# Writing for Academic Publication

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Roger Graves
Director,
Writing Across the Curriculum

# Let's talk about writing

↗ What motivates your writing (purpose)?

↗ Who are you writing for (audience)?

↗ Can you write in groups?

↗ What writing processes do you engage in?

↗ What genres do you work in?

↗ Who reads your writing before it is finished?

↗ What works well for you when you write?

# Writing (n./vb.) Genres

Genre is a tool or way of thinking about how the discourses of the disciplines work
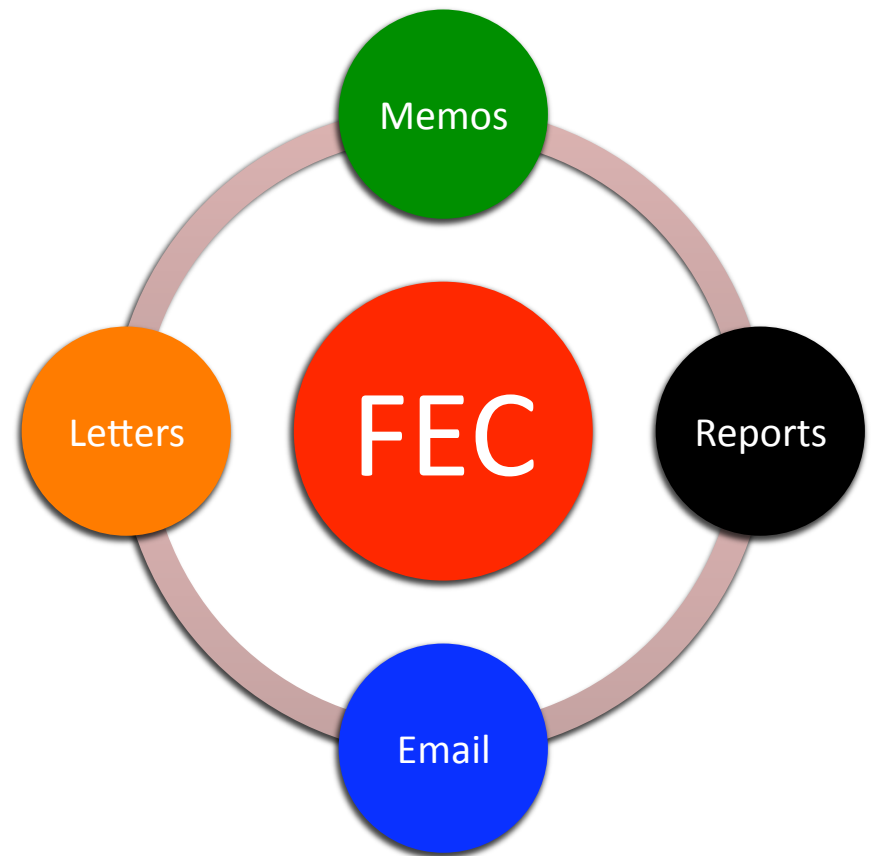
article

# Levels of analysis

1. Discourse/sentence

2. Rhetoric/whole unit of discourse (document)

3. Genre/context within a discipline

4. Larger social meanings/issues

# Genres at work

- ↗ Memos
- ↗ Letters of recommendations
- ↗ Email messages
- ↗ Reports
- ↗ Performance reviews—FEC
- ↗ Others?

# Discourse->Rhetoric->Genre

↗ Features shared among text types

↗ Analysis at the level of groups of texts

↗ Much attention in genre studies to the social functions of texts—the work they do to maintain relationships socially, the ways they function to regulate social systems

| articles | reports |
|----------|---------|
| | FEC | |
| email | memos |
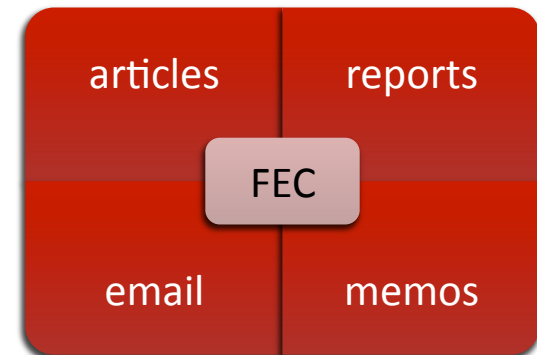
# Genre in Writing Studies

↗ "Every text is organized within a specific genre according to its communicative purposes, as part of the conditions of discourse production, which generate social uses that determine any and every text." (Brasil quoted in Bazerman x).
Bazerman, C., A. Bonini, & D. Figueiredo. *Genre in a Changing World* (2009). Fort Collins and West Lafayette, WAC Clearinghouse and Parlour Press.

↗ "academic articles are organized within a specific genre according to their communicative purposes, as part of the conditions of discourse production, which generate social uses that determine any and every text."

# Genre as social action

- S. Miller (1984) described genre as a rhetorical action that recurs within a social setting

- The sharing of meaning is intersubjective and negotiated through discourse (spoken and written language acts) among the group—again, perhaps thesis proposals might be a useful example; journal article reviewers perform a similar function through their reviews of manuscripts

- These shared discourses form into typical types of documents (genres)

# Genre as social action

↗ Genres shape the entire social interaction, not just the documents themselves

↗ Research application: Writing a research grant, for example, doesn't just mean filling in a form; what is written will come to structure my daily life, cause other documents (articles) to be written, cause students to be accepted into a program because a supervisor has money to pay them, and so on

# Discourse communities

↗ Swales (1991) developed the concept of discourse communities to explain the purposes within documents

↗ His concept of rhetorical "moves" within documents—such as "establish a research territory"—leads to one method for establishing the typical purposes for a document

↗ SSHRC/NSERC/CIHR research grant evaluation committees form into discourse communities for example

http://www.bighappyfunhouse.com/archives/08/07/17/11-08-26.html

# Genre sets



↗ Genres typically do not occur alone but instead as part of a set of social actions within a group: communities of practice

↗ Genres proliferate and change leading some researchers to call them "stable for now" (Schryer) or describe them as phenomenological: they exist if you see them

# Genres and globalization

↗ Knowledge-based economies depend on the sharing of written information across borders and within disciplines

↗ These documents share features, communicative purposes, and specialized discourses

↗ Graduate students who move around the globe to study must learn these specialized discourses and genres
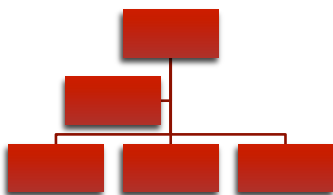
Bazerman, "Introduction."

http://vrstudio.buffalo.edu/~depape/warming/100meter.html

# Genre and disciplines

↗ Genre is a tool or way of thinking about how these discourses of the disciplines work

↗ Genres are "focused, purposive, [and] highly differentiated task[s]"

↗ Genres are always situated within a context of power relations: funder/applicant, supervisor/ student, FEC/worker

Bazerman, "Introduction."

# ~~Format~~/Genre

↗ Format refers to a description of the look or dimensions of a document: double-spaced, 500 words, 4 citations, APA style

↗ Genre refers instead to the communicative function of the document: to persuade me that your research is worth funding, that you follow acceptable research methods

# Writing as social practice

Sociocultural practices of North
Ame...

Discourse practices of
the discipline
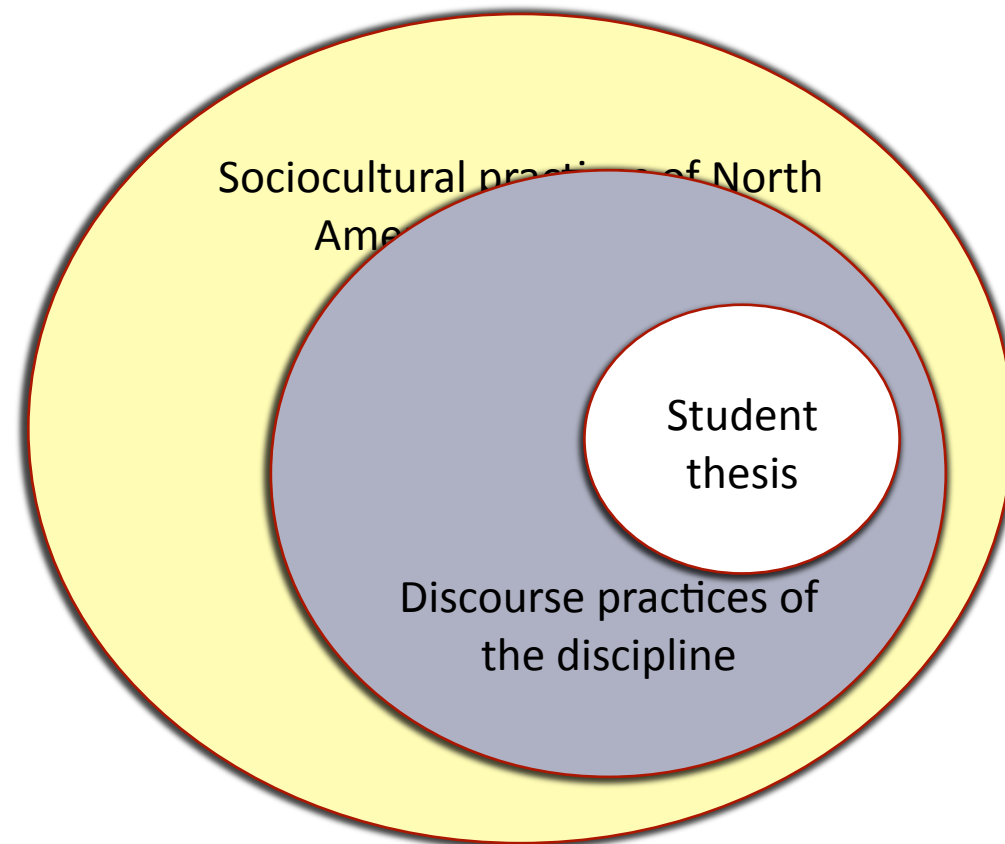
Student
thesis

Fairclough's three dimensions of discourse, as depicted in B. Kammler and
P. Thomson, *Helping Doctoral Students Write Well*, p. 21.

# Theories of research writing

↗ Research is writing

↗ Texts are not reality but versions of reality that re-present some aspects of reality

↗ A thesis is one of a set of related genres that govern graduate student social activity as professionals

↗ Writing is a social activity—it takes place among communities of practice

Kamler, B. and P. Thomson. *Helping Doctoral Students Write: Pedagogies for Supervision.* New York: Routledge, 2006.

# Texts and Identity

↗ Kenneth Burke: rhetoric/persuasion depends upon identification between rhetor and audience

↗ Texts written by graduate students build their identity as a member of their discipline

↗ You as a professional are your textual self—or rather, selves: the stories you tell about yourself and your work

# Discussion

↗ If writing is social in important ways, how do we create social structures to facilitate your writing?

↗ As librarians, how do you advance your careers and improve our own writing ability?

# SCHOLARLY/ACADEMIC PAPERS

# TEXT TYPE: RESEARCH ARTICLE

**What are the features of the research article your group is working with?**

**Example**:
Does it include an abstract? If so, how long is it? Is it in "plain" language?

**What argumentative moves can you identify in your article?**

**Sample:** "Taken together, findings from these and other studies suggest that miscommunication and lack of communication about care preferences and decision making may be fairly universal within caregiving families and not uncommon in the interactions between providers and families" ("Decision Making in Families Facing. . .")

**Move:** X ("miscommunication and lack of communication")
is a wide-spread problem; therefore worthy of further study

**Sample:** "But few studies have examined the views and care preferences of people with dementia. This means their views aren't well considered as care strategies are selected (Cohen, 1991) " ("Do Caregivers Know . . .")

**Move:** Few studies have examined X ("the views and care preferences of people with dementia")

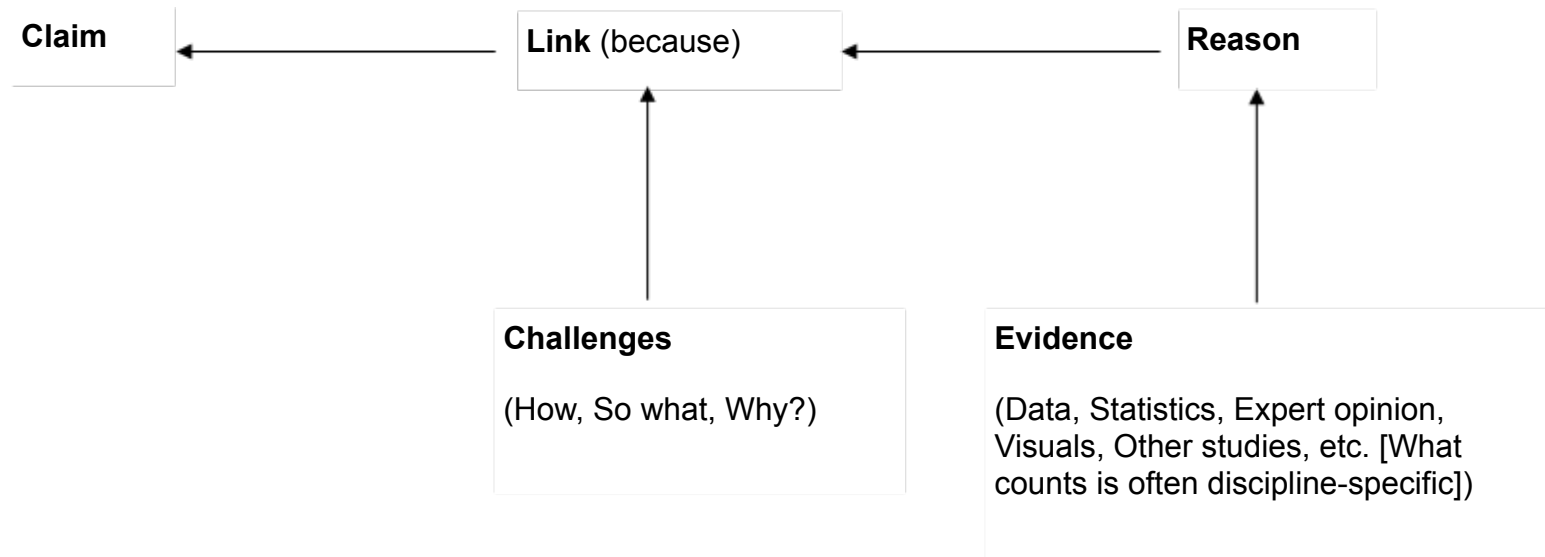X should be considered in the decision making process when designing care

# ORGANIZATION

## How is your article organized?

*Open Access Availability of Library and Information Science Literature*

1. Background
2. Methodology
3. Results
4. Discussion
5. Conclusion
6. Notes

| Claim | | Link (because) | | Reason |
|---|---|---|---|---|

**Challenges**

(How, So what, Why?)

**Evidence**

(Data, Statistics, Expert opinion, Visuals, Other studies, etc. [What counts is often discipline-specific])

What argument does the abstract or introduction present?

# TEXTUAL IDENTITY OF AUTHOR(S)

**How does the author identify him or her self in the text?**

No direct reference to author except parenthetical citations
**Example:** "Recent work with family care dyads indicates that older adults . . . slightly less emphasis on social interactions (Whitlatch et al, in press)."

Direct statement of research findings using present tense
**Example:** "Two interventions in particular show promise because they address a number of issues, including everyday decision making. . .." (Whitlatch, p. 92).

# USING "I" AS A PERSUASIVE DEVICE

**Example:** "Instead we need to explore ways of scaffolding students' learning and using knowledge . . ." (Hyland, "A brief overview," p. 21).

**Identification:** We (author and reader) work together to solve problem

**Where?** Conclusion of section critiquing process theory Co-ops reader to find a better solution

# VISUALS IN ACADEMIC PUBLICATIONS

- ↗ Does the article use visuals?
- ↗ What kind of visuals are included?
- ↗ What work do the visuals do in the article?
- ↗ How are the visuals linked to the text in the publication?

# The Literature Review as Genre

- ↗ The next segment of slides looks at the literature review as a genre

- ↗ Some of the slides look at the "moves" (after Swales) that are typically made in this genre

# Pointing out a gap in literature

"Particularly worrisome has been the increase in adolescent gang membership. A subset of the offending population, estimated at 68% of institutionalized youth, are affiliated with a gang, yet **little research has been done to distinguish gang members from other types of young offenders** (Kratcoski &Kratcoski, 1996); Richter-White, 2003). It may be that young people are turning to gangs for protection from other gangs, as a way to gain respect, to escape from troubled homes, because their friends are doing it, peer pressure, or as a way to earn a living through drug trafficking, illegal weapons sales, robbery, and theft (Lloyd, 2002). However, the **reasons why** adolescents choose to join a gang **remain understudied** with **no clear answers**.

–Nicole Kostiuk, *Attachment in Incarcerated Adolescent Gang Members*, 2007.

# Pointing out a gap in literature

- "Still, in spite of the criticism, there has not been a study that examines the OA [Open Access] availability of articles in the LIS literature."

- Gap: X has not been done

# Cite Sources that Support your Methods

"Following the methodology and rationale outlined by Coleman[22] in December 2008, a search was conducted in Ulrich's Periodical Directory for those journals with a descripton of Library and Information Science."

# What should a literature review accomplish?

- ↗ Sketch out the nature of the field or fields relevant to the inquiry (often including some history)

- ↗ Identify major debates and define contentious terms

- ↗ Establish which studies, ideas, and/or methods are most pertinent to the study

- ↗ Locate gaps in the field

- ↗ Create the warrant for the study in question

- ↗ Identify the contribution the study will make

# What is your argument?

↗ Outline the argument that you intend to make in the literature review of your article

↗ Don't worry about maintaining an objective style at this point

↗ Even if you don't have all the details worked out, get down as much as you can to sketch out where you want your argument to go

# Write an abstract of your article

- ↗ Draft an abstract of article.

- ↗ Include one or two sentences summarizing the essential background concepts

- ↗ Identify the gap(s) in the literature that your project will fill

- ↗ Include one sentence identifying your methodology (two sentences if it is complex)

- ↗ Identify why your work is important and what it contributes to knowledge in the area identified above

# If you aren't "writing up" the results of your research, what are you doing?

⬈ Reading/researching/thinking/writing

⬈ Writing/drafting/revising

Reading/
writing

Researching/
writing

Revising

Thinking/
writing

Drafting
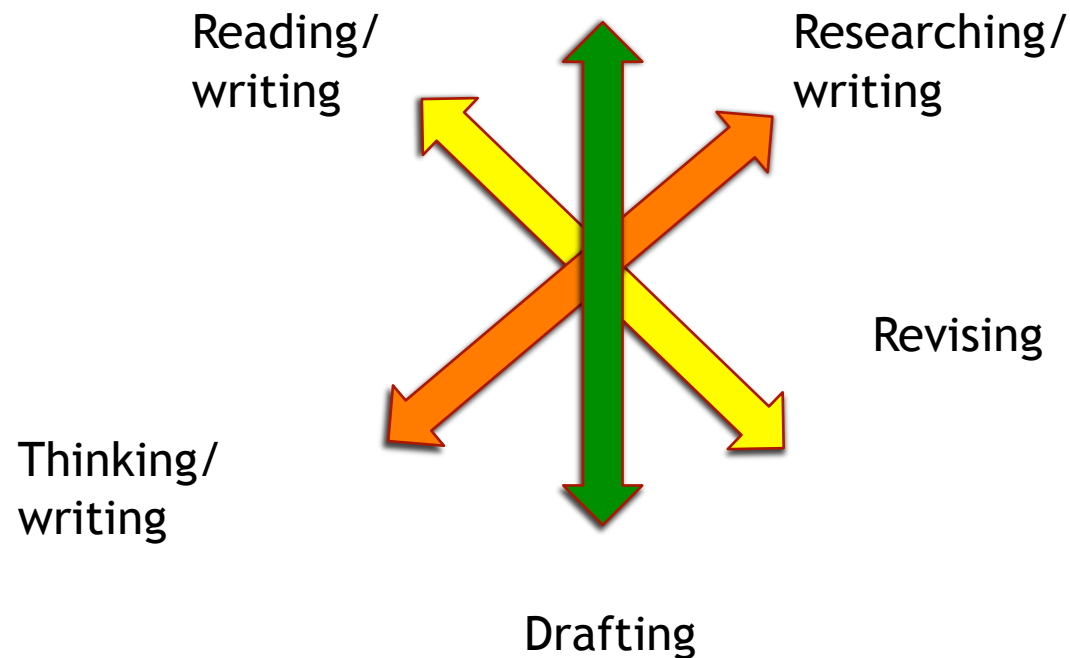
# What is a literature review?

↗ What does "literature" imply about your task?

↗ What does "review" imply about your task?

# Elements of Literature Review

↗ Citation

↗ Summary

↗ Argument

# What is citation?

- "the attributing of a statement to another speaker" (Giltrow 32)

- Citation is associated with academic writing

- Are academics the only ones who use citation?

- Citation confers authority on statements

OTTAWA — Information Commissioner Robert Marleau says there are serious flaws in the administration of federal access-to-information law.

In a new report, Marleau gives six of 10 federal agencies poor grades on their compliance with the law that is supposed to give the Canadian public access to government files.

The information watchdog cites National Defence, Border Services, Foreign Affairs, Health Canada, Public Works and the RCMP for their lack of co-operation and efficiency in sharing information.

# What do academics use citation for?

↗ To summarize the state of knowledge on a topic

↗ To assess the state of knowledge on a topic

↗ To identify a **deficit or gap** in the state of knowledge on that topic

The construction of all vertebrate retinas follows the same basic organizational design (Figure 1.2). At the far posterior of the eye, furthest from the cornea and incoming light, is the retinal pigment epithelium (RPE). The RPE lies between the outer segments of the photoreceptor cells and Bruch's membrane of the choroid and consists of a layer of cells that, in pigmented mammals, contain melanin [2]. Although the RPE is not directly involved in the neural events of vision, it is critical for normal photoreceptor cell function and survival [2, 5]. The RPE closely associates with the outer segments of the photoreceptor cells and functions in the maintenance of photoreceptor cells by phagocytosing the shed outer segments for photoreceptor renewal, regeneration of the bleached visual pigments caused by phototransduction, absorption of stray light by the melanin pigment in the RPE cell, and the scavenging of free radicals [5].

1

# Function of Citation

- Take a position in relation to other voices

- Identify yourself as a member of a group collectively

- Construct knowledge

- Take a turn in the conversation

From Janet Giltrow, *Academic Writing*, 3rd ed., Peterborough: Broadview, 2002 (41).

# Summary: What is it?

- Citations are short summaries presenting the gist of what a researcher has said on a topic

- Only the **information relevant to the writer's point** is used in a citation summary

- Summaries can be one sentence or much longer.

# The function of summary

↗ Allows writers to join a scholarly conversation

↗ After the summary, writers take their turn

↗ Summary prepares a new version of what has been said by someone else

↗ Your summary will put a **new spin** on a researcher's subject to make it fit what you want to say



web.mit.edu/museum/visit/contact.html

# Your spin on the research

"While there has been much written about OA practices, there is surprisingly little examining the field of Library and Information Science's literature. King and others found that librarians tended to have a better understanding of issues related to the crisis in scholarly communication than faculty. Still, in a study of the self-archiving practices of LIS scholars, Coleman and Roback found that only 55 percent reported self-archiving, and few self-archived in institutional repositories or the field's two main subject repositories, dLIST and E-LIS.

# Characteristics of a good summary

- ↗ It represents the content accurately

- ↗ It attributes the statements as originating with another writer

- ↗ It characterizes the action of the original

- ↗ Describes the development of the discussion

# What should a literature review accomplish?

↗ Sketch out the nature of the field or fields relevant to the inquiry (often including some history)

↗ Identify major debates and define contentious terms

↗ Establish which studies, ideas, and/or methods are most pertinent to the study

↗ Locate gaps in the field

↗ Create the warrant for the study in question

↗ Identify the contribution the study will make

# Factors that Influence Success In Collaborative Writing

# Factors that influence success in collaborative writing

- ⬈ Degree of individual control over texts

- ⬈ How credit will be given

- ⬈ Ways writers respond to modifications of their texts

- ⬈ Procedures for resolving disputes

- ⬈ Degree of flexibility with pre-established formats

- ⬈ Deadlines and other outside constraints

- ⬈ Status of the project in the organization

# Teams

↗ A team is a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable.

From Jon Katzenback and Douglas Smith, "The Discipline of Teams," *Harvard Business Review* (March-April 1993): 112.

# Not all groups are teams

- ↗ Working Group

- ↗ Strong, clearly focused leader

- ↗ Individual accountability

- ↗ The group's mission is the same as the broader organizational mission

- ↗ Individual work products

- ↗ Runs efficient meetings

- ↗ Measures effectiveness indirectly by its influence on others (financial performance of business)

- ↗ Discusses, decides, and delegates

# Not all groups are teams

- ↗ Teams

- ↗ Shared leadership roles

- ↗ Individual and mutual accountability

- ↗ Specific team performance

- ↗ Collective work products

- ↗ Encourages open-ended discussion and active problem-solving meetings

- ↗ Measures performance directly by assessing collective work products

- ↗ Discusses, decides, and does the real work together

# Collaborative Writing: Definition

- Two or more persons jointly compose complete text of a document

- Two or more contribute parts to a document

- One or more persons modify, by editing, and/or reviewing, the documents of one or more persons

- One person working interactively with one or more persons and drafting a document based on the ideas of the person or persons

# How to build team performance

1. Establish urgency, demanding performance standards, and direction
   - ↗ Purposes, expectations, rationale

2. Select members for skill and skill potential, not personality
   - – Identify needed skills before setting up the team

# How to build team performance

3. Pay particular attention to first meetings and actions
   - ↗  Get authority figures onside
   - ↗  Actions more important than words (TQM)

4. Set some clear rules of behavior
   - ↗  Attendance (be there)
   - ↗  Discussion (no sacred cows)
   - ↗  Confidentiality
   - ↗  Responsibility (do the work on time)
   - ↗  Constructive confrontation (no finger pointing)
   - ↗  Contributions from all

# How to build team performance

5. Set and seize upon a few immediate performance-oriented tasks and goals.
   - ↗ Real teams demand performance results

6. Challenge the group regularly with fresh facts and information
   - ↗ Refine, redefine, and enrich team goals

7. Spend lots of time together
   - ↗ Teams need time to learn to be teams
   - ↗ Especially important at the start

# How to build team performance

8. Exploit the power of positive feedback

- ↗ When the goals are met, celebrate them

# Why is collaborative writing difficult?

- ↗ Because highly integrated documents are complex.

- ↗ Collaboration makes preparing documents more complex because:
  - ↗ The writing team must develop a common image of what they hope to produce

# Why is collaborative writing difficult?

↗ Collaboration makes preparing documents more complex because:

  ↗ Work schedules must be coordinated to prevent the slow progress of one member from hindering others

  ↗ "Common" images will differ, and each writer will drift from the common image

# Disadvantages of collaborative writing

- ↗ Increased complexity of tasks increases the chances of failure

- ↗ Strong emotional commitments complicate collaborative writing because writers may resist editing suggestions

# Advantages of collaborative writing teams

↗ Collaborative writing brings together varied skills and perspectives to projects

↗ Teams often produce a better written product

↗ For some deadlines, teams may make writing projects possible (e.g. large grants and proposals)

↗ Opportunities for revising

# General models of collaborative writing
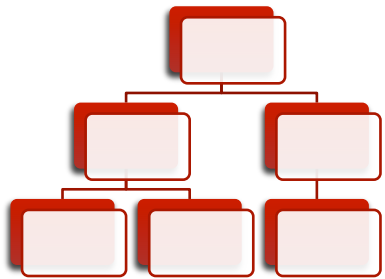
↗ Hierarchical vs. dialogic

↗ Hierarchical collaboration takes place within a well-defined system of reporting and authority
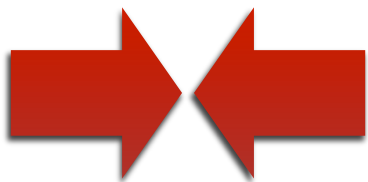
↗ Dialogic collaboration derives from a common goal that a writing team forms to achieve as a group of peers within a structure of shared authority and decision-making

# Revising and collaborative writing: Potential problems

1. The project falls behind schedule

2. The knowledge that significant changes will be made can hinder the composing process

3. Constant changes lowers writers' morale

4. The document's conceptual integrity may be lost by too many changes by high-level reviewers.
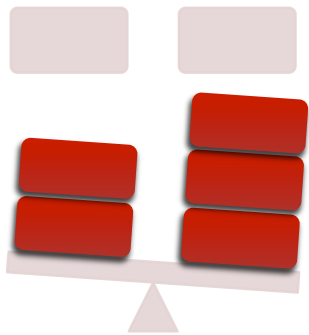
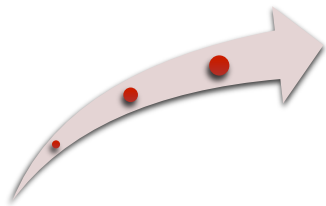# Models of collaborative writing from software development

1. Top-down design

2. Rapid prototyping

3. Structured design

4. Chief programmer team model

5. Ego-less programming team

# Models of collaborative writing from software development
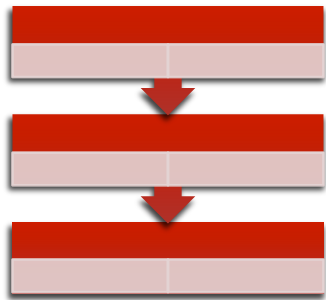
↗ Topic-down design

- ↗ Determine system requirements
- ↗ Perform top-level design
- ↗ Distinct components integrated into the whole
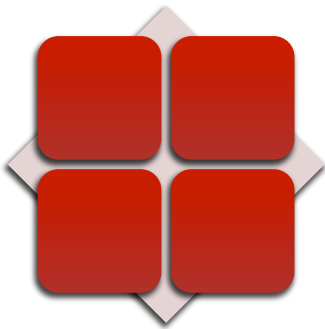- ↗ Testing determine revisions

↗ Rapid prototyping

- ↗ Less detailed preliminary planning
- ↗ Rapid and inexpensive preliminary prototypes
- ↗ Evaluated by users and refined by programmers in cycles

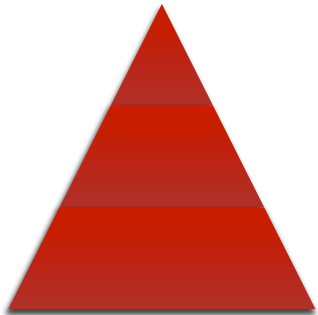# Models of collaborative writing from software development

- ↗ Structured design
  - ↗ Modularity
  - ↗ Component approach reduces complexity
  - ↗ Relationships among semi-discrete units are well-defined

- ↗ Chief programmer team model
  - ↗ Superior programmer does critical programmer
  - ↗ Support staff supplies routine work

# Models of collaborative writing from software development

- ↗ Chief programmer team model
  - ↗ Reduces complexity of development process
  - ↗ Less communication and co-ordination needed

- ↗ Ego-less programming team
  - ↗ Seeks to eliminate emotional investment
  - ↗ Members have access to each others' code
  - ↗ Flexibility
  - ↗ Receptive to alternate views

# The Lead Author Model of Collaboration
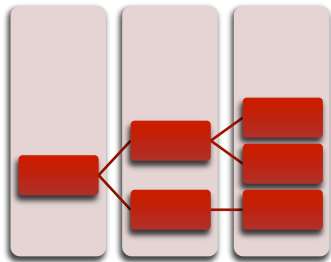
↗ Description

↗ Lead author provides other authors with a clear visions of acceptable content in the document, establishes the purpose of the document, and continually attends to each contributor's progress

↗ Problems

↗ Autonomy of each author must be balanced with overall goals of the document

# The Lead Author Model of Collaboration

↗ Problems

  ↗ Lead authors not always practical for every large project

  ↗ Consensus is required about responsibilities for drafting, revising, proofreading

  ↗ Co-authors need to help establish rhetorical context —purpose, audience, exigency

# Collaborative Invention between writers and supervisors

↗ Why it doesn't happen

↗ Attitude that professionals shouldn't have to be told what to do

↗ First drafts are used as "trial balloons"

↗ Results of not planning together

↗ Managers "correct" writers' work

↗ Writers resent lack of direction

http://www.flickr.com/photos/16102959@N00/3463889918

# Collaborative Invention between writers and supervisors

↗ Solution

   ↗ Take time to discuss and plan rhetorical strategies (audience, purpose, language) as well as technical strategies to streamline the writing process

# Positive Roles in Groups

↗ Positive roles that help the group achieve its task:

  ↗ Seeking knowledge and opinions (asking questions, identifying gaps in the groups knowledge)

  ↗ Giving information and opinions (answering questions, providing relevant information)

  ↗ Summarizing (restating major points, pulling ideas together, summarizing decisions)
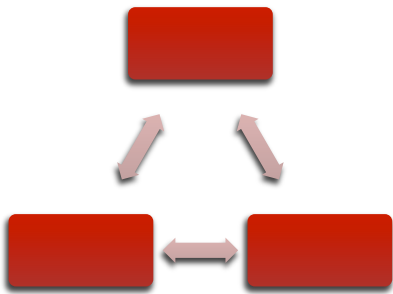
# Positive Roles in Groups

↗ Positive roles that help the group achieve its task:

  ↗ Evaluating (comparing group decisions and working to standards and goals)

  ↗ Coordinating (planning work, giving directions, and fitting together contributions of group members)

# Positive Roles in Groups

↗ Positive Roles that help the group build loyalty, resolve conflicts, and function smoothly:

  ↗ Encouraging participation (demonstrating openness and acceptance, recognizing the contributions of members, calling on quieter group members)

  ↗ Relieving tensions (joking, suggestions breaks and fun activities)

# Positive roles in groups

↗ Positive Roles that help the group build loyalty, resolve conflicts, and function smoothly:

- ↗ Checking feelings (asking members how they feel about group activities, sharing one's own feelings with others)

- ↗ Solving interpersonal problems (opening discussion of interpersonal problems and suggesting ways to solve them)

# Positive roles in groups

↗ Positive Roles that help the group build loyalty, resolve conflicts, and function smoothly:

↗ Listening actively (showing group members that they have been heard and that their ideas are being taken seriously)

# Negative roles in groups

↗ Roles that hurt the group's product and process:

   ↗ Blocking (disagreeing with everything that is proposed)

   ↗ Dominating (trying to run the group by ordering, shutting out others, and insisting on one's own way)

   ↗ Clowning (making unproductive jokes and diverting the group from the task)

# Negative roles in groups

↗ Roles that hurt the group's product and process:

  ↗ Withdrawing (being silent in meetings, not contributing, not helping with the work, not attending meetings)

# Conflict Resolution

1. Make sure the people involved really disagree.

2. Check to see that everyone's information is correct.

3. Discover the needs each person is trying to meet.

4. Search for alternatives.

# Responding to Criticism

↗ Paraphrasing

↗ Checking for feelings

↗ Checking for inferences

↗ Buying time with limited agreement

↗ You-attitude in conflict resolution

# Success comes from

↗ Leadership

↗ A common understanding of goals and content

↗ Well-defined and appropriate conflict resolution

# Ways to build consensus

1. Project managers should communicate early and often with co-authors.

2. Face-to-face meetings establish deadlines, formats, and rhetorical considerations.

3. Authors must have a vision of the whole project to see how their part fits in.

4. Project managers should help co-authors review their work informally to encourage a sense of collaboration.

# Sources

↗ Kitty O. Locker. *Business and Administrative Communication*. 5th Ed. Boston: Irwin/McGraw-Hill, 2000.

↗ Jon R. Katzenbach and Douglas K. Smith. "The Discipline of Teams." *Harvard Business Review,* (March-April 1993): 112.

↗ Andrea A. Lunsford and Lisa S. Ede. *Singular Texts/ Plural Authors*. Carbondale: Southern Illinois UP, 1993.