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## Craft of Research (CoR): Chapter 1 – Thinking in Print

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The 10 **salient sentence strings** presented below are lifted from the chapter without modification. They are presented in order of appearance in the chapter.

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### Ten Salient Sentence Strings

1. 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. (Quote - bottom of page 9).
2. It is no exaggeration to say that, maybe not today or tomorrow but one day, the research you do and the arguments you make using it can improve if not the whole world, then at least your corner of it. (Quote – top of page 11).
3. Experienced researchers first write just to remember what they've read. (Quote – middle of page 11).
4. 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. (Quote – bottom of page 11).
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. (Quote – middle of page 12).
6. It would be a mistake to think that learning to report sound research must threaten your true identity. It will change the way you think, but only by giving you more ways of thinking. (Quote – top of page 13).
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. (Quote – top of page 13).

8. 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. As you learn to write the genres of a field of profession, you become a member of that research community. (Quote – top of page 14).
9. 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. (Quote – middle of page 14).
10. Nothing contributes more to successful research than your commitment to it, and nothing teaches you more about how to think than making a successful (or even unsuccessful) argument using it. (Quote – bottom of page 14).