

How to Write a Literature Review:

An Introduction to Writing & Research in Graduate School

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&

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Research Commons, University Libraries



Scholarship IS Conversation

- Move from undergraduate to graduate work is a move from **discovery** and **consumption** of knowledge to **analysis, synthesis, evaluation, and production** of knowledge





What we'll accomplish today

- Consider the connection between reading/research and writing for graduate school and reading strategies
- Define and discuss outcomes for lit review
- Consider rhetorical choices involved in preparing and shaping a literature review





What we won't be attempting

- Won't focus on citation issues, time management, work habits
- Won't be specific to disciplines



Burkean Parlor: A Metaphor for Academic Communication

Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending on the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress.

-- Kenneth Burke, *Philosophy of Literary Forms* (1941)





From Reading/Research

“You listen for a while, until you decide that you have caught the tenor of the argument;



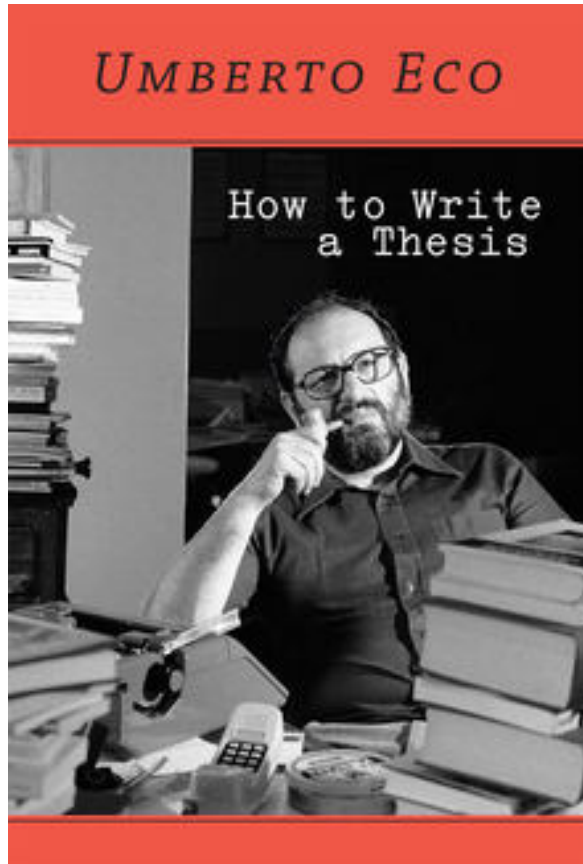


From Reading/Research to Writing

“You listen for a while, until you decide that you have caught the tenor of the argument; **then you put in your oar.**”



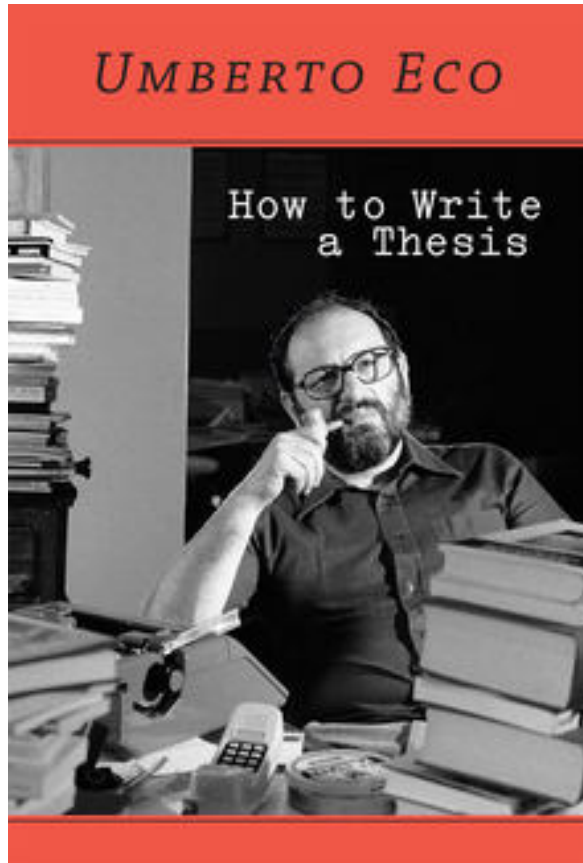
Good reading starts with. . . Reading



Photocopies are indispensable instruments. They allow you to keep with you a text you have already read in the library, and to take home a text you have not read yet.

1977

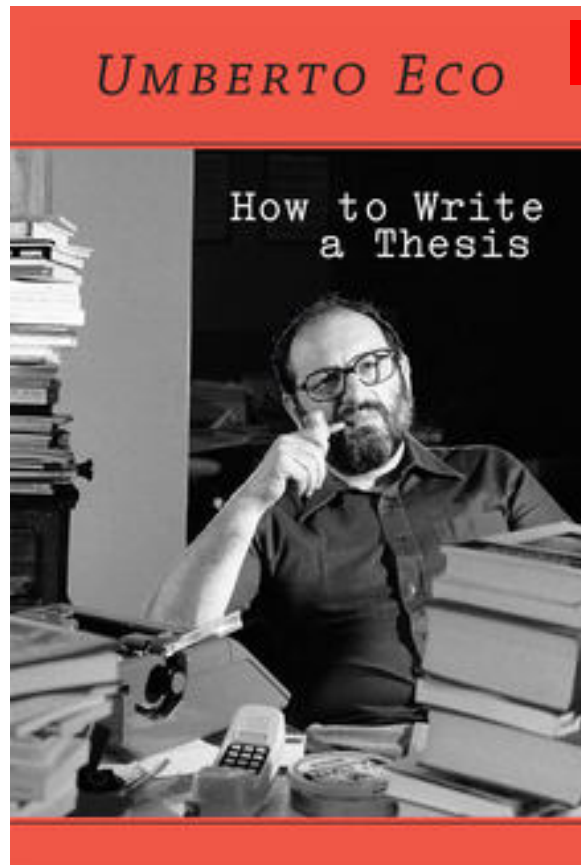
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Photocopies are indispensable instruments. They allow you to keep with you a text you have already read in the library, and to take home a text you have not read yet. **But** a set of photocopies **can become an alibi**. A student makes hundreds of pages of photocopies and takes them home, and the manual labour he exercises in doing so gives him the **impression** that he possesses the work. **Owning the photocopies exempts the student from actually reading them.**

CAUTION: Downloading is not reading



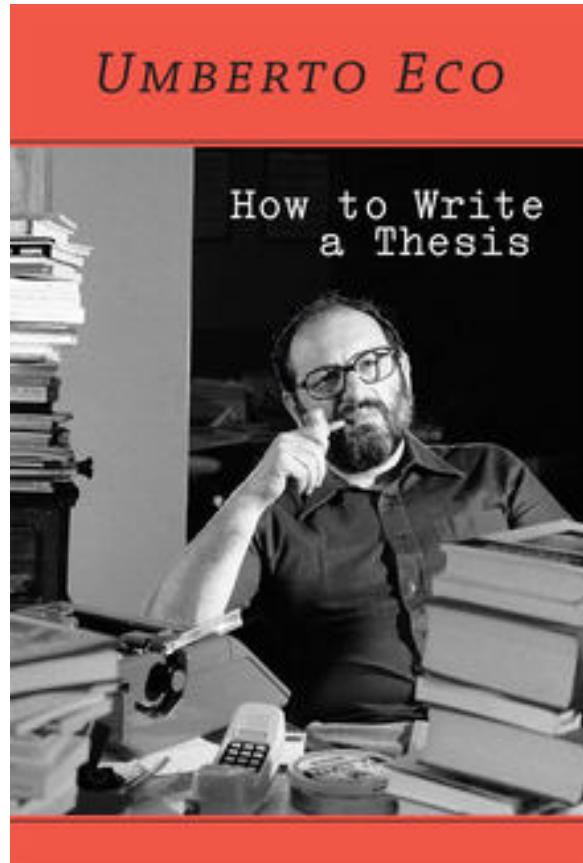
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1977

This sort of **vertigo of accumulation**, a neo-capitalism of information, happens to many. **Defend yourself** from this trap; **as soon as you have the photocopy, read it and annotate it immediately.** If you are not in a great hurry, do not photocopy something new before you **own** (that is before you have read and annotated) the previous set of photocopies. **There are many things I do not know** because I photocopied a text and then relaxed as if I had read it.

Scholarship IS Conversation:

Don't Just Drop it in Zotero!

- Devise a plan to process, **not just find and file**, readings.
- Example of a process:
 - Start with a very quick read
 - Decide what kind of deeper engagement the article needs
 - Highlight and gloss in the margins?
 - Detailed summary in a memo?
 - Rhetorical Precis?



Scholarship IS Conversation:

Don't Just Drop it in Zotero!

Begin with the Abstract/Introduction

- ✓ As quickly as possible, identify **What is at issue** in this article (What question in your field does it address? What problem is it trying to solve or respond to?)
- ✓ Determine the **context** for the article and its argument: how does this fit into the **intellectual landscape** of the field? How does this contribute to the **conversation of your discipline**? Does it **fill a gap**? Build on other research or theory?
- ✓ What is **your purpose** in reading—to get the gist or remember the details?



Scholarship IS Conversation:

Don't Just Drop it in Zotero!

What kind of article are you reading?

- ✓ Data-driven paper – results of empirical studies
- ✓ Methods paper – describe new method or process or new application of a method
- ✓ Theory paper – introduces, illuminates, critiques a theory
- ✓ Consciousness raising/agenda setting – brings attention to an issue, aims to change the perspective
- ✓ Review paper – gives an overview of research in the field



Processing your sources:

Rhetorical Précis

1. In a single coherent sentence give the following:
 - name of the author, title of the work, date in parenthesis;
 - a rhetorically accurate **verb** (such as "assert," "argue," "deny," "refute," "prove," "disprove," "explain," etc.);
 - a **that clause** containing the major claim (thesis statement) of the work.



Processing your sources:

Rhetorical Précis

2. In a single coherent sentence, give an **explanation of how the author develops** and supports the major claim (thesis statement).



Processing your sources:

Rhetorical Précis

3. In a single coherent sentence give a statement of the author's purpose, followed by an "in order" phrase.



Processing your sources:

Rhetorical Précis

4. In a single coherent sentence, give a **description** of the intended **audience** and/or the **relationship** the author establishes with the audience.



Author, title, date

Charles S. Peirce's article, "The Fixation of Belief" (1877), asserts that humans have psychological and social mechanisms designed to protect and cement (or "fix") our beliefs. Peirce backs this claim up with descriptions of four methods of fixing belief, pointing out the effectiveness and potential weaknesses of each method. Peirce's purpose is to point out the ways that people commonly establish their belief systems in order to jolt the awareness of the reader into considering how their own belief system may be the product of such methods and to consider what Peirce calls "the method of science" as a progressive alternative to the other three. Given the technical language used in the article, Peirce is writing to a well-educated audience with some knowledge of philosophy and history and a willingness to other ways of thinking.

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3. In a single coherent sentence give a statement of the **author's purpose**, followed by an "**in order**" phrase.
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Processing your sources:

Glossing

- ✓ Glossing is an **interpretive** reading strategy
- ✓ Basic how to:
for each paragraph, note what the paragraph **says** (content) and **does** (function)
- ✓ Your goal is to understand both the substance and the structure, content and form



Medical informatics has expanded rapidly over the past couple of years. After decades of development of information systems designed primarily for physicians and other healthcare managers and professionals, there is an increasing interest in reaching consumers and patients directly through computers and telecommunication systems. Consumer health informatics is the branch of medical informatics that analyses consumers' needs for information; studies and implements methods of making information accessible to consumers; and models and integrates consumers' preferences into medical information systems. Consumer informatics sits at the crossroads of other disciplines, such as nursing informatics, public health, health promotion, health education, library science, and communication science and is perhaps the most challenging and rapidly expanding field in medical informatics; it is paving the way for health care in the information age.

DOES:
Defines field of study and explains why it **MATTERS** now

SAYS:
Health informatics used to serve healthcare providers; shifting technology means that **PATIENTS** are now the users

Eysenbach, G. (2000). Recent advances: Consumer health informatics. *BMJ: British Medical Journal*, 320(7251), 1713.

From Gloss to Summary

- Use the notes from your gloss to create a summary of the article
- Highlight key ideas
- Use keywords to organize



What is a Literature Review:

True or False?

T or F: You write a literature review to demonstrate your credibility

T or F: A literature review originates with a research question

T or F: A literature review identifies a need for further research

T or F: There is a standard structure for a literature review

T or F: A literature review is only descriptive or summative; it doesn't have an argument



What is a Literature Review?

- Where does a good literature review begin?

(hint: this is a trick question)

- ✓ With a research question
- Scholarship IS Conversation
- Research AS Inquiry



What is a Literature Review?

Research AS Inquiry

- Helps you discover – and move toward filling – the gap in research



MIND THE GAP



What is a Literature Review?

Research AS Inquiry

- Establishes your credibility



What is a Literature Review?

Research AS Inquiry

In **generic** terms, a good literature review

- Synthesizes previously published knowledge about an issue or practice
- Help readers by providing that synthesis
- Establish grounds for existing knowledge to be extended
- **Leads readers through a narrative of the past to clear space for future argument**





A Literature Review is a Narrative

- A research narrative
- Narratives have settings (context)
- Narratives have characters
- Narratives have action
- Narratives lead audiences where the author wants them to go (with some room for their own adventure)
- Your character: the talented scholar who engaged the fierce articles and tamed them to make them reveal their burning question



A Literature Review is a Narrative (and a Narrative is an Argument)

A literature review is an **argument**. It is not just a list of summaries. Its **persuasion** is communicated to your readers as a **story** that you tell, a **story** that **highlights connections you want to highlight** in the research that has preceded your work.



Should my literature review. . .

- focus only on very recent publications?
 - ignore work not in your immediate discipline?
 - be organized chronologically?
 - begin with a historical overview of my field
- . . . depends on your situation



Organizing Your Review



Organizing Your Review

- A theoretical framework?
- By sample size/number of cases?
- By applications stressed?
- By types of study?
- By source (region) of study?
- By discipline?
- By chronology?
- By issue or aspect?



Organizing Your Review

	Year	Theory	Sample Size	Model Used	Country	Type of Study
Study 1						
Study 2						
Study 3						
Study 4						

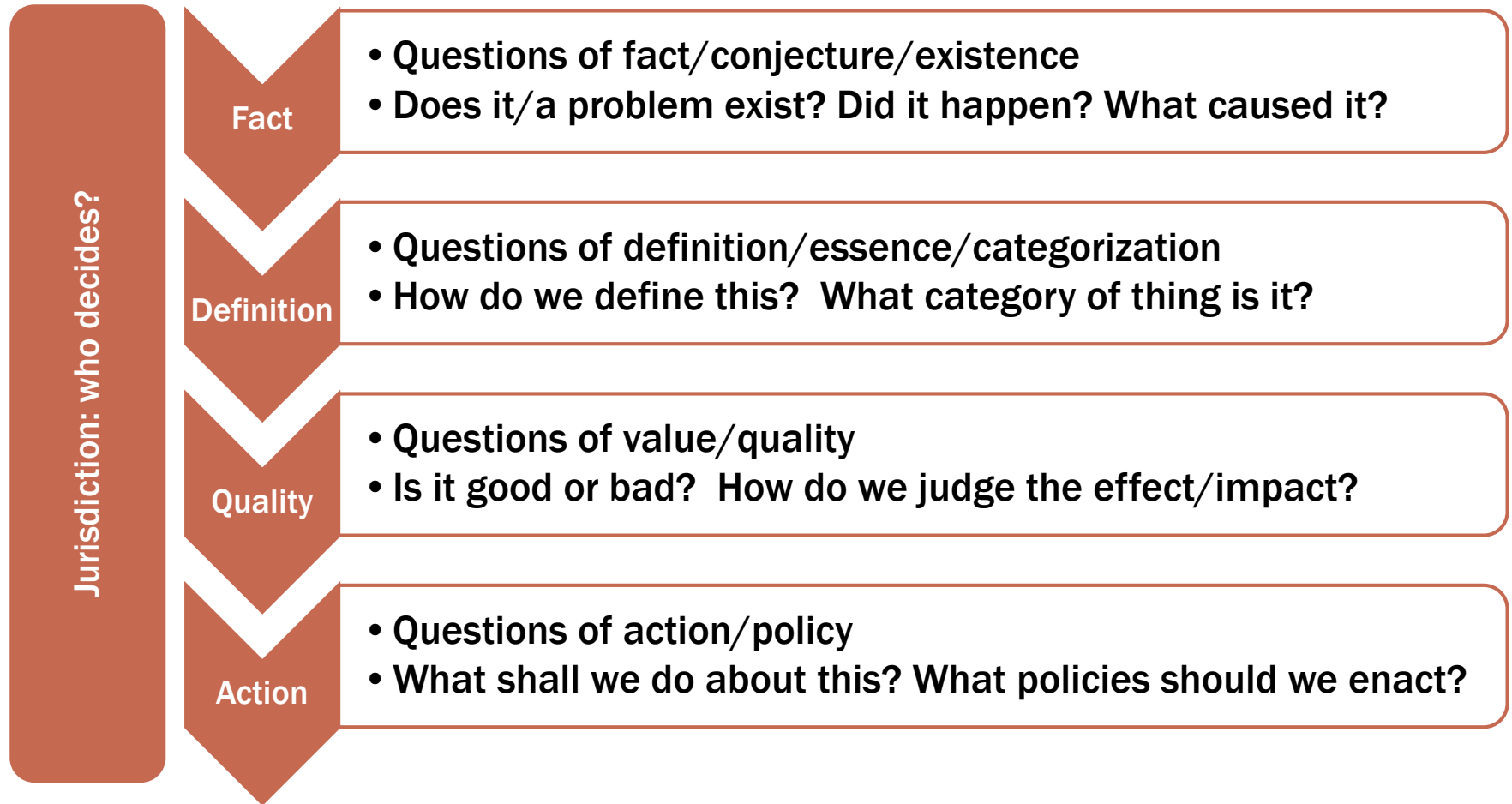


Organizing Your Review

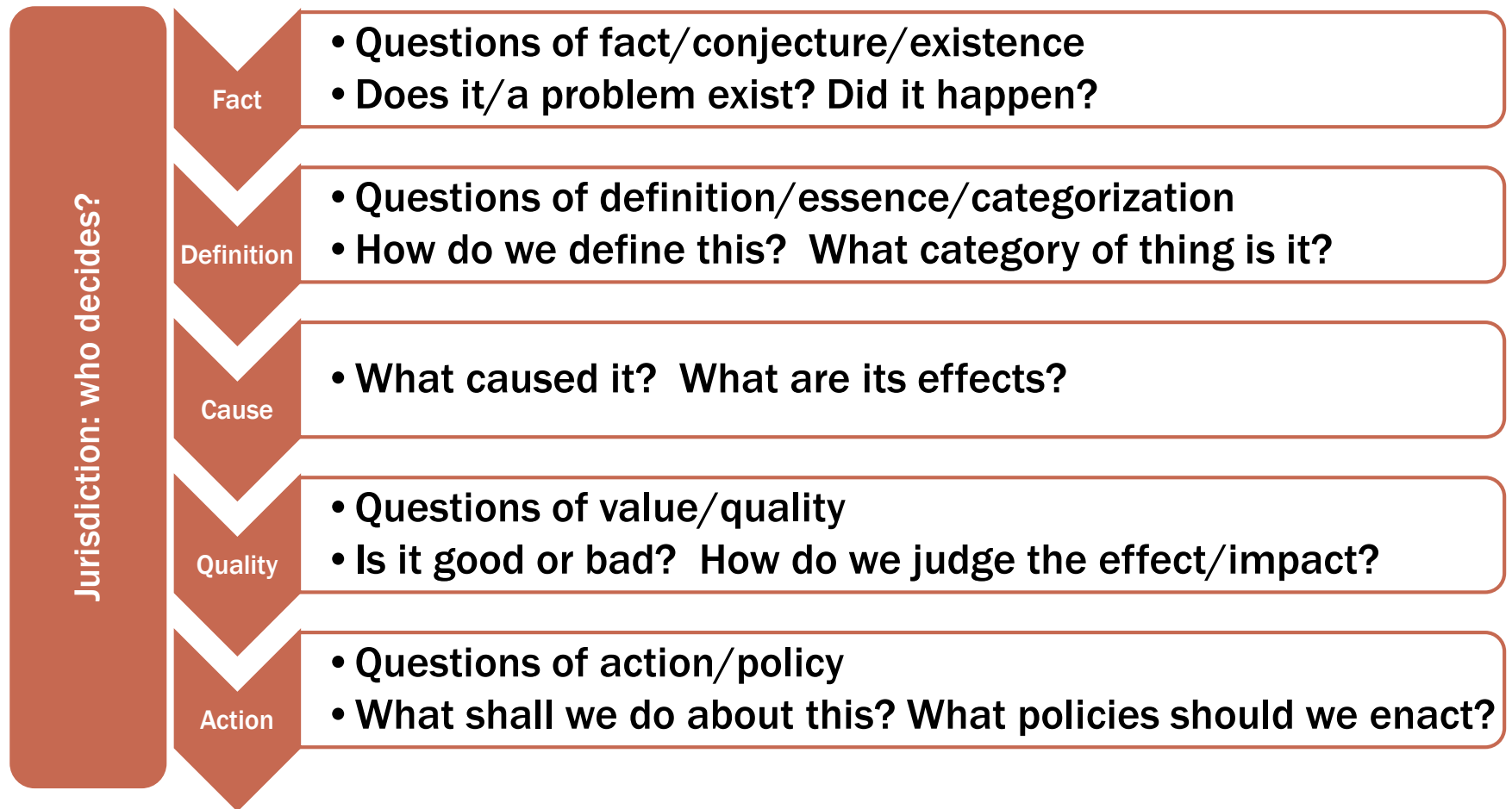
	Purpose of Study	Method	Sample Size	Findings	Themes	Similarities
Study 1						
Study 2						
Study 3						
Study 4						



Organizing with Stasis Theory



Organizing with Stasis Theory



Recent Advances in Developmental and Risk Factor Research on Eating Disorders

Jennifer L. Bakalar^{1,2} · Lisa M. Shank¹ · Anna Vannucci^{1,2} · Rachel M. Radin^{1,2} · Marian Tanofsky-Kraff¹

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Abstract The Diagnostic and Statistical Manual of Mental Disorders (i.e., DSM-5) currently recognizes three primary eating disorders: anorexia nervosa, bulimia nervosa, and binge eating disorder. The origins of eating disorders are complex and remain poorly understood. However, emerging research highlights a dimensional approach to understanding the multifactorial etiology of eating disorders as a means to inform assessment, prevention, and treatment efforts. Guided by research published since 2011, this review summarizes recent findings elucidating risk factors for the development of eating disorders across the lifespan in three primary domains: (1) genetic/biological, (2) psychological, and (3) socio-environmental. Prospective empirical research in clinical samples with full-syndrome eating disorders is emphasized with added support from cross-sectional studies, where relevant. The developmental stages of puberty and the transition from

adolescence to young adulthood are discussed as crucial periods for the identification and prevention of eating disorders. The importance of continuing to elucidate the mechanisms underlying gene by environmental interactions in eating disorder risk is also discussed. Finally, controversial topics in the field of eating disorder research and the clinical implications of this research are summarized.

Keywords Eating disorders · Risk factors · Development · Anorexia nervosa · Bulimia nervosa · Binge eating disorder

Introduction

Eating disorders (EDs) are broadly characterized by pathological eating attitudes and behaviors [1]. The *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) [2] recognizes three primary EDs. Anorexia nervosa (AN) is characterized by severely restricted energy intake resulting in abnormally low body weight, intense fear of weight gain, and excessive weight and shape concerns. Bulimia nervosa (BN) is characterized by recurrent binge episodes of objectively large amounts of food while experiencing subjective loss of control (LOC) over eating, compensatory behaviors (e.g., self-induced vomiting) to prevent weight gain, and an undue influence of weight and shape on self-evaluation. Binge eating disorder (BED) is characterized by recurrent objective binge episodes in the absence of regular compensatory behaviors and significant distress surrounding binge episodes. Clinically significant eating disturbances that do not meet diagnostic criteria for a full-syndrome ED are classified as other specified

This article is part of the Topical Collection on *Eating Disorders*

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Recent Advances in . . . WHAT'S NEW?
Developmental and Risk Factor Research . .
. WHAT CAUSES?

Keywords tell us the RESEARCH FIELD:
Eating disorders; Risk Factors;
Development; Anorexia nervosa; Bulimia
nervosa; Binge eating disorder

ABSTRACT

The Diagnostic and Statistical Manual of Mental Disorders (i.e., DSM-5) currently recognizes three primary eating disorders: anorexia nervosa, bulimia nervosa, and binge eating disorder.

These EXIST.



ABSTRACT

The Diagnostic and Statistical Manual of Mental Disorders (i.e., DSM-5) currently recognizes three primary eating disorders: anorexia nervosa, bulimia nervosa, and binge eating disorder. **The origins of eating disorders are complex and remain poorly understood.**

These EXIST.

But we aren't sure of how they come to EXIST (their CAUSES are at issue)



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The **Diagnostic and Statistical Manual of Mental Disorders** (i.e., DSM-5) currently recognizes three primary eating disorders: anorexia nervosa, bulimia nervosa, and binge eating disorder. The origins of eating disorders are complex and remain poorly understood. **However, emerging research highlights a dimensional approach to understanding the multifactorial etiology of eating disorders as a means to inform assessment, prevention, and treatment efforts.**

These EXIST.

But we aren't sure of how they come to EXIST (their CAUSES are at issue)

New research is helping us understand their causes so we can assess, prevent, and treat them (CAUSE & VALUE & ACTION)



ABSTRACT

The **Diagnostic and Statistical Manual of Mental Disorders** (i.e., DSM-5) currently recognizes three primary eating disorders: anorexia nervosa, bulimia nervosa, and binge eating disorder. The origins of eating disorders are complex and remain poorly understood. However, emerging research highlights a dimensional approach to understanding the multifactorial etiology of eating disorders as a means to inform assessment, prevention, and treatment efforts. **Guided by research published since 2011, this review summarizes recent findings elucidating risk factors for the development of eating disorders across the lifespan in three primary domains: (1) genetic/biological, (2) psychological, and (3) socio-environmental. Prospective empirical research in clinical samples with full-syndrome eating disorders is emphasized with added support from cross-sectional studies, where relevant. The developmental stages of puberty and the transition from adolescence to young adulthood are discussed as crucial periods for the identification and prevention of eating disorders.**

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Here, we'll examine risk factors (CAUSES)



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Here, we'll examine risk factors (CAUSES)

We consider why understanding CAUSES matters (VALUE)



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The **Diagnostic and Statistical Manual of Mental Disorders** (i.e., DSM-5) currently recognizes three primary eating disorders: anorexia nervosa, bulimia nervosa, and binge eating disorder. The origins of eating disorders are complex and remain poorly understood. However, emerging research highlights a dimensional approach to understanding the multifactorial etiology of eating disorders as a means to inform assessment, prevention, and treatment efforts. Guided by research published since 2011, this review summarizes recent findings elucidating risk factors for the development of eating disorders across the lifespan in three primary domains: (1) genetic/biological, (2) psychological, and (3) socio-environmental. Prospective empirical research in clinical samples with full-syndrome eating disorders is emphasized with added support from cross-sectional studies, where relevant. The developmental stages of puberty and the transition from adolescence to young adulthood are discussed as crucial periods for the identification and prevention of eating disorders. The importance of continuing to elucidate the mechanisms underlying gene by environmental interactions in eating disorder risk is also discussed. **Finally, controversial topics in the field of eating disorder research and the clinical implications of this research are summarized.**

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New research is helping us understand their causes so we can assess, prevent, and treat them (CAUSE & VALUE & ACTION)

Here, we'll examine risk factors (CAUSES)

We consider why understanding CAUSES matters (VALUE)

And we'll look at what is unresolved and what we do with this research (ACTION)



Stasis Theory for Organization

- What exists? Is there dispute about that?
- What terms are important? Are any disputed?
- Are causes at issue? Or effects?
- What is good or bad, beneficial or not, important or not?
- How can this issue be resolved?



How to Begin a Literature Review

- The **rhetorical situation** is the context of a **rhetorical** event that consists of an issue, an audience, and a set of constraints (purpose, genre, exigence, etc.)





How to Begin a Literature Review

- Who is your audience?





How to Begin a Literature Review

- What are the constraints?





How to Begin a Literature Review

■ Exigence

- Answers the question *why does this matter?*
- Creates a need for what follows
- *“imperfection marked by urgency”* (Lloyd Bitzer)
- The beginning of argumentation





How to Begin a Literature Review

■ Establish the Background

- Statement of the case
- Tell the story of the issue
- Contextualize your research question
 - How broad of an issue
 - Who is concerned with the issue (disciplines, scholars, publics)
- Frame your issue



Let's look at an example

Human Resource Management Review 19 (2009) 203–218



Contents lists available at [ScienceDirect](#)

Human Resource Management Review

journal homepage: www.elsevier.com/locate/humres



The employment interview: A review of current studies and directions for future research

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Employment interviews are a popular selection technique from many viewpoints. In organizations around the world, employment interviews continue to be one of the most frequently used methods to assess candidates for employment (Ryan, McFarland, Baron, & Page, 1999; Wilk & Cappelli, 2003). Among organizational decision-makers, interviews have been found to be the assessment method most preferred by supervisors (Lievens, Highhouse, & De Corte, 2005) and human resources (HR) practitioners (Topor, Colarelli, & Han, 2007). Moreover, applicants perceive interviews as fair as compared to other selection procedures (e.g., Hausknecht, Day, & Thomas, 2004) and applicants expect interviews as part of a selection process (e.g., Lievens, De Corte, & Brysse, 2003). In fact, from an applicant's perspective, obtaining a job interview is fundamental to job search success (Saks, 2006).



The employment interview has also been a popular topic among researchers for almost 100 years and is still garnering considerable research interest. Notably, numerous meta-analyses have revealed that “structured” interviews can display relatively high levels of validity without the adverse impact typically found with cognitive ability tests (Conway, Jako, & Goodman, 1995; Huffcutt & Arthur, 1994; Huffcutt & Roth, 1998; McDaniel, Whetzel, Schmidt, & Maurer, 1994; Wiesner & Cronshaw, 1988; Wright, Lichtenfels, & Pursell, 1989). While we have learned much about the employment interview, current research activity suggests that more remains to be uncovered. In the last six years since Posthuma, Morgeson and Campion's (2002) comprehensive review of the employment interview literature, over 100 new articles have appeared in journals and books examining the interview.



Employment interviews are a popular selection technique **from many viewpoints**. In organizations **around the world**, employment interviews continue to be **one of the most frequently used methods to assess** candidates for employment (Ryan, McFarland, Baron, & Page, 1999; Wilk & Cappelli, 2003). **Among organizational decision-makers**, interviews have been found to be the assessment method **most preferred** by supervisors (Lievens, Highhouse, & De Corte, 2005) and **human resources (HR) practitioners** (Topor, Colarelli, & Han, 2007). Moreover, **applicants** perceive interviews as fair as compared to other selection procedures (e.g., Hausknecht, Day, & Thomas, 2004) and applicants expect interviews as part of a selection process (e.g., Lievens, De Corte, & Brysse, 2003). In fact, from an applicant's perspective, obtaining a job interview is **fundamental** to job search success (Saks, 2006).



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Thank you!

