



# Writing Better Papers: Research as Protagonistic Literature

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# CSEd Literature maps well to prose

- Practical goal: can identify literary aspects
- Intent to communicate clearly: easier to analyze than prose?

Idea: use literary analysis tools to guide effective research writing

# Types of protagonism

## Method

- Concentrated: reflecting the intentions of one entity (character or studio)
- Dispersed: varied in perspectives

## Purpose

- Fictional: how a character leads the plot, theme, and conceptual discourse
- Social: how an entity contributes to “change that implicate[s] culture as well as politics and economics”

Thakkar, Amit. “Who Is Cuba? Dispersed Protagonism and Heteroglossia in Soy Cuba/I Am Cuba.” *Framework: The Journal of Cinema and Media*, vol. 55, no. 1, 2014, pp. 83–101. [doi.org/10.13110/framework.55.1.0083](https://doi.org/10.13110/framework.55.1.0083).

# Protagonism in research

## Method

data-driven?

- Concentrated: reflecting the intentions of one entity (character or studio)
- Dispersed: varied in perspectives

ethnographic?

## Purpose

results/discussion?

- Fictional: how a character leads the plot, theme, and conceptual discourse
  - Social: how an entity contributes to “change that implicate[s] culture as well as politics and economics”
- implications/future research?

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Current work

Theory -> heuristics

# Abstract (1122/1500 characters)

Academic research in the field of computer science education aims to solve pedagogical and instructional problems under a theoretical framework. As a cultural artifact, a research paper presents this intent through a well-structured, compelling narrative that calls for readers to enact change in educational practice and systems. The theoretical framework and the interpretation of results provide anchors for mapping research writing as narrative literature and applying literary frameworks to evaluate research writing. Amit Thakkar defines different variations of protagonism, differentiating these forms along their methods and their purposes. I extend the model onto research writing in the field of computer science education and indicate how protagonism-related heuristics can evaluate compulsion and actionability in the processes of research reading and writing. As examples of methodologically different research protagonisms, I consider data-driven and ethnographic research. I consider how research conveys narratives through fictional protagonism and contributes to social spirits through social protagonism.