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Crafting Research Writing Assignments that Emphasize Scholarly Integrity

Jessica Schreyer
University of Dubuque

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Inquiry-based Research Project

We will be going through this entire process together. We are doing a research project that will involve various components and emphasizes a recursive research and writing process.

Idea:

What do I already know about my topic? This will include an introduction to your topic and your interest in the topic.

Proposal:

What do I want to find out about my topic and how will I go about it? This will include what you are hoping to find through the development of a research question and plan.

Search:

Where will I find information? This includes preliminary research to see types of resources available, and then further work to grapple with the sources to write an annotated bibliography. How do I maintain search records and cite material ethically and appropriately?

Writing:

How can I convey my information in a meaningful way to my readers? What information should I include and what should I leave out? What format do I want to choose?

Conclusion:

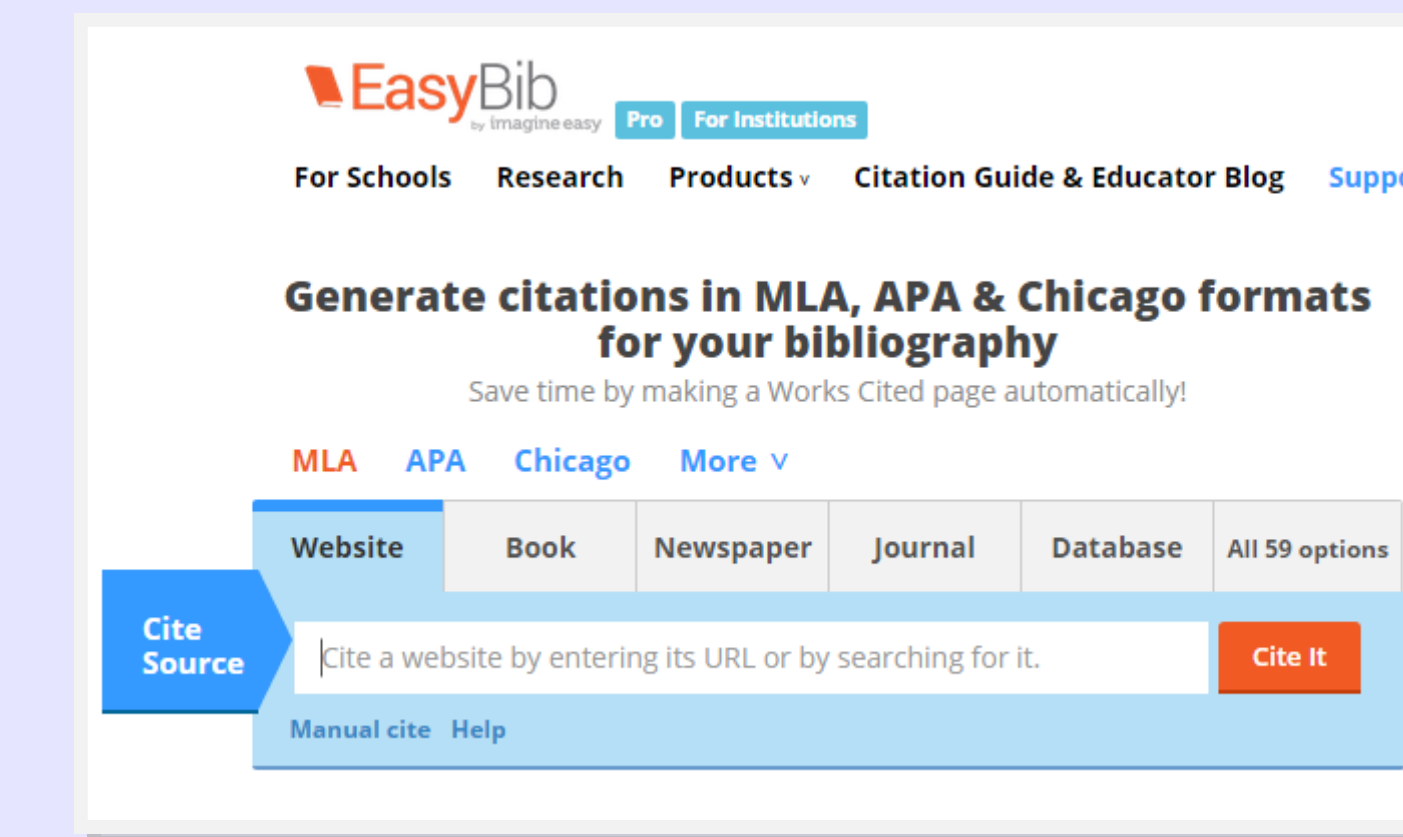
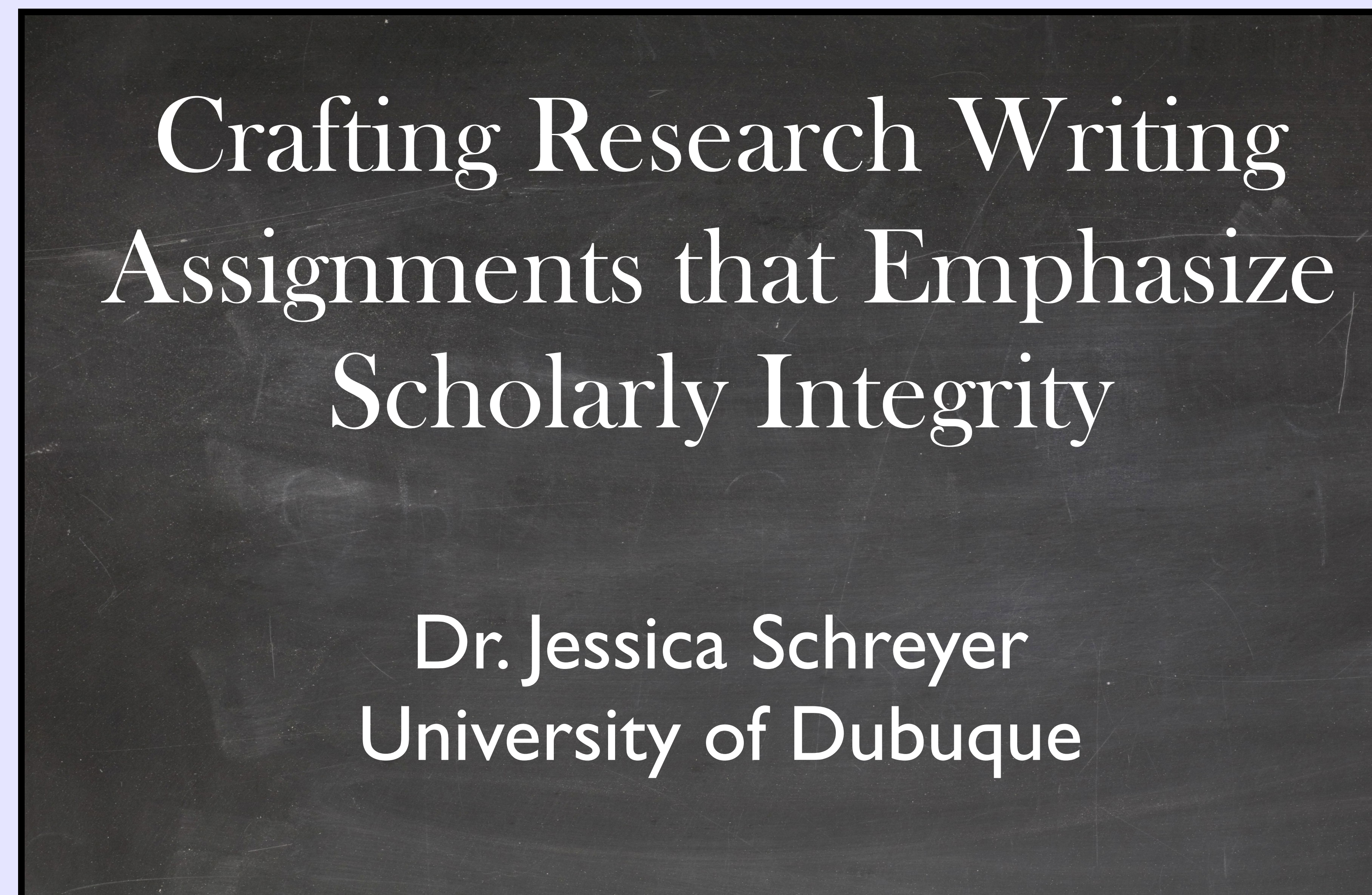
What did I learn? This includes conclusions where you sum up the researched knowledge; recommendations where you look ahead to decisions or further research or writing; and reflections on the citation and research process, including how you maintained records.

Key Ideas

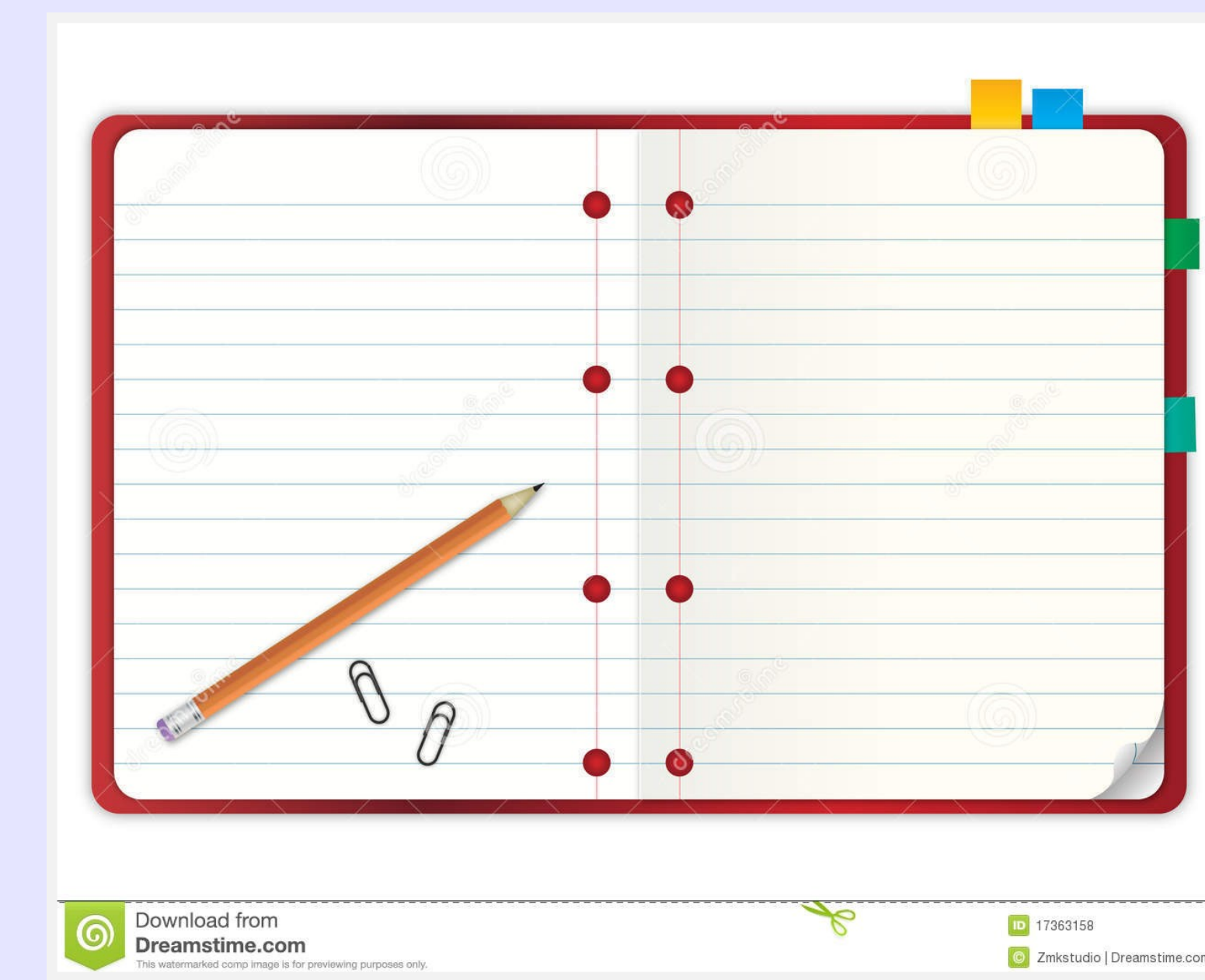
- ◆ Keywords
- ◆ Searches
- ◆ Documentation
 - ◆ Process
 - ◆ Citation
- ◆ Academic Integrity
 - ◆ Ethics

Key Tasks

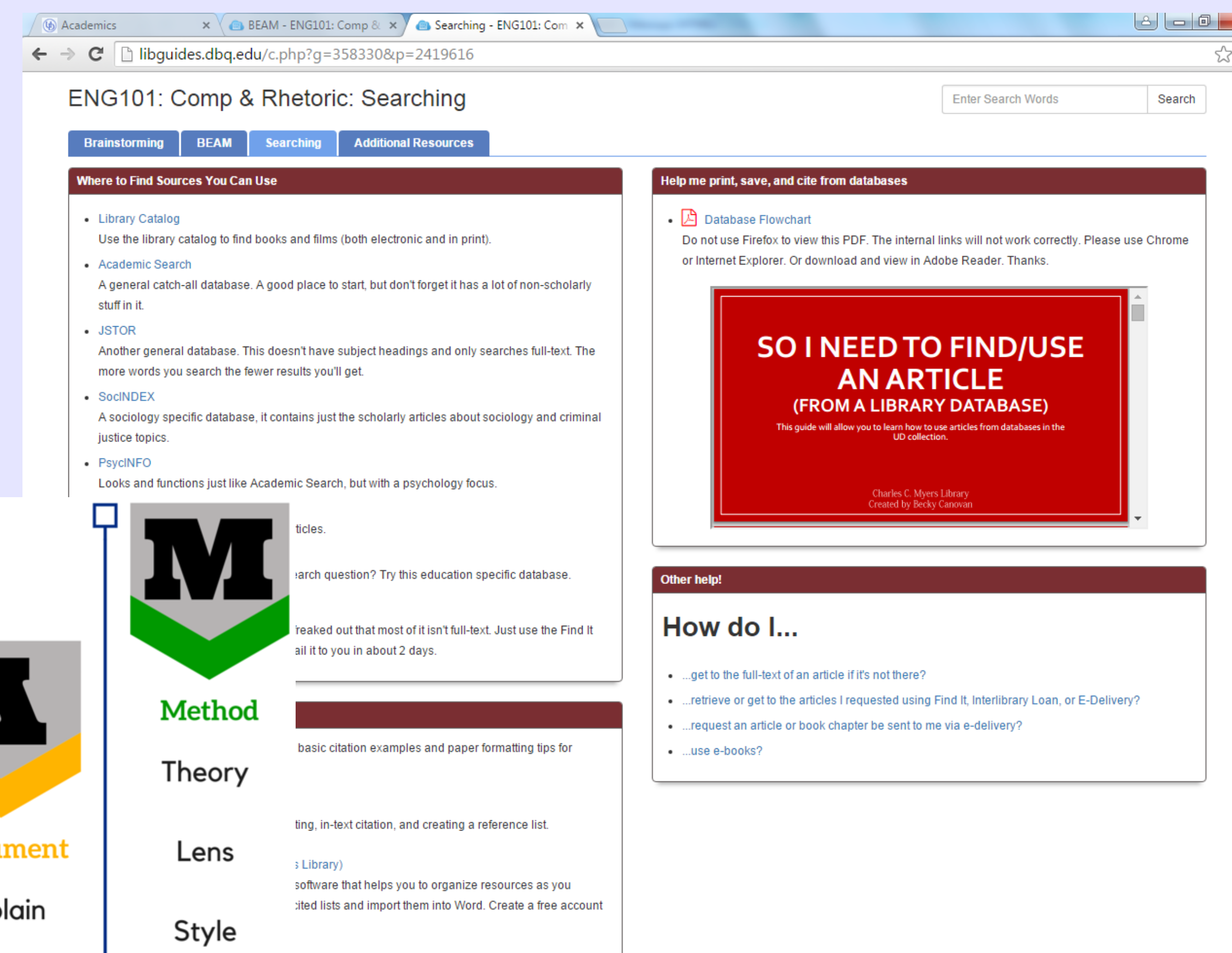
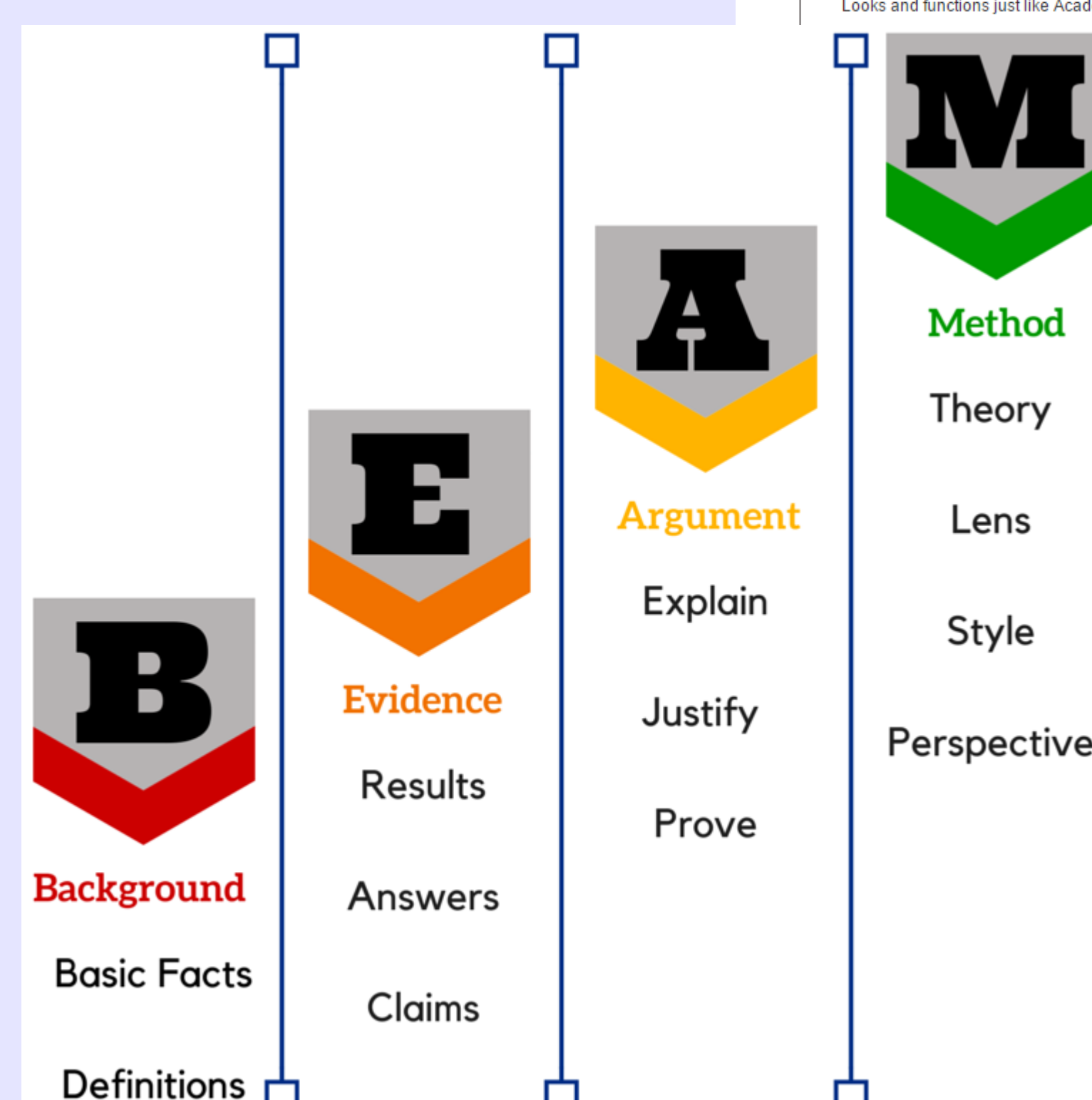
- ◆ Brainstorming and planning process
- ◆ Reflective annotated bibliography
- ◆ Research and writing notebooks
- ◆ Research ethics discussion
- ◆ Wrap up exercises



Digital and print tools



Information Literacy



Collaboration with librarians

Make Research and Writing Processes Visible

“Viewing research and writing as separate and separable processes is untenable...digital technologies help make visible the inextricable connection between activities of research and writing. NextGen students have grown up immersed in technologies that allow them to research and write together, and the most productive pedagogies accept and exploit this fact.” ~ Purdy & McClure, 2013.

Becky Canovan, University of Dubuque, adapted model from Kristin M. Woodward & Kate Ganski's "What Could A Writer Do With This Source?"