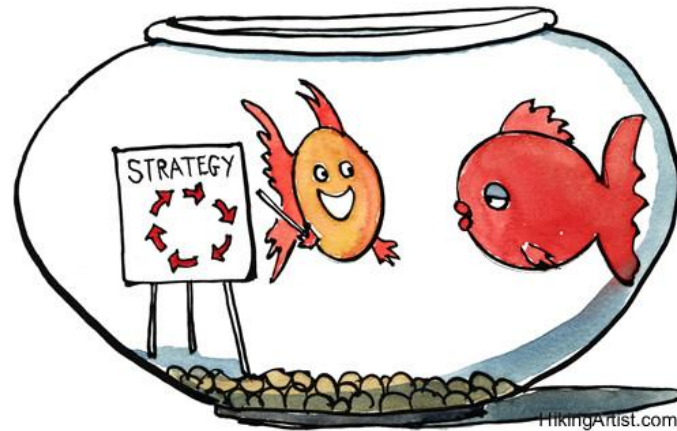



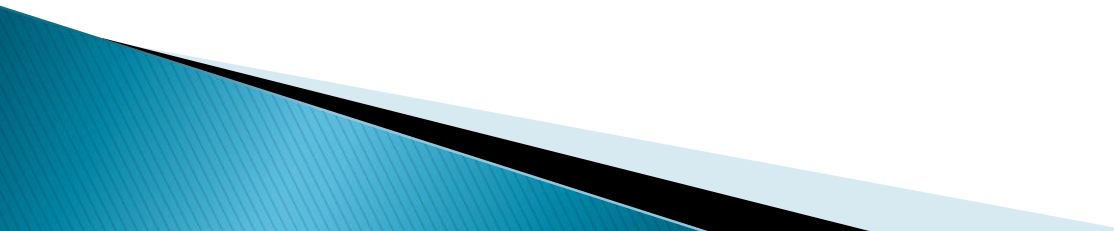
# How to Write a Research Paper: Strategies for Academic Writing



# Reasons for publishing in academic journals

1. career progression –moving up to the next rung on the ladder
  2. gaining recognition for work you have done
  3. stopping someone else taking credit for your work or using your materials
  4. personal satisfaction of completing a new goal
  5. setting yourself a new challenge
  6. helping your students to gain recognition for their work
  7. learning how to write to a higher standard
  8. contributing to knowledge
  9. building your institution's status
  10. developing a profile
- 

# Reasons for NOT writing

1. I don't have any time for writing.
  2. I can't write in my office.
  3. I'm not ambitious.
  4. My teaching comes first.
  5. I review papers regularly, but I don't write myself.
  6. I don't want to play the publications game.
  7. I'm too tired when I get home to do any writing.
  8. I resent giving up so much of my personal time.
  9. I do a lot of writing, just not for publication.
- 

# Writing warm-ups

1. I really do not feel like writing now because...
2. I really want to spend time with my partner/kids/volleyball team/TV...
3. I have no energy right now for writing about...
4. This is all such a big game anyway...
5. I am bored with this paper because...
6. My methods section needs more work than I have time to do...
7. There is little chance that this will be published because...

# Academic writers' strategies

1. Make a rough plan (which you needn't necessarily stick to).
2. Complete sections one at a time. It may help to do them in order.
3. Use a word processor if possible.
4. Revise and redraft at least twice.
5. Plan to spend about 2 to 5 hours writing per week in term time.
6. Find quiet conditions in which to write and, if possible, always write in the same place (or places).
7. Set goals and targets for yourself. Invite colleagues and friends to comment on early drafts.
8. Collaborate with longstanding colleagues and trusted friends.

A photograph of a wooden desk. On the left, there is a white rectangular sign with the text "stop the block!" in a bold, black, sans-serif font. To the right of the sign is a vintage-style typewriter with a teal body and a white top. The desk is cluttered with several pieces of crumpled white paper. The background is a plain, light-colored wall.

stop  
the  
block!



# Freewriting

# Uses of freewriting for academic writers

- ▶ As a warm-up for academic writing
- ▶ To overcome procrastination
- ▶ To start writing
- ▶ To develop confidence – that you can write
- ▶ To develop fluency – ease of writing





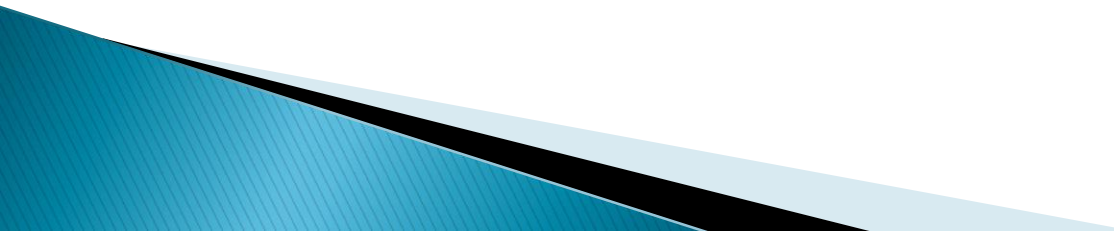


# Uses of freewriting for academic writers

- ▶ To write your first draft
- ▶ To clarify your thinking or your argument
- ▶ To stop yourself editing and getting bogged down
- ▶ To generate topics for your papers and sections
- ▶ To start developing the habit of writing in increments
- ▶ To develop ‘snack’ writing



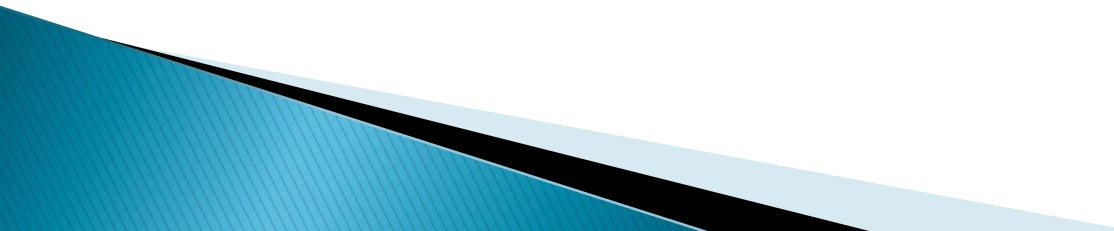
# Freewriting

- ▶ Write for five minutes
  - ▶ Without stopping
  - ▶ In sentences
  - ▶ For no reader
  - ▶ Without structure
- 

Picking your  
topic *IS*  
research

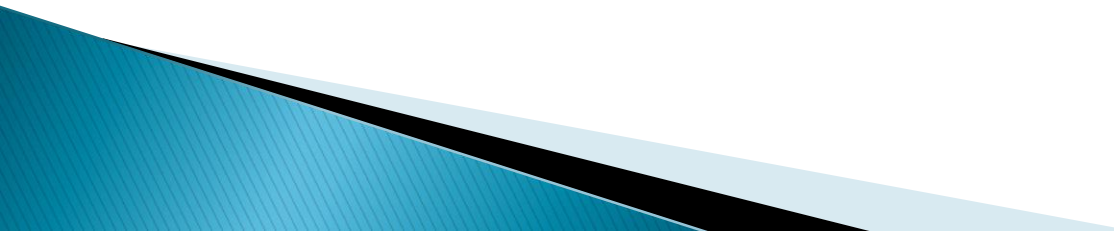


# Finding a topic

1. What I am interested in is...
  2. I did a couple of small studies that looked at...
  3. I could do better than...
  4. That paper on . . . by . . . is exactly the type of thing I'd like to do.
  5. I'd like to write about . . . but that's already been done by . . . who...
- 

# Three more minutes of writing

Chose one of the questions and spend three minutes answering it

1. Who are the intended readers?
  2. What did you do?
  3. Why did you do it?
  4. What happened [when you did that]?
  5. What do the results mean in theory?
  6. What do the results mean in practice?
  7. What is the key benefit for readers?
  8. What remains unresolved?
- 

# The writing 'sandwich'




# The writing 'sandwich'

**Step 1** Writing in a short burst, for example ten minutes' private writing.

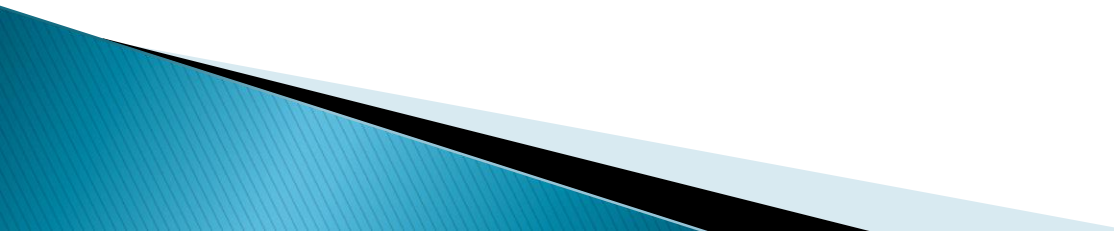
**Step 2** Talking for ten minutes with a peer, 'writing buddy' or writers' group participant about what you have both written, five minutes each.

**Step 3** More writing for five or ten minutes, building on what you discussed.






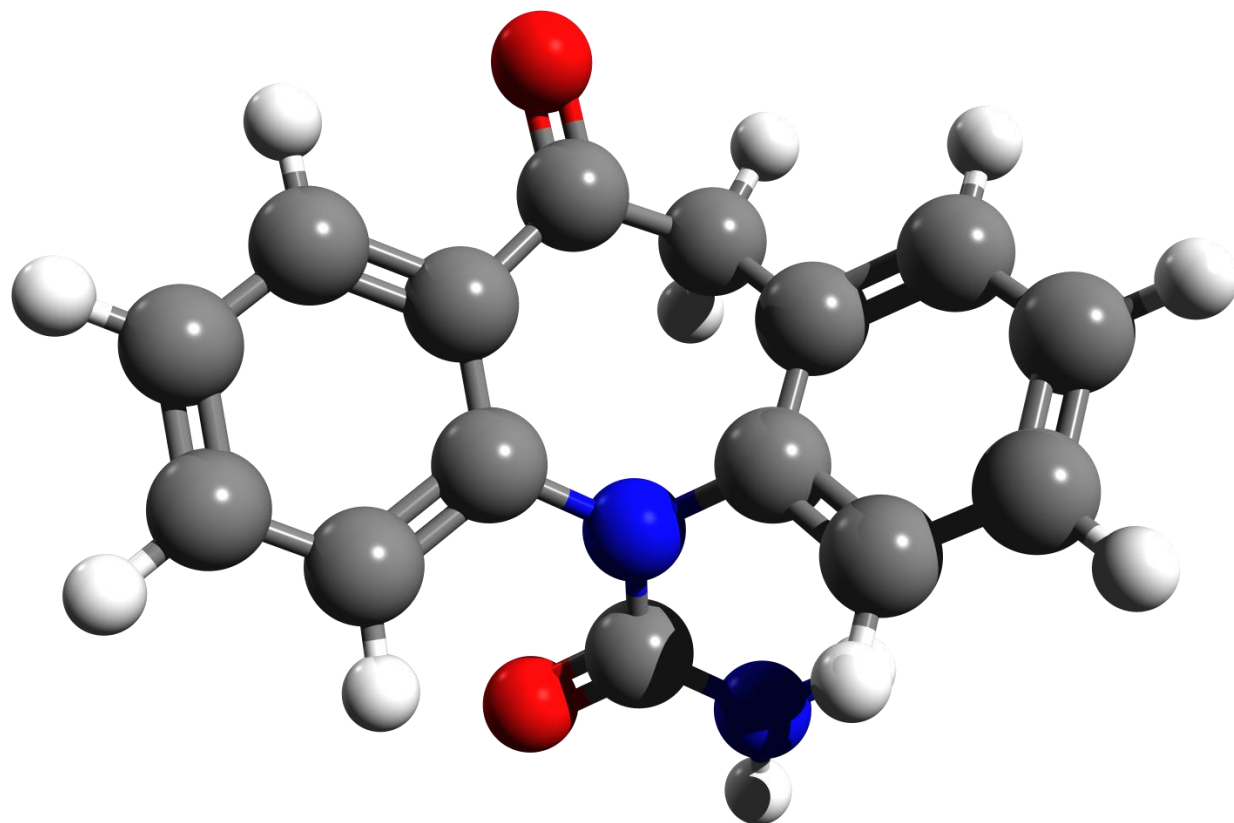
# Benefits of the 'writing sandwich'

1. Quick
  2. Real audience
  3. Immediate feedback
  4. Deadlines
  5. The discussion usually stimulates more writing!!!
- 

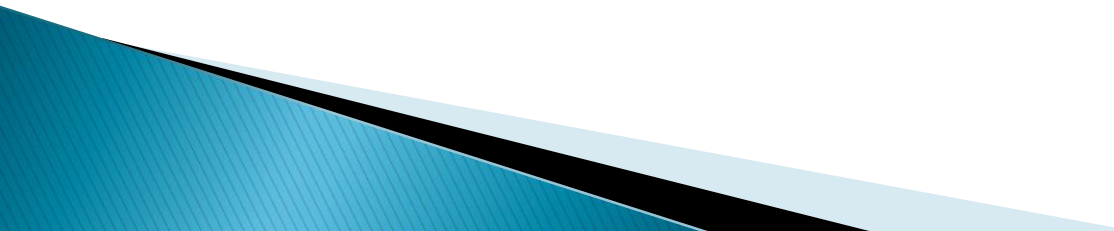
# Benefits of the 'writing sandwich'

- ▶ It's quick. It doesn't take up much of your time.
  - ▶ You have a real audience who gives you a real response to your writing.
  - ▶ You get immediate feedback, usually a positive reaction.
  - ▶ You can respond to it immediately, in further writing for your paper.
  - ▶ Each meeting constitutes a deadline.
  - ▶ The meeting may be your only writing time, but at least you have that.
  - ▶ The discussion usually stimulates more writing.
- 

# STRUCTURE



# Outlining your paper

1. How long is an average article in your field?  
(words)
  2. How long is each part?
    - Introduction
    - Methods
    - Results
    - Analysis
    - Discussion
  3. What referencing style is used?
- 

# Article outline

## Level 1

Context/Background  
1500 words

The literature review \*

Method/approach/  
conceptual framework \*

Results/analysis \*

Discussion \*

Conclusions \*

## Level 2

500 words

500 words

500 words

## Level 3

100 words  
100 words  
100 words  
100 words  
100 words

100 words  
100 words  
100 words  
100 words  
100 words

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100 words

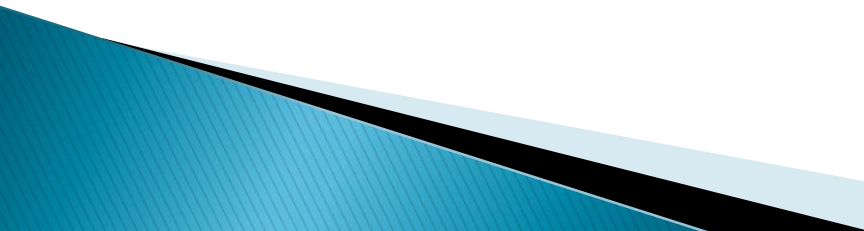
\* Apply the above approach to headings or other sections of your paper.

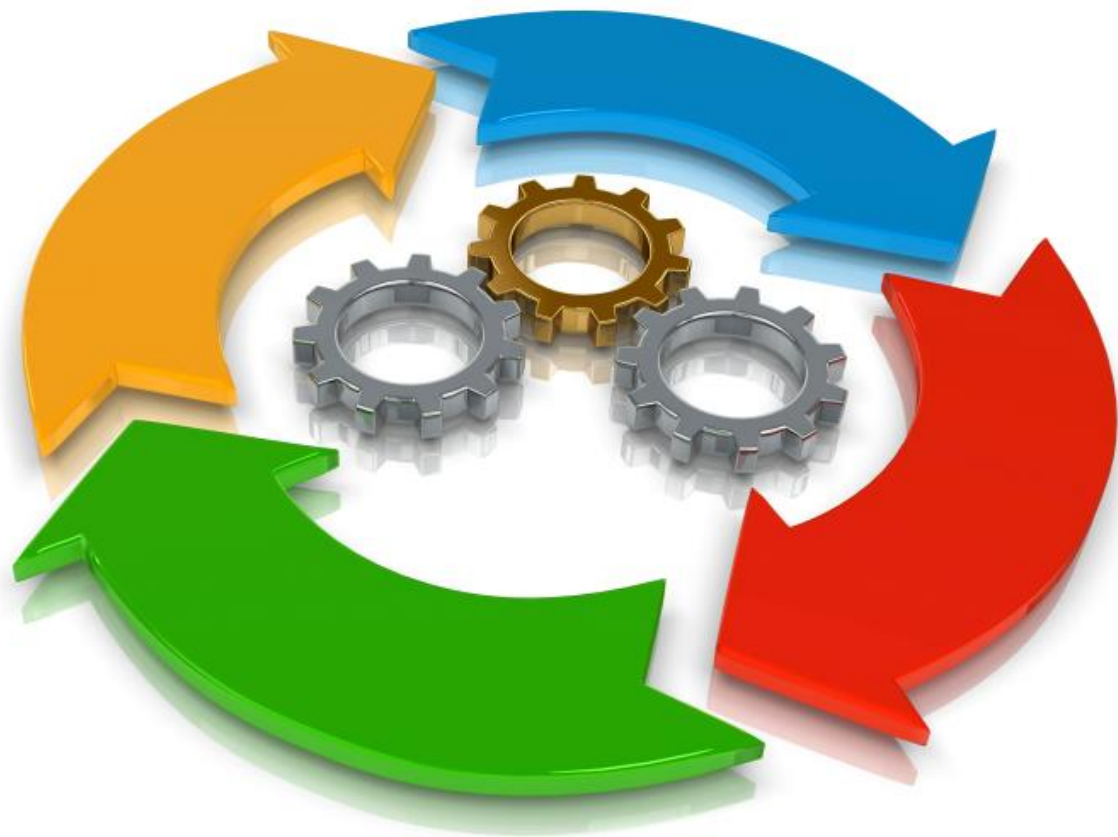
# Write for 30 minutes on the subject of your journal article

1. Who are the intended readers? List three to five of them by name.
2. What did you do? (50 words)
3. Why did you do it? (50 words)
4. What happened [when you did that]? (50 words)
5. What do the results mean in theory? (50 words)
6. What do the results mean in practice? (50 words)
7. **What is the key benefit for readers?** (25 words)
8. What remains unresolved? (no word limit)

*(Brown 1994/95)*

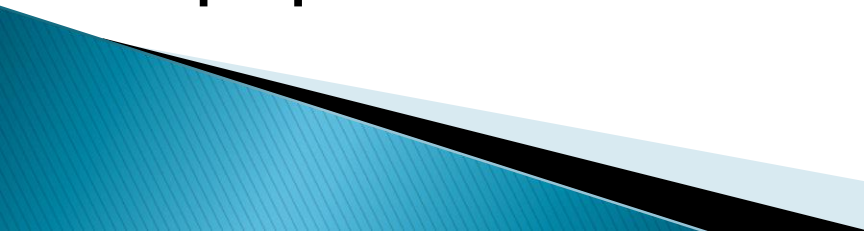
# Murray's 10 prompts

1. This work needed to be done because . . . 25 words
  2. Those who will benefit from this include . . . 25 words
  3. What I did was . . . 25 words
  4. How I did that was by . . . 25 words
  5. When I did that what happened was . . . 50 words
  6. I worked out what that meant by . . . 50 words
  7. I did what I set out to do to the extent that . . . 25 words
  8. The implications for research are . . . 25 words
  9. The implications for practice are . . . 25 words
  10. What still needs to be done is . . . 25 words
- 





# When writing an article (an academic text), you...

- ▶ start writing immediately or procrastinate
  - ▶ know exactly what to write or improvise
  - ▶ know exactly how many sections you need or improvise
  - ▶ know how many words you need for each section or improvise
  - ▶ write at least two drafts or hand in the paper immediately
- 

# The Writing Process

## Prewriting

- purpose and audience
- brainstorming
- form

## Editing

- conventions

## Revising

- clarifying
- reorganizing
- refining
- using precise language

## Writing

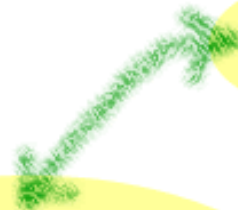
- organization
- voice
- word choice
- sentence fluency

## Responding

- teacher/peer conference
- self/peer evaluation

## Publishing/Sharing

- bulletin board
- website
- performance
- author's chair



# Article outline

## Level 1

Context/Background  
1500 words

The literature review \*

Method/approach/  
conceptual framework \*

Results/analysis \*

Discussion \*

Conclusions \*

## Level 2

500 words

500 words

500 words

## Level 3

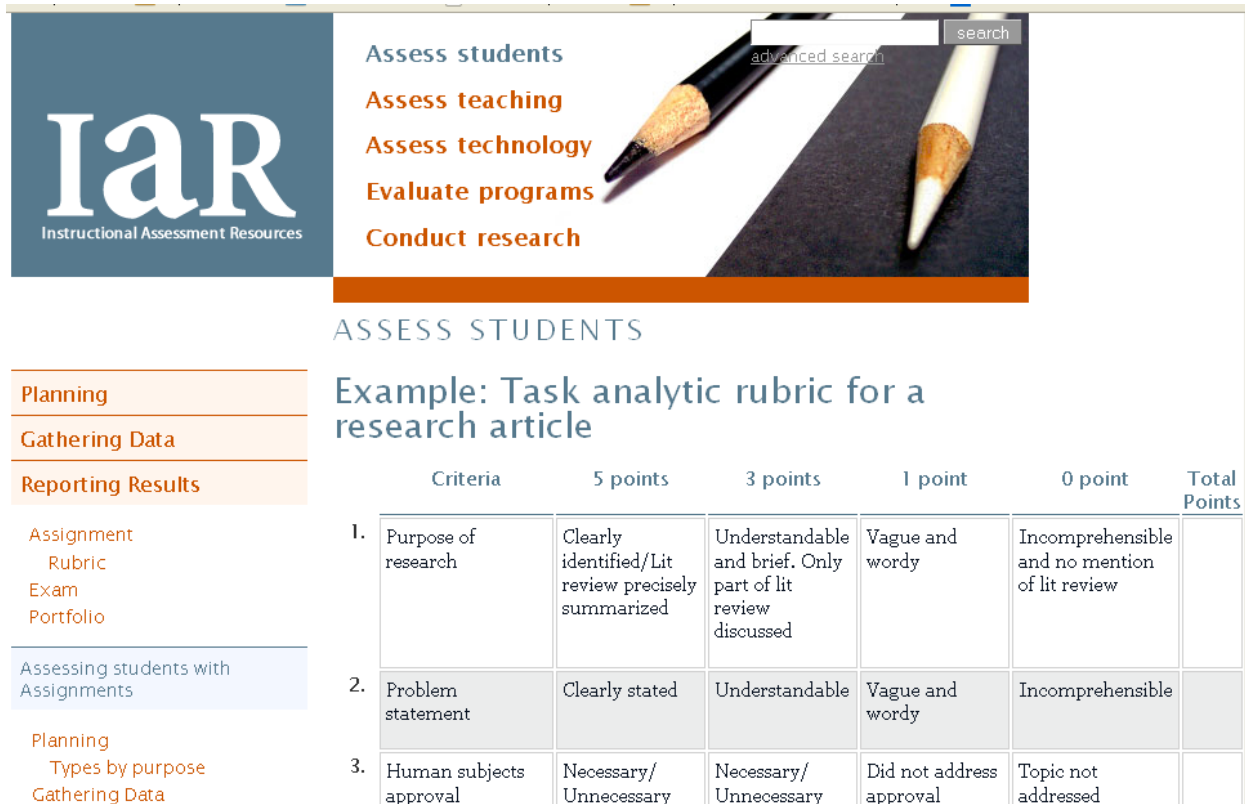
100 words  
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100 words  
100 words  
100 words  
100 words  
100 words

\* Apply the above approach to headings or other sections of your paper.

# Use rubric



**IaR**  
Instructional Assessment Resources

Assess students  
Assess teaching  
Assess technology  
Evaluate programs  
Conduct research

ASSESS STUDENTS

Example: Task analytic rubric for a research article

Criteria	5 points	3 points	1 point	0 point	Total Points
1. Purpose of research	Clearly identified/Lit review precisely summarized	Understandable and brief. Only part of lit review discussed	Vague and wordy	Incomprehensible and no mention of lit review	
2. Problem statement	Clearly stated	Understandable	Vague and wordy	Incomprehensible	
3. Human subjects approval	Necessary/Unnecessary	Necessary/Unnecessary	Did not address approval	Topic not addressed	

Planning  
Gathering Data  
Reporting Results

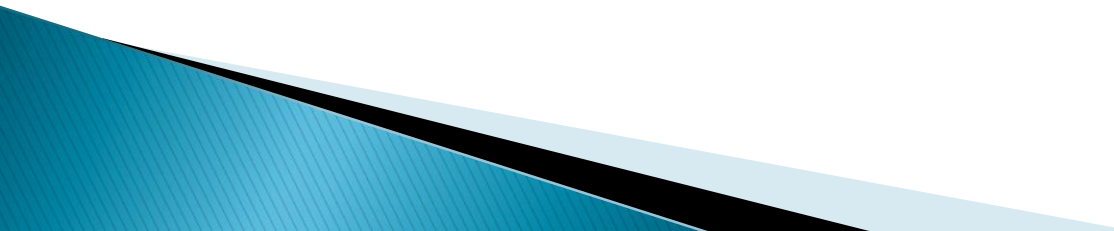
Assignment  
Rubric  
Exam  
Portfolio

Assessing students with Assignments

Planning  
Types by purpose  
Gathering Data

- ▶ <https://www.utexas.edu/academic/ctl/assessment/iar/students/report/rubrics-research.php>

# New writers' errors

1. Writing too much about 'the problem'
  2. Overstating the problem and claiming too much for their solution
  3. Overstating the critique of others' work
  4. Not saying what they mean, losing focus through indirect writing
  5. Putting too many ideas in one paper
- 

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