

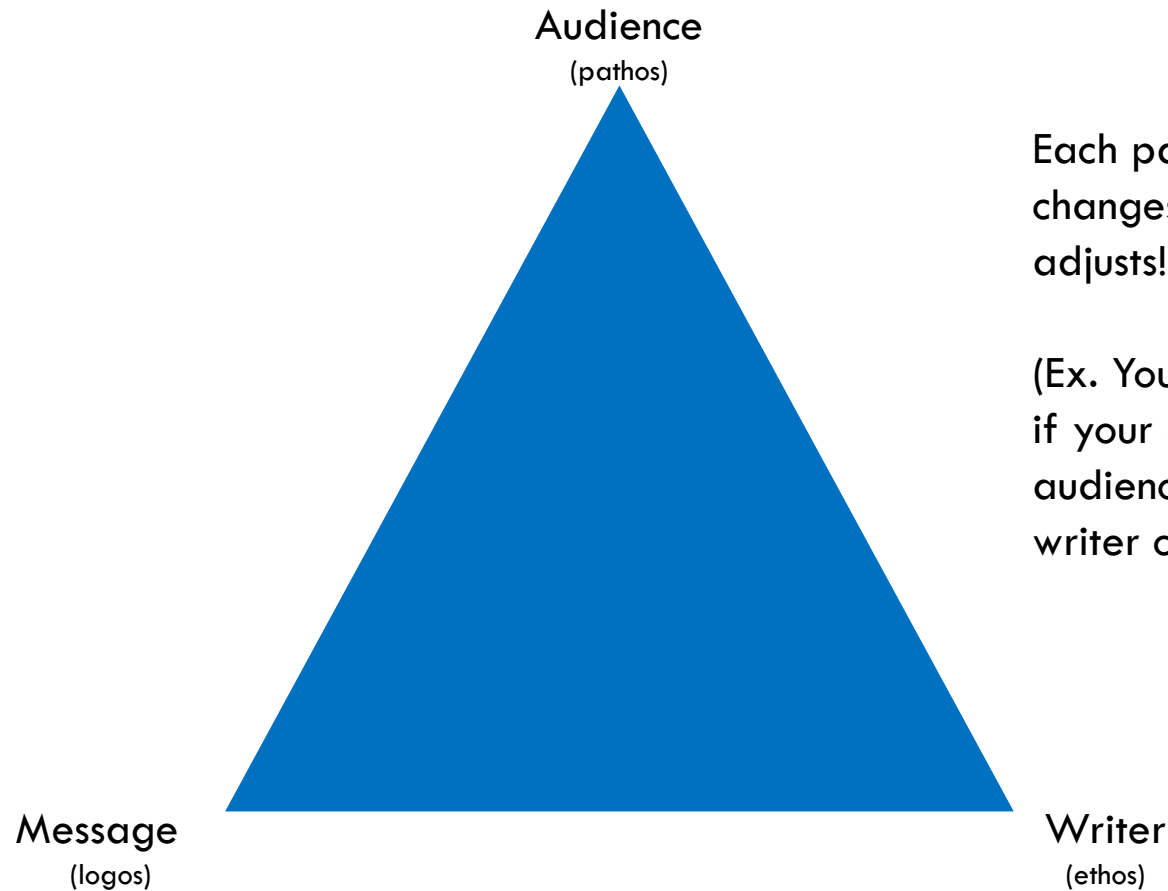
# WRITING INTRODUCTIONS FOR ACADEMIC PAPERS

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# GOALS OF THIS WORKSHOP

- Define and identify elements or rhetorical moves found commonly in introductions
- Understand how each move functions in an academic introduction

# RHETORICAL TRIANGLE



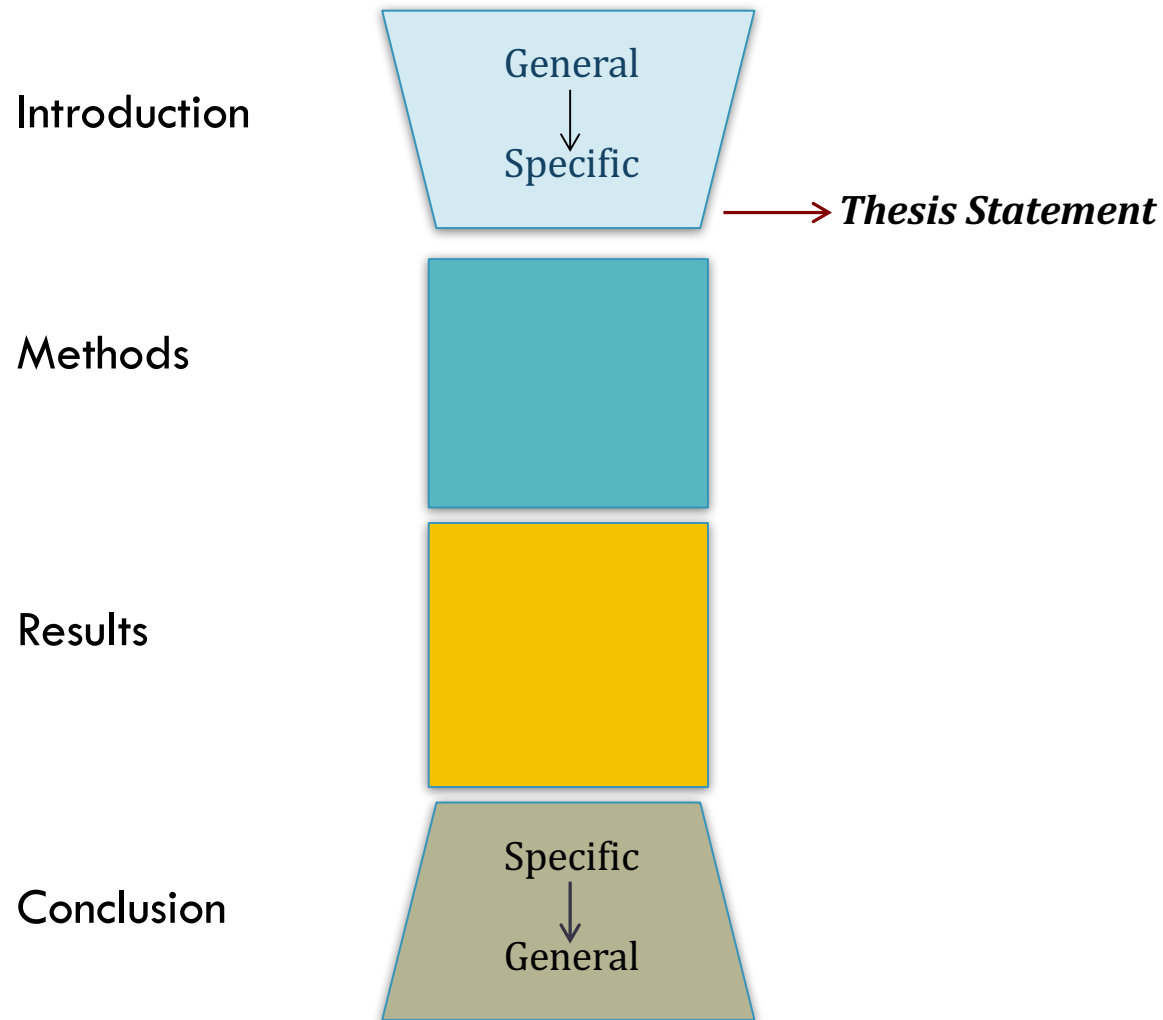
Each part is important and changes as each “point” adjusts!

(Ex. Your message changes if your audience does; the audience changes if the writer changes)

# KNOWING YOUR RHETORICAL SITUATION

- Conditions and circumstances around which you are communicating:
  - Audience: who will be reading?
  - Context: what does my audience already know about this?
  - Purpose: why am I (the author) writing?
  - Stance: what my position or POV is?
  - Genre: what **kind** of text is this?
  - Tone: how should I convey my idea?
  - Medium: how will people read this? (online, in print, as a tweet, etc.)
  - Design: how do I use visual elements to convey my idea?

# SHAPE OF AN ACADEMIC ESSAY



Adapted from Swales & Feak, *Academic Writing for Graduate Students*

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# INTRODUCTIONS: PER APA

According to APA, introductions for research papers should include:

- Review of relevant literature
- Purpose of the study
- Theoretical implications
- Definitions of variables
- Statement of hypotheses and their rationales

**\*\*Individual assignments in the School of Communication might have different requirements. Always check with your professor and the assignment guide/prompt for what you need to include.**

# HOW TO INCLUDE ALL THIS?

Use the CARS method

## CREATING A RESEARCH SPACE

- Rhetorical pattern found most commonly in introductions for academic essays, particularly research papers.
- It has 3 rhetorical “moves”
  - Move 1: Establishing the research territory
  - Move 2: Establishing the niche (or gap)
  - Move 3: Occupying the niche (or gap)

# MOVE 1: ESTABLISHING THE RESEARCH TERRITORY

## Complete Move 1:

- a. By showing that the general research area is important, central, interesting, problematic, or relevant in some way (*this is what we call CENTRALITY or FOCUS*)\*\*
- b. By introducing and reviewing items of previous research in the area (required)

\*\*Some research papers, particularly those that deal with “real world problems” might not require Move 1 a. It is always best to check published articles in credible journals in your specific field to see how introductions are crafted.



# MOVE 1: EXAMPLE

As political conflicts are defined and, indeed, often enacted in the media (Cottle, 2006; Eskjær, Hjarvard, & Mortensen, 2015; Hoskins & O'Loughlin, 2010), images are powerful carriers of meaning, influencing what we know and how we feel about a conflict (Butler, 2005; Kirkpatrick, 2015). The suggestive power of photographs in particular relates to their perceived authenticity and to their ability to evoke an emotional response in the viewer (Barthes, 2000; Messaris & Abraham, 2001). Indeed, research on the effects of visual framing suggests that news images tend to shape reader and viewer perceptions of the reported issue more effectively than textual content (Geise & Baden, 2014; Iyer, Webster, Hornsey, & Vanman, 2014; Powell, Boomgarden, de Swert, & de Vreese, 2015). Clearly, then, the images produced and disseminated by multiple actors to influence public perceptions of a conflict and its relevant parties play a crucial role in modern warfare (Roger, 2013).

Ojala, M., Pantti, M., & Kangas, J. (2017). Whose War, Whose Fault? Visual Framing of the Ukraine Conflict in Western European Newspapers. *International Journal Of Communication*, 11, 474-498. Retrieved from <http://ijoc.org/index.php/ijoc/article/view/5917/1912>

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# MOVE 2: ESTABLISHING THE NICHE (OR GAP)

Complete Move 2:

- By indicating a gap in the previous research or by extending previous knowledge in some way (**required**)

## MOVE 2: EXAMPLE

The prolonged conflict in Ukraine has heightened geopolitical tensions, with potentially long-term repercussions for relations between Russia and the West. At the same time, this conflict has become highly mediatized, and both government sources and various nonstate actors have struggled to control the public's interpretation of events and the legitimacy of the conflicting parties' actions (e.g., Bolin, Jordan, & Ståhlberg, 2016; Galeotti, 2015; Snegovaya, 2015). National and international news media have therefore become key sites in the Ukraine conflict (Boyd-Barrett, 2015; Hoskins & O'Loughlin, 2015), and news professionals must interpret events for their audiences within a highly contested set of narratives (or framings) of the causes of the conflict.

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# MOVE 3: OCCUPYING THE NICHE (OR GAP)

## Complete Move 3

- a. By outlining purposes or stating the nature of the present research (**required**)
- b. By listing research questions or hypothesis (*probable in some fields, but rare in others*)
- c. By announcing principal findings (*probable in some fields, but rare in others*)
- d. By stating the value of the present research (*probable in some fields, but rare in others*)
- e. By indicating the structure of the research paper (*probable in some fields, but rare in others*)

## MOVE 3: EXAMPLE

Focusing on three such political framings—the Ukraine conflict as national power struggle, as Russian intervention, and as geopolitical conflict—the present study examines how these are visually reproduced in news images. Analyzing visual coverage in *The Guardian*, *Die Welt*, *Dagens Nyheter*, and *Helsingin Sanomat*, the article demonstrates how Western European newspapers use images to represent events and how this coverage influences political interpretations of the conflict.

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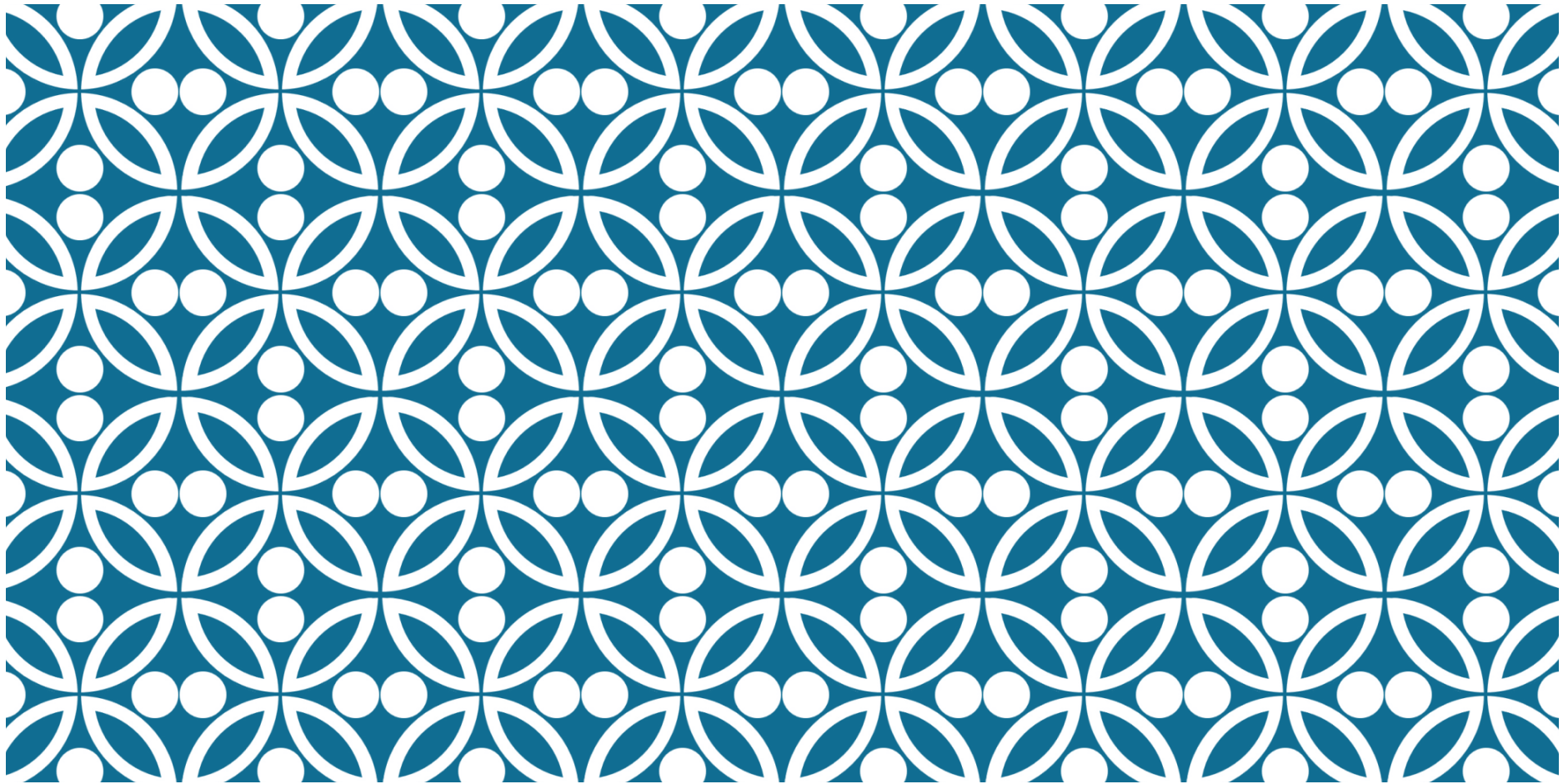
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# PRACTICE IDENTIFYING CARS (SWALES & FEAK HANDOUT)

- **Move 1: Establishing the research territory**
  - a. by showing that the general research area is important, central, problematic, or relevant in some way (*this is what we call CENTRALITY or FOCUS*)\*\*
  - b. By introducing and reviewing items of previous research in the area (required)
- **Move 2: Establishing the niche (or gap) (required)**
  - a. By indicating a gap in the previous research or
  - b. by extending previous knowledge in some way
- **Move 3: Occupying the nice (or gap)**
  - a. By outlining purposes or stating the nature of the present research (**required**)
  - b. By listing research questions or hypothesis (*probable in some fields, but rare in others*)
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# STUDENT SAMPLE WITH CARS MODEL

Pay attention to:

- Transitions
- Signal phrases

# SPECIFIC STRATEGIES FOR MOVE 1

Move 1a (establish centrality): fixed phrases that recur

- ... has been extensively studied...
- ... there has been growing interest in ...
- Recent studies have focused on ...
- ... has become a major issue...
- ... remains a serious problem ...
- ... there has been increasing concern ...
- ... has been investigated by many researchers.
- ... has become an important aspect of ...

**Can you think of one or two sentences on your own to use?**

# SPECIFIC STRATEGIES FOR MOVE 2 (HANDOUT)

Move 2 establishes the motivation for the study. It can also function as a *mini-critique*.

- “*Apart from a chapter in Foster (1997), this series has been little discussed by critics or art historians. For example, these pictures were ignored by Johns in her ...*”
- “*The widespread deterioration and recent collapses of highway bridges ... have highlighted the importance of developing effective bridge inspection and maintenance strategies.*”
- “*Little is, however, known about participants’ views of university-community collaboration.*”

# OPTIONS FOR ESTABLISHING A NICHE

- A. Counter-claiming (something is wrong)
- B. Indicating a gap (something is missing)
- C. Raising a question or making an inference (something is unclear)
- D. Continuing a tradition (adding something)



# WHICH MOVE 2 STRATEGY IS EACH STATEMENT USING?

1. These findings suggest that the number of co-authors might affect the self-citation rate.
2. However, in all three cases, the methodologies used for analyzing self-citations are flawed.
3. One discipline that has been neglected in self-citation studies is history.
4. Studies so far lead to a question that has yet no clear answer: Do self-citations pay?
5. There is obviously value in extending these studies to cover more disciplines.
6. That said, little is known about how many times individual authors cite their earlier publications

- A. Counter-claiming  
(something is wrong)
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(adding something)

# SPECIFIC STRATEGIES FOR MOVE 3

Move 3A is **obligatory (outline the purpose or state the nature of the present research)**. There are 2 main variants:

- **PURPOSIVE (P)**: The author or authors indicate their main purpose or purposes
  - “The *aim* of the present paper is *to give...*”
- **DESCRIPTIVE (D)**: The author or authors describe the main feature of their research
  - “This paper *reports on the results obtained...*”

Use page 6 of the handout (Colapinto & Benecchi introduction) to practice identifying the CARS model. What move 2 strategy is the writer using?

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  - b. By introducing and reviewing items of previous research in the area (required)
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# THE CARS MODEL IS SCALABLE!

You can use the CARS Model as a guideline in writing introductions in different contexts.

- Length and position of each “move” can vary depending on audience/reader knowledge & expectations, paper length requirements, and other factors.
- BUT strong introductions will typically **give the background, give a reasonable, unique argument about the topic, and why the research/topic/argument matters** (Move 1a, Move 2, and Move 3a and 3d).

# CARS MODEL AT WORK

- Online (news) article or blog:
  - Journalistic style of “inverted pyramid”
    1. Main point & significance (5Ws and H) (**similar to Move 3**)
    2. Important, relevant details (**Move 1a and 1b**)
    3. Background info (**Move 2**)
- Business Plan
  - Executive Summary or Introductions
    - Identify organization (**Move 1a**)
    - Objectives and/or Need (**Move 3a; Move 2**)
    - Focus (**Move 3c**)
    - Preview of topics covered (**Move 3e**)

# CARS MODEL AT WORK

- Press Release\*:

- Journalistic style of “inverted pyramid”
  1. Main point & significance (5Ws and H) (**similar to Move 3**)
  2. Important, relevant details (**Move 1a and 1b**)
  3. Background info (**Move 2**)

*\*A press release can be a multi-paragraph document, but essentially, you want your most newsworthy information in the first paragraph.*

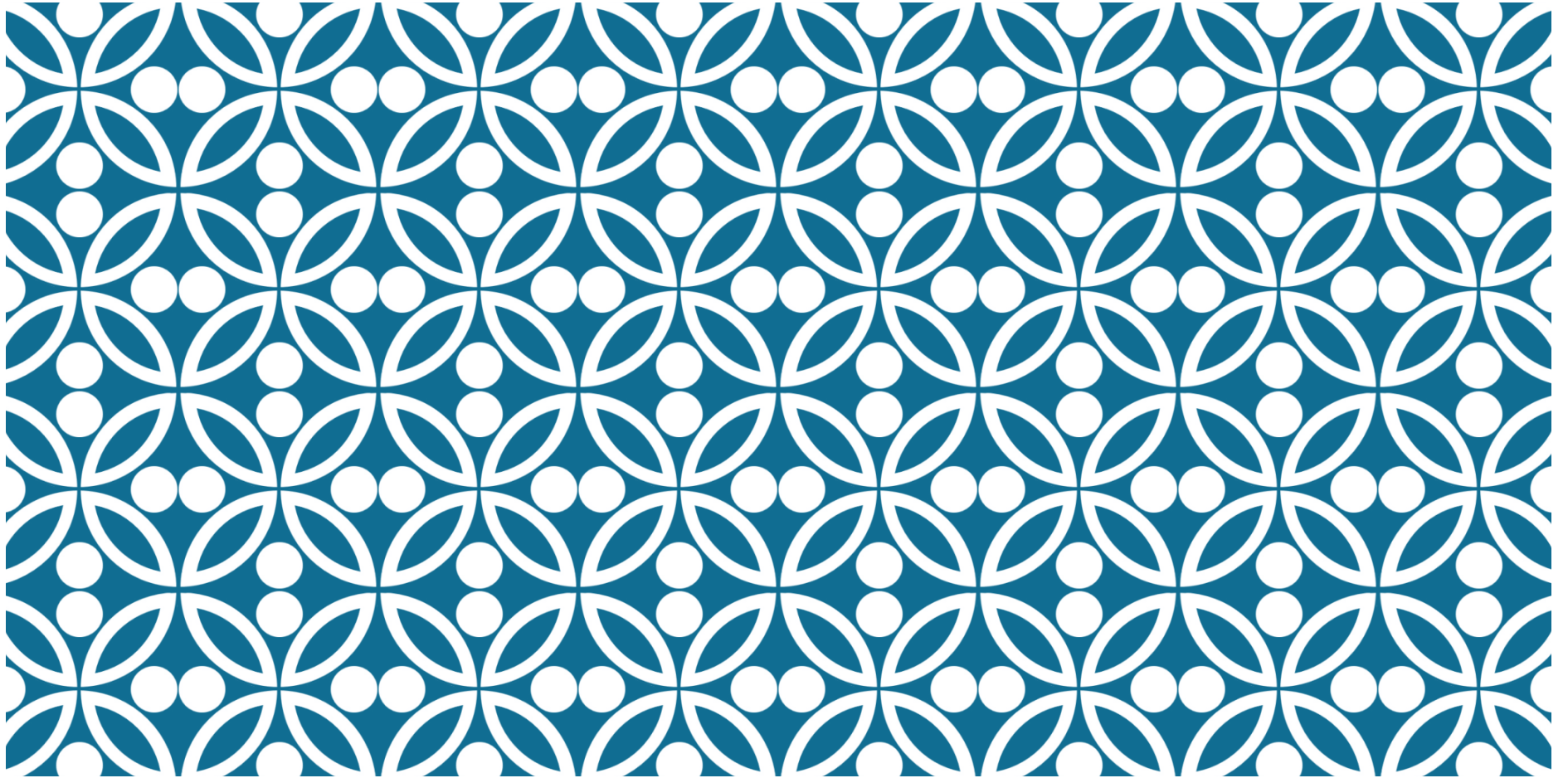
- Presentations

- Introductory slide/speech
  1. Identify subject and brief context (**Move 1a and 1b**)
  2. Why is this relevant to audience today? (**Move 2; Move 3c, 3d**)
  3. Preview or brief outline of presentation (**Move 3e**)

# REFERENCES & ADDITIONAL RESOURCES

Swales and Feak. (2012). *Academic Writing for Graduate Students*. 3<sup>rd</sup> edition. Ann Arbor: The University of Michigan.

Labaree, R.V. (2018). "Organizing Your Social Sciences Research Paper." USC Library Writing Guide. <http://libguides.usc.edu/writingguide>



# QUESTIONS?

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