

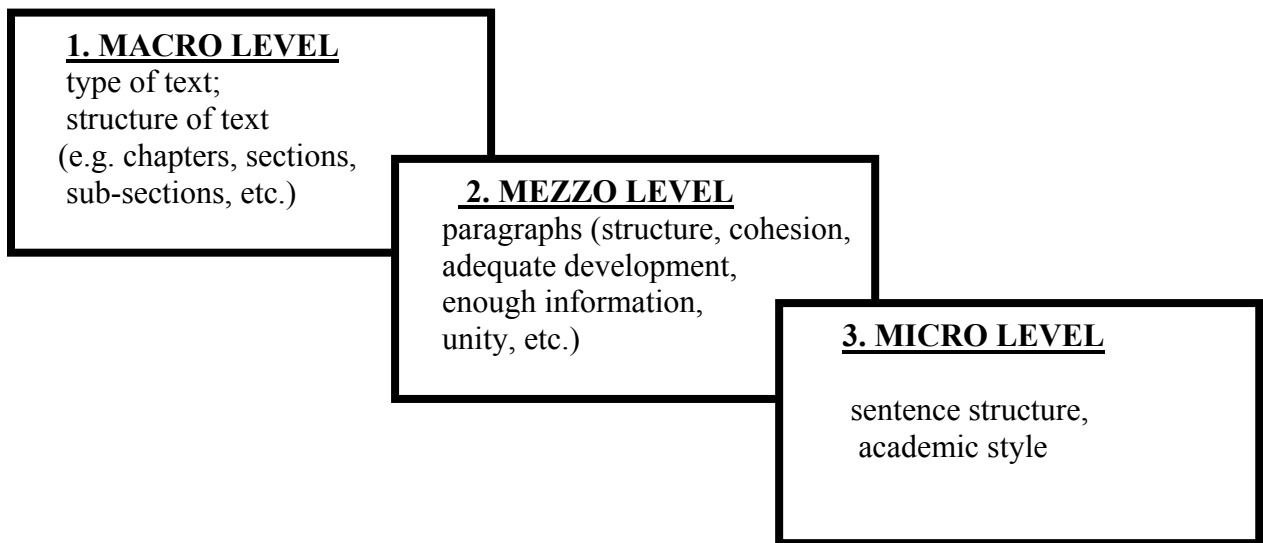
MASARYK UNIVERSITY
Dept. of Foreign Languages

POSTGRADUATE ACADEMIC WRITING COURSE

SESSION 3

a. SESSION 3 PLAN

b. SESSION 1 & 2 SUMMARY



(Adapted from Alison Brown, 2007)

c. Concentrate on the specific topic you write about. Prepare a 1 minute introduction of your topic to be presented to a layman. You must not use any specialized vocabulary but generally common words only.

1.EVIDENCE & REFERENCE

1.1.

Evidence is the support for your statements and opinions from other sources. The quality of your evidence is in fact more important than your opinions. Without evidence your work does not belong in an academic environment.

If you are doing primary research you use your own data as the most important evidence. However in most academic papers this is usually done by placing your own work in the context of other academic work. At the end of longer papers you will use references and perhaps appendices to support your paper.

(Adapted from: <http://vlc.polyu.edu.hk/AcademicWriter/Paragraphs/paragraph.htm>)

Which are the most common ways of referencing?

1.2.

Which statements should be referenced when used or referred to in a piece of academic writing? Do the quiz!

(Adapted from: <http://www.greenwich.ac.uk/~bj61/talessi/tlr5.html>, <http://www.amypadgett.com/2007/05/to-every-action-there-is-equal-and.html>; <http://rense.com/general59/weu.htm>, <http://www.whale.to/m/quotes26.html>; Czechóova, K.2005, p.6)

1.3.

In text referencing (using sources)

It is important to support the points you make with evidence and examples from other research thoughtfully and carefully so you do not plagiarise. Look at the student paraphrased versions of Harden's idea and comment on the quality of their referencing.

Original material:

'...nurses can be viewed as an oppressed group, a view supported by the fact that nurses lack autonomy, accountability and control over their own profession. Yet nursing is by far the largest occupational group within the sphere of healthcare, so why is it so powerless? For me the history of the domination of nursing is inextricably linked to that of the domination and oppression of women.'

Source: Harden, J 1996, *Enlightenment, empowerment and emancipation: the case for critical pedagogy in nurse education*

Student version 1:

Although nurses form the largest occupational group in the healthcare profession, they can be seen as an oppressed group. Harden (1996) states that the domination of nurses is inextricably linked to the historical oppression and domination of women in society. For nurses, she claims this oppression is illustrated by the extremely limited professional independence they have as seen by their lack of accountability and control over their profession.

Student version 2:

Despite nurses forming the largest group in the healthcare professions, Harden (1996) claims they can be categorised 'as an oppressed group' (p.33). She explains the domination of nurses as a reflection of the historical oppression and domination of women in society. For Harden (1996), this subservient role of nurses is illustrated by their 'lack of autonomy, accountability and control over their own profession' (p.33).

Student version 3:

Nursing is by far the largest occupation group in healthcare. Yet, nurses can be seen as an oppressed group. This view is supported by the fact that nurses lack control over their own profession. They do not have autonomy or accountability. The history of the domination and oppression of women is the link to explaining the domination of nursing.

(Adapted from Alison Brown, 2007)

1.4.

Rewrite the following passage from Andrew Merton's article "Return to Brotherhood" in your own words in roughly the same length:

For many adolescent males just out of high school, the transition to college represents a first step in a struggle for a kind of "manhood" from which women are viewed as objects of conquest-worthy, but decidedly inferior, adversaries. The idea of women as equals is strange and inconvenient at best, terrifying at worst. Unfortunately, most colleges and universities provide refuges ideally suited to reinforce these prejudices: fraternities.

*Note: fraternity – a social organization for male students at an American or Canadian college
(vs sorority – a female equivalent)*

1.5. Writing help....

Parenthesis and ellipsis

Adding emphasis to a quotation

If you wish to add emphasis to a quotation, for example by italics, use the words *emphasis added*, *my italics*, or *italics* + your initials after the quotation:

'Everyone is entitled to all the rights and freedoms set forth in this Declaration, *without distinction of any kind ...*'

A Universal Declaration of Human Rights (emphasis added)

To show that the emphasis was in the original quotation and not added by you, use *italics in original* or *emphasis in the original*, for example:

'It was all very well to say "Drink me", but the wise little Alice was not going to do *that* in a hurry.'
Lewis Carroll, *Alice's Adventures in Wonderland* (emphasis in the original)

Adding a comment or clarification to a quotation

Use square brackets when you wish to add a comment or clarification within a quotation. For example in Shakespeare's Sonnet 18:

'Shall I compare thee [you] to a summer's day?

Thou art [you are] more lovely and more temperate.'

By convention, square brackets show that the comment or clarification was added by you and not by the original author(s).

Omitting words from a quotation

The ellipsis sign of three dots ... is used to show where you have removed text from an original quotation.

For example from the American Declaration of Independence:

'We hold these truths to be self-evident, that all men are created equal ... with certain ... rights ... among these ... life, liberty and the pursuit of happiness.'

Be consistent in whether or not you add spaces before and after the ellipsis sign. Some writers use four dots where an omission spans two or more sentences.

(Howe, S. & Henriksson, K. (2000 - 2007). *PhraseBook for Writing Papers and Research in English*. The Whole World Company Press, Cambridge.)

Reference styles:

APA: <http://owl.english.purdue.edu/owl/resource/560/01/>

MLA: http://www.library.cornell.edu/newhelp/res_strategy/citing/mla.html

2. TEXT TYPES

2.1.

Match the following sentences with adequate text types.

TEXTBOOK JOURNAL ARTICLE MAGAZINE ARTICLE DOCTORAL THESIS

- a) The text is probably a quality piece of work and can be of great interest to the academic community, however, it is usually not very easy to make it publishable.
- b) The authors of the text are paid by the publishing company to write about what somebody else is doing in a style suitable for general but targeted audience.
- c) Its purpose is to distribute highly specific knowledge to experts and students.
- d) It is a publication produced according to the demand of educational institutions.
- e) Its purpose is to make money by supplying a platform to advertisers who want to reach a particular audience.
- f) The text is reviewed before published by a peer review board or a panel of experts that decides which submissions can be identified as trustworthy sources and are acceptable for publication.
- g) This is a long text where the author provides detailed evidence and justification regarding what was or was not done, or considered, in a research project in order to back up the ultimate conclusions that are offered.
- h) It is a publication used for the formal study of any branch of study.

(Adapted from: <http://jerz.setonhill.edu/writing/academic/sources/journals/index.html>; Robert Q. Pollard Jr. 2005; http://jerz.setonhill.edu/writing/academic/sources/journals/vs_magazines.htm; <http://gradpsych.apags.org/mar06/dissertation.html>)

3. TEXT STRUCTURE

3.1. WHAT IS THE STRUCTURE OF AN ACADEMIC TEXT?

1. What are the basic/ “compulsory” parts of every academic text?

2. What parts do academic texts usually consist of?

3. What parts can academic texts consist of?

4. Why do we include these parts?

3.2.

Look at the jumbled contents of a thesis below. What should the correct order of the individual parts of a thesis be?

Introduction

Abstract

Abbreviations and Some IDUs' Argots Used in the Analysis

Discussion

Syringe Sharing

Sexual Partnerships

IDU-IDU Relationships

IDU- Smoker Relationships

IDU- Non addict Relationships

The Meaning of AIDS Risk and Intimate Relationships

Methodology

Table of Contents

The Drug Scene as the Context of Sexual Relationships

Drugs and Money

Syringe Sharing: Patterns in Context

Drugs, Sex work and Condom Use

The Interplay of Drugs and Sex

Different Patterns of Intimate Relationships among IDUs

Characteristics of IDU-IDU Relationships

Characteristics of IDU- Smoker Relationships

Characteristics of IDU- Non addict Relationships

Two Extended Case Studies

Case Study 1

Case Study 2

Acknowledgments

Conclusion

References

Appendices

Appendix 1- Questions Guidelines

Appendix 2- Characteristics of the Sample

Appendix 3- HIV Sentinel Surveillance among Target Groups 1994-2000

3.3.

Work in pairs. Look at the steps which frequently appear in research article or thesis introductions. Which of them are common in your field? Can you use some of them in your introduction?

Announcing present research
Announcing principal findings
Claiming centrality
Continuing a tradition
Counterclaiming
Indicating a gap
Indicating RA structure
Making topic generalization
Outlining purposes
Question-raising
Reviewing items of previous research

3.4.

Work through the following points to outline a working description of the structure of your thesis.

The Story of a Thesis:

The situation my research field is the following: _____, therefore I study _____ (background information: Chapter 1 – introduction)

This is important because _____ (main issue: Chapter 1 – introduction)

So I intend to _____ (aims: Chapter 1 – Introduction)

Researchers believe/used to believe that this issue _____ (Chapter 2 – literature review, or first part of subsequent parallel chapters)

But I think that _____ (review of aims: Chapter 3 – methodology, or second part of subsequent parallel chapters: argumentative evidence may be integrated to some extent within the literature review)

So I use this method/theory to do some research _____ (Chapter 3 – methodology, continuing second part of parallel chapters)

And I have found that (my) argument suggests that _____ (Chapter 4 – results, or 3rd part of parallel chapters)

This means that _____ (Chapter 5 – discussion, or 4th part of parallel chapters)

At this stage, depending on how many chapters you plan to write, it may be useful to include an overall discussion/analysis chapter to tie together previous parallel chapters.

Overall, this is important because _____ (Chapter 6 – conclusion, or whatever your final chapter number is)

But I would still recommend that _____ (Chapter 6 – conclusion, or final chapter)

(Source: Adapted from <http://www2.ems.uq.edu.au/phdweb/phfaq02.html> in Morgan, J., 2007)

3.5.

Fill the gaps in the table below with the missing comments:

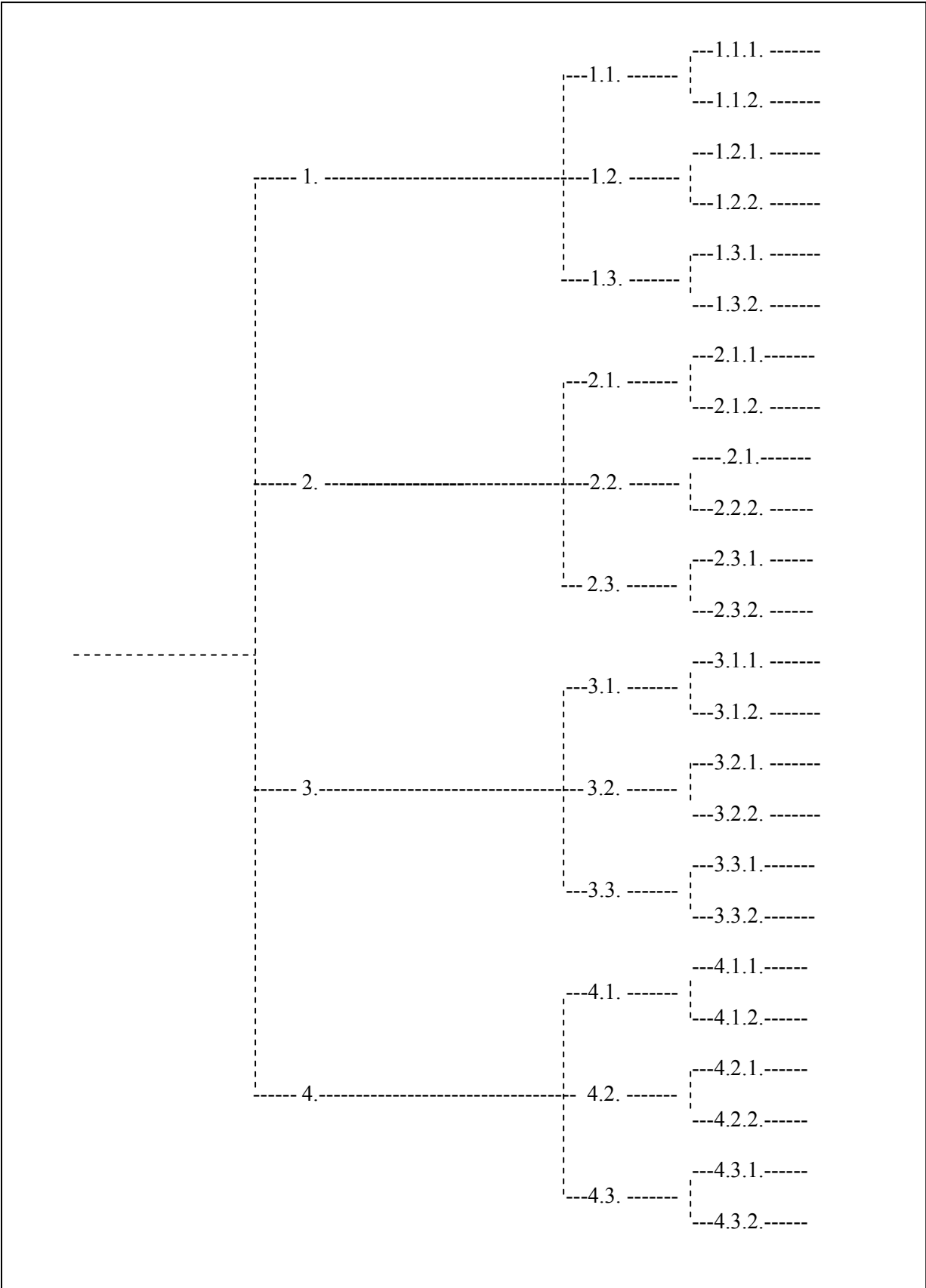
Features across the IMRD section

high (5x)	inside out	low (4x)	outside-in
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<i>Feature</i>	<i>I</i>	<i>M</i>	<i>R</i>	<i>D</i>
Movement of information (Hill et al.)	narrow	narrow
Present tense (Hesolt)	low	high
Past tense (Hesolt)	fairly low	very	very high	fairly low
Passive voice (Hesolt)	variable	variable
Authorial comments (Adam Smith)	very	very

(Adapted from: Swales, J.M. 1990. *Genre Analysis*. CUP.)

3.6. Planning diagram



(Adapted from: Brooks and Grundy, 1990:92 in Morgan, J., 2007)

3.7. Thesis planner (See: IS materials)

3.8.

Think of the differences between PhD thesis writing and journal article writing. Look at the contents of the following academic texts and identify which are structures of theses and which of articles.

1. Visual-motor performance and its association with minor neurological dysfunction in children born preterm

Abstract	Empirical part
Introduction	6. Goals of the study
Overview	7. Method
1. What is prematurity	7.1. Participants
1.1. Long-term sequelae of preterm birth	7.2. Procedure
1.1.1. Motor development and its association with cognitive abilities	8. Results
Visual development	8.1. Quantitative measures
Behavioural development	8.2. Qualitative measures
2. Minor Neurological Dysfunction	8.2.1. Guidance of movement
3. Bases of observed dysfunctions	8.2.2. Type of grip
3.1. Impact of early injury/exposure on later development	8.2.3. Finger configurations
4. Theories of different visual subsystems	8.2.4. Quality of the lift and block movement
4.1. Underleider and Mishkin's distinction ('what' and 'where')	8.2.5. Analysis with respect to the presence/absence of MND
4.2. Goodale and Milner's theory ('where' vs. 'how')	9. Interpretation of the findings
4.3. Semantic vs. pragmatic	10. Discussion
4.4. Different susceptibility of the two streams ...?	Conclusion
5. Object-oriented movements - grasping	Appendix
	References

2. The Czechoslovak Policy led by Edvard Beneš and the first Restoration Attempt of Charles Habsburg in Hungary in the Spring 1921

1. Abstract
2. The Royal Question as a Reactionary Factor of the Interior- and Foreign Political Consolidation of Hungary and its Position in Czechoslovak-Hungarian Relations (A Brief Introduction to the Problem)
3. The Course of the First Restoration Attempt of Charles Habsburg and Czechoslovak Anti-Habsburg Diplomatic Offensive
4. Notes

3. Lessons from the Sam Hinga Norman Decision of the Special Court for Sierra Leone: How Trials and Truth Commissions can Co-exist

A. Introduction
B. Purposes of Trials and TRCs: A theoretical perspective
I. The TRC Process
II. The Trial Process
III. Synergies between the Trial and TRC Processes: Their overlapping objectives
C. Case Study: Sierra Leone and the Hinga Norman Decision
I. The Country Context
II. The Truth Commission
III. The Special Court for Sierra Leone (SCSL)
IV. The Relationship between the SCSL and the TRC: Pre-planning and coordination
V. The Relationship between the SCSL and the TRC: the Sam Hinga Norman Decision
1. How the conflict arose between the SCSL and TRC
2. The Trial Chamber decision
3. The Appeals Chamber decision

4. Welfare threat and exclusionism of immigrants:

Perception of immigrants in different European welfare states

List of Tables and Figures
Acknowledgements
Executive summary
1. Immigration, welfare state and xenophobia
1.1. Welfare state types
1.2. Theories of ethnic relations
1.3 Welfare state and attitudes towards immigrants: hypotheses and expectations
1.4. Overview of existing research
2. Research design and measurement instruments
2.1 Data collection
2.2 Sampling strategy and weighting
2.3 Non-response and missing values treatment
2.4. Measurement instruments, variables and methods of analysis
2.5. Comparability
3. Results
3.1. Perceived threat to welfare and the exclusionism of immigrants in different welfare regimes
3.2. Individual socio-economic characteristics, perceived welfare threat and the exclusionism of immigrants
4. Discussion and conclusion
A1. Annex 1: Tables
A2: Annex 2: Items measuring the key concepts (ESS 2002/2003 questionnaire)
References

5. Capture of Extra nuclear DNA at Fission Yeast Double-Strand Breaks

ABSTRACT
MATERIALS AND METHODS
Fission yeast strains and methods:
DNA for yeast transformation:
Identification of <i>ura4⁺</i> circular DNA junctions:
Observation of mitochondria in living cells:
DNA sequence comparison:
RESULTS
Extra chromosomal DSB repair assay:
High frequency of mtDNA insertion at extra chromosomal DSBs:
Intermolecular ligation deficiency of <i>rad50</i> ^Δ cells:
Increased capture of mtDNA fragments in stationary phase:
Screen for higher eukaryotic DNA sequences captured at DSBs:
MMEJ-mediated intermolecular ligation in NHEJ-deficient cells:
DISCUSSION
New assay to monitor extra chromosomal DSB repair in <i>S. pombe</i> :
Insertion of mtDNA at EC DSBs:
Microsatellite DNA is a good substrate for NHEJ in fission yeast:
MMEJ-dependent intermolecular ligation:
ACKNOWLEDGEMENTS
LITERATURE CITED

(Adapted from: Czéekoóvá, K.(2005), unpublished dissertation; Tóth, A. (2007), unpublished article; <http://webjcli.ncl.ac.uk/2004/issue4/marson4.html>; Klvaňová,R.(2005), unpublished Master thesis; <http://www.genetics.org/cgi/content/abstract/171/4/1535>; Nguyen Tran Lam (2003), unpublished Master thesis)