

EPISODE 7 - THE ANALYTIC POINT

Declares a discovery or original insight gained from the research.

Every ECU opens with an analytic point; ideally it is delivered in a single well-crafted sentence. This statement is the researcher’s point of view (not the informant’s) and therefore may include terminology and concepts from the scholarly literature. As a cultivated, thoughtful, or even bold assertion, the analytic point does not contain original data. Authors may deliver analytic points with the authority and elan of chef Emeril Lagasse, a television personality who presents each dish with a flamboyant “BAM!”. After all, the analytic points that punctuate a thematic narrative are the original contributions of the author and should be memorable and hopefully, cited. Importantly, the analytic point is not written in a vacuum, it springs from its excerpt.

1. Analytic points should be written with the opposite qualities of the words below. Create antonyms that capture the spirit of a successful analytic point.

complicated	_____	vague	_____
boring	_____	forgettable	_____
long-winded	_____	uncertain	_____
meandering	_____	descriptive	_____

2. The video states that the analytic point should “eschew qualifying gobbledygook.” Reflect: What does that mean? Write an example of qualifying gobbledygook, below.

3. Imagine you are conducting ethnographic research about the use of Starbucks as a home office. Invent three strong analytic points. Here, you must draw from your own experiences in Starbucks (and/or an imagined ethnographic record) to invent what might be a discovery in this research. The discovery, per se, is not as important as the assertive and striking style of writing you are aiming to master. Remember: BAM!

■ _____

■ _____

■ _____

