**Writing a Research Paper**

**Lecture -6- (16/11/2015)/ Monday**

**Chapter Four**

**(4.4) Taking Notes: Two Ways**

After the researcher finds and evaluates a source, his next step is to keep track of what he has found. With only a short paper to write, especially one that involves almost no research, the researcher's solution is easy: he simply remember. But with larger papers and those involving any amount of research, the researcher's confidence in his memory may exceed his memory's ability to perform. Therefore, most researchers have developed some systematic way to keep track of the research information they have found.

The most commonly taught system for keeping track of research information involves taking notes on note cards. Now some people think of taking notes on note cards as the worst sort of work – suitable for drones, perhaps, but certainly not suitable for human beings with places to go, people to see, and things to do. Others, however, find taking notes an easier activity, a productive and rewarding way of organizing the researchers and of reaching a goal.

It is known that these different views of note-taking exist because researchers, by themselves, exemplify them. Some of the researchers prefer the standard system using note card; others prefer a simpler system relying more heavily on a sack of dimes and a copying machine. Both systems will be explained here, and the researcher can choose the one that better fits his personality type. Both systems can work well for the researchers.

There are two ways or systems for taking notes. The **first system** *''the traditional system''* and the **second one** *''the copying machine system''* – since it involves putting money in a copying machine.

**(4.4.1) The Traditional System**

The traditional system of taking notes, devised before the invention of the ubiquitous copying machine, still has many adherents. Essentially, it goes like this:

Let us say that the researcher in the library and he has found a good book on his topic, mountain climbing. After evaluating the source, the researcher decides it's worthwhile (that is, it is both relevant and reliable), so his next step is the actual taking of the notes.

**Specialists suggest that the researcher has to take notes on index cards** *because* they are easy to handle and easy to rearrange. Later, when the researcher is being ready to write his paper, he may want to match his research information to his outline. If the information is on note cards, the researcher can arrange the cards so that all the cards for each topic or subtopic are together, even though the researcher may have found the information at different times and from different sources.

A note card should contain:

The **subject of card** helps the researcher keeps his card cards organized while he is conducting his research and may help him later when he is arranging his cards by topics and subtopics for his outline.

The **code** is a handy way to refer to the researcher's bibliography card – the card that is mentioned in the last chapter. It constitutes of the author last name and the number of the note. For example, the code Wh2 means this is the second note card that the researcher has made on the book by Edward Whymper. The researcher has the bibliographic information (title, publisher, date, and so on) on the bibliography card, so the researcher doesn't have to write the information again here.

The **page numbers** add information on the note card that the researcher didn't have on the bibliography card – exactly where in the source the researcher got his information.

The identifying information on the card is important but so is the content of the card. The researcher will need to keep track of whether the information is ***a quotation, a paraphrase, a summary, or a mixed quotation and paraphrase/ summary.***

Here are the definitions of the above terms:

1. **Quotation:** A quotation is the ***exact*** words of a source. The researcher should put quotation marks around quotations.
2. **Paraphrase:** A paraphrase is ***a restatement***, ***in the researcher's own words,*** of the words in a source. Usually, a paraphrase follows the original organization sentence by sentence. Most times, paraphrases are fairly short.
3. **Summary:** A summary something like a paraphrase: it ***restates*** the original material in the researcher's own words. But a summary also ***condenses (summarizes)***, so it's shorter – sometimes considerably shorter – than the original. Another term for ''summary'' is '' précis.''
4. **Mixed quotation and paraphrase/ summary:** This is, as it says, a mixture of the words from the source and the researcher's own words. Sometimes the researcher wants to summarize or paraphrase a passage but some of the author's words are so good the researcher wants to quote them. So he does both: paraphrase (or summarize) and quote. The researcher should put quotation marks around any quoted material.

**(4.4.1.A) Quotation Note Card**