**Lesson 10 (II) Introduction**

**Lesson objectives**：

* Learn how to write the Introduction to a research paper (RP).
* Language focuses: tense and voice.

1. **Review the Abstract**
2. **The CARS Model （Create a Research Space）**
3. **Recognize the CARS model** of writing the Introduction

**Move 1 --- Establishing a research territory**

1. by showing that the general research area is important, central, interesting, problematic, or relevant in some way (optional)
2. by introducing and reviewing items of previous research in the area (obligatory)

**Move 2 --- Establishing a *niche*** (A context where a specific piece of research

makes particularly good sense.)

1. by indicating a gap in the previous research
2. by extending previous knowledge in some way (obligatory)

**Move 3 --- Occupying the niche**

1. by outlining purposes or stating the nature of the present research (obligatory)
2. by listing research questions or hypotheses
3. by announcing principal findings
4. by stating the value of the present research
5. by indicating the structure of the RP

**Ex. 1/2**：The paper has been adapted from one John wrote for a History of Art seminar he audited on nineteenth century realism. Read it and accomplish the tasks.

**Title: Thomas Eakins and the “Marsh” Pictures**

(Move 1) (1)Thomas Eakins (1844-1916) is now recognized as one of the greatest American painters, alongside Winslow Homer, Edward Hopper, and Jackson Pollock. (2) Over the last thirty years, there have been many studies of his life and work[[1]](#footnote-1), and in 2002 there was a major exhibition devoted entirely to his art in his home city of Philadelphia. (3) His best-known pictures include a number of rowing and sailing scenes, several domestic interiors, the two large canvasses showing the surgeons Gross and Agnew at work in the operating theater, and a long series of portraits, including several of his wife, Susan McDowell. (4) The non-portraits are distinguished by compositional brilliance and attention to detail, while the portraits--- most of which come from his later period --- are thought to show deep insight into character or “psychological realism.” [[2]](#footnote-2) (5) In many ways, Eakins was a modern late nineteenth century figure since he was interested in science, in anatomy, and in the fast-growing “manly sports” of rowing and boxing. (6) In his best work, he painted what he knew and whom he knew, rather than being an artist-outsider to the scene in front of him. (Move 2) (7) Among Eakins’ pictures, there is a small series of scenes painted between 1873 and 1876 showing hunters preparing to shoot at the secretive marsh birds in the coastal marshes near Philadelphia. (8) Apart from a chapter in Foster (1997), this series has been little discussed by critics or art historians. (9) For example, these pictures were ignored by Johns in her pioneering 1983 monograph, [[3]](#footnote-3)perhaps because their overall *smallness* (physically, socially and psychologically) did not fit well with her book’s title, *Thomas Eakins*: *The Heroism of Modern Life*. (Move 3) (10) These pictures are usually thought to have come about simply because Thomas Eakins used to accompany his father on these hunting /shooting trips to the marshes.[[4]](#footnote-4) (11) However, in this paper I will argue that Eakins focused his attention on these featureless landscapes for a much more complex set of motives. (12) These included his wish to get inside the marsh landscape, to stress the hand-eye coordination between the shooter and “the pusher,” and to capture the moment of concentration before any action takes place.

**Tasks:**

1. Divide the text into the three basic moves.
2. How many paragraphs would you divide the text into? And where would you put the paragraph boundaries?
3. Where in this Introduction would you divide Move 1 into 1a and 1b?
4. **Further recognition of the Three Moves of CARS Model:**

**Move 1: Establishing the Research Territory**

**Move1a**: claiming centrality (central argument)

* By stressing the growing problems of the field;
* By stressing the general situation of the topic to be discussed;
* By establishing the seriousness of the problem related to the topic.

**Move1b: Literature Review**

* To clearly show “an organizing mind at work”
* To see an author imposing order on a material well digested
* To see the author’s familiarity of the materials
* Avoid plagiarism

**Ex. 3**：**Team work**: Read the eight summaries of research papers on self-citing. Organize them into a literature review.

Information groups:

1. Self-citation percentage 1,7,8
2. Motivation of self-citation 2,4,5
3. Individual & disciplines variations 3,6,8
4. Snyder and Bonzi (1989)

Patterns of self-citation in six disciplines were examined. 9% of all citations were self-citations: 15% in the physical sciences, 6% in the social sciences, and 3% in the humanities.

1. Bonzi and Snyder (1991)

A study of 51 authors in the natural sciences revealed only a few differences in motivation between citing oneself and citing others.

1. Phelan (1999)

A study of the citing practices of 56% highly cited authors in the field of Education was conducted. Only 2 of the 56 did not cite themselves over a 12-year period. At the other extreme, 154 out of 280 citations (55%) received by one author were the outcome of self-citations.

1. White (2001)

The most important citer motivation is to project one’s own writing (and reading) by linking earlier work to later work. In this sense, a certain amount of self-citation is both natural and inevitable.

1. Hyland (2003)

Self-citations may arise from three kinds of motivation: (1) a natural result of the cumulative nature of an individual’s research; (2) a need for personal gratification; and (3) its value as a rhetorical device to increase an author’s visibility and reputation.

1. Medoff (2006)

This study of 400 Economics articles showed that an author’s self-citations did not have a statistically significant effect on that article’s total number of citations.

1. Falagas and Kavvadia (2006)

Seventeen percent of references in Clinical Science were self-citations, a figure that rose slightly to 20% in Basic Science.

1. Fower and Aksnes (2007)

A macro study of more than a half million citations to articles by Norwegian scientists in the 1981-2000 period was undertaken. The average citation rate was 11%, although there wide individual variations. They then showed that the more authors cite themselves the more likely they are to be cited by others. However, they note that there are currently no penalties for frequent self-citing. These results, they conclude, question the use of citations to evaluate performance.

**Move 2: Establishing a niche (vacancy)**

**Options for establishing a Niche**

1. Counter-claiming （rare, mainly for humanities like philosophy, law, etc.）
2. Gap (common, esp. for scientific papers, to be discussed further )
3. Question (for social sciences, problems unsolved)
4. Tradition (rare, extension or expansion of a theory already known, newly discovered theory, etc.)

**Ex. 4**: Would you characterize the following statements as A, B, C, or D regarding options for establishing a Niche?

|  |
| --- |
| 1. Counter-claiming （推翻以前的） 2. Gap (有所缺失) 3. Question 4. Tradition （延续已有的） |

1. \_\_C\_\_\_These findings suggest that the number of co-authors might affect the self-citation rate.
2. \_\_A\_\_\_However, in all three cases, the methodologies used for analyzing self-citations are flawed.
3. \_\_B\_\_\_One discipline that has been neglected in self-citation studies is history.
4. \_\_C\_\_\_Studies so far lead to a question that has as yet no clear answer: Do self-citation pay?
5. \_\_D\_\_\_It would therefore be interesting to have further information about the citation practices of Norwegian scientists.
6. \_\_B\_\_\_However, little is known about how many times individual authors cite their earlier publications.
7. \_\_A\_\_\_Recent arguments (e.g., Fowler and Aksnes, 2007) for excluding self-citations from performance assessments rest on a number of false assumptions.
8. \_\_\_D\_\_There is obviously value in extending these studies to cover more disciplines.

**Move 3: Occupying the Niche:**

**Move 3a is obligatory, and it has two main variants: Purposive and Descriptive**

Purposive (P): the author’s main purpose or objective

Descriptive (D): the author’s description of his/her research

**Move 3b: Listing RP Questions**

**Move 3c: Announcing Principal Findings/results**

**Move 3d: Stating the value/significance: optional**

* It is about the contribution your research will make.
* It can be mentioned in the discussion section of a RP.
* It might be wise to be cautious and to use qualifications.

**Move 3e: Outlining the structure of the text**

* This is about the organization of your RP.
* Obligatory in dissertations and theses, but only included under certain circumstances: unusual in some way, using a certain standard format or working in a relatively new field

**Ex. 5:** An Open discussion: Look at the two examples of outlining the structure. Which one is prevalent in your discipline, and what may be the reason(s)?

**Text 1**: The plan of this paper is as follows. Section II describes the current arrangements for regulating business mergers within the EEC. In Section III a theoretical model is constructed which is designed to capture these arrangements. Experimental parameters are then tested in Section IV. Finally, Section V offers some suggestions for the modification of the current mechanism. (Pierre Martin, minor editing)

**Text 2**: The rest of the paper is organized as follows. Section 2 presents the theoretical concept of fuzzy expert system. Section 3 discusses fuzzy-interpolative methodology. Section 4 presents the fuzzy-interpolative ADL matrix. Section 5 presents a numerical example of the FI-ADL matrix. Section 5 presents a numerical example of the FI-ADL matrix and graphical representations. Finally, the conclusion discusses how this tool may be implemented in any software environment. (John Lebens, minor editing)

**Ex. 6:** Determine the writer’s purpose in writing each sentence. This helps you see the structure of the Introduction.

|  |  |
| --- | --- |
| **Title: The synthesis of flexible polymer blends from polylactide and rubber**  Introduction  1 Polylactide (PLA) has received much attention in recent years due to its biodegradable properites, which offer important economic benefits. 2 PLA is a polymer obtained from corn and is produced by the polymerisation of lactide. 3 It has many possible uses in the biomedical field and has also been investigated as a potential engineering material. 4 However, it has been found to be too weak under impact to be used commercially.  5 One way to toughen polymers is to incorporate a layer of rubber particles and there has been extensive research regarding the rubber modification of PLA. 6 For example, Penney et al. showed that PLA composites could be prepared using blending techniques and more recently, Hillier established the toughness of such composites. 7 However, although the effect of the rubber particles on the mechanical properties of copolymer systems was demonstrated over two years ago, little attention has been paid to the selection of an appropraite rubber component.  8 The present paper presents a set of criteria for selecting such a component. 9 On the basis of these criteria it then describes the preparation of a set of polymer blends using PLA and a hydro-carbon rubber (PI). 10 This cobination of two mechanically distinct polymerisations formed a novel copolymer in which the incorporation of PI significantly increased flexibility. | In this sentence the writer  1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7 \_Move 2\_\_\_\_\_\_\_\_\_  8 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Ex. 7:** Read the text and accomplish the tasks.

**Fraud in Medical Research:**

**An International Survey of Biostatisticians**

Ranstam, J., Buyse, M., George, S. L., Evans, S., Geller, N. L.,

Scherrer, B., Lesaffre, E., Murray, G., Edler, G., Hutton, J. L.,

Colton, T., and Lachenbruch, P. (2000).

Controlled Clinical Trials, 21,415-427

[1]The public awareness of scientific fraud has increased remarkably since the late 1980s when a controversy made front-page news, in which a paper investigated for fraud had as co-author a Nobel laureate. [2]During the 1990s scientific fraud was disclosed on numerous occasions. [3]In fact, it was recently suggested that fraud now is “endemic in many scientific disciplines and in most countries”. [4]However, the clandestine character and consequential lack of reliable information make it difficult to study scientific fraud. [5]The characteristics and frequency of scientific fraud, therefore, are generally unknown, and its impact on medical research is unclear.

[6]Biostatisticians routinely work closely with physicians and scientists in many branches of medical research and have unique insight into data. [7]In addition, they have the methodological competence to detect fraud and could be expected to have a special professional interest in the validity of results. [8]Biostatisticians therefore could provide unique and reliable information on the characteristics of fraud in medical research.

[9]The objective of this study was to assess the characteristics of fraud in medical research by surveying members of the international Society of Clinical Biostatistics (ISCB).

1. Underline all the words and phrases in the first three sentences that help establish the research territory.
2. What does the word clandestine in Sentence 4 mean?
3. Identify all the linking words and phrases. What are their functions?
4. Where and how the gap established?
5. All of the sentences, except for Sentences 6-8, fit into the CARS model. How would you interpret those three sentences?

**Homework assignment:**

1. Finish all the tasks in the handouts after class.
2. Read the Introduction to the journal articles you chose. Are they well-written and well-organized Introductions? Justify your judgment.
3. Read the handout of Lesson 11 and complete the related exercises.

1. Book-length studies include Hendricks (1974), Johns (1983), Fried (1987), Wilmerding (1993), Foster (1997), and Berger (2000). [↑](#footnote-ref-1)
2. The question of what actually makes a work of art “realistic” is, of course, one of the most discussed issues in the history of art, and will not be directly addressed in this paper. For analyses of realism, see, among others, Nochlin (1990). [↑](#footnote-ref-2)
3. Johns’ book is an example of the “new” art history with its detailed attention to the social conditions and circumstances that give rise to a particular form of art. [↑](#footnote-ref-3)
4. Eakins contracted a bad case of malaria on one of these trips, and this brought his visits--- and this series of paintings --- to an end. [↑](#footnote-ref-4)