

## **Introduction** (continued from last time)

### **Introduce the Research Area**

1. Identify the area (one sentence)
2. Establish the importance of the area

Practice Exercise 6.11, p. 212.

Read P1-P6 (pp. 207-208) to check if the importance is established in the first sentence.

Can you identify some broad categories of what is considered important?

Establish the importance of the area

3. Provide background information

- Summarize concisely the key findings and essential knowledge to understand your paper
- One or two paragraphs
- Specific background information (general background information appears in submoves 1 and 2 above).

IMRD hourglass again.

## Writing concisely

- \* Group or combine several ideas into a single, bigger idea
  - Do not summarize each reference one at a time
  - Create a logical order of big ideas
  - Each big idea captures the essence of the smaller ideas (the individual references)
  - Paraphrase (restate) to capture the essence of a reference (often a single phrase)

See pp. 228-232 for examples.

### Other skills and tips

- Avoid quotes (they use lots of words to say a small idea)
- Use tense, voice, and linking words to write concisely and fluently

Practice Exercise 6.24, p. 232.

## **Identify a Gap in the Research Area**

“Although we know much about X, we know little about Y.”

## **Fill the Gap**

“In this paper, we ... study Y”

It's a set up!

The gap you identify is the gap you fill.

## **Abstract**

An abstract summarizes all content in the paper.

200 words is a long abstract.

Usually 100-150 words are allowed.

## **Move structure**

Fig. 7.1, p. 245

1.1 Topic and importance

1.2 Gap

1.3 Goal of your study (fill gap)

2. Methods

3.1 Findings

3.2 Conclusion

Each move only uses about one sentence.

Practice Exercise 7.3, p. 250.

Identify whether submoves 1.1-1.3 are present or absent.

## Verb tense reminder

### “Truths”

- Current state of knowledge,
- “Proven” findings,
- Ideas that exist today, even if proven in the past.

=> Use present tense.

### Work that has already been done

- Completed work,
- Past actions,
- What was done to generate current findings and knowledge.

=> Use past tense.

Practice Exercise 7.4, p. 256.  
Identify moves and submoves, etc.

a.

b.

c.

d.

e.

f.