In the new world of communication, the notion of writer versus reader responsible, in the realm of academic writing, has become more crucial. Academic writing is no more considered as an “objective, faceless, and impersonal” type of rhetoric; however, it is regarded to be a convincing venture which requires interaction between the writer and the reader (Hyland, 2009, p. 65). This study explored the effect of culture and disciplinary conventions on how Persian and English researchers organize their research articles, using 2 text organizing features of previews and reviews (Mauranen, 1993). Sixty-four research articles from Mathematics and Environmental Sciences (32 articles from each field), written by Persian and English researchers were carefully selected from representative journals and analyzed in light of the above features. All instances of previews and reviews along with their distance and scope were identified. The data were, then, subjected to statistical analysis for cross-linguistic and cross-disciplinary characteristics. The results showed that both culture and disciplinary discourse can influence the way researchers organize their research articles. The texts analyzed highlight the prevalence of the writer-responsible rhetoric. The most significant contribution of the present study is to assist teachers to acquaint their students of academic writing courses and novice researchers with appropriate text organizing features on how to write in accordance with the standards of the target discourse community.