



Week 7 Discussions and Abstracts



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Overview

- Some notes on outlines
- Introduce annotated bibliography assessment*
- Discussions sections
- Abstracts
- Abstracts across disciplines and types of papers
- Writing workshop: Abstract of a recent experiment

Outline notes

- Generally good BUT you need to add more information and be specific
- This is supposed to be a guide for you
 - AND I was supposed to understand what you were doing
- Go in several levels deep to provide examples

- Point 1
 - Subpoint 1
 - Subpoint 2
 - Sub-subpoint 1
 - Sub-subpoint 2
 - Subpoint 3
- Point 2

ANNOTATED
BIBLIOGRAPHY
ASSESSMENT 10%

Warm up

- What is an annotated bibliography?
- If you don't know try to research and find what it is?
- Look up EXAMPLES of an annotated bibliography in a relevant field to your research area

An annotated bibliography

- A document that contains a summary of research on a specific topic
 - START WITH A CLEAR RESEARCH QUESTION
- You identify relevant articles
- You SCAN the articles (NOT read them)
 - Abstract
 - Intro
 - Conclusion
 - Scan other sections
- Write a short summary about the findings of the article
- You write one entry highlighting the important points
- You write the entries in PROPER citation format (I don't care which one as long as it is consisten)

Example

Capobianco, P. 2019. Migration and identity: Japan's changing relationship with Otherness. PhD Diss. University of Iowa.

This dissertation uses ethnography to explain how Japanese people and foreigners in Japan are coming into contact in new ways that challenge existing notions of identity. There is substantial qualitative data from foreigners and Japanese people highlighting these processes. Theoretically, the dissertation makes reference to theories in anthropology, linguistics, and intercultural communication studies and argues for a better integration between theory and practice in Japan.

Example 2

Dukalskis, A. 2016. North Korea's shadow economy: A force for authoritarian resilience or corrosion? *Europe-Asia Studies* 68(3): 487-507.

This article draws from defector interviews to show the ways that local marketization in North Korea influenced the power of the North Korean regime. It explains how marketization in North Korea both reinforces and challenges the regimes power and ability to control the population. It argues that these processes will not challenge the North Korean regime's power in the short term but it may in the long term. The paper theoretically draws from other research on shadow economies in former communist countries to make this point.

YOUR ASSESSMENT

- You must make an annotated bibliography for your final research paper with 15 entries
- Follow the format of the annotated bibliography we discuss here
- Submit this before MAY 3
- Questions?

10 Minutes to start this!

- Identify your research question (based on your proposals and outlines)
- Search for 1-2 entries that might be good
- Strategy:
 - Find a bunch of articles at once
 - Then go back and scan/write about them

DISCUSSION SECTIONS

Discussion

- According to everything we have learned so far, what is the purpose of a DISCUSSION section?
- What should you put in the DISCUSSION section of an academic paper?
- What should you NOT put in the DISCUSSION section?

REVIEW: What goes in Discussion sections

- **The IMPLICATIONS/SIGNIFICANCE of this research**
 - **NOTE: This is field dependent, but generally, Discussions are where the major contributions of the research are explained in detail for others to consider and build upon**
- Baldwin: data, findings, etc. that require further explanation
 - Data that is not self-explanatory
- Counter-arguments and potential criticisms of your research
 - Baldwin: things reviewers of your paper may challenge or take issue with
- Limitations (if not in another section)

Discussion sections (from Vanderbilt Research Library)

- Analyze data and relate to other studies
- Evaluate meaning of results and point out significance
 - The RELATIONSHIP of RESULTS to your original HYPOTHESIS
 - Integration of your results with previous studies
 - Explanations of unexpected results and possible hypotheses to be tested in the future
- Trends that were not significant but were still interesting can be mentioned but their limits should be noted
- Do NOT repeat what is in the Results section
- “End the Discussion with a summary of the principal points you want the reader to remember. This is also the appropriate place to propose specific further study if that will serve some purpose, but do not end with the tired cliché that “this problem needs more study.””

ACTIVITY: Discussion sections from your track

- Identify 1-2 papers in your track
- Analyze the discussion sections
- What are the authors doing in these sections?
- What are they trying to communicate with these?

Discussion

ABSTRACTS

Discuss

- What is an abstract?
- What is the purpose of an abstract?
- Why is it written?
- What should it include?
- What should it NOT include?
- Generally, how long should an abstract be?

Abstracts (from UWM Writing Center)

An abstract is a short summary of your (published or unpublished) research paper, usually about a paragraph (c. 6-7 sentences, 150-250 words) long. A well-written abstract serves multiple purposes:

- an abstract lets readers get the gist or essence of your paper or article quickly, in order to decide whether to read the full paper;
- an abstract prepares readers to follow the detailed information, analyses, and arguments in your full paper;
- help readers remember key points of your paper

Abstracts and Indexing

- Indexing helps search engines find your paper
- Use of important words in the abstract helps your paper get noticed by suitable potential readers
- You should make sure to include keywords within the abstract itself

What to include (from UWM Writing Center)

Here are the typical kinds of information found in most abstracts:

- the context or background information for your research;
- the general topic under study; the specific topic of your research
- the central questions or statement of the problem your research addresses
- what's already known about this question, what previous research has done or shown
- the main reason(s), the exigency, the rationale, the goals for your research—Why is it important to address these questions? Are you, for example, examining a new topic? Why is that topic worth examining? Are you filling a gap in previous research? Applying new methods to take a fresh look at existing ideas or data? Resolving a dispute within the literature in your field? . . .
- your research and/or analytical methods
- your findings, results, or arguments
- the significance or implications of your findings or arguments.

Abstracts across disciplines/fields/tracks

- Every field/subfield has a particular way of writing abstracts
- YOU need to know this
- Specifically:
 - What information is typically include?
 - How are methods described/discussed?
 - How are the findings described/discussed?
 - Etc.
- We will do an activity to identify this later

Science abstract example from UWM

The science samples (Samples 3 and 4) below use the **past tense** to describe what previous research studies have done and **the research the authors have conducted, the methods they have followed, and what they have found**. In their rationale or justification for their research (what remains to be done), they use the **present tense**. They also use the present tense to introduce their study (in Sample 3, “Here we report . . .”) and to explain the significance of their study (In Sample 3, This reprogramming . . . “provides a scalable cell source for. . .”).

“Several studies have reported reprogramming of fibroblasts into induced cardiomyocytes; however, reprogramming into proliferative induced cardiac progenitor cells (iCPCs) remains to be accomplished. Here we report that a combination of 11 or 5 cardiac factors along with canonical Wnt and JAK/STAT signaling reprogrammed adult mouse cardiac, lung, and tail tip fibroblasts into iCPCs. The iCPCs were cardiac mesoderm-restricted progenitors that could be expanded extensively while maintaining multipotency to differentiate into cardiomyocytes, smooth muscle cells, and endothelial cells in vitro. Moreover, iCPCs injected into the cardiac crescent of mouse embryos differentiated into cardiomyocytes. iCPCs transplanted into the post-myocardial infarction mouse heart improved survival and differentiated into cardiomyocytes, smooth muscle cells, and endothelial cells. Lineage reprogramming of adult somatic cells into iCPCs provides a scalable cell source for drug discovery, disease modeling, and cardiac regenerative therapy.” (p. 354)

The first sentence announces the **topic** under study, summarizes what’s **already known** or been accomplished in **previous research**, and signals the **rationale and goals are for the new research and the problem** that the new research solves: How can researchers reprogram fibroblasts into iCPCs?

The **methods** the researchers developed to achieve their goal and a description of the **results**.

The **significance or implications**—for drug discovery, disease modeling, and therapy—of this reprogramming of adult somatic cells into iCPCs.

Examples

- Chen, Kim, and Yamaguchi
- Angelidou
- Nelson

Structured abstract

Open the document “Structured Abstract” from LMS.

What is different about this compared to the others we have seen?

Activity: Abstract comparison

- Sit with people in your track
- Identify abstracts from FOUR of the most important journals in your field
- Compare them together

Discuss

- Are they the same length?
- Are they a typical or structured abstract?
- What kinds of information do they discuss? (is it like what we just described? Or different? If they are different, how?)

In-class activity: Abstract writing

- Write a TENTATIVE abstract for your final research paper.
- 150-250 words
- Obviously, this will change later
- The purpose is to explain your research and write according to the norms of abstract writing

Discuss together

HOMEWORK

1. Look at annotated bibliography examples on Perusall

Lecture references

[3.2 Components of a scientific paper - BSCI 1510L Literature and Stats Guide - Research Guides at Vanderbilt University](#)

[Writing an Abstract for Your Research Paper – The Writing Center – UW–Madison \(wisc.edu\)](#)