# Abstract templates for the alphabetical symbol method

This article examines the ethical issues bound up in the ways research problems are initially framed: the questions asked, the temporal and spatial frames of the study, the ways participants are defined. It explores the consequences of thinking through ethical issues using recent reconceptualizations of *agency* and suggests extensions of the ways researchers define *participants* for ethical purposes. The article concludes by examining some of the reasons for the relative neglect of such issues in graduate research preparation.

Nespor, J. and Groenke, S.L. (2009). Ethics, framing, and training in Qualitative Inquiry. *Qualitative Inquiry.* 15, 6. 996-1012.

Sentence 1:

This article **examines** the ethical issues bound up in the ways research problems are initially framed: the questions asked, the temporal and spatial frames of the study, the ways participants are defined.

This [article/paper] [examines] **A** kind of [issues] [bound up in/connected to/intrinsic to] B kinds of problems: 1, 2, 3.

Sentence 2:

It **explores** the consequences of **thinking through** ethical issues using recent reconceptualizations of *agency* and **suggests** extensions of the ways researchers **define** *participants* for ethical purposes.

[It] *uses* [new/recent] understandings of **D** to *explore* 'the consequences of' [thinking through/considering] **A** issues through **C**, and *suggests* [extensions] of the ways in which researchers *define* **E** people for **A** [purpose/reason].

Sentence 3:

The article **concludes** by **examining** some of the reasons for the relative neglect of such issues in graduate research preparation.

[The article] *concludes* by *examining* [some] reasons for the [relative/general] neglect of **A** issues in [specific process or context within the field].

Modeled abstract:

This [article/paper] [examines] **A** kind of [issues] [bound up in/connected to/intrinsic to] B kinds of problems: 1, 2, 3. [It] *uses* [new/recent]

understandings of **D** to *explore* 'the consequences of' [thinking through/considering] **A** issues through **C**, and *suggests* [extensions] of the ways in which researchers *define* **E** people for **A** [purpose/reason]. [The article] *concludes* by *examining* [some] reasons for the [relative/general] neglect of **A** issues in [specific process or context within the field].

Using purpose phrases to replace specifics

This article examines the ethical issues bound up in the ways research problems are initially framed: the questions asked, the temporal and spatial frames of the study, the ways participants are defined. It explores the consequences of thinking through ethical issues using recent reconceptualizations of *agency* and suggests extensions of the ways researchers define *participants* for ethical purposes. The article concludes by examining some of the reasons for the relative neglect of such issues in graduate research preparation.

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Sentence 1:
Purpose (This article examines **X** issues in framing **Y** problems: 1, 2, 3.)

Sentence 2:
Refining of purpose/methodology (It explores the consequences of  thinking through **X** issues using **Z** methodology.)

Sentence 3;
Conclusions ("This article concludes…")