Getting Organized:
A Pragmatic Tool for Writing Papers

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This paper describes a method for writing formal research papers. The technique, known and the "Notebook Method" has been applied successfully by graduate students, faculty and students in continuing education programs. The Notebook Method's success is measured in publications, award winning student papers[1], graduation rates and dollars. For example, after The Bill Blackwood Law Enforcement Management Institute of Texas, Graduate Management Institute, Sam Houston State University began applying this technique their paper completion rate went from 32 in 1995 to 88 in 1996. Before implementation of the Notebook Method, the institute spent approximately $250,000 a year on the research component of their program. After instituting this method, the cost dropped to about $45,000 per year.[2] One key to the notebook's success is its focus on organization. The technique is also powerful because it is grounded in "Pragmatism" as a philosophy of inquiry. Much of this paper is devoted to developing the link to pragmatism.

A Little History: Defining the Problem

Every Southwest Texas Masters of Public Administration (MPA) student is required to complete an Applied Research Project (ARP). In 1988, an accrediting body site visit team identified several problems with the ARPs.[3] The quality of the ARPs was mixed. *The literature reviews were unfocused and seldom analytical*. Conceptual frameworks of any kind were missing. Data analysis sections were poorly written and disorganized. Perhaps most importantly, the ARP was identified as an obstacle to graduation because, on average, students took two to three semesters to complete the three credit requirement.[4]

Two key reasons for the problems with the ARPs were identified. First, development of the student's research question was hampered by *poor mastery of background literature*. Secondly, the students needed a clearer understanding of conceptualization and operationalization.

A two course sequence was initiated to address the problems. The first course would get the student ready to write their ARP. As an assignment, the students would

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[1] See Revello, 1996 and Short, 1997.

[2] Personal correspondence with Brian Withrow, faculty, The Bill Blackwood Law Enforcement Management Institute of Texas . Jan. 27, 1998.

[3] The National Association of Schools of Public Affairs and Administration (NASPAA)is the accrediting body for the Southwest Texas Masters of Public Administration (MPA) program. It should be noted that not all ARPs suffered from these criticisms. Even the excellent ARPs, however, generally took more than one semester to complete.

[4] For a comprehensive analysis of the SWT Applied Research Projects between 1992 and 1996 see Almaguel, 1997. The second reader for Ana's paper was the Dean of SWT's Graduate School. The paper and oral defense enabled Dean Willoughby to assess the MPA Program. Thus the paper was also an instrument of administration.

be required to write a first draft of their ARP Literature Review chapter and develop a research prospectus.

I was assigned responsibility for the new course (POSI 5304b). Little did I expect that the 'problems' identified within the ARPs would be the very topics developed by the Pragmatists —a group of men and women that I would come to know in my role as scholar. Slowly, I began to realize that Pragmatism was applicable to my methods class. As I consciously began to apply the ideas of Dewey, James and Peirce to assignments and class discussion the ARPs improved. And, the students began to struggle with higher order issues.[5]

Finding the Topic: The Notebook Method

A key assignment of POSI 5304b is a rough draft of the literature review chapter. In the process of doing the draft, students are expected to narrow their topic and find a research question. In order to ensure that the draft literature review was productive, I assigned, with the encouragement of colleagues,[6] what is now known as "The Notebook Method." This is a technique I developed and used for years in my own scholarship. I required the method because "it worked" for me (and colleagues with whom I shared it). Also, over the course of the semester, as the students absorb the related literature, the Notebook provides a concrete point of departure for discussion. Finally, I believe that the students should get experiential exposure to writing using an outline. (See Appendix A for a complete description of The Notebook Method).

On the surface the notebook serves five practical objectives. First, the nature of the assignment increases the likelihood that the students will start the review of the literature early in the semester. Second, the notebook facilitates the organization of relevant materials. Everything the student-scholars need to write the paper is organized and located in one place. Third, the detailed, project oriented things-to-do list is a time management tool. Fourth, the integrated outline requirement increases the likelihood that the papers will be analytic. Finally, the method reduces the probability of plagiarism since the students are required to hand in their notes.

Interest and experience are usually the source of the research topic. Since most ARP students have full time jobs in the public sector their research question usually emerges from a work related issue. The students use the notebook method as they gather literature related to the topic. The Notebook Method is introduced with a lecture about the importance of READ-WRITE-THINK-CONNECT TO EXPERIENCE in inquiry. As the notebook builds, students are encouraged to read widely, take extensive notes and apply the readings to their work/policy experience. The first 15-20 minutes of each class is devoted to discussion on the progress and purposes of their notebook. [7] The first four to six weeks of the semester are filled with high emotion. Panic, confusion, resignation and anger are common. As the students construct their notebook (and master content) they learn that confusion and doubt are an essential element of the early stages of inquiry. The enormous ARP looms in the future. The problem of finding a

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[5]For more information on conceptual frameworks see Shields, forthcoming.

[6]Many thanks to Kay Hofer, Frank Rich and Cynthia Opheim for their encouragement.

[7] The class meets weekly in 15 three hour blocks.

topic and a research question often seem daunting. As the semester progresses a change begins to occur. A focus emerges, the disparate literature falls into place.

After reviewing over 100 notebooks and ARPs, I have found; the better the notebook the better the final product. I have also been amazed at the variety of ways students have applied the principles of the notebook method to their jobs and personal life. The most common use is project management. I have also seen it used to organize testimony before legislators, solve crimes, write reports, organize employee recruiting, buy homes and plan weddings. Two job related benefits of using the notebook method at work are 1) greater organization and 2) the ability to answer the questions of superiors quickly and correctly.

As the semester unfolds, the students are charged with finding a conceptual framework. In my experience, the abstract nature of conceptual frameworks is another roadblock to inquiry. The notebook facilitates the search because it helps students to cope with the abstract.

Sense of Community

One of the overriding goals of the POSI 5304b is to create a sense of community within the class. Discussion (30% of grade), the sharing of telephone numbers, and the looming ARP create a sense of connection. I try and broaden the community to include graduates of the program and students who are currently writing their ARP. In their first class assignment, the students are expected to find three ARPs in the library and answer a series of questions about organization and content. Touching and reading the bound ARP give the student a concrete goal. Their job is to produce a document which will join the others on the library shelves. The sense of community is further strengthened through in-class panels of former and current ARP students. Members of the panel discuss their experiences. When the 5304b students hear the stories of their compatriots they connect to former students. Finally, I try to impress on the students that the authors' of the articles in the literature are real people. As their ARP unfolds the students themselves become members of the larger community of inquirers investigating their research topic.

Pragmatism as Philosophy of Inquiry

When I began studying pragmatism, there appeared to be no link between my teaching and scholarship. I teach a two course research methods sequence. The first course focuses on getting the students ready to write their capstone research project known as the Applied Research Project (ARP)[8]. In the second course, the students are not taught as a class per se; rather, as their teacher, I supervise them individually.[9] Gradually, I recognized the applicability of my formal scholarship to the research methods sequence. When I consciously began using the ideas of pragmatism, the quality of the papers improved as well as the ease of their supervision.

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[8]For more information on the course see Shields, 1996a

[9]This class is also taught by other instructors.

What is Pragmatism?[10]

Pragmatism is the philosophy of common sense. It uses purposeful human inquiry as a focal point. Inquiry is viewed as a continuing process which acknowledges the qualitative nature of human experience as problematic situations emerge and are recognized. Recognition involves the doubt associated with questioning existing belief systems. Doubt is resolved through critical reasoning and ultimately tested in action. It is the philosophy of common sense because actions are assessed in light of practical consequences. Finally, inquiry is not necessarily limited to individual effort, rather it often incorporates a "community of inquirers." The applicability of pragmatism to Public Administration inquiry flows from the above definition.

Although four individuals[11] (Charles Sanders Peirce, William James, John Dewey and Jane Addams) are often noted as the founders of pragmatism, for purposes of this study, the closely related ideas of Peirce and Dewey are most relevant.[12] Both explicitly

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[10]The connection between my scholarship and teaching was solidified when I found that Abraham Kaplan, (1964: xv) in the preface of *The Conduct of Inquiry*, acknowledges his debt to the pragmatists. "In particular, those who are acquainted with pragmatism will be aware of how much greater my indebtedness is to Peirce, James, and Dewey than is made explicit by citations." Kaplan also maintains that the traditional "hypothetico-deductive" method of inquiry associated with behavioral science methodology is problematic because "most of the important incidents in the drama of science are enacted behind the scenes" (Kaplan, 1964: 10). The logic-in-use of pragmatism emphasizes the 'behind the scenes' elements of inquiry such as procedures for forming concepts and hypotheses (Kaplan, 1964:23).

The "behind the scenes" elements of inquiry can and should be emphasized. Hence, this chapter and my course address some elements of the research process which are often undiscussed. The works by the early pragmatists (Peirce, James, Dewey) along with Kaplan's fresh interpretation have anchored the approach to inquiry that characterize the two course sequence. Kaplan's (1964:85) description of the basic scientific question "What the devil is going on around here?"[10] defines my approach to scientific inquiry in PA.

[11]The ideas of these philosophers reinforce as well as diverge from one another. Overall, Peirce is characterized as an evolutionary realist, James as a radical empiricist, Dewey as a progressive instrumentalist and Addams as an experimental progressivist.

Peirce is described as an evolutionary realist because he maintained that both continuity and evolutionary change are necessary to understand experience. The commitment to continuity underscores his realism. At the same time, he recognizes the role of chance and spontaneity in experience. James' very different perspective, known as radical empiricism focused on immediate experience. Dewey is described as a progressive instrumentalist because while Dewey did not view progress as inevitable, he did believe that responsible men and women could work together to control problematic situations in ways that rendered them productive (Hickman, 1990, p. 200) Jane Addams contributed to pragmatism through her writings and work in the Settlement Movement. She is characterized as an experimental progressivist because, at Hull House, she worked for progressive reform using an experimental method. "The Settlement, then is an experimental effort to aid in the solution of the social and industrial problems which are engendered by the modern conditions of life in a great city" (Addams, 1930:125). Addams is particularly good link to Public Administration because she was a practitioner/manager who upheld a democratic ideal yet *acted* in the context of a flawed democracy.

[12] This is most obvious when examining their view of truth (epistemology). In a footnote of *Logic: The Theory of Inquiry* (1938, p. 345) Dewey says that in his opinion Peirce's definition later cited is "the best definition of truth." Both saw ultimate truth as fixed. However, it is arrived at over time through continuous inquiry. It is "the opinion which is fated to be ultimately agreed to by all who investigate is what we mean by truth" (CSP Collected Works v.5 p. 268). Hence, in any one life time, truth could be provisional. Yet, it is real/fixed across time as a community continues inquiry.

Peirce's metaphysics is derived from his view that truth would be found across time through continuous inquiry. Hence, everything "which will be thought to exist in the final opinion is real" (*Writings of Charles Sanders Peirce*, 1857-1866, p.82). Dewey incorporated continuous inquiry into his definition of metaphysics. He also included a search for nature's "generic traits" which are grounded in the "principle of continuity" and applied intelligence (Dewey, *On Experience, Nature and Freedom* 1960: 213).

dealt with inquiry. The ground work was laid by Peirce and was later used and expanded by Dewey in *Logic: The Theory of Inquiry* (1938).

John Dewey (1938: 104) defines inquiry as *"the controlled or directed transformation of an indeterminate situation into one that is so determinate in its constituent distinctions and relations as to convert the elements of the original situation into a unified whole."* He goes on to say that the transformation "is achieved by means of operations of two kinds ... One kind of operations deals with ideational or conceptual subject-matter. ... The other... is made up of activities involving the techniques and organs of observations" (Dewey, 1938:117). This paper deals with ways to enable the "transformations" of inquiry that are associated with writing a literature review.

Pragmatic Principles Found in the Notebook Method

The remainder of the paper examines elements of the pragmatic philosophy of inquiry imbedded in the "Notebook Method." It should be noted from the outset that using the ideas of Dewey and Peirce one must consider the ARP literature review as an example of controlled inquiry. As such, it involves activities of "doing and making." Dewey (1938: 160) maintains that "all controlled inquiry ... necessarily contains a *practical* factor; an activity of doing and making which reshapes antecedent existential material which sets the problem of inquiry." In other words, from the pragmatic perspective, the conduct of scientific inquiry, ... "is a mode of practice; the working scientist is a practitioner above all else, and is constantly engaged in making practical judgments" (Dewey, 1938:161) (underline added). According to Flowers and Murphy (1977: 855) Dewey saw learning as "the development of procedures and planning that can redesign sources of experience" [ways of making and doing]. For him learning wasn't trial and error; rather a redesign of trials and an insight into new modes of testing.

Dewey actually includes the administrator or manager in his discussion of the practical elements of inquiry. For Dewey (1938: 161) the

> administrator or manager, has constantly to inquiry what it is better to do next. Unless the decision reached is arrived at blindly and arbitrarily it is obtained by gathering and surveying evidence appraised as to its weight and relevancy; and by framing and testing plans of action in their capacity as hypotheses.

Both scientist and administrator engage in inquiry. What separates them is the tools and the subject matter. The basic processes of inquiry are identical.

Dewey (1938: 491) notes that "the ultimate end and test of all inquiry is the transformation of a problematic situation into a unified one. Inquiry is the tension between the relatively stable (or habitual) and the strongly variable" (Flowers and Murphy, 1977: 840). The "Notebook Method" is designed to create problematic situations which facilitate this transformation. Situations (e.g., requirements to do and make) are created which evoke real doubt and thus disequilibrium. As students try to figure out "what the heck is going on?" The notebook (doing and the making) facilitates the movement toward the unified, more complex equilibrium (it came together in the end).

The Notebook Method

At its best, the notebook method controls inquiry as it intensifies the student's doubt stage, clarifies the problematic situation and enables the transformations which are essential to pragmatic inquiry. Flowers and Murphy (1977: 851) note that the first stage of inquiry occurs when "there is the indeterminate or problematic situation which is nonreflective but which triggers the process of reflection." The first stage of inquiry is the most important because recognition of the indeterminate and the willingness to feel real doubt are major stumbling blocks to inquiry.

As the students construct their notebook, the first stage issues are reinforced through READ-WRITE-THINK-CONNECT TO EXPERIENCE. Reading and taking notes (writing) on the scholarly literature is important because the student are usually inundated with new ideas and conflicting points of view. The process of taking detailed notes helps the ideas and content to sink in. My sense is that note taking taps into visual and kinesthetic intelligence. Ideally, the reading and writing initiate Peirce's doubt stage.

Charles Sanders Peirce[13] emphasizes that inquiry begins with doubt. For Peirce (1958a: 95) inquiry is a movement from something already known to "something else which we do not know." He describes a cycle which begins with belief then moves to doubt and returns to belief.

> Belief is not a momentary mode of consciousness; it is a habit of mind essentially enduring for some time, mostly unconscious; and like other habits, it is (until it meets with some surprise that begins its dissolution) perfectly self-satisfied. (Peirce, 1958a: 95)

Thus, inquiry cannot occur when habits of mind are 'fixated' in belief- a state of mind where people are "impervious to fresh evidence" (Weiner, 1958: 91).

Doubt is the "uneasy and dissatisfied state from which we struggle to free ourselves and pass onto the state of belief" (Peirce, 1958a: 99). Doubt is associated with Dewey's indeterminate situation. Dewey uses terms like "panic," "lost our heads," "confused," "disturbed," and "troubled" to describe the "personal side" of the doubt stage (Dewey, 1938: 105). For Peirce(1958a: 101) doubt must be "real and living" for inquiry to happen. "Genuine doubt always has an external origin usually from surprise" (Peirce, 1958e: 207). Peirce goes on to say that people[14] who employ the pragmatic philosophy of science invent "a plan for attaining doubt, and put it into practice although this may involve a solid month of hard work." (Peirce, 1958e: 214). The activities involved in making the notebook are part of Peirce's "plan for attaining doubt."

One might note that Peirce and Dewey's emphasis on the role of doubt is unusual in social science scholarship. Social scientists are rewarded when they find a widely applicable explanatory theory. Successful theories become beliefs and using Kuhn's (1962) insight —paradigms. The application of paradigms is associated with certainty and confidence. Using "belief" as a frame of reference, one would expect the doubt stage to be viewed as a stumbling block to truth and/or a trivial, occasional,

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[13] Peirce is the founder of pragmatism. These ideas are introduced in his threshold article, "The Fixation of Belief" (1877)

[14] Peirce uses the label Critical Common-sensitists

element of inquiry. The norm of certainty (belief) is reinforced in the traditional lecture classroom. In class, students are generally introduced to a topic at the confident "belief" state. The doubt stage that led to the material in the textbook is unacknowledged (in the shadows). When students begin empirical inquiry, they may interpret the doubt stage as a signal that their efforts are misplaced. Rather, doubt should be embraced as a sign they are moving in the right direction.

Clearly the reading and writing components of the notebook method enable doubt. The real lynch pins of doubt, however, are CONNECTING (the readings) TO EXPERIENCE through reflective thought (THINK). Most SWT MPA students work full time and are encouraged to find their research question or problem through work-related experience. They use their work environment/experience as the source of both 'problem' and 'data.' According to Dewey (1938: 499) "any problem of scientific inquiry that does not grow out of actual (or 'practical') social conditions is factitious" — CONNECT TO EXPERIENCE.

Kaplan notes that "not everything can be problematic at once, nowhere in science do we start from scratch. There is only one place from which we can start (citing Peirce) and that is from 'where we are'" (Kaplan, 1964:86). Connecting to experience represents the starting point. The frame of reference to place the scholarly literature.

Students stimulate 'real', 'felt' doubt by applying the readings to their experiences.[15] My hope is that the juxtaposition of experience and the literature will stimulate critical thinking or reflective thought. In *How We Think*, John Dewey (1910) examined the role of thought in inquiry. [16] According to Dewey (1910: 80) "to think means ...to bridge a gap in experience, to bind together facts or deeds otherwise isolated."

"The essence of critical thinking is suspended judgment; and the essence of this suspense is inquiry to determine the nature of the problem before proceeding to attempts at its solution". (Dewey, 1910: 74). Peirce refers to this process as reflective thought. A person who is reflective is naturally open to consider facts that don't correspond to their belief system (Peirce, 1958b:.121).

Another way of describing suspended judgment is in Peirce's words the "experimenter or laboratory mind." (Peirce, 1958d: 180) The cardinal rule of experimentation is that "we must accept the outcome whether or not it is to our liking."

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[15] Both Dewey and James spent much of their career's trying to make sense of EXPEREINCE. Jame's *Psychology* is considered such a contribution because of the way he treated experience. Toward the end of his career James examined *The Varieties of Religious Expereince*. Dewey wrote three books with the term 'experience' in the title (*Experience and Nature, Art as Experience and Experience and Education*).

In *Experience and Nature*, Dewey (1925: 421) defines experience by pointing out that it is bound to the uncertainties of nature. "It reflects the traits of nature; it gives indisputable evidence that in nature itself qualities and relations, individualities and uniformities, finalities and efficacies, contingencies and necessities are inextricably bound together. The harsh conflicts and the happy coincidences of this interpenetration make experience what it consciously is; their manisfest apparition creates doubt, forces inquiry, exacts choice, and imposes liability for the choice which is made. Were there complete harmony in nature, life would be spontaneous efflorescence. If disharmony were not in both man and nature, if it were only between them, man would be the ruthless overlord of nature, or its querulous oppressed subject. It is precisely the peculiar intermixture of support and frustration of man by nature which constitutes experience."

[16] [In the Preface to Logic, Dewey indicated that *Logic* was an extension of the themes developed in *How We Think*.

When we submit "to the judgment of experiment we correct the presumption of the demand that the world conform to our expectations." (Kaplan, 1964: 145) [17]

Dewey (1938:107) notes that the indeterminate situation itself has rhythms or stages. First, there is the search for the problematic situation. This is really the point of the notebook method. "The indeterminate situation becomes problematic in the very process of being subjected to inquiry. ...To see that a situation requires inquiry is the initial step of inquiry." Reflective thought which connects to experience should enable an individual to focus and *see* that a "situation requires inquiry."

The size and scope of the SWT Applied Research Project makes it much different from a typical 'term paper.' When a student is required to write a traditional term paper there is seldom the need to define a problematic situation in the context of their experience/work environment. The student's inquiry stops as a unified situation when the paper is complete. The two-course sequence of the ARP, on the other hand, requires that the student search the environment for a research question. The need to connect the literature with the work environment allows for a deeper kind of inquiry. This indeed is the first step in defining their research question and the nature and scope of their empirical inquiry.

Reflective thought combines what Dewey describes as concrete and abstract thinking.

> *When thinking is used as a means to some end, good or value beyond itself, it is concrete; when it is employed simply as a means to more thinking, it is abstract. (Dewey, 1910: 138)*

In a discussion, that mirrors the theory-practice debate in PA, Dewey says that the "truly practical man" uses both types of thinking. It is important to give the mind "free play about a subject matter without asking to closely ...for the advantage to be gained." If concrete thinking is used exclusively the horizon becomes too narrow and in the long run is self defeating. "It does not pay to tether one's thoughts to the post of use with too short a rope" (Dewey, 1910, 139). The purpose of the notebook method is to lengthen the tether and in so doing encourage the student to suspend their judgment and "escape the limits of the routine and custom."(Dewey, 1910: 139)

Clearly, reflective thought is a critical ingredient for 'felt' or 'real' doubt to emerge. When students suspend judgment, preconceived beliefs about the nature of their jobs[18] seldom fit perfectly with the literature. After about a month, I begin to observe manifestations of the 'real', 'felt' doubt among the students. They express their confusion and panic in the first 15 minutes of each class. To the surprise of the class, I am generally pleased about the general state of confusion because I know that real inquiry is progressing. We discuss the role of doubt in inquiry vis a vis Dewey and Peirce. I ask them to separate the confusion from anxiety. Finally, I stress it should all come together in the end if they give the notebook a good faith trial.

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[17] Before I read Kaplan's (1964) "Experiment" Chapter, I associated the term "experiment' with "experimental design" vis-a-vis Campbell. Kaplan's discussion broadened my vision to include the "experimental mind."

[18] I am refering to 'jobs' broadly. It also includes the policy areas that correspond to their agency.

Using Hickman's insights, one could also call the notebook method a *tool* of reflection/inquiry. Reflection involves going outside the immediate situation to find a lever for understanding.

> There is a search for a tool with which to operate on the unsettled situation. The tool becomes part of the active production skill brought to bear on the situation. The purpose of the tool is to reorganize the experience in some way that will overcome its disparity, its incompatibility, or its inconsistency. (Hickman, 1990: 21).

This is the very purpose of the Notebook Method. Hickman (1990: 8) notes that traditionally, philosophy had been concerned with human doing and had paid little attention to human making. Dewey on the other hand, always sought the "connections and continuities between humble and quotidian technological practices and their refined, enriched manifestations."

The point of the above discussion is to highlight first-stage-of-inquiry issues. The Notebook Method is one of many possible tools to facilitate inquiry during the early stages. This method helps the student to focus the topic as well as to find and refine the research question/problem. The notebook method in tandem with class discussion obviously works for most MPA students. How a particular scholar copes or recognizes these first stage issues probably depends on host of factors such as the maturity of the scholar, learning style and personality type. I use the notebook method for every article I write, my sense is that many Ph. D. students (in and outside the field of PA) would benefit from using this tool.

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Appendix A
The Notebook Method of Writing Papers[19]
Posi 5304b
Patricia M. Shields

The notebook method is a method to write papers. With it, you can organize information and use short periods of time effectively. It facilitates analysis and integration of the readings. Students who use this method swear by it. Also, the method is an excellent organizing tool and can be adapted to work or job related projects.

Use of this method is a requirement. It constitutes 10% of you overall grade. Bring the notebook to that class and to each class thereafter. Ten to 15 minutes of each class will be spent discussing your progress.

*1. Buy a three ring notebook. Pockets on the side are helpful. In this notebook you will keep most information relevant to your paper. For example, keep this handout in the notebook. There are a few essential items which must be included in the notebook when you hand it in. These items are starred (*).

*2. In the front keep a "things to do" list. Include all tasks you need to complete. Try and insure that the items on the list take different amounts of time. For example, one task, such as reading a short article might take 15 minutes. Another task, such as finding 5 articles, might take an hour and a half. The list should include the articles to read and write up. Date the item when task is completed.

3. Keep a list of the articles you wish to find. Many of the articles will be located through standard bibliographical tools in the library or from footnotes in other references.

4. Keep any relevant phone numbers, e-mail addresses, addresses or dates (personal timetable). Keep items referred to often.

*5. Keep a running bibliography. If you are using a computer, keep it on disk. If you do not have access to a computer, put the references on index cards. Use Turabian. The cards are easily alphabetized later.

*6. Keep your notes on the articles in another section of the notebook. These notes can be written up by hand or on the computer. In either case, use the format attached. Key information on the notes include the authors last name, the year, the page and when quoting indicate through quotation marks. The notes must be place in your notebook in alphabetical order by author's last name.

There must be at least 25 articles reviewed. There must be detailed notes on at least 20 of these articles. The format must be as specified in the example.

[19]The Notebook Method has been copywrited through the SWT Bookstore.

*7. Make at least two outlines of your paper. Begin the outline with a brainstorming list. What ideas, facts, critical points, concepts, hypotheses, do you want to include in the paper? Let your mind run free. Be creative. Then, review the list. Write a sentence or two which indicates the purpose of your paper. Review the list in light of the purpose. Adjust the list to take into account your purpose. You are now ready to begin the first draft of your outline (major headings). A pattern should emerge from the list. There will be natural groupings of topics. The first and last major heading are obvious; Introduction which includes the paper's question or purpose and Conclusion or summary. The other major headings will be developed from the groupings in your brainstorming list. Try and come up with a broad category that will describe the groupings. You now have the first draft of your outline. The second draft is more detailed. Leave plenty of room between items on the outline. You are getting ready for the next step in the process.

Now a review of the major steps in the outlining process.

a. Brainstorm list (You may keep a list as you go along)
b. Statement of purpose. **I want to see this in the paper.**
c. Find the natural groupings in the list. What fits together, what is the level of detail.
d. Start your outline, include only the major headings. A 20-25 page paper should include no more that 5-8 major headings including the introduction and conclusion.
e. Second draft of outline. Lots more detail. Take items from the brainstorm list to form subheading within the larger groupings.
f. Leave lots of space between sections in the outline

*8. Go to the beginning of your alphabetized references that are in another section of the notebook. Start with the first article, review your notes and place the relevant information from the reference in the outline in the space provided. The relevant information might be a key word or a phrase but always includes the author's name and page. Proceed to the next article until all reference material are incorporated into the outline. This stage is critical. It is important to be flexible. Going through the references you may discover that a topic has been omitted from the outline. Here you are free to amend the outline to accommodate any new insights. Also many of the references will be useful in more than one section of the outline. This helps to crate a well integrated paper. You are now ready to write. The outline headings can be used for headings in the paper.

Don't forget your paper must have a purpose. I will evaluate it in light of your ability to achieve the purpose.

Example of how to write up an article

CHARLES LEVINE PAR 1986

"THE FEDERAL GOVERNMENT IN THE YEAR 2000: ADMINISTRATIVE LEGACIES OF THE REAGAN YEARS"

195 Three aspect of the Reagan legacy om the Adm state (1) the role & reach of Gov in Am's mixed econ (2) the organizational & adm apprartus that is used to carry out gov's role (3) the role of gov employees— career covol servants & political appointees — in the policy process

196 3 dimensions of adm state (1) what gov shd do? (2) How it shd do it? (3) who shd do it?

there have been few major policy changes over the Reagn Adm yrs because our system is cumbersom & complicated

197 although thae actual policies have changed only marginally the huge deficet and Reagans conservative philosophy result in the second legacy of the Reagan yrs "indirectly through the deficit, it has changed the dialogue surrounding gov from one of debating additions to the scope of gov activities to a focus on how to maintain the functions and fund the prgms that gov has already assumed."

Sees arms control as a long shot way to take pressure off the def budget and hence the overall budget

198 "A 3rd legacy of the Reagan pres— and perhaps the one that will have the most lasting effect— has been to legitimize debate over the tools and techniques of policy implemenataion...dependence on third party providers... By insisting on greater reliance on contracting-out gov respon to pvt sec service provider, the use of user fees for gov ser, and other alternatser deliv mechanisms, the Reagan adm has accentuated the trend AWAY from the fed gov direct provision of services."

Levine, Charles. "The Federal Government in the Year 2000: Administrative Legacies of the Reagan Years." Public Administration Review 46 (May/June 1986): 195-206. **(This is the source—it is NOT necessary to include for your assignment.)**