

ABRAHAM S. FISCHLER COLLEGE
OF EDUCATION AND SCHOOL
OF CRIMINAL JUSTICE

2020 SUMMER INSTITUTE –
TECHNICAL WRITING
WORKSHOP

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DISCLAIMER



- **The views and opinions in this presentation may not necessarily reflect or represent the views and opinions of your dissertation committee or SRP faculty.**
- **Our input is to cover many issues that you will face while completing a dissertation or the SRP.**
- **The information and materials are presented based on our experiences and expertise as professors, dissertation chairs, authors, editors, and peer-reviewers.**

PROBLEMS WITH WRITING? – LET US ADDRESS MANY ISSUES, SO FEEL FREE TO ASK.

CHALLENGES

- Procrastination
- 168-hours in a week
- 16 weeks to a semester
- 9 semesters to a scheduled dissertation program
- Life issues
- Research, paraphrase, synthesis, and etcetera

SUCCESS AND GROWTH

- Prioritize
- Time management
- Support
- Dedication and commitment
- Review all details and have the correct resources
- Completion goal in mind
- SharkWrites and the Writing & Communication Center

SOME POINTS TO HELP YOU WRITE AS A DOCTORAL STUDENT

- Your writing must be **scholarly**.
- Your ability to **paraphrase**.
- You must **synthesize** your research.
- As a writer, you need to remind yourself that you are communicating to others without being careless (Andersen, 2001; Weinstein & Finn, 2011).
- Stress the importance of knowing and respecting your audience, meet the readers' needs, and uphold your professional quality and standard level of writing (Andersen, 2001).

EXPOSING YOURSELF TO SCHOLARLY SOURCES



Research and understand the differences between a scholarly source and a non-scholarly source.



You must also give credit to the research you obtained (e.g., scholarly and non-scholarly, lectures, symposiums) with proper in-text citations to align with the references.



Wakefield (2015) illustrated, “Each time an article is reviewed, the level of analysis increases in its intensity to create a set of key articles from which to isolate a series of themes and establish whether the papers are robust” (p. 47).

OTHER SOURCES

- Primary and secondary sources: From page 258 of APA 7th edition, primary sources report the original content. Secondary sources should be used sparingly when the original work is out of print, unavailable, or printed in a language that you do not understand.
- Interviews: From page 259 of APA 7th edition, there are three areas to review:
 - **Published** interviews: In periodicals, videos, recorded broadcasts, television, transcripts of video/recordings.
 - **Personal** interviews: To obtain information from experts in their fields; an email inquiring one's published work; my Lee Bolman example and Dondi Albritton example. Not placed in References.
 - **Research participant** interviews: Part of your methodology; not cited as this is your work being first reported; discussed in findings with pseudonyms.

PERSONAL INTERVIEW EXAMPLE AND VALIDATION OF CREDENTIALS [PSYCHOLOGICAL MINDSET OF AN AMERICAN SUICIDE BOMBER]

The recent retired Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) Assistant Special Agent in Charge and Branch Chief of the Explosives Technology Branch, who served as a Civil Affairs Major during Operation Iraqi Freedom, Dondi Albritton opined that dating back in history, it is a common theme to find a plethora of examples of amateurs and experts who find creative ways to construct explosive devices intended to invoke fear and many times injury to advance a cause or other act. Albritton noted the expertise required to manufacture an explosive device does not mandate much in the way of scientific knowledge. As time has advanced in this particular area, many explosive device components and instructions can be easily obtained. Clearly global digital masked bandits-vendors offering to supply most any explosive component(s) including exotic automatic firearms are ready to sell and move in interstate commerce those items to the numerous insurgent members and merchants of death that plague the world (D. Albritton, personal communication, January 20, 2015).

**PARAPHRASE – YOUR FULL
INTERPRETATION OF THE
RESOURCES**

PARAPHRASING

- When taking notes and/or conducting research, you will need to interpret this information into your own words while developing your documents; you are required to paraphrase, which is an understanding (i.e., second level of Bloom's Taxonomy Model) of your resources.
- When you paraphrase someone else's work, you must restate in your words regarding those specific authors' ideas and typically do so using roughly the same amount of text.
- Be aware of risking plagiarism issues:
 - Altering the intended meaning from the original author (i.e., understanding the material being read)
 - Contains too many identical or nearly identical phrases.

PARAPHRASING

[DR. ERIC MASON]

- **(How) Should I Quote or Paraphrase?**
- There is no simple rule for when to quote or when to paraphrase. Direct quotation is usually used when the way the idea is expressed is just as important as the idea itself. Direct quotation is often easier, since all you have to do is reproduce the author's words exactly, put them in quotation marks, and include the citation information for that source. Paraphrasing is trickier, since you have to ensure that you are only reproducing the ideas in the original source, and not how those ideas were expressed. And in paraphrase, you also have to be careful that you are ethically reproducing the ideas and not misrepresenting what the author said in any way. Here are some examples to help show you the difference (next slide).

PARAPHRASING

[DR. ERIC MASON]

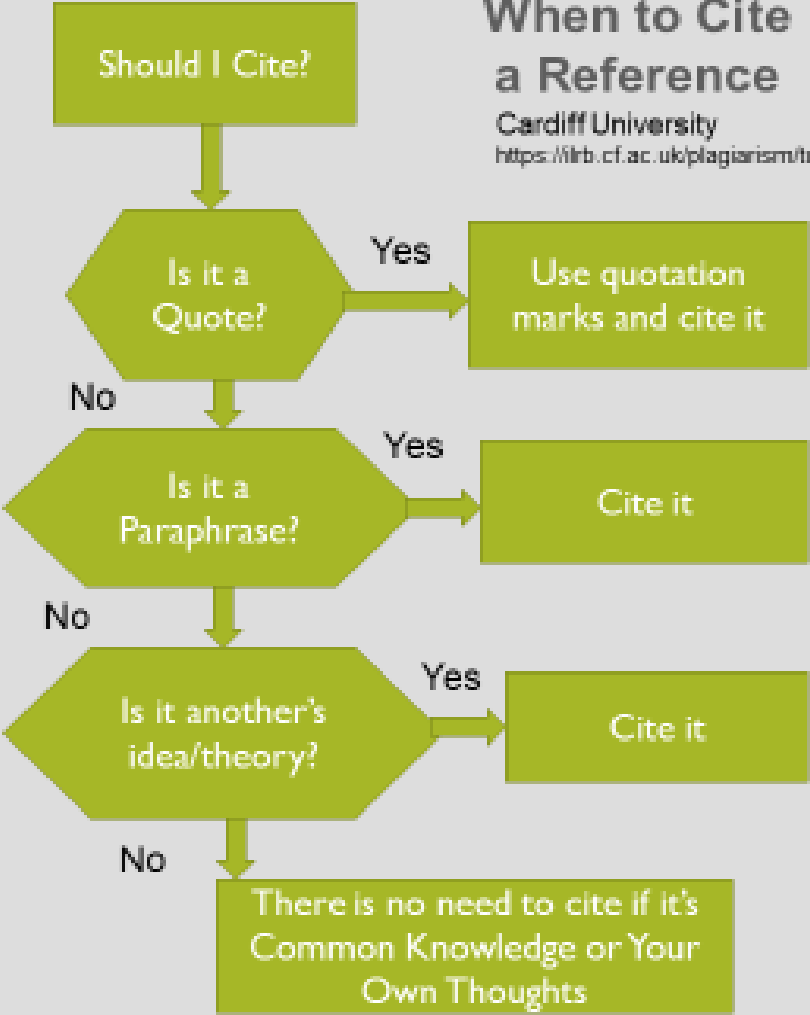
- Original sentence in Source Text
- "Technical communication, then, became the lingua franca of science and engineering" (Longo, 2000, p. 1).
- Bad Paraphrase because it reproduces significant parts of the expression of the author, but does not put it in quotation marks, suggesting, falsely that the student is the originator of the wording.
- Technical writing eventually became the lingua franca of engineering and science (Longo, 2000, p. 1).
- Bad Paraphrase because it misrepresents what the author said in the original source.
- Most writing by 19th-century engineers and scientists was too technical (Longo, 2000, p. 1).
- Good Paraphrases because the student has put the original author's ideas into his or her own words, has represents the author's ideas well, and given credit to the original source by including the parenthetical citation.
- Technical communication eventually became the primary way that engineers and scientists communicated (Longo, 2000, p. 1). [or]
- According to Longo (2000), technical writing became the shared language of engineers and scientists (p. 1).

UNINTENTIONAL PLAGIARISM

- **Unintentional Plagiarism** occurs when students and researchers use the words or ideas of others but fail to quote or give credit, perhaps because they do not know how. **When in doubt**, students must check with a professor or librarian (i.e., who knows the correct APA format).
- **Some specific examples of plagiarism that may be unintentional:**
 - (1) Paraphrasing poorly: changing a few words without changing the sentence structure of the original, or changing the sentence structure but not the words.
 - (2) Paraphrasing poorly: using words from the original that are not part of one's vocabulary.
 - (3) Quoting poorly: putting quotation marks around part of a quotation but not around all of it, or putting quotation marks around a passage that is partly paraphrased and partly quoted.
 - (4) Citing poorly: omitting an occasional citation or citing inaccurately.

When to Cite a Reference

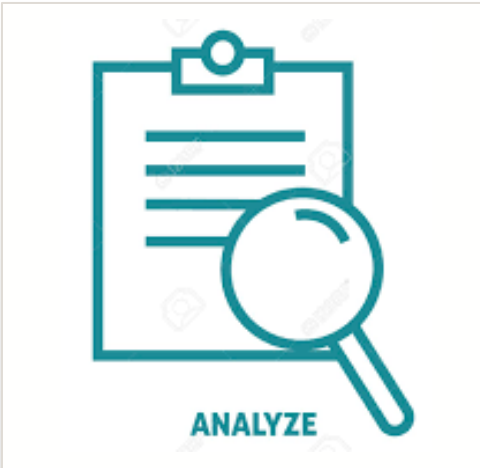
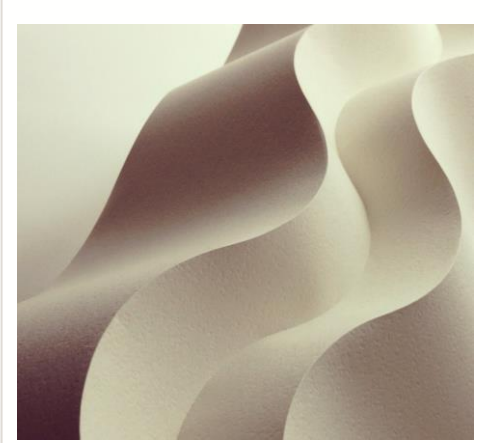
Cardiff University
<https://lib.cf.ac.uk/plagiarism/tutorial/whento1.html>



SYNTHESIS OF RESOURCES

THE ART OF SYNTHESIZING

- Look for connections between ideas and topics.
- Look at several observations and perspectives.
- Draw together particular themes or traits.
- You want to write for yourself as well as summarize your notes from various resources, but know how to synthesize (i.e., critical level of Bloom's Taxonomy Model) your notes by developing common viewpoints, connections, and/or themes.
- As a doctoral student, you have a larger audience who will be reading your dissertation, which is based on research and methodology to include the synthesis of the literature review.



THREE STAGES OF SYNTHESIZING



Primary Stage:
Research appropriate literature

Second Stage:
Analyzing the literature

Final Stage:
Gather findings for a conclusion

PRIMARY STAGE OF SYNTHESIZING

The student must research the appropriate literature and then choose the items deemed suitable to the topic being reviewed.

Novice writers experience difficulties in synthesizing due to selecting literature that may not be related.


The student must focus on more than one source per topic.

The student should know how to maximize the source(s) found throughout the entire dissertation (e.g., Chapter 2, Chapter 5).

SECONDARY STAGE OF SYNTHESIZING

Requires the student to analyze the literature; what the study reveals regarding:

- Context – body of knowledge
- Methods – quantitative, qualitative, mixed methods
- Findings – recognizing and reporting



Students must comprehend the differences they observe and/or could explain the slight differences found within multiple studies.

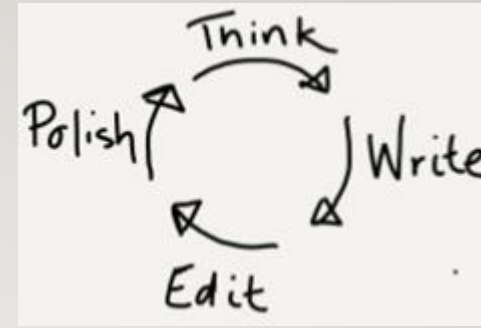
- The student gathers the findings found within the prior stage to conclude about the topic that is being researched.
- Students must be able to assemble all evidence pertinent to the content; this will validate the student's claims.
- Students' must be able to comprehend the difference between synthesizing and summarizing; in addition, distancing themselves from *a cookie cutter approach*. This approach will assist students to connect the required information from the various literature and not write in the form of critiquing.
- **Let us review some examples ...**

THIRD STAGE OF SYNTHESIZING



EDIT AND PROOFREAD

EDIT AND PROOFREAD



EDIT

- Performed on the first draft of the document and continues until the draft is finalized.
- Addresses surface-level issues, organization, transitions, and validating your claims.
- Eliminates misspellings, grammatical and punctuation errors, inconsistencies, formatting errors, and etcetera.
- Makes already good writing error-free.

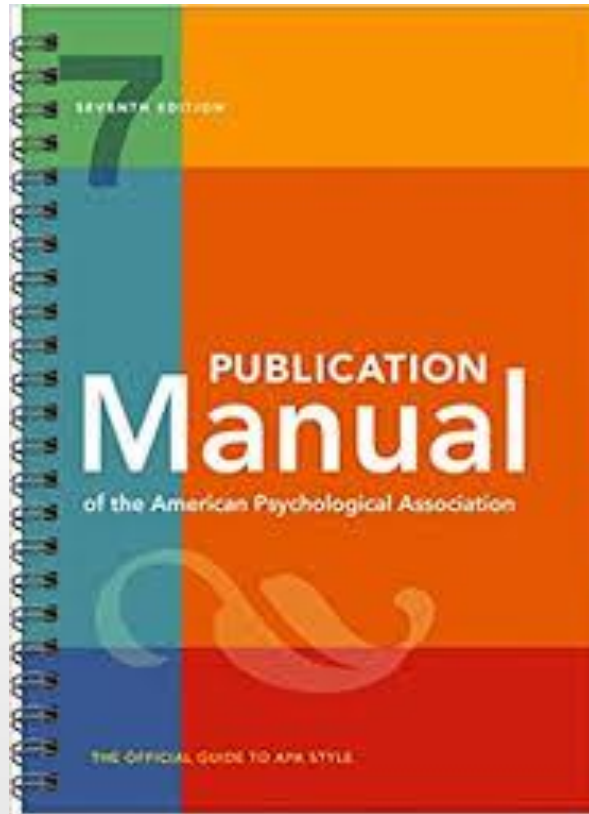
PROOFREAD

- Performed on the final draft of the document.
- Addresses surface-level issues and the core features of writing.
- Enhances the language by making changes for clarity, readability, and smooth narration.
- Overall quality of writing is improved.
- Students need a good few days to revisit and proofread.

INFORMATION FROM APA 7TH EDITION

Although there will be a separate workshop on APA, we want you to be aware that the manual covers more than references and in-text citations. That stated, the following are chapters in the manual:

- scholarly writing and publishing principles,
- paper elements and format,
- journal article reporting standards,
- writing style and grammar,
- bias-free language guidelines, and
- mechanics of style.



GRAMMAR

- The more you read scholarly/academic content, the more you will obtain a better grasp of how to write academically.
- It is imperative to stay away from slang/social media lingo; this is fine when conversing with family and friends but separate this from your academic-level writing.
- "In order to be good, you need to look good and sound good" (Thompson, 1993).
- For your dissertation or any other academic writing to be *a good academic level* it must be **visually** appealing. When read, it needs to **sound** equally as *good*.

TRANSITIONS

The following words can be utilized to transition from one idea to the other, sentences, and paragraphs (p. 112 APA 7th edition):

Time links: then, next, after, while, since

Cause-effect links: therefore, consequently, as a result

Additional links: In addition, moreover, furthermore, similarly

Contrast links: but, conversely, nevertheless, however, although

VARIETY OF VERBS

- Devoted
- Examined
- Discussed
- Identified
- Described
- Used
- Developed
- Investigated
- Echoed
- Suggested
- Expressed
- Author's 1998 study ...
- Bolman and Deal's (1997) survey ...
- According to Author (year),

VARIETY OF VERBS

- Believed
- Reported
- Asked
- Found
- Contended
- Concurred
- Provided
- Placed
- Synthesized
- Stated
- Viewed
- Mentioned
- Recommended
- Explicated

ODDS AND ENDS

- Common issues
 - One period per sentence, which goes AFTER the in-text citation. Always review for punctuation.
 - Stay away from contractions, abbreviations, acronyms, bullet formats.
 - Make sure in-text citations align perfectly with References.
- Use direct quotes sparingly.
- Review APA for secondary sources.
- At least five academic sentences per paragraph.
- How do you want to be viewed from a reader's perspective?



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THANK YOU!

QUESTIONS AND DISCUSSIONS