

9-2014

## 3 Simple Steps to Reading Scholarly Articles

Maureen Barry

Wright State University - Main Campus, maureen.barry@wright.edu

Cheryl Lauricella

Wright State University - Main Campus, cheryl.lauricella@wright.edu

Follow this and additional works at: [https://corescholar.libraries.wright.edu/ref\\_workshops](https://corescholar.libraries.wright.edu/ref_workshops)



Part of the [Information Literacy Commons](#)



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#)

---

### Repository Citation

Barry, M., & Lauricella, C. (2014). 3 Simple Steps to Reading Scholarly Articles. .  
[https://corescholar.libraries.wright.edu/ref\\_workshops/1](https://corescholar.libraries.wright.edu/ref_workshops/1)

Created at the Wright State University Libraries, 2014.

These materials were designed to be used with Wright State University first-year students or faculty of first-year students to improve research skills.

Project Team:

Maureen Barry, Mary Lou Baker Jones, Cheryl Lauricella, Piper Martin, Sue Polanka, Mandy Shannon

This Presentation is brought to you for free and open access by the University Libraries at CORE Scholar. It has been accepted for inclusion in Instruction & Research Services Workshops by an authorized administrator of CORE Scholar. For more information, please contact [library-corescholar@wright.edu](mailto:library-corescholar@wright.edu).



# 3 Simple Steps to Reading Scholarly Articles

Or how to read these long boring articles my  
professor wants me to read

# Which one would your professor want you to use? Why?

## What An All-Nighter Actually Does To Your Body



| Kelsey Mulvey

First Posted: 02/01/2012 8:32 am EST | Updated: 04/02/2012 6:12 am EDT

React > [Amazing](#) [Inspiring](#) [Funny](#) [Scary](#) [Hot](#) [Crazy](#) [Important](#) [Weird](#)

Follow > [Sleep](#), [All-Nighters](#), [Pulling All Nighters](#), [Up All Night](#), [College News](#)

### SHARE THIS STORY

[Like](#) Be the first of your friends to like this.

65

28

61

[Share](#) [Tweet](#) [Email](#)

### Get College Alerts

[Sign Up](#)

Submit this story



With all of the homework, extracurriculars, and social obligations we have in college, it's no surprise that many of us collegiettes™ pull all-nighters. Though it may have seemed crazy during our pre-collegiette™ years, pulling all-nighters is almost a rite of passage now. However, the repercussions for sleepless nights go beyond an extra cup of coffee or the dreaded dark circles underneath our eyes the next day. In order to understand how pulling all-nighters really impacts us

*Behavioral Sleep Medicine*, 6:16–31, 2008  
Copyright © Taylor & Francis Group, LLC  
ISSN: 1540-2002 print/1540-2010 online  
DOI: 10.1080/15402000701796114

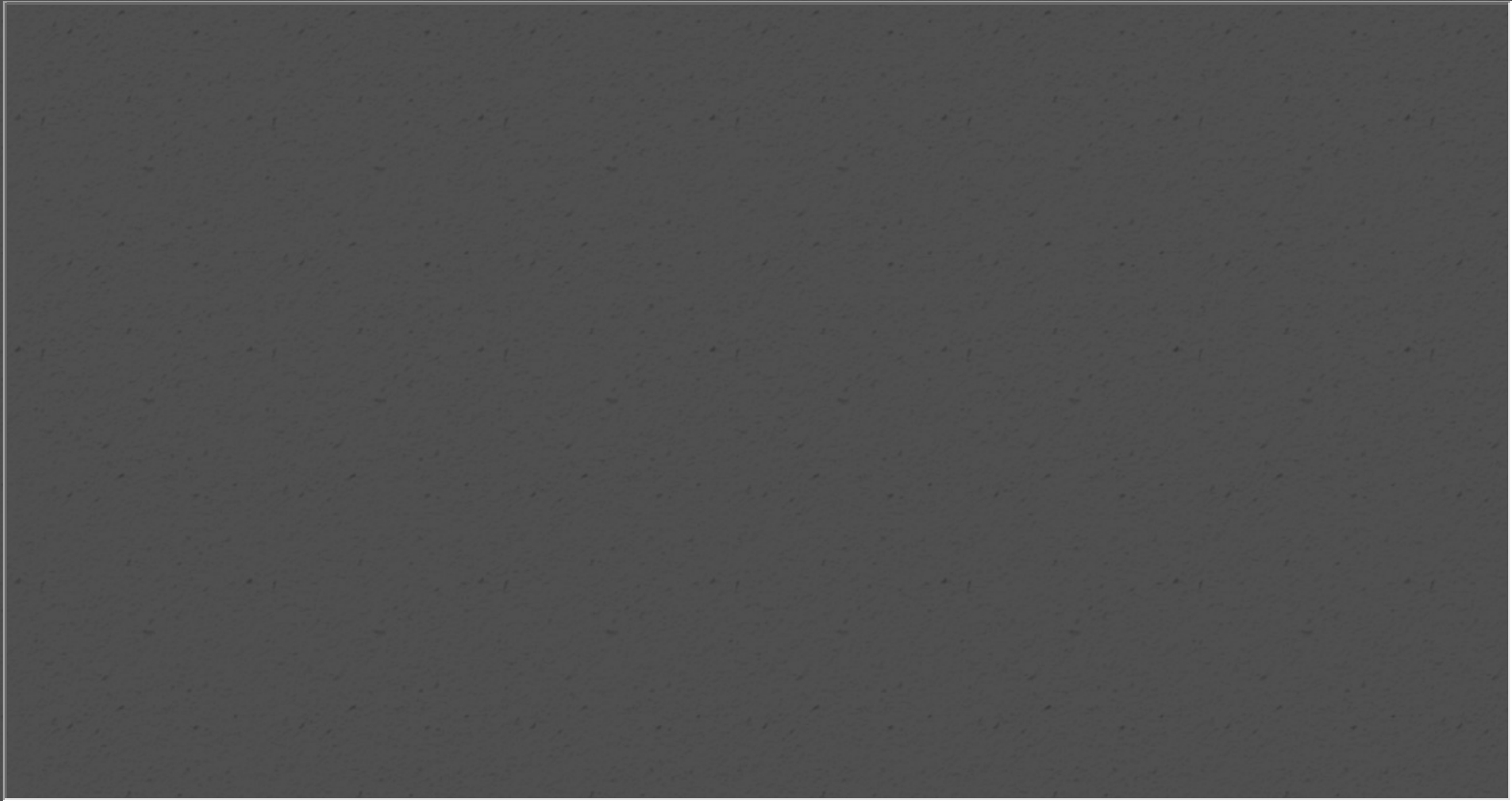


## University Students and “The All Nighter”: Correlates and Patterns of Students’ Engagement in a Single Night of Total Sleep Deprivation

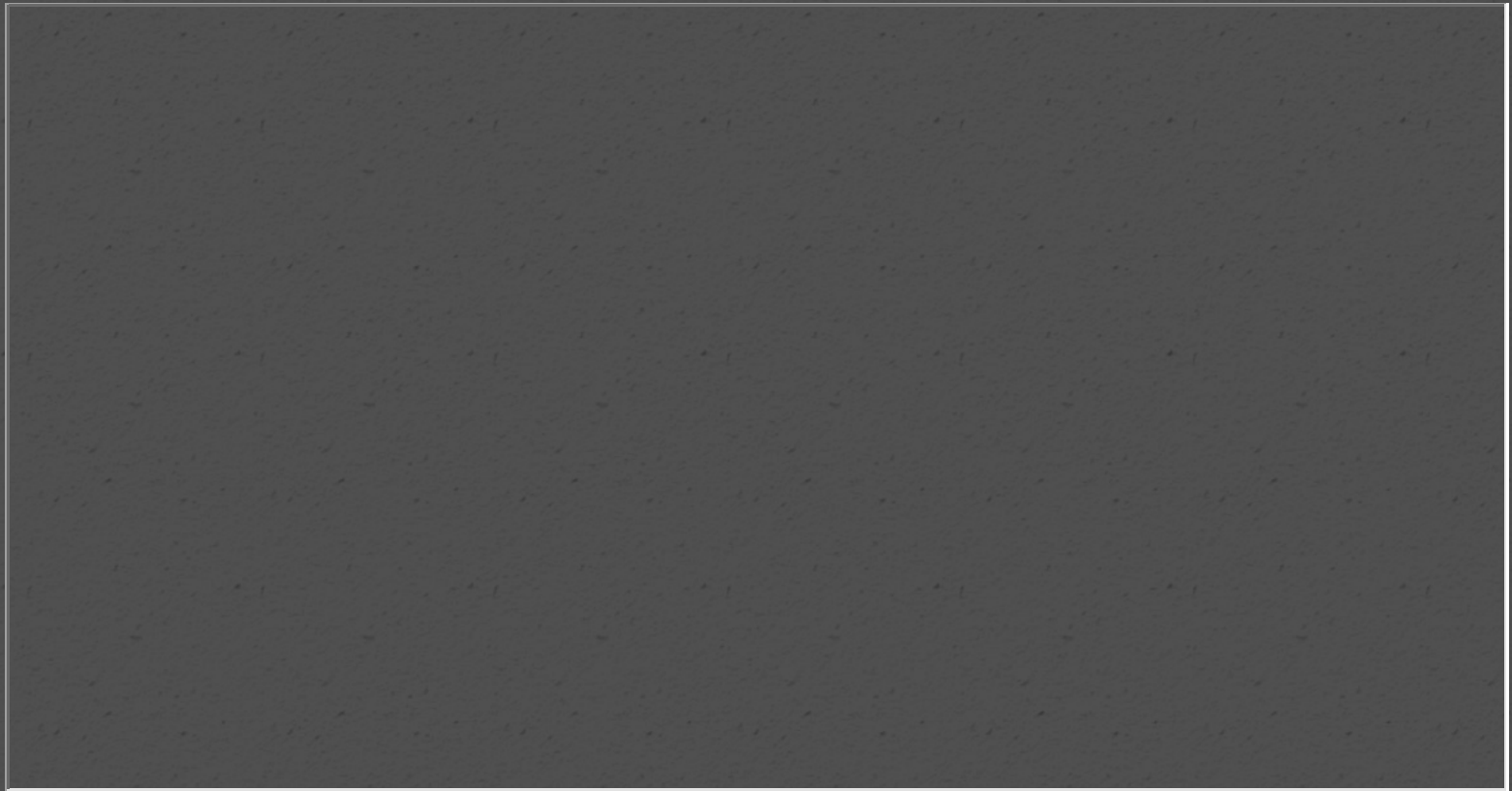
Pamela V. Thacher  
*Department of Psychology*  
*St. Lawrence University*

This study evaluated the self-reported patterns, motivations, and correlates of engagement in a single night of total sleep deprivation (SN-TSD) in a sample of 120 university students at a 4-year liberal arts college. Participants’ mean age was 20.1 years; the sample was 63% female. Measures included the Owl-Lark Scale of circadian preference; the Beck Depression Inventory; and the Pittsburgh Sleep Quality Index (PSQI); as well as self-reported usual bedtime, rise time, and total sleep time. Students’ cumulative grade point averages (GPAs) were also obtained; these were reported from the university registrar. Sixty percent of students surveyed reported engaging in SN-TSD once or more since coming to college. No differences between genders or among class standing with respect to use of SN-TSD were detected. Engagement in SN-TSD was associated with later self-reported bedtimes, evening preference, and poorer academic achievement as measured by GPA. A trend for increased symptoms of depression was detected; sleep quality as measured by the PSQI was not related to engagement in SN-TSD.

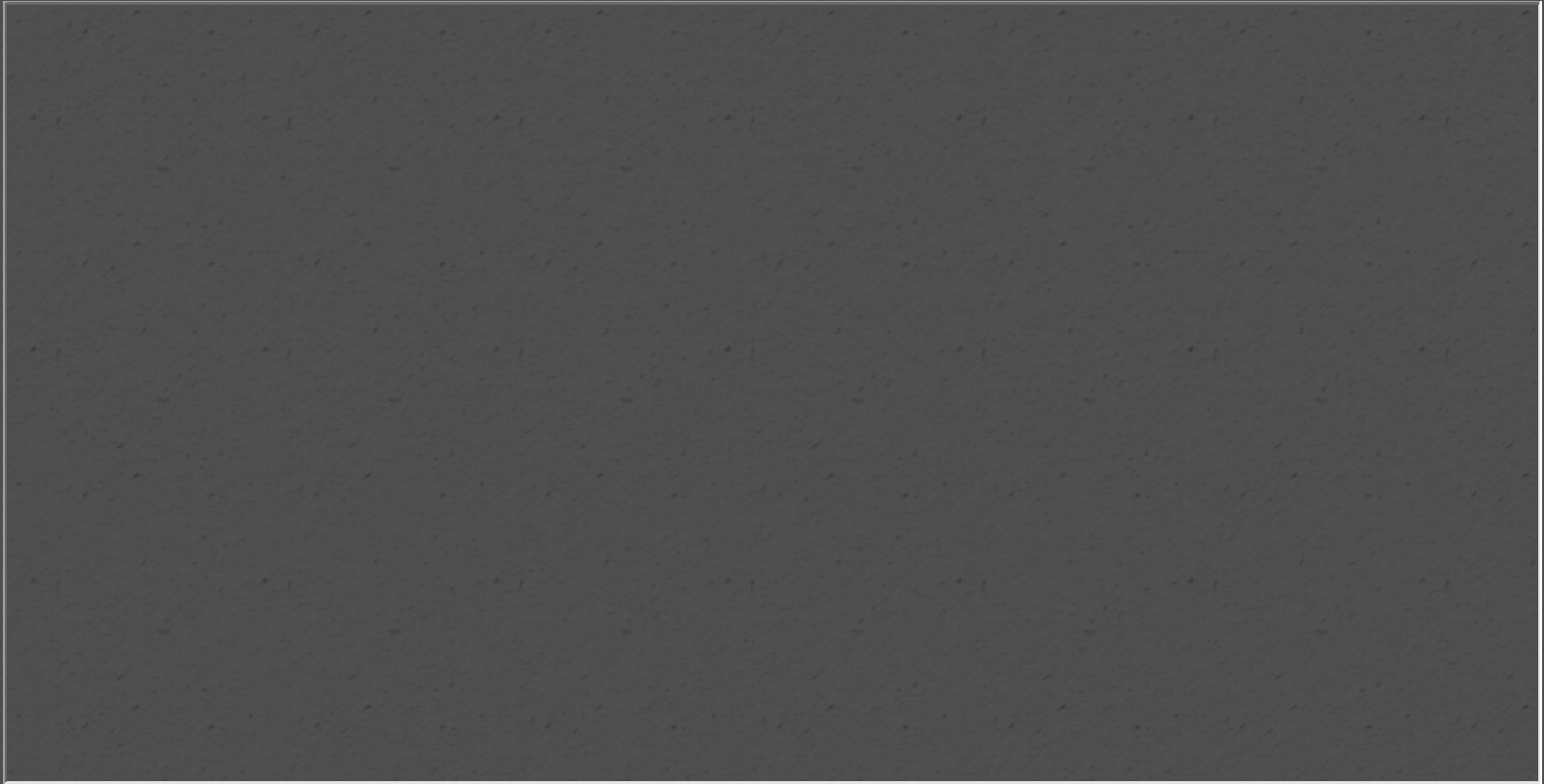
# Who is the intended audience for scholarly articles?



# What's the purpose of a scholarly article?



What are the reasons you  
might read a scholarly article?



# How to read a scholarly article

o <http://www.youtube.com/watch?v=3Sm0q6gENPM>

# Step 1

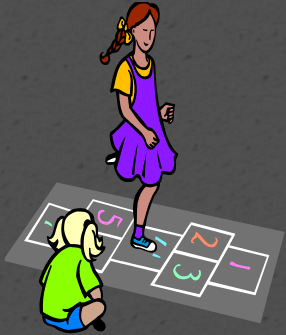
# Don't panic!



# Tip!: Titles give you clues

- o University students and "the all nighter": correlates and patterns of students' engagement in a single night of total sleep deprivation
- o 'Like the beating of my heart': A discourse analysis of Muscovite musicians' letters during the Russian Revolution.

# Step 2: Hop Around



- ✓ Read the **A**bstract, then the **C**onclusion (**D**iscussion.)
- ✓ Then read the **I**ntroduction, followed by other sections as needed.
- ✓ **Step 3: Make notes on key points as you read.**

# Step 3: Take notes while you read

1. The main purpose of the article is . . .
2. The key question or thesis that the author is asking is . . .
3. The author's findings (facts and data that support the author's argument) were...
4. The main conclusion/inference in this article is/are . . .



# Let's practice

# Acknowledgements

- Presentation adapted from “Scholarly Articles Simplified” developed by Cheryl Lauricella, Reference Specialist , as part of the Wright State University Namastudy workshop series
- Note-taking exercise adapted from an assignment created by Dr. Sarah Twill, Chair, Department of Social Work, Wright State University
- Rosenberg, K. (2011). Reading games: Strategies for reading scholarly sources. In C. Lowe, & P. Zemliansky (Eds.), *Writing spaces: Readings on writing*, volume 2. Parlor Press.
- “How to read a scholarly article” by Western University, <http://www.youtube.com/watch?v=3SmOq6gENPM>
- Reading exercise adapted from Dr. Christine Harrington & Alice Picardo’s presentation at the First Year Experience Conference, 2012

READING AND PARAPHRASING/SUMMARIZING RESEARCH ARTICLES

(Adapted from "Format for reviewing an article" by Dr. Sarah Twill, Wright State University)

Example format to use to summarize and paraphrase a research article:

**In (year), (Author's last names) conducted a study about (topic of research). The participants were/the setting was (e.g. " San Diego" or "large gift donors".) The authors found (results or findings of the research.) The authors concluded that ( conclusion.) These results/findings are important to other scholars in the field because (reason or reasons why other scholars could benefit from the findings.)**

Using the article supplied in this workshop, please fill out the following:

Author or authors: (hint read the abstract)

---

Topic of research: (hint read the abstract or introduction)

---

Participants/Setting: (hint: read the method/methodology)

---

Findings: (hint: read results section)

---

Conclusions: (hint: may also be called the discussion section).

---

Important to other scholars in the field because:

---

NOW, put the above all together into an annotation:

---

---

---

---

---