

The Ubiquitous Research Paper: A Two-Part Series

Research Writing Roundtable Part 2:

The conversation focuses on inductive and deductive approaches to doing (and writing about) research, and on evaluation expectations that are aligned with those approaches.









Overview

- Review of Pt I
 - Research Process Types
 - Combination of research process types
- Developing rubrics based on research process type(s) selected
- Your research process type and teaching
- Peer review based on research process type
- Yes/no, right/wrong components
- Questions













Peer Review

- **In addition we will discuss effective strategies for engaging peers in the process of determining for themselves and others if they are meeting the expectations set out for them.**

Research Process Types

- Inductive Research Process 
- Informative/Report Process 
- Deductive Persuasive or Argumentative Essay Process 
- Report leading to Inductive Question leading to Deductive Conclusion   

Combined Research Process Types

- Inductive leading to deductive  
- Inductive leading to informative/report  
- A researched report leading to inductive  
- Deductive leading to inductive  
- Researched report leading to deductive  
- Deductive leading to a researched report  

YOUR RESEARCH/YOUR TEACHING

- Take a minute to consider your research process and your writing process. Use the symbols ▼ □ ▲ to map out how these processes work for you.
- What parts of the research process ▼ □ ▲ are you most interested in having your students practice?
- In the next research assignment you create for your students, what structure(s) might you use?

Inductive Rubric



Inductive Research Process	Struggling	Achieving	Mastering	TOTAL
Starts with a “good” question				40
Uses data and ideas as evidence to answer the question				30
Applies knowledge to reach a conclusion				20
Analyzes and interprets data and ideas from experiment and/or sources				20
Reaches a result that creates new knowledge				40
TOTAL:	50	100	150	150

Informative/Report Rubric



Informative/Report Process	Struggling	Achieving	Mastering	TOTAL
Has a "good", focused topic				40
Summarizes relevant literature data and ideas				30
Presents analysis and interpretation of others				30
TOTAL:	50	80	100	100

Deductive Research Rubric



Deductive Research Process	Struggling	Achieving	Mastering	TOTAL
Take a stance in the form of a “good” thesis				40
Addresses audience appropriately				30
Uses logic as primary but not only rhetorical appeal				20
Includes unique perspective and conclusion of arguer				20
Applies known evidence and knowledge to reach a conclusion				40
TOTAL:	50	80	100	100



Combination Rubric




Report leading to Inductive Questions leading to Deductive Conclusion	Struggling	Achieving	Mastering	TOTAL
Reports information in the form of exposition, review, and summary				40
Questions that is asked clearly emerges from summary and review				30
Analyzes and interprets data and ideas and draws conclusion				20
Takes a stance in the form of a thesis				20
Reiterates data and evidence as proof of thesis				40
TOTAL:	50	100	150	150





Peer Review Components

- **Peer review is best when it starts with observation and not evaluation.**

Observational Peer Review

Inductive 
What is the question that the research is asking?
What kinds of data is used as evidence to answer the question?
What is the conclusion that is reached?
Locate and identify place where the document interprets data and ideas from experiment and/or sources
What is the new knowledge that is presented?


Research/Informing 
What is the topic?
Locate the analysis and interpretation of others.
Locate areas of summary.


Deductive 
What is the topic?
Locate the analysis and interpretation of others.
Locate areas of summary.


Peer Review Components

- Peer Review at the more sophisticated levels includes evaluation.

Evaluative Peer Review

Inductive 
Is the research question focused or narrow enough for the scope of the topic of study?
Are the kinds of data and evidence used to answer the question adequate?
Does the conclusion that is reached follow logically from the proposition?
Is the new knowledge that is presented actually new?

Research/Informing 
Is the scope of the topic appropriate?
Is the analysis and interpretation of others explained fully?
Are the areas of summary coherent?

Deductive 
Is the thesis focused enough for the scope of the project?
Are the rhetorical appeals effective?
Is the perspective of the author (as compared to other scholars) presented in a believable way?
Is the evidence that supports the thesis actually succeeding?

The things left out of the rubrics

- Now let's add the things left out of the rubrics

The things that are right or wrong:

- Grammar
- Citation Conventions

Consider using a neutral to negative rubric for these components that have less to do with research and more to do with performance:

Point deductions should be decided based on context, draft, and goals of the course.

	Deduct points relative to perceived worth	Deduct points relative to perceived worth	Zero (neutral)
Grammar	Lots of mistakes	Modest mistakes	No or few mistakes
Citation	Lots of mistakes	Modest mistakes	No or few mistakes
	Is meaning affected?	Is professionalism affected?	

The "yes" or "no" (did it or didn't things)

	Yes	No
Met page length requirement		
Has a title		
Uses citation style appropriate to discipline		
Uses # of required sources		
Works Cited is included		



Questions?

What questions do you have about today's topic?

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