

Міністерство освіти і науки України
Fulbright Ukraine
Український католицький університет

**Як публікуватися в
міжнародних рецензованих
виданнях**

24 березня 2016 р.

Where do I fit in? Finding
your niche and reviewing
the literature

Lisa Weiss
English Language Fellow

Session Goals

- Position yourself within the body of knowledge in your field
- Find and use free resources to find articles
- Contact scholars directly to get articles.
- Organize the information you find into a coherent review.
- Avoid plagiarism

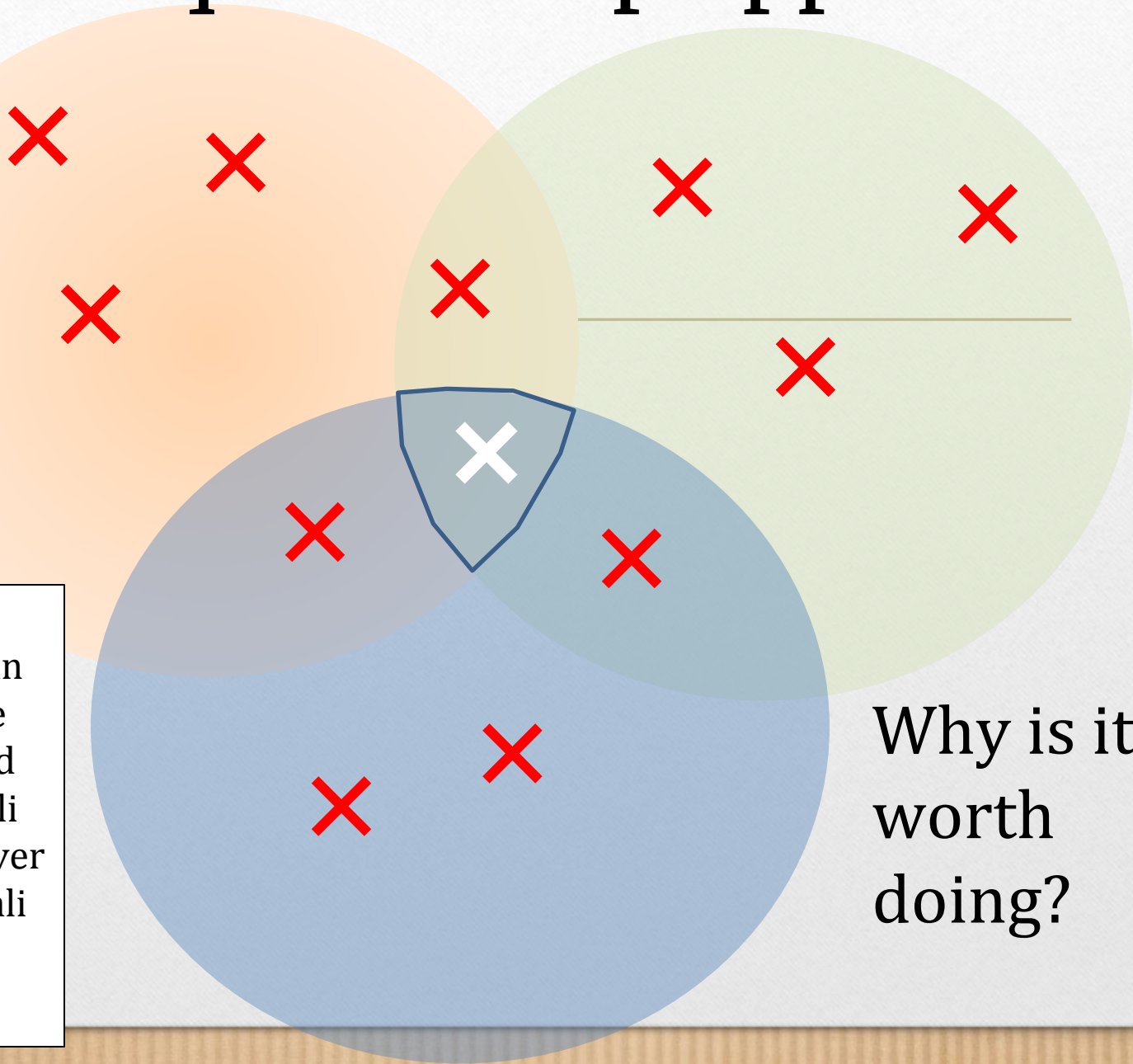
Looking for a niche

- **Applied Linguistics** = identifying an unmet real world need ...
- ... using insights from linguistics to solve it
- “There’s already something on everything”
- “No one has ever done this so I will do it”
- Not everything that can be described is worth describing!

Unique overlap approach

“People have studied Somalian Somalis, and American Somalis, but never **Canadian Somalis**”

“People have studied Somalian Somali language socialization and American Somali families, but never American Somali **language socialization**”



Why is it worth doing?

Russian-Korean-English Facebook posts are interesting

- “Not everything that is describable is worth describing”
- What key discussions might this involve?
 - New media language
 - Trilingual, triorthographic, triparalingual
 - Nationless people groups
 - Diaspora Koreans

Three ways to “sell” this research. Three parts of Lit Review,
three sets of implications.

New media and
trilingualism



New media and
virtual nationality

Translanguaging as
anti-nationalism

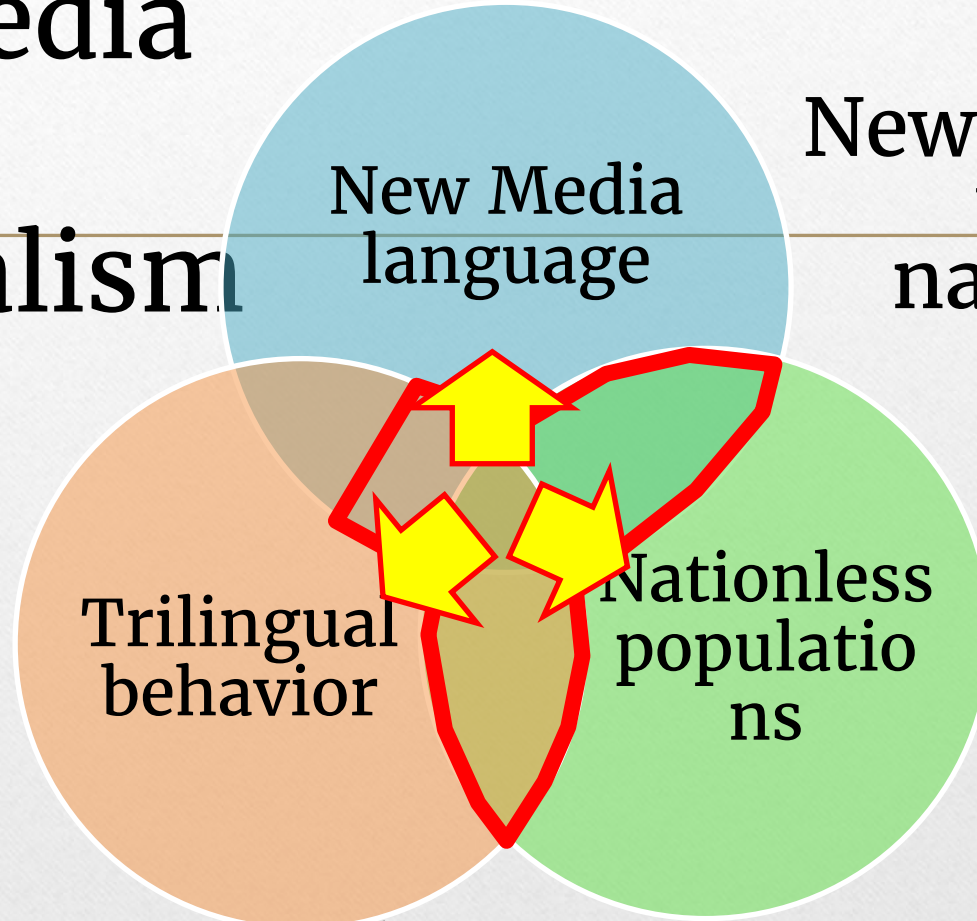
Applicability (external validity)

- Can the unique aspects of your product be extended to other fields?
 - My unique **assessment** for population X can be used with populations Y, Z, and W with minimal adjustments, improving on what already exists
 - My **analysis** shows that X is important in setting Y. X might also be important in settings A, B and C.

Changing understanding of larger sets

New media
and
trilingualism

New media and
virtual
nationality

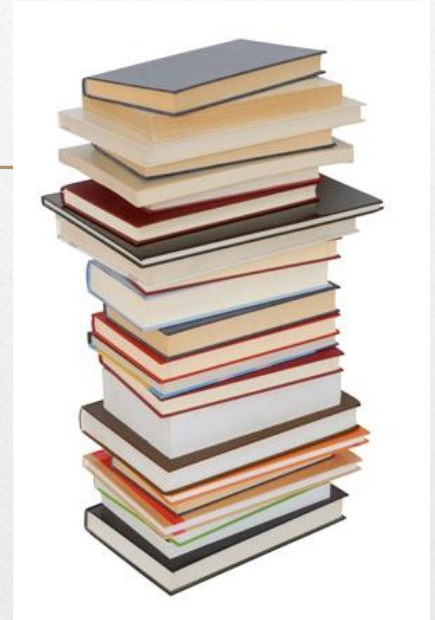


Translanguaging
as anti-
nationalism

The Literature Review

Why do we do it?

- Understand the topic
- Develop your own ideas
- Demonstrate knowledge
- Understand your intellectual heritage

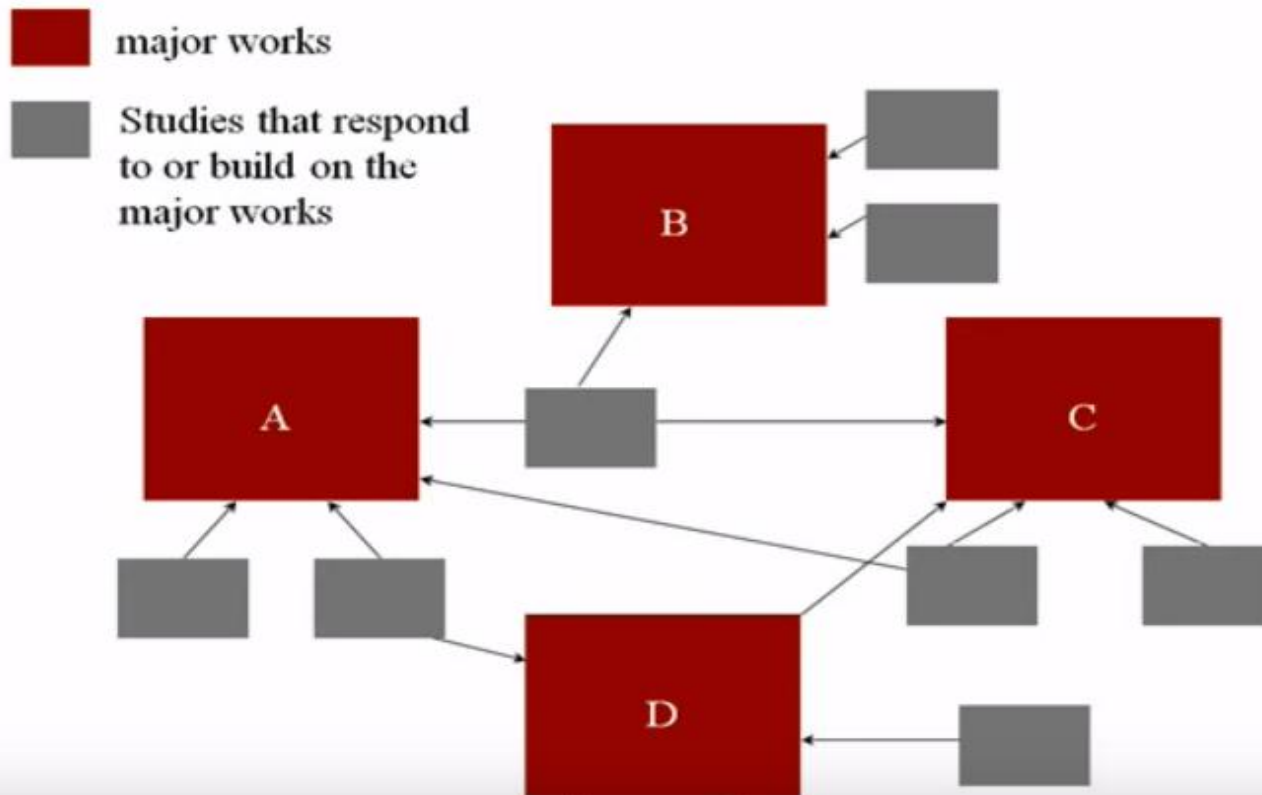


The Literature Review

Sources

- Academic books
- Peer-reviewed journal articles
- Conference proceedings
- **NOT** general-audience material unless there is a good reason

Structure of The Literature



Store your literature!

- Refworks.com (30-day free trial)
- Endnote.com (30-day free trial)
- Zotero.com - Totally free (less powerful)

Citations

- In-text paraphrasing rather than quotation shows that you are able to synthesize what you have read.
- Cite anything that is not general knowledge. If you find it in five or more sources, no need to cite.
- When in doubt, cite! Your editor will tell you when it is not necessary.

The Literature Review

Organizing

- 1) Is the literature review organized chronologically or by topic? Is the writer clear about which approach is being used in the review?
 - 2) Does the writer use headings or paragraph breaks to show distinctions in the groups of studies under consideration?
 - 3) Does the writer explain why certain groups of studies (or individual studies) are being reviewed by drawing a clear connection to his or her topic?
-
- *Galvan, Jose L. Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences. Los Angeles: Pyczak Publishing, 1999. Print.*

The Literature Review

Organizing

- 4) Does the writer make clear which of the studies described are most important?
- 5) Does the writer cover all important areas of research related to his or her topic?
- 6) Does the writer use transitions and summaries to move from one study or set of studies to the next?
- 7) By the end of the literature review, is it clear why the current research is necessary?

The Literature Review



Showing the Gaps

- 1) Does the review mention flaws, gaps, or shortcomings of specific studies or groups of studies?
- 2) Does the author point out areas that have not yet been researched or have not yet been researched sufficiently?
- 3) Does the review demonstrate a change over time or recent developments that make the author's research relevant now?
- 4) Does the author discuss research methods used to study this topic and/or related topics?
- 5) Does the author clearly state why his or her research is necessary?


Where to find literature?


Abstract **Article** References Cited By

Purchase Instant Access

Rent * \$6 USD 48 hours <input checked="" type="checkbox"/> Read <input type="checkbox"/> Print <input type="checkbox"/> Save	Cloud * \$15 USD  <input checked="" type="checkbox"/> Read <input type="checkbox"/> Print <input type="checkbox"/> Save	PDF \$38 USD  <input checked="" type="checkbox"/> Read <input checked="" type="checkbox"/> Print <input checked="" type="checkbox"/> Save
---	--	--

*Only available in ReadCube web reader, desktop app and mobile apps

 What's this? [Sign in](#)

Powered by  readcube

[Preview Article](#)

Where to find literature?

- Free resources: elibraryusa.state.gov
- Window on America centers

The screenshot shows the homepage of eLibraryUSA. At the top left is the logo for "americanspaces elibraryusa" with a small American flag icon. Below the logo is a navigation menu with links for "Home", "Resources", "Catalog", "Topic Guides", and "How to Use eLibraryUSA".

The main content area is divided into several sections:

- ABOUT ELIBRARYUSA:** A text block stating that eLibraryUSA helps students looking to study in the United States learn how to use academic resources. It is a website provided to American Spaces around the world.
- Media:** A video player showing a woman and a man in a library setting. The video is titled "ebooks!" and has a "GALE" logo on the right side.
- TOPIC GUIDES:** A section with a red vertical bar on the left. It offers topic guides that show how to use eLibraryUSA to find out more about such topics as history and science.
- FAQS:** A section with a red vertical bar on the left. It states that if you have a question, you can find the answer by visiting the Frequently Asked Questions page to find out how to change your password, what to do if you lose your password, and more.
- CATALOG:** A section with a red vertical bar on the left. It states that the eLibraryUSA Catalog contains ebooks and articles from a variety of resources, including academic journals, news sources, ebooks and magazines.
- Resources:** A sidebar on the right with a "Select a subject" dropdown menu, an "Email" input field, a "Password" input field, a "Login" button, and a "Forgot your password?" link. Below these is a link to "Find your nearest American Space to access eLibraryUSA."

At the bottom of the page is a small American flag icon and a footer with links for "About Us" and "Privacy Policy and Terms of Use".

More Free Resources

- JSTOR - read only access
- Directory of Open Access Journals
- Academia.edu
- Research foundations – reference lists
- Google Scholar
- Google Books
- ArXiv.org - Hard sciences

University Press Rooms

Press Room

a resource for journalists



Find an Expert

Search USC faculty experts by name or topic

News Releases

Browse recent stories or subscribe by email

USC in the News

News coverage of the University of Southern California

Contact Us

Find a representative or call our 24-hour hotline: (213) 740-2215



[Subscribe to News Releases](#)

Antidepressants May Fight Brain Cancer

February 29, 2016

A USC-led research team finds that antidepressants can stifle a behavior-altering enzyme and shrink drug-resistant brain tumors that currently have no treatment.

Contact: Michele Keller at (213) 210-6072
or ✉ kellermi@usc.edu; Emily Gersema at (213)
361-6730 or ✉ gersema@usc.edu



“Until now, patients diagnosed with these drug-resistant tumors have had no treatment options,” said **Jean Chen Shih**, University Professor at the USC School of Pharmacy and the Keck School of Medicine of USC. “Antidepressants could be a potential treatment, slowing down the cancer growth and extending the lives of patients.”

Few options

Glioblastoma, the most aggressive form of malignant brain tumor, usually becomes resistant to standard treatments, at which point there are no further treatment options. An estimated 13,000 Americans die from brain cancer each year, according to the National Cancer Institute. The median age of a patient diagnosed with glioblastoma is 64. Patients live an additional 14 months on average after diagnosis.

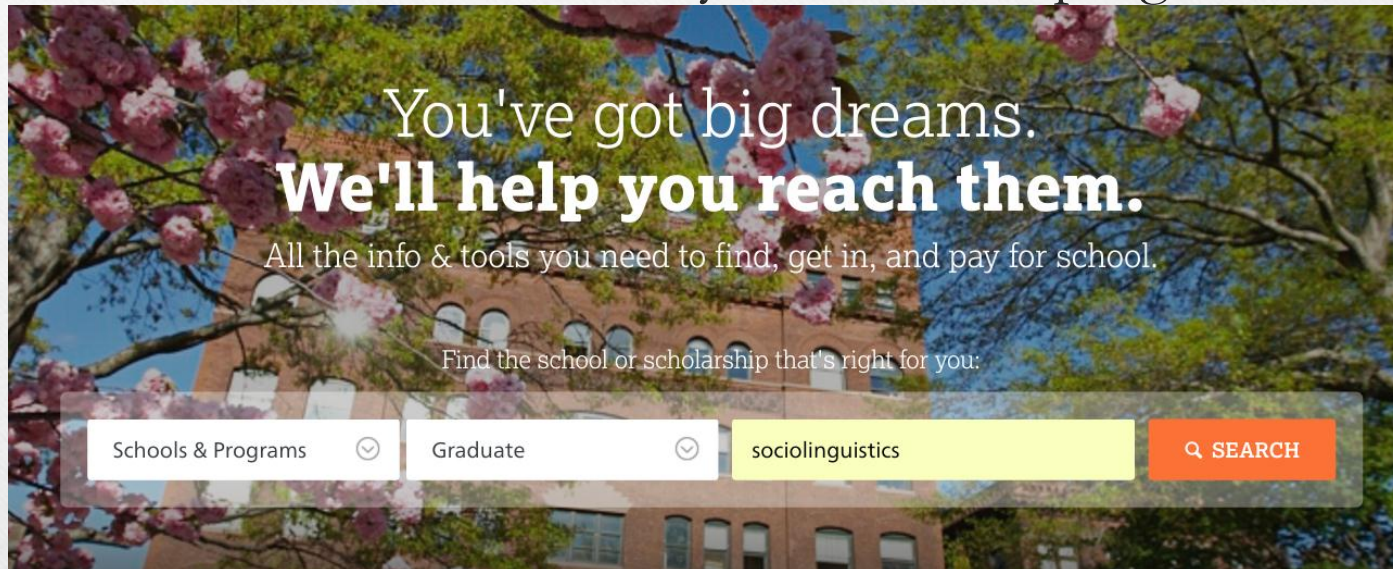
Typically, brain cancer is treated with TMZ – temozolomide – an oral drug that attacks the DNA of the tumor cells. Some tumors become resistant to TMZ.

Disrupting cancer

Shih and her collaborators found that the MAO-A inhibitors reduce cell proliferation and increase immune response. Their study was published on Feb. 9 in the journal *[Oncotarget](#)*.

How to find people in your field

- Petersons.com - directory of academic programs



The screenshot shows the Petersons.com website with a search interface. The background is a photograph of a brick building with pink cherry blossoms in the foreground. The text on the page reads: "You've got big dreams. We'll help you reach them. All the info & tools you need to find, get in, and pay for school. Find the school or scholarship that's right for you." Below this is a search bar with three dropdown menus: "Schools & Programs" (with a dropdown arrow), "Graduate" (with a dropdown arrow), and "sociolinguistics" (highlighted in yellow). To the right of the search bar is an orange button with a magnifying glass icon and the text "SEARCH".

43 Graduate Schools found for "sociolinguistics"

Filter your search:

LOCATION

COLLEGE TYPE

DEGREE TYPE

AREAS OF STUDY

TUITION

SETTING

Show: 20 • 40 • 60 | All Profiles • [Extended Profiles Only](#)



University of San Francisco –
College of Arts and Sciences
Asia Pacific Studies Program
San Francisco, CA

SAVE SCHOOL

REQUEST MORE INFO

... economies and political systems, **sociolinguistic** aspects of Japanese. ...

Programs Offered

Asian Studies (MA, MA/MBA)

VIEW PROFILE >

University of Pittsburgh – Dietrich School of Arts
and Sciences
TESOL Certificate Program
Pittsburgh, PA

SAVE SCHOOL

... acquisition, applied linguistics, **sociolinguistics**. ...

Georgetown University – Graduate School of Arts
and Sciences
Department of Linguistics
Washington, DC

SAVE SCHOOL

... Doctor of Philosophy (PhD) [**sociolinguistics**], Doctor of Philosophy (PhD) ... Master of Science (MS)
sociolinguistics, Master of Science (MS) ... [theoretical linguistics], and Master of Arts ...

Contact the author directly

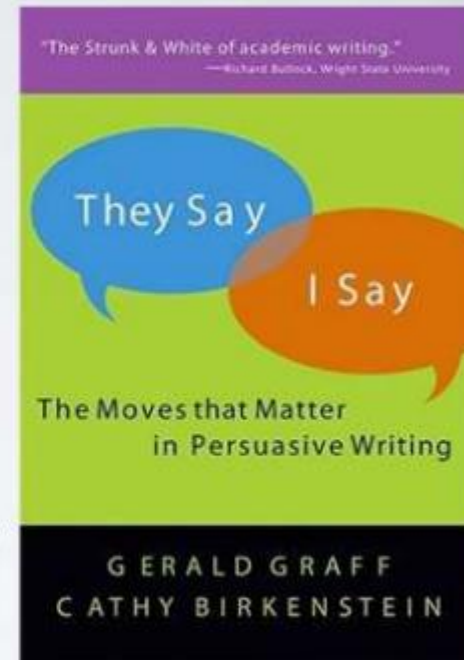
Dear Dr. X,

I read with interest the abstract of your article "Lorem Ipsum." I am a researcher in the X department at Y institution in L'viv, Ukraine and we currently lack access to the full-text version of X Journal. I would be very appreciative if you could send me a copy. It would help me greatly with my research into (specific topic.)

Sincerely,

WHY PROPER CITATIONS MATTER

- Demonstrate that a writer has an awareness of the conversation in his/her field
- *They Say, I Say*: build upon what's been said and add your own voice
- Allow reader to track down your resources for further inquiry
- Maintain your academic integrity by avoiding plagiarism



QUOTATIONS

- Use the exact words of the original author
- **MUST** reference the original source, including page number
- Use quotation marks around the original words
- The text produced is the length of the original text quoted (unless ellipses are used)

SUMMARIZING

- Uses the writer's own words to express the main idea of an article or study, including only the main points
- Significantly shorter than source material
- MUST reference the original source
- In longer summaries, you may want to use phrases to remind your reader you are summarizing, e.g.
(Author) also states/maintains/argues that...
The article further states that...

PARAPHRASING

- Uses the writer's own words to explain or interpret another author's ideas
- **MUST** reference the original source
- May be longer or shorter than the length of the original text

TIP: Don't just change around the author's words or substitute synonyms. Read the passage to understand its meaning, then cover it and write the idea in your own words, as you would explain it to a friend or colleague. If you do end up with borrowed phrases, put them in quotes.

PARAPHRASING TIPS

- Determine the relevant points and their relationship
 - *What does it say?*
 - *Why does it say that?*
 - *What does it mean?*
- Find linking phrases and expressions that can connect the two points
 - *although, however, as a result*
- Find verbs that might establish other relationships
 - *due to, caused by, can be attributed to*

Adapted from Feak, Christine and Swales, John, *Telling a Research Story: Writing a Literature Review*, (Ann Arbor: University of Michigan Press, 2009).

PARAPHRASING ACTIVITY

Read the following two sentences closely. Take notes on the important points and the relationship between the points.

Ever increasing traffic forces the driver to process a growing amount of information and, at the same time, to make more, and quicker, decisions. Thus, in critical situations, the amount of information may exceed the driver's effective processing capability.

Adapted from: Swales, J., & Feak, C. (2009). Constructing an Original Discussion of Previous Work: Using Your Own Words. In *Telling a Research Story: Writing a Literature Review* (Revised and Expanded Edition ed., Vol. 2, pp. 84-85). Ann Arbor, Michigan: The University of Michigan.

PARAPHRASING ACTIVITY

Read the following sentences closely. Take notes on the important points and the relationship between the points.

The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate. The cold ocean water around Antarctica flows north to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regulating system is now threatened by human activity.

Cousteau, Jacques. "Captain Cousteau." *Audubon* (May 1990):17.

PARAPHRASING ACTIVITY

*Now, write a paraphrase of the text.
Keep in mind the important points and
relationship between the points, but
use your own words.*

CLAIMS AND EVIDENCE:

Claim: a writer's idea or argument

Evidence: information that supports, refines, or develops a claim



CLAIMS AND EVIDENCE:

YOU CAN'T HAVE ONE WITHOUT THE OTHER

Claims without evidence: "Because I said so"

- Example: The internet is ruining society. Nobody writes letters anymore. The language used in tweeting and texting are damaging our writing skills.
- Solution: Support claims with evidence – the work of others

Evidence without claim: "So what?"

- Example: Susan Smith writes about women and dieting: "Fiji is just one example. Until TV was introduced 1995, the islands had no reported cases of eating disorders..."

(Graff & Birkenstein, 2010, p. 45)

Solution: Explicitly *relate* evidence to a claim

Adapted from: Heather Benucci, "Using Evidence in Academic Writing: Avoiding Plagiarism," American English website.

Thank you for your attention!

Lisa Weiss

lisaweiss70@gmail.com