

USD6 (M4) Finalise, synthesise and use information from a variety of sources (Background Research)

ILOs

- Analyse an exemplar and a key text from your research project to reverse engineer your own writing and writing process.
- Reflect on how to demonstrate criticality in your background research section through synthesising ideas and sources.

Links to assessment criteria for the cohort of learners

Author1
(no date)

Key text could be a source text or their own production

Author1
(no date)

We added reflect on as the context does not always allow for the students to produce in the session but the task sequence should end with a reflective 'take away' element

Author1
(no date)

Task 1

Activity 1

Highlight the key words in the learning outcomes.

What do they mean and why are they important for your research project?

Activity 2

We will read paragraph 7 of the introduction to examine the paper's contribution to the existing research and how the paper/ writer(s) has built on existing research through critically analysing this existing research.

1. Read paragraph 7 and identify the purpose of the paragraph through underlining language which indicates this purpose.
2. Read the paragraph again and identify the claims the paragraph is making. Identify the strengths of the claims too, are some claims expressed more certainly than others? Why has the writer done this?
3. How does the evidence in the previous paragraphs lead to these claims? Can you see a link with the evidence and the certainty expressed within the claim?

Edit post meeting: Can you locate the evidence which lead to these claims in the previous 6 paragraphs of the introduction?

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Activity 3

Let's look at paragraphs 4, 5 and 6.

There are different ways of referring to the literature within these paragraphs.



1. There are integral and non-integral use of citations. Can you find and classify the examples into these two types.
2. Can you provide reasons as to why the writer chooses each type of citation in this context?
3. Consider your own draft, or another assignment and reflect on whether you applied any principles to your citation use.
4. *How could this be applied to the process of reading....*

If possible, compare with a student exemplar as an extension activity
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Activity 4

1. Read the first sentences of each paragraph of the introduction; are they connected? How do they build on each other to position the paper within the background research?
2. Take one paragraph in the introduction and state the purpose. How do the sentences together connect to establish this purpose? Can you analyse how the writer makes use of given or known information to new information?

allocate a paragraph to a group

Author1
 (no date)

model this with an example

Author1
 (no date)

Activity 5

1. Somehow this activity needs to link back to the process and take home messages for how to write up your background research.