**Research Databases and Other Online Tools**

**First Reference:ASHA**

# Ethics in Research

The following resources from ASHA, the National Institutes of Health (NIH), and other sources provide information on ethical guidelines, human subject protection, the Institutional Review Board (IRB) process, and more.

## ASHA Resources on Research Ethics

ASHA [Code of Ethics](http://www.asha.org/docs/html/ET2010-00309.html)

View ASHA Code of Ethics sections [specifically related to research](http://www.asha.org/Research/ASHA-Code-of-Ethics--Research-Related-Sections.htm).

ASHA Board of Ethics Issue Statements

* [Protection of Human Subjects](http://www.asha.org/docs/html/ET2005-00176.html)
* [Ethics in Research and Scholarly Activity](http://www.asha.org/docs/html/ET2008-00299.html)

ASHA Committee on Research Integrity and Publication Practices, [Guidelines for the Responsible Conduct of Research: Ethics and the Publication Process](http://www.asha.org/docs/html/GL2009-00308.html)

Research Integrity Supplement, Journal of Speech, Language, and Hearing Research (JSLHR), February 2011  
A supplement issue focusing on the responsibility of both scientists and institutions to establish and uphold ethical standards and practices in the conduct of research, and the necessity for education about the responsible conduct of research. This supplement is also offered as a [Journal Self-Study program](http://www.asha.org/eweb/OLSDynamicPage.aspx?Webcode=olsdetails&title=Research+Integrity+in+Communication+Sciences+and+Disorders) through ASHA Professional Development for CEUs.

* [Research Integrity in Communication Sciences and Disorders: Preface](http://jslhr.asha.org/cgi/content/full/54/1/S300?ijkey=5MwXzzPSOuuDtxv&keytype=ref), by S. Moss [in [PDF](http://jslhr.asha.org/cgi/reprint/54/1/S300?ijkey=5MwXzzPSOuuDtxv&keytype=ref)]
* [Ethics I: Responsible Conduct of Research (RCR)—Historical and Contemporary Issues Pertaining to Human and Animal Experimentation](http://jslhr.asha.org/cgi/content/full/1092-4388_2010_09-0265?ijkey=okg52Xr6O7I6RqX&keytype=ref), by J. Horner and F. Minifie [in [PDF](http://jslhr.asha.org/cgi/reprint/1092-4388_2010_09-0265?ijkey=okg52Xr6O7I6RqX&keytype=ref)]
* [Ethics II: Mentoring, Collaboration, Peer Review, and Data Management and Ownership](http://jslhr.asha.org/cgi/content/full/1092-4388_2010_09-0264?ijkey=U9eubC8efRxA0aN&keytype=ref), by J. Horner and F. Minifie [in [PDF](http://jslhr.asha.org/cgi/reprint/54/1/S330?ijkey=U9eubC8efRxA0aN&keytype=ref)]
* [Ethics III: Publication Practices and Authorship, Conflicts of Interest, and Research Misconduct](http://jslhr.asha.org/cgi/content/full/1092-4388_2010_09-0263?ijkey=KBcE94SIni8ztki&keytype=ref), by J. Horner and F. Minifie [in [PDF](http://jslhr.asha.org/cgi/reprint/1092-4388_2010_09-0263?ijkey=KBcE94SIni8ztki&keytype=ref)]
* [Ethical Principles Associated With the Publication of Research in ASHA's Scholarly Journals: Importance and Adequacy of Coverage](http://jslhr.asha.org/cgi/content/full/1092-4388_2010_09-0260?ijkey=BH6imw4thd3JgnP&keytype=ref), by J. Ingham et al. [in [PDF](http://jslhr.asha.org/cgi/reprint/1092-4388_2010_09-0260?ijkey=BH6imw4thd3JgnP&keytype=ref)]
* [Responsible Conduct of Research in Communication Sciences and Disorders: Faculty and Student Perceptions](http://jslhr.asha.org/cgi/content/full/1092-4388_2010_09-0262?ijkey=jDoSXlT5zgN7TCN&keytype=ref), by F. Minifie et al. [in [PDF](http://jslhr.asha.org/cgi/reprint/1092-4388_2010_09-0262?ijkey=jDoSXlT5zgN7TCN&keytype=ref)]

## Protection of Human Subjects

The bases for human subject protection:

* [The Belmont Report](http://ohsr.od.nih.gov/guidelines/belmont.html)
* [The Nuremberg Code](http://ohsr.od.nih.gov/guidelines/nuremberg.html)
* [World Medical Association Declaration of Helsinki](http://ohsr.od.nih.gov/guidelines/helsinki.html)

NIH [Office of Human Subject Research](http://ohsr.od.nih.gov/), including:

* [HHS Protection of Human Subjects 45 CFR 46](http://ohsr.od.nih.gov/guidelines/45cfr46.html)
* [NIH Criteria for IRB Approval of Research Involving Human Subjects](http://ohsr.od.nih.gov/info/sheet3.html)
* [NIH Guidelines for Writing Research Protocols](http://ohsr.od.nih.gov/info/sheet5.html)
* [NIH Guidelines for Writing Informed Consent Documents](http://ohsr.od.nih.gov/info/sheet6.html)
* [NIH Guidelines for Research Involving Cognitively Impaired Subjects](http://ohsr.od.nih.gov/info/sheet7.html)
* [NIH Guidelines for Research Involving Children](http://ohsr.od.nih.gov/info/sheet10.html)
* [NIH Guidelines on the Inclusion of Women and Minorities in Study Populations](http://ohsr.od.nih.gov/info/sheet11.html)

NIH [Protecting Human Research Participants](http://phrp.nihtraining.com/users/login.php)  
A free, online tutorial that institutions may elect to use to meet the NIH human subjects protections education requirement

[Health and Human Services (HHS) Office of Human Research Protections](http://www.hhs.gov/ohrp/index.html)  
HHS regulations, policy and guidance, IRBs and assurances, educational resources, and more

[Health and Human Services (HHS) Office of Research Integrity](http://ori.dhhs.gov/)  
HHS policies, regulations, information on research misconduct, conferences, publications, and more

[U.S. Food and Drug Administration (FDA) Guidance for Institutional Review Boards and Clinical Investigators](http://www.fda.gov/oc/ohrt/irbs/)  
FDA’s current thinking on protection of human subjects in research

[World Health Organization (WHO) Ethical standards and procedures for research with human beings](http://www.who.int/ethics/research/en/)  
Guidelines, regional activities, and more

The [2011 International Compilation of Human Subject Protections](http://www.hhs.gov/ohrp/international/intlcompilation/intlcompilation.html)  
Over 1,000 laws, regulations, and guidelines from over 100 countries on human subject protections

## General Information on Research Ethics

[Research Ethics Blog](http://researchethicsblog.com/)   
Human Subjects Research Ethics blog

[blog.bioethics.net](http://blog.bioethics.net/)   
The American Journal of Bioethics blog

[Public Responsibility in Medicine and Research (PRIM&R)](http://www.primr.org/)  
Information on ethical and regulatory issues affecting research, and access to certification, networking, and professional development resources

[On Being A Scientist: Responsible Conduct In Research](http://www.nap.edu/openbook.php?record_id=4917)   
eBook from the National Academies Press

# Manuscript Writing

The following resources from ASHA and other sources provide the requirements for publication in ASHA journals, including recognized reporting standards, as well as general tips on manuscript writing.

## Publishing in ASHA Journals

[Information for ASHA Journal Authors](http://www.asha.org/publications/journals/submissions/)  
Detailed instructions for submitting manuscripts to ASHA journals

[ASHA Journal Policies](http://journals.asha.org/policies/index.dtl)  
Editorial, production and peer review policies of ASHA journals

[Reporting Standards in ASHA Journals](http://journals.asha.org/misc/ifora.dtl#reporting)  
Recognized reporting standards that enable data across several studies to be more readily translated into evidence-based practice recommendations:

* [Consolidated Standards of Reporting Trials (CONSORT)](http://www.consort-statement.org/consort-statement/)  
  For randomized controlled trials
* [Transparent Reporting of Evaluations with Nonrandomized Designs (TREND)](http://www.cdc.gov/trendstatement/)  
  For non-randomized trials
* [Standards for Reporting of Diagnostic Accuracy (STARD)](http://www.stard-statement.org/)  
  For studies of diagnostic accuracy

## Manuscript Writing Tips

[Writing Scientific Manuscripts: A Guide for Undergraduates](http://www.jyi.org/resources/320/Guide%20to%20Science%20Writing.pdf) [PDF], *Journal of Young Investigators*  
An introduction to the publication process, peer review, and writing scientific manuscripts

[Research Manuscripts](http://www.uwlax.edu/biology/communication/ResearchManuscripts.html), University of Wisconsin—La Crosse  
A description of the typical manuscript sections with examples and checklists

[How to Write a Paper in Scientific Journal Style and Format](http://abacus.bates.edu/%7Eganderso/biology/resources/writing/HTWtoc.html), Bates College  
Specific information on how to write each section of a paper

[Purdue Online Writing Lab APA Formatting and Style Guide](http://owl.english.purdue.edu/owl/resource/560/01/)  
Examples of the general format of APA research papers, in-text citations, endnotes/footnotes, and references, revised according to the 6th edition, second printing of the *Publication Manual of the American Psychological Association*

[APA Style Blog](http://blog.apastyle.org/)  
Experts who work with APA Style every day post weekly about writing, publishing, and APA Style

## Literature Searching

### Free Access

[PubMed](http://www.ncbi.nlm.nih.gov/PubMed)  
National Library of Medicine database of biomedical literature citations from MEDLINE, life sciences journals, and online books

[PubMed Central](http://www.ncbi.nlm.nih.gov/pmc/)  
Searchable, full-text archive of biomedical and life sciences journal literature; includes final peer-reviewed journal manuscripts that arise from NIH funds, per the [NIH Public Access Policy](http://publicaccess.nih.gov/).

[ERIC](http://www.eric.ed.gov/)  
U.S. Department of Education database of education-related literature, including journal articles, conferences, government documents, reports, books, and bibliographies

[Google Scholar](http://scholar.google.com/)   
Search the Web for peer-reviewed papers, theses, books, preprints, abstracts, and technical reports from broad areas of research.

[Scirus](http://scirus.com/)  
Search the Web for journal content, scientists' homepages, courseware, pre-print server material, patents, and institutional repository and website information.

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## 4) More Research References

[Statistics](http://www.asha.org/Research/Statistics.htm)   
Resources on general statistics, and statistics used in clinical practice research for assessment evaluation, group designs and single subject designs

[Interdisciplinary Collaborations](http://www.asha.org/academic/interdis-collab/)  
Modules that introduce fundamental issues involved in establishing and maintaining research collaborations

[Incidence and Prevalence](http://www.asha.org/research/reports/)  
General population incidence and prevalence figures on speech, language, voice, and hearing disorders, as well as special populations that may be served by speech-language pathologists and/or audiologists

# 5) ASHA Award Programs

ASHA has created award programs to foster leadership and promote careers in academia and research. Programs are available to undergraduate, master's, AuD, and PhD students enrolled in communication sciences and disorders (CSD) programs; postdoctoral fellows; and new faculty.

[**Advancing Academic-Research Careers (AARC) Award**](http://www.asha.org/students/AARC-Award/)This award is given to new faculty in higher education to support their academic and research endeavors in the field of communication sciences and disorders (CSD).

[**Audiology/Hearing Science Research Travel Award (ARTA)**](http://www.asha.org/students/ARTA-Award/)  
ASHA is offering audiology-hearing science research travel awards for the ASHA Convention to support the research interests of emerging scientists in audiology and hearing science, and encourage careers in science and research.

[**Minority Student Leadership Program (MSLP)**](http://www.asha.org/students/mslp/)The MSLP is open to students from under-represented populations who wish to enhance their leadership skills, interact with leaders in the professions, and learn how their association works. The 2011 MSLP application period is closed. We are pleased to announce the participants in the [MSLP Class of 2011](http://www.asha.org/Students/2011-MSLP-Class/).

[**Research Mentoring-Pair Travel Award (RMPTA)**](http://www.asha.org/students/RMPTAward/)The Research Mentoring-Pair Travel Award Program (RMPTA) is designed to foster the professional development of students, clinicians, and emerging scientists who have expressed an interest in research careers in communication sciences and disorders. RMPTA is given in conjunction with the Research Symposium held at the annual ASHA Convention. The award provides travel funds for recipients and their mentors to attend the Research Symposium at ASHA Convention.

[**Student Ethics Essay Award (SEEA)**](http://www.asha.org/practice/ethics/essay_award/)The annual Student Ethics Essay Award (SEEA) program is designed to provide opportunities for NSSLHA members who are undergraduate or graduate students in communication sciences and disorders (CSD) to think about ethical decision making as they prepare for careers in audiology, speech-language pathology, or speech, language, and hearing sciences.

[**Students Preparing for Academic & Research Careers (SPARC) Award**](http://www.asha.org/students/SPARC-Award/)The goal of SPARC is to foster students' interest in the pursuit of PhD education and careers in academia to address personnel shortages in higher education within the discipline of communication sciences and disorders (CSD).

[**Student Research Travel Award (SRTA)**](http://www.asha.org/Students/SRTA-Award/)ASHA offers student research travel awards to help students attend ASHA's annual Convention to highlight the research activities of emerging scientists and encourage careers in science and research.

## ASHA Research Education and Mentoring Programs

### Clinical Practice Research Institute (CPRI)

The [Clinical Practice Research Institute (CPRI)](http://www.asha.org/Research/CPRI/) is designed to accelerate the generation of research addressing evidence-based practice in CSD. This six-month program provides educational and mentoring support to researchers to write grants and advance their program of research on topics relevant to surveillance, prevention, identification, diagnosis, assessment, treatment, outcome measurement, quality improvement and/or to compare models of service delivery in our discipline.

### Grant Review and Reviewer Training

[Grant Review and Reviewer Training](http://www.asha.org/Research/GrantReviewTraining/) has two aims: 1) to provide specific instruction to junior researchers on how to review research grants, with a special emphasis on the National Institutes of Health (NIH) review process; and 2) to conduct reviews of the American Speech-Language-Hearing Foundation (ASHF) research grant applications. Junior researchers learn about the key components of the written review process, how to address review challenges, and how to prepare written summaries of review panel discussions.

### Lessons For Success

[Lessons for Success](http://www.asha.org/Research/L4S/) aims to provide intensive training to a promising group of emerging scientists in the areas of (a) grant preparation and funding opportunities, (b) development and management of a successful program of research, and (c) advancement of professional competencies. This grant writing "boot camp" provides invaluable advice and mentoring from senior faculty with strong histories of research funding.

### Research Symposium at ASHA Convention

The [Research Symposium](http://www.asha.org/Research/ResearchSymposium/) aims to bring together clinicians and researchers at ASHA's annual Convention, in order to discuss current research that has important implications for the study of communication processes and disorders. Each year's symposium focuses on a specific research theme. Research is presented by invited speakers who are experts in their fields.

## [[ASHA Gathering Place](http://www.asha.org/students/gatheringplace/)](http://www.asha.org/students/gatheringplace/)Mentoring: The ASHA Gathering Place

### Mentoring Academic and Research Careers (MARC)

The [MARC program](http://www.asha.org/students/gatheringplace/marc/default/) is an online mentoring match program designed specifically to keep PhD students, junior faculty, and postdoctoral scholars on target to achieve and sustain a rewarding career in academia through one-on-one mentoring opportunities.

### [PROmoting the next GENeration of Researchers (PROGENY)](http://www.asha.org/research/progeny/)

[PROGENY](http://www.asha.org/research/progeny/) pairs faculty researchers with undergraduate students who are first authors on poster presentations at the annual ASHA Convention. PROGENY highlights and supports the work of these undergraduates by providing them with an opportunity to talk with experienced researchers about their research, and about pursuing an academic-research career.

### Student to Empowered Professional (S.T.E.P.)

The [S.T.E.P. program](http://www.asha.org/students/gatheringplace/step/default/) offers one-to-one mentoring for students enrolled in undergraduate, graduate and doctoral communication sciences and disorders programs. All students are eligible to apply, however, preference for program placement and matching with mentors will be given to those students from racial/ethnic backgrounds that have been historically underrepresented in the communication sciences and disorders professions. Students are strongly encouraged to be NSSLHA members in order to reap the full benefits of the S.T.E.P. mentoring program.

**Second Reference:WorldAudiology**

**http://www.worldaudiology.com/resource/audiology-research-centres/**

## 1) Audiology Research Institutes, Groups & Centres

Selected specialist Audiology research groups, institutes, centers and departments (in Hospitals, Universities and other Institutions) are given here.

Audiology Research Groups & Centers:  
[United Kingdom](http://www.worldaudiology.com/resource/audiology-research-centres/#uk) | [Europe](http://www.worldaudiology.com/resource/audiology-research-centres/#europe) | [Australasia & Asia](http://www.worldaudiology.com/resource/audiology-research-centres/#aus) | [Middle East & Africa](http://www.worldaudiology.com/resource/audiology-research-centres/#mideast) | [Canada & USA](http://www.worldaudiology.com/resource/audiology-research-centres/#america)

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| **United Kingdom** |
| * [**Auditory Perception Group, University of Cambridge**](http://hearing.psychol.cam.ac.uk/) This is the website of Professor Brian Moore's Auditory Perception Group, based in the Department of Experimental Psychology, University of Cambridge. (UK) * [**The Ashmore Lab, University College London**](http://www.ucl.ac.uk/npp/ja.html) This is Professor Jonathan Ashmore's homepage. It gives details of the work being carried out by his research group at UCL. It is also the home of the famous "Rock Around The Clock Hair Cell Video." * [**Department of Clinical Engineering, Royal Liverpool University Hospital**](http://www.clineng-liverpool-nhs.com)  This department caries out clinical engineering, research and teaching in various areas including: ERA, OAE, visual electrophysiology, and safety of electro-medical equipment. * [**Imperial College London, Academic Department of Neuro-Otology**](http://www1.imperial.ac.uk/medicine/about/divisions/neuro/npmdepts/movandbal/default.html) The department provides facilities for clinical and basic science research into human posture, balance and spatial orientation and their disorders in diseases affecting the senses and nervous system. * [**Institute of Hearing Research Glasgow**](http://www.ihr.mrc.ac.uk/regional/scottish)  The Scottish Section of the MRC Institute of Hearing Research. Interests include underlying determinants and appropriate clinical assessments of hearing disability and handicap and their alleviation by amplification and otological surgery. It also pursues clinical research underpinning otological practice such as the aetiology, diagnosis, and management of sensorineural and conductive pathology. * [**Institute of Hearing Research Nottingham**](http://www.ihr.mrc.ac.uk/) The MRC Institute of Hearing Research is a unit within the Medical Research Council. It is involved in conducting world-leading research into hearing and hearing disorders. * [**UCL Ear Institute, University College London**](http://www.ucl.ac.uk/ear/) This website details the research and education activities of the UCL Ear Insitute (previously known as the Institute of Laryngology and Otology), which is a department within University College London. * [**Institute of Sound and Vibration Research (ISVR)**](http://www.isvr.soton.ac.uk) The Institute of Sound and Vibration Research, at Southampton University, is involved in all aspects of teaching and research in Audiology. The ISVR Hearing and Balance Centre also includes the South of England Cochlear Implant Centre. |

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| **Europe** |
| * [**De Oor Groep**](http://www.eargroup.net) The Ear Group (De Oor Groep) is a practice in Belgium that specialises in audiology and the ear. In addition to clinical services, a range of research is carried out. *(Content in Dutch, with some English, Belgium)* * [**Institute of Physiology and Pathology of Hearing**](http://www.ifps.org.pl/web/en.php?onas=onas_en&id=9) The Institute of Physiology and Pathology of Hearing is a scientific research and development unit in Poland. This institute includes the International Center of Hearing and Speech. *(Content in Polish and English)* * [**UniversitätsSpital Zürich, ORL-Klinik**](http://www.ifps.org.pl/web/en.php?onas=onas_en&id=9) In addition to the clinical services at the University Hospital Zurich, Department of Otorhinolaryngology and Head & Neck Surgery, a range of audiology related research and courses are conducted. *(Switzerland)* * [**UniversitätsSpital Zürich, ORL-Klinik**](http://www.unizh.ch/orl) In addition to the cliical services at the University Hospital Zurich, Department of Otorhinolaryngology and Head & Neck Surgery, a range of audiology related research and courses are conducted. *(Switzerland)* * [**University of Ferrara, Audiology Department**](http://www.audiology.unife.it/) Contains details of the range of activities carried out by the Audiology department at Ferrara University. It also contains links to various useful resources. This website is contains bilingual content, in Italian and English. *(Italy)* |

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| **Australasia &** **Asia** |
| * [**The Bionic Ear Institute**](http://www.bionicear.org)  A large independent, non-profit, medical research institute, working in collaboration with the [Department of Otolaryngology](http://www.medoto.unimelb.edu.au/oto/) at the University of Melbourne (Australia) and other centres. Covering multiple areas of hearing research, including cochlear implants (bionic ears). *(Australia)* * [**All India Institute of Speech and Hearing**](http://www.aiishmysore.com/)  The All India Institute of Speech and Hearing was established in 1966. The objectives of the institute include: to provide training (in the form of university education - graduate, post-graduate and doctoral courses, professional courses, meetings, lectures and seminars), to encourage research, assist in providing clinical services, and to educate the general public about communication disorders *(India)* * [**The National Acoustic Laboratories**](http://www.nal.gov.au/) The National Acoustic Laboratories (NAL) undertakes scientific investigations into hearing, hearing habilitation and rehabilitation, and the prevention of hearing loss. *(Australia)* * [**University of Melbourne, Department of Otolaryngology**](http://www.medoto.unimelb.edu.au/) Based in Mebourne, Australia, the department carries out various clinical, educational and research activities. Research is focused on the neurobiology of deafness, improving speech perception for cochlear implant users, and understanding language development in children who are hearing impaired. *(Australia)* |

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| **Middle East &** **Africa** |
| * [**Jeddah Institute for Speech and Hearing**](http://www.jish.com/) The Jeddah Institute for Speech and Hearing (JISH) is a state-of-the art facility, where a range of research and clinical services are offered, devoted solely to speech-language and hearing services. *(Saudi Arabia)* |

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| **Canada & USA** |
| * [**Baylor College of Medicine, Department of Otorhinolaryngology and Communicative Sciences**](http://www.bcm.tmc.edu/oto/) The department carries out various activities and research in all aspects of otorhinolaryngology. *(USA)* * [**Boys Town National Research Hospital**](http://www.boystownhospital.org) A variety of resources relating to children with hearing, language and learning disabilities, and the research currently underway at Boys Town National Research Hospital. *(USA)* * [**Callier Center for Communication Disorders**](http://www.callier.utdallas.edu/) This is the website for the University of Texas at Dallas' Callier Center for Communicative Disorders. The site contains a range of information about the services and research carried out at the Center. *(USA)* * [**House Ear Institute**](http://www.hei.org/) Otologic research and education programmes that deals in the exploration of the auditory system, structure of the system's cellular and molecular mechanisms, improvement of hearing aids and auditory implants and develop innovative treatments and intervention methods. *(USA)* * [**Johns Hopkins Center for Hearing and Balance**](http://web1.johnshopkins.edu/chb/) Johns Hopkins Center for Hearing and Balance includes performing research and education for both basic and clinical applications. Research is centred on auditory (hearing) and vestibular (balance) function in normal subjects and in patients with hearing or balance disorders. *(USA)* * [**Massachusetts Eye and Ear Infirmary, Harvard Medical School**](http://www.meei.harvard.edu/) Research, clinical and educational services related to ophthalmology and otolaryngology. The otolaryngology research includes anatomy, physiology, and disease processes of the ear, vestibular (balance) system, and head and neck. *(USA)* * [**NIH - National Institute on Deafness and Other Communication Disorders**](http://www.nidcd.nih.gov/) Information and research on communication disorders and deafness from the NIH. *(USA)* * [**Northwestern University Centre for Sensory and Communication Disorders**](http://www.communication.northwestern.edu/csd/) The department's research, teaching, and clinical-educational services consists of many disciplines that includes speech language pathology, audiology, learning disabilities, communication and learning science, psychology, neuroscience, neurophysiology, medicine, neurolinguistics, psychoacoustics, deaf education, neurobiology, electrical engineering, and more. *(USA)* * [**UBC School of Audiology and Speech Sciences (University of British Columbia)**](http://www.audiospeech.ubc.ca/research) A range research laboratories can be found here, including [David R. Stapells' Human Auditory Physiology Laboratory](http://www.courses.audiospeech.ubc.ca/haplab/) and [Navid Shahnaz's Middle-Ear Lab](http://www.courses.audiospeech.ubc.ca/navid/). *(Canada)* * [**Vestibular Function, Regeneration, & Spatial Orientation Laboratory**](http://vestibular.wustl.edu)  David Dickman's research group, at the Washington University in St. Louis School of Medicine, carry out a range of research associated with the vestibular system. *(USA)* |

**Third Reference:The University of South Carolina**

# 1) Literature Reviews

**http://writingcenter.unc.edu/resources/handouts-demos/specific-writing-assignments/literature-reviews**

## What this handout is about

This handout will explain what a literature review is and offer insights into the form and construction of a literature review in the humanities, social sciences, and sciences.

## Introduction

OK. You've got to write a literature review. You dust off a novel and a book of poetry, settle down in your chair, and get ready to issue a "thumbs up" or "thumbs down" as you leaf through the pages. "Literature review" done. Right?

Wrong! The "literature" of a literature review refers to any collection of materials on a topic, not necessarily the great literary texts of the world. "Literature" could be anything from a set of government pamphlets on British colonial methods in Africa to scholarly articles on the treatment of a torn ACL. And a review does not necessarily mean that your reader wants you to give your personal opinion on whether or not you liked these sources.

### What is a literature review, then?

A literature review discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time period.

A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates. And depending on the situation, the literature review may evaluate the sources and advise the reader on the most pertinent or relevant.

### But how is a literature review different from an academic research paper?

The main focus of an academic research paper is to develop a new argument, and a research paper will contain a literature review as one of its parts. In a research paper, you use the literature as a foundation and as support for a new insight that you contribute. The focus of a literature review, however, is to summarize and synthesize the arguments and ideas of others without adding new contributions.

### Why do we write literature reviews?

Literature reviews provide you with a handy guide to a particular topic. If you have limited time to conduct research, literature reviews can give you an overview or act as a stepping stone. For professionals, they are useful reports that keep them up to date with what is current in the field. For scholars, the depth and breadth of the literature review emphasizes the credibility of the writer in his or her field. Literature reviews also provide a solid background for a research paper's investigation. Comprehensive knowledge of the literature of the field is essential to most research papers.

### Who writes these things, anyway?

Literature reviews are written occasionally in the humanities, but mostly in the sciences and social sciences; in experiment and lab reports, they constitute a section of the paper. Sometimes a literature review is written as a paper in itself.

## Let's get to it! What should I do before writing the literature review?

### Clarify

If your assignment is not very specific, seek clarification from your instructor:

* Roughly how many sources should you include?
* What types of sources (books, journal articles, websites)?
* Should you summarize, synthesize, or critique your sources by discussing a common theme or issue?
* Should you evaluate your sources?
* Should you provide subheadings and other background information, such as definitions and/or a history?

### Find models

Look for other literature reviews in your area of interest or in the discipline and read them to get a sense of the types of themes you might want to look for in your own research or ways to organize your final review. You can simply put the word "review" in your search engine along with your other topic terms to find articles of this type on the Internet or in an electronic database. The bibliography or reference section of sources you've already read are also excellent entry points into your own research.

### Narrow your topic

There are hundreds or even thousands of articles and books on most areas of study. The narrower your topic, the easier it will be to limit the number of sources you need to read in order to get a good survey of the material. Your instructor will probably not expect you to read everything that's out there on the topic, but you'll make your job easier if you first limit your scope.

And don't forget to tap into your professor's (or other professors') knowledge in the field. Ask your professor questions such as: "If you had to read only one book from the 70's on topic X, what would it be?" Questions such as this help you to find and determine quickly the most seminal pieces in the field.

### Consider whether your sources are current

Some disciplines require that you use information that is as current as possible. In the sciences, for instance, treatments for medical problems are constantly changing according to the latest studies. Information even two years old could be obsolete. However, if you are writing a review in the humanities, history, or social sciences, a survey of the history of the literature may be what is needed, because what is important is how perspectives have changed through the years or within a certain time period. Try sorting through some other current bibliographies or literature reviews in the field to get a sense of what your discipline expects. You can also use this method to consider what is currently of interest to scholars in this field and what is not.

## Strategies for writing the literature review

### Find a focus

A literature review, like a term paper, is usually organized around ideas, not the sources themselves as an annotated bibliography would be organized. This means that you will not just simply list your sources and go into detail about each one of them, one at a time. No. As you read widely but selectively in your topic area, consider instead what themes or issues connect your sources together. Do they present one or different solutions? Is there an aspect of the field that is missing? How well do they present the material and do they portray it according to an appropriate theory? Do they reveal a trend in the field? A raging debate? Pick one of these themes to focus the organization of your review.

### Construct a working thesis statement

Then use the focus you've found to construct a thesis statement. Yes! Literature reviews have thesis statements as well! However, your thesis statement will not necessarily argue for a position or an opinion; rather it will argue for a particular perspective on the material. Some sample thesis statements for literature reviews are as follows:

*The current trend in treatment for congestive heart failure combines surgery and medicine.*

*More and more cultural studies scholars are accepting popular media as a subject worthy of academic consideration.*

See our handout for more information on how to construct [thesis statements](http://writingcenter.unc.edu/resources/handouts-demos/writing-the-paper/thesis-statements).

### Consider organization

You've got a focus, and you've narrowed it down to a thesis statement. Now what is the most effective way of presenting the information? What are the most important topics, subtopics, etc., that your review needs to include? And in what order should you present them? Develop an organization for your review at both a global and local level:

**First, cover the basic categories**

Just like most academic papers, literature reviews also must contain at least three basic elements: an introduction or background information section; the body of the review containing the discussion of sources; and, finally, a conclusion and/or recommendations section to end the paper.

*Introduction:* Gives a quick idea of the topic of the literature review, such as the central theme or organizational pattern.

*Body:* Contains your discussion of sources and is organized either chronologically, thematically, or methodologically (see below for more information on each).

*Conclusions/Recommendations:* Discuss what you have drawn from reviewing literature so far. Where might the discussion proceed?

**Organizing the body**

Once you have the basic categories in place, then you must consider how you will present the sources themselves within the body of your paper. Create an organizational method to focus this section even further.

To help you come up with an overall organizational framework for your review, consider the following scenario and then three typical ways of organizing the sources into a review:

You've decided to focus your literature review on materials dealing with sperm whales. This is because you've just finished reading *Moby Dick*, and you wonder if that whale's portrayal is really real. You start with some articles about the physiology of sperm whales in biology journals written in the 1980's. But these articles refer to some British biological studies performed on whales in the early 18th century. So you check those out. Then you look up a book written in 1968 with information on how sperm whales have been portrayed in other forms of art, such as in Alaskan poetry, in French painting, or on whale bone, as the whale hunters in the late 19th century used to do. This makes you wonder about American whaling methods during the time portrayed in *Moby Dick*, so you find some academic articles published in the last five years on how accurately Herman Melville portrayed the whaling scene in his novel.

*Chronological*

If your review follows the chronological method, you could write about the materials above according to when they were published. For instance, first you would talk about the British biological studies of the 18th century, then about Moby Dick, published in 1851, then the book on sperm whales in other art (1968), and finally the biology articles (1980s) and the recent articles on American whaling of the 19th century. But there is relatively no continuity among subjects here. And notice that even though the sources on sperm whales in other art and on American whaling are written recently, they are about other subjects/objects that were created much earlier. Thus, the review loses its chronological focus.

*By publication*

Order your sources by publication chronology, then, only if the order demonstrates a more important trend. For instance, you could order a review of literature on biological studies of sperm whales if the progression revealed a change in dissection practices of the researchers who wrote and/or conducted the studies.

*By trend*

A better way to organize the above sources chronologically is to examine the sources under another trend, such as the history of whaling. Then your review would have subsections according to eras within this period. For instance, the review might examine whaling from pre-1600-1699, 1700-1799, and 1800-1899. Under this method, you would combine the recent studies on American whaling in the 19th century with Moby Dick itself in the 1800-1899 category, even though the authors wrote a century apart.

*Thematic*

Thematic reviews of literature are organized around a topic or issue, rather than the progression of time. However, progression of time may still be an important factor in a thematic review. For instance, the sperm whale review could focus on the development of the harpoon for whale hunting. While the study focuses on one topic, harpoon technology, it will still be organized chronologically. The only difference here between a "chronological" and a "thematic" approach is what is emphasized the most: the development of the harpoon or the harpoon technology.

But more authentic thematic reviews tend to break away from chronological order. For instance, a thematic review of material on sperm whales might examine how they are portrayed as "evil" in cultural documents. The subsections might include how they are personified, how their proportions are exaggerated, and their behaviors misunderstood. A review organized in this manner would shift between time periods within each section according to the point made.

*Methodological*

A methodological approach differs from the two above in that the focusing factor usually does not have to do with the content of the material. Instead, it focuses on the "methods" of the researcher or writer. For the sperm whale project, one methodological approach would be to look at cultural differences between the portrayal of whales in American, British, and French art work. Or the review might focus on the economic impact of whaling on a community. A methodological scope will influence either the types of documents in the review or the way in which these documents are discussed.

Once you've decided on the organizational method for the body of the review, the sections you need to include in the paper should be easy to figure out. They should arise out of your organizational strategy. In other words, a chronological review would have subsections for each vital time period. A thematic review would have subtopics based upon factors that relate to the theme or issue.

Sometimes, though, you might need to add additional sections that are necessary for your study, but do not fit in the organizational strategy of the body. What other sections you include in the body is up to you. Put in only what is necessary. Here are a few other sections you might want to consider:

*Current Situation*: Information necessary to understand the topic or focus of the literature review.

*History*: The chronological progression of the field, the literature, or an idea that is necessary to understand the literature review, if the body of the literature review is not already a chronology.

*Methods and/or Standards*: The criteria you used to select the sources in your literature review or the way in which you present your information. For instance, you might explain that your review includes only peer-reviewed articles and journals.

*Questions for Further Research*: What questions about the field has the review sparked? How will you further your research as a result of the review?

## Begin composing

Once you've settled on a general pattern of organization, you're ready to write each section. There are a few guidelines you should follow during the writing stage as well. Here is a sample paragraph from a literature review about sexism and language to illuminate the following discussion:

However, other studies have shown that even gender-neutral antecedents are more likely to produce masculine images than feminine ones (Gastil, 1990). Hamilton (1988) asked students to complete sentences that required them to fill in pronouns that agreed with gender-neutral antecedents such as "writer," "pedestrian," and "persons." The students were asked to describe any image they had when writing the sentence. Hamilton found that people imagined 3.3 men to each woman in the masculine "generic" condition and 1.5 men per woman in the unbiased condition. Thus, while ambient sexism accounted for some of the masculine bias, sexist language amplified the effect. (Source: Erika Falk and Jordan Mills, "Why Sexist Language Affects Persuasion: The Role of Homophily, Intended Audience, and Offense," Women and Language19:2.

### Use evidence

In the example above, the writers refer to several other sources when making their point. A literature review in this sense is just like any other academic research paper. Your interpretation of the available sources must be backed up with evidence to show that what you are saying is valid.

### Be selective

Select only the most important points in each source to highlight in the review. The type of information you choose to mention should relate directly to the review's focus, whether it is thematic, methodological, or chronological.

### Use quotes sparingly

Falk and Mills do not use any direct quotes. That is because the survey nature of the literature review does not allow for in-depth discussion or detailed quotes from the text. Some short quotes here and there are okay, though, if you want to emphasize a point, or if what the author said just cannot be rewritten in your own words. Notice that Falk and Mills do quote certain terms that were coined by the author, not common knowledge, or taken directly from the study. But if you find yourself wanting to put in more quotes, check with your instructor.

### Summarize and synthesize

Remember to summarize and synthesize your sources within each paragraph as well as throughout the review. The authors here recapitulate important features of Hamilton's study, but then synthesize it by rephrasing the study's significance and relating it to their own work.

### Keep your own voice

While the literature review presents others' ideas, your voice (the writer's) should remain front and center. Notice that Falk and Mills weave references to other sources into their own text, but they still maintain their own voice by starting and ending the paragraph with their own ideas and their own words. The sources support what Falk and Mills are saying.

### Use caution when paraphrasing

When paraphrasing a source that is not your own, be sure to represent the author's information or opinions accurately and in your own words. In the preceding example, Falk and Mills either directly refer in the text to the author of their source, such as Hamilton, or they provide ample notation in the text when the ideas they are mentioning are not their own, for example, Gastil's. For more information, please see our handout on [plagiarism](http://www.unc.edu/depts/wcweb/handouts/plagiarism.html).

## Revise, revise, revise

Draft in hand? Now you're ready to revise. Spending a lot of time revising is a wise idea, because your main objective is to present the material, not the argument. So check over your review again to make sure it follows the assignment and/or your outline. Then, just as you would for most other academic forms of writing, rewrite or rework the language of your review so that you've presented your information in the most concise manner possible. Be sure to use terminology familiar to your audience; get rid of unnecessary jargon or slang. Finally, double check that you've documented your sources and formatted the review appropriately for your discipline. For tips on the revising and editing process, see our handout[on revising drafts](http://writingcenter.unc.edu/resources/handouts-demos/writing-the-paper/revising-drafts).

## Works consulted

We consulted these works while writing the original version of this handout. This is not a comprehensive list of resources on the handout's topic, and we encourage you to do your own research to find the latest publications on this topic. Please do not use this list as a model for the format of your own reference list, as it may not match the citation style you are using. For guidance on formatting citations, please see the [UNC Libraries citation tutorial](http://www.lib.unc.edu/instruct/citations/).

Anson, Chris M. and Robert A. Schwegler, The Longman Handbook for Writers and Readers. Second edition. New York: Longman, 2000.

Jones, Robert, Patrick Bizzaro, and Cynthia Selfe. The Harcourt Brace Guide to Writing in the Disciplines. New York: Harcourt Brace, 1997.

Lamb, Sandra E. How to Write It: A Complete Guide to Everything You'll Ever Write. Berkeley, Calif.: Ten Speed Press, 1998.

Rosen, Leonard J. and Laurence Behrens. The Allyn and Bacon Handbook. Fourth edition. Boston: Allyn and Bacon, 2000.

Troyka, Lynn Quitman. Simon and Schuster Handbook for Writers. Upper Saddle River, N.J.: Prentice Hall, 2002.

# 2) Plagiarism

# http://writingcenter.unc.edu/resources/handouts-demos/citation/plagiarism

## What this handout is about

This handout explains what plagiarism is and outlines steps students can follow to avoid plagiarizing.

## What is plagiarism?

At UNC, plagiarism is defined as "the deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise." ([*Instrument of Student Judicial Governance*](http://instrument.unc.edu/)*,* Section II.B.1.). Because it is considered a form of cheating, the Office of the Dean of Students can punish students who plagiarize with course failure and suspension. Full information can be found on the [UNC Honor System](http://honor.unc.edu/) page.

## Why are my instructors so concerned about plagiarism?

In order to understand plagiarism, it helps to understand the process of sharing and creating ideas in the university. All knowledge is built from previous knowledge. As we read, study, perform experiments, and gather perspectives, we are drawing on other people's ideas. Building on their ideas and experiences, we create our own. When you put your ideas on paper, your instructors want to distinguish between the building block ideas borrowed from other people and your own newly reasoned perspectives or conclusions. You make these distinctions in a written paper by citing the sources for your building block ideas. Providing appropriate citations will also help readers who are interested in your topic find additional, related material to read—in this way, they will be able to build on the work you have done to find sources.

Think of it this way: in the vast majority of assignments you'll get in college, your instructors will ask you to *read* something (think of this material as the building blocks) and then write a paper in which you *analyze* one or more aspects of what you have read (think of this as the new structure you build). Essentially, your instructors are asking you to do three things:

* Show that you have a clear understanding of the material you've read.
* Refer to your sources to support the ideas you have developed.
* Distinguish *your* analysis of what you've read from the authors' analyses.

When you cite a source, you are using an expert's ideas as proof or evidence of a new idea that you are trying to communicate to the reader.

## What about "common knowledge"?

In every professional field, experts consider some ideas "common knowledge," but remember that you're not a professional (yet). In fact, you're just learning about those concepts in the course you're taking, so the material you are reading may not yet be "common knowledge" to you. In order to decide if the material you want to use in your paper constitutes "common knowledge," you may find it helpful to ask yourself the following questions:

* Did I know this information before I took this course?
* Did this information/idea come from my own brain?

If you answer "no" to either or both of these questions, then the information is not "common knowledge" to you. In these cases, you need to cite your source(s) and indicate where you first learned this bit of what may be "common knowledge" in the field.

## What about paraphrasing?

Paraphrasing means taking another person's ideas and putting those ideas in your own words. Paraphrasing does NOT mean changing a word or two in someone else's sentence, changing the sentence structure while maintaining the original words, or changing a few words to synonyms. If you are tempted to rearrange a sentence in any of these ways, you are writing too close to the original. That's plagiarizing, not paraphrasing.

Paraphrasing is a fine way to use another person's ideas to support your argument as long as you attribute the material to the author and cite the source in the text at the end of the sentence. In order to make sure you are paraphrasing in the first place, take notes from your reading *with the book closed*. Doing so will make it easier to put the ideas in your own words. When you are unsure if you are writing too close to the original, check with your instructor BEFORE you turn in the paper for a grade. So, just to be clear—do you need to cite when you paraphrase? Yes, you do!

## How can I avoid plagiarizing?

Now that you understand what plagiarism is, you're ready to employ the following three simple steps to avoid plagiarizing in your written work.

### Step 1: Accentuate the positive. Change your attitude about using citations.

Do you feel that you use too many citations? Too few? Many students worry that if they use too many citations their instructors will think that they're relying too heavily on the source material and therefore not thinking for themselves. In fact, however, using citations allows you to demonstrate clearly how well you understand the course material while *also* making clear distinctions between what the authors have to say and your analysis of their ideas.

Thus, rather than making your paper look less intellectually sophisticated, using citations allows you to show off your understanding of the material and the assignment. And instead of showing what you *don't* know, citing your sources provides evidence of what you *do* know and of the *authority* behind your knowledge. Just make sure that your paper has a point, main idea, or thesis that is your own and that you organize the source material around that point.

Are you worried that you have too few citations? Double-check your assignment to see if you have been given any indication of the number or kind of source materials expected. Then share your writing with another reader. Do you have enough evidence or proof to support the ideas you put forward? Why should the reader believe the points you have made? Would adding another, expert voice strengthen your argument? Who else agrees or disagrees with the ideas you have written? Have you paraphrased ideas that you have read or heard? If so, you need to cite them. Have you referred to or relied on course material to develop your ideas? If so, you need to cite it as well.

### Step 2: How can I keep track of all this information? Improve your note-taking skills.

Once you've reconsidered your position on using citations, you need to rethink your note-taking practices. Taking careful notes is simply the best way to avoid plagiarism. And improving your note-taking skills will also allow you to refine your critical thinking skills. Here's how the process works:

(1) Start by carefully noting all the bibliographic information you'll need for your works cited page. (See #3 for more details on how to determine exactly what information you'll need for different kinds of sources.) If you're photocopying an article or section out of a book or journal, why not photocopy the front pages of the source as well? That way you'll have the bibliographic information if you need it later. If you forget to gather the information for a book, you can usually get it from the library's online card catalogue. Simply pull up the entry for the book you used to see the bibliographic information on that source. If you're working on an article from a journal, you can return to the database from which you got the original citation to find the bibliographic information.

(2) Next, try thinking about your notes as a kind of transitional space between what you've read and what you're preparing to write. Imagine yourself having a conversation with the author of the story/novel/play/poem/article/book you're reading, in which you repeatedly ask yourself the following questions:

* *What* is the author trying to explain?
* *Why* does s/he think these points are important?
* *How* has s/he decided to construct the argument?
* *How* does the structure of the argument affect the reader's response to the author's ideas?
* How *effective* is the author's argument?

Adopting this "conversational" approach to note-taking will improve your analysis of the material by leading you to notice not just what the author says, but also *how* and *why* the author communicates his or her ideas. This strategy will also help you avoid the very common temptation of thinking that the author's way of explaining something is much better than anything you could write. If you are tempted to borrow the author's language, write your notes *with the book closed* to ensure that you are putting the ideas into your own words. If you've already taken a step away from the author's words in your notes, you'll find it easier to use your own words in the paper you write.

(3) Finally, be careful to use quotation marks to distinguish the exact words used by the author from your own words so that when you return to your notes later in the writing process, you won't have to guess which ideas are yours and which ones came directly from the text. You'll have to experiment with different note-taking techniques until you find the one that works best for you, but here's one example of how your notes might look:

**James Leoni, trans. Ten Books on Architecture by Leone Battista Alberti. London: Alec Tirani, Ltd., 1955.**

**BOOK I, CHAPTER X: "Of the Columns and Walls, and Some Observations Relating to the Columns"**

* (p. 14) Alberti begins by talking about walls, and then says a row of columns is simply "a Wall open and discontinued in several Places;" he says the column supports the roof, and that columns are the most beautiful of the architectural elements; here, he'll address what columns have in common, and later he'll discuss their differences.
* (p. 14) all columns rest on a plinth (or dye), which supports a base, which supports the column, which is topped by a capital; columns are usually widest at the base, and taper toward the top; Alberti says the column was invented simply to hold up the roof, but men sought to make their buildings "immortal and eternal," so they embellished columns with architraves, entablatures, etc.

Notice that you can adapt this note-taking strategy to any format—whether you prefer to take notes by hand, on note cards, on your computer, or some other way. For more information on developing an effective note-taking technique, you can consult any grammar handbook. Here are a few particularly helpful ones:

* Leonard J. Rosen and Laurence Behren. The Allyn & Bacon Handbook. Boston: Allyn & Bacon, 2000. OR Allyn & Bacon online at: www.abacon.com
* Joseph Gibaldi. MLA Handbook for Writers of Research Papers. New York: The Modern Language Association of America, 2003.
* Kate L. Turabian. A Manual for Writers of Term Papers, Theses, and Dissertations. Chicago: University of Chicago Press, 1996.

### Step 3: So many details, so little time! Locate the appropriate style manual.

Don't worry—no one can remember all the different citation conventions used in all the different university disciplines! Citing your sources appropriately is a matter of:

1. determining which style your instructor wants you to use,
2. finding the appropriate style manual, and
3. copying the "formula" it gives for each type of source you use.

First, carefully read the assignment to determine what citation style your instructor wants you to use (APA, MLA, Chicago, and CSE are the most common). If s/he doesn't specify a citation style in the assignment, check your syllabus, coursepack, and/or Blackboard site. If you can't find the citation style in any of those places, ask your instructor what style s/he prefers.

Second, academic citation styles follow specific formats, so making an educated guess about how to structure your citations and works cited page is usually not a good idea. Instead, find the specified style manual in the reference section of the library, on the reference shelf in the Writing Center, or online.

Finally, style manuals provide easy-to-follow formulas for your citations. For example, the MLA handbook provides the following format for citing a book by a single author:

Author's name. *Title of the book*. Publication information.

You can use this formula for your own citation by simply plugging in the information called for, following the format of the formula itself. Here's an example of how that might look:

Berlage, Gai Ingham. *Women in Baseball: The Forgotten History.* Westport: Greenwood, 1994.

If you'd like more information on citation styles, see the [UNC Libraries citation tutorial](http://www.lib.unc.edu/instruct/citations/).

## How can I tell whether I've plagiarized?

If you've followed the above guidelines but still aren't sure whether you've plagiarized, you can double-check your work using the checklist below.

You need to cite your source, even if:

1. you put all direct quotes in quotation marks.
2. you changed the words used by the author into synonyms.
3. you completely paraphrased the ideas to which you referred.
4. your sentence is mostly made up of your own thoughts, but contains a reference to the author's ideas.
5. you mention the author's name in the sentence.

**\*\*The moral of this handout: When in doubt, give a citation\*\***

## Where can I look for more information on UNC's policies regarding plagiarism?

If you're interested in exactly how plagiarism is defined for the UNC community, see the [Honor System webpage](http://honor.unc.edu/students/plagiarism.html). Because it is considered a form of academic cheating and constitutes a serious violation of the University's Honor Code, the usual punishment for a student found guilty of plagiarizing is suspension for one semester and an "F" in the course.

## Works consulted/cited

We consulted these works while writing the original version of this handout. This is not a comprehensive list of resources on the handout's topic, and we encourage you to do your own research to find the latest publications on this topic. Please do not use this list as a model for the format of your own reference list, as it may not match the citation style you are using. For guidance on formatting citations, please see the [UNC Libraries citation tutorial](http://www.lib.unc.edu/instruct/citations/).

Alberti, Leone Battista. *Ten Books on Architecture.* James Leoni, trans. London: Alec Tirani, Ltd., 1955.

Leonard J. Rosen and Laurence Behren. The Allyn & Bacon Handbook. Boston: Allyn & Bacon, 2000. OR Allyn & Bacon online at: www.abacon.com

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