THE RESEARCH PAPER

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NOTE: Set your font to 10 point Times New Roman.

THE RESEARCH PAPER

1. Title Page
2. Abstract (if appropriate)
3. Table of Contents
4. Introduction/statement of problem
5. Literature Review (if appropriate)
6. Research Methods
7. Findings/results
8. Discussion/conclusions
9. Notes (if appropriate)
10. References
11. Appendixes (if appropriate) (might include sample questionnaire or other research tool)


Please continue for details on each of the sections above.

THE RESEARCH PAPER

1. Title and Title Page
   See Franke, .. Better Grades, p. 30.
   Cuba, pp. 74-76, 158-59

2. Abstract
   Cuba, pp. 76-77

3. Table of Contents
   This should be called "Contents" (no "Table of") and should include each chapter by number and page. For a longer work, the table of contents should include the number 1 headings (only) beneath each chapter title, with page numbers for those headings.

4. Introduction
Reason for the study
First sentence problem: Franke, p. 26
Cuba, pp. 77-86

5. Literature Review
Cuba, Chapters 2 and 3, pp. 17-69

6. Research Methods
Cuba, pp. 86-90
The Sample
The Measurement Instrument
The Research Context

7. The Results
Presenting Quantitative Data: Cuba, pp. 92-101
Presenting Qualitative Data: Cuba, pp. 101-106

8. Discussion/conclusions
Cuba, pp. 106-108

9. Notes
Cuba, chapter 7

10. References
Use styling as found in the American Anthropologist
Do NOT use any other style for references
Cuba, chapter 7

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The Research Paper: Rules for Tables, Charts, Figures, or Diagrams

See also Cuba, pp. 92-101

1. EACH TABLE AND FIGURE MUST BE GIVEN
   - A NUMBER,
   - A TITLE,
   - AND MUST BE REFERRED TO AND DISCUSSED BY NAME OR NUMBER AT LEAST ONCE IN THE TEXT.

2. Number all tables sequentially,
3. Any paper of more than 20 pages or with more than 3 tables and figures combined should have a separate section of the table of contents called:

   Tables and/or Figures
   (as appropriate)

   Table 1   Full Title of Table 1   page on which Table 1 is found

   Table 2   Full Title of Table 2   page on which Table 2 is found

   etc.

4. Every table must have a Source line at the bottom of the table, telling where the information was derived. Do not use footnotes or endnotes for table and figure source lines.

5. Every table must have a clearly marked N= where N is the sample size or total number appropriate to that table. Occasionally, you will have a table where N= is not appropriate such as a table of variables and their abbreviations.

6. All columns must be properly lined up—never make the reader guess which number goes where.

7. Every table should have a date for the data shown in it. This date is often in the title of the table, or might appear in the source line.

8. Avoid vertical lines in tables as much as possible. Keep tables as simple as possible and use only as many horizontal lines as are necessary to help the reader see which numbers belong where.

The Research Paper: A Sample Table Format

Table 1
An Example Table: Simple Data

Table 5.5. Age and Education of Workers and Director Board Members

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Percentage of All Workers</th>
<th>Percentage of Director Board Members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>43</td>
<td>90</td>
</tr>
<tr>
<td>Female</td>
<td>57</td>
<td>10</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 20 years</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>20-30 years</td>
<td>37</td>
<td>14</td>
</tr>
<tr>
<td>31-45 years</td>
<td>47</td>
<td>50</td>
</tr>
<tr>
<td>Above 45 years</td>
<td>15</td>
<td>36</td>
</tr>
</tbody>
</table>

Source: 1998 Survey of [whatever]
Notes: (if appropriate, for example, "Data in row 2, column 1, are for 1995, the most recent year available for such figures."
<table>
<thead>
<tr>
<th>Education</th>
<th>Illiterate</th>
<th>Below High School</th>
<th>High School</th>
<th>Above High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>71</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>N=143</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Director Board Survey, January 1994

Note: The age breakdown of the workers comes from the primary society secretaries' reports. Several gave precise numbers of workers in each age category while others gave percents that might be estimates. See tables 6.4 and 6.6.

Look at this table carefully.
What interesting facts appear on it?

How are the shop floor workers like the members of the boards of directors the workers elect?
How are the directors different?
What would you want to tell the reader about the data here?

Look carefully over the data for similarities and differences on all three characteristics:

- Sex
- Age
- Education