholesterol. *Science News*, 174(4), 25. <http://www.sciencenews.org/view/issue/id/34757>

Source: PDF/text version of the final research essay from “Developing Your Final Draft” In *English Composition 2* by Lumen Learning is licensed under CC BY-NC-SA 4.0. / has been Adapted by Emily Cramer & Amanda Quibell / Created PDF/accessible format, APA style updated to 7th edition and corrections made so that in-text and reference entries match.

Key Takeaways

- Organization in a research paper means that the argument proceeds logically from the introduction to the body to the conclusion. It flows logically from one point to the next. When revising a research paper, evaluate the organization of the paper as a whole and the organization of individual paragraphs.
 - In a cohesive research paper, the elements of the paper work together smoothly and naturally. When revising a research paper, evaluate its cohesion. In particular, check that information from research is smoothly integrated with your ideas with appropriate in-text citations.
 - An effective research paper uses a style and tone that are appropriately academic and serious. When revising a research paper, check that the style and tone are consistent throughout.
 - Editing a research paper involves checking for errors in grammar, mechanics, punctuation, usage, spelling, citations, and formatting.
-

Attribution & References

- Except where otherwise noted, this chapter is adapted from " 12.2 Developing a Final Draft of a Research Paper (<https://open.lib.umn.edu/writingforsuccess/chapter/12-2-developing-a-final-draft-of-a-research-paper/>)" In *Writing for Success* by University of Minnesota licensed under CC BY-NC 4.0. Edits made for accessibility and visual images, updates to APA citation & references.
- Final Essay screenshots & PDF/text version of the final research essay from "Developing Your Final Draft" In *English Composition 2* (<https://courses.lumenlearning.com/vccs-eng112-17sp/>) by Lumen Learning is licensed under CC BY-NC-SA. / Adapted by Emily Cramer & Amanda Quibell / Created accessible PDF format, APA style updated to 7th edition and corrections made so that in-text and reference entries match.

7.4 - PEER REVIEWS

Learning Objective

- Describe techniques for effective peer review

Revision doesn't have to happen by yourself. You can (and should!) call upon your peers to help you develop and clarify your draft.

Writers, particularly new writers, often find that letting other writers review their work is tremendously helpful. Most universities have writing centers, where students can have their essays reviewed for free by experienced student writers or tutors. These tutors can work with you one-on-one to help you improve your writing and earn better grades.

You should realize that reviewing your work, like planning, drafting, or revising, is a recursive process. It is not something a writer does just at the end of his work. For instance, you may want to write an introduction to an essay and have it reviewed by a teacher or classmate before trudging forward. If you're on the wrong track, you'd be better off knowing about it sooner rather than later — especially if a deadline or due date is looming.

Talk it Out

Even if it is optional, it's a good idea to have a conversation about your piece of writing with someone else. First, you could ask a friend to read through your draft, and mark places where difficult or complicated ideas don't seem to be coming through clearly. Then, look at each passage and explain to your friend what you meant to say in that passage. Sometimes verbally articulating an idea helps to clarify it. What did you say more clearly in the conversation than you wrote in the draft? What did you say that

needs to be included in your draft? What kinds of questions or points did your peers make that could be included in your draft? The insights you can from having someone else read your paper can make you aware of any shortcomings or weaknesses in your paper.

Watch It

Some classes may require a peer review as part of an essay project. Even when not strictly required, though, peer review can be valuable for many reasons, as the video below explains.

Watch Peer writing review process | Otis College of Art and Design on YouTube (5 mins)
(<https://www.youtube.com/watch?v=24apK7i32xg>)

You can view the transcript for “Otis College: Peer Writing Review Process” here [RTF file].
 (<https://s3-us-west-2.amazonaws.com/course-building/English+Comp/Transcripts/Otis+College-+Peer+Writing+Review+Process+.rtf>)

Who better to ask if your essay is meeting its goals than someone else working on the same task? Consider reaching out to a classmate to offer to exchange insights on drafts before the due date.

The Need for Specific Feedback

“There are two kinds of editors, those who correct your copy and those who say it’s wonderful.” ← Theodore H. White

Let’s suppose that you just gave your paper to your roommate and asked her to look it over. You explain that you’ve been working on the paper for three days and that you really want to earn an A. “I want your honest opinion,” you say. “Don’t worry about hurting my feelings. What do you think?” You watch your roommate’s face as she reads your paper. She grimaces. Laughs. Yawns.

Finally, she hands you the paper back and says, “This sucks.”

This may be the type of “review” you are accustomed to receiving — overly critical and not very helpful. Perhaps you agree that your paper is in trouble and needs help, but

without a better understanding of what's wrong, you aren't likely to be able to do much about it. Furthermore, how can you trust your roommate's judgment of your paper? What if it just so happens that your roommate strongly dislikes sentences that start with "However," and, seeing such sentences in your paper, decided right there that the paper was terrible?

Ultimately, what makes an evaluation worthwhile is the soundness of its criteria. As a writer, you want to know not just whether someone likes your paper, but also what factors they are taking into consideration when they review your paper. Both the reviewer and the person being reviewed need to be as clear as possible about the criteria that will be used to evaluate the work. Are your reviewers only looking at your grammar, or are they also determining the rationality of your arguments? Does a comma splice make a bigger difference than a rough transition between paragraphs?

All of these matters should be spelled out clearly beforehand, either by the writer or the reviewer. As a writer, what are you personally working on? It's not a bad idea to think about your strengths and challenges as a writer before handing over your paper to a reviewer, or to use work that has been returned to you in the past with feedback.

For example, if you're writing a paper for a professor you've had before, and who has made comments on your past work, use those comments to provide your reviewer with a focus. If you are the reviewer in this situation, ask to see the assignment and rubric, if possible. You can also ask the writer for specific guidelines, areas of greatest need, or even anything s/he might know about the grader.

Being a Good Peer Reviewer

Sooner or later, someone is going to hand you a piece of writing and ask for your opinion. You may be asked to review another student's essay as part of your classwork. Perhaps a friend or a younger brother or sister has come to you for help. If you develop a reputation for being a good writer, then the chances are good that even your boss might ask you to look over letters or policy statements and offer your professional opinion.

In any case, if you really want to do a good job in these situations, you're going to need reviewing skills. You're going to need to be able to identify problems, suggest alternatives, and, more importantly, support everything you say with reasonable claims. Furthermore, you must do all this in a convincing way that makes the writer want to make the changes you suggest. You must know what's wrong with a document, why it's wrong, and how to fix it. One way you can get better at self-reviewing is to spend time

reviewing other people's work. Eventually, you'll develop a knack for spotting errors that will serve you well as you edit and revise your own work.

Reviewing Criteria

In the example above, you were not able to gain any insights or knowledge from your roommate letting you know that your paper "sucks." What you wanted was some kind of feedback that would help you improve your paper, so you could get a good grade. You don't know if your paper "sucks" because it lacked a strong thesis, because your writing strayed from the assignment, or because of grammatical errors. You can be a better self- and peer-reviewer than your roommate was. When you're reviewing your own paper or the paper of a friend or classmate, ask yourself a few questions:

Organization

1. What are your initial thoughts? What strengths and weaknesses does the paper have? What parts confused you, or might be confusing to other readers? What's the most important thing that the writer is trying to say?
2. How is the paper you're reviewing organized? Again, does it start with the broad and move to specifics? Do all sentences support the paragraph's topic sentence, and do all paragraphs support the thesis? Is there an Introduction that draws in the reader, or does it restate the assignment and become redundant? Is the paper organized in a way that will make sense to readers? Does the writer employ transitions effectively? Does the paper flow from beginning to end?

Focus

1. Is the paper focused on the assignment? Does it follow the same thought throughout the paper, or does it jump from subject to subject? Do I feel like I'm still learning about/thinking about the same subject at the end of the paper that I was at the beginning of the paper?
2. Try to paraphrase the thesis of the paper as a promise: In this paper, the writer will... Does the writer fulfill his/her obligation stated in the thesis?
3. What's the writer's position on the issue? What words does the writer use to indicate his/her position?

Style

1. In what style is the paper written? Does it work for the subject matter and assignment? Will the paper appeal to its intended audience? Is the writing at an appropriate level for the target audience?

Development

1. Does the title indicate what the paper is about? Does it catch your interest? Does the opening paragraph draw you in? If not, can you suggest a different approach to catch the readers' attention?
2. How is the development of the paper carried out? Does it start with a broad subject and then move to something more specific?
3. Does the concluding sentence draw the argument of the paper to a close by bringing together the main points provided in the paper, or does it just end? Does the writer conclude in a memorable way, or does he/she simply trail off? If the ending is too abrupt or too vague, can you suggest some other way to conclude the paper? Does the ending introduce any new topics?

Conventions

1. Are common or appropriate writing conventions followed? Are grammar, spelling, punctuation and other mechanics observed?

While reviewing the paper, make notes in the margins of any problems you find. If you believe that developing a paragraph a little bit more would be helpful to the argument, write <more>. If you are unclear of something, write <? not sure>. If you notice a missing comma, insert it in the correct spot, but be sure to set it off somehow so that you or your friend will notice the correction. If another word might work better, write <WC> to indicate inappropriate word choice.

Please note: It is important not to overwhelm your writer with comments. As much as possible, try to avoid repeating similar comments (e.g. don't correct every single comma error you find). Also, although it can be tempting to make some of the changes you suggest yourself, you never want to rewrite the work you are reviewing.

CARES Peer Review

The least helpful comment to receive from a peer reviewer is, “It looks good to me.” The CARES method helps you to articulate useful things that can benefit the author when they revisit their draft. Keep in mind that as a reviewer or reviewee, you want to make and take comments in the spirit of helpfulness.

- **C: Congratulate.** What does the writer do well in this assignment? (List one or more aspects.) Also, please write the writer’s main claim or focus (thesis) according to what you have read. (It may not be the last sentence of the first paragraph – the traditional place for the thesis.)
- **A: Ask clarifying questions.** What part(s) of the essay were a bit confusing? Why? What specific suggestions (3 or fewer) do you have for revising the unclear parts of this writing?
- **R: Request** more. What would you like to know more about the topic that can enhance the essay and that supports the thesis?
- **E: Evaluate** its value. What specific detail(s) do not work with the essay (e.g. doesn’t support the thesis) or can be moved within the essay?
- **S: Summarize.** Overall, what new information have you learned or how are you thinking differently after this reading?

Visit the Excelsior Online Writing Lab to watch a video [New Tab] (<https://owl.excelsior.edu/writing-process/revising-and-editing/revising-and-editing-peer-review/>) of students using the CARES method.

Try It – Peer Feedback

Try It – Peer Feedback

In a peer workshop, Asher is reluctant to provide feedback on your paper. He writes “Good job” at the top and hands it back. What could you say to encourage more helpful feedback from him?

- Don't waste your time saying anything, you should go straight to the writing lab to get feedback.
- Thanks for looking at my paper. Do you think I'll get an A?
- Thanks for taking the time to look over my paper! Can I read this paragraph out loud to you, and you tell me what you think? I'm worried it doesn't make much sense.
- I think your paper was really good too. See you later!

Check your Answer:¹

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Attributions & References

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reviewing/). **Authored by:** Chris Manning, Sally Pierce, and Melissa Lucken
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Notes

1. c. Engaging in conversation might be a more comfortable and helpful way for some people to provide feedback.

7.5 - 5 PARAGRAPH RESEARCH ESSAY

Amanda Quibell

In a college research and writing course, George-Anne was given a research assignment that asked her to write a 5 paragraph essay that integrated reliable research sources.

The Writing Process

Research:

George-Anne took the time to do an internet search, where she found links to radio podcasts and news articles. Then, she used her college library's database to find some scholarly articles.

For more information on the Research Process, review Chapter 6.1 – Introduction to Research Writing and Chapter 6.2 – Developing a Research Topic

Outline Ideas:

After researching her topic and learning what experts on the subject had to say, George-Anne created a sentence outline for her paper, following the advice shown in Chapter 3.2 – Outlining. While planning her paper, George-Anne notes what sources might support each of the sections of her paper.

George-Anne's Sentence Outline

- I. **Introduction** – Land acknowledgements are for showing respect towards Indigenous communities, but they fall short when they only seem insincere and include no action.
- II. **Land acknowledgements are meant to show respect for Indigenous communities and are becoming standard practice:**
Information from (Friesen, 2019), (Maga, 2019), (Wilkes et al, 2019)
 - a. Schools and government institutions do them before gathering
 - b. They increase awareness of Indigenous communities and their land rights.
 - c. They are intended to honour Truth & Reconciliation.
- III. **While land acknowledgements are becoming more common, they are sometimes flawed and even disrespectful:**
Information from (Friesen, 2019), (Maga, 2019), (Blenkinsop & Fettes, 2019)
 - a. First Nations names are mispronounced or incorrect names are given.
 - b. They can be a barrier to learning and give a false sense of something being accomplished, which can actually cause harm to the people they are supposed to honour.
 - c. They lack meaning because they don't require any action
- IV. **To ensure that land acknowledgements help rather than harm, Indigenous scholars demand changes to the current approach:**
Information from (Friesen, 2019), (Maga, 2019), (Blenkinsop & Fettes, 2019)
 - a. These land acknowledgements should avoid the colonial way of viewing land and strive to reflect an Indigenous way of understanding.
 - b. Scripts shouldn't be simply read; personal connections should also be made
 - c. Land acknowledgements should reflect on the harms of colonialism and express ways to disrupt the system to stop these harms.
- V. **Conclusion:** Land acknowledgements must go beyond a scripted list of Indigenous communities and treaties.

References

Blenkinsop, S., & Fettes, M. (2020). Land, language and listening: The transformations that can flow from

acknowledging Indigenous land. *Journal of Philosophy of Education*, 54(4), 1033–1046. <https://doi-org.georgian.idm.oclc.org/10.1111/1467-9752.12470>

Friesen, J. (2019, June 27). As Indigenous land acknowledgements become the norm, critics question whether the gesture has lost its meaning. *Globe & Mail* (Toronto, Canada), A1.

Maga, C. (2019, April 10). Land acknowledgements capture the mood of an awkward stage; Anishinaabe writer Hayden King says statements concerning Indigenous recognition don't negate "ongoing disposition" of people. *The Toronto Star* (Toronto, Ontario), E1

Wilkes, R., Duong, A., Kesler, L., & Ramos, H. (2017). Canadian University Acknowledgment of Indigenous Lands, Treaties, and Peoples. *Canadian Review of Sociology*, 54(1), 89–120. <https://doi-org.georgian.idm.oclc.org/10.1111/cars.12140>

Drafting Ideas & Integrating Sources

Once her outline was completed, George-Anne followed the steps shown in Chapter 7.1 – Creating a Rough Draft of a Research Paper. She expanded on the sentences of her outline, took care to integrate sources using APA in-text citations, and set up her Reference list following APA conventions for references.

Revising

George-Anne followed the advice in Chapter 7.3 – Developing a Final Draft but also decided to book a session with her college Writing Centre. During her appointment, her tutor encouraged her to read her work aloud; this helped her identify and edit some problems with her sentence structure. Her tutor drew her attention to the fact that she needed stronger transitions between her paragraphs. Adding the transitions helped improve the cohesion of her essay. She also learned about some small errors with her reference list. Finally, her essay was ready to submit.

Read George-Anne's Final Essay: Land Acknowledgements

Read George-Anne's Final essay on Land Acknowledgements in Plain text

Note: HTML/plain text & Pressbooks do not always display page layout or APA formatting such as page numbers, spacing, margins or indentation accurately. Please review APA formatting rules to ensure you meet APA guidelines with your own work. The text version is included here in HTML format for ease of reading/use. You may also want to View George-Anne's paper in PDF format (<https://ecampusontario.pressbooks.pub/app/uploads/sites/1984/2023/02/COMMESS-7-5-LandAcknowledgementsEssay.pdf>).

Land Acknowledgements

George-Anne Lerner

The remains of thousands of murdered Indigenous children are being discovered on the grounds of former Residential Schools. In 2015, the Truth and Reconciliation Commission called for the Canadian government to recognize the tragic history of residential schools and the ongoing problems faced by Indigenous people. One response to this call to action is the land acknowledgement. Announcements that name the territories, communities, and treaties are now heard at the beginning of many events and gatherings. Even though these statements are made to show respect and to raise awareness about Indigenous communities, mistakes are sometimes made, and the reading of a script can seem like an empty gesture. Indigenous scholars and leaders are asking that institutions go beyond just reading a land acknowledgement; they hope for a stronger focus on taking action. Land acknowledgements are intended to show respect towards Indigenous communities and their land rights, but these announcements can feel like empty words to the people they are meant to honour; to truly show respect, land acknowledgements need to take action beyond reciting a script.

Land acknowledgements show respect for Indigenous communities and they are becoming standard. Colleges, Universities, school boards, governments and other institutions across Canada now make public acknowledgements of Indigenous peoples, lands, and treaties. Many public gatherings, events, and even email signatures include a land acknowledgement (Friesen, 2019). For example, as Maga (2019) reports, the City of Toronto's statement reads: "We acknowledge that we are gathered on the traditional territory of the Mississaugas of the Credit, the Anishinaabeg, the Chippewa, the Haudenosaunee and the Wendat peoples, now home to many diverse First Nations, Inuit and Métis peoples" (para. 1). Land acknowledgements are intended to increase awareness of Indigenous presence and land rights, and to improve the experience of Indigenous students and communities. They are done in an effort to honour the Truth and Reconciliation Commission of Canada's final report (Wilkes et al., 2019), which calls for significant changes in order to reconcile Canada's unjust treatment of Indigenous people.

While land acknowledgements are becoming more common, some concerns are being raised; they are sometimes flawed and even disrespectful. Friesen (2019) shows that land acknowledgements are criticized as empty gestures as First Nations names are often mispronounced and incorrect nations are named. Anishinaabe scholar Hayden King regrets helping Ryerson write its land acknowledgement; he fears that these acknowledgements actually prevent learning about Indigenous people and treaty relationships (Friesen, 2019). King points out that the current style of land acknowledgement can sound "detached, shallow and give a false sense of progressive accomplishment" (Maga, 2019, para. 2). They may "cause harm to the people they're supposed to celebrate" (Maga, 2019, para. 3). Blenkinsop & Fettes (2019) state that the problem with these acknowledgements is that "they stop with a notion of land as something one lives on, rather than continuing on into an understanding of land as something we are part of" (p. 1036). The acknowledgements lack meaning because they do not demand any action from the speakers or listeners. Indigenous leaders argue that these land acknowledgements do not acknowledge the privileges that settlers have due to the legacy of colonialism, or recognize the trauma that continues as a result of colonialist societal structures, which actually can harm the same people these acknowledgements are meant to respect.

In order to ensure that land acknowledgements help rather than harm, Indigenous

scholars demand a change to the current approach. Land acknowledgements “have a vital function when done correctly” (Maga, 2019, para. 7), but must do more than naming Indigenous territories, languages and treaties. These land acknowledgements should not express the colonial way of viewing land as a resource or commodity, a thing that is owned. Instead, they should emphasize an Indigenous way of understanding. Blenkinsop & Fettes (2019) explain that the Land is more than an object; it is a teacher, offering a dialogue:

The land is there, outside our windows, under our feet, all around us, thinking, feeling, conversing and offering its teachings. When we start to really listen, to the land and to the people whose identities and traditions are fundamentally shaped through long dialogue with the land, transformation follows (p. 1043).

Scripts should not be simply read without any reflection. Instead, an effort should be made to include Indigenous ways of thinking and people should expand on them to include personal information. People delivering land acknowledgements should speak about “their own connections to the land and communities they are attempting to honour” (Friesen, 2019, para. 20). A speaker who expands on their own family history will give deeper insights and connections, which leads to a more meaningful acknowledgement. Additionally, speakers should acknowledge both the impact of colonialism and express an intention to disrupt the current injustices that are part of society.

As land acknowledgements become more routine across institutions, Indigenous leaders ask that these statements be approached with respect. Land acknowledgements must go beyond a scripted list of Indigenous communities and treaties. For reconciliation to begin, land acknowledgements must become part of a conversation that calls attention to our responsibilities as caretakers of the land, and sets intentions for action in ending the systematic harms on Indigenous peoples.

References

- Blenkinsop, S., & Fettes, M. (2020). Land, language and listening: The transformations that can flow from acknowledging Indigenous land. *Journal of Philosophy of Education, 54*(4), 1033–1046. <https://doi-org.georgian.idm.oclc.org/10.1111/1467-9752.12470>

Friesen, J. (2019, June 27). As Indigenous land acknowledgements become the norm, critics question whether the gesture has lost its meaning. *Globe & Mail* (Toronto, Canada), A1.

Maga, C. (2019, April 10). Land acknowledgements capture the mood of an awkward stage; Anishinaabe writer Hayden King says statements concerning Indigenous recognition don't negate "ongoing disposition" of people. *The Toronto Star* (Toronto, Ontario), E1

Wilkes, R., Duong, A., Kesler, L., & Ramos, H. (2017). Canadian University Acknowledgment of Indigenous Lands, Treaties, and Peoples. *Canadian Review of Sociology*, 54(1), 89-120. <https://doi-org.georgian.idm.oclc.org/10.1111/cars.12140>

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Key Takeaways

- Writing a good research essay will require you to spend time researching and learning about your topic. Use the internet and your college library to make sure you have a good variety of sources.
- Outlining your ideas will help you to structure your essay.
- You build your draft by expanding the ideas from your outline, supporting your points with evidence from your research sources.
- Taking the time to revise for cohesion, sentence structure, and proper citations is important. Visiting your college Writing Centre can be very beneficial, as you'll get help identifying problems you may not notice on your own.

Attribution & References

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7.7 - ANNOTATED BIBLIOGRAPHY

Jen Booth

The following annotated bibliography is an example of how the skills taught in Communication Essentials (COMM1016) might be applied to different types of writing. The research question explored in this annotated bibliography was: What effect does peanut butter have on nutrition around the world?

Read *The Effect of Peanut Butter on Nutrition* Annotated Bibliography

Read *The Effect of Peanut Butter on Nutrition* Annotated Bibliography in Plain text

Note: HTML/plain text & Pressbooks do not always display page layout or APA formatting such as page numbers, spacing, margins or indentation accurately. Please review APA formatting rules to ensure you meet APA guidelines with your own work. The text version is included here in HTML format for ease of reading/use. You may also want to view *The Effect of Peanut Butter on Nutrition* in PDF format.

The Effect of Peanut Butter on Nutrition

Jen Booth

Davis, J. P., & Dean, L. L. (2016). Chapter 11: Peanut composition, flavor and nutrition. In H. T. Stalker & R. F. Wilson (Eds.), *Peanuts: Genetics, processing, and utilization* (pp. 289-345). AOCS Press.
<http://dx.doi.org/10.1016/B978-1-63067-038-2.00011-3>

In this book chapter, Davis & Dean (2016) discuss the nutritional content of peanuts extensively, along with the components of the peanut and how the overall flavor affects their popularity. Davis & Dean (2016) also discuss how “as a whole food and ingredient, **peanuts** are nutritionally dense, for example, providing the highest protein content of all commonly consumed snack nuts, serving as a rich source of heart-healthy, monounsaturated oil, and also providing a variety of healthy micronutrients and

bioactive compounds” (p. 289). This chapter will help in my paragraphs where I discuss why peanuts are very nutritious, and how they could be implemented to help improve diet and nutrition in developing worlds. The authors of this book chapter are associated with government departments and a prominent university in North Carolina, as well as a research lab, which makes this source seem credible. The publication date also indicates that the research is quite current, also adding to the source’s credibility.

Enserink, M. (2008, October 3). The peanut butter debate. *Science (New York, N.Y.)*, 322(5898), 36-38. <http://science.sciencemag.org/content/322/5898/36.full?rss=1>

Enserink (2008) discusses how peanut butter products are being used in the developing world to fight malnutrition. The article also discusses a scientific debate that surrounds whether or not these types of products can also be used to prevent malnutrition. It outlines strengths and also discusses other nutritional interventions commonly used. The information in the article will be helpful as I discuss how peanut butter is already being used in developing countries to address malnutrition, as well as provide background information on other foods that are also used. It may also provide some counter arguments and further guide my research. This article is a little bit older, so it may not present the most recent research on the topic. However, because the article is published in a well-established journal, the information is still credible and useful for this topic.

Pelletier, J. E., Schreiber, L. N., & Laska, M. N. (2017). Minimum stocking requirements for retailers in the special supplemental nutrition program for women, infants, and children: Disparities across US states. *American Journal of Public Health*, 107(7), 1171-1174. <https://doi.org/10.2105/AJPH.2017.303809>

Pelletier et al. (2017) conducted a study to determine the availability of enough healthy foods for participants in the “Special Supplemental Nutrition Program for Women, Infants and Children (WIC)” program in the United States (p. 1171). Peanut butter was noted as one of the staples that the majority of states across the U.S. required to be available for this program. This article is helpful for my essay because it discusses a variety of staple/healthy foods that are considered important to nutrition across the United States. This might help me to discuss the differences between staples in the United States and developing countries. This article is credible because it comes from a peer reviewed journal (*American Journal of Public Health*) and is fairly recent (2017). This article provides up to date information about nutritional standards and the challenges faced by lower income families in the U.S.A.

Simms, J. T. (2010). Ingenuity, peanut butter, and a little green leaf. *World Policy Journal*, 27(3), 75-77. This article from *World Policy Journal* discusses how peanut products are being used in Niger to improve traditional foods and drinks. Written from the perspective of a Peace Corps volunteer, the article gives a good overview of the benefits of adding peanut butter/peanut products to these traditional diets. This will be helpful in my essay as I discuss ways of implementing peanut butter as a nutritional staple. I can use some of the examples in this article to illustrate my points and add credibility to my ideas. This article is a little bit older, but the first-hand experience of the author is quite

valuable. The journal has been published in the United States for 30 years on a regular schedule and seems to have a credible background, making this information credible for my essay.

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7.6 - LONGER RESEARCH ESSAY - SAMPLE STUDENT WORK

Nicole Lynn Deschaine

Longer Research Essay

Submitted by Georgian College student Nicole Lynn Deschaine, this essay represents a sample of student writing for a longer essay. While many of the essay samples in *Communication Essentials for College* are written in a traditional 5 paragraph essay format, the skills you learn in COMM1016 can be applied to different types of research writing.

This paper is an exemplar of student work, but could still contain small errors. Review all of your own work carefully to ensure it meets APA guidelines and assignment expectations before submitting.

Read *Do vaping products have adverse effects on youth?*

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Do Vaping Products Have Adverse Health Effects on Youth?

Nicole Lynn Deschaine

The adverse side effects of vaping are proving themselves a danger to physical and developmental health in youth. In this article, the contents of electronic nicotine delivery systems will be explained. The harmful marketing of vaping products, reasons for high addiction rates, an analysis of pathological findings of EVALI (E-Cigarette or Vaping product Associated Lung Injury) and how it relates to adolescents will all be presented. Vaping products have adverse effects for youth and young adults such as high rates of addiction exacerbated by youth targeted advertising, impairments on cognitive development due to higher rates of nicotine in vaping products and fostering potentially fatal acute respiratory illnesses (Becker & Rice 2021).

“Electronic nicotine delivery systems which contain a battery, an atomizer (or heating element), and a reservoir for e-liquid in the form of cartridges, tanks, or pods, deliver an aerosol (usually containing nicotine) to the user through the lungs” (Wold et al., 2022). The aerosols that are inhaled by the user contain many harmful ingredients, some of which are considered carcinogens, dozens of which are not found in traditional cigarettes (Marques, Piqueras & Sanz, 2021). These chemicals include but are not limited to acetaldehyde, formaldehyde, acetamide, silicate particles, vitamin e acetate and metal particles including copper, nickel, and silver (Marques, Piqueras & Sanz, 2021). These ingredients inhaled on their own are harmful to a person’s physical health, which means that even nicotine free vaping products can still be detrimental (Marques, Piqueras & Sanz, 2021).

The tobacco industry funds research claiming that nicotine and non-nicotine vaping products are a less harmful alternative to traditional combustible cigarettes, that vaping can be utilized as a smoking cessation aid and that non-nicotine vaping products pose no threat of addiction (Tsai et al, 2020). These claims come with serious consequences: One study concluded that 1 in 3 teenagers in the U.S believe that vaping is a safe alternative to combustible cigarettes (Tobore, 2019), another study found that 63% of its youth participants didn’t realize that some vaping products have nicotine in them (Jones & Salzman, 2020) and in a third study 40% of adolescents who claimed that they only vaped non-nicotine products were found to have nicotine in their urinary samples (Becker & Rice, 2022). Dr. Kristen Jones & Dr. Gary Salzman, who are a Pediatric Physician and Professor of Medicine respectively (2020) say that this is exacerbated further by the fact that most marketing for vaping products is heavily targeted, especially through social media, at teens and young adults. Pods for vaping devices “come in fun packaging and the different pods are flavoured to be attractive to adolescents, with everything from mint to gummi bear to frosted sugar cookie” (Jones & Salzman, 2020). Flavouring has been cited by numerous studies as being a major deciding factor for a teenager trying a vape product (Jones & Salzman, 2020).

A major reason for teenage nicotine addiction by use of vaping products is that most teens are unaware that nicotine-based pods for vaping devices have a higher concentration of nicotine than traditional cigarettes (Jones & Salzman, 2020). For example, JUUL pods, which are the most widely used brand by teens in North America, “contain 5% or 59mg/ml of nicotine” which is comparable to 20 combustible cigarettes (Jones & Salzman, 2020). Another point of contention is the fact that vaping is sometimes marketed as harmless because of non-nicotine vaping products, therefore, teenagers who

were previously not at risk for trying nicotine via cigarettes are now trying it via vape products (Jayakumar et al, 2020). The consequences of lack of awareness about vaping products and the marketing tactics used are as Dr. Timothy Becker and Dr. Timothy Rice, both of whom are psychiatrists specializing in pediatrics, stated in 2021; “a new generation is becoming addicted to nicotine.” In a cross-sectional survey that was administered “in 2019 which included 19, 018 participants who were in grades 6 to 12 respectively, the prevalence of self-reported current e-cigarette use was 27.5% among high school students and 10.5% among middle school students” (Cullen et al, 2019).

What makes higher rates of nicotine addiction among youth a cause for concern is that nicotine has been proven to affect brain development in people ages 25 and younger (Jones & Salzman, 2020). Exposure to nicotine in developing brains “has been linked with cognitive deficits and impairment in memory and executive function” (Jones & Salzman, 2020). Another study on the effects of smoking and vaping on adolescents concluded that they were at higher risk for suicide attempts, physical confrontations, alcohol/marijuana/illicit drug use and reckless behaviour compared to non-vaping teens (Jones & Salzman, 2020).

Perhaps the most alarming consequence of vaping among youth is EVALI or “E-Cigarette, or Vaping Product Associated Lung Injury” (Belok et al, 2020). According to the Centre for Disease Control (2020) EVALI began as an outbreak in 2019 and by 2020, 2,688 hospitalized cases and 68 deaths were reported from 29 of the American states, however, more cases are suspected. 62% of these cases were people between the ages of 18 and 34, and 20% were under the age of 18. (CDC, 2020). Most of these cases also had no previous pulmonary issues or history of smoking (King et al, 2020). Most youth patients of EVALI admitted that they obtained their vaping products through online delivery systems that don’t require age verification and from non-regulated sources, such as friends, peers, family and illicit dealers that sometimes sell homemade e-liquids (King et al, 2020).

EVALI usually presents with the following symptoms: pneumonia like illness, progressive dyspnea (difficult breathing), tachypnea (rapid breathing) and/or worsening hypoxemia (poor oxygen saturation in the blood) (Belok et al, 2020). If the person presenting with these symptoms has vaped in the last 90 days, Dr. Samuel Belok et al (2020) says that “EVALI should be suspected.” Some of the more serious conditions of EVALI include acute fibrinous pneumonitis, organizing pneumonia and diffuse alveolar damage, all of which are severe forms of pneumonia that usually require mechanical ventilation due to severe hypoxemia (Belok et al, 2020). Once a person with these conditions requires a ventilator, mortality rate becomes 43% – 50% (Belok et al, 2020). These injuries are mainly caused by Vitamin E Acetate which is used as a thickener in most e-liquids, experts believe there may be other chemicals and compounds also responsible, but evidence is limited (King et al, 2020). “When heated Vitamin E Acetate generates ketene, a highly reactive compound that acts as a lung irritant” (Belok et al, 2020). Hanjun Lee (2020), a computational biologist, says “Vitamin E Acetate can alter lung surfactant function” which is the lungs ability to not collapse at the end of respiration. Alteration of the surfactant function due to vaping has

also resulted in pneumothorax (collapsed lung) in cases where there were no previous pulmonary diseases, the patient was relatively healthy and was 24 years of age or younger (Wieckowska, 2021).

Vaping among youth is a continuing public health concern (Becker & Rice, 2021), with 5.2 million American adolescents reporting current use as of 2020 (King et al, 2020). The advertising for vaping, which is mainly targeted at youth and young adults, is working (Jones & Salzman, 2020); more teens and young adults are addicted to nicotine than past decades thanks to vaping (Becker & Rice, 2021). Regular nicotine exposure before the age of 25 has been proven to cause impairments on cognitive development (Jones & Salzman, 2020), couple this with the fact that the most severe health effects of vaping, such as EVALI, are being seen among vaping's youngest participants (King et al, 2020), and it's easy to see why experts are calling vaping among youth a fast-growing epidemic (King et al, 2020).

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