Literature Search Strategies

SBR I Webinar with Maureen Morasch, MLIS
Agenda

Introduction
Getting Started
Initial Search
Continuing On
Beginning to Read
Maureen Morasch, MLIS

EdD Program Librarian

PhD student at Texas Tech

Technical Communication & Rhetoric

Research Interests

authorship and writer identity

doctoral student writing

power relations in dissertation writing
Why is this webinar important?

Dissertating = daunting
Finding literature = frustrating
Organizing literature = overwhelming
And you still have to read it all and write about it!
Prep Time = Peace of Mind

Example Topic:
Authorship in the field of technical communication
Getting Started

Initial thinking & writing

Brainstorming

- questions
- concerns
- related concepts
- stakeholders
- concurrent disciplines
- key writings

Authorship in TC

Questions:
- What does authorship mean in technical communication?
- What theories of writing or communication are important?
- Who decides which writers get to be authors?
- How do I want to define authorship within TC?

Related Concepts:
- corporate authors
- ghostwriters
- ethics of authorship
- power relations and writing

Key Writings:
Getting Started, continued

Create list of terms based on
questions
related concepts

Select databases based on
topic
disciplines

Authorship in TC

Search Terms:
- authorship
- technical communication
- technical writing
- ghostwriting
- ethics
- corporate authors
- collaborative writing

Databases:
- English/Literature
  - JSTOR
  - MLA Bibliography
- Business
  - ABI/Inform
  - Business Source
Initial Search

Goals
see what is immediately available

survey how practitioners & scholars are studying topic

identify other terms, concepts, issues that are important

Where to start
Search@CULibraries --Education edition
EdD Library Resources
    Find Articles
    Find Books
Search@CULibraries general edition
Google Scholar
Journal
keep notes of progress

which keywords work best in each database

new questions

Authorship in TC
Findings:
- older literature - why?
- authorship discussed multiple ways
- focus on collaborative writing
- ghostwriting big in recent
  - focuses on ethics and medical research/writing
- other authors
  - Jim Henry

Note: At this step, I gather but don’t read. Only scan to decide initial selections.
Goal: Expand collected literature
Find new search terms
subject terms in item records
terms in abstracts

Mine the references
Google Scholar
articles citing
related articles

Begin organizing
find a citation manager
Zotero
Mendeley
EndNote
Beginning to Read

Not the time for comprehensiveness:

Articles

- Skim abstracts, intros, and discussions

Dissertations

- Scan for theories, definitions, and methodologies

Books

- Use index and Table of Contents to locate relevant sections

Organize:

Matrix or other tracking method

- notes
- key concepts
- theories
- methodologies

List of potential sources

Compile references/citations

Write analytical summaries
Beginning to read, continued

Excel or Google Sheets matrix for organizing

<table>
<thead>
<tr>
<th>source</th>
<th>concept</th>
<th>thesis</th>
<th>peer response</th>
<th>mentor texts</th>
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<tbody>
<tr>
<td>Aitchison &amp; Loo (2008)</td>
<td>peer writing groups</td>
<td>Peer writing groups provide a pedagogical space for doctoral students to explore the connections between writing, knowledge creation, and identity. Students and novice academics benefit from explicit instruction on how to write articles for publication.</td>
<td>discussed participants writing peer learning a fundamental pedagogical practice in PWS</td>
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<td>Belcher (2009)</td>
<td>workshop on academic writing</td>
<td>Instructors need to understand how writing theories affect the pedagogy for teaching graduate level writing.</td>
<td>students need to read examples of scholarly genres to increase their understanding of them (p. 151)</td>
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<td>Bruce (2008)</td>
<td>theories of discipline-based writing</td>
<td>Giving and receiving feedback from peers on scholarly writing was the most beneficial aspect of the Scholarly Writing Project.</td>
<td>peers reviewed the first two drafts and provided written feedback on integrating discipline content and texts so that they become familiar with the way academics write about the discipline (pp. A2-A3)</td>
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<td>Caffarella &amp; Barret (2000)</td>
<td>peer response in scholarly writing</td>
<td>Peer response used to help students move past the fear of sharing drafts; students learn that everyone begins with rough prose that is refined during revising (p. 275)</td>
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<td>Cameron, Nairn, &amp; Higgins (2009)</td>
<td>strategies for helping students deal with emotions related to academic writing</td>
<td>Writing needs to be explicit taught to circumvent that candidates peer feedback in writing groups</td>
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Citation Manager (Zotero)
Contact Info:

Maureen Morasch
mmorasch@cu-portland.edu
503.280.8674

EdD Library Resources guide:
http://libguides.cu-portland.edu/EdD