

5C: Observe & Analyze I

Chris Phare, Graduate Research Fellow, Electrical & Computer Engineering [00:00:01] Okay, so let's move on to the last paragraph of the sample paper. Can someone from group three read my comment and share how your group decided to revise it?

Student [00:00:09] Sure. The comment was, "You might try to include a call to action in addition to summarizing your argument at the end of the paper."

Chris Phare [00:00:17] Okay, so how did you modify the conclusion?

Student [00:00:20] We wrote, "Additional research funding should be directed toward gravitational wave detection projects to further both science and technology in this new field. The recent observation of these waves opens an entirely new and unknown window on the universe as we know it."

Chris Phare [00:00:34] Good, good revision. It feels like you were able to make a conclusion a lot stronger by including a call to action instead of just a summary of the rest of your paper, right? So I appreciate the revisions each group was able to share and I hope you found it useful for better using the feedback that I give you on your papers. Was it helpful?

Student [00:00:49] Yeah. I mean, for me, it was. Your feedback was so specific, so it really helped us know how to improve the draft. And it also helped that my paper did not have many comments on it. Sometimes I get so many papers back with so many comments, it's like I don't even know where to go from there.

Student [00:01:04] I agree. Sometimes the comments are hard to understand or vague, so you don't really know how to make it better. But yours were clear, so they were helpful.

Chris Phare [00:01:12] Okay, good. Glad to hear it. So now, with revision fresh in our minds, I'm going to be heading back to the papers from a while ago on a physics topic of your choice. So these do have a letter grade, but I'm going to give you the opportunity to revise them this week and turn them back into be regraded. I'm really sorry these took so long to get back. They're significantly longer papers than some of the others, and it just takes me a long time to grade them.

Student [00:01:41] When did we hand these in?

Student [00:01:44] I thought maybe a month ago. Because I think we have handed a couple more after that, so I can't really remember. Not even sure what I wrote about or the requirements.

Chris Phare [00:02:00] Okay, so we're going to spend the next 20 minutes or so going over the comments that I've given you and picking two or three of them to make revisions on these papers. So any any questions before we start?

Student [00:02:11] So I see you wrote a note on my paper about providing more information about the findings of a specific research study, but I don't remember the article too well and I don't have it with me.

Chris Phare [00:02:24] Okay, yeah, I know it's been a while. For now, just pick two or three other comments you can work on in class. But it is important that at some point you go back and look at that comment and pull up the original research paper, because a lot of the point of this, it relates to the course learning objective of conducting scholarly research and developing skills to articulate the methodology, findings, and relevance of other scientists' research. So it's important to go back and connect with those actual primary sources. Anyone else? Okay, great, I'm going to walk around, catch me if you have any questions.

Student [00:03:06] I have a few questions. So you wrote you would agree the paper would be even better if you moved this paragraph so it follows the introduction because it offers a necessary context for the readers. I thought that I would put it here because I think it relates to the complexity and scale of the experiments.

Chris Phare [00:03:23] Yeah, it's a good point. I thought it would be better closer to the introduction because it had a lot of statistics about the scale and complexity of these experiments. And I thought there would be some useful information to someone who may not be super familiar with the kind of work they're doing. And to put it closer to the introduction. What do you think?

Student [00:03:39] Yes, that does make sense. But then I was looking at your feedback here that said your second to last paragraph can be improved if you provide specific examples of discoveries at this lab. So do you literally mean like you want examples, actual examples? And if so, how many?

Chris Phare [00:03:56] Yeah, exactly. Maybe two or three examples of some, some work they've done. I mean, just off the top of your head, what are some high-profile experiments that they've come out with lately.

Student [00:04:06] Off the top of my head, I would say the Higgs boson.

Chris Phare [00:04:11] Yeah, the Higgs boson. It won the Nobel Prize a couple years ago, right, that's a really good one. And there are probably a couple others you can look up and just put in there to give them a little bit more context about their work.

Student [00:04:20] That is very helpful. Thank you.

Chris Phare [00:04:21] Glad to hear it. All right, everyone, let's get back together. Do you think making these revisions really helped improve your writing and learn how to better articulate research findings and the relevance of that research?

Student [00:04:33] No, I think it's very helpful. You wrote something about a call to action online, and that's the same comment you made on the sample paper, so I felt pretty confident I could revise my conclusion.

Chris Phare [00:04:45] Good, yeah, that's exactly why we reviewed the sample paper, because a lot of the comments are shared between people and you can see how a comment can translate into a revision to help improve the paper. Anyone else? Here in the front?

Student [00:04:58] Someone mentioned this in the beginning of the class with a sample. But I found it helpful that you didn't just write that something was wrong, but you gave specific direction on how to improve. So I used your comments and improved three areas and I feel better about it. But I was wondering on how the revisions would impact my grade. You know, would it go up a half a letter or a whole letter. Could I go from a C to an A?

Chris Phare [00:05:21] Yeah, feedback is important overall because it helps you improve your writing for future work and that sort of thing, right. It's kind of hard to say exactly what a revision may help you grade wise until I get the papers back and read through them. Could be half a grade, could be a whole grade. Just have to kind of wait and see. But I mean, you'll do your best anyway because it help you for the future, right.

Student [00:05:42] Okay.