



Department of Teacher Education and School Research,
University of Oslo

Ph. D. symposium, IMB

University of Oslo, 30 March, 2011

true opinions [...] have only to be awakened by questioning to become knowledge
- *Socrates*



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- ▶ **raise** *questions*
- ▶ **draft** *answers*
- ▶ **review & improve**

∞ The Five Paragraph Method ∞

~ *a tool for Academic Writing and Speaking* ~

Course aim:

The main aim of this workshop will be to offer the participants tools *to exercise, to get started* and *to get on* with their academic writing. A selection of simple and common procedures will be presented, that will be highly relevant to the early stages of writing, and to support active rewriting and collaboration. It's a kind of writers gym: to get fit for writing.

With some exercise in this method you will always be able to write a couple of pages in half an hour.

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= the five paragraph method =

*I know something you can do,
and from now on, you know too:*

1. You can:
 - a. write 5 minutes at full force, on any topic; no excuses - no regrets; you can *freewrite*
 - b. articulate a *topic sentence*
 - c. turn any phrase into a *Question*
2. You can: for any topic
 - a. *name the topic*
 - b. *make 1-2-3 points to develop the topic*
(1. first; 2. second; 3. last, but not least)
 - c. *Conclude or summarize*
3. You can: give and receive review



Let this serve as your base & point of departure.
Now you just need to *exercise*, so you get to
know what you can achieve.

exercise still is the way to mastery



The five paragraph sketch

~ to write the next first draft ~

In half an hour or so you will produce 1-2 typed pages – even on a rainy day. And that's a start:

- ✓ Write five sentences;
 - 1 *first*: one to state the issue.
 - 2, 3, 4 *then*: make three more, with points to develop the first; each point one sentence.
 - 5 *and finally*: close it all off with a sentence, to get a responsible grip at the end.
- ✓ And then you expand these sentences into paragraphs, by explaining each sentence.

= a five paragraph sketch, with
a beginning – a middle – and an end

<i>Presentation</i> (Ethos)	<i>Body</i> (Logos)	<i>Conclusion</i> (Pathos)
Prove you are considerate!	Prove you are sensible!	Prove you are responsible!



to serve enlightenment

Why do we need argumentation and discussion?

- 1. To avoid bloodshed** [democracy]
exercising our conflicts with words
- 2. To develop consensus** [e. g. parliamentarism]
(common ground in *questions of contention*)
- 3. To educate citizens** [school]
able to present their own case
- 4. To remove doubt** [academia/science]
(safer ground in *questions of doubt*)
- 5. To illuminate the issue** [civic discourse]
- for the common good



And then a fundamental democratic competence emerge: to accept both counterarguments and defeat with dignity



Exercise is the way to mastery



- 1. What is your research question?***
- and why is it important?
- 2. How did your project come into being?***
- what resources? (timeline, location etc.)
- 3. Whats going on these days?***
- both daily labour & major events?
- 4. What are the main remaining challenges?***
- methods, resources etc?
- 5. What do you hope to achieve in the end?***



the URM of ICMJE!

From *International Committee of Medical Journal Editors' "Uniform Requirements for Manuscripts Submitted to Biomedical Journals"*

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IV. MANUSCRIPT PREPARATION AND SUBMISSION

IV. A. Preparing a Manuscript for Submission to a Biomedical Journal

Editors and reviewers spend many hours reading manuscripts, and therefore appreciate receiving manuscripts that are easy to read and edit. Much of the information in a journal's Instructions to Authors is designed to accomplish that goal in ways that meet each journal's particular editorial needs. The following information provides guidance in preparing manuscripts for any journal.

IV. A. 1. a. General Principles

The text of observational and experimental articles is usually (but not necessarily) divided into the following sections: Introduction, Methods, Results, and Discussion. This so-called "IMRAD" structure is not an arbitrary publication format but rather a direct reflection of the process of scientific discovery. Long articles may need subheadings within some sections (especially Results and Discussion) to clarify their content. Other types of articles, such as case reports, reviews, and editorials, probably need to be formatted differently.

(lastet ned 18. april 2010 fra:
http://www.icmje.org/urm_full.pdf)

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IMRaD

~ *the Scientific Article* ~

This is currently the most influential format for reporting articles in scientific journals. Here it is operationalized by *questions* and brief *freewriting*:

When done with a project, you'll easily answer me:

✓ Introduction

1. *What did you do?*

✓ Materials and Methods

2. *What did you use, and how?*

✓ Results

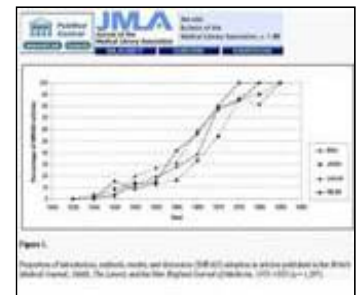
3. *What happened?*

... *and* ...

✓ Discussion

4. *What does the result mean?*

5. *What have others said?*





The growth of IMRaD

 PubMed Central
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 JMLA
Journal of the Medical Library Association
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See also
Bulletin of the
Medical Library Association, v. 1-89

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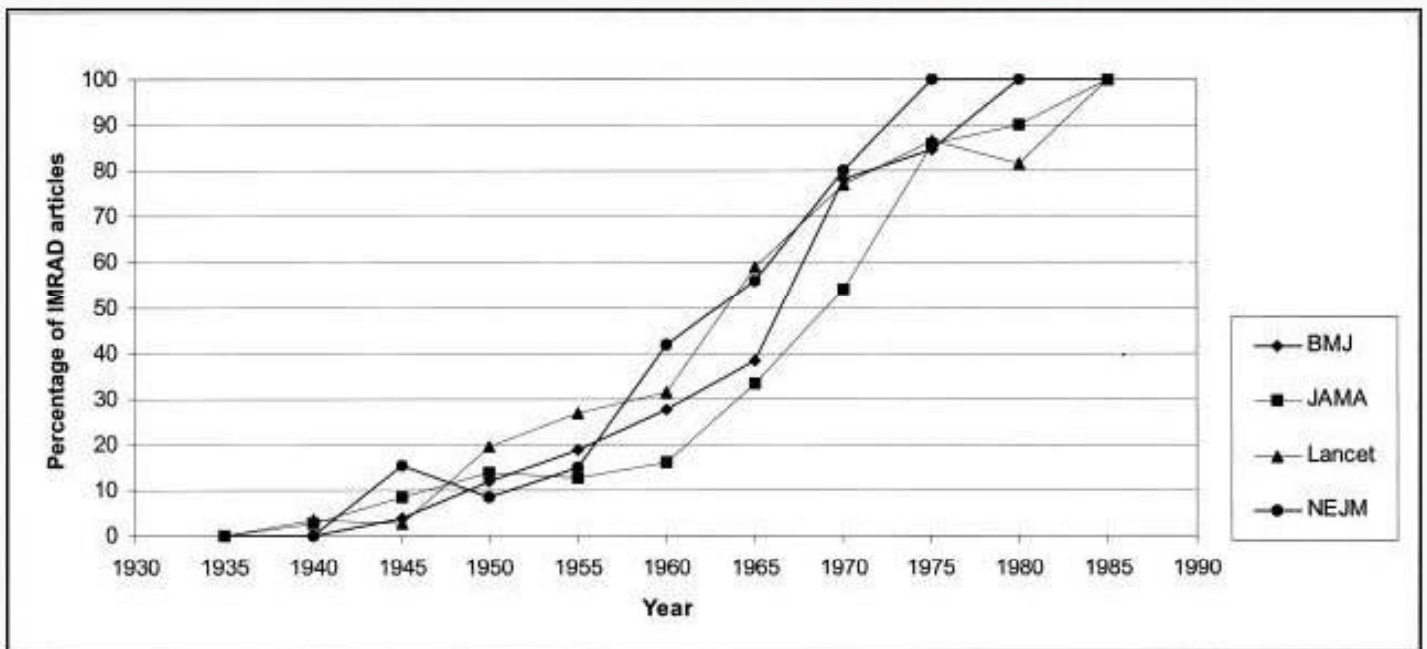


Figure 1.

Proportion of introduction, methods, results, and discussion (IMRAD) adoption in articles published in the *British Medical Journal*, *JAMA*, *The Lancet*, and the *New England Journal of Medicine*, 1935–1985 (n = 1,297)

<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=442179>