506: Research Writing

A UW SSW Writing Center Workshop
Spring 2022
Land & Labor Acknowledgment

We are gathering in virtual space, and in the context of a university built on stolen lands of the Coast Salish peoples. We recognize the Indigenous peoples who have been stewards of this land for millennia, and pledge to do our part to care for the land and waterways.

We recognize the unpaid and underpaid labor of enslaved Africans, the incarcerated, migrant farmers, and many others upon whose work our country was founded, and pledge to support the fight for reparations and fair labor practices around the world.

Morgan Wells
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.
- These slides are meant to supplement recorded workshop materials. Please review the corresponding recording linked on our [website](#) for additional context.
Workshop Overview

- Structure of Paper
- Formatting
- Language
- Content
- Resources
Check-in

• How are y’all doing/feeling?
• What is your research project about?
Structure of Paper
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**: Interpret 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**
- **Appendix**: 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></td>
</tr>
<tr>
<td></td>
<td>Text starts a new paragraph.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Flush Left, Boldface, Title Case Heading</strong></td>
</tr>
<tr>
<td></td>
<td>Text starts a new paragraph.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Flush Left, Boldface Italic, Title Case Heading</strong></td>
</tr>
<tr>
<td></td>
<td>Text starts a new paragraph.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Indented, Boldface, Title Case Heading Ending With a Period.</strong> 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> 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*

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**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.*

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**Table 2**

<table>
<thead>
<tr>
<th>Subhead</th>
<th>Column Head</th>
<th>Column Head</th>
<th>Column Head</th>
</tr>
</thead>
<tbody>
<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>

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*Purdue Online Writing Lab, n.d.-c*
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 *does use* 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...
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)
  - (Bernardy, 2022; Brief, 2022; Rodriguez, 2022)
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)*
Abstract

- 250 words maximum
- Separate page not included in page limit
- Summarize project and highlight primary methods, major findings, significance, and implications
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…”
- State your research question clearly!
Methods (2-3 pages)

How did you conduct your study? What was your approach?

Subsections:

- Setting and population
- Sample and recruitment
  - Inclusion/exclusion criteria
  - Sampling strategy
- Design and measures
- Analysis
- Ethical considerations
Results (2-3 pages)

- Present the results and findings from your study
- Provide description in narrative form (no bullets)
- Include at least one table, figure, or graph as an appendix
- Focus on the most important/surprising findings
- Do NOT interpret your findings here
Structuring Results (Qual)

Qualitative:

- Heading for each major theme
- Heading for each piece of conceptual model
  - Define theme
  - Explain pattern
  - Connect to next piece of the model
Structuring Results (Quant)

Quantitative:

- Heading for each major finding
  - Summary of subfindings (reference tables)
  - If something isn’t statistically significant, just say it wasn’t (don’t talk about strength, direction etc.)
- Heading for every survey domain
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 for data you report**

- **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*
Discussion Tips

What NOT to include in the discussion:

- Don’t rehash what you included in the introduction
- Don’t repeat the results section
- Don’t introduce new results. If you didn’t present it in the results, don’t discuss it
Discussion Structure

- Big summary
- Paragraph for each major finding
- Limitations
- Implications and future research
Conclusion

- Tell them what you told them
- Share the overall main points you want the reader to remember
- Take home message
Special Sections (Separate Pages)

- Abstract
- References
  - Use APA Formatting
- Table and figures
  - Insert tables or figures at the end of the paper
  - Refer the reader to these tables in the text of your paper
- Measures, interview guide, data collection tools
Resources
Writing Support at UW

School of Social Work Writing Center

● Check out the Writing Center website to make an appointment, get Zoom links, and find helpful resources like workshop slides/recordings: socialwork.uw.edu/students/services/writing-support

● Email sswwrite@uw.edu for any questions!

● Upcoming Events:
  ○ Weekend Writing Circle: Thesis Q & A Edition – Sunday, May 22 from 12-1:30 pm
  ○ Don’t forget to schedule your end-of-quarter 1:1 sessions!
  ○ Check Canvas announcements for weekly updates
The Writing Team

Kylie Brief
(she/they)
Booking Calendar:
go.oncehub.com/KylieBrief
Services:
● Virtual 1:1 sessions
● Virtual drop-in advising (Thursdays from 5-6 pm)

Erin Bernardy
(she/her)
Booking Calendar:
go.oncehub.com/ErinBernardy
Services:
● Virtual 1:1 sessions

Marissa Rodriguez
(they/she)
Booking Calendar:
go.oncehub.com/MarissaRodriguez
Services:
● Virtual 1:1 sessions
● Virtual drop-in advising (Sundays from 11 am-12 pm)
Lynly Beard (she/her) can help with:

- Course-specific guides
- Focusing a research topic
- Identifying and evaluating sources
- Searching library databases effectively
- Using citation management tools
- Creating data visualizations

guides.lib.uw.edu/hsl/lynly

lynly@uw.edu
Other Resources

- Purdue OWL: [owl.purdue.edu](http://owl.purdue.edu)
- APA Style: [apastyle.apa.org](http://apastyle.apa.org)
- Social Work Library Research Guide for 505/506: [guides.lib.uw.edu/hsl/sw505](http://guides.lib.uw.edu/hsl/sw505)
Anonymous feedback link:
https://forms.gle/ga7aJbCqqfkm8cuUA
References


Conrick, K. (2022). *Presenting research* [VoiceThread Presentation].

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