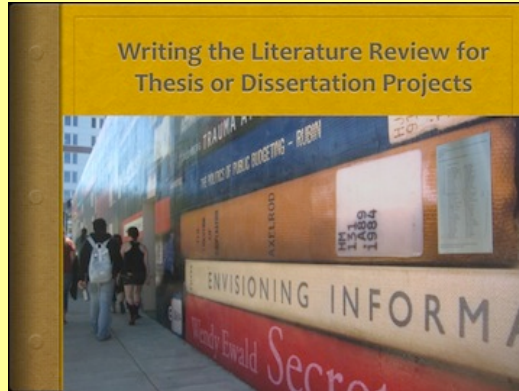# Writing the Literature Review Part 3

Your turn now!
Don't just watch and learn—do and learn

Activity 1: Justifying the Need for Your Project

Write a paragraph justifying the need for your project. This might include the "gap" in the literature, but it might also include larger social-cultural-economic forces that call for your work.

Who are the stakeholders in your research? Make a list.

- Other scholars/researchers
- Non-profits
- Government
- Educators

Book Recommendation
They Say / I Say: The Moves That Matter in Academic Writing
Gerald Graff and Cathy Birkenstein

Activity 2: Voice Markers

Decide which narrative strategy you're going to use to present your work. If you don't know which options are acceptable in your field, ask your professors.

- I
- We
- The researcher
- This project…looks at

Activity 3: Major Players in Your Project

Every literature review needs to talk about groups of thinkers as well as individual thinkers. Who are the groups that your literature review will cover? You can group people by

- Schools of thought
- Methodology
- Position
- Time period

Activity 4: Generalize Responsibly

Go back to the answers you gave to the questions in Part 2. These questions forced you to make generalizations about the state of the literature in your field(s). Did you make responsible generalizations, avoiding words like *always*, *never*, *all*, etc? Are your generalizations as specific and supportable as you can make them? Look for ways to qualify overly generalized statements. If you have a working draft, look for generalizations and evaluate whether they are responsible.

Activity 5: Transitions

If you have a working draft, look for moments of transition and see if you can incorporate the transition tools mentioned in the slides. Are you using sub-headings without also giving a narrative transition between sections?

Slides (see next page)

Slides

Use the literature to justify the need for the study

While the literature establishes a clear connection between drug use and recidivism in the general population, this connection has not specifically been studied in juvenile offenders. Therefore this study seeks to:

- Establish whether there is a statistical connection between drug use and re-arrest in juvenile offenders by studying thousands of arrest records in a metropolitan area.

- Look at recidivism rates among juvenile offenders who were and were not sentenced to drug treatment instead of or in addition to detention.

- Presents a case study of four drug-using juvenile offenders: two who were sentenced to detention only and two who were not sentenced to drug treatment in addition to detention.

"Voice marker" options

I find that___

We notice that___ / One notices that___

The researcher finds that___

This project finds that___

Note that some science fields prefer the use of passive voice.

The literature was found to contain___

Tense

Present tense is often used to describe ideas or findings in general, even when the work was done in the past. Foundational work is often referred to in present tense.

Vygotsky argues that students build knowledge.

Often use past tense when describing specific research projects.

Smith found that 50% of students___

Naming groups of people in your lit review

General

- Critics, scholars, researchers, plant geneticists

By position

Proponents, supporters

- Skeptics, opponents

By methodology

- constructivists, historicists, empiricists

Transitions

Remember that each section of your project functions like a complete document and needs an introduction, body, and conclusion/transition.

- While the previous section of this project looks at___, this section will examine_____.

- In the previous section, I showed how the literature on _____applies to my work. In this section, I look at _____.

- While similar to [refer back to previous section] in some ways, ___ is different in that_____.

Generalize Responsibly

Use the words **always, never**, and **all** only when you can substantiate that there are no exceptions.

It's safest to use qualified assertions that indicate the strength or general percentage of something.

Most, many, some, the majority, the minority, almost without exception, a few