505/506: Research Writing

A UW SSW Writing Center Workshop
Winter 2021
Workshop Guidelines

- Interact through the chat box or unmute yourself
- We will be recording the first part of this workshop for those who could not attend
- The presentation will be followed by a Q & A session
- Please share your full name, program (Day, EDP Weekend, EDP Evening, etc.), and year (1, 2, 3, etc.) in the chat box for us to complete or cross-reference with your registration information
  - You can also rename yourself to include your pronouns
- For closed captioning: Click “Live transcript” → “Show subtitle”
Disclaimer

- Always refer to your instructor for final say in structure, expectations, and due dates!
Workshop Overview

- Structure of Paper
- Formatting
- Language
- Content
- Resources
How are you feeling about the 505/506 research project right now?
Structure of Paper
Sections of a Research Paper

- **Title and Abstract**: The gist of the paper
- **Introduction** (including literature review): What is the research question, and how does it fit in current lit?
- **Methods**: How the study was performed. Depends on research question
- **Results**: Present the data collected
- **Discussion**: Examine the data collected, and discuss how it compares to other researchers’ data
- **Conclusion**: Summarize with main points, outline implications, and areas for future study
505: Paper Structure

- **Title and Abstract**: The gist of the paper
- **Introduction** (including literature review): What is the research question, and how does it fit in current lit?
- **Methods**: How the study *will be* performed. Type of design, sample, measurement. Cite the textbook!
- **Discussion**: Discuss potential limitations, and reliability and internal/external validity considerations
- **Conclusion**: Summarize with main points, outline social work implications, and areas for future study
- **References**
506: Paper Structure

- **Title and Abstract**: The gist of the paper
- **Introduction** (including literature review): What is the research question, and how does it fit in current lit?
- **Methods**: How the study was performed. Research design, sample, data collection & analysis. Cite the textbook!
- **Results**: Present the data *collected* in narrative form
- **Discussion**: Examine the data collected, and discuss how it compares to other researchers’ data
- **Conclusion**: Summarize with main points, outline implications, and areas for future study
- **References**
- **Tables & Figures**: Measures, Interview Guide, Data Collection Tools
Formatting
# Formatting Headings

<table>
<thead>
<tr>
<th>Level</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Centered, Boldface, Title Case Heading</strong>&lt;br&gt;Text starts a new paragraph.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Flush Left, Boldface, Title Case Heading</strong>&lt;br&gt;Text starts a new paragraph.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Flush Left, Boldface Italic, Title Case Heading</strong>&lt;br&gt;Text starts a new paragraph.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Indented, Boldface, Title Case Heading Ending With a Period.</strong>&lt;br&gt;Paragraph text continues on the same line as the header.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Indented, Boldface Italic, Title Case Heading Ending With a Period.</strong>&lt;br&gt;Paragraph text continues on the same line as the header.</td>
</tr>
</tbody>
</table>
APA Formatted Tables

Include:
- Table #
- Title (in italics)
- Subheadings
- Notes

*Note: APA formatted tables do not usually have vertical gridlines

Table 1
Wood the Woodchucks Chucked in Experiment 1

<table>
<thead>
<tr>
<th>Woodchuck</th>
<th>Wood chucked (in kg)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>423.9</td>
<td>94.2</td>
</tr>
<tr>
<td>2</td>
<td>373.0</td>
<td>82.9</td>
</tr>
<tr>
<td>4</td>
<td>347.0</td>
<td>77.1</td>
</tr>
<tr>
<td>6</td>
<td>411.3</td>
<td>91.4</td>
</tr>
</tbody>
</table>

Note. Each virtual woodchuck received a 450-kg woodpile. Woodchucks 3 and 5 were removed from the analysis because they would not chuck wood.

Table 2

<table>
<thead>
<tr>
<th>Title</th>
<th>Column Head</th>
<th>Column Head</th>
<th>Column Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subhead</td>
<td>Column Head</td>
<td>Column Head</td>
<td>Column Head</td>
</tr>
<tr>
<td>Row 1</td>
<td>123</td>
<td>234</td>
<td>17.6</td>
</tr>
<tr>
<td>Row 2</td>
<td>456</td>
<td>567</td>
<td>31.1</td>
</tr>
<tr>
<td>Row 3</td>
<td>789</td>
<td>891</td>
<td>51.3</td>
</tr>
<tr>
<td>Row 4</td>
<td>1368</td>
<td>1692</td>
<td></td>
</tr>
</tbody>
</table>

*Note: APA formatted tables do not usually have vertical gridlines*
Language
Language Norms

Language of research is influenced by the values inherent in American Standard Academic English:

- Direct, concise, formal, “objective”

Check out previously submitted SSW theses in the UW Library Collection to get a sense of research-style writing:

https://digital.lib.washington.edu/researchworks/handle/1773/4968
Language in Research

- **The language of research papers is:**
  - Direct, concise, focused on topic
  - Formal, dry, “boring”
  - “Objective”
  - Heavy on paraphrasing and summarizing

- **The language of research papers is NOT:**
  - Poetic, “flowery”, full of metaphors/analogies
  - Casual, informal
  - “Biased”, subjective
  - Heavy on direct quotes (in your lit review)
Points of View (POV)

- Research writing uses first and third person POV
- Research writing does not use second person POV
- Points of view in writing refer to the subject (person or thing) performing a verb, or “doing the thing”

<table>
<thead>
<tr>
<th>Singular (one)</th>
<th>Plural (more than one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Person</td>
<td>I</td>
</tr>
<tr>
<td>2nd Person</td>
<td>You</td>
</tr>
<tr>
<td>3rd Person</td>
<td>They/He/She, It, a Name</td>
</tr>
</tbody>
</table>
When to Use POVs

- Research writing generally utilizes a third-person (they) POV throughout.
- Instructors will likely have different preferences.
- Maintaining internal consistency throughout your paper may be preferable to alternating POVs.
Example Phrases

- This research project will answer...
  - To answer this question, I will explore...
- Previous research has demonstrated...
- Some researchers have stated...
- However, researchers now understand...
- There is a lack of research related to...
- The results indicate...
- The findings demonstrate...
- The evidence suggests...
- These studies illustrate...
Content
What is your research project about? (In a few words)
Developing an Argument

Your argument consists of what you are asking, why it is important, and the context you provide.

Set up your argument in the introduction section:

- Frame your issue by providing background information from past research
- Identify a gap in the literature
- Present your question, link to the lit. review

Answer: Why is this research project valid, plausible, relevant, and important?
Defining Your Research Question

**Qualitative**

- Begin with words such as, “How,” “What,” or “Why”
- Tell the reader what you are attempting to discover, generate, explore, identify, or describe
- Ask, “What happened?” to help craft your description
- Ask, “What was the meaning to people of what happened?” to understand your results
- Ask, “What happened over time?” to explore the process

**Quantitative**

- Begin with words such as “How much,” “How many,” “Who,” “When,” or “What”
- Is it descriptive, comparative, and/or relationship-based?
- Identify the different types of variables you are trying to measure, as well as any groups you may be interested in
Literature Review

Your literature review should:

- **Contextualize** your research by presenting existing information on, or relevant to, your topic
- **Synthesize** information, not just summarize
- Show why your research paper **matters**

Highlight a gap in research — THAT is why your paper is important.

- Basically, “Previous research shows X, but not Y, so this paper will explore...”
Literature reviews summarize and synthesize what existing research has done or shown. Paint a broad strokes overview.

This is primarily done by:

- **Stating what we know**
- **Paraphrasing**, very few direct quotes
- **Speaking generally of research**, not getting into all of the nitty-gritty of each research study and its methods
- **Grouping together existing research** (integrative summary)
- **In-text citations** with more than one reference

Try to reference **the most current** research

*Exception: seminal articles (foundational to a field)
Citing Multiple Sources

- A strategy for crediting multiple sources for one idea is called *integrative summary*. This is a helpful strategy when covering a large amount of research in your literature review.

- **In-Text Citation**: Include the author and year of publication for each source, separated by a semicolon (;) and ordered alphabetically (as they would appear on your references page)
  - (Brief, 2020; Ghosh, 2020; Paulson-Smith, 2020)
Discussion

- **Summarize your results:** Answer your research question
  - This section isn’t meant to be redundant to your results section. Focus on interpretation. Do **not** introduce new findings here.

- **Critically analyze your findings:** Connect your research to previous literature. Where did your findings converge or diverge?

- **Consider alternative explanations**

- **Strengths & weaknesses:** Were there limitations to your procedures or threats to validity?

- **Implications:** Social work policy, practice, and/or programs

- **Suggestions for future research:** Be specific

*Bailey et al., 2021, slides 27–28*
Resources
Writing Support at UW

School of Social Work Writing Center

- Check out the Writing Center website to make an appointment and find helpful tips and resources: socialwork.uw.edu/students/services/writing-support
- Email sswwrite@uw.edu for any questions!
- Upcoming Events:
  - Drop-In Advising with Hunter & Kylie - Thursday, Mar. 4th from 5-6:30 pm
  - Weekend Writing Circle - Sunday, Mar. 7th from 12-2 pm
The Writing Team

Kylie Brief (she/her)
Booking Calendar:
go.oncehub.com/KylieBrief

Hunter Paulson-Smith (they/them)
Booking Calendar:
go.oncehub.com/hunterps

Priyanka Ghosh (they/she)
Booking Calendar:
go.oncehub.com/PriyankaGhosh

sswwrite@uw.edu
Other Resources

● Odegaard Writing & Research Center: Book Appointments at depts.washington.edu/owrc/signup.php

● Purdue OWL: owl.purdue.edu

● APA Style: apastyle.apa.org

How are you feeling about your 505/506 research project now?

Start presenting to display the poll results on this slide.
References


Purdue Online Writing Lab. (n.d.). In-text citations: Author/Authors. Purdue Online Writing Lab. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_author_authors.html

Purdue Online Writing Lab. (n.d.). Tables and figures. Purdue Online Writing Lab. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_tables_and_figures.html