A

abstracts, 174–75
Academic Case Studies
Capital Punishment
applied fields: “Perceptions of Law Enforcement Officers on Capital Punishment in the United States” (Hughes and Robinson), 438–49
humanities: “Dining on Death Row: Last Meals and the Crutch of Ritual” (Jones), 396–416
social sciences: “Capital Punishment in Films: The Impact of Death Penalty Portrayals on Viewers’ Mood and Attitude toward Capital Punishment” (Till and Vitouch), 416–26

Genetically Modified Food
applied fields: “Genetically Modified Food in Perspective: An Inquiry-Based Curriculum to Help Middle School Students Make Sense of Tradeoffs” (Seethaler and Linn), 525–42
natural sciences: “Maternal and Fetal Exposure to Pesticides Associated to Genetically Modified Foods in Eastern Townships of Quebec, Canada” (Aris and Leblanc), 513–24
social sciences: “Willingness to Pay for Foods with Varying Production Traits and Levels of Genetically Modified Content” (Bernard et al.), 501–13

Hurricane Katrina
applied fields: “Posttraumatic Stress Disorder after Hurricane Katrina” (Rhoads et al.), 601–10
humanities: “‘My FEMA People’: Hip-Hop as Disaster Recovery in the Katrina Diaspora” (Kish), 565–80
Academic Case Studies (continued)
Hurricane Katrina (continued)
natural sciences: “Distribution of Toxic Trace Elements” (Su et al.), 588–600
social sciences: “Environmental Justice, Local Knowledge, and After-Disaster Planning in New Orleans” (Allen), 580–88

Perspectives on Love
natural sciences: “Hormonal Changes When Falling in Love” (Marazziti and Canale), 356–62
social sciences: “Women and Men in Love: Who Really Feels It and Says It First?” (Harrison and Shortall), 348–56

academic disciplines
conventions of writing in, 90
defined, 7–8
genres in, 90
number of, 8–9
research in, 89–90
academic journals, 69
academic literacy, 14
academic presses, books published by, 69
academic research, 59–85
avoiding plagiarism in, 75–76
choosing primary and secondary sources in, 60–62
conducting, 59
developing a supported argument on a controversial issue in, 79–84
developing research question in, 59–60
documentation systems in, 76–77
evaluating sources in, 69–71
generating search terms in, 65

paraphrasing in, 72–73
quoting in, 74
searching for journal articles by discipline in, 67–68
searching for sources in, 62–68
summarizing in, 71–72
using journal databases in, 66–67
writing an annotated bibliography in, 77–79

academic writers
reasons for citing sources, 613–14
reasons for writing, 10–13
academic writing
analyzing genres and conventions in, 91–92
using structure, language, and reference (SLR) to analyze, 94–96
values of, 613–14
acknowledgments, 175
active voice, 136–37, 176–77
Adams, Craig. See Su, Tingzhi; Shu, Shi; Shi, Honglan; Wang, Jianmin; Adams, Craig; and Witt, Emitt C.; “Distribution of Toxic Trace Elements”

advertisement
rhetorical analysis of, 48–52
student analysis of, 52–57
American Chemical Society (ACS), 626
American Institute of Physics (AIP), 626
American Mathematical Society (AMS), 626
American Medical Association (AMA), 626
American Political Science Association (APSA), 626
American Psychological Association (APA), 77, 97, 613, 614–15
citing different types of sources in, 621
in-text citations in, 619–20
reference page citations in, 620
sample reference page in, 621
uniqueness of, 619
American Sociological Association (ASA), 626
annotated bibliography, 77
writing an, 77–79
appeals, rhetorical, 38
appendixes, 175–76
applied fields, 261–303
business as, 282–94
defined, 261
education as, 272–94
genres in selected, 264–304
law as, 294–304
nursing as, 264–72
research in, 262
rhetoric and, 263–64
scholars in, 9
“Are You Ready for More?” (Begley), 546–50
arguments, 37–58
analysis of, 48
assumptions in, 45–46
audience expectations in, 45
claims in, 37, 39–40
counterarguments and, 47–48
defined, 37
developing reasons in, 41–42
developing supported, on a controversial issue, 79–84
expert testimony in, 44
personal experience in, 43
proofs and appeals in, 38–39
statistical data and research findings in, 44–45
supporting reasons with evidence in, 43–45
thesis versus hypothesis in, 40–41
Aris, Aziz, and Leblanc, Samuel, “Maternal and Fetal Exposure to Pesticides Associated to Genetically Modified Foods in Eastern Townships of Quebec, Canada,” 513–24
artistic proofs, 38
artistic texts, 149
Associated Press Stylebook (AP Style), 626
assumptions, 45–46
audience, 24
analyzing expectations of, 45
for a lab report, 263–64
primary, 21
secondary, 21
authors, 24
B
Bahls, Patrick (mathematics), 29, 219, 225
on genres
on research contexts
on research questions
Baumgartner, Jody (political science), 28, 60
on using evidence
on writing process
Beeber, Linda. See Miles, Margaret Shandor; Holditch-Davis, Diane; Thoyre, Suzanne; and Beeber, Linda; “Rural African-American Mothers Parenting Prematurely Born Infants: An Ecological Systems Perspective” Begley, Sharon, “Are You Ready for More?” 546–50
Bernard, Daria J. See Bernard, John C.; Gifford, Katie; Santora, Kristin; and Bernard, Daria J.; “Willingness to Pay for Foods with Varying Production Traits and Levels of Genetically Modified Content” Bernard, John C.; Gifford, Katie; Santora, Kristin; and Bernard, Daria J.; “Willingness to Pay for Foods with Varying Production Traits and Levels of Genetically Modified Content,” 501–13
bias, addressing, 164
Bluebook style, 626
Bolzendahl, Catherine. See Powell, Brian; Bolzendahl, Catherine; Geist, Claudia; and Steelman, Lala Carr; “Changing Counts, Counting Change: Toward a More Inclusive Definition of Family” Boyle, B. J., “A Spectacular Poststarburst Quasar,” 98–99
Broome, John, “The Ethics of Climate Change,” 555–56

INDEX 635
Brotherton, Mike (astronomy), 47, 93, 96, 97, 100
“A Spectacular Poststarburst Quasar,” 98–99
on developing arguments
“Hubble Space Telescope Spies Galaxy/Black Hole Evolution in Action,” 94–95
on qualifiers
Bruegel, Wil Van, “A Spectacular Poststarburst Quasar,” 98–99
business, 282–94
business plan in, 285–94
memorandum in, 282–84
business plan, 285–94
differences between universities and, 4–5
purpose of, 5–6
writing about, 7
community colleges, 4
comparative experiments, 219
“Comparing the Efficiency of Various Batteries Being Used over Time” (Lemon), 230–39
complex thesis statement, 41
content/form-response grid, 123
control groups, 219
controversial issue, developing supported arguments on a, 79–84
conventions, 10
language
active and passive voice, 136–37, 176–77
description and rhetorical language, 136
hedging, 137, 177
reference
in the humanities, 138–39
in-text documentation, 178
paraphrase, 179
summary, 179
structural, 130
abstracts as, 174–75
in the humanities, 135
IMRAD (Introduction, Methods, Results, and Discussion) format and, 166–74
titles as, 174
of writing
in humanities, 129
in the natural sciences, 221–26
in the social sciences, 165–74
cooperation, collaboration and, in natural science, 226
Council of Science Editors (CSE), 77, 613, 614–15
citing different types of sources in, 624
in-text citations in, 623
reference page citations in, 623–24
sample reference page, 625
uniqueness of, 623
Council of Writing Program Administrators (CWPA), 13

C
Canale, Domenico. See Marazziti, Donatella, and Canale, Domenico, “Hormonal Changes When Falling in Love”
“Capital Punishment in Films: The Impact of Death Penalty Portrayals on Viewers’ Mood and Attitude toward Capital Punishment” (Till and Vitouch), 416–26
“Changing Counts, Counting Change: Toward a More Inclusive Definition of Family” (Powell et al.), 318–31
Chicago Manual of Style, 139–40, 626
Chopin, Kate, “The Story of an Hour,” 124–25, 126–28
citations, reasons for making, 613–14
claims, 37, 39–40
in arguments, 37
close reading
in the humanities, 113–23
strategies for, 123–28
collaboration, cooperation and, in natural sciences, 226
college(s)
choosing, 5
comparing writing in, with writing in other contexts, 12–13
counterarguments, 47
anticipating, 47–48
dealing with, 48
Crime, Punishment, and Justice, 381–450
 “Capital Punishment in Films: The Impact of Death Penalty Portrayals on Viewers’ Mood and Attitude toward Capital Punishment” (Till and Vitouch), 416–26
 “Dining on Death Row: Last Meals and the Crutch of Ritual” (Jones), 396–416
 “Inside a Psychopath’s Brain: The Sentencing Debate” (Hagerty), 382–85
 “I Survived Prison: What Really Happens behind Bars” (Pesta), 392–96
 “Lethal Injection for Execution: Chemical Asphyxiation?” (Zimmers et al.), 426–38
 “Perceptions of Law Enforcement Officers on Capital Punishment in the United States” (Hughes and Robinson), 438–49
 “Should Juvenile Criminals Be Sentenced Like Adults?” (Merrefield), 388–92
Csikszentmihalyi, Mihaly, “Happiness in Everyday Life: The Uses of Experience Sampling,” 181–82
 “Cultural Shock: Adjustments to New Cultural Environments” (Oberg), 155–58
Cunningham, Brent, “Pastoral Romance,” 457–63

D
databases, using journal, 66–67
deconstruction, 113
description
 movement to speculation in natural sciences, 214–18
 in the natural sciences, 213–14
descriptive language, 136
descriptive writing, 214
details, replicability and, 224
Dieckmann, Janna (nursing), 265
Diigo, 627
 “Dining on Death Row: Last Meals and the Crutch of Ritual” (Jones), 396–416
 “Disasters and Deregulation” (Steinberg), 561–64
discharge instructions in nursing, 268–72
disciplinary, 9
disciplinary discourse, 90
discipline, searching for journal articles by, 67–68
disciplines, reflection of, in choice of documentation style, 614–15
discourse communities, 90
 “Distribution of Toxic Trace Elements” (Su et al.), 588–600
doctoral-granting universities, 4
documentation, recency and, 225
documentation styles, 76
 American Chemical Society (ACS), 626
 American Institute of Physics (AIP), 626
 American Mathematical Society (AMS), 626
 American Medical Association (AMA), 626
 American Political Science Association (APSA), 626
 American Psychological Association (APA), 77, 97, 613, 614–15
citing different types of sources in, 621
 in-text citations in, 619–20
 reference page citations in, 620
 sample reference page in, 621
 uniqueness of, 619
 American Sociological Association (ASA), 626
 Associated Press Stylebook (AP Style), 626
 Bluebook style, 626
 Chicago Manual of Style, 139–40, 626
 Council of Science Editors (CSE), 77, 613, 614–15
citing different types of sources in, 624
documentation styles (continued)
Council of Science Editors (CSE) (continued)
in-text citations in, 623
reference page citations in, 623–24
sample reference page, 625
uniqueness of, 623
Institute of Electrical and Electronics
Engineers (IEEE), 626
Linguistic Society of America (LSA), 627
Modern Humanities Research Association
(MHRA), 627
Modern Language Association (MLA), 76,
97, 139, 613, 614
citing different types of sources in, 617
in-text citations in, 615–16
sample works cited page, 618
uniqueness of, 615
works cited citations in, 616
reflection of disciplines using, 614–15
drafting, 28

E
editing, 29
education, 272–94
individualized education program (IEP) in,
276–94
lesson plans in, 273–76
“Effects of Sleep Deprivation: A Literature
Review” (O’Brien), 187–95
“Electricity Monitor Company, The” (Mills),
286–93
e-mail correspondence, 302–4
“Environmental Justice, Local Knowledge, and
After-Disaster Planning in New Orleans”
(Allen), 580–88
“Ethical Discourse on the Use of Genetically
Modified Crops: A Review of Academic
Publications in the Fields of Ecology and
Environmental Ethics” (Gregorowius
et al.), 478–500
“Ethics of Climate Change, The” (Broome),
555–61
ethos, appeals to, 38

“Evaluation of the Attribution Theory”
(Kapadia), 199–207
evidence, 43
supporting reasons with, 43–45
experiments
comparative, 219
freewriting about, 220–21
expert testimony, 44

F
Feminist Theory, 113
Filippenko, Alexei V., “A Spectacular
Poststarburst Quasar,” 98–99
five-paragraph essay, 134
Food, Sustainability, and Class, 451–544
“Ethical Discourse on the Use of Genetically
Modified Crops: A Review of Academic
Publications in the Fields of Ecology and
Environmental Ethics” (Gregorowius
et al.), 478–500
“Genetically Modified Food in Perspective:
An Inquiry-Based Curriculum to Help
Middle School Students Make Sense
of Tradeoffs” (Seethaler and Linn),
525–42
“Grub” (Goodyear), 464–70
“Maternal and Fetal Exposure to Pesticides
Associated to Genetically Modified Foods
in Eastern Townships of Quebec, Canada”
(Aris and Leblanc), 513–24
“Pastoral Romance” (Cunningham),
457–63
“Taco USA: How Mexican Food Became
More American Than Apple Pie”
(Arellano), 452–57
“Why Cook?” (Pollan), 471–77
“Willingness to Pay for Foods with Varying
Production Traits and Levels of Genetically
Modified Content” (Bernard et al.),
501–13
for-profit institutions, 5
freewriting, 27–28
about experiments, 220–21
Garrigan, Shelley (Spanish language and literature), 129
Gay, Kaitie (student), interview of Malecha, Marvin, 16–19
Geiger, Paige (molecular and integrative physiology), 212, 227
Geist, Claudia. See Powell, Brian; Bolzendahl, Catherine; Geist, Claudia; and Steelman, Lala Carr; “Changing Counts, Counting Change: Toward a More Inclusive Definition of Family”
“Genetically Modified Food in Perspective: An Inquiry-Based Curriculum to Help Middle School Students Make Sense of Tradeoffs” (Seethaler and Linn), 525–42
genres
defined, 23, 90
in the humanities, 141
in the natural sciences, 227
in the social sciences, 180
understanding, 23–24
Gifford, Katie. See Bernard, John C.; Gifford, Katie; Santora, Kristin; and Bernard, Daria J.; “Willingness to Pay for Foods with Varying Production Traits and Levels of Genetically Modified Content”
Global Climate Change and Natural Catastrophes
“Are You Ready for More?” (Begley), 546–50
“Disasters and Deregulation” (Steinberg), 561–64
“Distribution of Toxic Trace Elements” (Su et al.), 588–600
“Environmental Justice, Local Knowledge, and After-Disaster Planning in New Orleans” (Allen), 580–88
“The Ethics of Climate Change” (Broome), 555–61
“My FEMA People’: Hip-Hop as Disaster Recovery in the Katrina Diaspora” (Kish), 565–80
“Posttraumatic Stress Disorder after Hurricane Katrina” (Rhoads et al.), 601–10
“Rising Tide” (Sarewitz and Pielke), 550–55
Goodyear, Dana, “Grub,” 464–70
Google Scholar, 64
Gregorowius, Daniel; Lindemann-Matthies, Petra; and Huppenbauer, Markus; “Ethical Discourse on the Use of Genetically Modified Crops: A Review of Academic Publications in the Fields of Ecology and Environmental Ethics,” 478–500
“Grub” (Goodyear), 464–70
Hagerty, Barbara Bradley, “Inside a Psychopath’s Brain: The Sentencing Debate,” 382–85
“Happiness in Everyday Life: The Uses of Experience Sampling” (Csikszentmihalyi and Hunter), 181–82
hedging, 137, 177
higher education
defined, 3
differences between colleges and universities in, 4–5
Holditch-Davis, Diane. See Miles, Margaret Shandor; Holditch-Davis, Diane; Thoyre, Suzanne; and Beeber, Linda; “Rural African-American Mothers Parenting Prematurely Born Infants: An Ecological Systems Perspective”
Holtzhauser, Timothy (student), analysis of advertisement, 52–57
“Hormonal Changes When Falling in Love” (Marazziti and Canale), 356–62
“How American Family Life Is Different” (Cherlin), 310–15
“Hubble Space Telescope Spies Galaxy/Black Hole Evolution in Action” (Brotherton), 94–95
Hughes, Cyndy Caravelis, and Robinson, Matthew, “Perceptions of Law Enforcement Officers on Capital Punishment in the United States,” 438–49

humanities, 108–51
artistic texts in, 149
close reading in the, 113–23
conventions of writing in, 129
developing effective thesis statements in, 132–34
developing research questions and thesis statements in, 130–33
documentation in, 139–41
five-paragraph essays and other thesis-driven templates in, 134–35
genres of writing in, 141
language conventions in, 136–37
active and passive voice in, 136–38
description and rhetorical language, 136
hedging in, 137
observation and interpretation in, 110–11
reference conventions in, 138–39
research in, 111–12
responding to the interpretations of others in, 128–29
role of theory in the, 113
scholars in, 8
strategies for close reading and observation in, 123–28
structural conventions in, 130, 135
paragraphs and transitions, 135
title, 135
texts and meaning in, 109–10
textual interpretation in, 141–49
human subjects, institutional review board process and, 165

“In Strangers’ Glances at Family, Tensions Linger” (Saulny), 332–36
interdisciplinary fields, 211
interpretations
observation and, 110–11
responding to, 128–29
textual, 141–49
in-text documentation, 178
IRAC (introduction, rule, application, and conclusion), 295

“I Survived Prison: What Really Happens behind Bars” (Pesta), 392–96

Jackson, Karen Keaton (writing studies), 12, 21, 75, 90, 111, 130, 134
on citation practices
on comparing high school and college writing
on drafting and the writing process
on purpose and audience
on research and writing
on rhetorical context and critical awareness
on scholarly and popular sources
Jacobs, Dale, “More Than Words: Comics as a Means of Teaching Multiple Literacies,” 114–22
jargon in conveying objectivity, 223
Jones, Michael Owen, “Dining on Death Row: Last Meals and the Crutch of Ritual,” 396–416
journal articles, searching for, by discipline, 67–68
journal databases, using, 66–67

K
Kish, Zenia, “‘My FEMA People’: Hip-Hop as Disaster Recovery in the Katrina Diaspora,” 565–80
Koniaris, Leonidas G. See Zimmers, Teresa A.; Sheldon, Jonathan; Lubarsky, David A.; López-Muñoz, Francisco; Waterman, Linda; Weisman, Richard; and Koniaris, Leonidas G.; “Lethal Injection for Execution: Chemical Asphyxiation?”

L
lab reports, 248–59
language conventions
active and passive voice, 136–37, 176–77
description and rhetorical language, 136
hedging, 137, 177
LaRue, Michelle, 218, 219, 222
law, 294–304
e-mail correspondence in, 302–4
legal briefs, 295–302
Leblanc, Samuel. See Aris, Aziz, and Leblanc, Samuel, “Maternal and Fetal Exposure to Pesticides Associated to Genetically Modified Foods in Eastern Townships of Quebec, Canada” legal briefs, 295–302
Lemon, Kedric (student)
“Comparing the Efficiency of Various Batteries Being Used over Time,” 230–39
“Which Type of Battery Is the Most Effective When Energy Is Drawn Rapidly?, 250–59
lesson plans, 273–76
“Lethal Injection for Execution: Chemical Asphyxiation?” (Zimmers et al.), 426–38
“Letter to Saddam Hussein” (Bush), 31–32
liberal arts colleges/universities, 4
“Life May Be Possible on Other Planets” (Nastasi), 102–5
Lindemann-Matthies, Petra. See Gregorowius, Daniel; Lindemann-Matthies, Petra; and Huppenbauer, Markus; “Ethical Discourse on the Use of Genetically Modified Crops: A Review of Academic Publications in the Fields of Ecology and Environmental Ethics” Linguistic Society of America (LSA), 627
Linn, Marcia. See Seethaler, Sherry, and Linn, Marcia, “Genetically Modified Food in Perspective: An Inquiry-Based Curriculum to Help Middle School Students Make Sense of Tradeoffs”
listing, 28
literacy, 10
academic, 14
social and/or cultural, 15

INDEX 641
literacy (continued)
technological, 14
workplace, 14
literacy narrative
composing, 14–15
defined, 14
literature review, 180–207
writing, 182–86
logos, appeals to, 38
“Looking for Love on Craigslist: An Examination of Gender Differences in Self-Marketing Online” (Peters et al.), 363–80
Love, Marriage, and Family, 309–79
“Changing Counts, Counting Change: Toward a More Inclusive Definition of Family” (Powell et al.), 318–31
“Hormonal Changes When Falling in Love” (Marazziti and Canale), 356–62
“How American Family Life Is Different” (Cherlin), 310–15
“Looking for Love on Craigslist: An Examination of Gender Differences in Self-Marketing Online” (Peters et al.), 363–80
“The Myth of the Helicopter Parent” (Whitbourne), 316–18
“In Strangers’ Glances at Family, Tensions Linger” (Saulny), 332–36
“Women and Men in Love: Who Really Feels It and Says It First?” (Harrison and Shortall), 348–56
Lubarsky, David A. See Zimmers, Teresa A.; Sheldon, Jonathan; Lubarsky, David A.; López-Muñoz, Francisco; Waterman, Linda; Weisman, Richard; and Koniaris, Leonidas G.; “Lethal Injection for Execution: Chemical Asphyxiation?”
M
magazines, 70
main points, 71
Malecha, Marvin, student interview of, 16–19
Marxism, 113
master’s granting institutions, 4
“Masters of Desire: The Culture of American Advertising” (Solomon), 49–52
“Maternal and Fetal Exposure to Pesticides Associated to Genetically Modified Foods in Eastern Townships of Quebec, Canada” (Aris and Leblanc), 513–24
Matsuda, Aya (linguistics), 166, 180
McCracken, Moriah (writing studies), 23, 44, 61, 92, 128
on citation practices on genres on important writing skills on reading scholarly texts
McCurdy, John (history), 109
memorandum, 282–84
Mendeley, 627
Merrefield, Clark, “Should Juvenile Criminals Be Sentenced Like Adults?” 388–92
Miles, Margaret Shandor; Holditch-Davis, Diane; Thoyre, Suzanne; and Beeber, Linda; “Rural African-American Mothers Parenting Prematurely Born Infants: An Ecological Systems Perspective,” 266–68
Miller, Lance, “A Spectacular Poststarburst Quasar,” 98–99
Mills, Daniel Chase, “The Electricity Monitor Company,” 286–93
Mitchell, Faye. See Rhoads, Jacqueline; Mitchell, Faye; and Rick, Susan; “Posttraumatic Stress Disorder after Hurricane Katrina”
mixed-methodology studies, 163–64
MLA Handbook for Writers of Research Papers, 615
Modern Humanities Research Association (MHRA), 627
Modern Language Association (MLA), 76, 97, 139, 613, 614
  citing different types of sources in, 617
  in-text citations in, 615–16
  sample works cited page, 618
  uniqueness of, 615
  works cited citations in, 616
“More Than Words: Comics as a Means of Teaching Multiple Literacies” (Jacobs), 114–22
Morris, Jonathan (political science), 28, 60, 69, 164
  on avoiding bias
  on scholarly literature
  on using evidence
  on the writing process
Morris, Richard. See Peters, Cara O.; Thomas, Jane B.; and Morris, Richard; “Looking for Love on Craigslist: An Examination of Gender Differences in Self-Marketing Online”
“Multiple Audiences of George H.W. Bush’s Letter to Saddam Hussein, The” (Lopez), 33–34
“My FEMA People’: Hip-Hop as Disaster Recovery in the Katrina Diaspora” (Kish), 565–80
“Myth of the Helicopter Parent, The” (Whitbourne), 316–18

N
natural sciences, 209–60
collaboration and cooperation in, 226
conventions of writing in, 221–22
designing a research study in, 218–21
detail in, 224
documentation in, 225
genres of writing in, 227–28
hypotheses in, 224
lab reports in, 248–59
moving from description to speculation in, 214–18
objectivity in, 222–24
observation and description in, 213–14
observation logbook in, 227–39
precision in, 224
recency in, 225
reference selection in, 225
replicability in, 224
research in, 212–13
research proposal in, 240–48
scholars in, 9
neutrality, 164
New Criticism, 113
New Historicism, 113
newspapers, 69
non-academic audience, using rhetorical context to analyze writing for, 94–96
numbers, in conveying objectivity, 223
nursing, 264–72
discharge instructions, 268–72
scholarly research report in, 265–68

O
objectivity, 164
rhetorical features conveying, 222–23
observation, 89
  interpretation and, 110–11
  in the natural sciences, 213–14
  strategies for, 123–28
  systematic, 213, 214
observation logbook, 227–40

P
paragraphs, 135
paraphrasing, 72–73, 179
passive voice, 136–37, 176–77
  “Pastoral Romance” (Cunningham), 457–63
pathos, appeals to, 38
peer review, 28
  “Perceptions of Law Enforcement Officers on Capital Punishment in the United States” (Hughes and Robinson), 438–49
personal experience, 43
Peters, Cara O.; Thomas, Jane B.; and Morris, Richard; “Looking for Love on Craigslist: An Examination of Gender Differences in Self-Marketing Online,” 363–80
plagiarism, avoiding, 75–76
Pollan, Michael, “Why Cook?” 471–77
popular sources, 69
  examples of, 69
Postcolonialism, 113
  “Posttraumatic Stress Disorder after Hurricane Katrina” (Rhoads et al.), 601–10
Powell, Brian; Bolzendahl, Catherine; Geist, Claudia; and Steelman, Lala Carr;
precision, replicability and, 224
prewriting, 27–29
primary audience, 21
primary evidence, collecting, 61
primary research, 89
primary sources, 60–62
  using, 62
Proctor, Sian (geology), 210
proofreading, 29
proofs
  artistic, 38
  inartistic, 38
Publication Manual of the American Psychological Association, 178, 619
purpose, 24

Q
qualifying claims, 47
qualitative methods, 162–63
quantitative methods, 160–62
Queer Theory, 113
quoting, 74

R
Rathunde, Kevin (social sciences), 153, 161
Ray, Sarah (student), “Till Death Do Us Part: An Analysis of Kate Chopin’s ‘The Story of an Hour,’” 143–49
reader response, 113
reading, rhetorically, 24
reasons
  developing, 41–42
  supporting with evidence, 43–45
rebuttals, 47
recency in natural sciences, 225–26
  documentation in, 225
  reference selection in, 225
reference conventions
  in the humanities, 138–39
  in-text documentation, 178
  paraphrase, 179
  summary, 179
references, 175
reference selection, recency and, 225
replicability in natural sciences, 224
  detail in, 224
hypotheses in, 224
precision in, 224
reports
   lab, 248–59
   scholarly research, 265–68
research, 28. See also academic research
   in the humanities, 111–12
   in the natural sciences, 212–13
   in the social sciences, 154
   tracking, 627
researchers
   presentation of names of, 226
   treatment of other, 226
research-intensive universities, 4
research proposal, 240–48
research questions, 59, 130
   developing, 59–60, 130–32
   hypotheses and, 158–60
   writing a, 60
revising, 29
rhetoric, 12
   applied fields and, 263–64
rhetorical analysis, 25
   of an advertisement, 48–58
   of a text, 34–35
   writing a, 30–31
   writing a comparative, 101
rhetorical appeals, 38
rhetorical context, 71
   adapting to different, 92–93
   analyzing, 27
   in analyzing writing for a non-academic
      audience, 94–96
   defined, 21
   identifying, 22
   translating scholarly writing for different,
      102–6
   understanding, 21–22
rhetorical language, 136
rhetorical writing processes, 27–30
   drafting in, 28
   editing/proofreading in, 29
   freewriting in, 27–28
   idea mapping in, 28
listing in, 28
peer review in, 28
prewriting/invention in, 27–29
research in, 28
revising in, 29
Rhoads, Jacqueline; Mitchell, Faye; and Rick,
   Susan; “Posttraumatic Stress Disorder after
   Hurricane Katrina,” 601–10
Richter, Michelle, 45, 263
   on comparing quantitative and qualitative
      research  
   on the role of audience  
Rick, Susan. See Rhoads, Jacqueline; Mitchell,
   Faye; and Rick, Susan; “Posttraumatic
   Stress Disorder after Hurricane Katrina”
   “Rising Tide” (Sarewitz and Pielke), 550–55
Ritchison, Gary, “Hunting Behavior, Territory
   Quality, and Individual Quality of
   American Kestrels (Falco sparverius),”
   242–48
Robinson, Matthew. See Hughes, Cyndy
   Caravelis, and Robinson, Matthew,
   “Perceptions of Law Enforcement Officers
   on Capital Punishment in the United
   States”
   “Rural African-American Mothers Parenting
   Prematurely Born Infants: An Ecological
   Systems Perspective” (Miles et al.),
   266–68
S
Santora, Kristin. See Bernard, John C.; Gifford,
   Katie; Santora, Kristin; and Bernard, Daria
   J.; “Willingness to Pay for Foods with
   Varying Production Traits and Levels of
   Genetically Modified Content”
Sarewitz, Daniel, and Pielke, Roger A., Jr.,
   “Rising Tide,” 550–55
Saulny, Susan, “In Strangers’ Glances at Family,
   Tensions Linger,” 332–36
scholarly research report, 265–68
scholarly sources, 69
   examples of, 69
scholarly writing, translating for different rhetorical contexts, 102–6
scholars, interviewing with a, 15–16
schools with a specific focus, 4–5
scientific writing process, 210–11
search terms, 63
generating, 65–66
identifying, 63–67
secondary audience, 21
secondary research, 89
secondary sources, 60–62
using, 62
Seethaler, Sherry, and Linn, Marcia, “Genetically Modified Food in Perspective: An Inquiry-Based Curriculum to Help Middle School Students Make Sense of Tradeoffs,” 525–42
Shanks, T., “A Spectacular Poststarburst Quasar,” 98–99
Sheldon, Jonathan. See Zimmers, Teresa A.; Sheldon, Jonathan; Lubarsky, David A.; López-Muñoz, Francisco; Waterman, Linda; Weisman, Richard; and Koniaris, Leonidas G.; “Lethal Injection for Execution: Chemical Asphyxiation?”
Shi, Honglan. See Su, Tingzhi; Shu, Shi; Shi, Honglan; Wang, Jianmin; Adams, Craig; and Witt, Emitt C.; “Distribution of Toxic Trace Elements”
“Should Juvenile Criminals Be Sentenced Like Adults?” (Merrefield), 388–92
Shu, Shi. See Su, Tingzhi; Shu, Shi; Shi, Honglan; Wang, Jianmin; Adams, Craig; and Witt, Emitt C.; “Distribution of Toxic Trace Elements”
simple thesis statement, 41
Sims, Ashlyn (student), argument on condom distribution, 80–84
Smith, R. J., “A Spectacular Poststarburst Quasar,” 98–99
social and/or cultural literacy, 15
social sciences, 152–208
conventions of writing in, 165–74
abstracts in, 174–75
acknowledgments in, 175
appendixes in, 175–76
references in, 175
structural conventions and IMRAD format in, 166–74
titles in, 174
genres of writing in, 180
IRB process and use of human subjects in, 165
language conventions in, 176–78
active and passive voice in, 176–77
hedging in, 177
literature review in, 180–207
methods in
addressing bias in, 164
mixed, 163–64
qualitative, 162–63
quantitative, 160–62
reference conventions in, 178–79
in-text documentation, 178
summary and paraphrase, 179
research in, 154
research questions and hypotheses in, 158–60
role of theory in, 154–58
scholars in, 9
sources
distinguishing between scholarly and popular, 69
evaluating, 70–71
examples of popular, 69
examples of scholarly, 69
searching for, 62–68
summarizing, paraphrasing, and quoting from, 71–75
synthesizing, 184
“Spectacular Poststarburst Quasar, A” (Brotherton et al.), 98–99
speculation, movement from description to, in natural sciences, 214–18
speculative writing, 214
statistical data and research findings, 44–45
Steelman, Lala Carr. See Powell, Brian; Bolzendahl, Catherine; Geist, Claudia; and Steelman, Lala Carr; “Changing Counts, Counting Change: Toward a More Inclusive Definition of Family”
Steinberg, Ted, “Disasters and Deregulation,” 561–64
“Story of an Hour, The” (Chopin), 124–25, 126–28
Stout, Sam (student), 11
on academic writing
structural conventions, 130
abstracts as, 174–75
in the humanities, 135
IMRAD (Introduction, Methods, Results, and Discussion) format and, 166–74
titles as, 174
structure, language, and reference (SLR), in analyzing academic writing, 94–96
Su, Tingzhi; Shu, Shi; Shi, Honglan; Wang, Jianmin; Adams, Craig; and Witt, Emitt C.; “Distribution of Toxic Trace Elements,” 588–600
summarizing, 71–72, 179
systematic observations, 213, 214

T
“Taco USA: How Mexican Food Became More American Than Apple Pie” (Arellano), 452–57
technological literacy, 14
texts, 109
artistic, 149
rhetorical analysis of, 34–35
textual interpretation, 141–49
theory
in the humanities, 113
in the social sciences, 154–58
theory response essay, 196–98
thesis-driven templates, 134–35
thesis statements, 39, 40, 130
complex, 41
constructing, 42–43
developing, 130–34
simple, 41
thesis versus hypothesis, 40–41
Thomas, Jane B. See Peters, Cara O.; Thomas, Jane B.; and Morris, Richard; “Looking for Love on Craigslist: An Examination of Gender Differences in Self-Marketing Online”
Thoyre, Suzanne. See Miles, Margaret Shandor; Holditch-Davis, Diane; Thoyre, Suzanne; and Beeber, Linda; “Rural African-American Mothers Parenting Prematurely Born Infants: An Ecological Systems Perspective”
Till, Benedikt, and Vitouch, Peter, “Capital Punishment in Films: The Impact of Death Penalty Portrayals on Viewers’ Mood and Attitude toward Capital Punishment,” 416–26
“Till Death Do Us Part: An Analysis of Kate Chopin’s ‘The Story of an Hour’” (Ray), 143–49
titles, 135, 174
in conveying objectivity, 222
topic, 24
transitions, 135

U
universities, differences between colleges and, 4–5
V

visuals, reading rhetorically, 25
Vitouch, Peter. See Till, Benedikt, and Vitouch, Peter, “Capital Punishment in Films: The Impact of Death Penalty Portrayals on Viewers’ Mood and Attitude toward Capital Punishment”

voice, active and passive, 136–38, 176–77

W

Wang, Jianmin. See Su, Tingzhi; Shu, Shi; Shi, Honglan; Wang, Jianmin; Adams, Craig; and Witt, Emitt C.; “Distribution of Toxic Trace Elements”
Waterman, Linda. See Zimmers, Teresa A.; Sheldon, Jonathan; Lubarsky, David A.; López-Muñoz, Francisco; Waterman, Linda; Weisman, Richard; and Koniaris, Leonidas G.; “Lethal Injection for Execution: Chemical Asphyxiation?”
“Which Type of Battery Is the Most Effective When Energy Is Drawn Rapidly?” (Lemon), 250–59
“Why Cook?” (Pollan), 471–77
“Willingness to Pay for Foods with Varying Production Traits and Levels of Genetically Modified Content” (Bernard et al.), 501–13
Witt, Emitt C. See Su, Tingzhi; Shu, Shi; Shi, Honglan; Wang, Jianmin; Adams, Craig; and Witt, Emitt C.; “Distribution of Toxic Trace Elements”
“Women and Men in Love: Who Really Feels It and Says It First?” (Harrison and Shortall), 348–56
Woods, Alexandria (student), 11

on academic writing
workplace literacy, 14
writing
conventions of, 10, 90
in humanities, 129
of writing
in humanities, 129
in the natural sciences, 221–26
in the social sciences, 165–74
descriptive, 214
reasons for academic, 10–13
a rhetorical analysis, 30–31
rhetorically, 25–26
speculative, 214

Z

Zimmers, Teresa A.; Sheldon, Jonathan; Lubarsky, David A.; López-Muñoz, Francisco; Waterman, Linda; Weisman, Richard; and Koniaris, Leonidas G.; “Lethal Injection for Execution: Chemical Asphyxiation?” 426–38
Zotero, 627