

The background of the slide is a detailed architectural floor plan of a house. The plan includes a 'TWO CAR GARAGE' (20' x 21'), a 'FOYER', a 'LAUNDRY' room, a 'BED RM 2' (10' x 12'), and a 'BALCONY ABOVE'. There are also circular features that look like clock faces or decorative elements. In the top left corner, there is a desk lamp. At the bottom, there are various drafting tools: a yellow ruler, a silver compass, and several white markers with different colored caps (green, blue, red).

Writing to Prompts

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Writing to prompts

- *What writing for your thesis have you done, and what would you like to do [in the long, medium and short term]?*
- 5 minutes' writing
- In sentences
- Private writing -- no one will read it
- To be discussed in pairs/groups



Prompts to make your thesis or article ‘contribution’ explicit

- ‘This research shows/reveals/confirms’
- ‘This is a contribution in the sense that ...’
- ‘This is a contribution to the extent that ...’
- *Proportion of your work to others’.*



Matching aim and claim

The aims of my study are/were ...

My research questions are/were ...

My research objectives are/were ...



Prompts to internalise debate

- ‘Some will argue that ...’
- ‘One interpretation could be ...’
- ‘However, this could be taken as ...’
- ‘This is not to say that ...’
- ‘Possible interpretations include ...’



Prompts from journals: 1

‘Using earlier research into models of place branding-management processes, this paper develops a multi-level conceptual model of ... The model identifies the following components for ... The model identifies the influences and action processes ... This paper proposes an integrative model that builds on and subsumes ...’.

(Hanna & Rowley, 2011: 458

Journal of Marketing Management)



Prompts from journals: 2

‘I explore the role of trust in acquisitions of entrepreneurial firms ... I outline how ... I also find that buyers’ and sellers’ beliefs ... I explore the implications of these findings for developing a theory of trust asymmetries and argue that ...’.

(Graebner, 2009: 435

Academy of Management Journal)



Prompts from journals: 3

‘This paper investigates the extent to which the outcomes of the 2008 Research Assessment Exercise ... can be explained by ... The main finding is that ... A further finding is that ... There is also evidence of bias ... The results support the use of ...’.

(Taylor, 2011: 202)

British Journal of Management)



Active verbs for discussing ideas

Informs, reviews, argues, states, synthesises, claims, answers, explains, reconsiders, provides, maintains, outlines, supports, compares, lists, acknowledges, confirms, analyses, disputes, concludes, reveals, implies, reminds, suggests, considers, highlights, refutes, assembles, shows, adds, clarifies, identifies (Ballenger, 2009)




Next writing task

- *Write one sentence saying what the main purpose of your thesis/article is/will be.*
- *Use a verb in this sentence.*
- *If you're not sure yet, write several different versions, in several different sentences.*
- *Next write verbs for your chapter(s).*



Writing a page-98 paper

- My research question is ... (50 words)
 - Researchers who have looked at this subject are ... (50 words)
 - They argue that ... (25 words)
 - Debate centres on the issue of ... (25 words)
 - There is work to be done on ... (25 words)
 - My research is closest to that of X in that ... (50 words)
 - My contribution will be ... (50 words)
- 



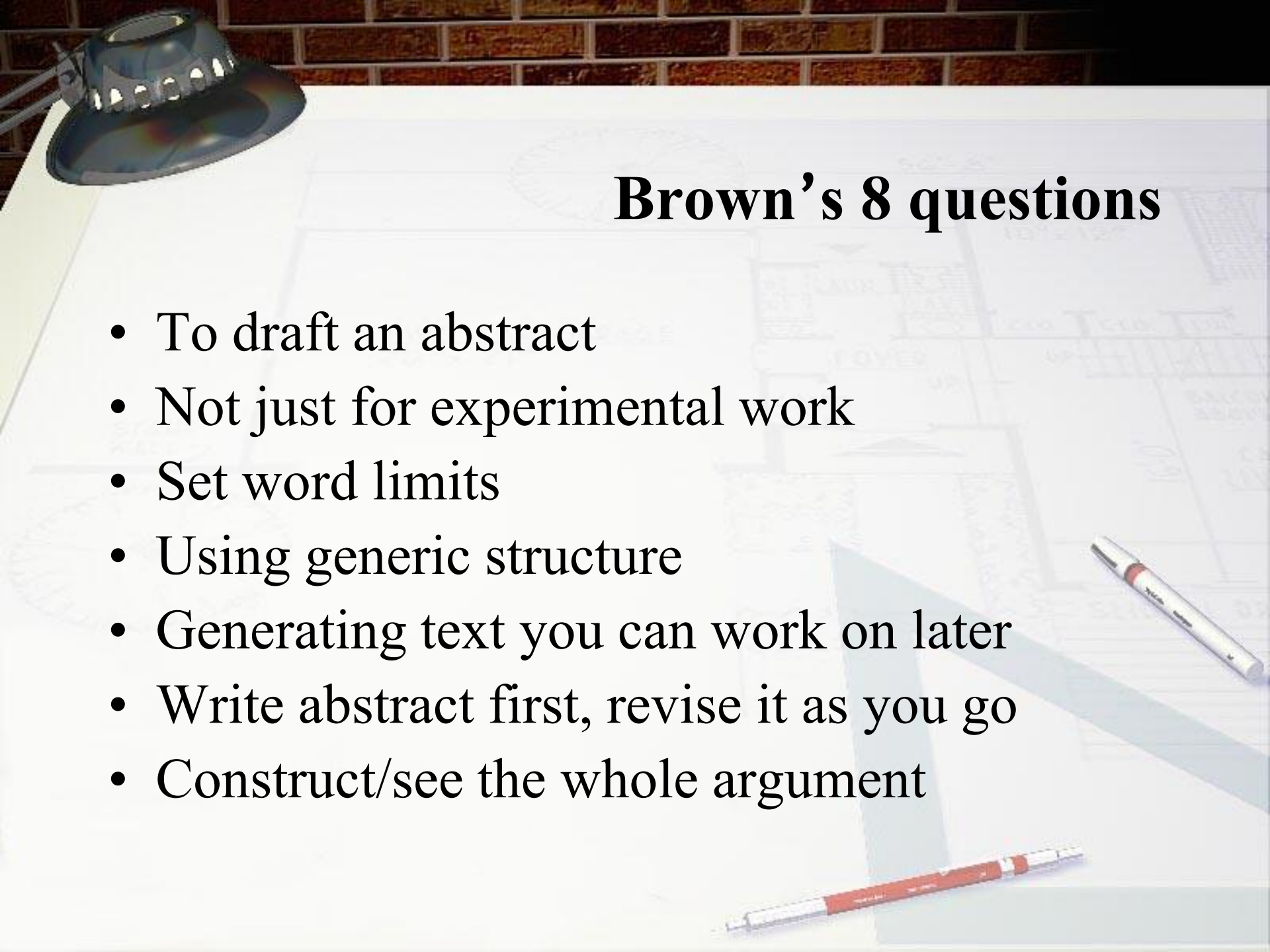
Why write a ‘page 98 paper’? And when?

- Early: to establish direction/focus
- Associate & dissociate with literature
- Build on research question/hypothesis
- Focus reading/thinking
- Manageable writing task: 275 words
- To develop thinking and/or for thesis?
- Late: to focus thinking/intro conclusions



Brown's 8 questions

- 1. Who are intended readers? (3-5 names)*
- 2. What did you do? (50 words)*
- 3. Why did you do it? (50 words)*
- 4. What happened? (50 words)*
- 5. What do results mean in theory? (50 words)*
- 6. What do results mean in practice? (50 words)*
- 7. What is the key benefit for readers (25 words)*
- 8. What remains unresolved? (no word limit)*




Brown's 8 questions

- To draft an abstract
- Not just for experimental work
- Set word limits
- Using generic structure
- Generating text you can work on later
- Write abstract first, revise it as you go
- Construct/see the whole argument



Write and use prompts in series

- To outline whole thesis argument
 - To check coherence of argument
 - To outline chapters/sections
 - Not just using verbs
 - Using word limits
- 



Prompts for summaries

- An emerging format?
- Signposts the argument
- Shows links
- At end of introduction
- 500-1000 words (2-4 pages)
- **Using prompts: Chapter/section one [verb] ... Chapter/section two [verb] ...**



Combine: chapters & outline

- Copy and paste some of those sentences onto your outline.
- Revise some of them now.
- Write prompts for some of your major sections now.

Level 1

Context/Background
1,500 words

The literature review *

Method/approach/
conceptual framework *

Results/analysis *

Discussion *

Conclusions *

Level 2

500 words

500 words

500 words

Level 3

100 words
100 words
100 words
100 words
100 words

100 words
100 words
100 words
100 words
100 words

100 words
100 words
100 words
100 words
100 words

* Apply the above approach to headings or other sections of your paper.



Types of prompt

- *Warm up prompts*: 5 minutes taking stock and goal-setting.
- *Generic prompts*, e.g. ‘The purpose of this paper is to ... This suggests that ...’
- *Journal prompts*, e.g. ...?
- *Questions*, e.g. ‘What do I want to write?’
- *In outlines*, i.e. as well as headings.
- *Revision prompts*, e.g. ‘Define other approaches’.



Summary

- Use both formal & informal prompts
- Try question & fragment forms of prompt
- Use 1st person (i.e. 'I' and 'we')
- Use verbs -- make purpose of your writing explicit
- Use prompts to take stock & set new goals
- As a warm up for writing
- To start writing quickly and easily
- To build confidence
- **To engage with/solve writing problems**



References

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- Ballenger, B. (2009) *The curious researcher: A guide to writing research papers*, 6th edition. New York: Pearson Longman.
- Morss, K. & Murray, R. (2005) *Teaching at university: A guide for postgraduates and researchers*. London: Sage.
- Gilbert, N. Ed. (2006) *From postgraduate to social scientist: A guide to key skills*. London: Sage.

See Murray, Chapter 9, pp. 149-170:

‘Writing articles, books and presentations’.