Talking About Research: Introducing, Abstracting

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Create a Research Space (CARS) Model of Research Introductions (Swales)

Move 1: Establishing a Territory

Move 2: Establishing a Niche

Move 3: Occupying a Niche
CARS Move 1: Establishing a Territory
(what’s the topic/issue, problem/question?)

Step 1: Claiming Centrality
and/or

Step 2: Making Topic Generalizations
and/or

Step 3: Reviewing Previous Items of Research
CARS Move 2: Establishing a Niche
(where does your work fit in?)

Step 1A: Counter-claiming

or

Step 1B: Indicating a Gap

or

Step 1C: Question Raising

or

Step 1D: Continuing a Tradition
CARS Move 3: Occupying a Niche
(wat are you doing?)

Step 1A: Outlining Purposes

or

Step 1B: Announcing Present Research

Step 2: Announcing Principle Findings

Step 3: Indicating Research-report Structure
Create a Research Space (CARS) Model of Research Introductions (Swales)

Move 1: Establishing a Territory

(1) Claiming Centrality and/or (2) Making Topic Generalizations and/or (3) Reviewing Previous Items of Research

Move 2: Establishing a Niche

(1) Counter-claiming or (1b) Indicating a Gap or (1c) Question Raising or (1d) Continuing a Tradition

Move 3: Occupying a Niche

(1a) Outlining Purposes or (1b) Announcing Present Research; (2) Announcing Principle Findings; (3) Indicating Research-report Structure
Turn your work into an abstract

• Short (<200 words), clear and concise (but don’t be afraid to write “fat” and then edit)

• Uses action verbs and active voice when possible

• Straightforward: topic/purpose, methods, findings, conclusions (if you have conclusions); or, territory, niche and how you occupy the niche

• Answers basic questions for wide audience of readers (what did you do, why, and how?), and maybe most importantly...

• Answers “So what?”: what problem/question does your research respond to, and why is it important?
Keep in mind

• Don’t make the abstract a one-sitting writing project; plan on several touches so you can look at it with fresh eyes

• Drexel Writing Center Peer Readers can read your work, talk to you about it, and help you draft/revise (drexel.edu/writingcenter)

• Writing conventions vary from discipline to discipline: your mentor is a resource for this (and likely has the last say on questions about communicating your research)
Keep in mind

- Interested in being a peer reader? WRIT 210

- Want more writing experience (and a credential)? Minor in Writing