Literature Reviews

Creating A Research Space

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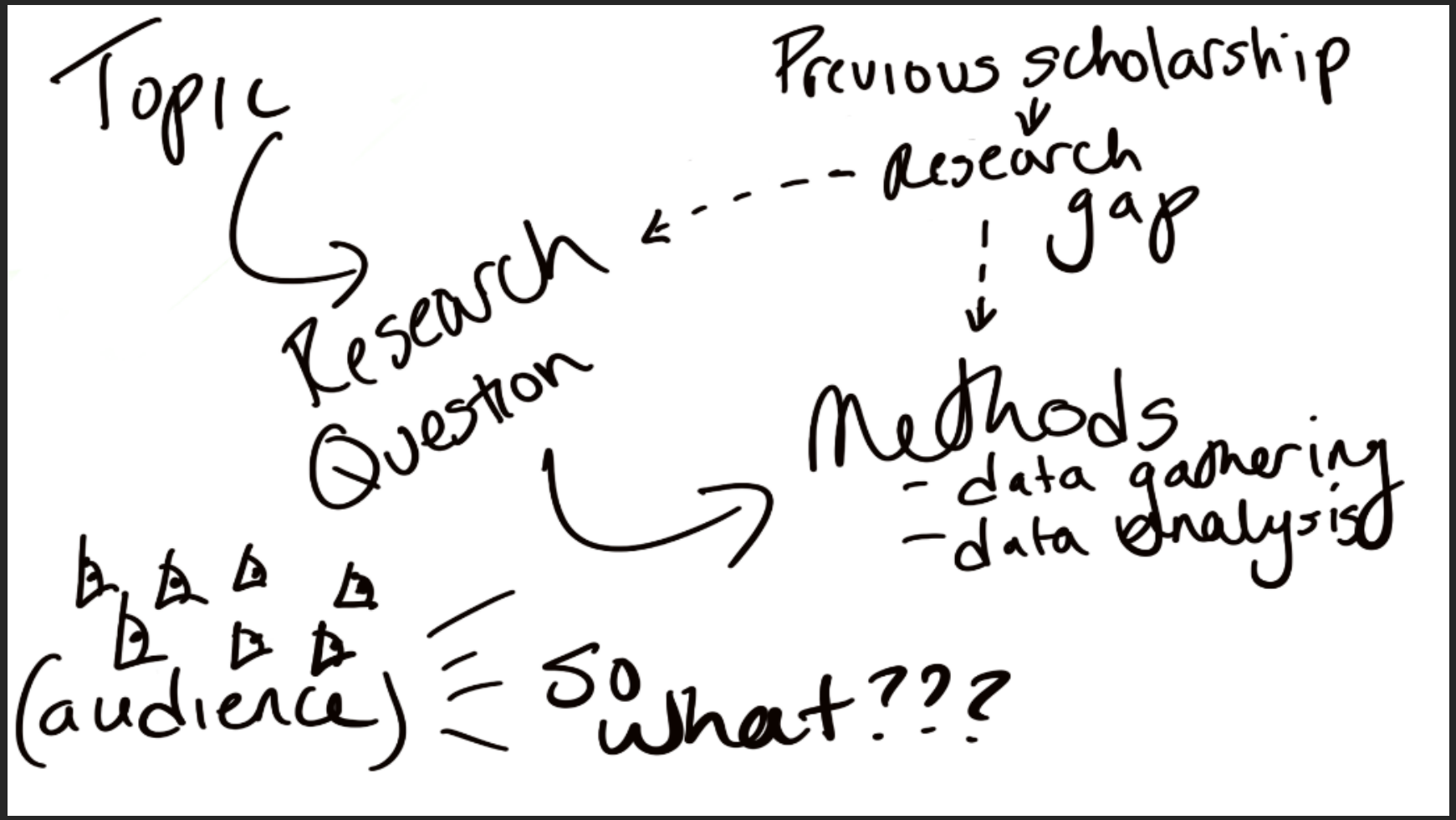
Annenberg School for Communication

Today's workshop

- Goals of a literature review
  - + Descriptive moves
  - + Analytical moves
- Contextualizing your work
- Creating a Research Space (CARS)
  - + Evaluating literature
  - + Taking a stance on the literature
- Organizing a literature review
  - + Organizing sources
  - + BEAM sources

Goals of a literature review



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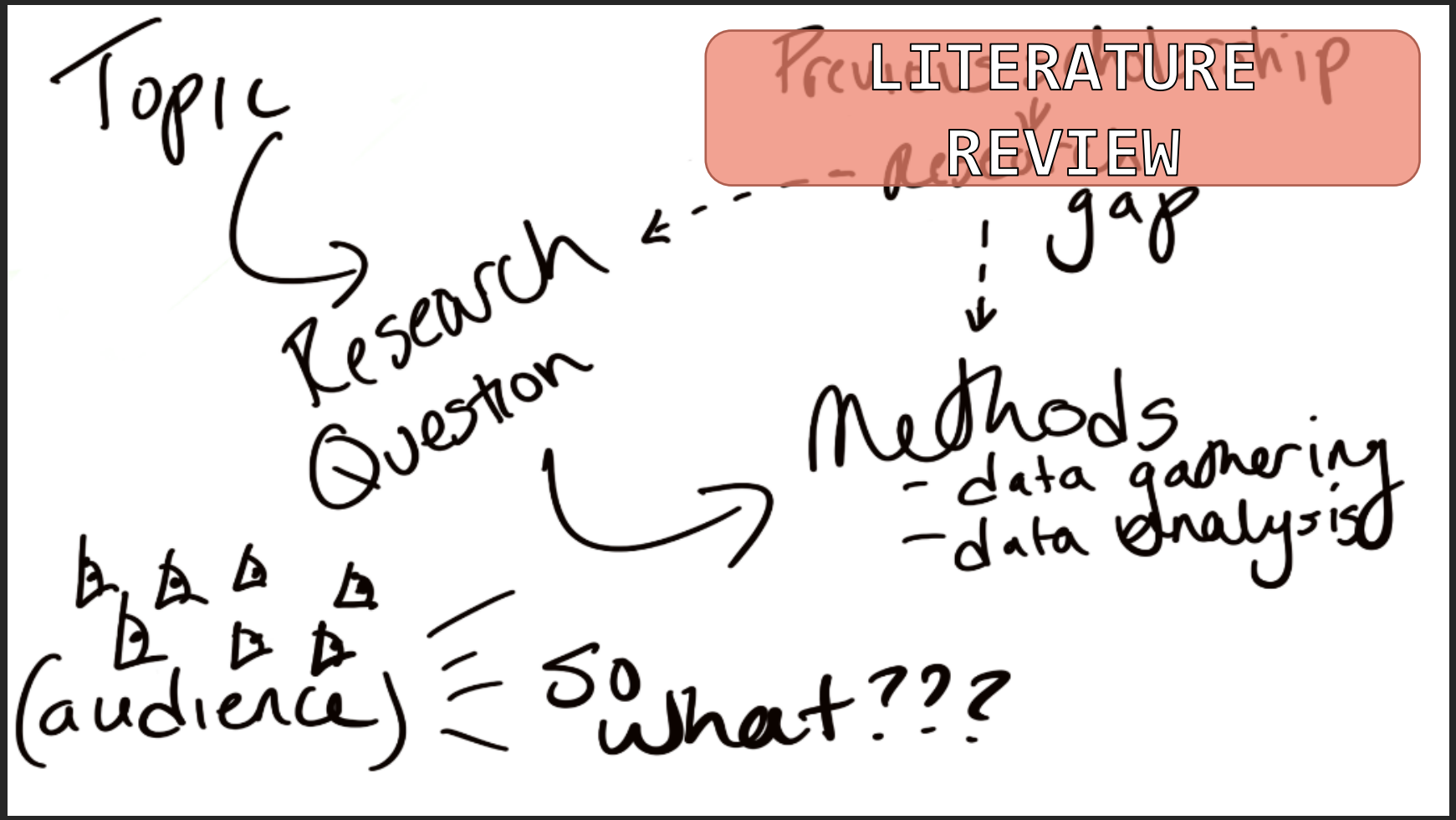

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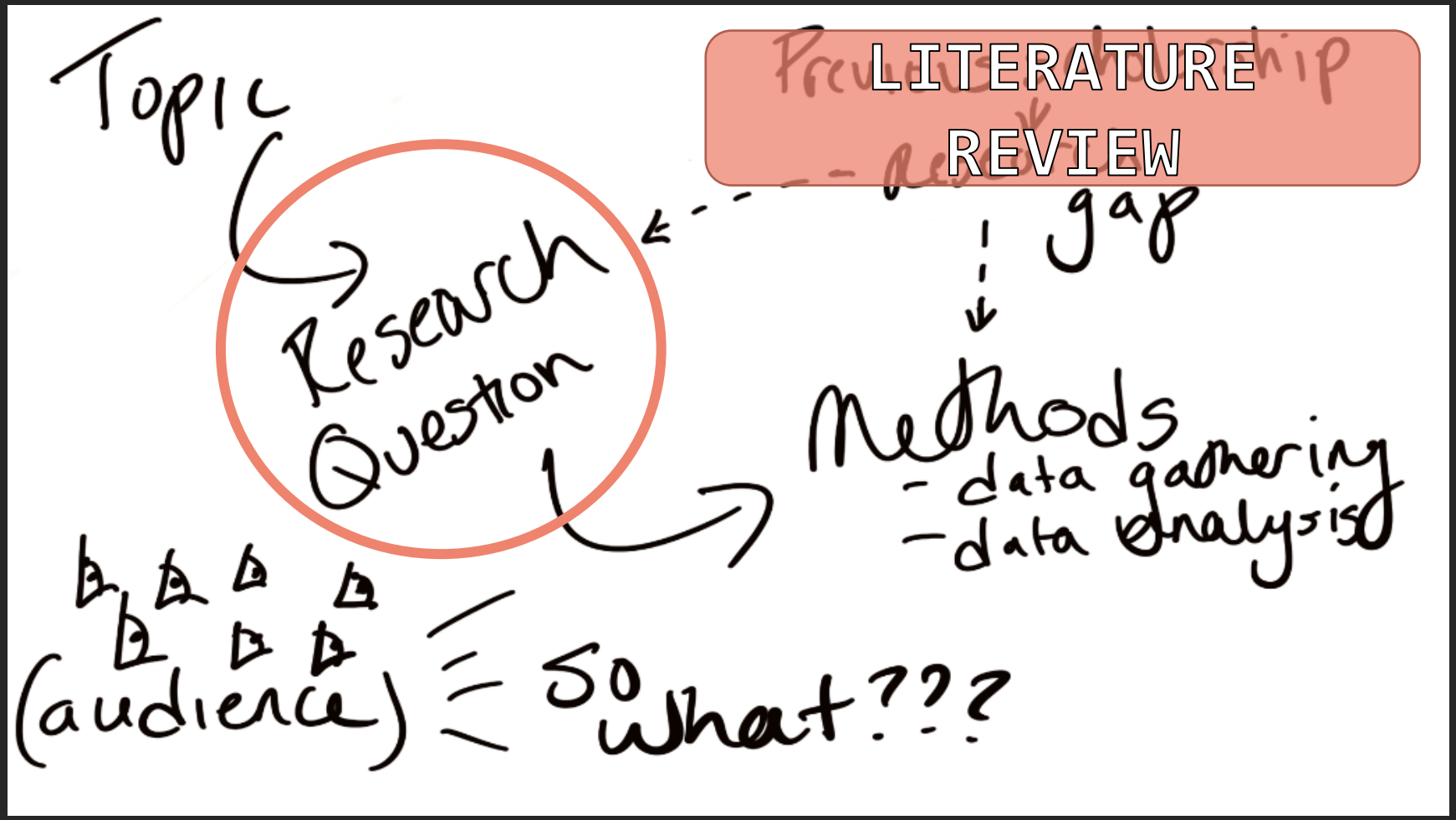

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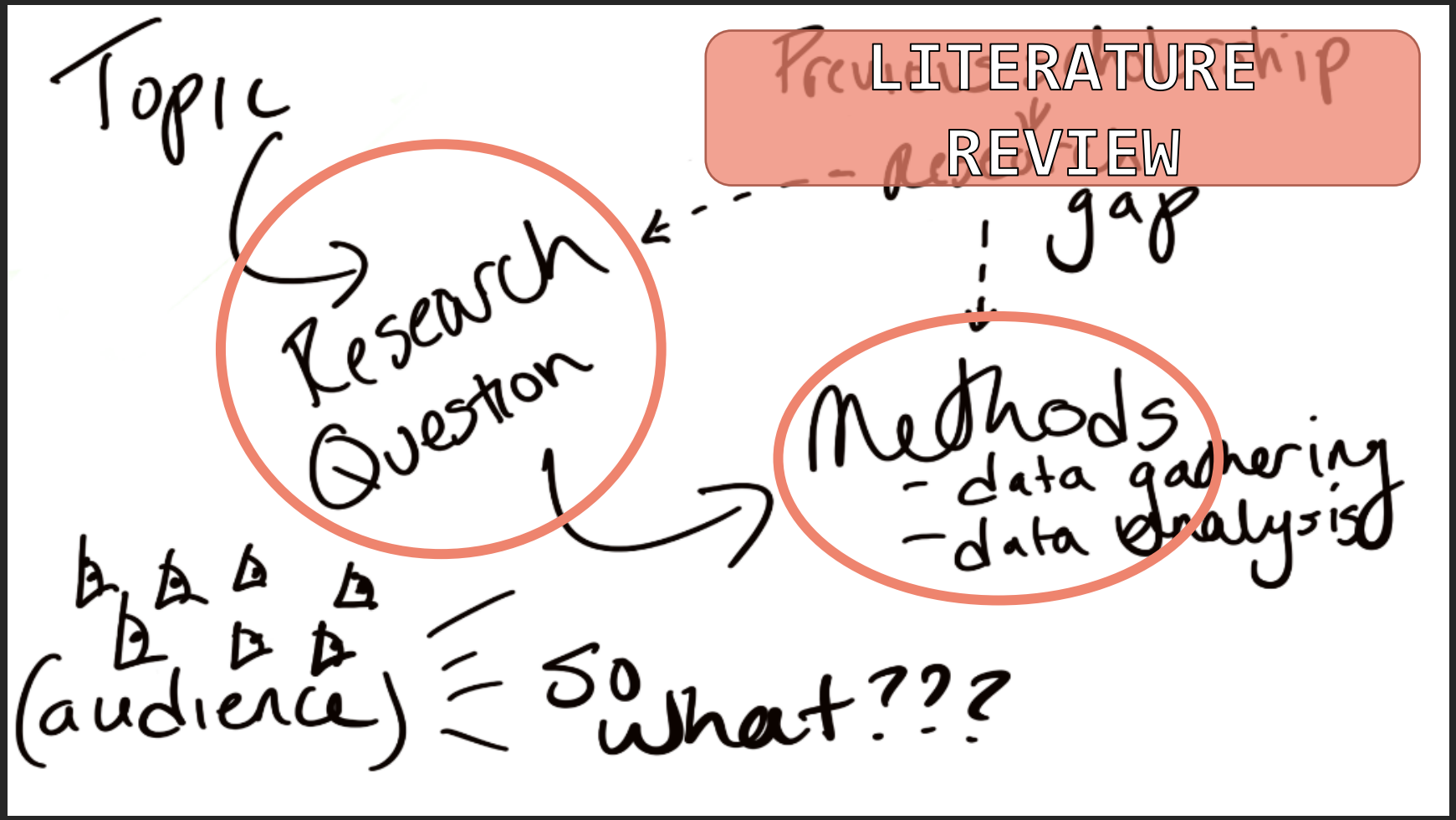

Contextualizing your work

- What is the context of your work?
  + Social Context (What real world situation/phenomenon does this work help us understand?)
  + Academic Context (What has prior scholarship said about this question or related issues?

Contextualizing your work—lit review

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Contextualizing your work—lit review

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  + Academic Context (What has prior scholarship said about this question or related issues?)
    - What is the research gap that you will fill with your scholarship?
    - What is the problem with this gap not being filled?

Contextualizing your work—lit review

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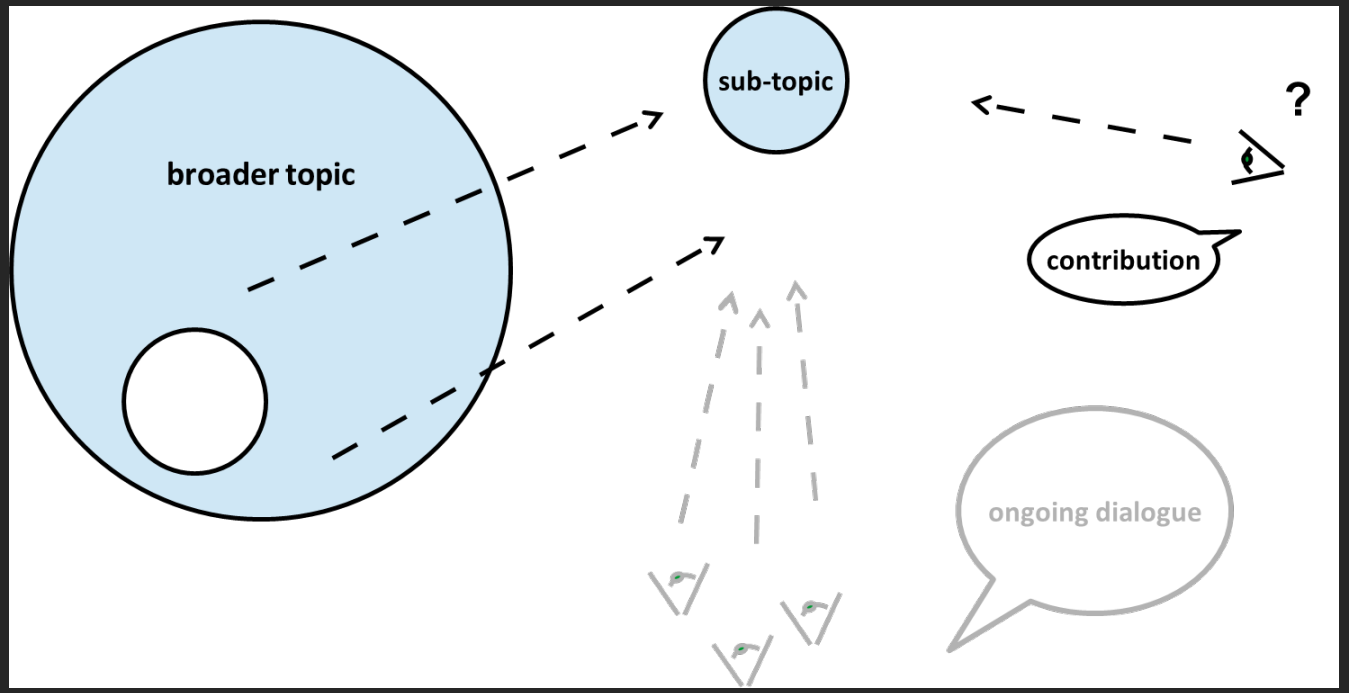

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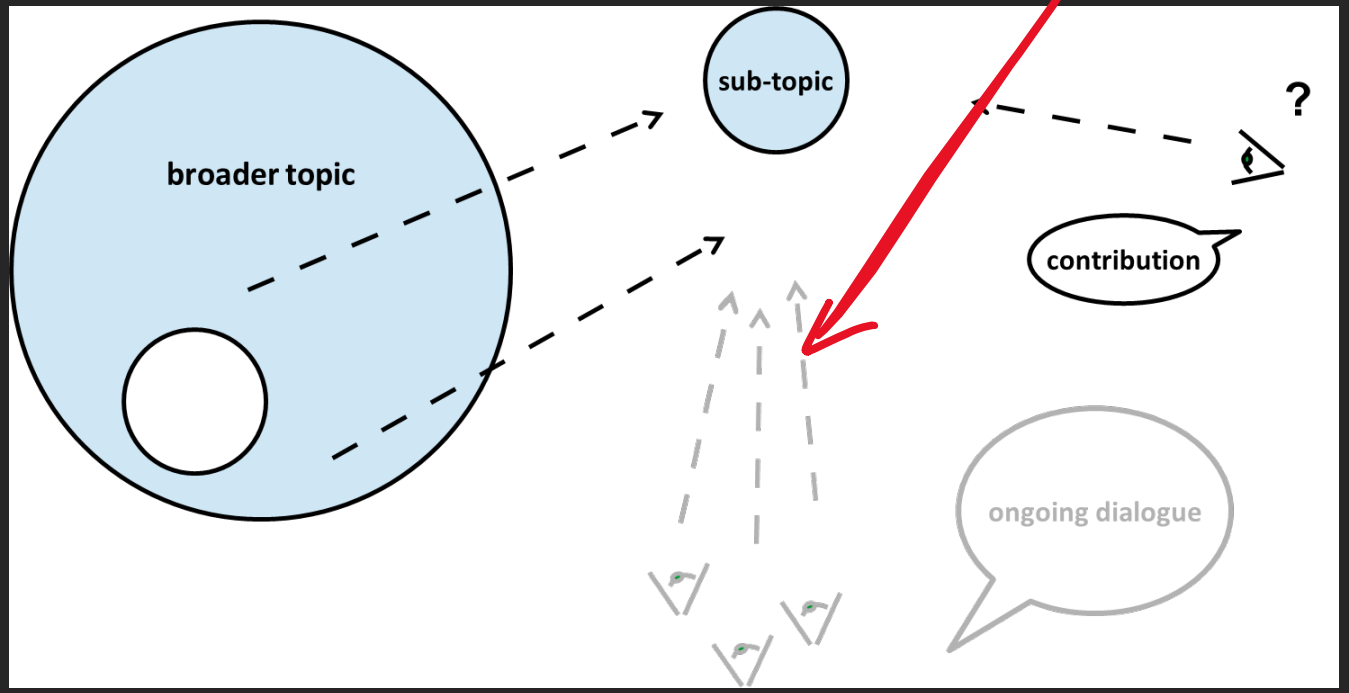


CARS

Literature review

Research gap (academic problem)

Creating a Research Space (CARS)

Swales, John M. and Christine B. Feak. 2004 *Academic Writing for Graduate Students*. 2nd ed. Ann Arbor: University of Michigan Press.

CARS

Literature review

Creating a Research Space (CARS)

Swales, John M. and Christine B. Feak. 2004 *Academic Writing for Graduate Students*. 2nd ed. Ann Arbor: University of Michigan Press.

- **Move 1: Establish Territory**
  - **Demonstrate the importance of the topic**
  - **Introduce and review items of previous research in the area of study (survey the field: DESCRIPTIVE)**
- **Move 2: Indicate a gap in the previous research, establish that previous knowledge needs to develop in some way, or evaluate the state of the field (take a stance: ANALYTICAL)**

Research gap (academic problem)

CARS

Introduce and review items of previous research in the area of study

Indicate a gap in the previous research, establish that previous knowledge needs to develop in some way, or evaluate the state of the field

CATS

Introduce and review items of previous research in the area of study

Indicate a gap in the previous research, establish that previous knowledge needs to develop in some way, or evaluate the state of the field

Identify ho your own project will address this research gap; how your work will contribute to the conversation you have described

CARS

Introduce and review items of previous research in the area of study

Survey the literature

Indicate a gap in the previous research, establish that previous knowledge needs to develop in some way, or evaluate the state of the field

Evaluate/analyze the literature

Identify ho your own project will address this research gap; how your work will contribute to the conversation you have described

Contribute to the literature

CARS

LITERATURE REVIEW

Introduce and review items of previous research in the area of study

Survey the literature

Indicate a gap in the previous research, establish that previous knowledge needs to develop in some way, or evaluate the state of the field

Evaluate/analyze the literature

METHODOLOGY

Identify how your own project will address the research gap or how your work will continue the conversation you have described

Contribute to the literature

Constructing a gap: "We still don't know…"

Although online dating is gaining prominence as a strategy to find a romantic partner, academic research into the antecedents of Internet dating is still scarce. This survey study has two aims. The first is to investigate the demographic antecedents of online dating. The second is to investigate the validity of two opposing hypotheses that explain which

Valkenburg, Patti M., and Jochen Peter. 2007. "Who Visits Online Dating Sites? Exploring some Characteristics of Online Daters." *CyberPsychology & Behavior* 10(6): 849-852.

Constructing a gap: "Something has changed"

2002). Mediated matchmaking is certainly not a new phenomenon: Newspaper personal advertisements have existed since the mid-19th century (Schaefer, 2003) and video dating was popular in the 1980s (Woll & Cosby, 1987; Woll & Young, 1989). Although scholars working in a variety of academic disciplines have studied these earlier forms of mediated matchmaking (e.g., Ahuvia & Adelman, 1992; Lynn & Bolig, 1985; Woll, 1986; Woll & Cosby, 1987), current Internet dating services are substantively different from these incarnations due to their larger user base and more sophisticated self-presentation options.

Ellison, Nicole, Rebecca Heino, and Jennifer Gibbs. 2006. "Managing impressions Online: Self-Presentation Processes in the Online Dating Environment." *Journal of Computer-Mediated Communication* 11: 415-441.

Constructing a gap: Flaws in prior scholarship

Comparison of meeting partners online versus offline has already been conducted in previous studies.[4,8] Findings from these studies suggested that married couples who had met their partners online reported greater relationship satisfaction and relationship quality and lower divorce rates compared to couples who had met their partners offline. There are three issues that have been overlooked in these studies. First, the studies have primarily focused on marital relationships. However, not all online-initiated relationships result in marriages. As a matter of fact, only 49% of online daters

Paul, Aditi. 2014. "Is Online Better Than Offline for Meeting Partners? Depends: Are You Looking to Marry or to Date?" *Cyberpyschology, Behavior, and Social Networking* 17: 664-667.

Filling a Gap: Here's what I'll do about it...

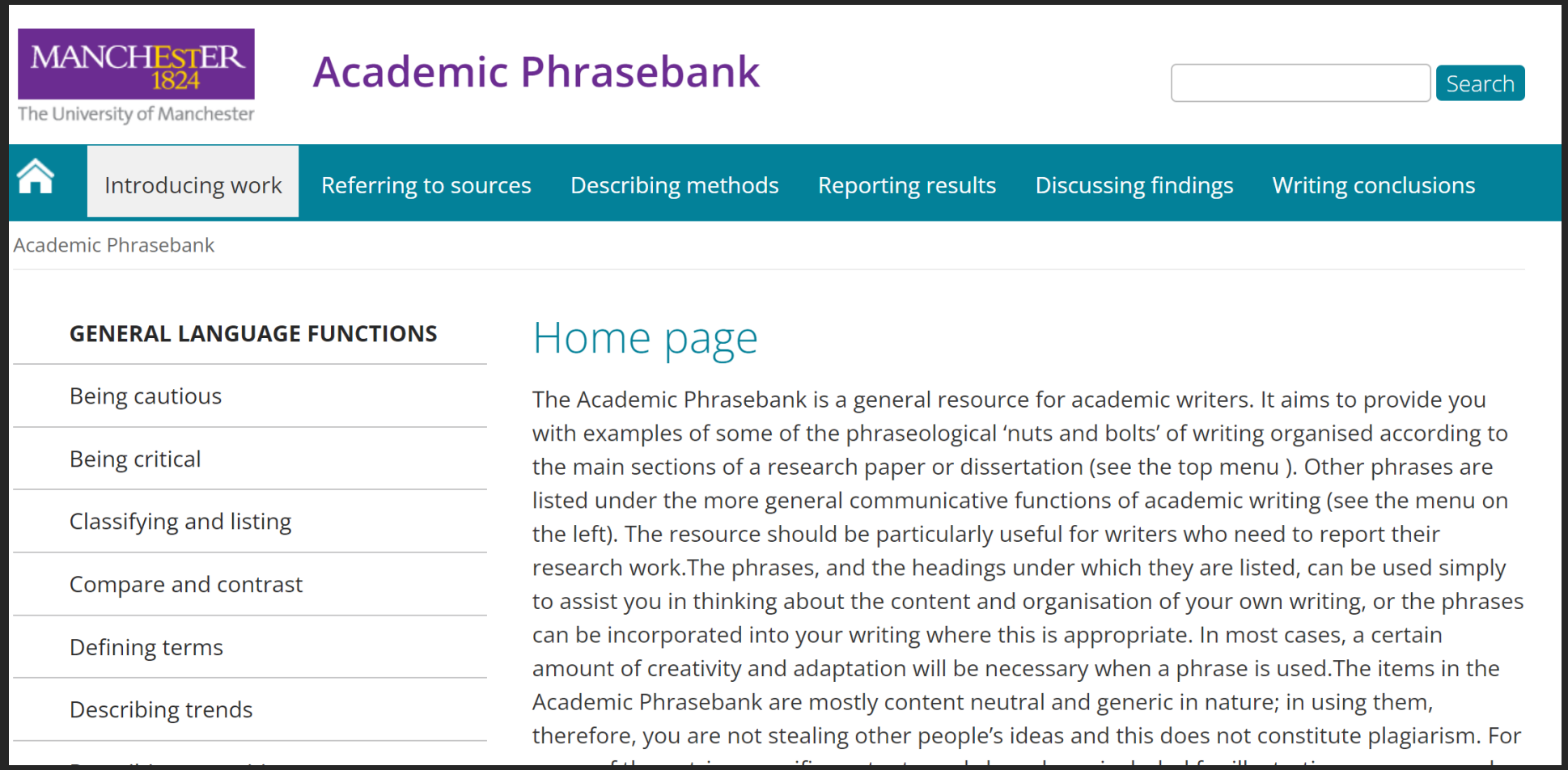
2006). Although existing research reveals suspicions about lying in online dating profiles, it has been limited to self-report data that do not describe actual deception practices. The reliance on self-report methods is an important limitation for deception research in general, as it involves asking participants to be honest about lying (DePaulo, Kashy, Kirkendol, Wyer, & Epstein, 1996).

In the present study, we address this issue by comparing the information presented by daters in their online profiles with their observed characteristics in an effort to establish *ground truth* about the information in online dating profiles. Ground truth is defined as the actual

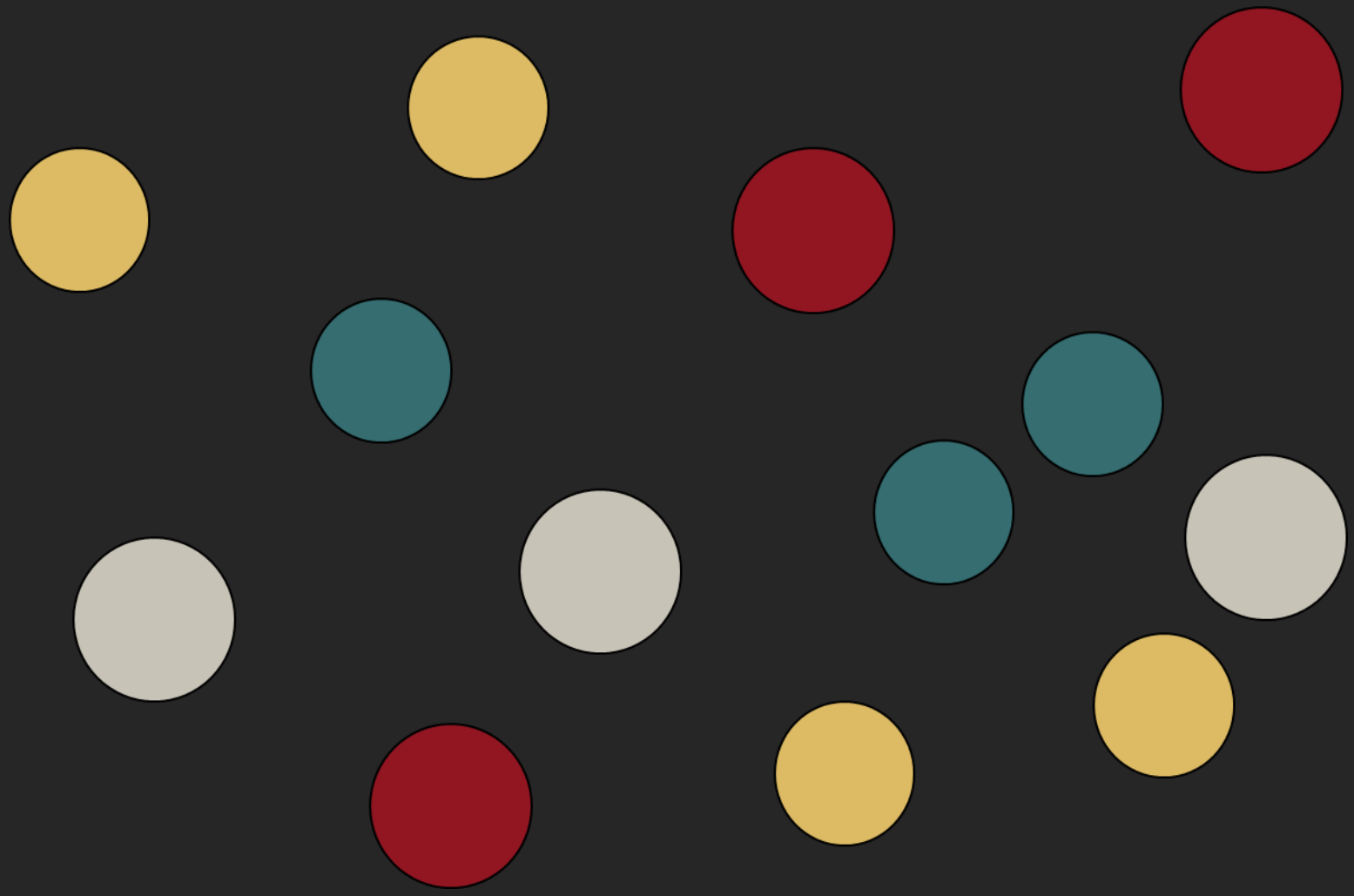
Toma, Catalina L., Jeffrey T. Hancock, and Nicole B. Ellison. 2008. "Separating Fact From Fiction: An Examination of Deceptive Self-Presentation in Online Dating Profiles." *Personality and Social Psychology Bulletin* 34(8): 1023-1036.

Research gap templates

University of Manchester Academic Phrasebank



Organizing/sub-dividing sources



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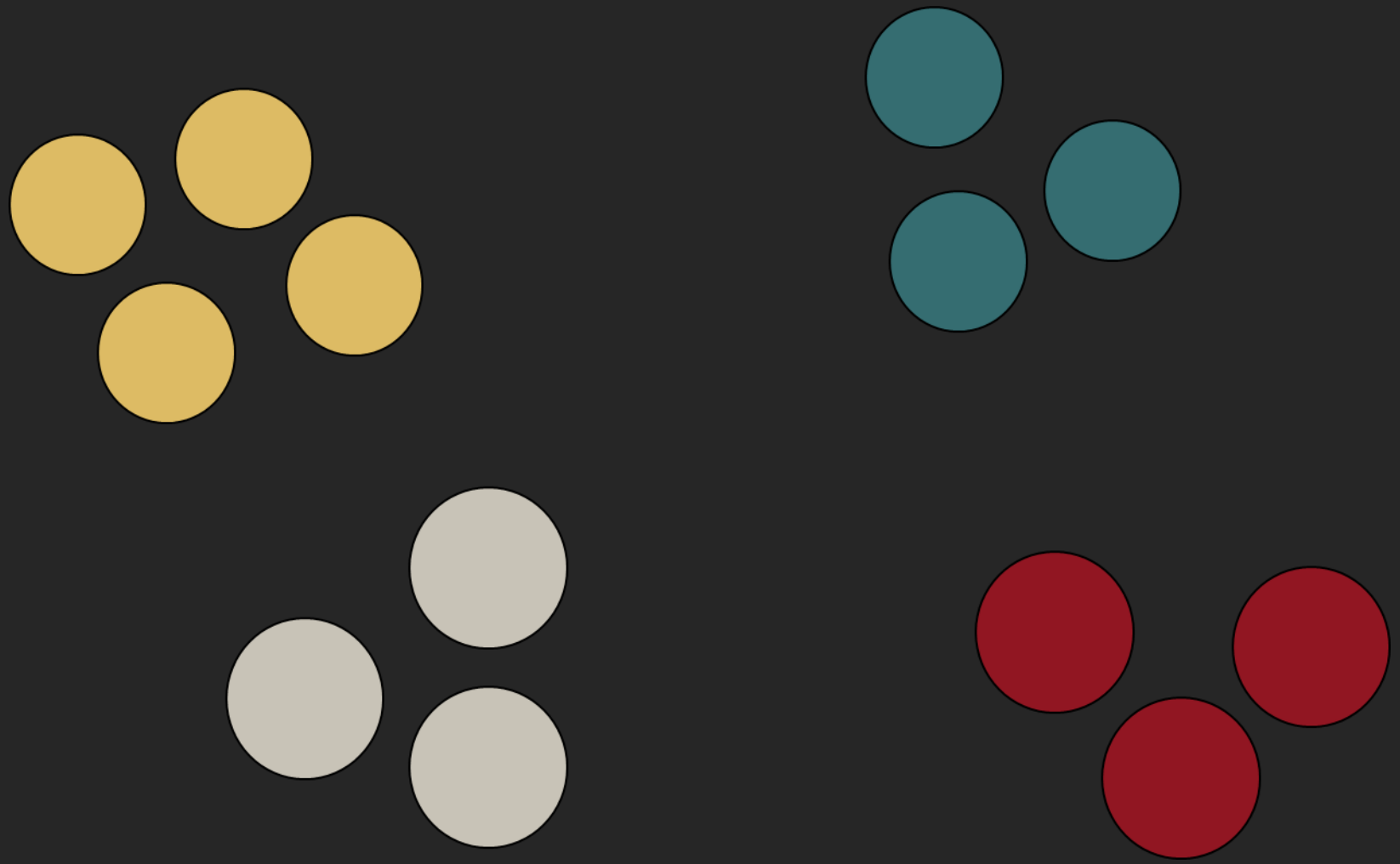

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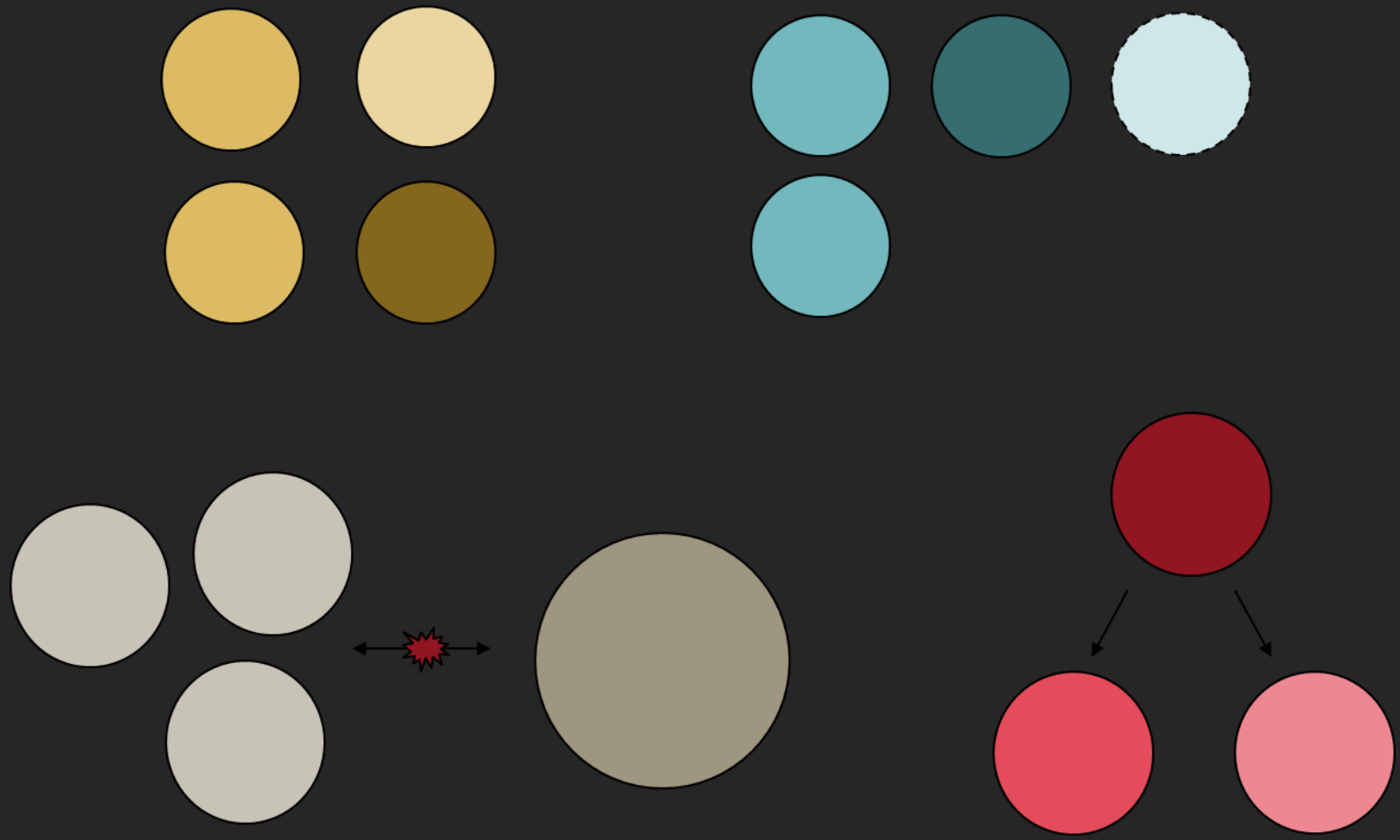
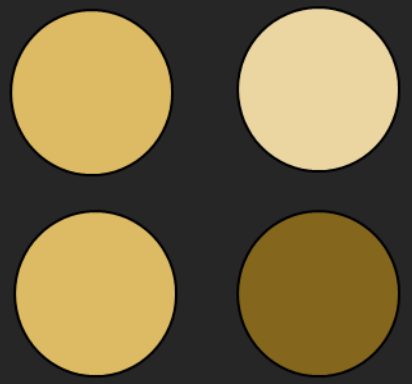
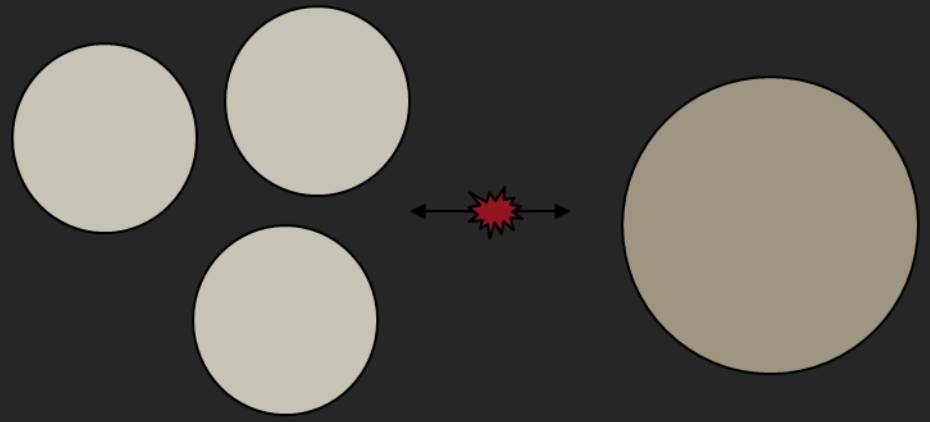
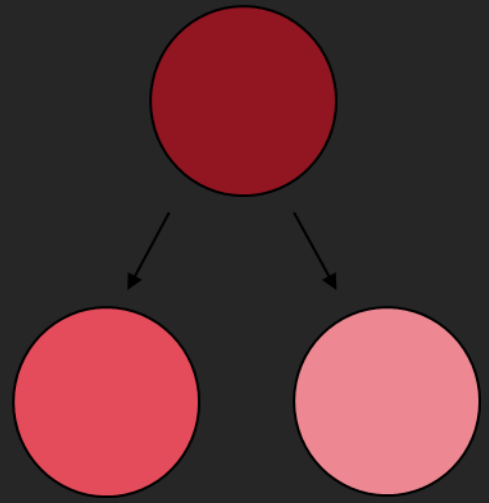


Organizing/sub-dividing sources

Similarities and differences







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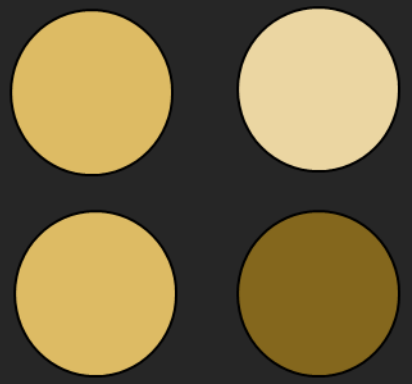
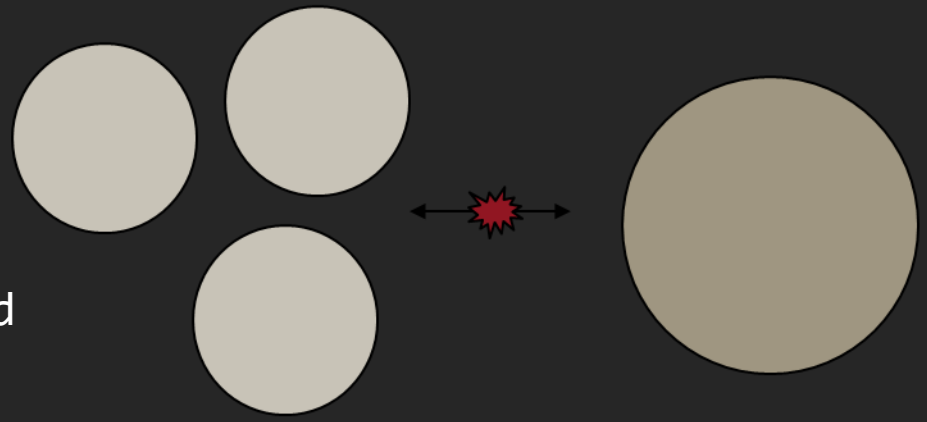
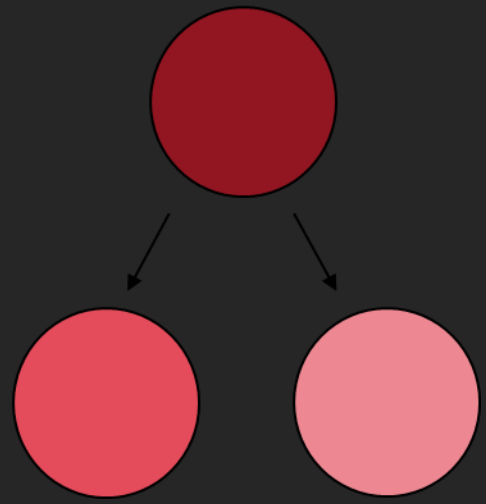


Arguments and agreement





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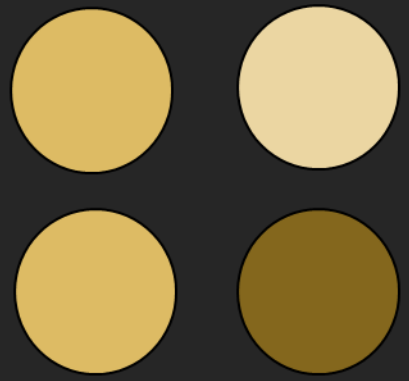
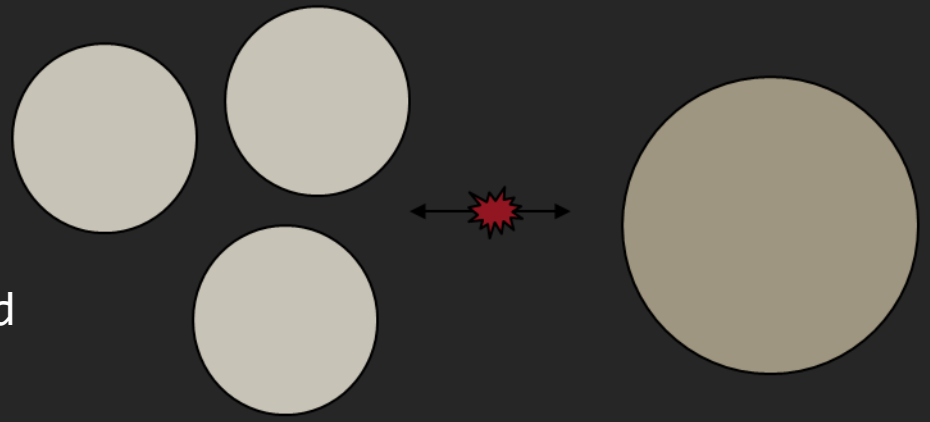
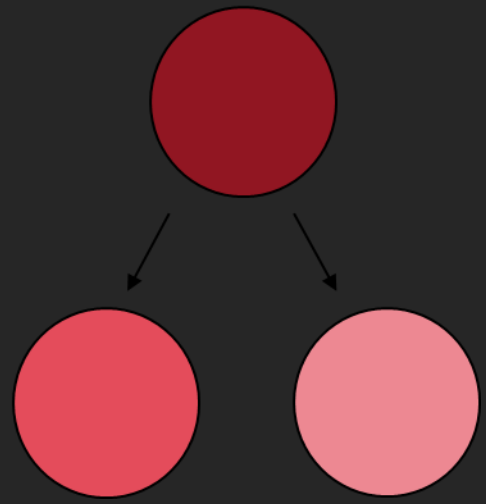


What is missing?

Arguments and agreement





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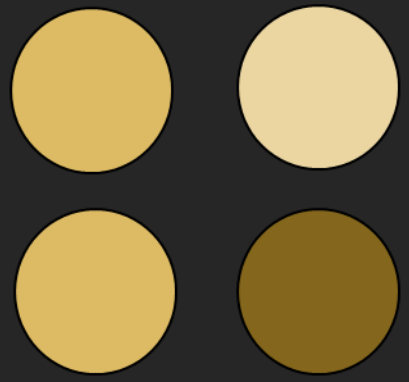

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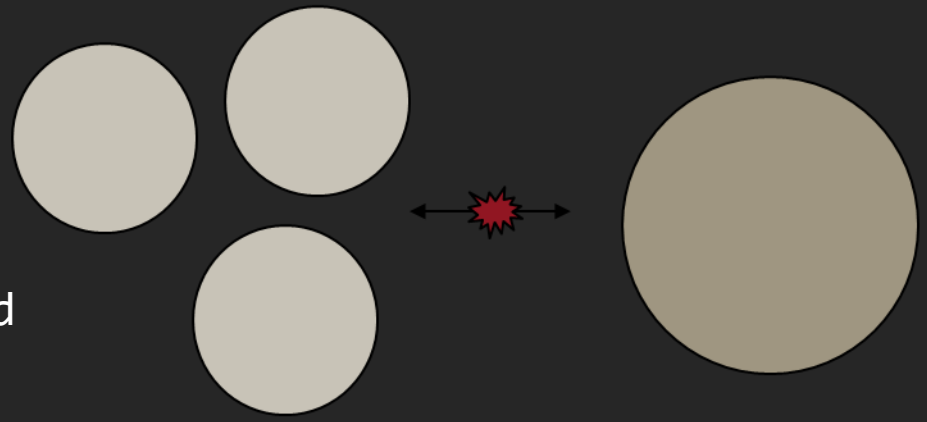

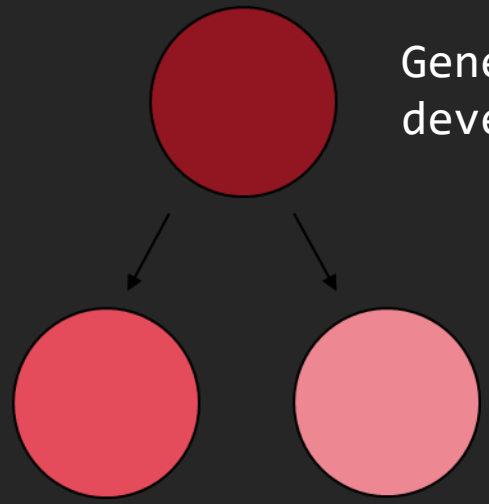

Genealogies and development

Themes for lit review organization

- Introduce and review items of previous research in this area of study:
  + Chronology

Themes for lit review organization

- Introduce and review items of previous research in this area of study:
  + Chronology
  + Context
    - Historical
    - Geographical
    - Disciplinary

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  - + Methodology
  - + Theory
  - + Existing debate

Themes for lit review organization

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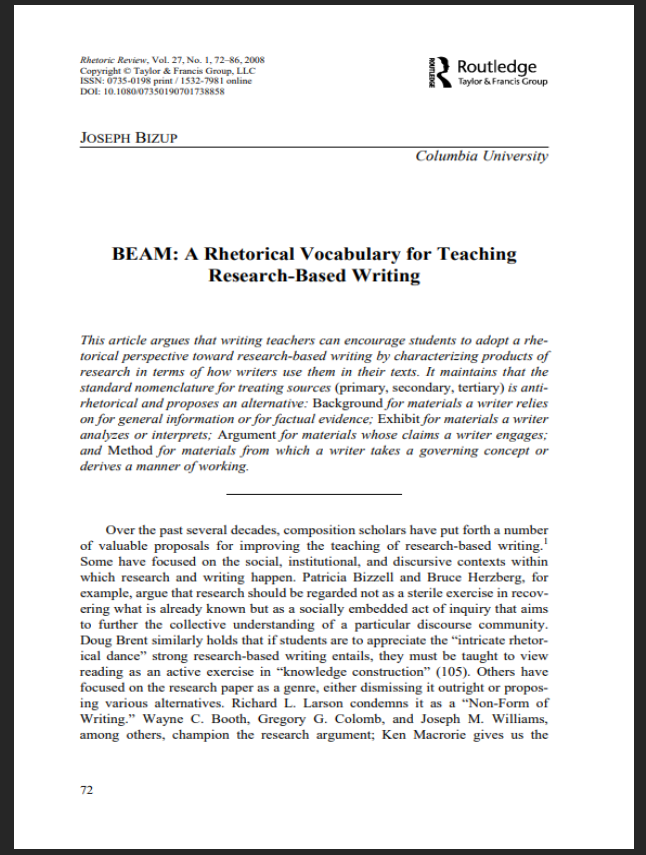
  - + Context
    - Historical
    - Geographical
    - Disciplinary
  - + Methodology
  - + Theory
  - + Existing debate
  - + Purpose
    - Practitioner-focused
    - Industry-focused
    - Academic

Other ways of considering your sources

Bizup, Joseph. 2008. "BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing." *Rhetoric Review* 27(1): 72-86.



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JOSEPH BIZUP
Columbia University

BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing

This article argues that writing teachers can encourage students to adopt a rhetorical perspective toward research-based writing by characterizing products of research in terms of how writers use them in their texts. It maintains that the standard nomenclature for treating sources (primary, secondary, tertiary) *is anti-rhetorical and proposes an alternative:* Background *for materials a writer relies on for general information or for factual evidence;* Exhibit *for materials a writer analyzes or interprets;* Argument *for materials whose claims a writer engages; and* Method *for materials from which a writer takes a governing concept or derives a manner of working.*

Over the past several decades, composition scholars have put forth a number of valuable proposals for improving the teaching of research-based writing.[1] Some have focused on the social, institutional, and discursive contexts within which research and writing happen. Patricia Bizzell and Bruce Herzberg, for example, argue that research should be regarded not as a sterile exercise in recovering what is already known but as a socially embedded act of inquiry that aims to further the collective understanding of a particular discourse community. Doug Brent similarly holds that if students are to appreciate the "intricate rhetorical dance" strong research-based writing entails, they must be taught to view reading as an active exercise in "knowledge construction" (105). Others have focused on the research paper as a genre, either dismissing it outright or proposing various alternatives. Richard L. Larson condemns it as a "Non-Form of Writing." Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, among others, champion the research argument; Ken Macrorie gives us the

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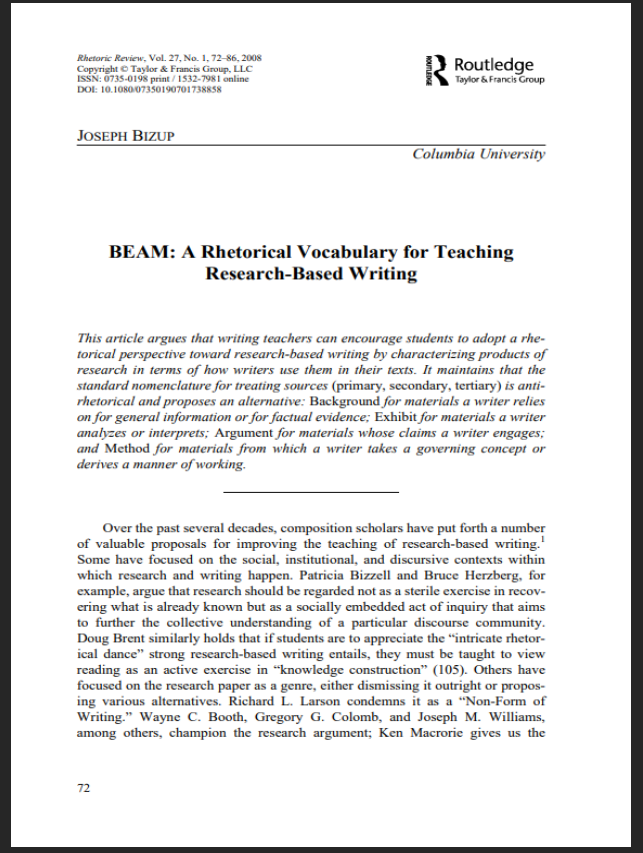
Functional Model

- Emphasizes what you do with a source over what a source "is"
- Allows for greater/explicit acknowledgment of the various ways that you could use a single source
  - e.g. I might be interested in a source for its methodological contributions while you might care more about the background information it provides.



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Other ways of considering your sources

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Volume 70, Issue 5
October 2020

"Anything that Causes Chaos": The Organizational Behavior of Russia Today (RT)

Mona Elswah, Philip N Howard ✉

Journal of Communication, Volume 70, Issue 5, October 2020, Pages 623–645,
https://doi.org/10.1093/joc/jqaa027
Published: 28 September 2020 **Article history** ▾

Other ways of considering your sources

- **Background Sources**
  - + “material whose claims a writer accepts as fact, whether these ‘facts’ are taken as general information or as evidence to support the writer’s own assertions” (Bizup 2008)
  - + Information taken for granted

Other ways of considering your sources

- **Background Sources**
  - + “material whose claims a writer accepts as fact, whether these ‘facts’ are taken as general information or as evidence to support the writer’s own assertions” (Bizup 2008)
  - + Information taken for granted

Following the collapse of the Soviet Union, Russia began to develop some features of a nascent democratic media system under the rule of former President Boris Yeltsin before Vladimir Putin came to power in March 2000 (Becker, 2004; Oates, 2007). Putin’s policies suggested that the media should support his efforts to bring order back to Russia and to stand for Russian interests (Becker, 2004). One of his first moves was taking ownership of media outlets away from the oligarchs and bringing their channels under state control (Ioffe, 2010). From 1999 to 2011, Putin’s

Other ways of considering your sources

- **Exhibit Sources**
  - + “materials a writer offers for explication, analysis, or interpretation…. [A writer] must do rhetorical work to establish their exhibit’s meanings and significance” (Bizup 2008)
  - + Evidence for the argument that you will make in your writing

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Other ways of considering your sources

- **Exhibit Sources**
  - + “materials a writer offers for explication, analysis, or interpretation…. [A writer] must do rhetorical work to establish their exhibit’s meanings and significance” (Bizup 2008)
  - + Evidence for the argument that you will make in your writing

Journal of Communication

overlook its Russian origins. Second, this conflict marked the first time that RT produced disinformation. One of our participants described the coverage around Georgia as:

> [t]he one that showed its [RT] true colors to the world when it spread complete lies about genocide, and this is when it was clear to everyone watching that it is a propaganda vehicle. (Participant1, 2018)

Other ways of considering your sources

- Argument Sources
  + “materials whose claims a writer affirms, disputes, refines, or extends in some way” (Bizup 2008)
  + The conversation you are entering

Other ways of considering your sources

- Argument Sources
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  - + The conversation you are entering

era. In a similar vein to Oates’s model, Becker (2004) argues that the current Russian media system is “neo-authoritarian,” in which media outlets have limited autonomy and where private ownership is, to some extent, tolerated.

Tolz and Teper (2018), by contrast, believe that labeling the current system in Russia “neo-authoritarian” or “neo-Soviet” does not adequately capture the major changes in the strategy Putin applied to media during his third presidential term. They suggest calling this system

Other ways of considering your sources

- Method Sources
  - + “materials from which a writer derives a governing concept or a manner of working” (Bizup 2008)
  - + Includes procedures, models, methodologies, theoretical frameworks

Journal of Communication

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- Method Sources
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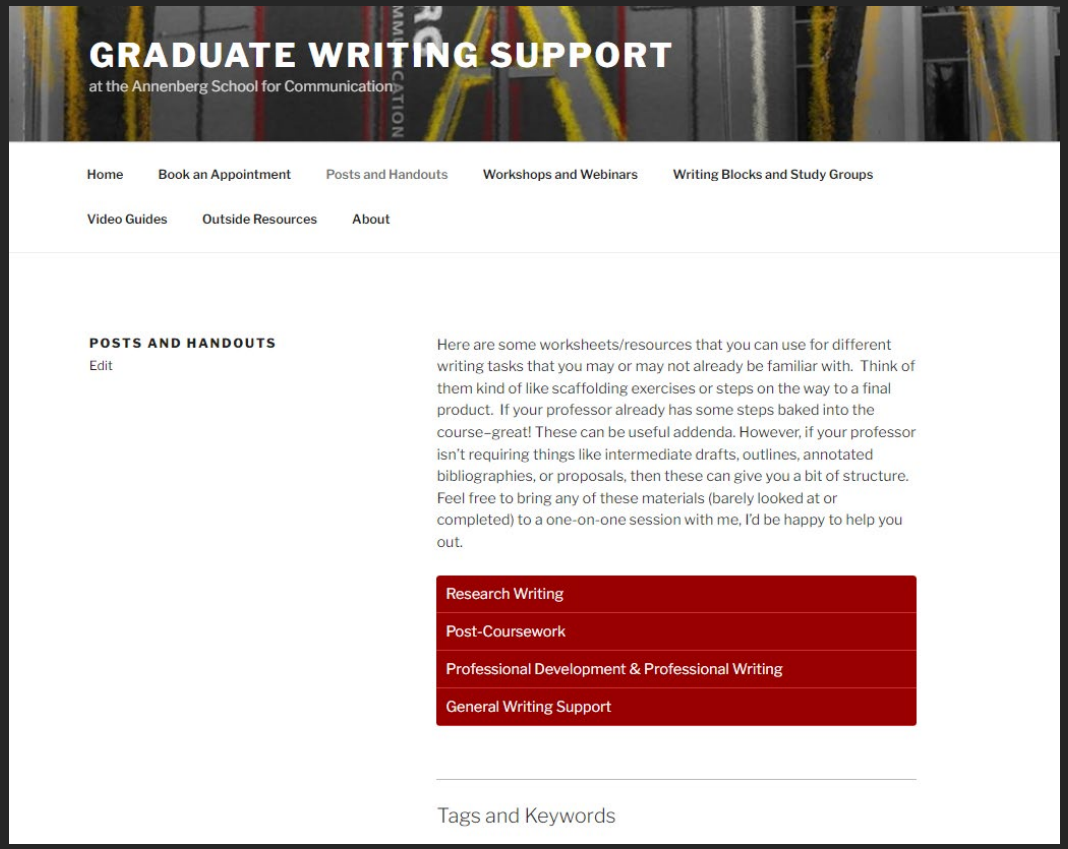
Journal of Communication

To understand the inner workings of news organizations, researchers make use of a combination of newsroom ethnography and in-depth interviews (e.g., Aşık, 2019; Boczkowski, 2005; Hassan & Elmasry, 2019; Maziad, 2018; Usher, 2013). However, methodological challenges in accessing newsrooms are common in societies under authoritarian rule (Figenschou, 2010). Also, conducting newsroom ethnography in closed regimes might bring some unwanted risks to the researchers and might identify the study participants. In similar cases, interviews are the main method researchers rely on to examine the newsroom practices (e.g., Umejei, 2018; Wright, Scott, & Bunce, 2020). In this study, we interviewed

Summer webinar ppts

Summer webinar ppts and resources