

Reading Scholarly Literature

Reading Scholarly Literature Dr.

Megan Wood | Assoc. Director

Introductions

In the chat:









- Name
- Your pronouns
- Hometown/Country
- Brief description of your summer research

Overview

- Kinds of scholarly literature
- Finding and accessing scholarly literature
- Common structures in research articles
- Practical (digital) reading strategies

Kinds of Scholarly Literature

- Empirical research articles
 - Short reports or letters
- Review Article
- Systematic Review (subset: meta-analysis) • *Theoretical research articles*
- *Editorials*
- *Case studies*
- *White papers*
- *Conference proceedings*

- Lau, J.C.Y., Fyshe, A., & Waxman, S.R. (in press). Which acoustic features support the language-cognition link in infancy: A machine-learning approach. *Proceedings of the 43rd Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
- Waxman, S.R. (in press). Racial awareness and bias begin early: Developmental entrypoints, challenges and a call to action. *Perspectives on Psychological Science*.
- Woodruff Carr, K., Perszyk, D. R., Norton, E. S., Voss, J. L., Poeppel, D., & Waxman, S. R. (2021). **Developmental changes in auditory-evoked neural activity underlie infants' links between language and cognition.**  *Developmental Science*, 1-12.
- Bang, M., Alfonso, J., Faber, L., Marin, A., Marin, M., Medin, D., Waxman, S., & Woodring, J. (in press). Perspective taking and psychological distance in children's picture books: differences between Native and Non-native authored books. In Nelson-Barber, S. & Chinn, P. W. U. (Eds.) *Indigenous STEM Education: Perspectives from the Pacific Islands, the Americas and Asia*. New York, NY: Springer.
- Woodruff Carr, K., Perszyk, D. R., & Waxman, S. R. (2021). **Birdsong fails to support object categorization in human infants.**  *PLoS ONE* 16(3): e0247430.
- Luchkina, E., Waxman, S. (2021). **Semantic priming supports infants' ability to learn names of unseen objects.**  *PLoS ONE* 16(1): e0244968.
- He, A.X., Huang, S., Waxman, S., Arunachalam, S. (2020). **Two-year-olds consolidate verb meanings during a nap.**  *Cognition*, 198.
- Kadlaskar, G., Waxman, S., Seidl, A., (2020). **Does Human Touch Facilitates Object Categorization in 6-to-9-month-old Infants?**  *Brain Science*. 10(12), 940.
- LaTourrette, A., Waxman, S., (2020). **Naming guides how 12-month-old infants encode and remember objects.**  *Proceedings of the National Academy of Sciences*, 202006608.
- LaTourrette, A., & Waxman, S. (2020) **An Object Lesson Objects Non Objects and the Power of Conceptual Construal in Adjective Extension.**  *Language Learning and Development*.
- Novack, M., Brentari, D., Goldin-Meadow, S., & Waxman, S. R. (2020; n.d.). **Sign Language Promotes Object Categorization in Young Hearing Infants.**  Working Paper, Institute for Policy Research, WP-20-07.

Conference
proceeding

Likely
editorial

Empirical
research
articles

Peer
Reviewed

Empirical
research
article

Finding & Accessing Articles

- Activate Northwestern VPN
- Database preference (ask mentor)
- Save PDFs to access offline
- Use Zotero to save as you go!

Common Sections for Research Articles

- Title
- Authors
- Abstract
-

Introduction

- Methods •

Results

- Discussion

Title

- Succinct, standalone

overview • Keywords used for indexing

The Neurodevelopmental Disabilities Lab at Northwestern University is proud to publish its research work – not only to enhance our own understanding and gain new perspective on our research of genetics and autism/fragile X, but also to communicate our findings to the greater scientific community, with the intent of spurring science forward in this field.

Nayar, K.*, Sealock, J., Maltman, N.*, Bush, L.*, Cook, E., Davis, L. & Losh, M. (2020). **Elevated polygenic burden for ASD is associated with the broad autism phenotype in mothers of individuals with ASD.** Biological Psychiatry.

Patel, S.*, Nayar, K.*, Martin, G.E., Franich, K., Crawford, S.*, Diehl, J.J., & Losh, M. (2020). **An acoustic characterization of prosodic differences in autism spectrum disorder and first-degree relatives.** Journal of Autism and Developmental Disorders, 50(8), 3032-3045. PMID: PMC7374471

Winston, M.*, Nayar, K.*, Hogan, A.L.*, Barstein, J.*, La Valle, C.*, Sharp, K., Berry-Kravis, E., & Losh, M. (2020). **Physiological regulation and social-emotional processing in female carriers of the *FMR1* premutation.** Physiology and Behavior, 214. PMID: PMC6992413

Lee, M.*, Nayar, K.*, Maltman, N.*, Hamburger, D.*, Martin, G.E., Gordon, P.C., & Losh, M. (2020). **Understanding social communication differences in autism spectrum disorder and first-degree relatives: A study of looking and speaking.** Journal of Autism and Developmental Disorders, 50(6), 2128-2141. PMID: PMC7261276

Martin, G.E., Barstein, J.*, Patel, S.*, Lee, M.*, Henry, L.*, & Losh, M. (2019). **A Longitudinal analysis of communication repair skills across three genetically based neurodevelopmental disabilities.** International Journal of Language and Communication Disorders, 55(1), 26-42. PMC Journal – In process

Authors

Manning, B. L., ^Harpole, A., ^Harriott, E., ^Postolowicz, K., & Norton, E. S. (accepted, preprint available). Taking language samples home: Feasibility, reliability and validity of child language samples conducted remotely with video chat versus in-person. *Journal of Speech, Language, and Hearing Research*.

McWeeny, S., & Norton, E. S. (2020). Understanding event related potentials (ERPs) in clinical and basic and language and communication disorders research: a tutorial. *International Journal of Language and Communication Disorders*, 55(4), 445-457. <https://doi.org/10.1111/1460-6984.12535>

Manning, B. L., Roberts, M. Y., Estabrook, R., Petitclerc, A., Burns, J., Briggs-Gowan, M., Wakschlag, L. S., & Norton, E. S. (2019). Relations between toddler expressive language and temper tantrums in a community sample. *Journal of Applied Developmental Psychology*, 65, 101070. <https://doi.org/10.1016/j.appdev.2019.101070>

Nayar, K., McKinney, W., Hogan, A., Martin, G., La Valle, C., Sharp, K., Berry-Kravis, E., Norton, E. S., Gordon, P., & Losh, M. (2019). Language processing skills linked to FMR1 variation: A study of gaze-language coordination during rapid automatized naming among women with the FMR1 premutation. *PLoS One*, 14(7), e0219924. <https://doi.org/10.1371/journal.pone.0219924>

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Abstract

Youth Adulthood: Findings From a Longitudinal Study of Mexican-Origin Youth

Emily C. Willroth

Northwestern University Feinberg School of Medicine

Olivia E. Atherton and Richard W. Robins

University of California, Davis

Despite the importance of life satisfaction for health and well-being, there is a paucity of longitudinal studies tracking changes in life satisfaction in ethnic minority youth. In a sample of 674 Mexican-origin youth, the present research examined life satisfaction trajectories from middle (age 14) to late adolescence (age 17) and from late adolescence to young adulthood (age 21). On average, life satisfaction did not change significantly from age 14 to 17, and then decreased from age 17 to 21 ($d = .30$), perhaps reflecting difficulties transitioning into adult roles. Drawing on ecological systems theory, we examined both proximal (i.e., family) and distal (i.e., social-contextual) environmental factors (measured via self- and parent-reports) that may account for between-person variation in life satisfaction trajectories. Youth with more positive family environments in middle adolescence (age 14) had higher mean life satisfaction from middle adolescence to young adulthood (age 21). In contrast, youth with more negative family environments and who experienced greater economic hardship and more ethnic discrimination in middle adolescence (age 14) had lower life satisfaction during this period. Many of these factors also predicted *change* in life satisfaction from middle (age 14) to late adolescence (age 17), but not from late adolescence to young adulthood (age 21). This research extends the current understanding of life satisfaction during a critical developmental period in an understudied population.

Keywords: life satisfaction, trajectories, Mexican-origin, adolescence, young adulthood

Methodologies

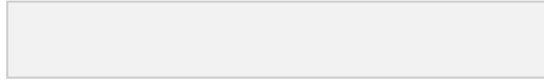
Results

Gap in knowledge

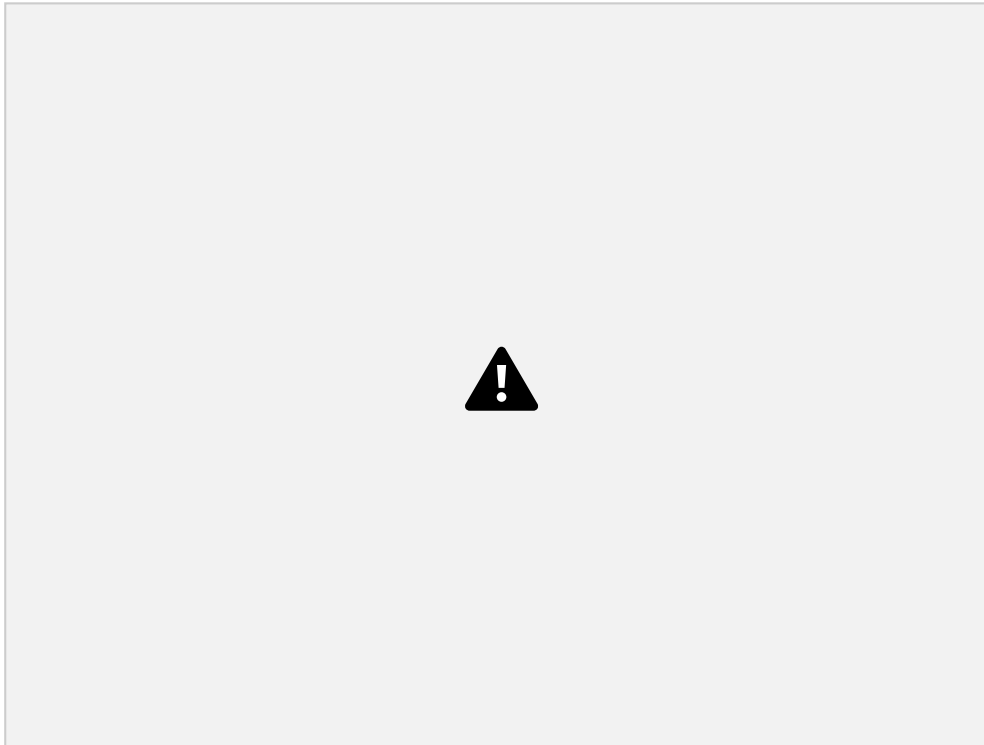
Impact of results



- Software
- Setup
- Annotations



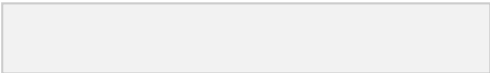
- Color coding



ween text/figures

In the chat:

Do you have any other tips/tricks
you use when reading?

- 
- General overview of what's being studied
 - Why is this worthy to study?
 - What work has already been done?

Questions to Guide Your Reading

- What is the main question they are interested in pursuing?
- What background research/pattern/theoretical prediction motivates this question?
- Why is this question interesting in light of the background they discuss?
- Do they offer only one hypothesis or more than one?
- What assumptions are made when proposing the hypotheses?

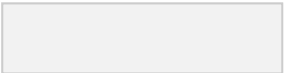
- 
- Detailed info on how study was conducted

Questions to Guide Your Reading

- Do their proposed methods critically test their hypothesis? • Are any of their methods confounded?
- Did the authors use a creative method to assess their question/hypothesis?
- Are their methods simple and elegant or complicated and convoluted?
- Did they come up with a new technique to better evaluate a problem that others have struggled with?



- Participants
 - Demographics
 - # subjects
 - Waves of study
- Interviews
 - Scales used
 - Why scales selected

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- Data obtained in study
 - Can be combined

with discussion to provide simultaneous interpretation

Questions to Guide Your Reading

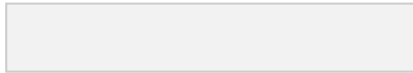
- What does the data say about the question/hypothesis?
- Is there only one interpretation of the data?
- Are there any big surprises/unexpected results?

- Framework
 - To do x, we did Y....results
- Examples of color



matching key words

- Look for what the text points out in the figure



- Interpretation of results

Questions to Guide Your Reading

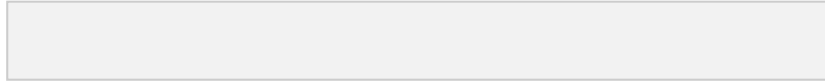
- Does the author say that the results support or reject the hypothesis?
- Do you agree with the author's interpretation of the

- data?
- What novel insights are gained from the results?
 - What do the results imply more generally for the field of interest? For other fields?
 - What will the authors do next?



summary

- Unpack findings



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libguides.northwestern.edu/start-research • <https://bit.ly/2SxQ32d> Video Tutorial

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<https://www.northwestern.edu/academic-support-learning/academic-strategies/find-strategies-for-success/avoid-common>

[reading-mistakes.html](#)