Literature Review and Publication Process

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My background

- Graduate faculty since 2016
- Large administrative appointment since 2006
- 25 papers and book chapters
  - Health and medical program development, education, and evaluation
- 18-member lab
- Board certified coach and Master mentor
  - Leadership, collaboration, and academic advancement

Workshop goals

1. Identify strategies for a focused review of literature.
2. Prepare an outline of a literature review.
3. Describe steps of an academic publication process.
4. Identify a topical, international journal for a publication.

*5. Develop a strategy to publish [more].

Please interrupt me at ANY time with questions.

No question is dumb, and all concerns are legitimate.

LITERATURE REVIEWS

What is a literature review (for)?

- When thinking about what a literature review *is*, we need to think about what it is *for*.

What is the purpose of a literature review?

What is a literature review (for)?

- **Establishes the terms and context**. *How else will you define exactly what you're looking at and where its limits are?*
- **Presents a survey of preceding literature on the topic.** *How else will you know what's been done already?*
- **Explores ways that others have solved similar questions/problems.** *How else will you select an appropriate methodology and approach?*
- **Outlines the relationship of these texts to each other.** *How else will you know what the different perspectives and debates are, and where you are coming from?*
- **Evaluates the quality and relevance of the literature.** *How else will you be able to build on or reject it?*
- **Establishes the gaps or inadequacies.** *How else will you justify your own contribution?*
- **Demonstrates your scholarly rigor.** *How else can I have faith in your conclusions?*

NOT an Annotated Bibliography

- Please note that a Literature Review is NOT an annotated bibliography.
- An annotated bibliography is the following:
  - 1) The full References/Bibliography/Works Cited citation for a source;
  - 2) A brief summation of the major points of the work;
  - 3) A brief indication of how this research is helpful to your project;
  - 4) And at times, any indications of weaknesses that are in the source that could compromise using it.

NOT an Annotated Bibliography

- Annotated bibliography is a list of sources, their content, and how you will use them in a paper.
- A literature is an ESSAY that covers the major findings of a field, how they relate to or are dissimilar from other findings, and major methodological and informational problems in the research.

Example of an Annotated Bibliography

On the next slide is an example of one record of an annotated bibliography.

Again, it would be an good first step to a literature review, but it is not the final text that you would use in your literature review.

Example of an Annotated Bibliography

Citation

Booker, Susan M. "Dioxin in Vietnam: Fighting a Legacy of War." *Environmental Health Perspectives* 109.3 (2001):116. *ProQuest.* Web. 29 Apr. 2009.

Annotation

Booker reports on the launch of a joint research program on the human and environmental health effects from spraying Agent Orange and other herbicides during the Vietnam War. The extent of Agent Orange exposure among the Vietnamese, identification of highly contaminated areas and monitoring migration of dioxin are assessed. The author asserts the government is not doing enough to help the Vietnamese people who still suffer from Agent Orange. This is written for people with little prior knowledge of this subject and is easy to understand. It was a useful starting point for writing this paper and because of its currency this is a valuable source for my research.

Narrowing

All literature reviews are FOCUSED.

- E.g., SPACE POLICY is too broad
- Narrowing the topic down

Space policy → Modern space policy →

Space policy → Space cooperation

1. WHAT IS YOUR BROAD TOPIC?
2. WHAT IS YOUR NARROW FOCUS?

Focus of literature reviews

Supports the argument that your study/paper/thesis performs at least one of the following:

1) Closes gaps in the research

2) Tests an aspect of a theory (H or RQ)

3) Replicates an important study

4) Retests a hypothesis with a new or improved methodology

5) Resolves conflicts in the field

General types of papers

- Conceptual / theoretical
- Program of research
- Methodological
- Data / descriptive studies
- Empirical studies (qualitative or quantitative)

A paper can also be a combination of two or more types. For example, a data paper that uses particular methodology you plan to use.

APPLY NEW KNOWLEDGE

1. Find three (3) journals that publish papers in your discipline.
2. Look through the titles from the last 3-5 issues and pick three (3) papers that seem most relevant from each journal.
3. You should have nine (9) papers.
4. What are these papers? Are they empirical? Conceptual with limited or no data?
5. What is the narrow focus of these papers?

Steps for Writing a Lit Review

- Planning
- Reading and Research
- Analyzing
- Drafting
- Revising

Planning

What Type of Literature Review Am I Writing?

Planning

- Focus
  - What is the specific thesis, problem, or research question that my literature review helps to define?
  - Identifying a focus that allows you to:
    - Sort and categorize information
    - Eliminate irrelevant information
- Type
  - What type of literature review am I conducting?
  - Theory; Methodology; Policy; Quantitative; Qualitative

Planning

- Scope
  - What is the scope of my literature review?
  - What types of sources am I using?
- Academic discipline
  - What field(s) am I working in?

Reading and Researching

What Materials
Am I Going to Use?

Reading and Researching

Collect and read material.

What types of papers do you need to include?

- Conceptual / theoretical
- Program of research
- Methodological
- Data / descriptive studies
- Empirical studies

Reading and Researching

- Summarize sources or use a matrix (handout).
  - Who is the author?
  - What is the author's main purpose?
  - What is the author's theoretical perspective? Research methodology?
  - Who is the intended audience?
  - What is the principal point, conclusion, thesis, contention, or question?
  - How is the author's position supported?
  - How does this study relate to other studies of the problem or topic?
  - What does this study add to your project?
- Select only relevant books and articles.

Analyzing

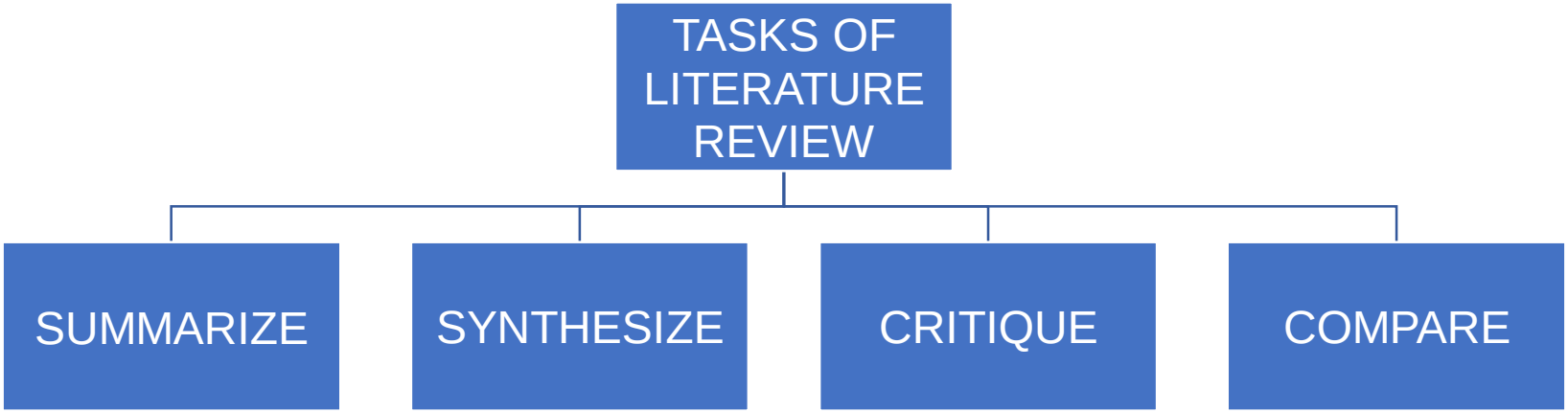
How Do I Assess
Existing Research?

Analyzing Sources

- A literature review is never just a list of studies—it always offers an argument about a body of research

- Analysis occurs on two levels:
  - Individual sources
  - Body of research

Four Analysis Tasks of the Literature Review



Summary and Synthesis

In your own words, summarize and/or synthesize the key findings relevant to your study.

- What do we know about the immediate area?
- What are the key arguments, key characteristics, key concepts or key figures?
- What are the existing debates/theories?
- What common methodologies are used?

Sample Language for Summary and Synthesis

- Normadin has demonstrated…
- Early work by Hausman, Schwarz, and Graves was concerned with…
- Elsayed and Stern compared algorithms for handling…
- Additional work by Karasawa et. al, Azadivar, and Parry et. al deals with…

Example: Summary and Synthesis

Under the restriction of small populations, four possible ways [to avoid premature convergence] were presented. The first one is to revise the gene operators. . . .Griffiths and Miles applied advanced two-dimensional gene operators to search the optimal cross-section of a beam and significantly improve results. The second way is to adjust gene probability. Leite and Topping adopted a variable mutation probability and obtained an outperformed result.

Example: Summary and Synthesis

Piaget's theory of stages of cognitive development and Erikson's stages of psychosocial development are commonly used for educational psychology courses (Borich & Tombari, 1997; LeFrancois, 1997; Slavin, 1997). Piaget described characteristic behaviors, including artistic ones such as drawing, as evidence of how children think and what children do as they progress beyond developmental milestones into and through stages of development.

REVIEW ONE OF YOUR PAPERS

What summaries are provided?

Comparison and Critique

Evaluates the strength and weaknesses of the work:

- How do the different studies relate? What is new, different, or controversial?
- What views need further testing?
- What evidence is lacking, inconclusive, contradicting, or too limited?
- What research designs or methods seem unsatisfactory?

Sample Language for Comparison and Critique

- In this ambitious but flawed study, Jones and Wang…
- These general results, reflecting the stochastic nature of the flow of goods, are similar to those reported by Rosenblatt and Roll…

Example: Comparison and Critique

The critical response to the poetry of Phillis Wheatley often registers disappointment or surprise. Some critics have complained that the verse of this African American slave is insecure (Collins 1975, 78), imitative (Richmond 1974, 54-66), and incapacitated (Burke 1991, 33, 38)—at worst, the product of a "White mind" (Jameson 1974, 414-15). Others, in contrast, have applauded Wheatley's critique of Anglo-American discourse(Kendrick 1993,222-23), her revision of literary models…

Example: Comparison and Critique

- The situationist model has also received its share of criticism. One of the most frequently cited shortcomings of this approach centers around the assumption that individuals enter into the work context *tabula rasa*.

Analyzing: Putting It All Together

- What do researchers KNOW about this field?
- What do researchers NOT KNOW?
- Why should we (further) study this topic?
- What will my study contribute?

Analyzing: Putting It All Together

Once you have summarized, synthesized, compared, and critiqued your chosen material, you may consider whether these studies

- Demonstrate the topic's chronological development.
- Show different approaches to the problem.
- Show an ongoing debate.
- Center on a "seminal" study or studies.
- Demonstrate a "paradigm shift."

Evaluative Adjectives

- Unusual
- Small
- Simple
- Exploratory
- Limited
- Restricted
- Flawed
- Complex
- Competent
- Important
- Innovative
- Impressive
- Useful
- Careful

REVIEW YOUR PAPER

Can you spot evaluative adjectives?

Drafting

What Am I
Going to Write?

Thesis Statements

The thesis statement offers an argument about the literature. It may do any of or a combination of the following:

- Offer an argument and critical assessment of the literature (i.e. topic + claim).
- Provide an overview of current scholarly conversations.
- Point out gaps or weaknesses in the literature.
- Relate the literature to the larger aim of the study.

Examples: Thesis Statements

1) In spite of these difficulties we believe that preservice elementary art teachers and classroom teachers need some knowledge of stage theories of children's development…[then goes on to review theories of development]

2) Research on the meaning and experience of home has proliferated over the past two decades, particularly within the disciplines of sociology, anthropology, psychology, human geography, history, architecture and philosophy. . . . Many researchers now understand home as a multidimensional concept and acknowledge the presence of and need for multidisciplinary research in the field. However, with the exception of two exemplary articles by Després (1991) and Somerville (1997) few have translated this awareness into genuinely, interdisciplinary studies of the meaning of home.

Examples: Thesis Statements

3) Polyvalency refers to the simultaneous binding of multiple ligands on one entity to multiple receptors on another. Polyvalent interactions are ubiquitous in nature, with examples including the attachment of viruses to target cells, bacteria to cells, cells to other cells, and the binding of antibodies to pathogens. . . . In this article, I review recent developments in polyvalency and discuss the numerous opportunities for chemical engineers to make contributions to this exciting field, whose applications include drug discovery, tissue engineering, and nanofabrication.

4) In this article, we review and critique scholarship on place-based education in order to consider the ingredients of a critical place-based pedagogy for the arts and humanities. . . We begin by reviewing ecohumanism's call for a more locally responsive education in light of the marginalization of place and community…

CAN YOU SPOT A THESIS STATEMENT IN YOUR PAPER?

Organization

Five common approaches to organizing the body of your paper include:

- Topical
- Distant to close
- Debate
- Chronological
- Seminal Study

Topical: Characteristics

- Most common approach
- Breaks the field into a number of subfields, subject areas, or approaches
- Discusses each subsection individually, sometimes with critiques of each
- Most useful for organizing a large body of literature that does not have one or two studies that stand out as most important or a clear chronological development

Topical: Typical Language

- Three important areas of this field have received attention: A, B, C.
- A has been approached from two perspectives F and G.
- The most important developments in terms of B have been…
- C has also been an important area of study in this field.

Distant to Close: Characteristics

- A type of topical organization, with studies grouped by their relevance to current research.
- Starts by describing studies with general similarities to current research and ends with studies most relevant to the specific topic.
- Most useful for studies of methods or models.

Distant to Close: Typical Language

- Method/Model M (slightly similar to current research) addresses …
- Drawing upon method/model N (more similar to current research) can help . . .
- This study applies the procedure used in method/model O (most similar to current research) to . . .

Debate: Characteristics

- Another type of topical approach, with a chronological component.
- Emphasizes various strands of research in which proponents of various models openly criticize one another.
- Most useful when clear opposing positions are present in the literature.

Debate: Typical Language

- There have been two (three, four, etc.) distinct approaches this problem.
- The first model posits…
- The second model argues that the first model is wrong for three reasons. Instead, the second model claims…

Chronological: Characteristics

- Lists studies in terms of chronological development
- Useful when the field displays clear development over a period of time
  - Linear progression
  - Paradigm shift

Chronological: Typical Language

- This subject was first studied by X, who argued/found…
- In (date), Y modified/extended/contradicted X's work by…
- Today, research by Z represents the current state of the field.

Seminal Study: Characteristics

- Begins with detailed description of extremely important study.
- Later work is organized using another pattern.
- Most useful when one study is clearly most important or central in laying the groundwork for future research.

Seminal Study: Typical Language

- The most important research on this topic was the study by X in (date).
- Following X's study, research fell into two camps (extended X's work, etc.)

THINK ABOUT YOUR [NEXT] PAPER

What approach is the best fit?

Introductions

- Indicate scope of the literature review.
- Provide some background to the topic.
- Demonstrate the importance or need for research.
- Make a claim.
- Offer an overview/map of the ensuing discussion.

Example: Introduction

- There is currently much controversy over how nonhuman primates understand the behavior of other animate beings. On the one hand, they might simply attend to and recall the specific actions of others in particular contexts, and therefore, when that context recurs, be able to predict their behavior (Tomasello & Call, 1994, 1997). On the other hand, they might be able to understand something of the goals or intentions of others and thus be able to predict others' behaviors in a host of novel circumstances. Several lines of evidence (e.g., involving processes of social learning; Tomasello, 1997) and a number of anecdotal observations (e.g., Savage-Rumbaugh, 1984) have been adduced on both sides of the question, but few studies directly address the question: **Do nonhuman primates understand the intentions of others?**

Conclusions

- Summarize the main findings of your review.
- Provide closure.
- Explain “so what?”
- Implications for future research.

  OR

- Connections to the current study.

Example: Conclusion

- In summary, although there is some suggestive evidence that chimpanzees may understand others' intentions, there are also negative findings (e.g., Povinelli et al., 1998) and a host of alternative explanations. As a consequence, currently it is not clear whether chimpanzees (or other nonhuman primates) distinguish between intentional and accidental actions performed by others. In contrast, there are several studies indicating that children as young as 14 months of age have some understanding of others' intentions, but the lack of comparative studies makes it difficult to know how children compare to apes. **This study is the first to directly compare children, chimpanzees, and orangutans with the use of a nonverbal task in which the subjects were to discriminate between the experimenter's intentional and accidental actions.**

Citing Sources

If it's not your own idea (and not common knowledge)—DOCUMENT IT!

- Paraphrase key ideas.
- Use quotations sparingly.
- Introduce quotations effectively.
- Use proper in-text citation to document the source of ideas.
- Maintain accurate bibliographic records.

Citing Sources: Things to Avoid

- Plagiarism
- Irrelevant quotations.
- Un-introduced quotations.

Examples: Citing Sources

- Quoting: Despite pleasant depictions of home life in art, the fact remains that for most Seventeenth-century Dutch women, the home represented a curtailment of some degree of independence. Art historian Laurinda Dixon writes that "for the majority of women, however, home was a prison, though a prison made bearable by love and approval" (1995, p. 136).
- Paraphrasing: Despite pleasant depictions of home life in art, the fact remains that for most Seventeenth-century Dutch women, the home represented a curtailment of some degree of independence. Art historian Laurinda Dixon argues that the home actually imprisoned most women. She adds that this prison was made attractive by three things: the prescriptions of doctors of the day against idleness, the praise given diligent housewives, and the romantic ideal based on love and respect (1995, p. 136).

Revising

How Can I
Fine-tune My Draft?

Some Tips on Revising

- Title: Is my title consistent with the content of my paper?
- Introduction: Do I appropriately introduce my review?
- Thesis: Does my review have a clear claim?
- Body: Is the organization clear? Have I provided headings?
- Topic sentences: Have I clearly indicated the major idea(s) of each paragraph?
- Transitions: Does my writing flow?
- Conclusion: Do I provide sufficient closure? (see p. 10)
- Spelling and Grammar: Are there any major spelling or grammatical mistakes?

Thinking about your literature review

Map your story (literature review):

- What is your topic?
- Who are the key people in your field? What are the key resources?
- What are the key ideas in your field? What methodologies have been used?
- What are some of the strengths and weaknesses of existing research?
- What will your contribution be? How will it be different?

(NB: If you can't answer some of these question, make a note of this. It will come in handy later!)

The 5 C's of writing a literature review

- Since a literature review is information dense, it is crucial that the work is intelligently structured to enable a reader to grasp the key arguments with ease.

1. **Cite**: keep the primary focus on the literature.

2. **Compare** the various arguments, theories, methodologies, approaches and findings expressed in the literature: what do the authors agree on? Who employs similar approaches?

3. **Contrast** the various arguments, themes, methodologies, approaches and controversies expressed in the literature: what are the major areas of disagreement, controversy, debate?

4. **Critique** the literature: which arguments are more persuasive, and why? Which approaches, findings, methodologies seem most reliable, valid, or appropriate, and why? Pay attention to the verbs you use to describe what it is an author says/does: e.g. asserts, demonstrates, etc.

5. **Connect** the literature to your own area of research and investigation: how does your own work draw on/depart from/synthesize what has been said in the literature?

CREATING YOUR OUTLINE

Creating an outline

Reflect on your study:

- What is your topic?
- Who are the key people in your field? What are the key resources?
- What are the key ideas in your field? What methodologies have been used?
- What are some of the strengths and weaknesses of existing research?
- What will your contribution be? How will it be different?

Creating an outline

Select an approach

- Topical
- Distant to close
- Debate
- Chronological
- Seminal study

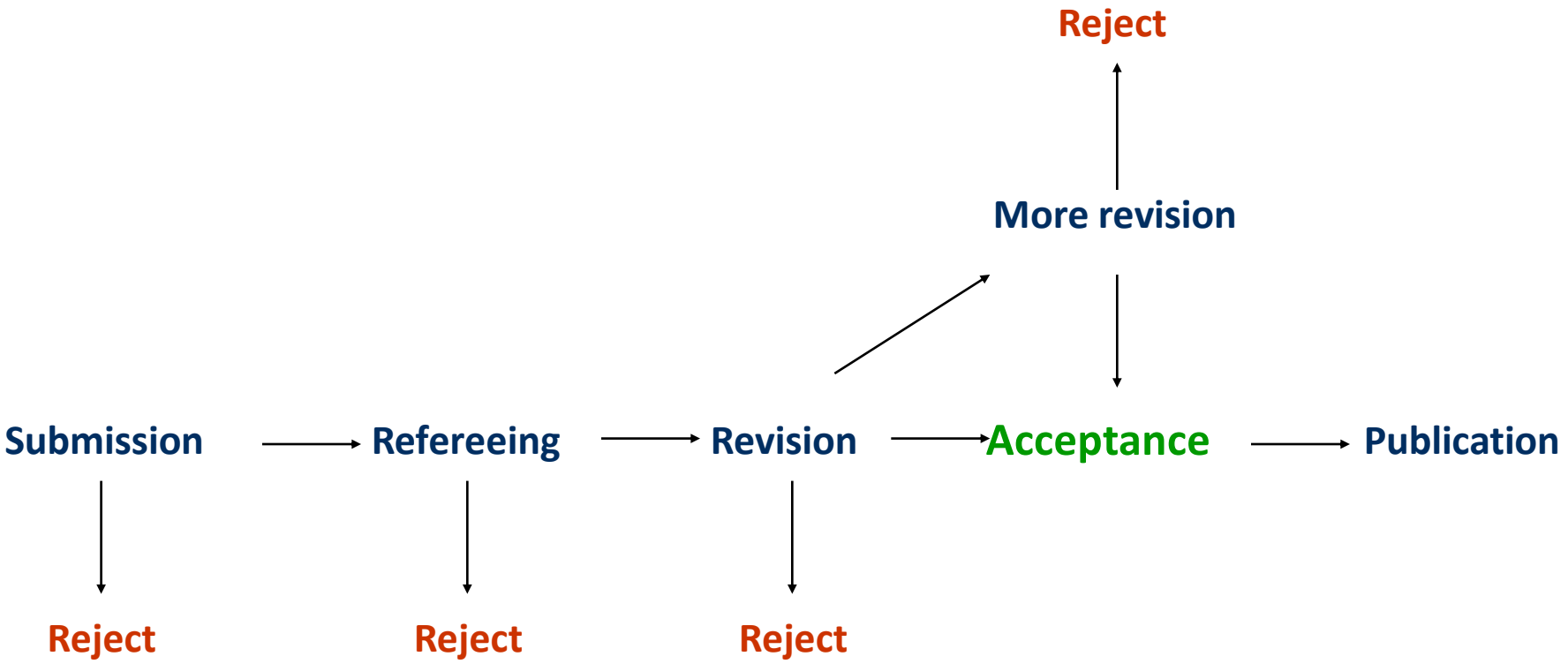
- What are the major sections of your review?

Creating an outline

- Map out the literature you know
- Note search keywords
- Identify key journals

PUBLICATION PROCESS

Journal publishing process



Attracting the editor/reader

- There are lots of opportunities for rejection!
- Remember: your paper is competing with many others for the attention of editors and readers
- Title
  - Brief, interesting and accurate
- Abstract
  - Attract readers to your paper
  - Aim for 4 sections: why, how, what and implications
  - Include important keywords for searching
  - Make it clear and easy to read

What editors look for in a manuscript

- Quality
  - good science: well planned, well executed study
  - good presentation
- Significance and originality
- Consistent with scope of journal (citations)
- Demonstrated broad interest to readership
- Will it cite?
- Well written ‘story’
- Author enthusiasm

Before you submit

- Internal review
  - Ask your peers to read it to get an alternative perspective
  - Ask someone outside your field to read it
- Read the Notice to Authors
  - Follow format and submission instructions
- Write a covering letter to the editor
  - Should clearly explain (but not overstate) the scientific advance
- Submit with the consent of all authors and to only one journal

After you submit: The review process

- Referees are crucial to quality control – they play a vital role in the scientific process
- Selection criteria
  - Knowledge of the field, expertise, reputation
  - Specific recommendations
  - Editor's experience of referee's style
  - Reliability
- Referee selection: two or three referees
  - Referees hand-picked for each paper
  - Use cited references, keyword searches, related papers
  - ISI Web of Science, web (Google Scholar), journal/publisher databases
  - Editorial Board member recommendations

Understanding reviews: What makes a good review

- Good reviews provide the editor with the information on which a decision can be based
- The best are *insightful*, *articulate* and *constructive*
- They tell the editor:
  - What is interesting about the paper
  - How the results are significant
  - What contribution the paper makes to the field
  - What can be done to improve the paper
  - If the paper is not publishable and why

Detailed comments in the review

- A good review answers the following questions and provides suggestions for improvement:
  - Does the introduction explain why the work was done and the hypothesis being tested?
  - Is the experimental/study design appropriate?
  - Are the methods clearly described to enable full assessment of the results?
  - Is the analysis appropriate?
  - Are the results presented effectively?
  - Is the work discussed in the context of all relevant literature?
  - Does the discussion make clear the significance and wider implications of the work?
  - Are the conclusions supported by the data presented?

Responding to reviewers

- Read the editor's letter first for instruction
- Take a deep breath: proceed to the reports
- Put them aside for a day, or two, a week…
- Re-read reports and discuss with coauthors …
- Revise paper and prepare response document
- Remember –
  - Even comments that seem aggressive or ignorant can be helpful
  - Always view this as a chance to improve the paper

Response to reviewers

- Well organised
  - Address common themes at start
  - Use a ‘quote and response’ OR numbering system of points raised by each referee
- Informative
- Provide full explanations
- Do not overlook or ignore any points
- Assertive (and polite)

Response to reviewers: Example

Reviewer:

"Abstract – too long and too little about rationale; some repetition and some jargon presented without explanation (e.g. SL and age-0)"

Author:

"The rationale behind the study has been established at the beginning of the abstract (L29-32). The abstract has been shortened to 200 words and all jargon except age-0 has been removed (we don't agree that this term will confuse readers as it is commonly used). However, we have defined age-0 in the Introduction (L62 revised MS)"

Response to reviewers: Example

Reviewer:

"The presentation is not particularly clear, nor concise. I feel the paper would benefit from being shortened, with more emphasis on the new conclusions and differences from previous works."

Author:

"As it is clearly apparent that you have not properly read or understood the paper, comments on clarity are irrelevant. The paper has been shortened."

Reviewer:

Two three-page reports with many fixable, but major, criticisms.

Author:

"I have changed the MS in line with the referees' comments."

Editorial decision: Accept, Reject, R&R

- Questions going through the editor's mind:
  - How good is the science in this paper?
  - Is an important issue/area of study being addressed?
  - Is the experimental design appropriate and adequate?
  - Are the analyses appropriate and competently done?
  - Has the study been put in context?
  - Does the paper contribute significantly to the literature?
  - Does the paper tell an interesting story?
  - ***Will it be read and cited?***

The decision

- **The editor will make a final decision based on how well the referees' reports have been dealt with, so …**
- Revise with care
- Respond fully to each of the referees' comments
- Present cogent and complete arguments if you have not followed a referee's recommendation
- **Make the editor's job as easy as possible!**

WHAT HAVE BEEN YOUR SUBMISSION EXPERIENCES?

Deciding whether to publish

- **Why publish?**
  - To add knowledge to your field
  - To advance your career
    - Promotion
    - Funding
    - Recognition
  - to see your name in print!
- **Have I got something worth publishing?**
  - Does the work add *enough* to existing knowledge?
  - Is it of interest to others in the field?

Deciding where to publish

- Conference proceedings, book chapters and journals
- 26,000 journals – how to choose?
- Different strategies
  - topic and journal coverage (check website)
  - Is it peer-reviewed?
  - Most appropriate readership
  - Prestige
  - Length of time from submission to publication
  - Highest 'impact'
- Journal impact factors

Impact factors

- An impact factor attempts to provide a measure of how frequently papers published in a journal are cited in the scientific literature.
- Calculated as the average number of times an article published in the journal in previous 2 years has been cited in all scientific literature in the current year.
  - If there were an average of 1000 citations in 2007 for 100 articles published in a journal in 2005 and 2006, the impact factor would be 10.
- Most journals have impact factors that are below 2.
- Journals with impact factors above 4 tend to be regarded as having a high impact factor, and those above 10 are stellar,
  - e.g. Nature = 37.2; J of Risk and Uncertainty = 1.89; J of Behavioral Decision Making = 1.76; International Economic Review = 1.2,

Scopus

- Scopus: https://www.scopus.com/sources (handout)

Review prospective journals

- Journal focus
- Impact factor
- Editorial policies
- Types of papers
- Reference style
- Submission process

Your literature review: what papers do you cite?

YOUR RESEARCH AND PUBLICATION NETWORK

Eight rules for getting published

1. Read many papers, and learn from both the good and the bad ones, but read strategically.
2. Seek feedback; diverse and often.
3. Become a reviewer.
4. Learn from rejections.
5. Write daily; get a writing buddy; write collaboratively.
6. Choose publication outlets strategically and know them.
7. Start with the “top journal”

Eight rules for getting published

8. Develop your strategic writing network:
    - Theory
    - Methodology
    - Data access
    - Interdisciplinary collaborations
    - Students/trainees
    - Technical writing
    - Co-writing mentor or coach
    - *Library

WHAT IS YOUR PUBLICATION NETWORK?

Your collaboration plan

- What one area has the least number of collaborators?
- Whom will you contact tomorrow?
- What collaboration goal will you pursue?

Thank you and contact

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