



## برنامج مهارات البحث العلمي التاسع

# Guidelines for Writing a Literature Review

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# Guidelines for writing a literature review

THE SKILLS OF SCIENTIFIC RESEARCH-9

OCTOBER, 2016

# Lecture outline

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Definitions

What is a literature review?

Use/Purpose?

Components

Literature Assessment

What should I do before writing the literature review?

Begin composing

Conclusions

# Definitions

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## **Literature**

lit·er·a·ture:

The body of written work produced by scholars or researchers in a given field

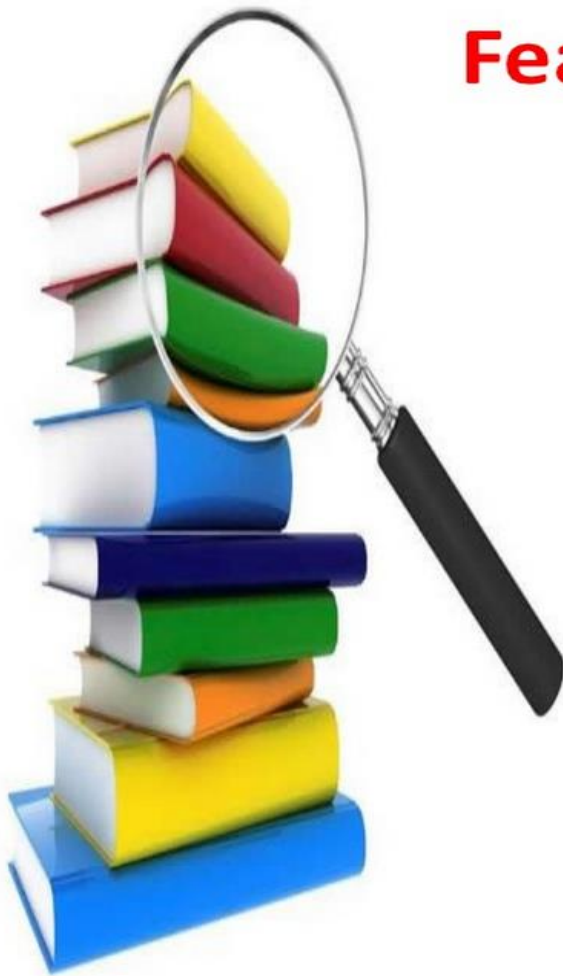
## **Review**

1. To look over, study, or examine again.
2. To consider retrospectively; look back on.
3. To examine with an eye to criticism or correction

# Where is it located?

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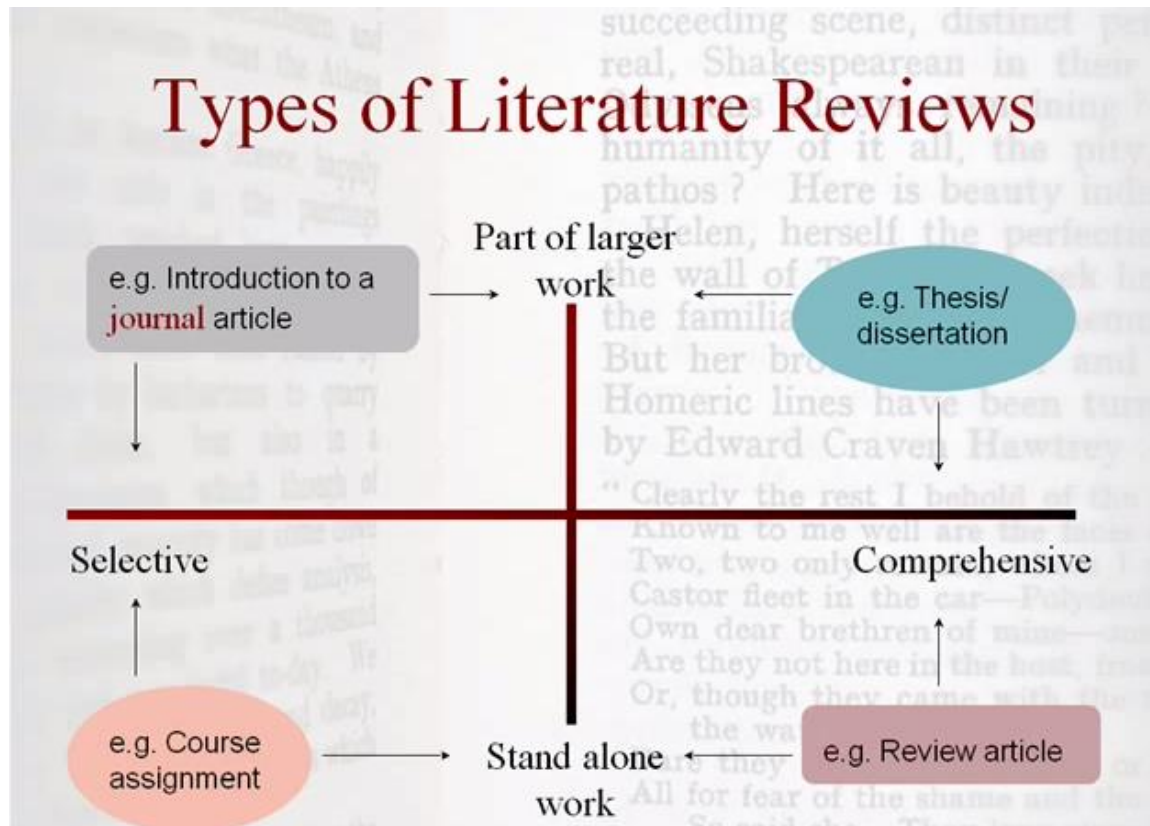
A literature review is conducted in the beginning stages of your research, and is usually written up as a document or chapter by the same title. It requires a commitment to searching a range of information sources



# Features of a Research Paper

- Abstract
- Introduction: Research question or Hypothesis, Aims
- **Literature Review**
- Presentation of Findings
- Analysis and Interpretation
- Limitations
- Recommendation
- Conclusion
- References

# What is a literature review?



# Use/Purpose?

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# Use/Purpose?

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Place each work in the context of its contribution to the understanding of the subject under review



# Use/Purpose?

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Describe the relationship of each work to the others under consideration

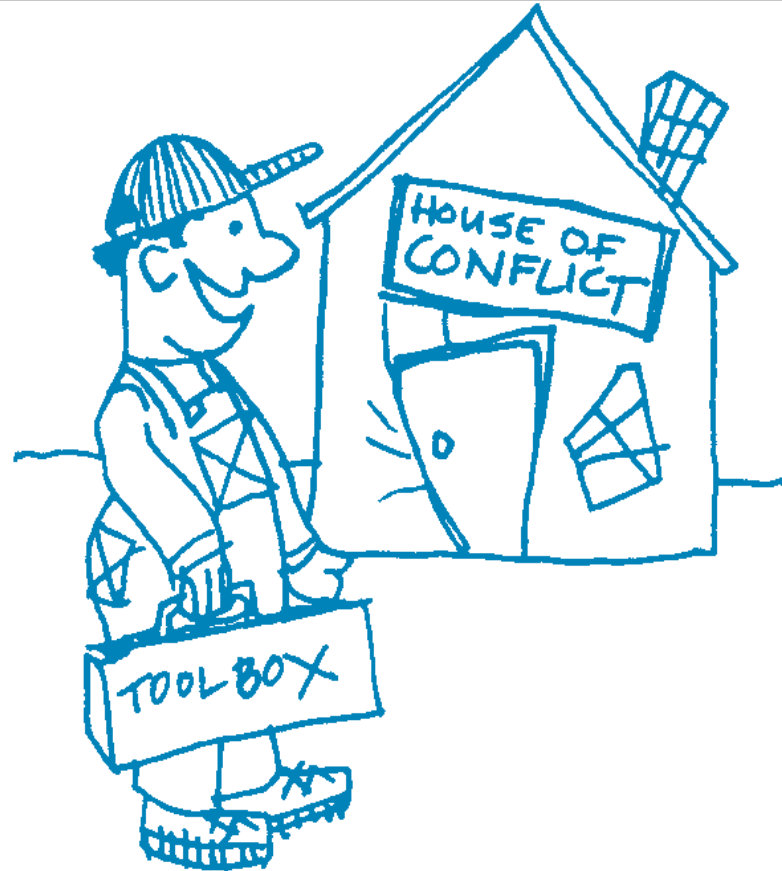


# Use/Purpose?

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Resolve conflicts amongst seemingly contradictory previous studies

Identify areas of prior scholarship to prevent duplication of effort



# Use/Purpose?

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Point the way forward for further research



# Use/Purpose?

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Identify new ways to interpret,  
and shed light on any gaps in  
previous research



[dreamstime.com](http://dreamstime.com)

# Components

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# Components

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**Development of the literature review  
requires four stages:**

1-Problem formulation



# Components

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**Development of the literature review requires four stages:**

2-Literature search





# Components

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Division of works under review into categories



# Components

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## Organisation of the Literature Review

### **Chronological**

- Review and Writing LR in the order of the research paper published starting from the very beginning or from the latest article on the research topic.

### **Thematic**

- Literature is organized around a topic or issue, rather on progression of time.
- Focus on the point being made rather than on time and grouping and organizing different research papers review accordingly.

### **Advancements**

- Starting with the first breakthrough or research on the topic
- Further discusses the advancements in the field
- Finally discusses the present situation

### **Methodological**

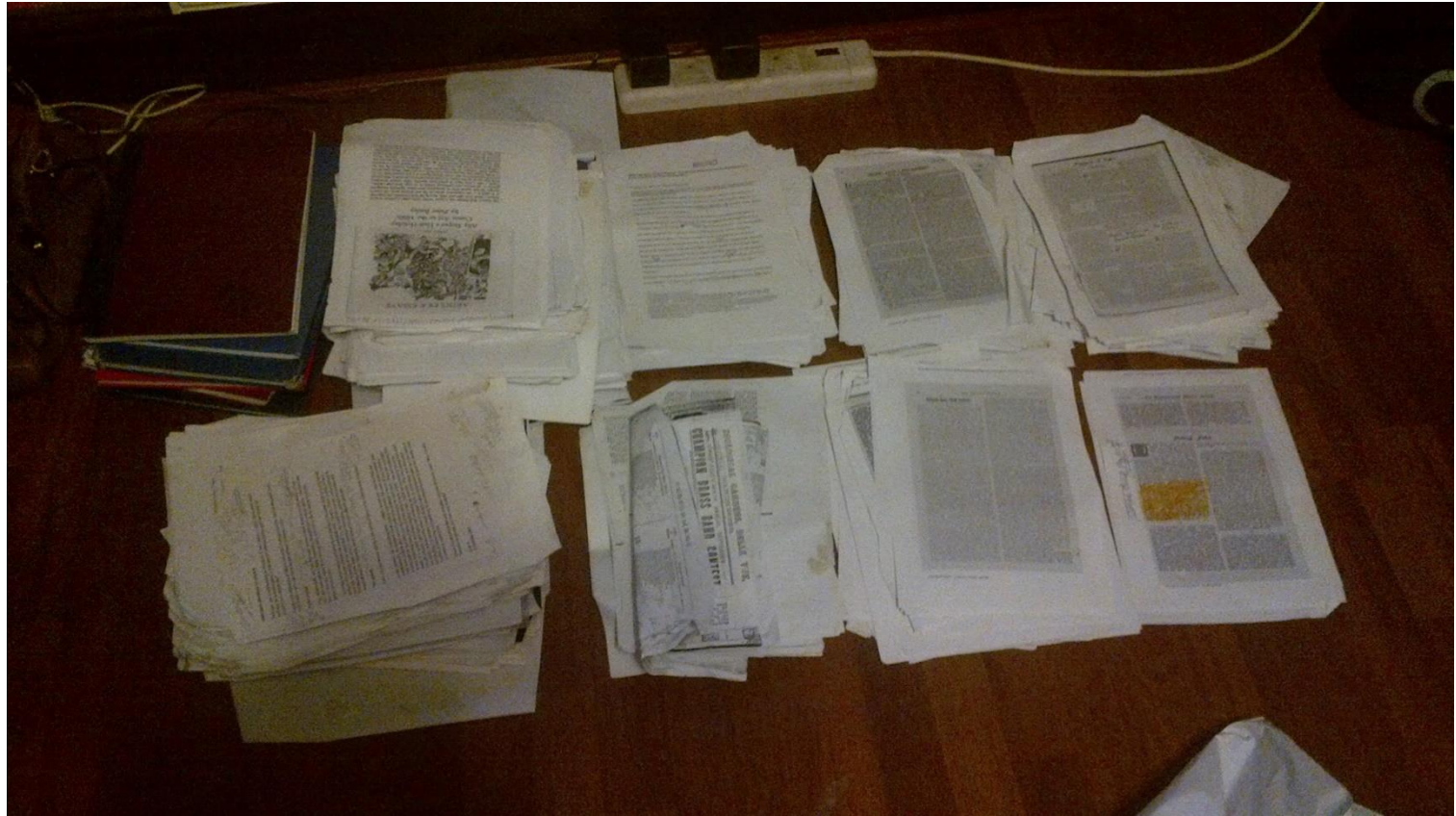
- focuses on the “methods” of the researcher
- Does not focus on the content but on the method of the research

### **Questions Approach**

- Outline and discusses the major questions related to the topic
- These questions are addressed through the review of Literature in an order

# Before you start your search!

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# Before you start your search!

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**Citation and organization:  
Which reference manager is  
the right fit for you?**



# References managing

How to cite?

Reference mangers

The screenshot shows a Windows File Association window for a file type labeled 'Unknown'. The window is divided into three main sections: a left sidebar with a file tree, a central list of references, and a right-hand pane showing details for the selected reference.

**File Association Window:**

- Title:** File Association
- File Type:** Unknown
- Message:** Windows has the following information about this file type. This page will help you find software needed to open your file.

**Left Sidebar (File Tree):**

- My Library
- adenoid ameloblastoma
- Ameloblastoma
- CCOT
- fibro-osseous
- forensic
- Heck's
- kawasaki
- Kawasaki
- keratocyst
- NPC
- odontogenic cysts and tumors
- osteosarcoma\_epith
- osteovavus
- preanalytical quality

**Central List (References):**

Title	Creator
A review of strategies to stimulate dental professionals to integrate smoking cessation interve...	Rosseel et al.
A video feedback-based tobacco cessation counselling course for undergraduates-preliminar...	Antal et al.
Addressing tobacco control in dental practice: a survey of dentists' knowledge, attitudes and ...	Chandrashekar et al.
Assessing behavioural change support abilities of the oral healthcare team	Mattheos et al.
Assessment of tobacco dependence curricula in italian dental hygiene schools	Pizzo et al.
Assessment of tobacco dependence curricula in italian dental hygiene schools	Pizzo et al.
Attitudes of Irish dental, dental hygiene and dental nursing students and newly qualified pract...	McCartan et al.
Computer-assisted guidance for dental office tobacco-cessation counseling: a randomized co...	Rindal et al.
Computer-assisted guidance for dental office tobacco-cessation counseling: a randomized co...	Rindal et al.
Continuing education in oral cancer prevention for dentists in Spain	Seoane et al.
Cost effectiveness of changing health professionals' behavior: training dental hygienists in bri...	Akers et al.
Curriculum survey on tobacco education in European dental schools	Ramseier et al.
Dental students' attitude towards anti-smoking programmes: a study in Flanders, Belgium	Vanobbergen et al.
Dental students' attitudes and behavior toward smoking cessation as part of their professional...	Vered et al.
Dentists' and dental hygienists' role in smoking cessation: an examination and comparison of ...	Edwards et al.
Dentists' familiarity with tobacco cessation programs in dental settings in Iran	Ebn Ahmady et al.
Effect of tobacco counseling by dental students on patient quitting rate	Shibly
Evaluation of tobacco use cessation (TUC) counselling in the dental office	Needleman et al.
Factors affecting adoption of tobacco education in dental hygiene programs	Stockdale et al.
Impact of educational intervention on implementation of tobacco counselling among oral he...	Amemori et al.
Impact of the curriculum on Chinese dental students' tobacco control attitudes and beliefs: a ...	Tao et al.
Improving tobacco dependence education among the Loma Linda University School of Denti...	Arnett and Baba

**Right-hand Pane (Details for 'Assessment of tobacco dependence curricula in italian dental hygiene schools'):**

- Item Type:** Journal Article
- Title:** Assessment of tobacco dependence curricula in italian dental hygiene schools
- Author:** Pizzo, Giuseppe
- Author:** Davis, Joan M
- Author:** Licata, Maria E
- Author:** Giuliana, Giovanna
- (...) Abstract:** The aim of this study was to assess the l...
- Publication:** Journal of dental education
- Volume:** 77
- Issue:** 8
- Pages:** 1072-1078
- Date:** Aug 2013
- Series:**
- Series Title:**
- Series Text:**
- Journal Abbr:** J Dent Educ
- Language:** eng
- DOI:**



# Components

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**Development of the literature review  
requires four stages:**

3-Data evaluation



# Components

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**Development of the literature review requires four stages:**

4-Analysis and interpretation

Explanation of how each work is similar to and how it varies from the others

Conclusions as to which pieces are best considered in their argument



# Literature Assessment

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In assessing each piece, consideration should be given to:

Provenance المصدر

Objectivity الموضوعية

Persuasiveness الأقناع

Value القيمة



# Literature Assessment

In assessing each piece, consideration should be given to:

**Provenance**—What are the author's credentials? Are the author's arguments supported by evidence (e.g. primary historical material, case studies, narratives, statistics, recent scientific findings)?

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World J Gastroenterol. Sep 28, 2016; 22(36): 8070-8077

Published online Sep 28, 2016. doi: 10.3748/WJG.v22.i36.8070

## Guanylyl cyclase C signaling axis and colon cancer prevention

Amanda M Pattison, Dante J Merlino, Erik S Blomain, Scott A Waldman

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**Author contributions:** Pattison AM designed and composed the manuscript; Merlino DJ and Blomain ES helped compile, edit, and revise the manuscript; Waldman SA devised the manuscript content, oversaw manuscript preparation, and participated as the scientific advisor; all authors provided final approval of the version submitted and any revised versions.

**Supported by** NIH, No. R01CA170533, No. R01CA206026 and No. P30CA56036; and Targeted Diagnostic and Therapeutics, Inc.; a Ruth L. Kirschstein National Research Service Award for Individual Predoctoral MD/PhD Fellows from the NIH, No. CA180500 (To Blomain ES); a Ruth L. Kirschstein National Research Service Award for Individual Predoctoral MD/PhD Fellows from the NIH, No. F30 DK103492 (To Merlino DJ); and a Predoctoral Fellowship in Pharmacology/Toxicology from the PhRMA Foundation.

**Conflict-of-interest statement:** Waldman SA is the Chair (uncompensated) of the Scientific Advisor Board of Targeted Diagnostics and Therapeutics, Inc. which provided research funding that, in part, supported this work and has a license to commercialize inventions related to this work.

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**Telephone:** +1-215-9555693 Fax: +1-215-9555681

# Literature Assessment

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In assessing each piece, consideration should be given to:

**Objectivity**—Is the author's perspective even-handed or prejudicial?

# Literature Assessment

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**In assessing each piece, consideration should be given to:**

**Persuasiveness**—Which of the author's theses are most/least convincing?

# Literature Assessment

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**In assessing each piece, consideration should be given to:**

**Value**—Are the author's arguments and conclusions convincing? Does the work ultimately contribute in any significant way to an understanding of the subject?

# Writing A Literature Review and Using a Synthesis Matrix

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One way that seems particularly helpful in organizing literature reviews is the **synthesis matrix**.

# Writing A Literature Review and Using a Synthesis Matrix

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The synthesis matrix is a chart that allows a researcher to sort and categorize the different arguments presented on an issue.

**Topic:** \_\_\_\_\_

	Source #1	Source #2	Source #3	Source #4
Main Idea A				
Main Idea B				

# Writing A Literature Review and Using a Synthesis Matrix

Citation	Type *	Patients/Subjects	Interventions	Comparisons	Outcomes	Your Evaluation (Strengths, Limitations, Relevance)
<p>Talar-Williams, C., Hijazi, Y.M., Walther, M. M., Linehan, M. W., Hallahan, C. W., Lubensky, I., Kerr, G. S., Hoffman, G. S., Fauci, A. S., Sneller, M. C. (1996). Cyclophosphamide-Induced Cystitis and Bladder Cancer in Patients with Wegener Granulomatosis. <i>Annals of Internal Medicine</i>, 124(5), 477-484. Retrieved October 5, 2003, from <a href="http://www.annals.org/cgi/content/full/124/477">http://www.annals.org/cgi/content/full/124/477</a></p>	3	<ul style="list-style-type: none"> <li>• <b>145 patients</b> (Followed 0.5 – 27 years/ 1333 pat. years) at one NIH institution</li> <li>• 73 men;72 women;</li> <li>• median age = 40 (10-72)</li> <li>• 140 White;3 Black; 2 Other</li> <li>• 61 Smokers; 73 Nonsmokers; 11 Unknown</li> </ul>	Treated with CYC	Rate of Occurrence of 145 patients treated with CYC compared to expected rates for the US population (obtained from SEER Cancer Statistic Review) 31 Fold Increase in Incidence – adjusted for age; younger than 65 y/o 51-fold increase	<ul style="list-style-type: none"> <li>• 73/145 (50%) had nonglomerular hematuria.</li> <li>• 60/73 had cystoscopy.</li> <li>• 7 patients out of 145 exposed to cyclophosphamide were diagnosed with Transitional Cell Carcinoma. All 7 had microscopic hematuria.</li> <li>• Latency period was 7mos to 15.3 years from last dose to diagnosis.</li> <li>• The median age was 53y/o.</li> <li>• 6/7 were smokers. 0/7 clinical conditions to enhance toxicity; 0/7 dye exposures.</li> <li>• Average cumulative dose &gt; 100g for &gt; 2.7 years.</li> <li>• Cox proportional hazards regression analysis showed only microscopic hematuria as a significant factor for development of bladder cancer (<math>P &lt; 0.01</math>).</li> <li>• Incidence of Bladder Cancer was 5% at 10 yrs and 16% at 15 yrs.</li> <li>• Only nonglomerular hematuria was significant as risk factor.</li> </ul>	<p>Retrospective Analysis; Cohort; Quasi-Experimental</p> <ul style="list-style-type: none"> <li>• Retrieved via Google Search/Primary Source</li> <li>• <b>Strengths</b> – A standardized protocol was used for oral CYC treatment regimen for all patients. This article addressed risk factors. It is a primary source document. Offering important evidence to support the research question using direct research methods. It provides extremely good information on proposed long term follow-up for patients exposed to cyclophosphamide. Duration and Dose are addressed. Diagnostic tests are well described. Statistical significance of risk factor of microscopic hematuria. Analyzed using computer based information retrieval system. The methods used were strict with patients treated according to protocol and followed-up for urotoxicity. Each patient was evaluated every 3-6 months with urinalysis and every 6-12 months with urine cytology. Patients with microscopic hematuria or nonglomerular hematuria had cystoscopy done. Cystoscopy was done with biopsy if cytology suggested malignancy.</li> </ul> <p><b>Limitations</b> – Unknown factors over the course of long follow up period. No inclusion of patient family history statistics.</p> <p><b>Relevance</b> – Good Resource (Include)</p>

# Let's get to it! What should I do before writing the literature review?

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## Clarify

If your assignment is not very specific, seek clarification from your instructor





# Let's get to it! What should I do before writing the literature review?

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## Clarify

Should you summarize, synthesize, or critique your sources by discussing a common theme or issue?



# Let's get to it! What should I do before writing the literature review?

## Find models

The screenshot shows the ProQuest Central search results page. The search query is 'thesis'. The results are filtered to 'Dissertations & Theses'. The first result is titled 'For whom the firm toils: A thesis investigating the ownership, board and performance linkages' by Diss.Sur, Sujit. Concordia University (Canada), ProQuest, UMI Dissertations Publishing, 2009. NR63406. The second result is titled 'Economic transformation: The full societal transformation thesis'. The page includes navigation links like 'Basic Search', 'Advanced', 'Publications', 'Browse', and 'About'. It also shows options to 'Full text', 'Peer reviewed', 'Modify search', and 'Tips'. The results are sorted by 'Relevance'.



# Let's get to it! What should I do before writing the literature review?

---

Consider whether your sources are current

# Strategies for writing the literature review

---

## Find a focus

A literature review is usually organized around ideas, not the sources themselves as an annotated bibliography would be organized. This means that you will not just simply list your sources and go into detail about each one of them, one at a time.

# Strategies for writing the literature review

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## **Construct a working thesis statement**

Use the focus you've found to construct a thesis statement.

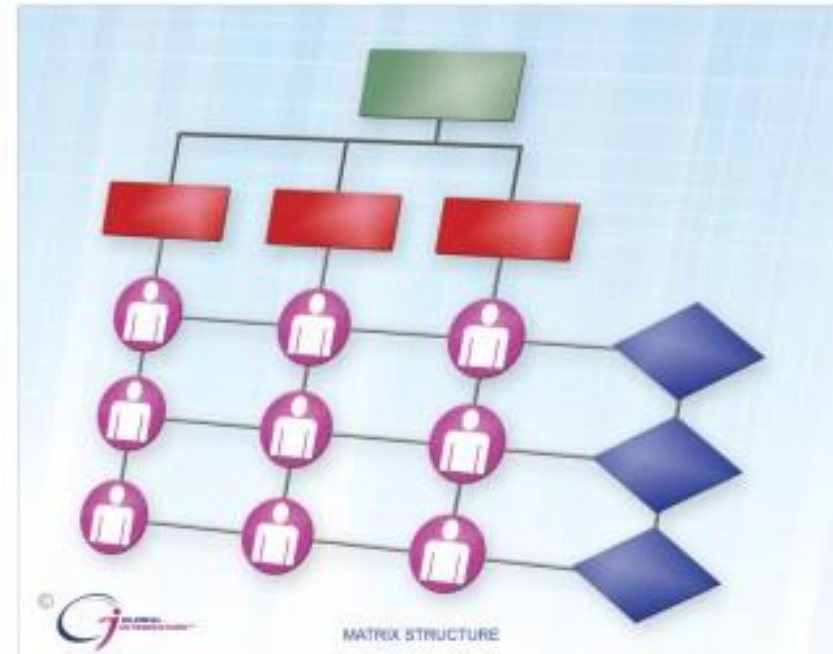
# Strategies for writing the literature review

## Consider organization

You've got a focus, and you've narrowed it down to a thesis statement.

What are the most important topics, subtopics, etc., that your review needs to include?

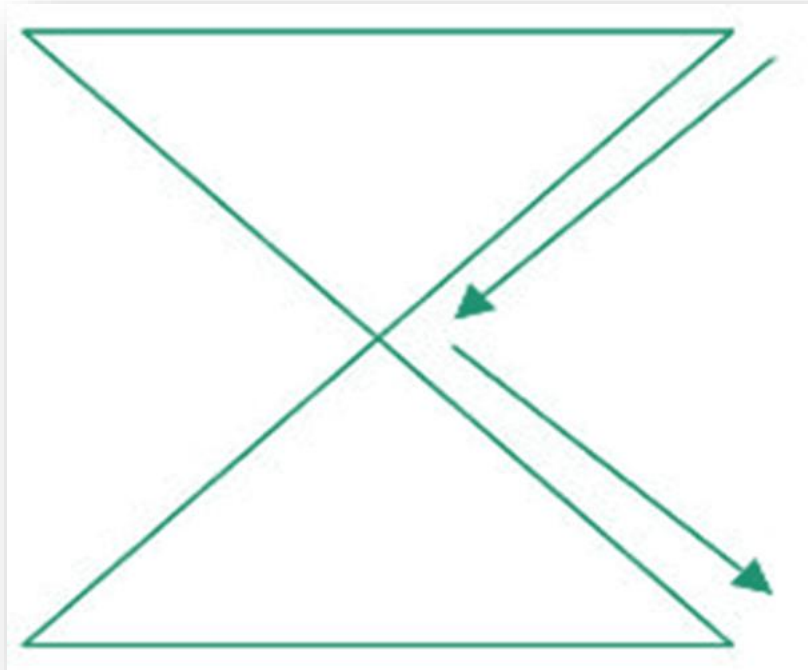
And in what order should you present them?



# Begin composing

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Once you've settled on a general pattern of organization, you're ready to write each section. There are a few guidelines you should follow during the writing stage as well.



# Begin composing

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## Use evidence

Your interpretation of the available sources must be supported with evidence to show that what you are saying is valid



# Begin composing

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## **Be selective**

Select only the most important points in each source to highlight in the review.

# Begin composing

---

Use quotes sparingly

# Begin composing

---

## **Summarize and synthesize**

Remember to summarize and synthesize your sources within each paragraph as well as throughout the review.

# Begin composing

---

## **Keep your own voice**

While the literature review presents others' ideas, your voice (the writer's) should remain front and center.

# Begin composing

---

## Use caution when paraphrasing

When paraphrasing a source that is not your own, be sure to represent the author's information or opinions accurately **and in your own words.**

Plagiarism??

## VERIFY ORIGINALITY

### Plagiarism Detection & Prevention Technology

- Check written work for plagiarism and attribution
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Self-Plagiarism »  
Pressure to Publish »  
Costs of Research Misconduct »

# References managing

How to cite?

Reference mangers

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**File Association**  
Windows has the following information about this file type. This page will help you find software needed to open your file.

**File Type:** Unknown

**Reference Manager Interface:**

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A review of strategies to stimulate dental professionals to integrate smoking cessation interve...	Rosseel et al.
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<b>Assessment of tobacco dependence curricula in italian dental hygiene schools</b>	<b>Pizzo et al.</b>
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Attitudes of Irish dental, dental hygiene and dental nursing students and newly qualified pract...	McCartan et al.
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Dental students' attitude towards anti-smoking programmes: a study in Flanders, Belgium	Vanobbergen et al.
Dental students' attitudes and behavior toward smoking cessation as part of their professional...	Vered et al.
Dentists' and dental hygienists' role in smoking cessation: an examination and comparison of ...	Edwards et al.
Dentists' familiarity with tobacco cessation programs in dental settings in Iran	Ebn Ahmady et al.
Effect of tobacco counseling by dental students on patient quitting rate	Shibly
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Factors affecting adoption of tobacco education in dental hygiene programs	Stockdale et al.
Impact of educational intervention on implementation of tobacco counselling among oral he...	Amemori et al.
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Improving tobacco dependence education among the Loma Linda University School of Denti...	Arnett and Baba

**Item Type:** Journal Article  
**Title:** Assessment of tobacco dependence curricula in italian dental hygiene schools

**Author:** Pizzo, Giuseppe  
**Author:** Davis, Joan M  
**Author:** Licata, Maria E  
**Author:** Giuliana, Giovanna

**(...) Abstract:** The aim of this study was to assess the l...

**Publication:** Journal of dental education  
**Volume:** 77  
**Issue:** 8  
**Pages:** 1072-1078  
**Date:** Aug 2013  
**Series:**  
**Series Title:**  
**Series Text:**  
**Journal Abbr:** J Dent Educ  
**Language:** eng  
**DOI:**

# Revise, revise, revise

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Draft in hand? Now you're ready to revise. Spending a lot of time **revising is a wise idea**, because your main objective is to present the material, not the argument. So check over your review again to make sure it follows the assignment and/or your outline.



# Revise, revise, revise

---

Then, just as you would for most other academic forms of writing, **rewrite or rework the language of your review** so that you've presented your information in the most concise manner possible.

SCIENTIFIC EDITING, WRITING,  
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- Dissertations
- Letters
- Review Articles
- Theses

# Some tips to help you be effectual !!

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# Some tips to help you be effectual

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1. Write a sentence or two after reading an article that could fit into your literature review. This is not a summary, but how the article relates to your literature review theme

# Some tips to help you be effectual

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2. Aim to write something every day. Set a writing goal, whether it's a paragraphe or a page. Only do reading so that you can achieve your writing goal.

# Some tips to help you be effectual

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3. Ask yourself why should you read this paper. Before you read anything, think about how it should contribute to your literature review and look for that information in the article.

# Some tips to help you be effectual

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4. Narrow down your search terms. Only search for things that return a manageable number of search results.

# Some tips to help you be effectual

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5. Set regular, strict deadlines. Decide that you must complete a certain quantity of writing by a certain date and stick to it.



# Tips for effective literature searching and keeping up with new publications

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Define your keywords

## Checklist for defining keywords

1. What alternative vocabulary is used in discussion of my topic?
2. Are there American and British variants of spelling or vocabulary?
3. Can I identify a word-stem for truncation? E.g., child\$ to find child, children, or childish.
4. Are common abbreviations, acronyms or formulae used?
5. What specific cases or examples am I interested in?
6. What more general terms might include my topic?
7. Are there categories I'd like to exclude?

# Start your search

You might need to search several academic databases to make sure you've covered all bases. Since each database has unique sources for obtaining data and unique processes for deciding which journal articles to index, limiting your search to only one database may cause you to overlook relevant articles. For example, if you restrict your search to Elsevier's Science Direct, you are very likely to miss relevant publications, since this database mostly indexes journals published by Elsevier.

## Sources for searching

Bibliographic/general databases	Publisher databases and journal websites	Subject-specific databases
E.g., Scopus, ISI Web of Knowledge, Google Scholar, EMBASE, JSTOR, ProQuest	E.g., Elsevier's ScienceDirect, SpringerLink, Wiley Online Library, Oxford Journals	E.g., Medline, PsychINFO, MathSciNet, arxiv.org, Sociological Abstracts, EconLit, ERIC, INSPEC
Use to <ul style="list-style-type: none"><li>• Browse for popular and high quality articles</li><li>• Start the discovery process and find an initial set of papers</li></ul>	Use to <ul style="list-style-type: none"><li>• Browse through journals that frequently publish on your topics of interest</li><li>• Browse through journals specific to your specialization</li></ul>	Use to <ul style="list-style-type: none"><li>• Look for articles in a specific discipline</li><li>• Do in-depth research on a particular topic</li><li>• Look for articles on obscure or niche topics</li></ul>

# Follow the citations

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Once you have identified some relevant journal articles, an easy way to find more studies is by looking through the reference lists of these articles (backward searching). The reference studies are likely to be quite relevant for you as well. In addition, look at the papers that have cited the articles since they were published (forward searching). This will help you find the newer studies that have built upon the work

# Keep a written record of your searches

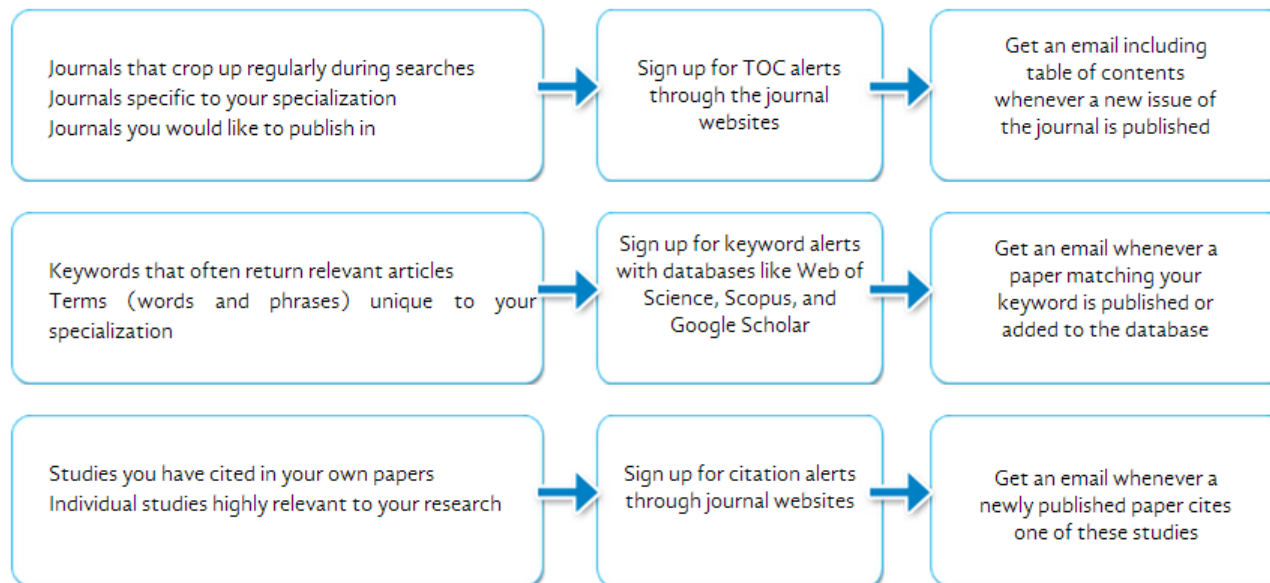
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Note down the names of journals that you come across often during your searches. Over time, you will get a good idea of which journals are most prominent in your field and which journals you should consider publishing in. In addition, keep a list of the keywords and keyword combinations that return the best results. This will not only reduce the time taken for future searches but also yield a list of terminologies that are common in your field

# Keeping up with literature

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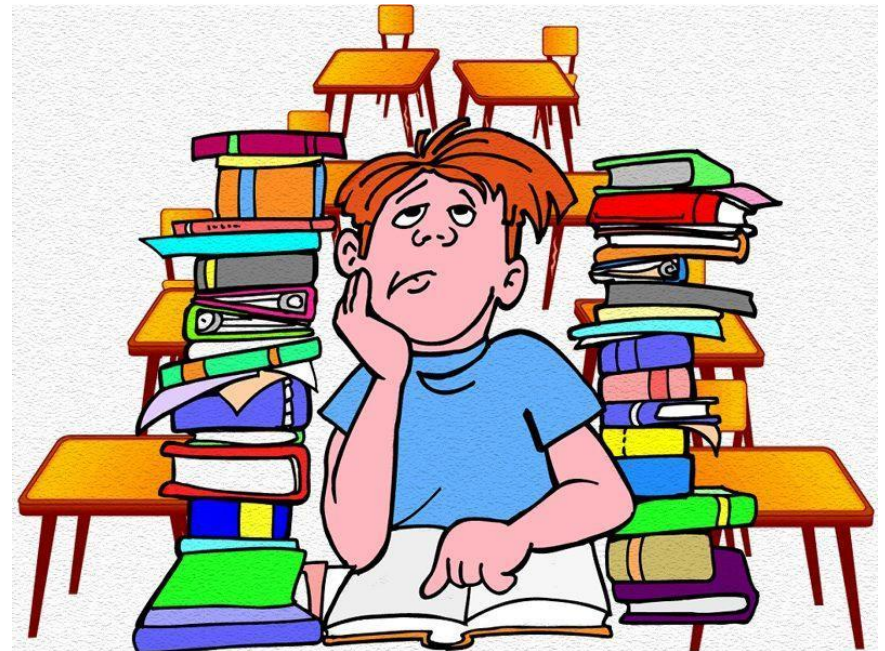
## How to keep up with new publications through alerts



# Conclusion

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The literature review is the trickiest part of a dissertation



# Conclusion

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The dissertation literature review **consumes most the time and energy** of a researcher in proving his findings to the board of dissertation committee.



# Conclusion

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The best way to do this is gather the best ones and keep it in line with your topic in order to avoid unnecessary questions gathered from an excessive analysis





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<http://www.dissertation-ideas.com/dissertation-introduction/>

<http://writingcenter.unc.edu/handouts/literature-reviews/>

<https://www.coursera.org/course/sciwrite>

# Stanford

## Writing in the Sciences

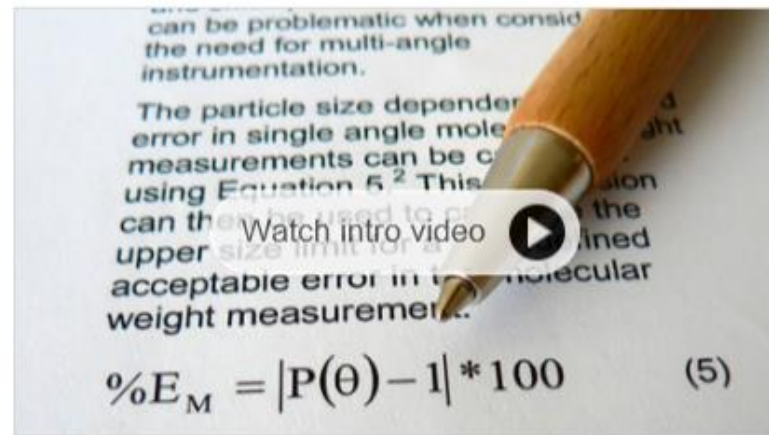
Dr. Kristin Sainani

This course teaches scientists to become more effective writers, using **practical** examples and exercises. Topics include: principles of good writing, tricks for writing faster and with less anxiety, the format of a scientific manuscript, and issues in publication and peer review.

**Workload:** 4-8 hours/week

**Taught In:** English

**Subtitles Available In:** English, Portuguese



### Sessions:

Sep 24th 2012 (8 weeks long)

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# Many thanks !

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