

Unit 3: Sources



RESEARCH

Today's Agenda



- Journal Response
- Research Steps and Planning
- Credible Sources
- Finding Credible Sources
- Paraphrasing Activity
- Organization

Objectives: Students will know how to conduct research, find credible sources, and incorporate information into their writing without plagiarizing by the end of class.

Research Steps

1. Consider the context

- What is the purpose of your research?
- Who is your audience?
- What is your stance or attitude toward the research?
- What type of sources do you think will be most effective?

2. Formulate a research question and hypothesis

- What questions will help guide your research? e.g. p. 89
- Do you have a working hypothesis? e.g. p. 90
- What type of sources will address your research questions and hypothesis?

3. Find and implement sources

- How will you find your sources? Google Scholar? Library database?
- Will you use primary and/or secondary sources?
- Will you use scholarly or popular sources?

Sources

"As a researcher, you want to be able to vouch for your sources, to make sure they are accurate, credible, and trustworthy" (p. 88).



Primary VS. Secondary Sources (p. 90)



Primary sources are closest to the origin of the information. For example, an interview of someone who experienced PTSD from World War II is a primary source (think a first-hand account).

Secondary sources reflect on the primary information. For example, a literature review that composes all of the research on people who experience PTSD from World War II.

Scholarly VS. Popular Sources (p. 91)

Scholarly sources are peer-reviewed, which means that were approved by respected people in the field (ethos).

Popular sources can be written by anyone (think about your Blogger). However, some popular sources can be useful and credible.

Let's talk about their characteristics!



**Consider how
the sources
apply to your
paper and their
credibility.**



- Your purpose
- Relevance
- Publisher's credentials
- Author/sponsor's credentials
- Author's purpose



Popular

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Long-Haulers Are Redefining COVID-19

Without understanding the lingering illness that some patients experience, we can't understand the pandemic.

Getty / Paul Spella / The Atlantic

Story by Ed Yong

AUGUST 19, 2020

HEALTH



Editor's Note: The Atlantic is making vital coverage of the coronavirus available to all readers. Find the collection [here](#).

LAUREN NICHOLS has been sick with COVID-19 since March 10, shortly before Tom Hanks announced his diagnosis and the NBA temporarily canceled its season. She has lived through one month of hand tremors, three of fever, and four of night sweats. When we spoke on day 150, she was on her fifth month of gastrointestinal problems and severe morning nausea. She still has extreme fatigue, bulging veins, excessive bruising, an erratic heartbeat, short-term memory loss, gynecological problems, sensitivity to light and sounds, and brain fog. Even writing an email can be hard, she told me. “Because the words I think I’m writing are not

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This Issue

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Viewpoint

September 22/29, 2020

Dermatology and COVID-19

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Author Affiliations | Article Information

JAMA. 2020;324(12):1133-1134. doi:10.1001/jama.2020.15276

COVID-19 Resource Center

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Even early in the coronavirus disease 2019 (COVID-19) pandemic, it was clear that dermatologists had an important role in the management of patients. Although initial case series rarely documented skin changes, possibly due to the inability to perform a complete skin examination, subsequent research has suggested significantly higher rates of skin involvement.¹ The true prevalence of skin findings, the uncertainty of whether these represented direct infection or were associated with systemic illness (eg, reactive or due to medications), and how best to manage them were among the many questions challenging the evolving understanding of these cutaneous manifestations. This has been an important opportunity for dermatologists to learn and contribute.² What are the current priorities in dermatology research and clinical care as the COVID-19 pandemic progresses?



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Trending

News

Deceptive Hand Sanitizer Packaging
October 6, 2020

Opinion

COVID-19 and the Path to Immunity
October 6, 2020

News

Targeted Therapy and Diagnostic Test For Non–Small -Cell Lung Cancer
June 16, 2020

Coronavirus Disease 2019 (COVID-19)



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How It Spreads

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YOUR HEALTH

How to Select, Wear, and Clean Your Mask

Updated Aug. 27, 2020

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CDC recommends that you wear [masks](#) in public settings around people who don't live in your household and when you can't stay 6 feet away from others. Masks help stop the spread of COVID-19 to others.

Overview

- Wear masks with two or more layers to stop the spread of COVID-19
- Wear the mask over your nose and mouth and secure it under your chin
- Masks should be worn by people two years and older
- Masks should **NOT** be worn by children younger than two, people who have trouble breathing, or people who cannot remove the mask without assistance
- Do **NOT** wear masks intended for healthcare workers, for example, N95 respirators

How do you find credible sources?



<https://www.txstate.edu/>

<https://scholar.google.com/>

Let's try it together!

What if I want to conduct my own research (field research)?

- Interviews
- Observations
- Opinion Surveys

Activity: Plagiarism Game

<https://www.lycoming.edu/library/plagiarism-game/>

How can I incorporate sources without plagiarising?



Quoting: Using the exact words from the text in your paper. When quoting, you must introduce the quote first.

According to the CDC, masks should be worn "in public settings around people who don't live in your household and when you can't stay 6 feet away from others" (2020).

or

Masks should be worn "in public settings around people who don't live in your household and when you can't stay 6 feet away from others" (CDC, 2020).

Paraphrasing: Rephrasing the original words from the text using your own voice and sentence structure. However, DO NOT change the meaning of the author's ideas.

If you are within six feet of someone outside of your household, you must wear a mask (CDC, 2020).

Activity: Flash Paraphrasing

"The nature of social media interactions, which are arm's length, makes negative commenting both easy and more frequent than in-person interactions with peers."

People are more likely to negatively comment on people's social media posts than face-to-face (Abi-Jaoude, Naylor, & Pignatiello, 2020, p.137).

In-text citation: (Abi-Jaoude, Naylor, & Pignatiello, 2020, p.137)

Reference: Abi-Jaoude, E., Naylor, K. T., & Pignatiello, A. (2020). Smartphones, social media use and youth mental health. *Canadian Medical Association Journal*, 192(6), 136–141. <https://doi-org.libproxy.txstate.edu/10.1503/cmaj.190434>

"College students experience a number of sleep problems, which may impact academic performance, health, and mood."

Sleep disorders can negatively impact grades, physical health, and mental health; college students are especially susceptible to sleep disorders (Gaultney, 2010, p. 1).

In-text citation: (Gaultney, 2010, p. 1)

Reference: Gaultney, J. F. (2010). The prevalence of sleep disorders in college students: impact on academic performance. *Journal of American College Health, 59*(2), 91–97. <https://doi-org.libproxy.txstate.edu/10.1080/07448481.2010.483708>

"Developing and evaluating social media and digital health interventions are ways to extend and support existing interventions, as well as to involve patients and the general public more actively in their own care."

More research on social media and digital health interventions needs to be done to know if these methods can be used in conjunction with existing interventions. Additionally, online health intervention would promote self management for the patients (Soklaridis et al., 2020).

In-text citation: (Soklaridis et al., 2020)

Reference: Soklaridis, S., Lin, E., Lalani, Y., Rodak, T., Sockalingam, S. (2020). Mental health interventions and supports during COVID-19 and other medical pandemics: a rapid systemic review of the evidence. *General Hospital Psychiatry* , 66, 133-146.
<https://doi.org/10.1016/j.genhosppsy.2020.08.007>

How should I organize my research paper?



There is no one way to write a research paper. Organization is often dependent on the style (APA? MLA?) and the content.

For instance, you may want to organize your content in a logical order (background, study, results, conclusion), or you may prefer isolating the information into paragraphs that are based on headers (introduction, method, results, discussion, conclusion).

Let's look at some examples!

IMRAD Outline

I. Introduction

- I. provide research question
- II. explain the significance
- III. review of background or known information on your topic

II. Methods

- I. describe your methods for gathering information
- II. explain your sources of information, both primary and secondary

III. Results

- I. describe what you found out from your research.
- II. develop each point thoroughly, as this is the main section of your research paper

IV. Discussion

- I. explain the significance of your findings
- II. describe how they support your thesis
- III. discuss limitations of your research

The Purdue OWL: Sample Outlines

Alphanumeric Outline

THE COLLEGE APPLICATION PROCESS

I. CHOOSE DESIRED COLLEGES

- A. Visit and evaluate college campuses
- B. Visit and evaluate college websites
 1. Look for interesting classes
 2. Note important statistics

II. PREPARE APPLICATION

- A. Write personal statement
 1. Choose interesting topic
 - a. Describe an influential person in your life
 - (1) Favorite high school teacher
 - (2) Grandparent
 - b. Describe a challenging life event
 2. Include important personal details
 - a. Volunteer work
 - b. Participation in varsity sports
- B. Revise personal statement

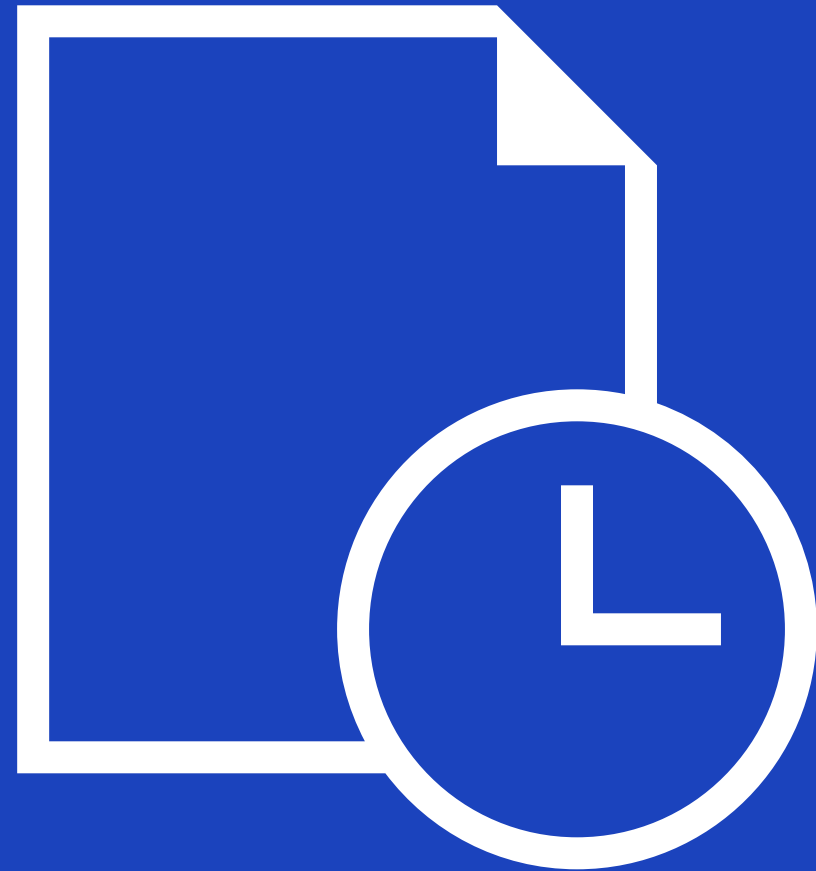
III. COMPILE RÉSUMÉ

- A. List relevant coursework
- B. List work experience
- C. List volunteer experience
 1. Tutor at foreign language summer camp
 2. Counselor for suicide prevention hotline

Closing Thoughts & Questions



Your Research Paper is due 10/26 & 10/27!



The Research paper assignment sheet will be posted Monday, October 12th. Start thinking about a potential topic you would like to research.

Office Hours

MWF @ 11 am - 12 pm

