



Developing Your Scholarly Voice: How to Paraphrase, Make Claims, and Synthesize Literature

Jessica Parker and Veronica Richard - Dissertation by Design

Scholarly Writing Webinar Series

Presented by NVivo & Citavi



NVIVO

citavi

Host

Stacy Penna, Ed.D.

NVivo Product & Community Director

QSR International

s.penna@qsrinternational.com

617 607 5104



Jessica Parker received her Ed.D. (Northeastern University, 2017) in Organizational Leadership. Before founding Dissertation by Design, Jessica directed two interprofessional research grants, including a three-year cooperative agreement with Harvard School of Dental Medicine and Northeastern University School of Nursing. She serves as a reviewer for the Journal of Dental Hygiene, American Journal of Public Health, Journal of Multidisciplinary Healthcare, Journal of Health Care for the Poor and Underserved, and Journal of Professional Nursing. Her ultimate goal is to demystify the research writing process for scholars by helping them produce well-written, high-quality research that resonates with its intended audience to achieve the greatest possible impact.

Veronica Richard received her Ph.D. (University of Northern Colorado, 2010) in Applied Statistical Research and Research Methods with a cognate in Reading. She has extensive training and experience in qualitative methodologies and methods and in literacy. Veronica is a reviewer for several journals, including Qualitative Research in Psychology, Emerging Adulthood, and the International Journal of Research and Methods in Education. She serves to give voice to those whose voice is traditionally discounted or silenced through investigating and practicing social, cultural and ethical pedagogy, research, and mentoring. Helping others navigate and gain confidence in scholarly discourse is one of her main goals.



JESSICA PARKER
 Founder
 Dissertation by Design



VERONICA RICHARD
 Coach
 Dissertation by Design



Dissertation
by Design®

Developing Your Scholarly Voice: How to Paraphrase, Make Claims, and Synthesize Literature



Jessica L. Parker, EdD



Veronica Richard, PhD

Learning Objectives

- Identify ways to develop your scholarly voice
- Recognize when it is appropriate to paraphrase
- Write claims that support your research agenda
- Synthesize literature
- Write using the MEAL Plan structure

Scholarly writing vs. voice

Scholarly writing is formal in tone and style with clear, concise, and focused language. A key feature of scholarly writing is the use of evidence to support an argument.

To achieve this type of writing, you must develop your voice as a scholar.

Scholarly voice = your unique perspective + research agenda + critical analysis and synthesis of the literature

Scholarly voice is *not* . . .

- Using million dollar words when a \$1 word will do
- Writing long sentences and long paragraphs to sound 'smart'
- Using others' quotes or 'stats stuffing'
- Layering evidence with little context or links back to the overall argument and research agenda

Your scholarly voice shines through when you....

- identify relevant research
- understand the research
- are critical of others' research
- construct an argument that supports your research agenda

By doing so, you....

- capture the reader's attention
- communicate your tone and argument
- convey your ability to be critical of existing research



Dissertation
by Design®

Paraphrasing

POLL

Do you struggle with paraphrasing?

- Yes, that's me
- No, I'm a pro
- Sometimes, it depends on the text



What is Paraphrasing?

Paraphrasing is putting someone else's ideas into your own words. It is used when an author needs to convey another author's ideas *without using the original author's words and sentence structure*.

Paraphrased passages keeps your voice front and center and demonstrates that you understand the text.

Paraphrased passages are versatile because they lead to main ideas and serve as evidence to support your argument.

Paraphrasing is not...

Summarizing

- a. Summarizing is used to convey the main idea of another author's original work and does not use the author's same words and sentence structure. Summarizing is appropriate when an author needs to summarize an entire article or piece of written text.

Using synonyms

- a. Using synonyms to replace the original author's words and keeping the same sentence structure is a form plagiarism called **Mosaic Plagiarism**. No quotation marks are used with mosaic plagiarism.

Quoting

- a. Quoting is used when the original author's exact words are integral to conveying an idea. Quotes should only be used when the text is unique, noteworthy, and/or historically significant.

To Paraphrase or to Quote?

Paraphrase	Quote
<p data-bbox="683 615 1649 690">Paraphrase predominantly</p> <ul data-bbox="583 778 1482 1153" style="list-style-type: none"><li data-bbox="583 778 1316 844">● To convey your voice<li data-bbox="583 928 1482 994">● To convey important ideas<li data-bbox="583 1078 1482 1144">● To support your argument	<p data-bbox="2249 615 2848 690">Quote minimally</p> <ul data-bbox="1982 778 3148 1153" style="list-style-type: none"><li data-bbox="1982 778 3148 844">● To bring attention to a seminal work<li data-bbox="1982 928 2715 994">● To present exact data<li data-bbox="1982 1078 2948 1144">● To strengthen your argument
<p data-bbox="1566 1285 2132 1360">Combination</p> <p data-bbox="549 1397 3215 1660">According Nieto and Bode (2008), when standardized testing in schools is blindly implemented and used to track students rather than to improve instruction, tests “impede equity” (p. 122).</p>	

Signs that indicate someone is not comfortable with paraphrasing or doesn't understand the text....

- Multiple quotes on a single page
- More than one quote in a single paragraph
- Quotes as full sentences with no context or framing
- A large number of block quotes

Steps to Paraphrasing

1. Read the passage for comprehension
2. Note key concepts/terms
3. Rewrite write from your notes
4. Check paraphrase against the original to ensure the original idea was maintained and that the structure is altered.

1. Cite

Examples with non-scholarly text

Written Excerpt	Paraphrased Text
<p>This product causes the breakdown of excess body fat and will help people shed pounds.</p>	<p>Using this product helps people lose weight as it eliminates extra fat in the body.</p>
<p>Symptoms of the flu include fever and nasal congestion.</p>	<p>An elevated temperature and stuffy nose are signs of the flu.</p>
<p>The gray clouds were a warning of an approaching storm.</p>	<p>The coming storm was foretold by the dark clouds.</p>

Examples of Mosaic Plagiarism

Written Excerpt	Paraphrased Text
This product causes the breakdown of excess body fat and will help people shed pounds.	This product leads to the decomposition of excess lipids in the body and will help people lose weight.
Symptoms of the flu include fever and nasal congestion.	Indications of the flu include elevated temperature and nasal obstruction.
The gray clouds were a warning of an approaching storm.	The dark clouds were a sign of an impending storm.

Example with scholarly text

Written Excerpt	Paraphrased Text
<p>Within the college, 64.5% (n=72) of faculty across all healthcare disciplines agreed or strongly agreed that healthcare professional education and clinical training should incorporate oral health clinical competencies (M 4.0; SD 1.08).</p>	<p>Results of a college-wide survey by Parker et al. (2016) demonstrated that a majority of faculty, regardless of their healthcare discipline, support the integration of oral health into health professions education curricula.</p>
<p style="text-align: center;">Combination</p> <p>Results of a college-wide survey by Parker et al. (2016) demonstrated that a majority of faculty, regardless of their health care discipline, “agreed or strongly agreed” that healthcare professional students should learn about oral health and be prepared to integrate oral health into their clinical practice.</p>	



Dissertation
by Design®

Making Claims

Claim: A claim is a declarative sentence proposing a truth that is open to debate. Claims are ultimately supported by synthesized literature.

Developing claims requires knowledge of the literature and critical analysis.

What are you noticing when reading articles relevant to your topic?

- Similarities
- Differences
- Patterns and trends
- Consensus
- Conflicting evidence
- Limitations

Examples of claims

Similarities: Oral health integration researchers seem to agree that healthcare faculty are supportive of the changes required to integrate oral health into their curricula.

Differences: Research studies on oral health integration differ significantly in their approach and type of intervention utilized, indicating a need for standardized interventions.

Patterns and trends: A majority of studies on oral health integration included collaboration with dental faculty, highlighting the limitations of schools that are not co-located with a dental school.

Examples of claims

Consensus: There is consensus among researchers that additional oral health education and training is needed across health professions faculty.

Conflicting evidence: While a majority of early research demonstrates negative faculty attitudes toward oral health integration, a recent longitudinal study demonstrated faculty support integration when provided appropriate training and resources.

Limitations: Existing research on oral health integration lacks an in-depth understanding of faculty's experiences because most of the research utilizes a quantitative approach.

Tip: Use an annotation table to organize your notes and ideas

Annotation Table

In-text citation	Purpose of study and theory	Participants and setting	Methodological Info: <ul style="list-style-type: none"> study design data collection methods other relevant details 	Results/Findings <i>What did the researchers discover?</i>	Notable conclusions and recommendations	My critique and analysis	Link to my study <i>Why am I including this article in my paper?</i>
Dolce et al. (2016)	<p>Purpose was to assess healthcare faculty's oral health knowledge, skills, and attitudes</p> <p>Informed by HRSA framework</p>	<p>45 (13% response rate) faculty representing three health professions (nursing, pharmacy, physical therapy)</p> <p>4-year university in the Northeastern U.S. undergoing college-wide curriculum change</p>	<p>25 item, web-based, cross-sectional survey</p> <p>Researcher developed survey</p>	<p>Faculty reported overall positive attitudes</p> <p>A majority of faculty reported "some knowledge" of oral health</p> <p>A majority were "not at all prepared" to perform a basic oral exam</p>	<p>Additional oral health education and training is needed before faculty can integrate oral health competencies into their curricula</p> <p>Findings demonstrate the need for targeted professional development</p>	<p>Survey was not validated</p> <p>Low response rate and sample size</p> <p>Only 3 of 9 health professions responded to survey</p> <p>Positive attitudes might be biased due the existence</p>	<p>First known study to assess healthcare faculty's oral health knowledge, skills, and attitudes</p> <p>These findings support my argument that faculty might not be prepared to integrate oral health into their curricula</p>

Analyze Groups of Studies

Highlight what you are noticing within each column to make it easier to recognize patterns, etc.

In-Text Citation	Purpose of Study/Theory	Participants and Setting	Methodological/ Methods Info	Results/Findings	Relevant Conclusions and Recommendations for Future Research	My Critique and Analysis	Link to my Study (How Might I Use This Information?)
Dolce et al. (2016)	<p>The purpose of this study was to assess the oral health knowledge, skills, and attitudes of interdisciplinary healthcare faculty.</p> <p>Informed by the HRSA framework (conceptual framework)</p>	<p>45 (13% response rate) Interdisciplinary healthcare faculty (nursing, pharmacy, physical therapy)</p> <p>Higher education institution in the northeastern United States/part of college-wide oral health integration initiative.</p>	<p>25 item, web-based, cross-sectional survey</p> <p>Researcher developed survey</p>	<p>Faculty reported overall positive attitudes.</p> <p>A majority of faculty reported "some knowledge" of oral health topics.</p> <p>Fewer than 1 in 5 had "extensive" oral health knowledge.</p> <p>A majority of faculty were "not at all prepared" to perform a basic oral health risk assessment.</p> <p>Demonstrates that lack of oral health knowledge and skills is a barrier.</p>	<p>Findings suggest that additional oral health education and training is needed.</p> <p>This readiness assessment demonstrated the need for targeted professional development for faculty.</p> <p>The HRSA framework was a useful conceptual framework for developing the survey instrument.</p>	<p>Many faculty did NOT report a positive attitude about oral healthcare curricular integration</p> <p>Study was the first of its kind to survey health professions faculty regarding their oral health knowledge, skills, and attitudes.</p> <p>Low response rate (13%) limits generalizability of the findings.</p> <p>Survey was not validated.</p> <p>Findings supported prior studies on faculty attitudes (2,8). – look up.</p>	<p>Survey research provides limited insights: We need to explore the experiences of faculty in a more in-depth qualitative fashion if we are going to understand the nature of the problem and find viable solutions</p> <p>I can argue that we need this deep dive in order to better understand/address the problem.</p>



Dissertation
by Design®

Synthesis

POLL

Do you have a process for synthesizing literature?

- **Yes, I'm organized and systematic**
- **No, I don't actually know how to synthesize**
- **No, synthesis comes naturally to me**



Synthesis is *not* . . .

✘ Reporting or summarizing one study after another

Notice how each paragraph describes a single study.

Foureur et al.'s (2013) mixed method study included 40 nurses and midwives attending a one day MBSR workshop, following which they were required to independently practise MM 20 min per day for eight weeks. The results demonstrated a significant decrease in participants' stress, anxiety, and depression, measured using the Depression, Anxiety, and Stress Scale (Lovibond and Lovibond, 1995).

Hallman et al.'s (2014) MBSR program was undertaken with staff working in a high acuity child and adolescent mental health unit. The 13 participants included nurses ($n = 6$), teachers ($n = 2$), personal care workers ($n = 1$), a social worker, an activity therapist, and a physician. Outcomes measured using the Perceived Stress Scale (Cohen-Katz et al., 2005) indicated a significant reduction in levels of stress. Additionally, in the open ended survey, participants' comments indicated that the program reduced their absenteeism.

A quasi-experimental study with 41 critical care nurses in Malaysia (Lan et al., 2014) identified that a five week MBSR program which included 5–10 min independent daily practice also resulted in a significant reduction in levels of perceived stress, depression, and anxiety when measured using the Perceived Stress Scale (Cohen-Katz et al., 2005) and Depression Anxiety Stress Scale (Lovibond and Lovibond, 1995).

Synthesis is *not* . . .

✘ Letting other authors “speak” for you (large amounts of full quotations with no context/framing).

While it is believed that industry experts can deliver workplace perspectives and skilled training for students those traditional academic teachers are unable to provide, there are currently no state-required evaluations to determine that claim. This causes concerns for policymakers and school leaders.

In Minnesota, the Department of Education (2017) stated:

The sheer lack of talent pipeline of CTE teachers juxtaposed with the lack of teacher preparation programs, negative perception, and lack of understanding of technical careers, and lack of clear and seamless pathway towards licensure from the field has created a crisis for CTE programs across Minnesota (p. 14).

The same year Tom Luce hired the first employee at Texas 2036, Governor Abbott established the Tri-Agency Workforce Initiative to bring together the commissioners of the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Workforce Commission to work together in creating innovative approaches to integrating education and workforce for economic prosperity (Office of the Texas Governor, 2016). Abbott asked the commissioners to collaborate, identify change factors and create a report that outlines how Texas can prepare for global workforce changes (Texas Education Agency, Texas Higher Education Coordinating Board, Texas Workforce Commission, 2016). “Texas must continue to look for ways to develop skilled workers to support all sectors of its economy, as well as develop near- and long-term visions based on new and emerging industries” (Texas Education Agency, Texas Higher Education Coordinating Board, Texas Workforce Commission, 2016, p.22). “Developing and acting on strategic programs that meet current workforce needs while focusing on building the economy of the future will help regions create the educational pipelines and private/public partnerships to meet future needs” (Texas Education Agency, Texas Higher Education Coordinating Board, Texas Workforce Commission, 2016, p.2).

Notice how the author did not provide context for these quotes.

Synthesis is *not* . . .

- ✘ Presenting what has been discovered without highlighting trends, critical patterns, and new understandings from your perspective.

Three studies (Foureur et al., 2013; Hevezi, 2016; Lan et al., 2014) indicated that the MM intervention resulted in a greater sense of well-being and happiness using instruments such as the General Health Questionnaire (Goldberg et al., 1997), the Subjective Happiness Scale (reference, unidentified by authors Lan et al.), and qualitative data from open ended questions. Additionally, empathy was a reported outcome of the MBSR program in a study by Beddoe and Murphy (2004).

In the only qualitative study considered eligible for the review (van der Riet et al., 2015), ten first year nursing and midwifery students participated in a one hour × seven weeks stress management and mindfulness program that consisted of a sitting meditation, walking meditation, and body scan. Focus group interviews revealed that participants believed that the MM program enhanced their self-awareness, sleep, and concentration; it reduced their stress, negative thoughts and feelings, and helped them to be ‘fully present’ with their patients. However, the results were limited by students' irregular attendance at the MM programs due to other commitments and the need for regular independent practice which could not be ensured.

Synthesis is . . .

- ✓ Writing about the research or a specific body of knowledge as a **whole** - presenting the **big picture** - from your perspective
- ✓ A **new** way of presenting the research by integrating researchers' discoveries
- ✓ **Your** understanding of the literature - your take, your voice!

Same literature + different researchers with different agendas = different literature review

Example of synthesis:

First sentence = Claim

3.2 Effectiveness of MBIs

Overall, most studies reported decrease in parenting stress and/or psychological distress in parents after the MBI. The included studies reported statistically significant outcomes when p values were less than .05. Two studies reported no statistically significant decrease in parenting stress for most or all participants.[24](#), [27](#) For the six studies with significant outcomes, the reported improvements in parenting stress and the psychological distress among parents ranged from medium to large effect size[25](#), [28-30](#) Improvements in parenting stress and the psychological distress among parents were seen in studies that employed mindfulness and studies that combined mindfulness and cognitive therapy or other interventions. However, the two studies that did not result in improved parenting stress used MBSR program, which focused exclusively on stress reduction and did not include content related to parenting.[24](#), [27](#) Thus, the recent literature suggests that employing interventions that combine mindfulness and other interventions is more useful for parents than interventions focusing exclusively on mindfulness-based stress reduction.[25](#), [28](#), [30](#) The combined approach focuses more emphasis on parental aspects, which is more consistent with the needs of parents.[30](#)

Synthesis of the Evidence = the author provides the evidence to support the claim, and each sentence addresses the findings of multiple studies.

This is a direct result of the author's critique and analysis.

Synthesis Tasks

- Read critically and take notes
- Identify patterns (similarities, trends, consensus)
- Identify differences/discrepancies
- Organize patterns into a logical argument
- Identify knowledge gaps

Claim vs. Synthesis Statement

Claim: Experts concur that opposition to immigration is expressed almost exclusively in economic terms.

Synthesized paragraph using this claim:

In the past, opponents of immigration raised economic, racial, religious, and nationalistic *objections* or *questions* about large-scale immigration to the United States (Jones 247-305). Today, however, experts concur that *opposition to immigration* is expressed almost exclusively in *economic terms*. For example, Dan Lacy, a workplace consultant, business journalist, and editor, found that "research of immigration attitudes" shows that the fear that some Americans have of *losing their jobs* to immigrants is the main *reason for opposition* to immigration today (41). In the same *economic* vein, Thomas Muller, an economist with the Urban Institute, *points out the wide spread* concern among Americans that the new immigrants use welfare and other public-aid programs to such an extent that they are a "*financial burden*" on government and, therefore, a *financial burden on taxpayers* (125-127). With these two reasons expressly conveyed, it is easy to see that most *objections* to *immigration* now fall under the *economic* realm.

Breaking it down

In the past, opponents of immigration raised economic, racial, religious, and nationalistic *objections* or *questions* about large-scale immigration to the United States (Jones 247-305). Today, however, experts concur that *opposition to immigration* is expressed almost exclusively in *economic terms*. For example, Dan Lacy, a workplace consultant, business journalist, and editor, found that "research of immigration attitudes" shows that the fear that some Americans have of *losing their jobs* to immigrants is the main *reason for opposition* to immigration today (41). In the same *economic* vein, Thomas Muller, an economist with the Urban Institute, *points out the wide spread* concern among Americans that the new immigrants use welfare and other public-aid programs to such an extent that they are a "*financial burden*" on government and, therefore, a *financial burden on taxpayers* (125-127). With these two reasons expressly conveyed, it is easy to see that most *objections* to *immigration* now fall under the *economic* realm.

Notice the "experts concur" phrase that tells us that the author is combining the ideas of experts about "opposition to immigration" and then provides examples.

Notice how the *italicized portions* trace the coherence in the sources expressed by the repeated keywords that relate to economic objections or questions.

This is important when there are two different sources; they are made to work together to form a coherent discussion of the idea expressed in the topic sentence through the efforts of a third independent writer.

**Using the MEAL Plan structure
to present claims and
synthesized literature**

MEAL Plan Structure

M = Main Idea

E = Evidence

A = Analysis

L = Link (to study or to the next paragraph/section)

Note: This structure will naturally lead you toward making claims and supporting claims with evidence. Claims often appear as main ideas, but they can also appear as analysis or links. In scholarly writing, claims are always supported with evidence, and are reasonable, rationale assertions.

Research has shown that a variety of teaching interventions effectively help healthcare faculty integrate oral health competencies into their curricula. Commonly studied interventions included an interprofessional education model (Berkowitz et al., 2015); an online curriculum (Forbes et al., 2018), and service-learning (Glicken, 2014). Berkowitz et al. (2015) implemented an interprofessional oral health education curriculum model with physician assistant students and demonstrated a 25% increase in oral health knowledge and clinical examination skills. Forbes et al. (2018) implemented an online curriculum, *Smiles for Life: A National Oral Health Curriculum*, with physician assistant students and demonstrated an increase in oral health knowledge (30%). Service-learning was found to be a highly effective method when implemented by Glicken (2014) with physician assistant students. Glicken (2014) found that one year after the service-learning experience, more than a third of participants had “completely or “somewhat” integrated oral health into their curricula. **These findings demonstrate that a variety of approaches can be used to integrate oral health into health professions curricula. Moreover, the fact that the online curricular approach yielded similar results compared to in-person methods is encouraging as healthcare education faculty may have easier access to online learning programs. While a variety of approaches have proven effective, it would also be helpful to understand healthcare faculty’s perceptions of the various methods to aid in the design and development of targeted professional development to improve their oral health knowledge and skills.**

Main idea

Evidence

Analysis

Link/Lead

Leave Breadcrumbs...

Breadcrumbs are notes to help *future you* remember your thoughts and ideas at the end of a writing session.

Examples:

- Finish reading the methods section of this article and note limitations.
- Locate Parker et al. (2019) article and review their findings.
- These findings seem to conflict with the results reported by Richard et al. (2021) - compare results.

Resources

Materials taken from our on-demand course, “How to Write a Literature Review”



<https://dissertation-by-design.teachable.com/p/how-to-write-a-literature-review>

WEBSITE

www.dissertationbydesign.com

TEL

984.221.8217

EMAIL

hello@dissertationbydesign.com



NVivo Virtual Conference 2021

November 3-4



Transcending Boundaries in Qualitative Research

We welcome proposals exploring but not limited to:

- Cross-Disciplinary Research
- Multi-Method Research
- Innovating New Methods
- Culturally Responsive Research
- Innovative Ways of Using NVivo
- Cross-Sector Research – including Academic, Commercial and Not-for-profit
- Hybrid Research – Online and Face-to-face
- STEM Research
- Inspire Us!

[Registration Open Until November 2](#)



QSR Early Career Research Grant

- \$25,000 over two years for best qualitative or mixed methods study using NVivo
- Call for grant submissions 14 June - 30 November 2021
- [Apply Now](#)
- Further information: Silvana di Gregorio, PhD, Research Director - s.digregorio@qsrinternational.com



WEBINAR SERIES

Analyzing Qualitative Research: After the Interview

October 2021 - May 2022

[Register Now](#)

NVIVO  | SAGE Publishing 



CHARLES VANOVER
University of South Florida



PAUL MIHAS
University of North Carolina at Chapel Hill



JOHNNY SALDAÑA
Arizona State University



KAKALI BHATTACHARYA
University of Florida



YVONNA S. LINCOLN
Texas A&M University



ELISA M. GONZALEZ
University of Houston



JOSHUA L. GLAZER
George Washington University



SHERYL L. CHATFIELD
Kent State University



JESSICA GULLION
Texas Woman's University

 **QSR**
International

WEBINAR SERIES

Scholarly Writing

September - December 2021

[Register Now](#)



SHARON ZUMBRUNN
Virginia Commonwealth
University



JESSICA PARKER
Dissertation by Design



VERONICA RICHARD
Dissertation by Design



MARIA K. E. LAHMAN
University of Northern Colorado



TAMARA M. WALSER
University of North Carolina
Wilmington



MICHAEL S. TREVISANT
Washington State University

NVivo Research Networks



Join Virtual NVivo Research Network Meetings

Dates: October 18 through November 18, 2021

Topic: Visual Insights *Using NVivo*

Facilitator: NVivo Platinum Certified Trainer

Agenda:

- Discussion of best practices of using visuals with qualitative data
- Demonstration on how to use NVivo for visual insights.
- Network with fellow researchers in breakout rooms

Register Here: <https://forums.nvivoqsr.com/researchnetworks.html/>



NVivo Community - Connect With Fellow Researchers



Share and Learn

- [NVivo & SAGE Publishing Webinar Series](#)
- [NVivo Podcast](#)
- [NVivo Virtual Conference](#)

Connect

- NVivo Research Networks
- [NVivo Community Forum](#)

Funding Opportunities

- [Early Career Researcher Grant - \\$25,000 USD](#)



[Join the NVivo Community](#)