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quality  
RESEARCH  
papers

For Students of Religion and Theology

HARVEST BIBLE COLLEGE  
LIBRARY

Nancy Jean Vyhmeister



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## TAMING THE INTERNET<sup>1</sup>

The Internet is a new and wild environment—usually better handled by an adolescent than by his or her parents. Today's students have no choice but to tame the beast, however, if they are going to find what they need: up-to-date information on a myriad of topics. The Internet has been described as follows: "A different culture, born in Defense Department research labs, nurtured in the halls of academe, exploited in college dormitories, and now attracting ordinary citizens worldwide with its milieu of opinions, trivia, and sometimes valuable information."<sup>2</sup>

Three aspects of the process of taming the Internet are vital. The first is to know what resources are available. The second is to figure out how to find and use them. The third is indispensable: how to evaluate Internet resources. After that you will need to record your sources for footnotes and bibliographical entries.

### Online Resources

As we move into the twenty-first century, online resources are more and more abundant. They are also vital to the research process. As noted in chapter 2, academic libraries provide access to many online resources, especially indexes

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1. My thanks to Annette Melgosa, former librarian of the Adventist International Institute of Advanced Studies in the Philippines, and to Shawna Vyhmeister, who teaches graduate research courses at the same Institute.

2. John A. Butler, *Cybersearch: Research Techniques in the Electronic Age* (New York: Penguin, 1998), 92.

and full-text journal articles, documents, and books. These are different from other Internet resources, however, as they generally refer to published works, often from refereed journals. In that sense, online access to print periodicals is no different from reading the print form.

The wild part of the Internet is freelancing—searching on your own, surfing the World Wide Web. Here you venture into an area that is neither edited for quality nor guaranteed for continued accessibility, and, as I mentioned above, is not indexed in any comprehensible way. Documents on the web may describe an institution; they may set forth someone's cherished opinion. They provide hard data along with idle thoughts. Today conversations among those who know little about a topic appear alongside the results of serious research.

"Blogging" was added to our vocabulary in 2004: it refers to "a frequent, chronological publication of personal thoughts and web links" (according to <http://www.marketingterms.com/dictionary/blog/>). Evidently, the web musings of an individual you are studying would be important. However, just someone's feelings about things do not make a good research source.

Billions of pages populate the Internet. Since a fifty thousand book library could have at most some fifteen million pages, the monstrous size of the Internet is evident. However, there is a major difference: A library collection is selected by experts; the Internet has grown like Topsy.

The number of resources for research in biblical studies, theology, and ministry may not be as large as the number of sources that provide information on entertainment and computers. However, the web is worth exploring. To "surf the Net" you will need to have a fast computer with plenty of RAM, a good connection to the Internet, and plenty of time.

An attempt to systematize information on cyberspace resources in religion was made by Patrick Durusau in 1996. That the second edition appeared only two years after the first shows the constant need for updating in this field, where change occurs almost daily.<sup>3</sup> That there have been no further editions goes along with Durusau's admission on his website (<http://durusau.net>) that there is no possibility of putting all the sites in one book.

Your library undoubtedly provides its users access to many databases. See, for example the long list of databases at the James White Library (<http://www.andrews.edu/library/screens/databases/onlineresources.html>). The full-text databases are only available to students, faculty, and staff. Click on the alphabetical list of Online Resources to see a very long list, most of which are available to the public. You can go directly to these databases, without

3. Patrick Durusau, *High Places in Cyberspace: A Guide to Biblical and Religious Studies, Classics, and Archaeological Resources on the Internet*, 2nd ed. (Atlanta: Scholars, 1998).

going through JeWeL. Enjoy reading the list and finding out which ones can be useful to you.

Two valuable databases can be accessed directly. (1) ERIC ([eric.ed.gov](http://eric.ed.gov)) specializes in education, but also has information on the social sciences. Some of its newer documents are full text; the older ones are not. (2) WorldCat ([worldcat.org](http://worldcat.org)) contains the electronic catalogs of thousands of libraries. You can use it to find an item you would borrow through interlibrary loan; my main use for it is to check the accuracy of footnotes and bibliography entries. You may find it useful, in the wee hours of the day your paper is due, to be able to find out whether the book you are quoting from your notes was written in 1985 or 1995 and exactly how the author's name is spelled. Another resource you may want to examine is the Christian Classics Ethereal Library (<http://ccel.org>). Check the alphabetical list of authors to get a feel for its richness.

Three important caveats on online resources: They do not always behave as they are supposed to; what is written about them today in this text may well be obsolete within six weeks; and finally, I take no responsibility for the time you spend surfing!

## Searching the Internet

Chapter 2 gave pointers about using library-provided access to the web; there is no need to repeat the information here. However, the concept of "fields" and "Boolean operators" (or search terms) holds for other forms of Internet searching.

One of the most popular websites that students often use for getting answers to questions may be that self-written encyclopedia, the Wikipedia (<http://www.wikipedia.org>). The welcome page tells me this is a "free encyclopedia anyone can edit." How can quality be maintained that way? My experience, cited below, tells you why I have serious reservations about Wikipedia.

I typed the word "baptism" in the query box and found an interesting and descriptive article on baptism through the centuries and across Christian denominations. I have no idea which volunteer submitted her class paper on baptism as an authoritative source and who modified it subsequently. At the very end I found a box of resources with the title "In Defense of Infant Baptism." No resources show the opposite position. Perhaps this is somewhat one-sided?

At the bottom of the page, in "Other Areas of Wikipedia," I get the chance to ask volunteers for information. Where do they get their facts? Do they know more than I do? I also looked at "Sister Sites."

Conveniently, Wikipedia does tell you how to reference an article in the Chicago/Turabian style ([http://en.wikipedia.org/wiki/Wikipedia:Citing\\_Wikipedia#Chicago\\_style](http://en.wikipedia.org/wiki/Wikipedia:Citing_Wikipedia#Chicago_style)). However, I do not imagine that citing an unknown "Wikipedia contributor" will impress your professor.

To summarize, Wikipedia is an amazing source of information. You can find something about almost anything. However, the information does not necessarily originate with specialists or authorities. Thus, use it to find out basic information, but do not use Wikipedia to footnote your quality research paper.

To find what you want in cyberspace, you will need to use a search engine. Some search engines are organized by keyword, and some topically. Some sites provide both approaches. Keyword searches actually take you to a database maintained by "crawlers" or "spiders" that constantly search the web to add new sites. The search engine will find your word anywhere in a web page and bring you a list of hits in seconds. The more times the word appears in a document, the closer to the top of the list it will be.

The problem is, of course, that you can get false hits, as this is a mechanical search, and the search engine will find the word you searched for whether the meaning is related to what you are studying or not. When you begin searching for a research topic, it is often easier to begin with a topical search, where you can drill down through categories until you find your area of interest. Both types of search engines work, and it is often worthwhile to compare results rather than being satisfied with one engine.

My favorite search engine is Google (<http://www.google.com>). I can search the web for images, videos, news, maps, and more—including Google Books and Google Scholar. Take the time to play with searches in Google. Be sure to click on "more" to find more options; you may want to create an account.

Naturally, others may have their favorite search engines. Try your search on several engines to see which is best for what you want to find. I searched "discipleship" in several engines with the following results: Dogpile, 79; Lycos, 1,740,000; Gigablast, 2,817,849; Yahoo, 3,540,000; and Google, 4,980,000.

Search strategy is everything. Make your search string so unique that you do not get a lot of false hits. Remember the Boolean operators. In the advanced search option, you are practically led by the hand to a good search. Sit down at a computer with an Internet connection, go to Google, and enjoy the chase. Wrestle with it until you get a reasonable number of hits—neither 2 nor 20,000, and most of them quite closely related to your topic. Remember that most search engines put what they consider the "best" hits near the top of your results list, so there are usually diminishing returns as you work down through the list.

## Evaluating Internet Sources

Since it takes only a little know-how and less money, it is fairly easy for anyone to develop a website. So, how do I know whether the information at any given website is trustworthy? While each website you visit is a potential source of information for your research, please remember that not all websites are created equal. You must evaluate by asking questions. Let's consider some of them.

1. What is the purpose of this website? Is it for entertainment? Information? Research? To keep the family together (e.g., <http://vyhmeister.info>)? Your common-sense answer to this question will start you on the right track.
2. Who sponsors the site? A credible organization, such as a university? A professional society? An advocacy group? Or is it a company trying to sell something? An individual interested in the topic? Obviously, the first is better than the last! You might use a less valuable website to gain access to serious information. Researching the history of deaconesses through the centuries, I found very useful materials at <http://womenpriests.org>—a site that advocates the ordination of Roman Catholic women to the priesthood. The site was simply a portal to historical resources.
3. When was the material written? At least, when was the site last updated? This information is not always forthcoming. You may have to search various pages. At times, the best you can do is to find the date when the site was updated. There's nothing wrong with old information; in some cases it is very good. But for evaluation, you need to know when something was written.
4. Who is the author of the piece you are reading? A professional? A student? Just somebody? I do not mean to denigrate common people, but we are talking research, serious study. Maybe there is no author named—suggesting that the piece may have come from elsewhere or that no one was willing to put a name to that piece. Even if you cannot find the author's name, make sure you know who or what organization is responsible for the site.
5. What are the author's qualifications, either academic or professional? Is this person an author in her own right? Is he an amateur? Use the Web to find more information about the person. Use Google Scholar (<http://scholar.google.com>) to find out what the person has written. For example, for Nancy Vyhmeister, the thirty-nine hits (August 2007) include articles and books authored, as well as citations in the

writings of others (friends and foes!), and which courses use *Quality Research Papers* as a textbook.

6. Is this material available elsewhere? On the Web? In a printed source? Use search engines to find this out.
7. What is the tone of the material? "I know it all"? "You are stupid if you do not agree with me"? "This is an observation I have made"? Does this sound like someone searching for truth or simply pushing an idea?
8. What company does this piece keep? If there are hyperlinks in the piece or on the site, what are they about? Whom does the author cite? Recognized scholars? Journals and recent books? Or, citing no one, is she the ultimate authority?
9. How do you think your professors will rate this information? Ask them. Get help to evaluate websites and web authors, especially if you are a beginner.
10. Never stop asking questions—about websites and everything else. After all, questions form the basis of good research.

### Footnotes and Bibliographies for Internet Materials

Bibliographies and footnotes require precise information about where you found your information. See more on that in chapters 9 and 10. Here are some specifics and a few examples.

1. Refer to electronic sources only when items are not available elsewhere.
2. Make sure the electronic address is accurate, even to the spaces and dots.
3. If you must write the URL (Uniform Resource Locator) on two lines, divide only immediately before a dot, underline, or hyphen, or after a slash.

Things change. Ten years ago, the URL was placed in angle brackets. This rule has been dropped. We used to add the phrase "available at," followed by the URL. No longer needed! In fact, <http://> is obsolete with some publishers, but not yet with academicians. Also, professors always required students to place at the end of the entry the date the document was accessed. This may or may not be required in your school. In case the access date is needed, place it in parentheses at the end of the entry (accessed November 11, 2006, or sim-

plified to 11/08/2006. Use the form your school prefers.). Also note that *http* always appears in lower case.

Information for notes and bibliographical entries of web materials is often elusive. You will need to search carefully for author and publication data. That may mean exploring the whole site. At the end, you may not have all the information traditionally used for a bibliographic entry. Obviously, there is no page, which means you must give the exact URL for the piece you are quoting. If there is no date, use n.d.

By all means, retain copies of downloaded material (paper or electronic) until your paper or dissertation has been approved. Finally, "Love your neighbor as yourself" (Matt 22:39). Make it easy for the budding scholar who follows in your footsteps to find exactly what you found.

These examples may help your common sense: Notice that some do not have all the elements you would expect to find in a bibliography entry or footnote. Put in everything that is available.

Journal articles with complete bibliographic information may be done as regular journals, although you can note the online site. If page numbers are missing, be sure to give the URL. The order of elements in a bibliographical entry (B) and a reference note (N) are predetermined. You will spend much time on chapter 9, learning just how these should be done.

- B Herrell, Richard K. "HIV/AIDS Research and the Social Sciences." *Current Anthropology* 32 (April 1991): 199–203. <http://links.jstor.org/sici?sici=0011-3204%28199104%2932%3A2%3C199%3AHRATSS%3E2.0.CO%3B2-8>.
- N 1. Richard K. Herrell, "HIV/AIDS Research and the Social Sciences," *Current Anthropology* 32 (April 1991): 199, <http://links.jstor.org/sici?sici=0011-3204%28199104%2932%3A2%3C199%3AHRATSS%3E2.0.CO%3B2-8>.
- B Whitman, Shelly. "Women and Peace-building in the Democratic Republic of Congo: An Assessment of Their Role in the Inter-Congolese Dialogue." *African Journal on Conflict Resolution* 6 (2006): 29–48. [http://www.accord.org.za/ajcr/2006-1/AJCR\\_vol6no1\\_pg29-48.pdf](http://www.accord.org.za/ajcr/2006-1/AJCR_vol6no1_pg29-48.pdf).
- N 2. Shelly Whitman, "Women and Peace-building in the Democratic Republic of Congo: An Assessment of Their Role in the Inter-Congolese Dialogue," *African Journal on Conflict Resolution* 6 (2006): 31, [http://www.accord.org.za/ajcr/2006-1/AJCR\\_vol6no1\\_pg29-48.pdf](http://www.accord.org.za/ajcr/2006-1/AJCR_vol6no1_pg29-48.pdf).
- B Amorim, Nilton. "Academic Freedom in Theology Teaching." Paper presented to the Faith and Learning Seminar, Nairobi, Kenya, 1990. [http://www.aiias.edu/ict/vol\\_05/05cc\\_237-255.htm](http://www.aiias.edu/ict/vol_05/05cc_237-255.htm).
- N 3. Nilton Amorim, "Academic Freedom in Theology Teaching," paper presented to the Faith and Learning Seminar, Nairobi, Kenya, 1990, [http://www.aiias.edu/ict/vol\\_05/05cc\\_237-255.htm](http://www.aiias.edu/ict/vol_05/05cc_237-255.htm).

- B "Female Genital Mutilation/Cutting: A Statistical Exploration." New York: UNICEF, 2005. [http://www.unicef.org/publications/files/FGM-C\\_final\\_10\\_October.pdf](http://www.unicef.org/publications/files/FGM-C_final_10_October.pdf).
- N 4. "Female Genital Mutilation/Cutting: A Statistical Exploration" (New York: UNICEF, 2005), [http://www.unicef.org/publications/files/FGM-C\\_final\\_10\\_October.pdf](http://www.unicef.org/publications/files/FGM-C_final_10_October.pdf).
- B "Partial-birth Abortion." *Encyclopedia for You*. 2005. <http://www.encyclopedia4u.com/p/partial-birth-abortion.html>.
- N 5. "Partial-birth Abortion," *Encyclopedia for You*. 2005. <http://www.encyclopedia4u.com/p/partial-birth-abortion.html>.
- B Schaff, Phillip. *Augustine's City of God and Christian Doctrine*. New York: Christian Literature Publishing, 1890. <http://ccel.org/ccel/schaff/npnf102.iv.ii.v.html>.
- N 6. Phillip Schaff. *Augustine's City of God and Christian Doctrine* (New York: Christian Literature Publishing, 1890), chapter 3, <http://ccel.org/ccel/schaff/npnf102.iv.ii.v.html>.
- B Malins, Ian, and Diane Malins. "Disciple-making and Mentoring: Letting Your Life Impact Others." Intentional Discipleship Training Seminars, n.d. <http://www.omega-discipleship.com/online/files/seminarnotes.pdf>.
- N 7. Ian Malins and Diane Malins. "Disciple-making and Mentoring: Letting Your Life Impact Others" (Intentional Discipleship Training Seminars, n.d.), <http://www.omega-discipleship.com/online/files/seminarnotes.pdf>.
- B "Free Spiritual Gifts Analysis." Elkton, MD: Church Growth Institute, n.d. <http://www.churchgrowth.org/cgi-cg/gifts.cgi>.
- N 8. "Free Spiritual Gifts Analysis" (Elkton, MD: Church Growth Institute, n.d., <http://www.churchgrowth.org/cgi-cg/gifts.cgi>).

Since you will search for books, articles, papers, and more throughout the research process—and even as you write—time spent learning how to use the library and tame the Internet is well spent. But, of course, you still need to choose a topic, so on to chapter 4.



## Evaluating Sources

You could read for years—in books, journals, or online—for there is much written on almost every topic. However, not all written materials are of the same value, even if they deal with the subject you are researching. Here are fourteen questions, the answers to which can help you weigh what you read.

1. Who is the author? Information about the author may be found on the back cover, on the dust jacket, or in the preface. You will find the author's qualifications and a list of other books she has written. Some libraries keep the dust jackets and other materials in a special author file; ask the librarian. If you cannot find information about an author, ask your professor, who knows most of the important people in his or her area. To find information about authors the following sources are helpful: *Who's Who in Religion*, which gives brief biographical data about living scholars, and the fourth volume of *Directory of American Scholars*, which lists scholars in the areas of religion and philosophy. Check the ATLA Index and WorldCat for items this person has written. Go online and consult Google Scholar. These sources will show you the author's areas of expertise, and what journals and publishers carry his or her work.
2. Who is the publisher? Not all publishers are equally serious. Some specialize in learned books; others publish popular works. Whether the book was published by a Protestant or Catholic publisher makes a difference, if you are interested in a certain approach to your topic. If a book was published by the author or has no imprint at all, it is appropriate to question whether a publisher was unwilling to take the manuscript. Or would the author have chosen to self-publish because the financial remuneration was better? Serious publishing companies are careful to have their imprint only on quality books. Ask the librarian or a professor about publishers.
3. If the source in question is an article, is the journal in which it appeared recognized as a specialized and serious journal? An article about an archaeological finding in *Time* is not worthy of as much confidence as one on the same finding in *Biblica* (from the Pontifical Biblical Institute in Rome) or *Biblical Archaeologist* (from the American Schools of Oriental Research). Somewhere between the two extremes would be an article in *Biblical Archaeology Review*, which admits its purpose is the popularization of biblical archaeology. Popular magazines, such as *Reader's Digest*, *Newsweek*, *Christian Woman*, or even the *National Geographic* are not usually good research sources—unless your

research is unique. You need to take the time to become acquainted with the specialized journals in your field.

4. What is the date of publication? If you are looking for a source that includes the latest research on a Hebrew-language problem, the date needs to be recent. A 1907 book may be useful to know what authors wrote then, but it will only be of value to the history of your problem. On the other hand, if the research concerns the history of Presbyterians in Korea, a book written in Korea in 1907 about Presbyterian mission activity would be valuable. The date that counts is that of the copyright or edition, not that of a printing, when no substantive changes are made to the book.
5. What is the author's purpose? Generally the introduction to a serious book will give the author's basic philosophy, the purpose for writing the book, the audience to which it is directed, and maybe even a hint on the conclusions reached. You can safely judge a serious book on the basis of its introduction (written by the author, not to be confused with a foreword or preface written by someone else). After reading the introduction to some books you may decide to drop them from the list of potential sources.
6. Is the style of writing popular or serious? This question is answered by reading a little here and there. If the answer is "popular," the source may not be valuable for serious study. That does not mean that research writing is all dry. It does mean that books written for entertainment may sacrifice content to readability. Items written with quoted conversations, colorful language, or abundant contractions are suspect.
7. Is there a bibliography? How extensive is it? Are there footnotes? Are they complete? The presence of these items indicates the writer has done a serious piece of work. Notes and bibliography show that the author took the time to look at other people's work and was honest enough to note what was borrowed.
8. Are there tables? Graphs? Maps? Not all sources need these items, but a book that contains well-made graphs and tables, together with the source and date for the information presented in them, usually can be considered a serious work. A map can say something about the book: If it is sloppily made, or a copy from a lesser atlas, it may indicate carelessness. On the other hand, pictures in a book—unless the topic is archaeology or something of that sort—do not enhance the research value of a source.
9. Is the table of contents detailed? Is there an index? Much information may be obtained by reading the table of contents. A very sketchy

one may suggest lack of precision and care for detail—unforgivable flaws in research. In modern English-language books, the index is often a mark of a good research source. The same cannot be said for other languages. Certainly, an index facilitates research and is to be considered a plus.

10. In the footnotes and bibliography, are the works recent and the authors specialists in their fields? Sometimes a fairly recent work quotes rather old sources. This would indicate that the research was done some time ago and the author did not take the trouble to update the material. If authors quoted or consulted are not specialists, it is fair to wonder if the writer knew who the specialists in the field were.
11. What is the tone of the writing? Is it sober and objective? Or is it emotional? How are adjectives and adverbs used? Are epithets applied to people? Some authors are not able to convince their readers by the information they give or by their logic, so they use emotional phrases that appeal more to the heart than the mind. When the language is strong, the content may be weak. If an author needs to tear down an opponent in order to build up his or her work, there is a problem. The best research sources are clearly written, in an objective style.
12. Is the style of writing clear and easy to read? Is the phrasing concise? Is the vocabulary as simple as the topic will permit? There is no virtue in using long sentences and unnecessarily difficult words; in fact, such writing may suggest the author is hiding ignorance behind fancy language. Good research writing is simple and straightforward.
13. Has this source been translated from another language? How many editions has it had? An item translated from another language has been considered important enough to receive wider dissemination. A book that has been reedited has evidently been deemed significant. Thus, a positive answer to both questions suggests a good research source. One additional suggestion: In choosing between the original and the translation—if you can read both—choose the original.
14. Is this a primary source? A primary source on Vatican Council II would be the documents put out by the council. A secondary source would be a book that comments or interprets those documents. In the secondary source the author can interject his or her ideas and thus color the reader's understanding of the original. Likewise, what the Latter-day Saints say about themselves is a primary document;

what someone else says about them is secondary and is liable to bias or distortion. Using primary sources minimizes the danger of misinterpretation.

Asking these questions is literary criticism. It is not finding fault with authors, but deciding which works are most trustworthy and appropriate for your research. Mistakes in judging can happen, but experience sharpens your skills and makes the process easier. These queries are similar to those answered in a book review. Although the critical review of books or articles is not usually considered research, such work demands critical thinking and good writing. Critical reviews of books and journal articles are dealt with in chapter 18.

### Taking Good Notes

The making of bibliographic notes has already been discussed in chapter 6. Notes considered here are those we take to remember what we read. These notes must be complete and painstakingly detailed. Time spent taking proper notes is time saved in the total process. There is no way to do good research without taking good notes, either manually or on a computer.

#### A Method for Manual Notetaking

Notes for research can be taken in a notebook or on large sheets of paper. However, the most effective method uses note cards or slips of paper. These slips or cards are easy to organize; they can be arranged and rearranged to suit changes in outline or approach. Cards may be added or deleted without affecting the total scheme. Finally, when put in order, they almost write the paper by themselves.

#### Note Cards

All the cards should be of the same size, usually 3 by 5 or 4 by 6 inches. Typing paper cut in four equal parts may also be used. Some researchers prefer a larger card, but the small one is a reminder of a basic rule of note-taking: only one item on a card. Since bibliography cards are used at the same time as note cards, it is helpful to use a different type or color of paper, or slips of a slightly different size so the two kinds are not confused.

#### Filing System

Before beginning to read and take notes, prepare one card—a little larger, stiffer, and of a different color than the note cards—for each of the sections of

the paper, as envisioned in the tentative outline. These index cards are labeled to serve as dividers for a simple filing system. Rubber bands or elastics may be used to keep each packet of notes together, or a small box may be used as a file cabinet. As you read you will certainly add and modify headings.

As you do your reading, take notes as needed. At the end of your reading session, put your notes in the appropriate section of your file. This system is simple, yet effective.

#### Parts of the Note Card

Each note card has three indispensable parts: (1) heading, (2) text, and (3) source. Notes may be written in ink or pencil; the first looks messy when corrections are made, but the second tends to dim with time and use. Some library research rooms only allow the use of pencils; in that case, pencil will have to do.

#### Heading

The headings on the cards correspond to sections of the paper. A paper on the history of Nestorianism in China would include a section on Rabban Sauma. Thus, one heading would be RABBAN SAUMA. There would also be several subheadings under the main heading: biographical data, relation with Rabban Mark, travels in Europe, return to Mongolia, and so on. Sub-subheadings may also be used. As you review your cards, especially if you change your outline, you may need to revise your headings. For starters, however, give the information a place where it can belong.

Headings on the note cards may be written in a different color; however, changing pens every few minutes may be a nuisance. Whatever the color, write clearly. The heading must always be located in the same place on the note card. The upper right corner is quite handy.

#### Text

The text of a note card may be a direct quotation, a summary of what has been read, or the researcher's reaction to the reading.

**Direct quotations.** A quotation card must say exactly what the source said. No spelling or punctuation differences are allowed. Even if there is an evident error, it must be copied. But immediately following the error, place the bracketed word [*sic*], which is the Latin for "thus" and means that, right or wrong, this was what appeared in the source. If you omit anything the author wrote, use ellipsis marks. For an omission within a sentence, three double-spaced dots (...) are used. If the omission includes a break between sentences, four dots are used (...). If the quoted sentences or phrases are from two different