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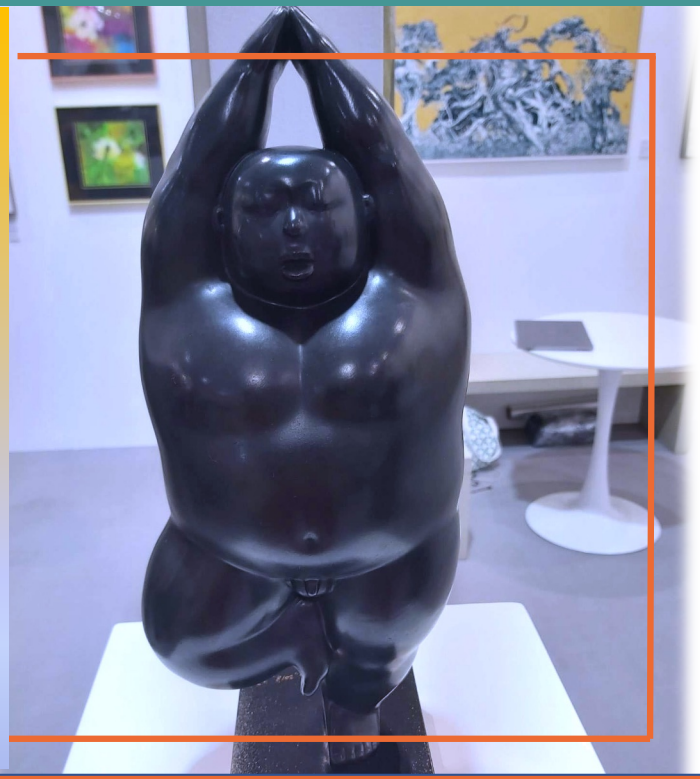


HKBM7019

Critical Literature Review

Day 5
Developing advanced writing skills

Dr. Tamara Savelyeva

Xie Yuanqing “Yoga”

Image credit: Illuminati Fine Art 2024

PART I
Understanding Citation Practices

Source: Cecile Badenhorst (n.d.) Understanding Citation Practices: Thesis/Research Writing and Plagiarism. Memorial University School of Graduate Studies. https://youtu.be/QXwfNu7KHG8

We learn:

- Thinking about text within text
- Understanding citations, citation styles and practices
- How to use citations in a text – overview
- How to use citations in a text – under the surface
- How to separate your thoughts from source texts

We learn:

- Most academic writing relies on previous research→ using sources is KEY
- INTERTEXUALITY is a post-modern idea that all texts are made up of bits and pieces of other texts
- Although used for films and book, we will apply INTERTEXTUALITY to academic writing

EXAMPLE

Text: "WRITING IS AN ANYWHERE DOOR"

+ **Image** of Doreamon in a background

will understand only if you have seen the Doreamon anime

<u>Two Layers of Text here</u>:

the Text, which is the mean, is connected to another text, which is **the Anime**, to create the meaning

=

INTERTEXTUALITY

Image source: Doraemon Fiction

EXAMPLE

Text: "WRITING IS AN ANYWHERE DOOR"

INTERTEXTUALITY

Is about how writers use previous texts to create a new text

Rather than thinking that one author COMPOSING WRITING, this view suggests

Thinking about the AUTHOR DRAWING on a number of DIFFERENT TEXTS to create a NEW TEXT →

Texts are relating to one another in writing

Image source: Doraemon Fiction

Intertextuality

Can be **EXPLICIT**– citing an obvious reference (e.g. Smith, 2024)
Can be **IMPLICIT** or OBSCURE →

Meanings will only be understood by experienced members of the discourse community, who can read the texts within a text and understand the many layers)

Intertextuality

EXAMPLE

- Use the term 'sustainability' **without attributing a source**

→IMPLICIT intertextual reference that refers a way of thinking about the world

- **Add a source**: 'sustainability as explained by Savelyeva, 2018'

→make the reference EXPLICIT by narrowing meaning to one person's interpretation

We often use IMPLICIT textual references unconsciously without even thinking about them, e.g. use the term 'discourse community' > meaning 'reading community > IMPLICIT intertextual reference

Intertextuality

Why it is important?

- If you read that literature, you do not need to decode the term, otherwise you struggle to understand the meaning
- When you read a difficult academic article full of terms, concepts, jargon, it is impenetrable because of the intertextual density and the complect layering of texts
- Once you understand the key concepts, you begin to understand the meanings in the texts

Referencing

Why it is important?

- In referencing, academic readers are looking if

(a) your explicit references have value in the discoursed community

(b) your writing is intertextually rich

Undertanding citations, citation styles and citation practices

Types of evidence used in academic writing

(1) **Primary data** (raw data)

(2) **Secondary** published sources

→citations = secondary published sources = evidence for your argument

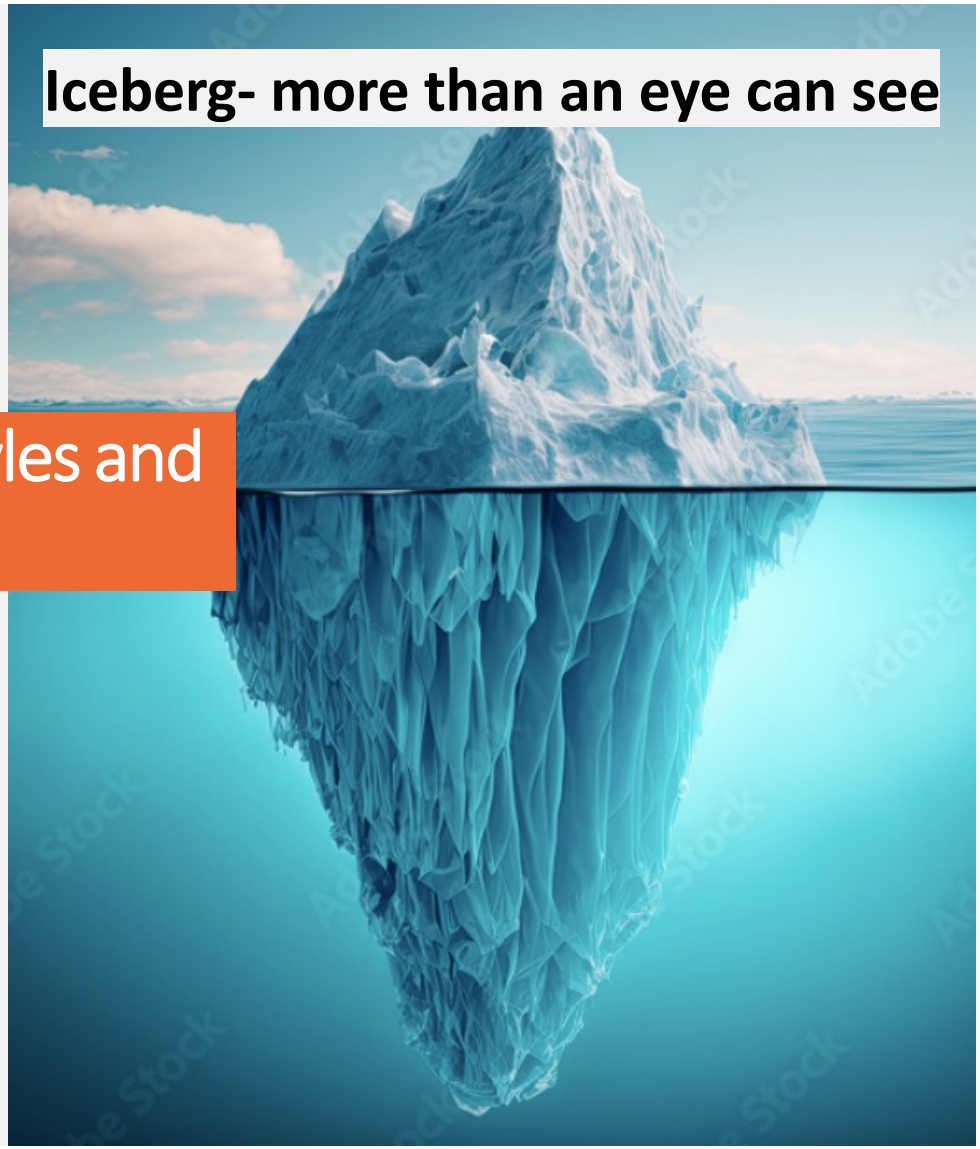
→all writing is constructed around arguments

→citations are very important because they provide evidence for you and your argument

Top of an iceberg- formatting & conventions of sources

Undertanding citations, citation styles and citation practices

Under the water- what your reader is looking for: who are you citing, why are they credible sources, what alignments are you making between your thinking an the source-author's thinking



Source	**A book, journal article, chapter in a book, report, government document etc.**
Citations	**An abbreviated form of noting a source within a text**

A full citation is usually also provided either in a footnote or at the end of the text

There is a hierarchy of sources, some more important than others, related to the reputation of the author or journal

Citation and Referencing styles

- Oxford, Harvard, MLA, APA, ASA
- Styles have developed historically and have become a language of their own with particular systems of punctuation, capitalization etc.
- Those small things are important as in any language
- Most systems subscribe to in-text & after-text formats
- Specific to disciplines and journals

Citation and Referencing styles

EXAMPLE

Harvard (there are different versions)

In text

It has been emphasised (Smith and Johns, 2024) that referencing is an important academic skill **or**

Smith and Johns (2024) emphasised that good referencing is an important academic skill

End of Text

Smith, A. and Johns, B. (2024) ‘About referencing', *Journal of Referencing*, 1(2), pp. 333–334. Available at: doi.XXXXXX

What do Citations Do?

- Are the way of overcoming plagiarism and acknowledging intellectual property rights
- Acknowledge the history of thinking in the area
- Help a reader to locate and find relevant readings
- Help a reader to recognise different contributors to a debate/ discussion

What do Citations Do?

- Play rhetorical function, as authority to support our argument
- Demonstrate that an author belongs to a particular discourse/ disciplinary community
- Create a research space for new research (show swhat has and has not been done before)
- Identify what the author sees as relevant or significant research

(Feak & Swales, 2009)

Citations

EXAMPLE

I. To introduce a reader to the field:

"Mapping of quantum states between light and matter is a topic of great current interest [1-3]

Numerical citation system, where

1. M.D.Lukin, Rev.Mod. Psys., 75,457(2003)
2. B.Jalsgaard et al., Nature (London) 432, 482 (2004)
3. B.Kraus et al., Phys. Rev.A. 73, 020302 (R) (2006)

source: Swan,, Princeton writing program

Citations

EXAMPLE

II. To introduce a reader to a key term/concept:

“In the developmental psychology literature, such strategies are known as ‘learning proximity’ (Vygotsky, 1944; Luria, 1953) and allow a learner to develop their learning capacity gradually from one individual learning point to another , pending the social context.

Citations

EXAMPLE

II. To establish a problem for the research or paper:

“The central problem [18] with the notion of Learning Environments therefore is not identifying their exact instrumental components, but understanding how they are bult by the mutual human capacities of quality teachers and learners.

Citations

II. Other ways to use citations:

- Set up a knowledge gap
- Identify a known methodology
- To draw on a validate set of materials and systems
- To introduce a new approach

→Although I think this, others do too!

→We are talking, making our point trough others in the research literature

Citations

II. Other (hidden) roles citations play:

- Citations serve to reproduce particular ways of thinking by particular groups of people
- Make some forms of knowledge dominant, and others peripheral
- Can be a mechanism of exclusion for example, academics from one country only cite writers from those countries

Using Citations in a Text

I. “Upper-level” ways (tip on the iceberg)

- Can refer to a whole article or a book:

Sav\’s (2023) book is about…

- or it can refer to a detail of a book or an article:

In her book Sav (2023) makes one point…

- The citation *Sav, 2023* refers to the sentence you have written where you are referring to *Sav, 2023*.
- If you cite *Sav* the reader assumes you are correctly reporting on what *Sav* wrote, you have not changed the meaning not interpreting, although using you own words

Using Citations in a Text

Two ways to cite in a text

1. . Author prominent (integral) citations

- Author is upfront in a citation (Feak & Sweals, 2009)

"Jones (2024) argues…" → states, suggests, show etc.

- Tends to describe research in narrow terms around individual authors; showcasing the argument

Using Citations in a Text

Two ways to cite in a text

1. Research prominent (non-integral) citations

- Researcher is less visible, and research is stated more fact-like, rather than argument (Feak & Sweals, 2009)

"Ninety nine present of the students read the assigned article (. Sav, 2024) argues…"

- The research is foregrounded and the author is moved to the background

Using Citations in a Text

Types of citations

1. **Single study citation**: for example- *"Sav, 2024"*
You draw your readers focus to this one citation and make the point that this author is important in some way

2. Group of studies citation: for example-
"…makes a point" (Vygotsky, 1944, Luria, 1953)

- grouping citations implies that they all make the same point. You show the reader that you have read broadly, analysed and synthesized the literature

Using Citations in a Text

Ambiguity in citations

- It is not clear if the reference referes to the point made
- sometimes the sentence makes a number of points, and the references are at the end of the sentence
- It is hard to know which point the citation refers to

Example:
" Most contemporary researchers agree that LE is characterized by the three related yet empirically distinct elements, namely, inter-cculture, interdisciplinarity, and innovation (Savelyeva, 2012; Smith 2009; Jones, 2010)"

I did all three of the references made the same point?
Or each of them made a different point?

Using Citations in a Text

Ambiguity in citations

Corrected Example:

“ Most contemporary researchers agree that LE is characterized by the three related yet empirically distinct elements, namely, inter-culture (Savelyeva, 2012), interdisciplinarity (Smith 2009), and innovation (Jones, 2010)”

Using Citations in a Text

Ambiguity in citations

Hedging or cautious language

An important feature of academic writing is concept of cautious language, often called "hedging." It is defined as those words whose job it is to make things less certain. In academic writing hedges imply that a statement is based on reasoning, rather than certain knowledge (Hyland,1998).

Which sentence should contain the source?

Using Citations in a Text

Ambiguity in citations

Hedging or cautious language

*An important feature of academic writing is concept of cautious language, often called **"hedging"** (Hyland,1998). It is defined as those words whose job it is to make things less certain. In academic writing hedges imply that a statement is based on reasoning, rather than certain knowledge.*

"Hedging" is the concept Hyland introduces,
consequently the source belongs after the first sentence

Using Citations in a Text

These are not RULES but PRACTICES

So, in your context

you may have been taught to provide reference after every sentence, or in the end of a paragraph

The point here is that if you understand the role citations play in academic writing, you will understand the different styles and requirements of different contexts

Using Citations in a Text

II. “Deeper-level” ways (the iceberg below the water)

Citations shoe the reader:

- How much you have read
- How you have evaluated source texts and decided which ones were important
- How well you understand the content and issues in the source texts
- Where you stand in relation to the source texts
- How well you can read your discipline and respond to your discourse/ discipline community

Sepatating your thought from the source texts

How to move away from staying close to those source texts?

Three techniques (in relation to READING and creating distance b/w your work and source work):

1. Paragraph structure
2. Toulmin argument structure
3. Free writing

Sepatating your thought from the source texts

1. Focus on Paragraph structure in your writing

Shift away from the source texts because you are

1. **making a point** within the content of this paragraph
2. **explaining** a bit more
3. **adding** examples
4. **making sense** of that point for the reader

Sepatating your thought from the source texts

Example

Although plagiarism means to copy another's work, the multiple meanings inherent in the concept mean that many students mistakenly plagiarize

Bloom (2009) suggests that using a triangle is helpful in unpacking the meanings of plagiarism:
1 corner- those who deliberately and knowingly plagiarize
2 corner- those who plagiarize by mistake
3 corner- those who steal other's work in the professional environment

If student writers understand various meanings of plagiarism, they are less likely plagiarize by mistake

Sepatating your thought from the source texts

Example

- Doing this:

-The first point is your point you are making

-Then you draw on the sources explaining that point in more detail

-Then you make sense of the point for the reader

Instead of staying close to the source text

Is creating a new body of meaning here

Sepatating your thought from the source texts

2. Toulmin argument structure

Similar, includes six components to the structure

1. **CLAIM**- the argument you are making (" …*student writers are not engaged in cheating by plagiarism*"
2. **WARRANT-** an elaboration on the argument, could take the form of inductive reasoning making an inference ("…*that is, they are not claiming someone else's work as one's own*…"
3. **BACKING-** additional explanation & evidence for warrant *("… if the student keeps the original words and ideas and cite the source author, it is still plagiarism*…"

Sepatating your thought from the source texts

2. Toulmin argument structure

4. EVIDENCE- Support for your argument (“ …*research shows that… (Jones, 2024)” etc.*

5. REBUTTLE- Counter argument (“…*Blum(2012) suggests that students plagiarize unintentionally because they don’t understand plagiarism or citation practices*…”

6. QUALIFIERS- Compromises *(“… while it could be true that students plagiarize mistakenly, they need to understand plagiarism…(Lunsford & Ruszkiewitcz, 2013)”*

Sepatating your thought from the source texts

3. Free writing

Read article and free write on it

- Set a timer for about 5 min, and write without stopping
- Write what you thought the article was about, what is useful that you can use in your own writing
- Once finished, can edit ,add more, or do another free write
- Technique helps you to focus on the overall meaning of the source text & create distance b/w the language of the source text and your own

Sepatating your thought from the source texts

All these techniques

1. Paragraph structure
2. Toulmin argument structure
3. Free writing

will ensure that you focus on the message and the argument, so you will only draw on your source documents to support or counter your argument

PART II
Developing advanced writing skills

Source: Wray, A. & Wallace M. (2021) pp. 258

Precision writing: Choosing your words carefully

Why is it important?

- Readers will be distracted from your ideas if your writing contains awkward phrasings, unexpected vocabulary or unnecessary repetition
- Precision draws your reader's attention towards the things you want them to notice

Precision writing: Choosing your words carefully

Avoiding repetition by using synonyms

- Synonyms are words or phrases that have almost the same meaning
- Use thesaurus w/ caution. A thesaurus can draw your attention to a word you hadn't thought of or aren't familiar with, but you may have to check a dictionary to see if it's suitable
- If you immediately consult a thesaurus whenever you're stuck for a word, you won't develop your word retrieval skills
- Best to search your own mind for alternatives first, and only go to a thesaurus if you still can't think of one
- Then, weigh up the options carefully, by reflecting on your experience of that word in use

Precision writing: Choosing your words carefully

Avoiding confusion due to vagueness

When redrafting a lengthy document, passages often get moved, and previously logical developments of an argument are disrupted

Precision writing tactics

- Avoid terms like *former, latter* and *ibid*. Be explicit or, if you want to use such terms, add them in the final draft
- Avoid *above* and *below* when referring to figures and tables. Refer to them by number instead
- Avoid referring to *the table* or *this figure*. Label each table and figure with a unique number, then a full stop, then its place in the sequence at the moment (e.g. Table 3.1, Table 3.2). Word-processing programs will let you automatically link, label and update them.
- A manual alternative is to highlight every label in your draft, and every reference to it; use different colours.

Precision writing

Precision writing tactics

- Avoid using '*this*' vaguely as in:

"the implications of this are important or this seems likely"

- Both you and the reader need to know exactly what '*this*' refers to

- If you can put a noun after *this*, do so, e.g:

"the implications of this argument are important; this outcome seems likely"

- If you can't, rephrase to be clearer and more precise

Making citations and quotes work for you

Aim for your reader always to be able to answer the following questions :

What's being referred to?
Why is it being referred to?
How can I find it?

- when making notes based on your reading, use quotes when possible as warranting for the interpretations you make
- not everything will end up as a quote in your text, but quotes keep you directly connected to the original claims
- it's vital to note down the full reference, including page numbers, each time, so you can always trace

Using tables, figures and appendices effectively

- when in a tight word limit, tables and figures are useful, capturing a lot of information in fewer words
- do not duplicate the table or figure content in your commentary
- refer the reader to your figures & tables, and then say new things arising from them
- tables and figures should directly contribute to warranting your argument

Using tables, figures and appendices effectively

- Tables describe, illustrate, summarize important information succinctly, show how it is organized and what its significance is

- Figures explain, demonstrate relationships between ideas, and have scope to generate more information than has been put in

→**A reader may ask**: *What does this relationship imply?*

- Critically **evaluating a figure** means judging whether its components are consistently positioned with the claims in the text, and whether the onward implications are plausible

Using tables, figures and appendices effectively

- Appendices must be mentioned in the main text
- can be likened to footnotes, providing information that the reader can access, but which is not central
- What should go in an appendix? Ask: If the reader didn't bother looking at this material, would it affect how convinced they were by the claims? If it would, the material should be in the main text
- Keep in the text: the data without which the claims can't be warranted, and information that is directly discussed rather than only mentioned as existing
- It is rare for figures to be found in appendices, whereas tables of background information, sample questionnaires, etc., may well be

PART III
A Mental Map for Navigating the Literature

Source: Wray & Wallace, 2021 , p. 81

Mental Map

Mental map

a structure for considering different aspects of a text –

both a text you read critically

and

one you write yourself

Mental Map

5 components of the mental map

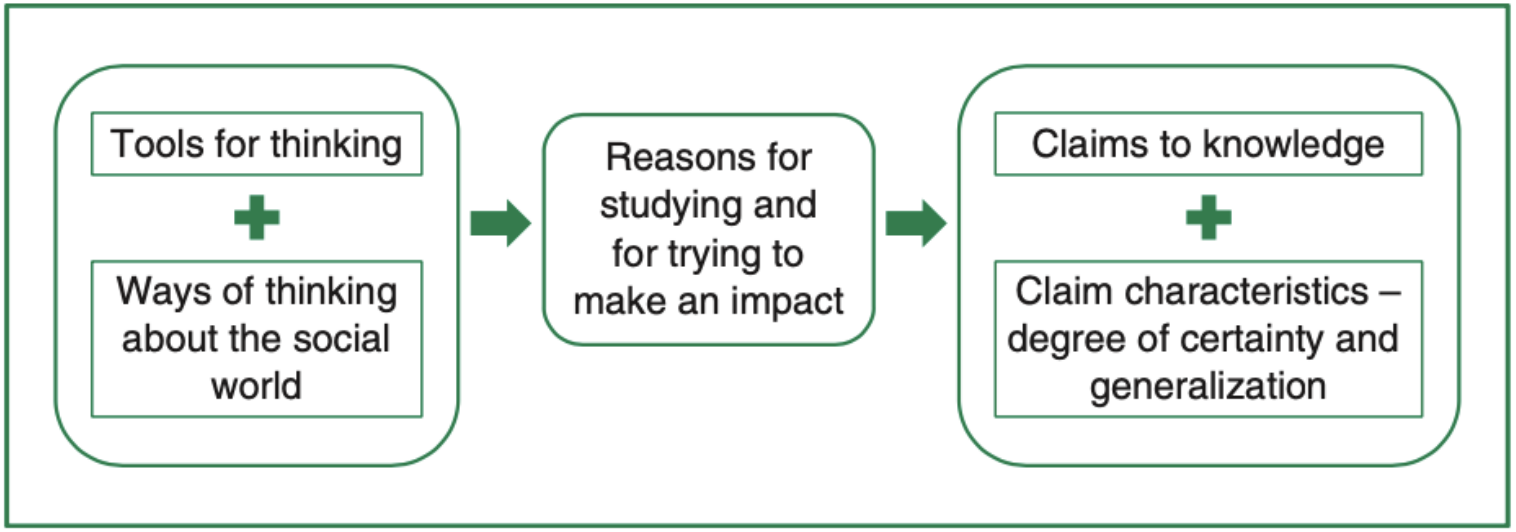


Figure 8.1 A mental map for navigating the literature

Scientific research is about a mindset,
and here we are making it grow

Tamara Savelyeva

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Tamara Savelyeva
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