INTEGRATING SUPPORTING EVIDENCE IN STEM WRITING

BY EDCEL JAVIER CINTRÓN GONZALEZ

OCTOBER, 6 2016

GRADUATE RESEARCH AND INNOVATION CENTER (GRIC)
UNIVERSITY OF PUERTO RICO, MAYAGÜEZ CAMPUS
PREFACE

• Going back to the first writing clinic…
  • You talked about how to write abstracts
  • This is the first step every time you are submitting your research for conferences, publishing, and other academic related work
  • Once the abstract has been accepted, what is the next step?

• RESEARCH!!
SIMULATION
THE ORIGIN OF THE THESIS
OBJECTIVES

On today’s writing clinic, you will...

- Learn to integrate relevant sources in your assignments and projects.
- Learn to effectively combine your sources with your writing.
- Learn to use references, formatting styles, and plagiarism culture.
INTRODUCTION

• Writing an academic paper can be a challenge.

• When completing your research, consider the following:
  • Is your claim clearly defined and well supported?
  • Does your supporting evidence clearly explain and defend the purpose of your paper?
  • Are your resources credible, sufficient, and accurate?
WHAT IS A CLAIM?

• A claim is the main argument of an essay; your thesis statement.
  • If your claim is dry or obvious, the rest of the paper will also fall short.

• A claim defines your paper’s goals, direction, scope, and is supported by evidence, quotations, argumentation, expert opinion, statistics, details.
WHAT IS A CLAIM?

• A claim must be argumentative, not descriptive.
  • When you make a claim, you are arguing for a certain interpretation or understanding of your subject.

• A good claim is specific, not general.
WHEN SHOULD YOU INCORPORATE EVIDENCE?

• Once you have formulated your claim (your thesis/argument), you should use evidence to:
  • Strengthen your thesis/argument
  • Strengthen any assertion you develop that relates to your thesis/argument
    • Assertion is the action of stating something or exercising authority confidently and forcefully.
Different Forms to Incorporate Evidence
1) Offer evidence that agrees with your stance up to a point.
EXAMPLE

• Topic: Obesity in Elementary School Children

• I say: Children from Puerto Rico’s elementary schools have become obese due to lack of physical activities and nutrition in school curriculum.

• They say: “Schools should add more time for recess so children can get more exercise during the year” (Gregers, 2011).
2) Present evidence that contradicts your stance.

<table>
<thead>
<tr>
<th>Evidence For</th>
<th>Statement</th>
<th>Evidence Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The hare deceived the bear. (Remember: deceive means to trick.)</td>
<td></td>
</tr>
</tbody>
</table>
EXAMPLE

• Topic: Obesity in Elementary School Children

• Evidence for: “Schools should add more time for recess so children can get more exercise during the year” (Gregers, 2011).

• Evidence against: “The lack of recess time is not interconnected with children’s obesity problems, for the problem lies within the nutrition being given in schools” (Rivera, 2008).
3) Use sources against each other.
4) Use quotations to support your assertion.
EXAMPLES OF INTEGRATING EVIDENCE

Today, we are too self-centered. Most families no longer sit down to eat together, preferring instead to eat on the go while rushing to the next appointment (Gleick 148). Everything is about what we want.

Is this a weak or strong use of evidence?
EXAMPLES OF INTEGRATING EVIDENCE

Today, we are too self-centered. Most families no longer sit down to eat together, preferring instead to eat on the go while rushing to the next appointment (Gleick 148). Everything is about what we want.

Does the evidence relate with the author’s claim?
Today, Americans are too self-centered. Even our families don't matter as much anymore as they once did. Other people and activities take precedence. In fact, the evidence shows that most American families no longer eat together, preferring instead to eat on the go while rushing to the next appointment (Gleick 148). Sit down meals are a time to share and connect with others; however, that connection has become less valued, as families begin to prize individual activities over shared time, promoting self-centeredness over group identity.

Is this a **weak** or **strong** use of evidence?
HOW TO EVALUATE EVIDENCE?

• Evidence should be integrated by following this pattern:
  • State your claim.
  • Give your evidence, remembering to relate it to the claim.
  • Comment on the evidence to show how it supports the claim.
References and Citation Formats
A footnote is an ancillary piece of information printed at the bottom of a page.

Footnotes are essential in printed documents and Prince knows how to generate them. Most readers will read the footnotes before they read the text from where the footnotes are anchored.

1. A footnote is a note placed at the bottom of a page of a book or manuscript that comments on or cites a reference for a designated part of the text.

2. Often, the most interesting information is found in the footnotes.
evidence of Germanic leave no doubt that we have to do with Proto-Indo-European paradigmatic mobility.

Given the fact that a number of original consonant stems have preserved traces of consonantal inflection in both Baltic and Slavic, e.g. Ľ1 dantis, šuō from PIE *h₂dent-, *kjon-,

it is possible that the monosyllabic stems had retained their original accentual mobility in Proto-Balto-Slavic. As was stated in Ch. 1 § 5, however, I do not think that the mobility of these stems played any significant role in the development of paradigmatic mobility in the Balto-Slavic vowel stems.

The following table shows the declension of the desinentially accented vowel stems in Proto-Indo-European; cf. the relevant parts of Ch. 1v § 2.


2 Like in the i- and u-stems, original final accentuation of certain disyllabic desinences is assumed by some scholars, e.g. Hirt, who proposed a Vedic “Tonverschiebungsgesetz” to explain the penultimate accentuation of forms like duhitṣu (1929: 188–191, 230; the law was accepted by Bonfante 1931b: 168–169; in ἰ γυατράι the possibility exists of a retraction of the accent from the final syllable by Wheeler’s Law, for which see Collinge 1985 [1996]: 221–223 with references; cf. Debrunner & Wackernagel 1930: 17; Meier-Brügger 1992: 288 (arguing for accent on the first syllable of the desinence in forms like this before the operation of Wheeler’s Law).


ENDNOTES

An endnote is a note printed at the end of a book or section of a book or written material.


5. McKnight, S. (2005). *Jesus and his death: historiography, the historical Jesus, and*
ENDNOTES

1. David Mathews, *For Communities to Work* (Kettering Foundation Press, 2002).
Endnotes


15. www.roseoneill.org


17. But the name didn’t catch on until a museum show at the Musée des Arts Décoratifs in Paris, 1902.
ENDNOTES & FOOTNOTES

• Both references are placed at the end of the sentence, phrase or quotation in which they appear to minimize the interruption in the flow of your words.

• Both are noted with consecutive, superscript numerals.

• Both require the matching numeral to appear at the beginning of the actual footnote or endnote.
WHAT SHOULD BE INCLUDED IN A REFERENCE PAGE?

- ✓ Author’s Name (Last and First Name)
- ✓ Year of Published Work
- ✓ Title of Work
- ✓ Name of Publishing House

- ✓ City of Publication
- ✓ Name of Journal
- ✓ Volume and Issue Number
- ✓ Number of Pages
DIFFERENT FORMATTING STYLES

• Each field of study follows a specific writing format for:
  • Academic Writing
  • Publishing
  • Presentations

• Depending on your field of study, you may use one or two of the following:
  ✔ MLA
  ✔ APA
  ✔ GSA
  ✔ Chicago/Turabian
  ✔ APSA
  ✔ CBE
EVIDENCE CHECKLIST

• Consider the following as you integrate your evidence to your paper:

  ✓ Have I provided enough/relevant evidence to convince the reader of my claims?
  ✓ Have I explained how the evidence supports my claim?
  ✓ Have I used lead-language to smoothly integrate my evidence?
  ✓ Have I used innovative and current evidence?
  ✓ Have I cited the sources of the evidence?
PLAGIARISM CULTURE

• Plagiarism is the act of using someone else’s ideas without proper credit.

• This can also occur by accident.
  • When you are revising your research and forget to cite your sources.
  • When your sources are not coherent with your writing.
  • When you do not use the proper guidelines of your field’s writing/publishing style.
TURNITIN.COM

- A service provided to help instructors and students detect possible plagiarism in academic level work.
- The GWFs @GRIC will make this service accessible to our graduate student population.
REFERENCES

• The following sources were used:
  • http://www.write.com/writing-guides/research-writing/citing-references/footnotes-vs-endnotes-when-to-use-them/
  • https://depts.washington.edu/owrc/Handouts/Claims%20Claims%20Claims.pdf
  • http://www.indiana.edu/~wts/pamphlets/using_evidence.pdf
  • http://www.unbc.ca/sites/default/files/assets/academic_success_centre/writing_support/incorporating_evidence_into_your_essay_141211_copy1.pdf
  • https://www.haverford.edu/sites/default/files/Office/Writing%20Center/developinganargument.pdf
THANK YOU FOR YOUR ATTENTION
INTEGRATING SUPPORTING EVIDENCE IN STEM WRITING

BY EDCEL JAVIER CINTRÓN GONZALEZ
OCTOBER, 6 2016
GRADUATE RESEARCH AND INNOVATION CENTER (GRIC)
UNIVERSITY OF PUERTO RICO, MAYAGÜEZ CAMPUS

This activity is sponsored by the Transformational Initiative for Graduate Education and Research (TIGER), US Department of Education, Title V, Part B, Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program (#P031M140035).