CSC: CoR: Chapter 1: Thinking in Print

The 10 **salient sentence strings** presented below are lifted from the chapter as is, without modification (except, perhaps, for a bit of punctuation here or there). They are presented in order of appearance in the chapter.

Ten Salient Sentence Strings

1. Research is in fact the world's biggest industry. Those who cannot do it well or evaluate that of others will find themselves sidelined in a world increasingly dependent on sound ideas based on good information produced by trustworthy inquiry and then presented clearly and accurately.

2. Without trustworthy *published* research, we all would be locked in the opinions of the moment, prisoners of what we alone experience or dupes to whatever we're told.

3. A second reason for writing is to see larger patterns in what you read. When you arrange and rearrange the results of your research in new ways, you discover new implications, connections, and complications.

4. That's why careful researchers never put off writing until they've gathered all the data they need: they write from the start of their projects to help them assemble their information in new ways.

5. A third reason to write is to get your thoughts out of your head and onto paper, where you'll see what you really *can* think. Just about all of us, students and professionals alike, believe our ideas are more compelling in the dark of our minds than they turn out to be in the cold light of print. You can't know how good your ideas are until you separate them from the swift and muddy flow of thought and fix them in an organized form that you – and your readers – can study.

6. In short, we write to remember more accurately, understand better, and evaluate what we think more objectively. (And as you will discover, the more you write, the better you read.)

7. By the time you fix your ideas in writing, they are so familiar to you that you need help to see them not for what you want them to be but for what they really are. You will understand your own work better when you try to anticipate your readers' inevitable and critical questions: *How have you evaluated your evidence? Why do you think it's relevant? What ideas have you considered but rejected?*

8. All researchers, including us, can recall moments when in writing to meet their readers' expectations, they found a flaw or blunder in their thinking or even discovered a new insight that escaped them in a first draft written for themselves. You can do that only once you imagine and then meet the needs and expectations of informed and careful readers. When you do that, you create what we call a *rhetorical community* of shared values.

9. The various genres of research-based writing — the research paper, the scholarly article, the research report, the conference paper, the legal brief, and a great many others — have evolved to meet the needs of the communities that use them. Relatively stable, they allow both newcomers and longtime members of a community to come together through shared practices and expectations. Once you know the genres that

belong to and define your particular research community, you'll be better able to answer your community's predictable questions and understand what its members care about and why.

10. Writing up your research is, finally, thinking with and for your readers. When you write for others, you disentangle your ideas from your memories and wishes, so that you – and others – can explore, expand, combine, and understand them more fully. Thinking for others is more careful, more sustained, more insightful – in short, more thoughtful – than just about any other kind of thinking.