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“ФИНАНСОВЫЙ УНИВЕРСИТЕТ
ПРИ ПРАВИТЕЛЬСТВЕ РОССИЙСКОЙ ФЕДЕРАЦИИ”

ДЕПАРТАМЕНТ ЯЗЫКОВОЙ ПОДГОТОВКИ

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АНГЛИЙСКИЙ ЯЗЫК: ОСНОВЫ АКАДЕМИЧЕСКОГО ПИСЬМА

Учебное пособие для магистрантов

Часть 1

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Учебное пособие по английскому языку предназначено для магистрантов. Пособие содержит уникальные модели академического письма и важные рекомендации по использованию академического стиля, которые сопровождаются заданиями, ориентированными на групповое или индивидуальное практическое решение задач. Материалы издания представляют особую значимость для подготовки научной статьи.

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Federal State – Funded Educational Institution of Higher Education
“FINANCIAL UNIVERSITY UNDER THE GOVERNMENT
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DEPARTMENT OF LANGUAGE TRAINING

**IRINA I. KLIMOVA, DINARA G. VASBIEVA,
OLGA A. KALUGINA**

**ENGLISH:
BASICS OF ACADEMIC WRITING**

Course book for graduates

Part 1

Moscow • 2016

UDC 811.111'35(075.8)

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This course book is intended for graduates. It provides some very good models of academic writing and some useful hints on academic style, and comprises group and individual work assignments for students to develop academic writing skills. The book is especially useful for anyone who needs to write up a research paper.

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Введение

Учебный материал пособия нацелен на развитие у магистрантов навыков академического письма, традиционного вида компетенции, по-новому актуального в условиях стремительного развития информационных процессов, международных обменов, академических контактов, широко распространенного в мировом образовательном и научном сообществах.

Пособие включает работу над созданием академического текста на английском языке и рассматривает все этапы подготовки научной статьи: исследование, планирование структуры текста, написание аннотации; обобщение информации; структура научной статьи; анализ и выявление плагиата.

Данное учебное пособие содержит практический и теоретический материал, разработанный для проведения аудиторных занятий и выполнения самостоятельных работ, и сопровождается заданиями для магистрантов ориентированными на групповое или индивидуальное практическое выполнение. Содержание и структура пособия ориентированы на подготовку магистрантов к практическому применению полученных знаний в профессиональной деятельности.

Настоящее учебное пособие предназначено для магистрантов финансово-экономического вуза при изучении дисциплин “Деловой иностранный язык” и “Профессиональный иностранный язык”. Пособие может использоваться также в учебном процессе в аспирантуре и бакалавриате.

UNIT 1

RESEARCHING

'The point of literary criticism in anthropology is not to replace research, but to find out how it is that we are persuasive'.

Clifford Geertz, an American anthropologist

Task 1 Dwell on the following points and deliver your ideas.

1. What do you understand by researching?
2. Have you ever done research?
3. When planning a research project what questions do you ask yourself?
4. Do you agree or disagree with the following statements?
 - a) Research helps to establish facts and new conclusions that can be used in different areas.
 - b) Real numbers, facts and results that can be measured help in practice.

Task 2 Read the text about the guidelines for researching and prepare to do the task that follows.

GUIDELINES FOR RESEARCHING

Researching is the process that we undertake to collect pieces of evidence. Evidence refers to all the pieces of information that we use to determine whether or not something is true.

Making a List of Possible Sources

Once you have an overview of your topic, first think about what kinds of information you need. Do you need quotations, maps, diary entries, political cartoons, song lyrics, diagrams, narratives, statistics? Once you know the kinds of information you need, you can make a list of all the possible sources in which you think you can find that information.

These could include any of the following, or others:

- Books
- Magazine Articles
- Newspaper Articles
- Maps or Atlases
- Expert people
- Site visits (to museums, etc.)
- Television Shows
- Radio Shows
- Sound Recordings
- Video Recordings
- Electronic Databases
- Websites

Now star the sources on your list that you will most likely be able to use. Give them a prioritized number order for which you will use first, which second etc...

Once you do this, you are ready to start locating these sources.

From: http://www.crlsresearchguide.org/05_Possible_Sources_List.asp

Finding information online

These days, most high school and undergraduate students begin their research online.

Sometimes their online searches will lead them to the physical library, but a good place to start is with a general online search.

Popular online search engines include Google <http://www.google.com>, Yahoo <http://www.yahoo.com>, and Ask <http://www.ask.com>. Try your searches with several different search engines and see if you get different results.

Begin by choosing key words. These words identify your main topic and also the specific information you are looking for:

For example, imagine that you want to find out the answer to this question:

Do exchange rate misalignments really affect economic growth? The case of Sub-Saharan African countries.

Your key words include *exchange rate, misalignments, economic, growth Sub-Saharan African, African, countries.*

However, if you type those words into a search engine, you will find many more results than you need. Furthermore, the exact answer to your question might not be among the first results.

Use these techniques to narrow your results:

Use quotation marks to group words together:

"exchange rate misalignments".

Then the results will only show pages where “*exchange rate misalignments*” occur together as a group. You will get fewer sites than if you search for *exchange rate* and *misalignments* separately.

Use the + sign to make sure all words are included:

“*exchange rate misalignments*” + *Sub-Saharan countries*

Use the – sign to exclude words you do not want:

“*exchange rate misalignments*” + *African countries* -jobs

(notice that you can put a space between the + sign and the next word, but you can not put a space between the -sign and the next word).

Use different forms of words if necessary:

“*exchange rate misalignments*” + *Sub-Saharan African*.

Use OR to search for two different word forms at the same time:

“*exchange rate misalignments*” + *African* + *economic growth* OR *economy*.

Change the order of your key words:

Sub-Saharan African + “*exchange rate misalignments*”.

Add more key words:

“*exchange rate misalignments*” + *Sub-Saharan* + *African* + 2016 + *economic growth* OR *economy*.

Deciding what to look for

Searching for a general term such as “*exchange rate misalignments*” will probably give you too many results to be useful. Before you begin a search, you should have a clear idea of exactly what you are looking for. It is also useful to consider whether you are looking for facts or opinions, so you can evaluate the reliability of the source that you find and the accuracy of the information.

Imagine that your broad research topic is “Debt relief initiatives on African Heavily Indebted Poor Countries (HIPC)”. You have little background knowledge. You haven't decided yet whether you will argue that the enhanced HIPC initiative has had a significant impact on recipient country total domestic revenue and public investment (as percentage of GDP). You know that you will need some facts (for example, current primary expenditures and domestic revenue ratios, opinions in favor and opinions against).

Documenting your sources

Information online comes and goes. When you find information you think you might want to use, print a hard copy and/or save a copy as a document. Make sure you write down:

- The complete URL where you found information.
- The date that you accessed it.
- The title of the article.
- The name of the organization and/or author.
- The date it was written.

Taking notes

Not all information from one source will be useful for your research paper; of course. In fact, you might use only one or two pieces of information from each source. You also won't use all of the information from your sources in order; that is, you might use a fact from Source A in paragraph 2, then two facts from Source B in paragraph 2, and then a fact from Source C and again from Source A in paragraph 3.

Forth is a reason, it is convenient to put the facts, quotations, and other information that you would like to use in your research paper on notecards.

- Put only one fact or piece of information on each card! This will let you organize your information easily.

- On the front of the card, write the information. It is very important to put quotation marks around it if you copy the sentence (or even part of a sentence) directly.

- On the back of the card, write the source. You don't need to write the full source information on the card, because you have already saved this information on a hard copy or a document. You just need to write enough information that you know which source you got it from.

Task 3 Give the answers to the questions to show your understanding of the text.

1. What is meant by researching?
2. What sources can be used for researching?
3. What techniques are used to find information online?
4. What should one keep in mind to be good at researching?

ACTIVITIES

Task 4 *Work with a partner. Imagine that you need to find out the following information. What key words would you use to find it online? Compare your answers with another pair. Find the information in the Exercise online. Try different search engines. Time each search and write down how long it took you to find the answer.*

- a) How do countries gain from international trade?
- b) What is the relationship between relative international productivity and relative wages?
- c) How comparative advantage might be interpreted in a real world situation?
- d) Why trade can have profound effects on income distribution?

Task 5 *Work with a partner. Brainstorm some specific pieces of information you could research about the topic of debt relief initiatives on African Heavily Indebted Poor Countries.*

Facts:

Opinions in favour of debt relief initiatives on African Heavily Indebted Poor Countries:

Opinions against debt relief initiatives on African Heavily Indebted Poor Countries:

Task 6 *Work with the same partner. Choose two facts, two opinions in favor, and two opinions against.*

Write the key words you would use to search for this information online.

Task 7 *Work with a partner. Look at the example article on the website <http://www.consiliencejournal.org/index.php/consilience/article/viewFile/297/14>. Discuss what areas the author could research to find more information for this article (without changing the thesis statement or its organization).*

What facts are presented? What facts could be added? What arguments are given?

Task 8 Begin researching your topic. Remember that it might take some time to find the information that you need. For your next class, bring:

One printout of the homepage of one of your sources, so that you can evaluate the source in groups. If some information (organization's name, the date the information was written) is on another page, either print that page too or handwrite it on the first page.

At least 10 completed note cards with information relevant to your topic.

Topics for researching are as follows:

- Competitiveness and growth in the CFA franc zone: Does the switch to the Euro matter?
- Business cycle, market power and bank behavior in emerging countries.
- Credit constraints, firm ownership and structure of export in China.
- Foreign ownership and firm survival.



UNIT 2

OUTLINING A RESEARCH PAPER

'The more work you put in on your outline and getting the skeleton of your story right, the easier the process is later'.

Drew Goddard, an American film and television screenwriter, director, and producer

Task 1 Dwell on the following points and deliver your ideas.

1. What do you think is the first thing you should do before you start working on your research paper?
2. What is outlining? How do you understand it?
3. What is the purpose of the outlining?
4. To your mind may the outline make a great difference on how your work is interpreted?

Task 2 Read the text about the outlining and prepare to do the task that follows.

THE BASIC OUTLINE OF A PAPER

An outlining presents the essential features or main aspects of something under discussion.

The following outline shows a basic format for most academic papers. No matter what length the paper needs to be, it should still follow the format of having an introduction, body, and conclusion. Read over what typically goes in each section of the paper. Use the back of this handout to outline information for your specific paper.

I. Introduction

The introduction should have some of the following elements, depending on the type of paper:

- Start with an attention grabber: a short story, example, statistic, or historical context that introduces the paper topic.
- Give an overview of any issues involved with the subject.
- Define of any key terminology need to understand the topic.
- Quote or paraphrase sources revealing the controversial nature of the subject (argumentative papers only).

- Highlight background information on the topic needed to understand the direction of the paper.
- Write an antithesis paragraph, presenting the primary opposing views (argumentative paper only).
- The introduction must end with a THESIS statement (one to 2 sentences):
 - Tell what the overall paper will focus on.
 - Briefly outline the main points in the paper.

II. Body

- Clearly present the main points of the paper as listed in the thesis.
 - Give strong examples, details, and explanations to support each main point.
 - If an argumentative paper, address any counterarguments and refute those arguments.
 - If a research paper, use strong evidence from sources – paraphrases, summaries, and quotations that support the main points.

III. Conclusion

- Restate your thesis from the introduction in different words.
- Briefly summarize each main point found in the body of the paper (avoid going over 2 sentences for each point).
- Give a statement of the consequences of not embracing the position (argumentative paper only).
- End with a strong clincher statement: an appropriate, meaningful final sentence that ties the whole point of the paper together (may refer back to the attention grabber).

Additional Tips

- Decide on the thesis and main points first.
- You do not need to start writing your paper with the introduction.
 - Try writing the thesis and body first; then go back and figure out how to best introduce the body and conclude the paper.
 - Use transitions between main points and between examples within the main points.
 - Always keep your thesis in the forefront of your mind while writing; everything in your paper must point back to the thesis.
 - Use the back of this handout to make an outline of your paper.

What should you do before serious outlining? Some important activities that are generally done prior to outlining include extensive reading, taking notes on important ideas (with citations), brainstorming and listing ideas, grouping related ideas together, ordering groups from general to specific (abstract to concrete). After you have done a lot of these activities, you are ready to start outlining. (You may need to revisit these activities as you outline, whenever you need to come up with new ideas and material for your writing).

Once you are ready to start outlining, follow the guide below. When you are first learning to outline, it is best to start with a one level outline and increase the detail.

A One Level Outline

Start with a one level outline. A common basic one-level outline is shown below:

- I Introduction
- II Literature review
- III Analysis
- IV Results
- V Discussion
- VI Conclusions

The vast majority of scientific reports can be broken down into the following constituent parts.

- I. Title – Author (s)
- II. Abstract
- III. Table of contents
- IV. Introduction
- V. Equipment and methodology
- VI. Results and discussion
- VII. Conclusions
- VIII. References and Citations
- IX. Appendices

Title and Authors

Although the title is the shortest page of your report, it is often the most difficult to write.

It is important to make clear to a researcher everything that needs saying but without the title being overlong and unwieldy. It does not have to be the first section written because, in many cases, the final title will not occur to you until you have finished writing the report.

Nowadays, most research establishments have a database to search titles by keyword so try to make sure that your title contains these. This is doubly important if your research is likely to be published on the internet.

The authors section should include your name, as the main writer of the report, alongside the name of your supervisor. In the case of working as part of a team, you should usually include the other members of your group here.

Abstract

The abstract is the most crucial part of the report because anybody searching for your research on a database or in a journal will usually read only the abstract. Therefore, it must summarize your research, results and conclusions in less than 200 words.

Sometimes it is good to think of it as a sample of your research rather than a review; it should inform the researcher that your article contains the information they need.

There are a few ideas on how to write your abstract but the best advice is that you look at some journals relevant to your research and try to format your abstract in a similar way.

Contents

This section is merely a breakdown of sections and subsections by page number.

For a short and straightforward paper it may not be necessary to include a contents page.

This is not mandatory for a research paper.

Introduction

This section of your report is where you will document all the painstaking research into the background of your experiment.

The main thing to bear in mind, when writing the introduction, is that a scientist who is unfamiliar with your exact subject matter may be reading the article.

It is important, therefore, to try and give a quick and condensed history of the research leading to your experiment, with correct citations.

You should also give a little background on why you chose to do this particular experiment and what you expect to find. It is a little “old-fashioned” to hypothesis statement at the beginning of the report but the reader should be aware of exactly what you are trying to prove.

Method

For this portion of your report you must describe the methods used when performing the experiment. This should include, if relevant, the location and times of sample collection, what equipment was utilized, and the techniques used.

The idea behind the methodology section is that another researcher can exactly replicate your experiments without having to guess what equipment and what techniques should be used.

Scientific articles are peer reviewed and this includes the possibility that other researchers may try to replicate your results.

There have been many high profile scientific breakthroughs over the years whose results were unable to be repeated; these experiments were disregarded. For field studies you should give an exact map reference and time as well as including a map in the appendix.

If you used complex machinery or computer programs in the course of your experiment, to avoid breaking the flow of your report, you should give only the main information and refer to the exact technical specifications in the appendix.

Results

These should be a quick synopsis of the facts, figures and statistical tests used to arrive at your final results.

You should try to avoid cluttering up your report and insert most of your raw data into the appendix.

It is far better to stick with including only tables and graphs that show clearly the results. Do not be tempted to insert large numbers of graphs and figures just for the sake of it; each figure and graph should be mentioned, referred to and discussed in the text.

Try to avoid putting in tables and graphs showing the same information; select the type that shows your results most clearly. It is usually preferable to use graphs and relegate the tables to the appendix because it is easier to show trends in graphical format.

Figures and graphs should be clear and occupy at least half a page; you are not a magazine editor trying to fit a small graph into an article.

All such information must be numbered, as diagrams for graphs and illustrations, and figures for tables; they should be referred to by this number in the body of the report.

You do not need to put the full breakdown of the calculations used for your statistical tests; most scientists hate statistics and are only interested in whether your results were significant or not. Relegate the calculations to the appendix.

The result section of your report should be neutral and you should avoid discussing your results or how they differed from or compared with what was expected. This information belongs in the next section.

Discussion

This is the pivotal section of your hard work in obtaining and analyzing your results.

In your discussion you should seek to discuss your findings, and describe how they compared and differed from the results you expected. In a nutshell, you are trying to show whether your hypothesis was proved, not proved or inconclusive.

You must be extremely critical of yourself in this section; you will not get marked down for mistakes in experiment design or for poor results, only for not recognizing them.

Everybody who has written a dissertation or thesis has had to give a presentation to a room full of fellow students, scientists and professors and give a quick synopsis. These people will tear your report apart if you do not recognize its shortcomings and flaws.

Very few experiments are 100 per cent correct in their design and conception so it is not really important what your results were, only that you understand their significance.

Usually you will have had some promising results and some that did not fit with what you expected. Discuss why things may have gone wrong and what could be done to refine the results in future. Suggest what changes in experimental design might improve the results; there is no right or wrong in science, only progress.

Finally, you can discuss at the end ideas for further research, either refining the experiment or suggesting new areas. Even if your paper was a one off, somebody may come along and decide that they find your research interesting and that they would like to continue from where you left off.

Summary and Conclusion

This is really just a more elaborate version of the abstract.

In a few paragraphs you should summarize your findings. Your abstract will do most of this for you but, as long as you do not get carried away, especially for longer reports, it can help the reader absorb your findings a little more.

References

Include all of your direct references here, even if you only found a couple of sentences.

In the case where somebody referred to an original source, reference that too, but if you did not manage to get hold of it, try to rewrite so that you will not have to reference (or use “referred in”-citation).

Acknowledgements

Here it is polite to acknowledge anybody who helped you with this report, although do not go overboard; it is not an Oscar speech.

Your supervisor is a good start, as well as others who helped. If a landowner gave you permission to take samples then it is good practice to acknowledge them and give them a summary of your results, if permitted.

Appendices

Appendices are very useful because they give you a place to dump raw data and calculations. They must still be laid out correctly; the data must be relevant and referred to in the main report.

If you have a lot of relevant photographs of sample sites and methods then they belong here. It is also useful to insert a Google map plan to show from where you took samples.

Final Thoughts

Hopefully this will have given you a good oversight into writing that perfect report. It is not as daunting as it seems and if you do your research and listen to your supervisor then all should be well and you can get a good grade.

From: <https://explorable.com/research-paper-outline>

A Two Level Outline

A two level outline is made up of headings for sections and subsection of a paper. A heading is a short phrase that describes the topic area of the section or subsection represented. A basic, two-level outline with many of the common elements in a research paper is shown below:

I Introduction

- A. Motivation (Why this work is important)
- B. Objectives (Goals of this paper) or Thesis Statement
- C. Organizational overview of paper

II Literature Review

- A. Heading for topic area A
- B. Heading for topic area B
- C. Heading for topic area C
- D. Heading for topic area D

III Analysis Approach (What was done?)

- A. Heading for the description of the scope of the analysis
- B. Heading for methods used for first major task
- C. Heading for methods used for second major task
- D. Heading for methods used for third major task

IV Results (What was found) [Sometimes this is combined as Results and Discussion]

A. Heading for results of first major task (or Results/Discussion topic area E)

B. Heading for results of second major task (or Results/Discussion topic area F)

C. Heading for results of third major task (or Results/Discussion topic area G)

V Discussion (How results contribute to knowledge in the field, e.g. compare results to literature)

- A. Heading for discussion topic E
- B. Heading for discussion topic F
- C. Heading for discussion topic G

VI Conclusions

- A. Summary of objectives and approach of this paper
- B. Major findings of this paper
- C. Important implications of this paper's findings (e.g. for policy)
- D. Needed future work in the field

Parent headings of an outline (e.g. I, II, III, IV, V, and VI here) should represent topics that are more general and more important than sublevels under them. Sublevels of an outline (e.g. A, B, C, D here) should be more detailed than the parent heading they are under. Topics at the same level should be the same importance as each other. A good rule of thumb is that the heading phrase should get longer as the outline level is more embedded. Each section or subsection of an outline should be divided into at least 2 parts. It is good practice to use parallel grammatical structures for headings of the same level. Using the above outline as a guide, increase the level of your previous outline by one. In other words, replace the general topic headings used above with specific heading phrases that are relevant to your paper's topic. (Some description of the meanings of the headings listed above are provided in parentheses). After specifying your headings, read your outline.

A Three Level Outline

A three level outline is made up of headings for sections, subsection, and paragraphs of a paper. Paragraph headings should provide the topic sentence (or phrase) that all sentences in the paragraph will support. The structure of a three-level outline is shown below:

I Introduction

- A. Motivation to study this topic
- B. Objectives or Thesis of this paper
- C. Organizational overview of paper

II Literature Review

- A. Heading for topic area A
 - 1. Paragraph topic
 - 2. Paragraph topic
 - 3. Paragraph topic
- B. Heading for topic area B
 - 1. Paragraph topic
 - 2. Paragraph topic
 - 3. Paragraph topic

III Analysis Approach

- A. Heading for the description of the scope of the analysis
 - 1. Paragraph topic
 - 2. Paragraph topic
- B. Heading for methods used for first major task
 - 1. Paragraph topic
 - 2. Paragraph topic
- C. Heading for methods used for second major task
 - 1. Paragraph topic
 - 2. Paragraph topic

IV Results

- A. Heading for results of first major task
 - 1. Paragraph topic
 - 2. Paragraph topic
- B. Heading for results of second major task
 - 1. Paragraph topic
 - 2. Paragraph topic

V Discussion

- A. Heading for discussion Topic E
 - 1. Paragraph topic
 - 2. Paragraph topic
- B. Heading for discussion Topic F
 - 1. Paragraph topic
 - 2. Paragraph topic

VI Conclusions

- A. Summary of objectives and approach of this paper
- B. Major findings of this paper
- C. Important implications of this paper's findings
- D. Needed future work in the field

Some subheadings are paragraphs themselves, hence no subheadings for paragraphs are needed. This is shown above for the Introduction and Conclusion sections.

Writing your paper from a detailed outline

Once you have a detailed outline, you have all the content and organizational structure necessary for a good paper. Much of the hard work is done. Now you can write, focusing on sentence flow, transition sentences, and grammar. If you find that you want to

reorganize content, go back to your outline and test out the new organizational idea there first.

From: <http://www.crestmont.edu/pdf/candidates-research-papers.pdf>;
<http://www.eng.usf.edu/~cunning/CGN6933drinkingwater/CGN6933-drinkingwater-project/HowToOutline.pdf>

Task 3 Give the answers to the questions to show your understanding of the text.

1. What is meant by an outline?
2. What should you do before serious outlining?
3. What's the basic format for most academic papers?
4. What's the difference between a two level outline and a three level outline?

ACTIVITIES

Task 4 Write a basic outline for these topics. Then compare your ideas with a partner.

- Raising the level of competition and market discipline in the Russian banking sector.
- Productivity of labor and salaries in Russia: problems and solutions.
- Do external and internal crises affect foreign portfolio inflows?
- Economic effects of tax evasion on Jordanian economy.

Task 5 Convert your basic outline into a two-level outline. Write or print out a copy.

Task 6 Look through the paragraphs (A-H) taken from the original article. Match the paragraphs with the headings given in the table. Put them in a correct order.

DISCUSSION	TITLE AND AUTHORS
RESULTS	CONCLUSIONS
REFERENCES	METHODOLOGY
INTRODUCTION	ABSTRACT

A The Greek economic crisis of the beginning of the XXI century is unprecedented both according to the duration and the size of fall among the developed countries. Today the country that has greatly contributed to the global civilization undergoes a deep economic depression (Cheskidov, 2015; Sergeev, 2013). Over the recent years the national income of Greece has made up 0.25% of the global gross domestic product (GDP). As a consequence, the occurred crisis affects all countries of the world (Kolodko, 2015).

Logically there is a question related to the reasons that attract closer attention to Greece in the whole world. And if these are global problems, what challenges does this crisis create for the global economy? Or is this only deflecting attention from more important problems and Greece is “the Gordian knot” where all negative features of the contemporary global economic order have concentrated?

In order to get answers to all these controversies, it is necessary to study the uniqueness of the Greek crisis. It is necessary to acknowledge and understand that the Greek crisis contains as much policy as actually economy. The peculiarity of the Greek crisis lies in the fact that traditional methods, for example devaluation of the national currency, cannot be merely used because Greece is in the Eurozone and its currency (Euro) is common for other 26 European countries. The situation is complicated by the fact that legal procedure of withdrawing from the Eurozone is not provided (Plotnikov and Novik, 2013). At the present time a number of countries of the European Union (EU) like Greece, Ireland, Portugal, and Spain have a serious problem: After economic bubbles on the markets of consumption and residential property have burst, these countries have to experience a long period of recession. During this period they will have to pay a high interest on their sovereign bonds.

B Greece is the 73rd state according to the number of its population, and the 95th state according to its territory in the world. During the period from the end of the Second World War till 1973, the Greek economy was growing at priority rates (the annual growth was not <7%, and in some years – not <10%). After the completion of the Second World War the Greek economy was recovered due to using a number of measures, including the ones that were provided by the “Marshall Plan.” It is necessary to single out the following measures:

- Measures aiming at abrupt devaluation of the national currency (Drakhma) in order to recover the economic potential of the country lost during the invasion.
- Measures aiming at the raising foreign investments required for recovering the infrastructure of the country and its recreational potential, including tourism development.
- Measures aiming at the development of the industrial sector of economy (first of all chemical industry) in order to integrate the country in the global economic processes, and
- Measures aiming at developing mass construction not only to provide the adequate level of the population life but also to diversify the GDP.

The priority rate of the Greek economy growth was over in 1974 (then the fall of GDP was about 6%). It was related to the change of the political regime and political order. At a later stage the social and economic growth of Greece recommenced, its inconsiderable decrease was observed in the 1980s. It was related to the general economic stagnation. Thus, starting from the 1950s till the global financial and economic crisis that started in 2008, Greece had been one of the most successfully economically developed countries on the European continent. When world-wide crisis tendencies overgrew, crisis tendencies in the Greek economy started occurring. They were both a part of its own debt crisis and a part of the general European debt crisis (Figure 1).

C This article is devoted to the research of the reasons behind the occurrence of the crisis in Greece and challenges and opportunities that arise both for the global economy and the economy of the European Union (EU). The theme of the article is rather urgent by reason of incomplete understanding of the nature of the crisis in Greece, its suddenness and impossibility to predict its consequences for the global economic relations. The main goal of stating the materials in this article is to analyze the reasons of the crisis in Greece in terms of economy, history, sociology, and other scientific areas. Basic tasks include the following: To reveal a complex of all aspects of the economic crisis in Greece, to analyze its deep (historical) reasons, and to reveal challenges for the world economy and economy of the

EU and Russia related to the Greek crisis. The following basic conclusions were made within the article: (1) The crisis in Greece has not only economic but also political reasons. However, at the same time the Greek crisis cannot be solved only in terms of economy. It is necessary to take systematic measures to solve the occurred problems, (2) the economic crisis is only a visible part of structural problems of the Greek economy. At the present time a great number of social, technological, and humanitarian problems have been hidden behind the mass revealing of economic crisis tendencies, (3) the basic reason of the economic crisis is in the incompliance of social and economic model of the Greece development with the EU based on the West-European logics of functioning. Practical application of the results of this work by scientists and economists will allow to objectively reconsider the essence of the Greek crisis, and make conclusions that will contribute to the development of recommendations aiming at preventing the crisis in other countries.

D Financial Crisis in Greece: Challenges and Threats for the Global Economy

Mihail Nikolaevich Dudin, Vladimir Ivanovich Gayduk, Vladimir Dmitrievich Sekerin, Sergey Valeryevich Bank, Anna Evgenevna Gorohova

E The contemporary global economy is developed in the epoch of globalization. This process is historical. It has been continuing for decades. Its nature can be spontaneous or entirely chaotic because it has not been planned and is not managed. The analytical approach to studying the problem allows to make the conclusion that the Greek syndrome is to a larger extent political and not economic challenge. There are no doubts that the reasons behind the crisis lie in the self-indulgence, avoiding taxes, inadequate fiscal system, and too mild financial policy. However, Greece, unlike many European countries – France, Great Britain, Italy, Spain and Poland, has already got initial budgetary profit. The latter means that without taking into account servicing the state debt, the social purse gets more funds than spends. The Greek crisis is simultaneously European. This is an excellent example of how difficult it is to solve economic problems under

conditions of democracy that is outside the framework of the national state and its boundaries.

Thus, concluding this research, it is necessary to note that the crisis in Greece has and will have definite subsequences for the global economy (destabilization, structural reconstruction, reforming of external economic and internal political relations, etc.,) expressed to a different extent. In order to resolve the problems related to the Greek crisis as well as to resolve the problems of the crisis of the European countries that are analogous to Greece, it is necessary to firstly understand that the crisis is always a system phenomenon stipulated by a number of factors.

Secondly, there is a need in large-scale reforms not only of economic but even more political and social nature. Political reforms are required to decrease the level of corruption and normalize governmental institutions, create clear and functional model of the state management. Social reforms are required to refuse from superfluous obligations, whose financing leads to an increase in the debt load, and consequently forms sources of possible future crises.

Thirdly, there is a need in the well thought research and technical and innovational policy of the development of Greece. The use of the rental economy model that exploits only natural and recreational potential of the country will go on decreasing the stability of the economic development and affecting social and political processes.

This article is an aggregated summary of the key problems that contributed to the formation of the crisis tendencies and expansion of the crisis in Greece. This work did not consider in details specific possible solutions in the social, political, economic, and technological area that would allow to overcome the key problems and to start the country recovery as quickly as possible. These aspects will be considered in more details in next works related to this theme.

F The theoretic basis of the article was the works of leading researchers in the area of macro-economy, global financial and economic crises. Special attention is paid to the works that systematically and comprehensively considered reasons and consequences of the crisis in Greece from the political, economic, social, and technological standpoint. Methods used in this work include

methods of comparative content-analysis of publications on the research theme, methods of economic and statistical, and financial analysis. Besides, within the article methods of extrapolation, retrospective comparison and forecasting were used. The aggregation of theoretical and methodological techniques enables the authors to systematically, comprehensively and gradually reflect the interrelation of the reasons of occurrence and consequences of the development and scaling of the crisis in Greece. Based on the obtained analytical and comparative data, basic problems that do not allow to eliminate crisis tendencies at the present time were defined. In addition, basic solutions were defined, whose implementation will allow to decrease the urgency of problems and direct the developed countries to the relatively stable course.

G Adrian, T., Covitz, D., Liang, N. (2013), Financial stability monitoring. Finance and Economics Discussion Series Divisions of Research and Statistics and Monetary Affairs. Washington, DC: Federal Reserve Board. p. 21.

Butorina, O.V. (2012), Crisis in the Eurozone: Errors or regularity? *Today's Europe*, 2(50), 82–94.

Cheskidov, B.M. (2015), Economic difficulties of Greece: Monetary component of electoral processes. *Money and Credit*, 11, 73–75.

H It is necessary to understand that the nature of the Greek crisis is not the oversupply of production like during the “great depression” in the USA, and this is not only “the financial bubble” at the real estate market. This is a two-level reason of the crisis, including basic and external (Figure 2). In order to prove these words, it is necessary to specify that the crisis in other PI (I) GS countries is not so urgent in the agenda of the European power unlike the Greek crisis.

It is possible to indicate the following basic external reasons of the Greek crisis growth:

- Weak maturity of the Greek economy in comparison with other EU countries except Romania and Bulgaria
- Late financial, economic, social and political reforms
- Falsification of financial statements sent by the Greek Government to Brussels, and

- Discrepancy of the labor productivity indicator as to profits per head of the population.

Besides, this category also includes the reason related to the non-compliance of the level of the Greek economy efficiency (rather low) and profits of Greek citizens (relatively high).

In our opinion, one of the basic internal reasons of the Greek crisis is still a rental type of the Greek economy and simultaneous political and economic union with the West-European logics of functioning. The West-European logics of state functioning considerably differs from the logics of the Greek elite in spite of the fact that to a large extent the Western civilization is based on the principles that were founded in the Ancient Greece. In many respects philosophy of the Western world has begun in Greece.

If we analyze the impact of non-economic factors on the Greek crisis more fundamentally, unlike the ancient Greece, philosophy was not actually singled out from religion and mythology in the East. Thus, in India and China the transfer from mythology to philosophy took place on the basis of the strongly formed and extremely rooted ritual. As a result, the Greek rationalism was a basis of the European practicalism. This is a reason of taking various solutions that are illogical at the first sight; for example, keeping Greece within the EU at whatever the cost. The reason behind is not merely economic estimation but also culturological one.

Taking into account the stated above, it is possible to make the conclusion that the rental economy of Greece is not based on oil like in the Saudi Arabia. However, the Greek economy is based on the tourism industry. As for Greek cultural and historical heritage, it is necessary to specify that a sort of a brand of the Ancient Greece has been formed. At the same time it is the main basis for the development of the tourism industry (Khodov, 2006; Sotiropoulos, 2014). The impact of caves and geo-ecological environment as well as marble on the formation of the Greek culture was principle among fundamental reasons of the ancient Greece becoming a center of the Western culture birth. Great achievements of the ancient Greece in arts were undoubtedly caused by the creation of the ideology related to focusing on innovations in any area of activity in it (Hirooka, 2006; Metcalfe, 1995). Unfortunately, at this moment the rental economy of Greece is

based not on innovations that could become one of the locomotives for the formation of a new economic model of Greece.

If we analyze the tourism industry that is the locomotive area providing the development of the whole national economy of Greece in more details, it is possible to note that the majority of tourists arriving to the country include citizens of Germany. They are rather saving in relation to expenses on the territory of Greece. Their vacations are not long, and they fly basically by using services of their own air companies that offer the opportunity to get to Greek resorts for several dozens of Euro. Therefore, it is possible to say that financial profits from functioning and development of the tourism industry in Greece are not maximized.

However, tourism, hotel business and transportation are still a perspective for the current development of Greece, its full transformation of the whole social and economic system (Nedelea and Paun, 2009).

From: <http://www.econjournals.com/index.php/ijefi/article/view/2841/pdf>



UNIT 3

PARAPHRASING

'There's a certain arrogance to an actor who will look at a script and feel like, because the words are simple, maybe they can paraphrase it and make it better'.

Mary Steenburgen, an American actress

Task 1 Dwell on the following points and deliver your ideas.

1. What do all these statements refer to?
 - a) It involves taking a set of facts or opinions and rewording them.
 - b) It is important to keep the original meaning and to present it in a new form.
 - c) Basically, you are simply writing something in your own words that expresses the original idea.
2. What is the purpose of the paraphrasing?
3. In your opinion what is the key to successful paraphrasing?

Task 2 Read the text about the guidelines for writing effective summaries and prepare to do the task that follows.

GUIDELINES FOR PARAPHRASING

Paraphrasing is a challenging but valuable skill. Summarizing someone else's writing effectively shows that you have an accurate understanding of that material. Paraphrasing lets you use information from other sources, but still produce an original work.

Furthermore, if you paraphrase well, you are helping your readers understand the most important points of the issue without letting them be distracted by too many unnecessary details.

Beginning writers often try to paraphrase by using a dictionary or a thesaurus and finding synonyms for the key nouns and verbs. However, this method almost always results in a weak paraphrase, and by some definitions, can still be plagiarism.

6 Steps to Effective Paraphrasing:

- Reread the original passage until you understand its full meaning.
- Set the original aside, and write your paraphrase on a note card.
- Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
- Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
- Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
- Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

The most effective way to paraphrase is to change the syntax of the sentence. Ask yourself, “What does the sentence really mean? What is the main idea? What is another way to say the same thing?”

Look at the examples of weak and strong paraphrases.

Original: *“To be or not to be, that is the question” (William Shakespeare, Hamlet).*

Weak:

Being or not being, that is the query, from Hamlet by William Shakespeare.

Shakespeare's Hamlet asks the question to be or not to be.

These are weak paraphrases because they are too close to the original. Furthermore, an instructor who read either of those paraphrases would suspect that the student writer did not actually understand the quotation.

Strong:

Shakespeare's Hamlet questions whether it would be better for him to live or to die.

In the famous speech from Hamlet, Shakespeare shows a man struggling with the difficulties of living, yet unsure if death would bring relief or further problems of a different nature.

A paraphrase can be much shorter or longer than the original.

A process for paraphrasing

- **Read the text carefully** – you may need to read the text several times, and check the meaning of terms you do not understand in a dictionary.
- **Identify and underline the key words** and main ideas in the text, and write these ideas down.
- **Consider these points as a whole** and your purpose for using this information in relation to the structure of your assignment. You may be able to group the ideas under your own headings, and arrange them in a different sequence to the original text.
- **Think about the attitude of the author**, i.e. critical, supportive, certain, uncertain. Think about appropriate reporting verbs you could use to describe this attitude.
- **Think of words or phrases** which mean roughly the same as those in the original text. Remember, if the key words are specialised vocabulary for the subject, they do not need to be changed.
- Using your notes from the above steps, **draft your summary** or paraphrase.
- When you have finished your draft **reread the original text** and compare it to your paraphrase or summary. You can then check that you have retained the meaning and attitude of the original text.

Paraphrasing Methods

Method 1: Use Different Vocabulary with the Same Meaning

For example, look at this original sentence and a paraphrased equivalent: “It can be **difficult to choose a suitable place to study English**”.

“It is sometimes **hard to select an appropriate place to learn English**”.

Method 2: Change the Order of Words

Changing the word order of a phrase or sentence is usually safer than using synonyms because the words are the same, so the meaning must be the same. However, it is not always easy to decide which words to move or to decide to which position the words should be moved.

Also, when you move a word you might need to change some other words, add some other words or cut some other words to ensure that the new sentence is grammatically correct. Here are two suggestions for

how to change the word order without making errors: If the original sentence has two or more clauses, change the order of the clauses.

Examples: *“If they have some help, most people can paraphrase effectively. However, practice is important because paraphrasing is difficult”.*

“Most people can paraphrase effectively, if they have some help. Paraphrasing is difficult, however, so practice is important”.

If the original sentence has an adjective and noun, change the adjective into a relative clause: *“Writing essays can be a challenging task”.* *“Writing essays can be a task which is challenging”.*

Method 3: Use Different Grammar

Change some of the words in the original sentence into different parts of speech (you will often need to change the word order and some other words, too).

Examples: *“The most effective way to build your English skill is to study regularly”.*

“The most effective way of building your English skill is to do studying on a regular basis”.

If the original sentence is in the active voice, change it to passive or vice versa.

Examples: *“To improve English, you should learn new vocabulary on a daily basis”.*

“To improve English, new vocabulary should be learned on a daily basis”.

Method 4: Express the Central Point in a New Way

Introduce the paraphrase. Here are some useful expressions (note that these can also be used with direct quotes):

New research has shown that...

It is believed that...

It has been proved that...

In his/her study, X found that...

X, in his/her study on... concluded that ...

In a recent paper on this subject, X observes that...

From: [https://owl.english.purdue.edu/owl/resource/619/1/;](https://owl.english.purdue.edu/owl/resource/619/1/)

[http://www.monash.edu.au/lls/llonline/writing/information-technology/sources/2.5.3.xml;](http://www.monash.edu.au/lls/llonline/writing/information-technology/sources/2.5.3.xml)

<http://www.higherscore.ca/downloads/Higher%20Score%20Free%20Advice%202%20-%20Paraphrasing.pdf>

Task 3 Give the answers to the questions to show your understanding of the text.

1. What is meant by paraphrasing?
2. What does a process for paraphrasing include?
3. What methods of paraphrasing are recommended?
4. What should one keep in mind to be good at paraphrasing?

ACTIVITIES

Task 4 Work with a partner. Evaluate the paraphrases of popular English sayings below.

Which are weak? Why?

Which are strong? (Note that we have included the 'source' only in the first example, so that you can concentrate on the paraphrasing of the language itself.)

a) Original: A bird in the hand is worth two in the bush. (English saying)

1. An English saying stresses that it is better to be satisfied with something small that you have than to crave something large that you don't.

2. A bird that you are holding is more valuable than two birds sitting in a tree, according to an English proverb.

3. As English speakers say, a bird in captivity is better than many birds that are free.

b) Original: A danger foreseen is half avoided. (English saying)

1. If you are prepared to face a problem or difficulty, it will be easier to deal with.

2. Those who can foresee a danger can avoid it.

3. One of the best ways to avoid of danger is foreseeing it.

c) Original: Money doesn't grow on trees. (English saying)

1. You can't see money growing on trees

2. You should not waste money because it is not plentiful or obtained easily.

3. Money is a valuable thing.

Task 5 *Work with a partner. Paraphrase the popular sayings about money. Then compare your paraphrases with another pair or the whole class.*

- a) Many hands make light work.
- b) (The) more you have, the more you want.
- c) He who pays the piper calls the tune
- d) Money is a good servant, but a bad master
- e) You can't take it with you when you die

Task 6 *Work with a partner. Look at the passages from the original sources. How many quotations are there? How many paraphrases are there? Circle any signal phrases that you find.*

a) Today the actual problem of Russian personnel market is the shortcoming of professionals who have professionally important qualities and motivation, necessary for successful development of professional activity and its effective implementation. Each profession has its own specifics, although demands from workers a high level of professionalism. "Professionalism is the integrated psychological characteristic of working person which reflects and fixes the level of person's compliance to requirements of profession" (Derkach, 2004). Professionalism includes possession of certain personal qualities which promote successful realization of professional duties by the subject of activity (Puchkova & Khakimzyanov, 2015).

Research of professional success of the subject of activity is a complex and important task for psychologists and employers because through professional success we have an opportunity to estimate and develop professional competence of the subject of activity and his professionalism.

Therefore, empirical studying of the substance of professional success of the subject of activity, will give the chance to carry out procedure of staff selection in various organizations effectively (Khakimzyanov, 2015).

b) Relying on B.G. Ananyev (1967), S.L. Rubenstein (2003), D.N. Uznadze (2004) works, we can conclude that activity isn't essence which is independently carried out because of internal driving forces in the form of motives and purposes. Activity is carried out by the subject who, in his turn, randomly and consciously brings into

congruence internal self-organization (mental states, processes, abilities, motives) and external tasks which the subject independently allocates and puts from structure of objective requirements and conditions of activity because of the fact that activity has objective, social due direction.

c) It should be noted that the main tasks of economic security business include: protection of the legitimate rights and interests of the company and its employees; collection, analysis, data evaluation and prediction of the situation; study partners, customers, competitors, candidates for the job; detection, prevention and suppression of illegal and other possible negative of the company's employees to the detriment of its security; preservation of assets and information; obtain the necessary information to develop the most optimal management decisions on strategy and tactics of economic activity etc. (Cherevko, 2015).

The main value of the system of financial and economic security business is that it should be precautionary in nature, and the main criteria for assessing its reliability and efficiency are:

- ensuring the stable operation of the business, conservation and enhancement of financial and material assets;
- sustainable development, conservation and enhancement of property company, a high level of competitiveness of products;
- the use of innovative technologies in production activities;
- security of all business information and resources;
- timely warning of crises and neutralization of negative factors affecting the enterprise (Vasyliiev, 2013).

d) Duranton and Puga (2005) define the activity of a firm as a part its value-chain and production stage. In other words, it refers to only one stage of production. Analyzing one stage of production enables us to focus on the factors that affect a certain activity. For Pelegrina and Bolancé (2008), the decision to start up a certain industry or activity in a specified region will depend on its traits and the characteristics of the region. The main reason for an analysis based on a firm's activity is that the activities within a certain firm are very heterogeneous. Each stage of production has its own traits and therefore can have its own determinants. Defever (2002) found that

there are different determinants of location for different business activities.

Task 7 *Choose an appropriate verb below to create your own signal phrase that will make your source's position clear.*

Acknowledges Comments Endorses Reasons Adds Compares Grants
Refutes Admits Confirms Implies Rejects Agrees Contends Insists
Reports Argues Declares Illustrates Responds Asserts Denies Notes
Suggests Believes Disputes Observes Thinks Claims Emphasizes
Points out Writes

Task 8 *“Take the Quiz” to compare two different students' paraphrases of the same text to the original and decide if these are examples of paraphrase or plagiarism.*

Citation for original source:

Swarthout ECH, Steidl RJ. 2003. Experimental effects of hiking on breeding Mexican Spotted Owls. *Conserv Biol* 17(1): 307–315.

Paraphrasing Practice Quiz

Student A

Original Source: “The amount of time females allocated to maintenance behaviors, including self-preening, preening nestlings, allopreening, and maintaining their nest, decreased by 30% in response to hikers” (Swarthout and Steidl 2003, p. 312).

Student's Entry:

The presence of hikers reduced female owls' preening, of themselves, their young and their mates, and nest maintenance behaviors by over 25% (Swarthout and Steidl 2003).

- a) Yes, this is an example of plagiarism.
- b) No, this is not an example of plagiarism.

Student A

Original Source: “The amount of time females allocated to maintenance behaviors, including self-preening, preening nestlings, allopreening, and maintaining their nest, decreased by 30% in response to hikers” (Swarthout and Steidl 2003, p. 312).

Student's Entry:

The amount of time female owls dedicated to maintaining their nest, self-preening, allopreening and preening nestlings decreased 30% in response to hikers (Swarthout and Steidl 2003).

- a) Yes, this is an example of plagiarism.
- b) No, this is not an example of plagiarism.

Task 9 Complete the sentences using the words in the brackets. Use two to five words.

1. Mr Miller has good relationships with his employees. (get)
Mr Miller _____ his employees.
2. It was difficult for my colleague to set up his own business. (found)
My colleague _____ up his own business.
3. The escalator isn't working; please use the stairs instead. (out)
The escalator _____; please use the stairs instead.
4. Shall I call Mrs Holmes for you? (me)
Would _____ Mrs Holmes for you?
5. Ben doesn't mind driving for two hours to the office everyday. (used)
Ben _____ for two hours to work everyday.
6. "I'm sorry I broke your computer" Jane said. (breaking)
Jane _____ my computer.
7. They cancelled the flight because of thick fog. (off)
The flight _____ because of the thick fog.
8. The summit meeting will be held in Milan. (place)
The summit meeting _____ in Milan.
9. Robert took a month to design the concept car. (him)
It _____ to design the concept car.
10. My friend took up bowling three years ago. (been)
My friend _____ three years.

Task 10 Paraphrases these five sentences.

1. Smith et al., (2010) state that 'human activities can also change the climate.'
2. Peterson et al., (2010) point out that 'climate is controlled by the long term balance of energy of the earth and its atmosphere.'

3. Smith et al., (2010) note that 'winds and ocean currents redistribute heat over the surface of the earth.'
4. Jones & Smith, (2010) argue that 'the atmospheric amounts of many greenhouse gases are increasing, especially carbon dioxide, which has increased by 30 % over the last 200 years, primarily as a result of changes in land use (e.g., deforestation) and burning coal, and natural gas (e.g., in automobiles, industry, and electricity generation).'
5. Lucas et al., (2010) mention that 'the accumulation of greenhouse gases in the atmosphere due to human activities will change the climate by enhancing the natural greenhouse effect, leading to an increase in in the earth's average temperature.'



UNIT 4

WRITING SUMMARIES

'I would like that to be known; these facts are in the summary which I think is a very good one'.

John Sherman Cooper, an American politician

Task 1 Dwell on the following points and deliver your ideas.

1. What is a summary? How do you understand it?
2. What is the purpose of the summary?
3. To your mind why is the summary important for:
 - a) students;
 - b) researchers?

Task 2 Read the text about the guidelines for writing effective summaries and prepare to do the task that follows.

GUIDELINES FOR WRITING AN EFFECTIVE SUMMARY

A summary is a shortened version of a passage written in one's own words. It always covers the essential points of the original passage, and presents large chunks of information in short cohesive sentences.

A summary can be used:

- to sum up information,
- to present information concisely,
- to state the main or essential points without any detailed explanations,
- to refer to a body of work,
- to give examples of several points of view on one subject.

The purpose of a summary is to give the reader a clear, objective picture of the original article/lecture or text.

Writing good summaries requires accurate reading and the ability to find the main idea and most important supporting evidence in a piece of writing. Summaries are always quite a bit shorter than the original texts, perhaps 75 percent shorter. Sometimes, particularly for

a book, the summary is much shorter than the original, perhaps 99 percent shorter. Most importantly, when you write a summary, you give your readers an idea of the content of an article or book without giving examples or details, such as dates, numbers or statistics, and save them the time and trouble of reading the entire original.

To write a good summary, keep the following in mind:

1. Read the original carefully.
2. Include a mention of the source and the author at the beginning of the summary.
3. State the author's main idea without distorting those ideas or adding your own.
4. State the author's most important supporting evidence or subpoints without distorting them. Do not include details.
5. Use your own wording. Occasionally, however, a phrase in the original may be especially striking, interesting, or controversial. In that case, you may use the author's exact words if you put quotation marks around them.
6. Don't include your own ideas or comments. The summary should include only the author's ideas.
7. Periodically remind the reader that you are summarizing someone else's idea.

Before writing the summary:

1. For a text, **read, mark, and annotate** the original. (For a lecture, work with the notes you took.)
 - highlight the topic sentence
 - highlight key points/key words/phrases
 - highlight the concluding sentence
 - outline each paragraph in the margin
2. Take notes on the following:
 - the source (author-first/last name, title, date of publication, volume number, place of publication, publisher, URL, etc.)
 - the main idea of the original (paraphrased)
 - the major supporting points (in outline form)
 - major supporting explanations (e.g. reasons/causes or effects)

Writing your summary. Major steps:

- Organize your notes into an outline which includes main ideas and supporting points **but no examples or details** (dates, numbers, statistics).
- Write an introductory paragraph that begins with a **frame**, including an **in-text citation of the source** and the author as well as a **reporting verb** to introduce the main idea. The reporting verb is generally in present tense.

ARTICLE:

In his/her article (or lecture) “(title, first letter capitalized),” (author/lecturer’s last name) (year) **argues/claims/reports/contends/maintains/states** that (main idea/argument; S + V + C).

Example: In his article “Entrepreneurship and Economic Growth,” Randall G. Holcombe (1998) argues that Kirznerian entrepreneurial alertness enables market actors to spot previously unnoticed profit opportunities. Entrepreneurs then act upon these opportunities.

BOOK:

In his book, “Play Like You Mean It,” Rex Ryan (2012) produced an inside look of his first two years as the Jet’s coach and, perhaps fittingly, managed to spark the same reactions.

INTERVIEW:

In my interview with him/her (date), _____ (first name, last name) stated that...

In a recent phone interview, Trump told me that, to the contrary, he has the skill that matters most in a crisis: the ability to forge compromises.

Reporting Verbs:

Strong argument → *Neutral* → *Counterargument* → *Suggestion* → *Criticism*

argue	state	refute the claim	suggest	criticize
claim	report	argue against	recommend	
contend	explain			
maintain	discuss			
insist	illustrate			
posit	observe			

The article	deals with covers focuses on presents examines describes reports on addresses
The author	claims states argues criticizes describes concluded with the idea concluded by saying
The researchers	claim state report

Other examples of frames:

- According to (*author's last name*) (year), (*main idea; S + V + C*).
- (*author's last name*)'s article on (*topic*) (year) discusses the (*main idea; Noun Phrase*).
- (*author's last name*) (year), in his/her article, “(*title of article*)” argues that (*main idea; S + V + C*).
- According to “(*title of article*)” (year), (*main idea; S + V + C*).
- (*topic*) has a major impact on (*author's last name, year*).
- The main idea or argument needs to be included in this first sentence. Then mention the **major** aspects/factors/reasons that are discussed in the article/lecture. Give a full reference for this citation at the end of the summary.
- For a **one-paragraph summary**, discuss each supporting point in a separate sentence. Give 1-2 explanations for each supporting point, summarizing the information from the original.
- For a **multi-paragraph summary**, discuss each supporting point in a separate paragraph. Introduce it in the first sentence (topic sentence).

Example: The first major area in which women have become a powerful force is politics.

- Support your topic sentence with the necessary reasons or arguments raised by the author/lecturer but omit all references to details, such as dates or statistics.

- Use discourse markers that reflect the organization and controlling idea of the original, for example cause-effect, comparison-contrast, classification, process, chronological order, persuasive argument, etc.

- In a longer summary, remind your reader that you are paraphrasing by using “**reminder phrases**,” such as

- The author goes on to say that...
- The article (author) further states that...
- (Author's last name) also states/maintains/argues that...
- (Author's last name) also believes that...
- (Author's last name) concludes that...
- Restate the article's/lecturer's conclusion in one sentence.
- Give a full reference for the citation.

From: <http://academics.smcvt.edu/cbauerramazani/AEP/EN104/summary.htm>

Examples of summaries

Example 1

Gouttard, S. et al., 2008. Assessment of Reliability of Multi-site Neuroimaging via Traveling Phantom Study. Medical Image Computing and Computer-Assisted Intervention–MICCAI 2008, 263–270.

In this article, Gouttard et al. (2008) investigate the reliability of multi-site neuroimaging studies. They propose that large scale multi-site neuroimaging studies like ADNI and ACE need special calibration and standardization protocols. The purpose of their study is to examine the reproducibility of neuroimaging results (they do not address accuracy as that is a question at different level of design). They propose that reliability can be achieved in multisite studies.

To answer their question, Gouttard et al. scanned humans at four sites; three with Siemens Trios and one with an Allegra. They collected two repeated scans at each site. MPRage and T2 (TSE) are discussed in the paper. They characterized geometric distortions in raw phantom

data and examined reliability of automated tissue segmentation. Sub-cortical structure segmentation was also examined.

They found that inter scanner variability was lower than intrascanner variability and that in fact a different scanner can produce distinctly different results. This finding has broad implications in that comparison of results from studies performed on different scanners may be difficult to compare.

Two important limitations of this study are that it depends on custom tissue segmentation algorithms and a small set of scanners. Nevertheless, this paper makes a contribution to neuroimaging with its methodology of using human phantoms and analyzing the joint variability of scanning and analysis and by providing variability estimates for future studies.

Example 2

Below is an example summary of Michael Moore's article, "Why Doesn't GM Sell Crack?" (see Appendix 1). The strong aspects of the summary are as follows:

- 1) it mentions the title and author of the article;
- 2) it is much shorter than the original;
- 3) it highlights the most important parts of the argument;
- 4) contains reporting verbs.

In the article "Why Doesn't GM Sell Crack?" Michael Moore argues that companies need to be regulated so that they do not take actions that hurt the community or environment. He explains that many people believe that companies should have the right to do whatever will make the most money. However, he disagrees with this philosophy. He gives the example of selling crack, which would be very profitable for companies but bad for the consumers and community. This example shows how the government does make some laws to restrict companies and protect society. Moore points out that most Americans agree that a company should not be able to sell crack just to make a profit. Therefore, he argues, we might extend this reasoning to other harmful actions, such as polluting the environment or treating workers unfairly. Moore believes that companies should be restricted from committing actions that hurt society.

From: <http://www.laspositacollege.edu/raw/Summaries.php>

Task 3 Give the answers to the questions to show your understanding of the text.

1. What is meant by a summary?
2. How many sentences in length should a summary be?
3. What should one keep in mind to be good at writing summaries?
4. In the professional world, summary writing is an important skill, isn't it? Give your reasons.

ACTIVITIES

Task 4 Summarize an article on some economic issues. Write as much as you can in 10 minutes. Then explain how this article was important to you personally, to society, or the world.

Write a summary of a lecture that you found particularly interesting and valuable. Write as much as you can remember of the lecture in 10 minutes. Then explain what made this lecture much more meaningful and interesting to you and an audience.

Task 5 Now read the article and summarize it in one sentence of not more than 25 words. As with most summaries, use the present tense. (You needn't mention the name of the author or the title of the article yet.)

MEN ARE MORE INTELLIGENT THAN WOMEN, CLAIMS NEW STUDY

It is research that is guaranteed to delight men – and infuriate the women in their lives. A controversial new study has claimed that men really are more intelligent than women. The study – carried out by a man – concluded that men's IQs are almost four points higher than women's. British-born researcher John Philippe Rushton, who previously created a furore by suggesting intelligence is influenced by race, says the finding could explain why so few women make it to the top in the workplace.

He claims the 'glass ceiling' phenomenon is probably due to inferior intelligence, rather than discrimination or lack of opportunity. The University of Western Ontario psychologist reached his conclusion after scrutinising the results of university aptitude tests taken by 100,000 students aged 17 and 18 of both sexes. A focus on a factors such as the ability to quickly grasp a complex concept, verbal

reasoning skills and creativity – some of their key ingredients of intelligence – revealed the male teenagers had IQs that were an average of 3.63 points higher. The average person has an IQ of around 100. The findings, which held true for all classes and levels of parental education, overturn a 100 year consensus that men and women average the same in general mental ability. They also conflict with evidence that girls do better in school exams than boys.

But Prof Rushton, who was born in Bournemouth and obtained his doctorate in social psychology from the London School of Economics, argues that the faster maturing of girls leads to the outshining boys in the classroom. And since almost all previous data showing an absence of difference between the sexes was gathered on schoolchildren, the gender difference could easily have been missed. 'It looks like up until late adolescence, the females have the advantage over males because they mature faster, which masks the underlying difference, he said. Although experts have accepted that men and women differ mentally, with males averaging higher on tests of 'spatial ability' and females higher on verbal tests, it was assumed the differences averaged out, leaving no difference in overall intelligence.

Prof Rushton believes the differences are directly linked to brain size, with other studies showing men having slightly bigger brains than women. 'We know that men have larger brains, even when you take into account larger body size,' said the researcher. 'That means there are more neurons. The question is what these neurons are doing in a man – and they probably have an advantage in processing information.'

It is thought the difference may date back to the Stone Age, with women seeking out men who are more intelligent than them in a bid to pass on the best genes to their children. 'Some people have suggested it evolved because women prefer men who are more intelligent than they are for husbands,' said the professor. 'Just as they prefer men who are taller than them, they also prefer a male who is a little ahead of them in IQ.'

Critics claim Prof Rushton's results could have been skewed by the inclusion of more test results from females than males. Prof Rushton, who four years ago triggered a scientific row by claiming intelligence and behaviour are influenced by race, with blacks being more likely to

be involved in crime and Asians having a greater chance of high IQs, however, stands by his results. 'These are unpopular conclusions,' he said. 'People should not be made to feel afraid to study controversial issues. 'We have the right to find the truth. One should really look at the facts.'

His work appears to confirm British research which showed men have bigger brains and higher IQs than women, which may explain why chess grandmasters and geniuses are more likely to be male. The analyses of more than 20,000 verbal reasoning tests taken by university students from around the world revealed that women's IQs are up to five points lower than men's. Women needn't feel despondent, however, as the scientists believe women can achieve just as much as men – as long as they work harder.

(Ben Clerkin & Fiona Macrae, *DailyMail* September 2006)

From: <http://www.dailymail.co.uk/news/article-405056/Men-intelligent-women-claims-new-study.html#ixzz4IAGe85Wo>

Task 6 *Next, label each paragraph of the above article with a subheading indicating the subject discussed in that paragraph. The first two paragraphs have been done for you.*

- 1) introduction – description of Prof Rushton's research, higher men's IQ than women's
- 2) key ingredients of intelligence
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____

Task 7 *Compare your subheadings with those of your groupmates. If the headings for any paragraph are quite different from one another, reread that paragraph and select the heading that best states the subject of the paragraph.*

Task 8 *Which paragraph seems to state the main point the author wants to make in this article?*

Paragraph _____

Write that main point or thesis here. _____

Task 9 Now write a short summary (100 to 150 words) of this article. Remember that the summary should be in the present tense. Begin by mentioning the original source. Here are possible ways to include the source.

In their article entitled “Men Are More Intelligent Than Women, Claims New Study,” Ben Clerkin and Fiona Macrae inform us (state/claim/show us) that...

Or:

In “Men Are More Intelligent Than Women, Claims New Study,” Ben Clerkin and Fiona Macrae indicate (discuss/explore) the problems...

Or:

The article “Men Are More Intelligent Than Women, Claims New Study” by Ben Clerkin and Fiona Macrae examines the...

Continue the summary, using your list of subheadings as a guide to help you remember the main points covered in the article. At least once in your summary, remind your readers that you are summarizing by using a phrase like the following:

The author goes on to say...

Or:

Clerkin and Macrae also report that...

Or:

The article further states that...

Task 10 Now read your groupmates' summaries. Each summary has good features, and each also has some weaknesses. Look back to the beginning of this section to review the points to keep in mind when writing a summary. After you have finished reading each summary, list its strong and weak features. Use the following checklist.

A good summary should do the following:

- Include a mention of the source.
- Correctly interpret the original.
- Include no editorial comments.
- Include only the most important points, without details.
- Use the summarizer's own words, not those of the original author (unless in quotation marks).

UNIT 5

WRITING ABSTRACTS

'For myself, I favored the abstract. I collected not just obsolete terms and words, but ideas'.

Jasper Fforde, Shades of Grey

Task 1 Dwell on the following points and deliver your ideas.

1. What is an abstract?
2. Do you agree or disagree with the following statements?
 - c) An abstract has always served the function of “selling” your work.
 - d) Despite the fact that an abstract is quite brief, it must do almost as much work as the multi-page paper that follows it.
 - e) An abstract is the only part of the paper that the vast majority of readers see.
3. What is the purpose of the abstract?

Task 2 Read the text about writing good abstracts and prepare to do the task that follows.

HOW TO WRITE A GOOD ABSTRACT

An abstract is a short paragraph written by the author to summarize a research article. It is published together with a research article, giving the reader a “preview” of what's to come. An abstract is usually included in most academic journals and should be one well-developed paragraph, of 100–250 words, that is coherent and concise, and is able to stand alone as a unit of information. A good abstract covers all the essential academic elements of the full-length paper, namely the purpose, methods, results and conclusions. The abstract provides a short summary of the content of the journal article, providing the reader with important highlights of the research study.

The purpose of an abstract is to allow researchers to quickly scan a journal, decide which articles they want to read in depth, and see if

specific research articles are applicable to the work they are doing. If you're collecting research on any economic problems, you'll be able to know in 100 words not only whether there is a study in your field, but whether the conclusions back up your own findings, or differ from it. The abstract should be a little less technical than the article itself; you don't want to dissuade your potential audience from reading your paper.

An abstract and an article summary are two different things, so an article summary that looks just like the abstract is a poor summary. An abstract is highly condensed and cannot provide the same level of detail regarding the research and its conclusions that a summary can.

It is not easy to include all this information in just a few words. Start by writing a summary that includes whatever you think is important, and then gradually prune it down to size by removing unnecessary words, while still retaining the necessary concepts.

Don't use abbreviations or citations in the abstract. It should be able to stand alone without any footnotes.

Abstracts are important parts of reports and research papers and sometimes academic assignments. It is suggested you leave writing the abstract to the end, because you will have a clearer picture of all your findings and conclusions.

These are the basic components of an abstract in any discipline:

1. Motivation/problem statement: Why do we care about the problem? What practical, scientific, theoretical or artistic gap is your research filling?

2. Methods/procedure/approach: What did you actually do to get your results? (e.g. analyzed 3 novels, completed a series of 5 oil paintings, interviewed 17 students).

3. Results/findings/product: As a result of completing the above procedure, what did you learn/invent/create?

4. Conclusion/implications: What are the larger implications of your findings, especially for the problem/gap identified in step 1?

However, it's important to note that the weight accorded to the different components can vary by discipline. For models, try to find abstracts of research that is similar to your research.

There are two types of abstracts depending on the discipline area:

- 1) descriptive abstracts;
- 2) informative abstracts.

Descriptive abstracts are usually very short (50-100 words), and are used for humanities and social science papers or psychology essays. The key parts of most descriptive abstracts include:

- Background;
- Purpose;
- Particular interest/focus of paper;
- Overview of contents (not always included).

Informative abstracts (200 words) are generally used for science, engineering or psychology reports. Most informative abstracts also have key parts in common. Each of these parts might consist of 1-2 sentences. The parts include:

- Background: A simple opening sentence or two placing the work in context.
- Aim or purpose of research: One or two sentences giving the purpose of the work.
- Method used: One or two sentences explaining what was done.
- Findings/results: One or two sentences indicating the main findings.
- Conclusion: One sentence giving the most important consequence of the work.

Reading University (URL: www.personal.rdg.ac.uk/~kcshuwil/cme/abstract.html) gives the following advice:

- Do not commence with “this paper...”, “this report...” or similar. It is better to write about the research than about the paper. Similarly, do not explain the sections or parts of the paper.

- Avoid sentences that end in “... is described”, “... is reported”, “... is analysed” or similar. These are simply too vague to be informative.

- Do not begin sentences with “it is suggested that...”, “it is believed that...”, “it is felt that...” or similar. In every case, the four words can be omitted without damaging the essential message.

- Do not write in the first person in any form. Thus, not only should you avoid “I”, but also “we”, “the author”, “the writer” and so on. Again, this is because the abstract should be about the research, not about the act of writing.

Other useful advice:

- Check with your tutor what length of abstract is expected; normally they will be short and concise, with the result that the sentences will be fairly dense and information-heavy.

- Don't include any secondary information, and take out any unnecessary words, obviously keeping everything grammatical.
- Don't include any references in the abstract, but do include relevant numerical data.

The main features and differences between the two types of abstracts

<i>Descriptive abstract</i>	<i>Informative abstract</i>
Describes the major points of the project to the reader	Informs the audience of all essential points of the paper
Includes the background, purpose and focus of the paper or article, but never the methods, results and conclusions, if it is a research paper	Briefly summarises the background, purpose, focus, methods, results, findings and conclusions of the full-length paper
Is most likely used for humanities and social science papers or psychology essays	Is concise, usually 10% of the original paper length, often just one paragraph
	Is most likely used for sciences, engineering or psychology reports

Examples of abstracts

Here are two abstracts with the key parts identified. The Descriptive abstract is for a humanities paper and the Informative abstract for a psychology report.

Model descriptive abstract

<i>Abstract (Stevenson, 2004)</i>	<i>Key Parts</i>
The opportunity to design and deliver short programs on referencing and avoiding plagiarism for transnational UniSA students has confirmed the necessity of combating both the 'all-plagiarism-is-cheating' reaction and the 'just-give-them-a-referencing-guide' response. The notion of referencing is but the tip of a particularly large and intricate iceberg. Consequently, teaching referencing is not adequate in educating students to avoid plagiarism. In this presentation, I will use the transnational teaching experience to highlight what educating to avoid plagiarism entails.	background purpose and aim particular focus of paper

Model informative abstract

<i>Abstract (Zoltan, 2005)</i>	<i>Key Parts</i>
Metalinguistic awareness contributes to effective writing at university. Writing is a meaning-making process where linguistic, cognitive, social and creative factors are at play. University students need to master the skills of academic writing not only for getting their degree but also for their future career. It is also significant for lecturers to know who our students are, how they think and how we can best assist them. This study examines first-year undergraduate Australian and international engineering students as writers of academic texts in a multicultural setting at the University of Adelaide. A questionnaire and interviews were used to collect data about students' level of metalinguistic awareness, their attitudes toward, expectations for, assumptions about and motivation for writing. The preliminary results of the research show that students from different cultures initially have different concepts about the academic genres and handle writing with different learning and writing styles, but those with a more developed metalanguage are more confident and motivated. The conclusion can also be drawn that students' level of motivation for academic writing positively correlates with their opinion about themselves as writers. Following an in-depth multi-dimensional analysis of preliminary research results, some recommendations for writing instruction will also be presented.	background purpose and aim methods results conclusions

Example of the dissertation abstract

Here is the dissertation abstract cited as follows: Paul, F. (2014). *Assessing the Causal Relationship among Foreign Direct Investment, Trade, Economic Growth and Domestic Investment in Tanzania. Master's Dissertation.* Mzumbe University.

Keywords: Foreign direct investment, economic growth, cointegration, vector error correction model and Tanzania.

Dissertation Abstract / Summary:

The study examines the causal relationship among foreign direct investment, trade, economic growth, and domestic investment in Tanzania using annual time series data from 1970 to 2012. Before embarking on the econometrics, we tested the data series for stationarity using the unit root tests. The tests results revealed that the variables were not stationary at their levels, but when they were differenced once they became stationary and integrated of order one. The cointegration test results revealed two cointegrating vectors in the system which implied that the variables have long run equilibrium relationships. The presence of long run relationship between the variables implied that Granger causality test was to be performed within vector correction modelling. The results for this test revealed strong support for the FDI-led exports, export-driven FDI, growth-driven FDI, export-led growth, growth-driven exports hypotheses for Tanzania. It was further revealed that domestic investment Granger-causes economic growth of Tanzania suggesting that policies should be directed to motivating domestic investment. In general, the study reveals that policies promoting exports have been successful in accelerating growth. However, policies designed to attract more FDI should be accompanied by another package of policies to strengthen the absorptive capacity of the country so that the impacts of FDI are manifested in the country's economic growth.

Useful language when writing a dissertation abstract

Here are some useful phrases that you can use and build on when writing your undergraduate or master's level dissertation abstract. The abstract has a number of components, typically including: (a) study background and significance; (b) components of your research strategy; (c) findings; and (d) conclusions. The phrases below build on these four components.

Study background and significance	
<i>* Introductory sentences</i>	
This study (dissertation, research)...	aims to illuminate
	examines the role of...
	explores why...
	investigates the effects of...
	assesses the impact of ... on...
I ...	developed and tested the idea that...
	investigated the role of...
	outline how...
	introduce the concept of...
	extend prior work on...
	examine the relationship between... and...
	Identify...
evaluate these... by...	
In this study (dissertation, research)...	I... propose a model of...
<i>*Leading with research questions</i>	
This study (dissertation, research)...	is motivated by two research questions: (1) [Insert research question one]? (2) [Insert research question two]? To examine these questions, the study...
“[Insert a research question]?”	is a fundamental question in [the name of your area of interest]
We suggest / argue that a new generation of research in this area needs to address the extended question:	[Insert your research question]?
<i>* Leading with research hypotheses</i>	
This study (dissertation, research)...	offers two hypotheses: (1) [insert research hypothesis one]; and (2) [insert research hypothesis two]

	tested hypotheses regarding the relationship between... and...
It was...	hypothesized that [insert variable] is negatively [positively] related to...
	hypothesized that [insert variable] is more negatively [positively] related to [insert variable] than [insert variable]
<i>* Leading with a dissertation aim or goals</i>	
This study (dissertation, research)...	has three goals: (1) [insert goal one], (2) [insert goal two], and (3) [insert goal three]
<i>* Literature component</i>	
Previous research (extent research, previous studies, or prior studies)...	indicates that...
	offers a descriptive account of...
	has shown that...
Literature on [insert area of the literature] ...	has focused almost exclusively on...
Synthesizing [e.g., name of theories], ...	this research built and tested a theoretical model linking...
This model addresses X (e.g., 2) major gaps in the literature	
Drawing on [insert name] research, we argue that...	
In bridging the two literature gaps, a model of [insert text] is proposed	
<i>* Significance of the study</i>	
We develop theory to explain how...	
Our most important contribution is...	
This study advances our understanding of...	

To date, no systematic investigation has considered...	
We examine how organisations use [insert text] to overcome...	
Components of research strategy	
We conducted...	in-depth case studies of [X number of private/public] enterprises in [country]
	a laboratory experiment and a field study to test our hypotheses.
	an inductive study of...
We employed...	multiple methods to test...
Using...	a sample of [X number of people, firms, data, objects, e.g., doctors, banks, songs], we collected data from three sources [e.g., X, Y and Z]
	comparative case analysis, this research explored the role of...
To illustrate these ideas, [insert company name or type] was used as a case study to show how...	
We tested these hypotheses using [e.g., student test score] data to measure [e.g., teacher performance]	
We developed a 9-item scale to measure...	
Using data from...	
Major findings	
The findings from the research...	illustrate how...
	show that the impact of [insert text] on [insert text] is more complex than previously thought/assumed
	address a controversial belief among practitioners that...
	illustrate the antecedents and consequences of [insert text] and [insert text] in...

	suggest that the effect of [variable X] on [variable Y] was moderated over time when...
A predicted, the...	
Contrary to our expectations...	
Conclusion	
The results, implications for managers, and future research are discussed.	
Theoretical contributions and managerial implications of the findings are discussed	
The findings...	provide support for the key arguments.
	support the prediction that...
	support the model:
	offer insights into...
	prompt a re-thinking of [insert your area of interest]
We conclude that...	

Task 3 Give the answers to the questions to show your understanding of the text.

1. What is meant by an abstract?
2. Where is an abstract included?
3. What important academic elements of the full-length paper do abstracts cover?
4. What's the difference between an abstract and an article summary?
5. When is it suggested you write an abstract?
6. What sorts of questions should one keep in mind to be good at writing abstracts in any discipline?
7. What types of abstracts are there?
8. What are the main differences between informative and descriptive abstracts?

ACTIVITIES

Task 4 *The best source of example abstracts is journal articles. Go to the library and look at economic journals, or look at electronic journals on the web. Read the abstract and the article. Pick the best ones, the examples where the abstract makes the article easier to read, and figure out how they do it.*

Task 5 *Read the following abstract carefully. It is taken from the field of computer-assisted learning. Identify the sentences in the abstract that correspond to the elements in the box.*

<p style="text-align: center;">Background Introduce the study by describing the context Explain why the subject is important</p>
↓
<p style="text-align: center;">Purpose Describe the purpose of the study</p>
↓
<p style="text-align: center;">Method Report how the study was undertaken</p>
↓
<p style="text-align: center;">Results Report the results that were found.</p>
↓
<p style="text-align: center;">Conclusion Conclude briefly Explain what is important and why</p>

Use of a Writing Web-Site by Pre-Masters Students on an English for Academic Purposes Course

A. J. Gillett, University of Hertfordshire

Abstract

¹In the last 10 years, the use of the World-Wide-Web for educational purposes has increased dramatically. ²However, very little

empirical research has been carried out to determine the effectiveness of this use. ³The aim of this study was therefore to investigate the effectiveness of using the World-Wide-Web on an EAP writing course. ⁴Two groups of students were taught writing by two different methods: one group was taught by a teacher in a traditional classroom, while a second group included use of an on-line web-site in their course. ⁵The two groups were assessed in the same way after a twelve-week period of instruction. ⁶Results of the assessment showed significant differences between the two groups, the group that used the on-line web-site performing much better on all aspects of the test. ⁷This suggests that the use of computer assisted learning programmes for at least some of the teaching time available can be recommended for EAP writing courses.

From: <http://www.uefap.com/writing/genre/abstract.htm>)

- Sentence 1 _____
- Sentence 2 _____
- Sentence 3 _____
- Sentence 4 _____
- Sentence 5 _____
- Sentence 6 _____
- Sentence 7 _____

Task 6 Read the following abstracts carefully. Then identify the type of each abstract and explain your choice.

Abstract 1

This study investigated the role of “signaling” in helping good readers comprehend expository text. As the existing literature on signaling, reviewed in the last issue of the Journal, pointed to deficiencies in previous studies' methodologies, one goal of this study was to refine prose research methods. Two passages were designed in one of eight signaled versions each. The design was constructed to assess the individual and combined effect of headings, previews, and logical connectives. The study also assessed the effect of passage length, familiarity and difficulty. The results showed that signals do improve a reader's comprehension, particularly comprehension two weeks after the reading of a passage and comprehension of subordinate and superordinate inferential information. This study

supports the hypothesis that signals can influence retention of text-based information, particularly with long, unfamiliar, or difficult passages.

Abstract 2

In February 1992, President Bush presented the National Energy Strategy (NES), which is based upon the ideals of a free market. Included in the NES are policies that remove restrictions on oil production and restrictions on the construction of nuclear power. This paper attempts to quantify the costs associated with spending on oil imports as related to national security and the Strategic Petroleum Reserve (SPR).

Energy security is measured by the size of U.S. imports because the Middle East holds the majority of reserves and oil reserves are being depleted. The consequence of this is that oil prices can be manipulated to harm the U.S. and its allies. Oil price shocks or supply disruptions instigated by OPEC cause recessions by lowering output, raising prices, and lowering real wages. These effects are determined by applying the Granger causality tests.

A benefit of a market-driven price determination system is that prices rise as depletable resources fall, implying increased scarcity. This rise in price gives an incentive to produce substitutes as well as reduce consumption of oil.

There is a large divergence between the social cost of energy and the price because of environmental externalities associated with conventional energy sources. The philosophy of the administration is to rely on market prices to determine 20% of the economy's investment. However, misplaced investments based on such a policy have implications for many years. Hall concludes that the policies reflected in the NES will result in gross economic inefficiency.

I agree with Hall's conclusion that misplaced investment in such a large part of our economy is dangerous. I believe that there should be more of an analysis concerning how varying oil prices can affect the costs associated with oil import spending. This would show how vulnerable oil import spending is relative to price changes. Although Hall mentions the opportunity cost of interest that could have been earned had the amount spent been invested, he does not attempt to

quantify what that amount is. I would attempt to calculate these costs using various interest rates. I also feel that he should calculate the inventory holding cost, and I am also curious to know what the cost of oil deterioration is and if there are transportation costs involved. These additional costs could be very significant in adding to the costs that Hall has already predicted.

From: Style for Students Online, available at <https://www.e-education.psu.edu/styleforstudents/>

Abstract 3

Subjects' car clocks were set ten minutes fast in order to determine if deliberately setting a clock ahead will reduce lateness. One group of subjects knew their clocks had been set ahead, while a second group of subjects was not informed of the change. Over a four-week period, the subjects who were aware of the clock change regularly arrived on time or late for their scheduled appointments. Over the same period of time, the subjects who were unaware of the clock change tended to arrive early or on time for their appointments. Data suggest that intentionally setting a clock to run fast does not reduce lateness because one accounts for that extra time in his or her schedule.

Task 7 Read the following abstracts taken from the journals which are indexed in data base Scopus. Then translate the titles of the articles and the abstracts from English into Russian.

Estimating the impact of microcredit on those who take it up: Evidence from a randomized experiment in Morocco

Abstract

We report results from a randomized evaluation of a microcredit program introduced in rural areas of Morocco in 2006. Thirteen percent of the households in treatment villages took a loan, and none in control villages did. Among households identified as more likely to borrow, microcredit access led to a significant rise in investment in assets used for self-employment activities, and an increase in profit, but also to a reduction in income from casual labor. Overall there was no gain in income or consumption. We find suggestive evidence that these results are mainly driven by effects on borrowers, rather than by externalities.

Gasoline taxes and consumer behavior

Abstract

Gasoline taxes can be employed to correct externalities from automobile use and to raise government revenue. Our understanding of the optimal gasoline tax and the efficacy of existing taxes is largely based on empirical analysis of consumer responses to gasoline price changes. In this paper, we examine directly how gasoline taxes affect gasoline consumption as distinct from tax-inclusive retail gasoline prices. We find robust evidence that consumers respond more strongly to gasoline tax changes under a variety of model specifications. We discuss two potential reasons for our main findings as well as their implications.

Mergers when prices are negotiated: Evidence from the hospital industry

Abstract

We estimate a bargaining model of competition between hospitals and managed care organizations (MCOs) and use the estimates to evaluate the effects of hospital mergers. We find that MCO bargaining restrains hospital prices significantly. The model demonstrates the potential impact of coinsurance rates, which allow MCOs to partly steer patients toward cheaper hospitals. We show that increasing patient coinsurance tenfold would reduce prices by 16 percent. We find that a proposed hospital acquisition in Northern Virginia that was challenged by the Federal Trade Commission would have significantly raised hospital prices. Remedies based on separate bargaining do not alleviate the price increases.

Task 8 Read the following sentences from the abstract and put them in the correct order.

Nonlinear interdependence between the US and emerging markets' industrial stock sectors

1. A crucial empirical contribution of the study is the application of the nonlinear econometric time series techniques for the evaluation of the long-run global relationships and causality linkages.

2. This paper investigates the time-varying, long-run and short-run dynamic relationships between stock industrial sectors of the US and three leading emerging markets/countries: Brazil, Malaysia, and South Africa between January 2000 and December 2009.

3. Overall, the relatively weak interdependence between the US and the emerging markets' industry sectors suggests potential diversification benefits for investors in diversifying their portfolio investment across industrial sectors of emerging markets.

4. Further contribution is the application of industrial sector indices rather than national indices.

5. The results of the time-varying analysis reaffirm the view that relationships between global financial markets tend to be quite volatile over time and particularly high in a time of high financial turbulence.

Task 9 Read the statements and questions in the quiz and decide which option is correct.

Quiz

1. If other researchers use the same methods as a paper but cannot achieve the same results, the paper could be said to lack:

- a) repetition
- b) replicability
- c) reliability
- d) validity

2. What is one of the most important aspects of the results and discussion section?

- a) An elaborate interpretation of the findings
- b) A repeat of the literature review
- c) A statement of how a research question was answered
- d) A justification for why either quantitative or qualitative methods were used

3. When presenting the findings from the interviews for the qualitative analysis:

- a) it is important to include the participants' names
- b) do not include any background information about the case
- c) be sure to explain which codes, categories, and themes emerged from content analysis
- d) it is important to explain how process tracing was used to link the independent and dependent variables together

4. Which of the following should not be included in the methods and data section?

- a) The operationalization of the concepts used in the analysis
- b) The source of data analyzed
- c) An explanation of statistical tests performed
- d) An interpretation of the research findings

5. An abstract generally should:

- a) be short
- b) include an argument for the validity of indicators
- c) include an argument on how previous scholarship guided the researcher
- d) not state the research question

6. Where should a research paper's overall conclusion first be seen by a reader?

- a) Conclusions
- b) Introduction
- c) Theory and Hypotheses
- d) Abstract

7. Which section should provide recommendations of how other researchers could improve on research be included?

- a) Methods and Data
- b) Results and Discussion
- c) References
- d) Conclusion

8. Which of the following is NOT a likely reason for a negative finding?

- a) Indicators the researcher used were not reliable or valid
- b) The sample was not an appropriate representation of the research population
- c) The literature review was not complete
- d) The theory is incorrect

9. What do you understand by the "frame" of a paper?

- a) The abstract and literature review
- b) The literature review, methods and data, and results and conclusion section
- c) The introduction and conclusion
- d) The abstract, introduction, and conclusion

10. Which of the following is the correct order to write a research paper?

- a) Literature review, theory and hypotheses, methods and data, results and discussion, conclusion, introduction, abstract, references
- b) Introduction, theory and hypotheses, literature review, methods and data, results and discussion, conclusion, abstract, references
- c) Methods and data, theory and hypotheses, literature review, results and discussion, conclusion, abstract, references
- d) Abstract, literature review, theory and hypothesis, results and discussion, methods and data, conclusion, references

11. Decide whether the statement is true or false: Correlation in quantitative analysis does not imply causation.

- a) True
- b) False

12. The Literature Review:

- a) is the main focus of a research paper
- b) is not the main focus of a research paper
- c) should thoroughly explain the hypotheses and theories
- d) should explain the results of your own research

13. The methods and data section should outline:

- a) how the researcher answered his or her research question
- b) the researcher's theories and hypotheses
- c) the researcher's results
- d) the researcher's conclusions

14. Which of the following is a general outline organized by predetermined sections?

- a) Template
- b) Platform
- c) Sketch
- d) Proposal

15. A significant result should be balanced with its:
- magnitude
 - theory
 - conclusion
 - correlation
16. What is ex post theorizing?
- The conclusion of your findings
 - Creating a theory prior to your research
 - How your hypothesis related to your theory
 - The development of new explanations based on what you now understand
17. Which of the following is NOT one of the three main points you should include in your conclusion?
- Reiterating whether or not you were able to support your hypotheses with the data you collected and analyzed with either the quantitative or qualitative analyses
 - Providing the reader an idea of how the research could have been improved and if new questions based on the research findings have emerged.
 - Creating a new control variable that will alter the findings in order to conform to your hypothesis
 - Containing a discussion of how the findings from the research can be generalized to other cases.
18. Which word should you avoid using in your paper?
- Prove
 - Conclude
 - Generalization
 - Inconclusive
19. Why is it important to write a strong abstract, introduction, and conclusion?
- Because these are often the sections that readers study first
 - Because these are the only sections that contain the research question and overall findings of the research project
 - Because these are the shortest sections of the paper
 - Because of replicability

20. An abstract can sometimes look like:
- a) a literature review
 - b) a methods and data section
 - c) an annotated bibliography
 - d) operationalization

Task 10 Read the text about six tips for writing a good abstract. Match the tips in the box with the paragraphs.

SIX TIPS FOR WRITING A GOOD ABSTRACT

State the conclusion concisely and avoid overstatements
Write the paper first
Briefly describe your methodology
Things to avoid in an abstract
Provide introductory background information that leads into a statement of your aim
Clearly describe the most important findings of your study

The abstract is considered to be the most important part of your manuscript for a few reasons. First, the abstract is the first section that is read by journal editors when deciding whether to send your manuscript for review. Similarly, once your work is published, it is the first section that is examined by readers; in many cases, it is the only section of the manuscript that they will ever read. This is in part because most literature databases index only abstracts, and access to full-text articles is often restricted.

In this way, the abstract emerges as a tool to communicate your research succinctly while highlighting its most important facets. The following article describes how to write a great abstract that will attract maximal attention to your research.

Tip 1 _____

Some authors suggest that you should write the abstract as soon as your research is complete. However, it is likely that your project has been spread out over months or even years; thus, the full picture of what you have accomplished may not be fresh in your mind. Writing the paper first solves this problem, effectively refreshing your

memory as you condense all of the aspects of your work into a single document. The manuscript can then be used as a guide to write the abstract, which serves as a concise summary of your research.

If you are having a hard time figuring out where to start, consider going through your paper and highlighting the most important sentences in each section (introduction, methods, results, and discussion/conclusions). Then, use these sentences as an outline to write your abstract. At this point, it is also important to check your target journal's style guide to examine their abstract guidelines. For example, some journals require a structured abstract with discrete sections, and most journals impose a strict word count limit.

Tip 2 _____

The first section of your abstract is very valuable real estate. These 1-3 sentences must inform the reader about why you have undertaken this research.

For example, “The importance of epistasis non-additive interactions between alleles in shaping population fitness has long been a controversial topic, hampered in part by lack of empirical evidence” (<https://www.ncbi.nlm.nih.gov/pubmed/24196712>) is an excellent example of an introductory sentence that both states the main topic (the role of epistasis in shaping population fitness) and describes the problem (the lack of empirical evidence in this area). Thus, it immediately grabs the attention of the reader. The next sentence might go on to describe what information is lacking in the field or what previous researchers have done to try to address the problem.

Such statements can lead very naturally into a statement of how your research uniquely addresses the issue. Use of introductory phrases such as “Here, we aimed to...” or “Here, we demonstrate that...” indicates to the reader that you are stating the aim or purpose of your work.

Tip 3 _____

The methods section of your abstract is your chance to summarize the basic design of your study. Excessive detail is unnecessary; however, you should briefly state the key techniques used. Abstracts in biological or clinical fields should mention the organism, cell line, or

population studied. For ecology papers, the location of the study is often an important piece of information. Papers describing clinical trials should mention the sample size, patient groups, dosages, and study duration. The following example provides all of this information clearly and concisely in a single sentence: “One hundred consecutive consenting male inpatients in a state of moderately severe, uncomplicated alcohol withdrawal at screening were randomized to receive either lorazepam (8 mg/day) or chlordiazepoxide (80 mg/day) with dosing down-titrated to zero in a fixed-dose schedule across 8 treatment days.” (<https://www.ncbi.nlm.nih.gov/pubmed/19371497>)

Tip 4 _____

Just as the abstract may be the most important part of your paper, the results subsection is likely the most important part of your abstract. This is because the main reason that people are reading your abstract is to learn about your findings. Therefore, the results subsection should be the longest part of your abstract, and you should try to maximize the amount of detail you include here.

For example, statements such as “significant differences in body weight were observed between the animals in groups A and B” are not very informative. Instead, consider making more specific statements, such as “the average body weight loss of the animals in group A was greater than that of the animals in group B (20.4 ± 0.3 g vs. 8.4 ± 0.6 g; $p < 0.01$)”. Note that the p-value effectively conveys that the difference was significant; thus, the word “significant” is no longer needed.

Tip 5 _____

The last 1-2 sentences of your abstract should be devoted to the overall take-home message of your study: your conclusions. A good way to begin this section is with phrases such as “Our study revealed that...” or “Overall, we conclude that...”. Then, state your main finding as concisely as possible. If you have other interesting secondary findings, these can be mentioned as well. Finally, consider including a sentence that states the theoretical or practical implications of your work and/or describes how your work has advanced the field. This will help readers to more clearly understand the importance of your findings.

As mentioned earlier, many readers who are unable to access the full text of your manuscript will read only your abstract, and without access to your data, they will have to take your conclusions at face value. For this reason, it is very important not to overstate your conclusions in your abstract so as not to mislead your readers.

Tip 6 _____

The abstract is meant to be a summary of your research; as such, it usually carries a strict word count limit. Combining all of the most important aspects of your work into a paragraph of 250 words or less can be a challenging task. However, knowing what to avoid when writing the abstract can make the job a little easier.

For example, the abstract should not contain:

- Lengthy background information (readers peruse your abstract to learn about your current work, not the previous work of other researchers)
- Citations
- Details about routine laboratory procedures
- Details about the statistical methods or software used (unless this is the focus of your study)
- Undefined abbreviations or acronyms (most journals will provide a list of common abbreviations/acronyms that do not need to be defined; some journals do not allow the use of abbreviations/acronyms in the abstract)
- Results or interpretations that are not discussed in the text.

Once you have completed the abstract, it is important to check that all of the information you have included here agrees with the information in the main body of your paper. After working on it for so long, it can sometimes be difficult to objectively evaluate whether your abstract is clear, especially because you are likely to be very familiar with the conventions within your discipline.

Consider giving your abstract to a colleague working in a separate discipline and ask him or her to read it. Ask your colleague whether the study is clear based solely on the abstract. This can help you to determine which areas of the abstract will require revisions, either to clarify your meaning or to better highlight your major findings.

UNIT 6

PLAGIARISM

'Plagiarism is the appropriation of another person's ideas, processes, or words without giving appropriate credit, including those obtained through confidential review of others' research proposals and manuscripts'.

Federal Office of Science and Technology Policy, 1999

Task 1 Dwell on the following points and deliver your ideas.

1. What is plagiarism?

2. Read and discuss, in pairs, whether you agree with the quotes from famous authors, artists and public figures who voiced their opinion about plagiarism:

a) "Most plagiarists, like the drone, have neither taste to select, industry to acquire, nor skill to improve, but impudently pilfer the honey ready prepared, from the hive." – Walter Colton. *Source: FamousQuotesandauthors.com*

b) "What a good thing Adam had. When he said a good thing, he knew nobody had said it before." – Mark Twain (1835–1910) U.S. humorist, writer, and lecturer. *Source: Proverbia.net*

c) "There is much difference between imitating a man and counterfeiting him." – Benjamin Franklin (1706–1790) American statesman, scientist and philosopher. *Source: Proverbia.netmore*

d) "To copy others is necessary, but to copy oneself is pathetic" – Pablo Picasso. *Source: Worldofquotes.com*

e) "He that readeth good writers and pickes out their flowres for his own nose, is lyke a foole." – Stephen Gosson. *Quotes Source: In the School of Abuse-Loyterers*

f) "Intentionally using the quotes of others without author attribution is plagiarism and contributes to illiteracy." – Rain Bojangles. *Source: Quotesdaddy.com*

g) "Borrowed thoughts, like borrowed money, only show the poverty of the borrower." – Lady Marguerite Blessington, Countess of Blessington. *Source: Quotesincan.com*

3. How can you recognise and avoid plagiarism?

Task 2 Read the text about plagiarism and prepare to do the task that follows.

PLAGIARISM: WHAT IT IS AND HOW TO RECOGNIZE AND AVOID IT

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How to Avoid Plagiarism

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
 - any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
 - quotations of another person's actual spoken or written words;
- or
- paraphrase of another person's spoken or written words.

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Borden's lived) which became the centers of production as well as of commerce and trade.

Here's an *unacceptable paraphrase* that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came

the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
 - the writer has failed to cite a source for any of the ideas or facts.
- If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an *acceptable paraphrase*: Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1). Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original
- uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE: Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1). Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism *even if the writer cites in her own text the source of the phrases or sentences she has quoted.*

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

Strategies for Avoiding Plagiarism

1. Put in **quotations** everything that comes directly from the text especially when taking notes.

2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; **consequently, you need to cite your source.**

Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

Give credit to the author by including his/her name and the date of the work.

Dr. Smith (2014) claims that...

Put any phrases you take from a text between quotation marks.

Steinberg (2008) suggests that "there are two main features that seem to distinguish teenagers from adults in their decision making".

Paraphrase the author's ideas. This means putting them completely into your own words. Changing one or two words is not enough.

If you want to reference an author's work that you have read in another author's work, you must include both names and dates.

Stirling (as cited in Roberts, 2010) says that risk-taking among teenagers is not as high as many people believe.

Include a full bibliography at the end of your text. Order items alphabetically by author's surname.

Paraphrase: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating

sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

From: Plagiarism: What It is and How to Recognize and Avoid It Writing Tutorial Services, Indiana University, Bloomington.

URL: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Task 3 Give the answers to the questions to show your understanding of the text.

1. What activities do college students deal with other people's ideas in?
2. What does plagiarism look like?
3. What strategies can you use to avoid plagiarism?
4. What makes the article plagiarism?
5. How can you avoid plagiarism when copying visual information or graphics from a WWW site or from a printed source?

ACTIVITIES

Task 4 Here's the original text, from *The London Hanged: Crime and Civil Society in the Eighteenth Century* by P. Linebaugh. Read the passages carefully. Then identify which paraphrasings are acceptable and unacceptable, explain the common pitfalls to avoid.

Original text

From a class perspective this put them [highwaymen] in an ambivalent position. In aspiring to that proud, if temporary, status of 'Gentleman of the Road', they did not question the inegalitarian hierarchy of their society. Yet their boldness of act and deed, in putting them outside the law as rebellious fugitives, revived the 'animal spirits' of capitalism and became an essential part of the oppositional culture of working-class London, a serious obstacle to the formation of a tractable, obedient labour force. Therefore, it was not enough to hang them – the values they espoused or represented had to be challenged.

(Linebaugh, P., *The London Hanged: Crime and Civil Society in the Eighteenth Century* (London, 1991), p. 213. [You should give the reference in full the first time you use it in a footnote; thereafter it is acceptable to use an abbreviated version, e.g. Linebaugh, *The London Hanged*, p. 213.]

1. Although they did not question the inegalitarian hierarchy of their society, highwaymen became an essential part of the oppositional culture of working-class London, posing a serious threat to the formation of a biddable labour force.

2. Although they did not question the inegalitarian hierarchy of their society, highwaymen exercised a powerful attraction for the working classes. Some historians believe that this hindered the development of a submissive workforce.

3. Although they did not question the inegalitarian hierarchy of their society, highwaymen 'became an essential part of the oppositional culture of working-class London [and] a serious obstacle to the formation of a tractable, obedient labour force'.¹

4. Highwaymen's bold deeds 'revivified the "animal spirits" of capitalism' and made them an essential part of the oppositional culture of working-class London. Peter Linebaugh argues that they posed a major obstacle to the formation of an obedient labour force.

5. By aspiring to the title of 'Gentleman of the Road', highwaymen did not challenge the unfair taxonomy of their society. Yet their daring exploits made them into outlaws and inspired the antagonistic culture of labouring London, forming a grave impediment to the development of a submissive workforce. Ultimately, hanging them was insufficient – the ideals they personified had to be discredited.

6. Peter Linebaugh argues that although highwaymen posed no overt challenge to social orthodoxy – they aspired to be known as 'Gentlemen of the Road' – they were often seen as anti-hero role models by the unruly working classes. He concludes that they were executed not only for their criminal acts, but in order to stamp out the threat of insubordinacy.

7. Peter Linebaugh argues that highwaymen represented a powerful challenge to the mores of capitalist society and inspired the rebelliousness of London's working class.

*From: Examples of plagiarism, Education Committee – University of Oxford.
URL:<http://www.admin.ox.ac.uk/edc/goodpractice/about/example/>*

¹ Linebaugh, P., *The London Hanged: Crime and Civil Society in the Eighteenth Century* (London, 1991), p. 213.

Task 5 *Read the original statements and tick the acceptable paraphrases.*

1. *Original statement:* Gluckman (2014): “Peer pressure affects how teenagers act.”

Gluckman (2014) suggests that peer pressure affects how teenagers act.

Gluckman (2014) suggests that a young person's actions may be affected by friends who encourage him/her to act in a certain way.

2. *Original statement:* Marlowe (2015): “... teens are more likely to practice risky driving when two or three friends are in the car.”

Marlowe (2015) argues that peer pressure influences the way teenagers drive.

Marlowe (2015) argues that teenagers practice risky driving when two or three friends are in the car.

Task 6 *Read the following excerpt from “Peer pressure & relationships” by Christie Marlowe. What is the topic?*

Peer pressure makes kids do plenty of other risky or wrong things. Young people sometimes feel pressure to skip school. Say, for example, your friends think it would be cool to blow off school. They might pressure you to join them, even though you’d rather stay in class and learn. You don’t want to get bad grades.

Task 7 *Read the paragraph again and take notes on the key points. Then, using your notes, write a thesis statement to summarize the main idea.*

Task 8 *Look at the summary of the essay excerpt below. How does it plagiarize the passage?*

Peer pressure forces children to do a lot of risky activities. Young people skip school as their friends think it is cool. They might pressure you to join them, even though you’d prefer to have lessons in school. You wouldn’t like to get bad marks.

Task 9 *Write a two- or three-line summary of the excerpt in your own words, but giving credit to the author. Use your notes to help you write your summary. Do not look at the original excerpt again to avoid copying the author's words.*

Task 10 Read the following text (Flower, 1990. p. v)

The study presented here takes an unusually comprehensive look at one critical point of entry into academic performance. It shows a group of freshmen in the transition into the academic discourse of college, looking at the ways in which they interpret and negotiate an assignment that calls for reading-to-write. On such tasks, students are reading to create a *text* of their own, trying to integrate information from sources with *ideas* of their own, and attempting to do so under the guidance of a *purpose* they must themselves create. Because these reading-to-write tasks ask students to integrate reading, writing, and rhetorical purpose, they open a door to critical literacy. Yet this same interaction often makes reading-to-write a difficult process for students to learn and to manage.

The following texts have used Flower's ideas and words. Which of them do you consider to be acceptable?

A On such tasks, students are reading to create a text of their own, trying to integrate information from sources with ideas of their own, and attempting to do so under the guidance of a purpose they must themselves create. Because these reading-to-write tasks ask students to integrate reading, writing, and rhetorical purpose, they open a door to critical literacy. Yet this same interaction often makes reading-to-write a difficult process for students to learn and to manage.

B The study presented here (Flower, 1990) takes an unusually comprehensive look at one critical point of entry into academic performance. It shows a group of freshmen in the transition into the academic discourse of college, looking at the ways in which they interpret and negotiate an assignment that calls for reading-to-write. On such tasks, students are reading to create a text of their own, trying to integrate information from sources with ideas of their own, and attempting to do so under the guidance of a purpose they must themselves create. Because these reading-to-write tasks ask students to integrate reading, writing, and rhetorical purpose, they open a door to critical literacy. Yet this same interaction often makes reading-to-write a difficult process for students to learn and to manage.

C According to Flower (1990), on such tasks, students are reading to create a text of their own, trying to integrate information from sources with ideas of their own, and attempting to do so under the guidance of a purpose they must themselves create. Because these reading-to-write tasks ask students to integrate reading, writing, and rhetorical purpose, they open a door to critical literacy. Yet this same interaction often makes reading-to-write a difficult process for students to learn and to manage.

D In English, an essay is a piece of argumentative writing several paragraphs long written about one topic, usually based on your reading. The purpose of an essay is for you to say something for yourself using the ideas of the subject, for you to create a text of your own by integrating information from sources with ideas of your own. The emphasis should be on working with other people's ideas, rather than reproducing their words, but your own voice should show clearly. The ideas and people that you refer to need to be made explicit by a system of referencing.

E In English, an essay is a piece of argumentative writing several paragraphs long written about one topic, usually based on your reading. The purpose of an essay is for you to say something for yourself using the ideas of the subject, for you to create a text of your own by integrating information from sources with ideas of your own (Flower, 1990). The emphasis should be on working with other people's ideas, rather than reproducing their words, but your own voice should show clearly. The ideas and people that you refer to need to be made explicit by a system of referencing.

F On these tasks, students are reading in order to make a text of their own, trying to integrate facts from texts with their own ideas, and trying to do this with a purpose they must make themselves. As these reading-to-write tasks require students to combine reading, writing, and purpose, they provide a route to critical literacy. However, this same combination can make reading-to-write a complicated process for students to learn and to carry out.

G In English, an essay is a piece of argumentative writing several paragraphs long written about one topic, usually based on the student's reading. The purpose of an essay is for the student to say something for themselves using the ideas of the subject, for them to

present ideas they have learned in their own way. The emphasis should be on working with other people's ideas, rather than reproducing their words, but the student's own voice should show clearly. This is a very difficult task for students in the transition into the academic discourse of college.

H When students start higher education, they have a great deal to learn about academic writing. In school academic writing usually consists of writing about things they have already learned about with no reference to how this was learned. In higher education, however, students will need to learn to negotiate an assignment that calls for reading-to-write. This involves reading sources and then trying to understand information from them. They then need to create their own texts by integrating this information with ideas of their own. All this must be done under the guidance of a purpose they must themselves create.

I In English, an essay is a piece of argumentative writing several paragraphs long written about one topic, usually based on the student's reading. The purpose of an essay is for the student to say something for themselves using the ideas of the subject, for them to present ideas they have learned in their own way. The emphasis should be on working with other people's ideas, rather than reproducing their words, but the student's own voice should show clearly. Students should be, as Flower (1990, p. v) points out: "reading to create a text of their own, trying to integrate information from sources with ideas of their own, and attempting to do so under the guidance of a purpose they must themselves create."

J When students start higher education, they have a great deal to learn about academic writing. In school academic writing usually consists of writing about aspects they have already learned about with no reference to how this was obtained. In higher education, however, students will need to learn to read and explicitly use the results of their reading to carry out the writing task. They will need to "negotiate an assignment that calls for reading-to-write" (Flower, 1990, p. v). This involves reading sources and trying to understand information from them, and then, according to Flower (1990, p. v) "create a text of their own" by "integrating information... with ideas of their own."

K According to Flower (1990, p. v) “On such tasks, students are reading to create a text of their own, trying to integrate information from sources with ideas of their own, and attempting to do so under the guidance of a purpose they must themselves create. Because these reading-to-write tasks ask students to integrate reading, writing, and rhetorical purpose, they open a door to critical literacy. Yet this same interaction often makes reading-to-write a difficult process for students to learn and to manage.”

Task 11 Take the quiz about plagiarism.

1. What is Plagiarism?
 - a) Stealing, theft
 - b) Changing a few words of a paragraph someone else wrote
 - c) An act of fraud
 - d) Using material without crediting the sources
 - e) Citing a source incorrectly
 - f) Translating others’ written work into another language without citation
 - g) Unethical behavior

2. Is it acceptable to copy-and-paste a sentence written by someone else into your paper and simply add quotation marks around it?
 - a) Yes, that shows it is not original text
 - b) No, that is incomplete citation

3. Paraphrasing properly is to:
 - a) Change a few words to make it your own and cite it
 - b) Put quotation marks around the text and cite it
 - c) Use only the idea without citing it
 - d) Summarize the text in your own words and cite it

4. You re-use paragraphs from a paper you wrote last semester and put it into a new assignment, and you don’t cite it because it’s your own work. Is this plagiarism?
 - a) Yes, it is self-plagiarism.
 - b) No, it isn’t plagiarism.

5. For an individual class assignment, Den and Kate decide to collaborate. Den compiles research notes, Kate identifies the main findings, and both write their own original research papers. Is this:

- a) Unethical collaboration
- b) Plagiarism
- c) Both unethical collaboration and plagiarism
- d) Acceptable collaboration

6. A source doesn't need to be cited if it's collaboratively written on the web like Wikipedia.

- a) True
- b) False

7. Is it necessary to cite information that is common knowledge or widely accessible, like historical information or popular scientific information, e.g. 70% of the earth is covered in water?

- a) Yes
- b) No

8. You see something on Twitter and Facebook that you really like, so you:

- a) Copy-and-paste the post onto your own pages
- b) Give credit to the person you took it from

9. Say you found two papers about the same research: Paper A is the original finding; Paper B is an analysis that references Paper A. You use a section of the analysis from Paper B. Which paper do you cite?

- a) Paper A
- b) Paper B
- c) Both

10. What are some consequences of plagiarism? (Check all that apply)

- a) Tarnished reputation
- b) Suspension or expulsion from school
- c) Loss of job
- d) Legal repercussions
- e) Monetary loss

Peer review form research paper:

Writer's name
Reviewer's name:
Title of the research paper:
Date:

General

1. What is the topic of the paper?
2. Underline the thesis statement on the paper
3. In your own words, what is the thesis?
4. How many main ideas are there?
5. Is the paper persuasive or expository?

Introduction

1. Does the introduction begin with a hook? If so, what kind of hook?
2. Does the introduction include background information? If so, about what?
3. Is the thesis statement the final sentence of the introduction?

Body

1. How many body paragraphs are there?.....
2. Underline the topic sentence in each body paragraph
3. For each body paragraph, write the types of support that appear (e.g., statistics, results of a study, expert testimony, personal experience, logical reasoning, etc.).....
4. How are the body paragraphs arranged? (e.g., chronologically; least important to most important idea; no particular order).....

5. Which piece of research do you find the most convincing?

6. Is there any research that you think does not support the author's point? If so, explain here:

7. Are there any points that you feel need more support? If so, explain here:.....

Conclusion

1. Does the conclusion tie back to the introduction? If so, how?.....

2. Does the conclusion summarize the main points?.....

3. Are any new points raised in the conclusion? If so, what?.....

4. What else does the conclusion do? (eg, make a prediction or recommendation).....

General impressions

What are two things you learned from reading this paper?.....

Draw a star (*) by your two favorite sentences in the paper.

Paper Topic: _____ Audience: _____

I. Introduction

Possible ideas for the introduction (see front side of handout for suggestions): _____

Thesis Statement (Usually the last sentence(s) in the introduction):

II. Body (A paper may have a few or many main points; decide how many your paper will need)

Main Point:

Examples/Details/Explanations:

a. _____

b. _____

c. _____

Main Point:

Examples/Details/Explanations:

a. _____

b. _____

c. _____

Main Point:

Examples/Details/Explanations:

a. _____

b. _____

c. _____

Main Point:

Examples/Details/Explanations:

a. _____

b. _____

c. _____

III. Conclusion

Reworded Thesis (Usually found near the beginning of the conclusion):

Other Ideas to Conclude:

Clincher Ideas: _____

Signal phrases

Here are some expressions in signal phrases you can use to introduce material from outside sources:

If you agree with what the writer says.

The work of X indicates that...

The work of X reveals that...

The work of X shows that...

Turning to X, one finds that...

Reference to X reveals that...

In a study of Y, X found that...

As X points out,...

As X perceptively states,...

As X has indicated,...

A study by X shows that...

X has drawn attention to the fact that...

X correctly argues that...

X rightly points out that...

X makes clear that...

If you disagree with what the writer says.

X claims that...

X states erroneously that...

The work of X asserts that...

X feels that...

However, Y does not support X's argument that...

If you do not want to give your point of view about what the writer says.

According to X...

It is the view of X that...

The opinion of X is that...

In an article by X,...

Research by X suggests that...

X has expressed a similar view.

X reports that...

X notes that...

X states that...

X observes that...
X concludes that...
X argues that...
X found that...
X discovered that...

Quoting

Sometimes you may want to quote an author's words exactly, not paraphrase them. If you decide to quote directly from a text, you will need an expression to introduce it and quotation marks will need to be used:

As X said/says, "... .."
As X stated/states, "... .."
As X wrote/writes, "... .."
As X commented/comments, "... .."
As X observed/observes, "... .."
As X pointed/points out, "... .."
To quote from X, "... .."
It was X who said that "... .."
This example is given by X: "... .."
According to X, "... .."
X claims that, "... .."
X found that, "... .."
The opinion of X is that, "... .."

Concluding

After quoting evidence you reach a conclusion:
The evidence seems to indicate that...
It must therefore be recognised that...
The indications are therefore that...
It is clear therefore that...
Thus it could be concluded that...
The evidence seems to be strong that...
On this basis it may be inferred that...
Given this evidence, it can be seen that...

Why don't General Motors Sell Crack?

by *Michael Moor*

People in the business world like to say, "Profit is supreme." They like chanting that.

"Profit is king." That's another one they like to repeat. They don't like to say, "I'll pick up the check." That means less profit. Profit is what it's all about. When they say "the bottom line," they mean their profit. They like that bottom line to contain a number followed by a lot of zeroes.

If I had a nickel for every time I heard some guy in a suit tell me that "a company must do whatever is necessary to create the biggest profit possible," I would have a very big bottom line right now. Here's another popular mantra: "The responsibility of the CEO is to make his shareholders as much money as he can."

Are you enjoying this lesson in capitalism? I get it every time I fly on a plane. The bottom-line feeders have all seen *Roger & Me*, yet they often mistake the fuselage of a DC-9 for the Oxford Debating Society. So I have to sit through lectures ad nauseam about the beauties of our free market system. Today the guy in the seat next to me is the owner of an American company that makes office supplies in Taiwan. I ask the executive, "How much is 'enough'?"

"Enough what?" he replies.

"How much is 'enough' profit?"

He laughs and says, "There's no such thing as 'enough'!"

"So, General Motors made nearly \$7 billion in profit last year, but they could make \$7.1 billion by closing a factory in Parma, Ohio, and moving it to Mexico, that would be okay?"

"Not only okay," he responds, "it is their duty to close that plant and make the extra \$.1 billion."

"Even if it destroys Parma, Ohio? Why can't \$7 billion be enough and spare the community? Why ruin thousands of families for the sake of \$0.1 billion? Do you think this is moral?"

"Moral?" he asks, as if this is the first time he's heard that word since First Communion class. "This is not an issue of morality. It is

purely a matter of economics. A company must be able to do whatever it wants to make a profit.” Then he leans over as if to make a revelation I've never heard before.

“Profit, you know, is supreme.”

So here's what I don't understand: if profit is supreme, why doesn't a company like General Motors sell crack? Crack is a very profitable commodity. For every pound of cocaine that is transformed into crack, a dealer stands to make a profit of \$45,000. The dealer profit on a two-thousand-pound car is less than \$2,000. Crack is also safer to use than automobiles. Each year, 40,000 people die in car accidents. Crack, on the other hand, according to the government's own statistics, kills only a few hundred people a year. And it doesn't pollute.

So why doesn't GM sell crack? If profit is supreme, why not sell crack?

GM doesn't sell crack because it is illegal. Why is it illegal? Because we, as a society, have determined that crack destroys people's lives. It ruins entire communities. It tears apart the very backbone of our country. That's why we wouldn't let a company like GM sell it, no matter what kind of profit they could make.

If we wouldn't let GM sell crack because it destroys our communities, then why do we let them close factories? That, too, destroys our communities.

As my frequent-flier friend would say, “We can't prevent them from closing factories because they have a right to do whatever they want to in order to make a profit.”

No, they don't. They don't have a “right” to do a lot of things: sell child pornography, manufacture chemical weapons, or create hazardous products that could conceivably make them a profit. We can enact laws to prevent companies from doing anything to hurt us.

And downsizing is one of those things that is hurting us. I'm not talking about legitimate layoffs, when a company is losing money and simply doesn't have the cash reserves to pay its workers. I'm talking about companies like GM, AT&T, and GE, which fire people at a time when the company is making record profits in the billions of dollars. Executives who do this are not scorned, picketed, or arrested, they are hailed as heroes! They make the covers of Fortune and Forbes. They

lecture at the Harvard Business School about their success. They throw big campaign fund-raisers and sit next to the President of the United States. They are the Masters of the Universe simply because they make huge profits regardless of the consequences to our society.

Are we insane or what? Why do we allow this to happen? It is wrong to make money off people's labor and then fire them after you've made it. It is immoral for a CEO to make millions of dollars when he has just destroyed the livelihood of 40,000 families. And it's just plain nuts to allow American companies to move factories overseas at the expense of our own people.

When a company fires thousands of people, what happens to the community? Crime goes up, suicide goes up, drug abuse, alcoholism, spousal abuse, divorce, everything bad spirals dangerously upward. The same thing happens with crack. Only crack is illegal, and downsizing is not. If there was a crack house in your neighborhood, what would you do? You would try to get rid of it!

I think it's time we applied the same attitudes we have about crack to corporate downsizing. It's simple: if it hurts our citizens, it should be illegal. We live in a democracy. We enact laws based on what we believe is right and wrong. Murder? Wrong, so we pass a law making it illegal. Burglary? Wrong, and we attempt to prosecute those who commit it. Two really big hairy guys from Gingrich's office pummel me after they read this book? Five to ten in Sing Sing.

As a society, we have a right to protect ourselves from harm. As a democracy, we have a responsibility to legislate measures to protect us from harm.

Here's what I think we should do to protect ourselves:

1. Prohibit corporations from closing a profitable factory or business and moving it overseas. If they close a business and move it within the U.S., they must pay reparations to the community they are leaving behind. We've passed divorce laws that say that if a woman works hard to put her husband through school, and he later decides to leave her after he has become successful, he has a responsibility to compensate her for her sacrifices that allowed him to go on to acquire his wealth. The "marriage" between a company and a community should be no different. If a corporation packs up and leaves, it should have some serious alimony to pay.

2. Prohibit companies from pitting one state or city against another. We are all Americans. It is no victory for our society when one town wins at another's expense. Texas should not be able to raid Massachusetts for jobs. It is debilitating and, frankly, legal extortion.

3. Institute a 100 percent tax on any profits gained by shareholders when the company's stock goes up due to an announcement of firings. No one should be allowed to profit from such bad news.

4. Prohibit executives' salaries from being more than thirty times greater than an average employee's pay. When workers have to take a wage cut because of hard times, so, too, should the CEO. If a CEO fires a large number of employees, it should be illegal for him to collect a bonus that year.

5. Require boards of directors of publicly owned corporations to have representation from both workers and consumers. A company will run better if it has to listen to the people who have to build and/or use the products the company makes.

For those of you free-marketers who disagree with these modest suggestions and may end up on a plane sitting next to me, screaming, "You can't tell a business how it can operate!" I have this to say: Oh, yes, we can! We legally require companies to build safe products, to ensure safe workplaces, to pay employees a minimum wage, to contribute to their Social Security, and to follow a host of other rules that we, as a society, have deemed necessary for our well-being. And we can legally require each of the steps I've outlined above.

GM can't sell crack. Soon, I predict, they and other companies will not be able to sell us out. Just keep firing more workers, my friends, and see what happens.

USEFUL PHRASES

that can be used in many kinds of research papers

Abstract

(Note. As the abstract is a short version of the paper, some of the phrases used in the other parts of the paper are also used in the abstract and are not mentioned here. You can find them below under each section of the paper.)

Introductory sentences

The paper/article

discusses/deals

with/analyses/considers/explains/describes/establishes/
introduces...

develops/presents/provides/studies/represents/features/contains/
concentrates on...

covers/suggests/proposes/shows...

demonstrates the feasibility of...

opens up a new field/issue gives/ aims to give a comprehensive
account of...

offers a solution to...

serves as an introduction to...

The main objective/goal/purpose of the paper/article is...

This paper presents a novel method of...

In this paper, a novel method of... is presented.

Sections of the paper

1. *Introduction*

(Note. In most cases, the Introduction section is treated as a whole and is not divided into subsections. The subheadings below should only help you organize the information.)

1.1 Problem background, state of the art

... plays an important/vital role in...

... is an important issue for...

... is extensively/widely used in...

... is a very effective method for...

In the last few years there has been a growing interest in...

Quite recently, considerable attention has been paid to...

... have/has been gaining importance in recent years...

... have/has been utilized in many applications such as...

1.2 Literature review/Summary of previous research

– Referring to the sources in general

Current research on... is focused on...

Previous studies indicate that...

The literature on... shows a variety of approaches.

Much research on... has been done.

The focus of recent research has been on...

... has/have been widely researched/investigated.

In recent years, research on/into... has become very popular.

In the last decade... has attracted much attention from research teams...

For several years great effort has been devoted to the study of...

Several publications have appeared in recent years documenting...

Previous research has documented/shown/demonstrated that...

To solve this problem/issue, many researchers have proposed various methods of (+-ing).

In the literature, several theories have been proposed to explain...

– Referring to individual authors

... and... are discussed in [3] and [6].

X [4] and Y [3] indicate that...

X et al. [1] argue that...

One of the first examples of... is presented in [2].

Another/The latest solution is described in [3].

The results obtained/offered by X in [5] suggest that...

Recently, several authors [4], [5], [7] have proposed (a new theory)...

X [2] and X [5] have demonstrated that...

A/The most interesting approach to this issue has been proposed by [2].

X [6] has also found that... . However, our researchers have arrived at the conclusion/have concluded that...

... was experimentally measured by [7].

X et al. [7] studied... and showed that...

X [11] developed a novel sensor using...

In this work and in related references it was observed that...

In [8] it was shown that...

As reported by X [2],...

In a recent paper by X [9],...

– Saying that little research has been done in a particular field

However, to the author's/authors' best knowledge, very few publications can be found/are available in the literature that discuss/address the issue of ...

To the author's/authors' knowledge,... has/have been scarcely investigated from the point of view of.../from the theoretical point of view.

– Pointing out limitations of previous research

A key limitation of this research is that (it does not address the problem of...)

The major drawback of this approach is...

However, most of the previous studies do not take into account...

This approach may not be practical/orthodox/conventional in all situations.

Reference [3] analyses and compares various aspects of... . Nevertheless, there are still some interesting and relevant problems to be addressed.

However, studies on... are still lacking.

The problem with this approach is in that it...

Although several studies have indicated that..., little attention has been paid/given to...

1.3 Problem statement, purpose/main objective of the paper

– Problem statement and description of the objective of the paper are very specific parts of the paper and the phrases used depend on the nature of the problem. Examples showing how closely

this part is related to the literature review and previous research are given below.

(A... theory of...) has recently been presented in [...]. However, several practical questions arise when dealing with...: 1) It is important to (identify...). 2) It is key to (predict...). 3. It is crucial to (establish when...). To answer all these questions, we present an original approach which... .

Even though (the efficiency of...) has been improved in recent years, most improvements have been achieved by (minimizing the amount of energy lost in...). Nonetheless, it is possible to further improve (the efficiency by...). With this goal, this work (explores, seeks to...).

Based on the approach presented in [3], the purpose of this paper is to...

In this paper, while we refer to our earlier work [2], [3], and [4], the focus is different. Like most authors, we...

The objective/aim of this paper/study is to propose...

The paper presents/proposes a new approach to...

This article introduces a new type of...

In this paper, we/the authors offer...

In this paper, we explore the possibility of...

In this study, a new technique that improves... is suggested.

1.4 Framework of the paper (usually the last part of the Introduction)

The remainder of the paper is organized as follows/into... sections: Section II describes/outlines..., Section III discusses/analyses... (Experimental results) are presented in Section IV; Section V concludes the paper.

In Section II,... will be discussed. Section III is devoted to... . Section IV presents (the experimental results). The conclusion is reported in Section V. The proposed (design) is discussed in Section II (The implementation of the proposed design) is presented in Section III. Section IV shows (the experimental results of...). Finally, Section V concludes with a summary. In Section II we explain... . In Section III we introduce our... . The measurements are presented in Section IV. Section V summarizes the results of this work and draws conclusions.

2. Body/Core of the paper

General information

The Body of the paper is very specific in its content. For this reason, the number of generally applicable phrases is smaller than in the other parts. Examples of some of these phrases are given below.

There are, however, linguistic means common to all kinds of research papers, i.e. words and phrases expressing cause, results, addition, similarity, etc. For lists and usage of these words and phrases see *A Remedial Course in English Grammar: Clauses and Guidelines for Academic Writing: Text structure*.

2.1 Materials and Methods/Methods of Approach

– Describing what was done and how it was done

We started by investigating...

We designed a new technique for...

We used a new approach.

These experiments were carried out to find out...

In order to verify the validity of the... method, we carried out several experiments. All the tests/measurements were carried out at room temperature.

The (signals) were measured before and after...

To illustrate..., a simulation was performed.

The ... analysis was performed in order to...

We checked for the presence of ...

(The chemical structure of...) was examined by (the... technique).

A gradual change (in temperature) was observed.

The increase in... was not caused by/was not due to a decrease in...

The (optimized condition) was obtained from...

– Describing numerical methods

The equation that describes... is as follows:

Equation (2) represents/defines/expresses...

The equation can be written as..., where...

Thus, the following equation is obtained:

... can be computed by the following equation:

Equations (5) and (6) approximate (the original formulas).

... satisfies equation (3).

Equations (2) and (3) demonstrate that...

(3) implies that...

... is described by (5).

The function f is given/defined by...

Let f be given/defined by...

To simplify (3) we can...

For simplicity we ignore the dependence of... on...

It follows from (3) that...

Substituting/inserting (4) and (6a) in(to) (6b), we obtain...

Substitution/Insertion of (4) in(to) (5) yields...

Now we can derive... according to (2)

We can now proceed analogously to...

This is true for... /This holds for...

Similarly, (5) is also valid/true for the following relation. Assume/

Let us assume that (3) holds for...

(6) holds under the condition that...

We will make the following assumptions:...

From now on we assume that...

Let us define the following dependence/relation by/as... Let (3) satisfy the following relation...

Equality holds in (10) if and only if...

The inequality is satisfied if and only if...

We shall write the above expression as...

In this way we obtain...

According to (5) we have/obtain...

... is obtained as.../can be obtained as...

... is denoted (M) and defined as ...

... takes the form... /... can be written in the form...

As is clear from (5,)...

We first prove that.../Let us first prove that...

It remains to prove that...

It is clear/evident/obvious that...

From this we conclude/see/deduce that...

– **Referring to/Describing figures, graphs, tables, diagrams**

Fig. 2 shows/presents/depicts/outlines/illustrates/represents...

Fig. 3 gives an example of...

Such cases are depicted in the following figures.

This is illustrated in Fig. 5.

... is/are shown/given in Figs. 3 and 4.

... can be found in Fig. 8.

Consider Fig. 2, which plots... versus/against... .

As can be seen from Figs. 5 and 3,...

As shown in Fig. 1, ...

As follows from the figures shown above, ...

From this figure it can be seen that ...

For the resulting plot, see Fig. 2.

For visual representation of the dependence... the reader is referred to Tables V and VI. Table II summarizes...

The graph/diagram suggests/indicates that...

2.2 Results

Some of the phrases listed under Materials and Methods may also be suitable for the Results section, e.g. summarizing what was done, referring to diagrams, graphs, etc.

It has been found that...

The results show that...

The results thus obtained are compatible with...

The overall measurement results are summarized in Table II. As mentioned earlier/above,...

The previous sections have shown that...

This method is based on...

The method was tested on...

The method is an effective way to improve... The analysis and simulation indicate that... The... analysis plays a crucial role in... As may be seen below,...

We have introduced a new approach to...

A similar approach is used for...

This approach may fail if/due to...

One of the big advantages of (this approach/method)... is that... To verify this method,... is compared with...

The only disadvantage/drawback of such... is... There is no evident relationship between... and... ... are in good agreement/correspond with... There is a good match between... and...

To illustrate the result, a simulation of... was performed.
The simulation results match the calculations.
The differences in (temperature) result in significant differences
in... The decrease/increase in... can be contributed to...
To overcome/avoid this problem/difficulty, it is necessary to
adopt a...
One possible solution to this problem is to (use)...
This solution requires...

2.3 Discussion

For more phrases see also Introduction and Conclusion(s).

– Stating the main objective

In this paper we propose/examine/study...
This paper proposes/has proposed...
The purpose of the paper/study is to...
The paper presents/has presented several solutions to...
This paper is a modest contribution to the ongoing discussions
about/on...
It was the main purpose of the paper to draw attention to...
The main concern of the paper was to...
In our paper, the focus of attention was/is on...
This study shows/has shown that...
This experiment/technique/demonstrates that...

– Specifying the objective

Particular attention is paid to...
The author's attention was focused/concentrated not only on...
but also on...
We have addressed not only... but also...
We have also considered the consequences of...

– Pointing out the originality of the solution

Our paper presents an innovative/a novel view of...
The originality of our solution lies in the fact that...
This is a novel solution to...
Our results describe for the first time the...
To our knowledge, this is the first study to deal with/examine/
investigate... Only one other study, to our knowledge, has come up with...

This paper presents a pilot study to find the answer to...
Our observations that... are not new, but...

– **Interpreting the facts**

The data obtained is/are broadly consistent with the major trends...

These results agree/concur/are consistent/are in good agreement with other studies which have shown that...

In contrast to some reports in the literature, there were...

An important implication of these findings is that...

The finding was quite unexpected/surprising and suggests that...

The most likely explanation of the negative result is...

The findings have a number of possible limitations, namely...

So far, the significance of this finding is not clear.

– **Stating the limitations of the research**

The main limitation of the experimental result is...

One question still unanswered is whether...

The analysis does not enable us to determine...

These results are not conclusive.

– **Suggesting possible applications** (possible applications are commonly found in the Conclusion(s) section; they may, however, be mentioned in this section, too. For useful phrases see Conclusion(s)).

2.4 Conclusion(s)

The Conclusion(s) section usually starts with – Stating the objective

The objective presented in the Conclusion(s) section should agree with the objective stated in the Introduction. For suitable phrases see Introduction and Discussion.

– **Drawing conclusions**

From the research that has been carried out/done/conducted/performed/undertaken, it is possible to conclude that...

Based on the results, it can be concluded that the research into... has been very successful. From the outcome of our investigation it is possible to conclude that...

The findings of our research are quite convincing, and thus the following conclusions can be drawn:...

Summing up the results, it can be concluded that...

In conclusion, it is evident that this study has shown...

This paper has clearly shown that...

It has been demonstrated/shown/ found that...

The results/data obtained indicate/have indicated/suggest/show that...

The existence of (these effects) implies that...

– Suggesting possible application(s)

The proposed method can be readily used in practice.

The technique/approach/result is applicable to...

... can be successfully used for a number of... applications.

The/our... has great potential for other applications such as...

This research was concerned with...; however, the results should be applicable also to... The findings suggest that this approach could also be useful for...

The findings are of direct practical relevance.

– Suggesting further research

In our future research we intend to concentrate on...

Future work will involve...

On the basis of the promising findings presented in this paper, work on the remaining issues is continuing and will be presented in future papers.

The next stage of our research will be (experimental confirmation of our theory). Further study of the issue would be of interest. Clearly, further research will be needed/required to prove/validate...

Several other questions remain to be addressed/resolved.

More research into... is still necessary before obtaining a definitive answer to... Further study of the issue is still required.

Further research on/into... is desirable/necessary (to extend our knowledge of)... Continuing/continued research on/into... appears fully justified because...

More tests/experiments/calculations will be needed to verify whether...

3. Acknowledgement

– Thanking for assistance, acknowledging financial assistance

The authors would like to thank their colleagues/Dr X and Dr Y for

– many useful comments and discussions on...

– their valuable insights and recommendations.

– their technical assistance.

– their contribution in conducting some of the experiments for the research.

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The authors appreciate the efforts and assistance of... regarding... .

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The author would like to extend his/her thanks to (name of institution) for its support in implementing the project.

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– Stating financial support

This research/work was supported by the European Regional Development Fund and Ministry of Education, Youth and Sports of the Czech Republic under Project No...

ANSWER KEY

Unit 2 Outlining A Research Paper

Task 6

1. D TITLE AND AUTHORS
2. C ABSTRACT
3. A INTRODUCTION
4. F METHODOLOGY
5. B RESULTS
6. H DISCUSSION
7. E CONCLUSIONS
8. G REFERENCES

Unit 3 Paraphrasing

Task 5

- a) Sharing work makes the task easier.
- b) People have a constant desire to possess more.
- c) The person who pays a musician can decide what music he wants to hear. And the person who pays for any service has the right to say exactly what he wants.
- d) If you have money, it will serve you and work for you well. But if you owe money to other people, that money will control you in an unpleasant way.
- e) When we die we leave everything on earth. We don't take anything with us. Even the richest people cannot take their money with them after death. This proverb reminds us that some material or worldly things are not really so valuable as we may think.

Task 8

Paraphrasing Practice Quiz

Student A

Original Source: "The amount of time females allocated to maintenance behaviors, including self-preening, preening nestlings, allopreening, and maintaining their nest, decreased by 30% in response to hikers" (Swarthout and Steidl 2003, p. 312).

Student's Entry:

The presence of hikers reduced female owls' preening, of themselves, their young and their mates, and nest maintenance behaviors by over 25% (Swarthout and Steidl 2003).

- b) No, this is not an example of plagiarism

Student A

Original Source: “The amount of time females allocated to maintenance behaviors, including self-preening, preening nestlings, allopreening, and maintaining their nest, decreased by 30% in response to hikers” (Swarthout and Steidl 2003, p. 312).

Student's Entry:

The amount of time female owls dedicated to maintaining their nest, self-preening, allopreening and preening nestlings decreased 30% in response to hikers (Swarthout and Steidl 2003).

a) Yes, this is an example of plagiarism

Task 10

1) Smith et al., (2010) state that ‘human activities can also change the climate.’

It has been suggested that climate change is influenced by human activity (Smith et al., 2010)

2) Peterson et al., (2010) point out that ‘climate is controlled by the long term balance of energy of the earth and its atmosphere.’

According to Peterson et al, (2010) the lasting equilibrium of energy between the earth and the atmosphere is regulated by the climate.

3) Smith et al., (2010) note that ‘winds and ocean currents redistribute heat over the surface of the earth.’

The continuous distribution of warmth is through wind and ocean currents across the periphery of the planet (Smith et al., 2010).

4) Jones & Smith, (2010) argue that ‘the atmospheric amounts of many greenhouse gases are increasing, especially carbon dioxide, which has increased by 30 % over the last 200 years, primarily as a result of changes in land use (e.g., deforestation) and burning coal, and natural gas (e.g., in automobiles, industry, and electricity generation).’

Jones & Smith’s (2010) argument holds validity that over the last 20 years there has been a 30% increase in Greenhouse gases (CO₂) due to the manipulation of the environment for the benefit of globalisation.

5) Lucas et al., (2010) mention that ‘the accumulation of greenhouse gases in the atmosphere due to human activities will change the climate by enhancing the natural greenhouse effect, leading to an increase in in the earth’s average temperature.’

Lucas et al., (2010) argue that the earth’s average temperature is increasing because of human activity through the intensification of atmospheric greenhouse gases.

Unit 5 Writing Abstracts

Task 7

Оценка воздействия микрокредита на заемщиков: на примере рандомизированного эксперимента в Марокко

Аннотация

Описываются результаты рандомизированного исследования программы микрокредитования, представленной в сельской местности в Марокко в 2006 году. Тринадцать процентов семей в изучаемых селах взяли кредит, и ни один человек не обратился за кредитом в подконтрольных селах. Среди семей, которые с большей вероятностью берут кредит, доступ к микрокредиту привел к значительному росту инвестиций в активы, используемые для самостоятельной предпринимательской деятельности, и увеличению прибыли, а также к снижению доходов от непостоянной работы. В целом, не было увеличения дохода или потребления. Мы считаем двусмысленным тот факт, что эти результаты обусловлены в основном воздействием на заемщиков, а не внешними факторами.

Налоги на бензин и поведение потребителей

Аннотация

Налоги на бензин могут быть использованы для устранения внешних эффектов (степени загрязнения окружающей среды), связанных с использованием автомобилей и повышения доходов государства. Наше понимание оптимального налога на бензин и эффективности существующих налогов в значительной степени основано на эмпирическом анализе реакции потребителей на изменения цен на бензин. В статье рассматривается, как налоги на бензин влияют на потребление бензина в отличие от розничных цен на бензин, включая налог. Мы считаем надежным тот факт, что потребители сильнее реагируют на изменения налога на бензин при различных описаниях модели. Рассматриваются две возможные причины для наших основных выводов, а также их последствия.

Слияния, когда договариваются о ценах: на примере лечебно-профилактических учреждений

Аннотация

Дается оценка рыночной модели конкуренции между больницами и организациями, организующими медицинское обслужи-

живание (МСО) и используются расчеты для анализа последствий слияний больниц. Мы считаем, что сделки, заключаемые МСО значительно сдерживают цены на услуги больниц. Данная модель демонстрирует возможный эффект ставок совместного страхования (сострахования), которые позволяют МСО частично направить пациентов в дешевые больницы. Показано, что увеличение сострахования пациента в десять раз снизит цены на 16 процентов. Мы считаем, что предлагаемое поглощение больницы в Северной Вирджинии, которое было опротестовано Федеральной торговой комиссией США, значительно подняло бы цены на услуги больницы. Пути решения проблемы на основе отдельных сделок не снижают рост цен.

Task 8

Nonlinear interdependence between the US and emerging markets' industrial stock sectors

This paper investigates the time-varying, long-run and short-run dynamic relationships between stock industrial sectors of the US and three leading emerging markets/countries: Brazil, Malaysia, and South Africa between January 2000 and December 2009. A crucial empirical contribution of the study is the application of the nonlinear econometric time series techniques for the evaluation of the long-run global relationships and causality linkages. Further contribution is the application of industrial sector indices rather than national indices. The results of the time-varying analysis reaffirm the view that relationships between global financial markets tend to be quite volatile over time and particularly high in a time of high financial turbulence. Overall, the relatively weak interdependence between the US and the emerging markets' industry sectors suggests potential diversification benefits for investors in diversifying their portfolio investment across industrial sectors of emerging markets.

Task 9

1. If other researchers use the same methods as a paper but cannot achieve the same results, the paper could be said to lack: The correct answer is: b. replicability.

2. One of the most important aspects of the results and discussion section is: The correct answer is: a. an elaborate interpretation of the findings.

3. When presenting the results from the interviews for the qualitative analysis: The correct answer is: c. be sure to explain which codes, categories, and themes emerged from content analysis.

4. Which of the following should not be included in the methods and data section? The correct answer is: d. An interpretation of the research findings.

5. An abstract generally should: The correct answer is: a. be short.

6. Where should a research paper's overall conclusion first be seen by a reader? The correct answer is: d. Abstract.

7. Which section should provide recommendations of how other researchers could improve on research be included? The correct answer is: d. Conclusion.

8. Which of the following is NOT a likely reason for a negative finding? The correct answer is: c. The literature review was not complete.

9. What is meant by the “frame” of a paper? The correct answer is: d. The abstract, introduction, and conclusion.

10. Which of the following is the correct order to write a research paper? The correct answer is: a. Literature review, theory and hypotheses, methods and data, results and discussion, conclusion, introduction, abstract, references.

11. True or False: Correlation in quantitative analysis does not imply causation The correct answer is: a. True.

12. The Literature Review: The correct answer is: b. is not the main focus of a research paper.

13. The methods and data section should outline: The correct answer is: a. how the researcher answered his or her research question.

14. Which of the following is a general outline organized by predetermined sections? The correct answer is: a. Template.

15. A significant result should be balanced with its: The correct answer is: a. magnitude.

16. What is ex post theorizing? The correct answer is: d. The development of new explanations based on what you now understand.

17. Which of the following is NOT one of the three main points you should include in your conclusion? The correct answer is: c. Creating a new control variable that will alter the findings in order to conform to your hypothesis.

18. Which word should you avoid using in your paper? The correct answer is: a. Prove.

19. Why is it important to write a strong abstract, introduction, and conclusion? The correct answer is: a. Because these are often the sections that readers study first.

20. An abstract can sometimes look like: The correct answer is: c. an annotated bibliography.

Task 10

Tip 1 Write the paper first

Tip 2 Provide introductory background information that leads into a statement of your aim

Tip 3 Briefly describe your methodology

Tip 4 Clearly describe the most important findings of your study

Tip 5 State the conclusion concisely and avoid overstatements

Tip 6 Things to avoid in an abstract

Unit 6 Plagiarism

Task 4

Plagiarised

1. This is a patchwork of phrases copied verbatim from the source, with just a few words changed here and there. There is no reference to the original author and no indication that these words are not the writer's own.

2. This is a mixture of verbatim copying and acceptable paraphrase. Although only one phrase has been copied from the source, this would still count as plagiarism. The idea expressed in the first sentence has not been attributed at all, and the reference to 'some historians' in the second is insufficient. The writer should use clear referencing to acknowledge all ideas taken from other people's work.

3. This contains a mixture of attributed and unattributed quotation, which suggests to the reader that the first line is original to this writer. All quoted material must be enclosed in quotation marks and adequately referenced.

4. Although the most striking phrase has been placed within quotation marks and correctly referenced, and the original author is referred to in the text, there has been a great deal of unacknowledged borrowing. This should have been put into the writer's own words instead.

5. This may seem acceptable on a superficial level, but by imitating exactly the structure of the original passage and using synonyms for almost every word, the writer has paraphrased too closely. The reference to the original author does not make it clear how extensive the borrowing has been. Instead, the writer should try to express the argument in his or her own words, rather than relying on a 'translation' of the original.

Non-plagiarised

6. This paraphrase of the passage is acceptable as the wording and structure demonstrate the reader's interpretation of the passage and do not follow the original too closely. The source of the ideas under discussion has been properly attributed in both textual and footnote references.

7. This is a brief summary of the argument with appropriate attribution.

Task 5

Gluckman (2014) suggests that peer pressure affects how teenagers act. ✘

Gluckman (2014) suggests that a young person's actions may be affected by friends who encourage him/her to act in a certain way. ✓

Marlowe (2015) argues that peer pressure influences the way teenagers drive. ✓

Marlowe (2015) argues that teenagers practice risky driving when two or three friends are in the car. ✘

Task 10

Most people would agree that the only really acceptable ones are I & J.

None of the others would be acceptable without acknowledgement.

A is clear plagiarism. All the words are Flower's and no attempt has been made to acknowledge this. This is clearly outright copying.

B does acknowledge Flower's work but still uses Flower's words without explicit acknowledgement. This is again clearly outright copying.

C again acknowledges Flower's work but still uses Flower's words without explicit acknowledgement. Again this is clearly outright copying.

D includes some of the author's words and ideas but still uses Flower's words without explicit acknowledgement. There are examples of Hamp-Lyons & Couter's patchwork plagiarism

E includes some of the author's words and ideas and does acknowledge Flower's work but still uses Flower's words without explicit acknowledgement. There is a certain amount of outright copying here.

F is an example of what Hamp-Lyons and Courter call paraphrase plagiarism.

G contains examples of Hamp-Lyons & Courter's "stealing an apt term".

H is a good example of what Hamp-Lyons and Courter call paraphrase plagiarism.

I is acceptable. It includes the author's words and ideas and uses a clear quotation from Flower to support these ideas.

J is acceptable. It clearly integrates Flower's ideas with the author's words and ideas and uses clear quotations from Flower to support these ideas.

K is not plagiarism, but it is certainly not what is expected of a student in Higher Education. The purpose of an essay is for the student to say something for themselves using the ideas of the subject. They need to show what they have understood from their reading and how they have made use of this in their essay.

Task 11

1. What is Plagiarism? (All the answers are correct)

- a) Stealing, theft
- b) Changing a few words of a paragraph someone else wrote
- c) An act of fraud
- d) Using material without crediting the sources
- e) Citing a source incorrectly

f) Translating others' written work into another language without citation

g) Unethical behavior

2. Is it acceptable to copy-and-paste a sentence written by someone else into your paper and simply add quotation marks around it?

b) No, that is incomplete citation

3. Paraphrasing properly is to:

d) Summarize the text in your own words and cite it

4. You re-use paragraphs from a paper you wrote last semester and put it into a new assignment, and you don't cite it because it's your own work. Is this plagiarism?

a) Yes, it is self-plagiarism.

5. For an individual class assignment, Den and Kate decide to collaborate. Den compiles research notes, Kate identifies the main findings, and both write their own original research papers. Is this:

c) Both unethical collaboration and plagiarism

6. A source doesn't need to be cited if it's collaboratively written on the web like Wikipedia.

b) False

7. Is it necessary to cite information that is common knowledge or widely accessible, like historical information or popular scientific information, e.g. 70% of the earth is covered in water?

b) No

8. You see something on Twitter and Facebook that you really like, so you:

b) Give credit to the person you took it from

9. Say you found two papers about the same research: Paper A is the original finding; Paper B is an analysis that references Paper A. You use a section of the analysis from Paper B. Which paper do you cite?

b) Paper B

10. What are some consequences of plagiarism? (All the answers are correct)

f) Tarnished reputation

g) Suspension or expulsion from school

h) Loss of job

i) Legal repercussions

j) Monetary loss

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Заключение

В процессе работы с данным пособием вы получили возможность сформировать и усовершенствовать навыки академического письма в рамках обучения на магистерских программах в вузе финансово-экономического профиля.

Без глубокого осмысления риторических навыков невозможен выход будущего специалиста в широкое социальное пространство; крайне ограничена его конкурентоспособность в профессиональной среде и сфере международных научных коммуникаций. Все эти навыки должны соответствовать стандартам, принятым во всем мире.

В России издано множество работ по культуре речи и методических рекомендаций по написанию рефератов и диссертаций, однако в большинстве своем основные принципы построения академического (научного, профессионального) текста, принятые в мировой практике, до сих пор неведомы российским специалистам и студентам.

Совершенствование навыков академического письма завоевывает позитивное отношение со стороны магистрантов, которые видят в нем возможность развивать умение формулировать и обосновывать собственную мысль в письменной форме, анализировать, систематизировать информацию и представлять ее в виде четко структурированного, логически упорядоченного текста, в котором каждое слово и выражение имеют ясное предназначение, представляют собой особый вид грамотности, который определяется международным образовательным сообществом как академическая грамотность.

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Учебное пособие для магистрантов
Часть 1

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