



I. Logic in a Paragraph

What is the role of a topic sentence in a paragraph?

➔ **TASK 1 Choose the best among the four topic sentences given for each paragraph below.**

a)

1. There are three major differences between a thesis and a dissertation.
2. Although originality and significance provide some basis for distinguishing a thesis from a dissertation, other qualities need to be considered.
3. Despite having different names, a thesis and a dissertation are, in fact, very similar in most respects.
4. It is reasonable to expect that various types of texts, namely essays, theses, and dissertations, share a wide range of common features.

... First, both are expected to follow principles of sound research design and implementation. Both also follow the same principles of good academic writing style and are written up in much the same way, sharing as they do similar structure, organisation and formatting conventions. Finally, both require you, as a researcher, to produce a piece of work that is original and adds to the body of knowledge in the field with which your research is associated. (Murray, Beglar, 2009, s. 3)

b)

1. The supervisor-supervisee relationship may not be properly understood.
2. Supervisees expect their tutors to fulfil a wide range of different roles.
3. There are more agents involved in the supervision of students' research.
4. The role of the supervisor is essentially positive in nature.

... They are there to stimulate students, to keep them on the straight and narrow, and to provide encouragement during difficult periods when they may face various challenges. Their role is not lead their supervisees but to advance their own thinking by challenging their ideas, suggesting other avenues of enquiry or argument, and provoking them into thinking about things in alternative ways. Supervisors can also be a valuable repository of information and well positioned to direct students to relevant literature as well as potentially helpful professional connections – both individual and institutional. (Murray, Beglar, 2009, s. 20)

Taken from: Štěpánek, L. & de Haaff, J. (2011). Academic English, Grada, p. 166

II. Facts versus opinions.

Opinions are subjective statements based on a person's beliefs or attitudes.

- *Men are better drivers than women*

Opinions are not acceptable as support. It is acceptable to express opinions in academic writing. In fact, most professors want you to express your own ideas. However, you may not use an opinion as support, and if you express an opinion, you must support it with facts. Facts are objective statements of truths.

- *At sea level, water boils at 100 degrees Celsius.*
- *Women live longer than men.*
- *Cigarettes are addictive.*

Sometimes even facts need proof. While all three statements above are facts, the last two need proof. Your readers may not believe that women live longer than men, or they may not agree that cigarettes are addictive. You have to use specific supporting details to prove that these statements are true facts. Kinds of specific supporting details include examples, statistics, and quotations.

OPINIONS

Photographs of ultrathin fashion models send the wrong message to girls and young women

FACT BUT NEEDS PROOF

Fashion models are unnaturally thin.

SPECIFIC SUPPORTING DETAIL

The average model weighs 25 percent less than the average woman of the same height.

Adopted from: Oshima, A., & Hogue, A. (2006). Writing Academic English, Longman, pp. 39-40

➡ **TASK 2 SPECIFIC SUPPORT DETAILS. Decide which of the following statements is an opinion, a fact that needs proof, or a specific supporting detail. Write • O for opinion • F-NP for fact that needs proof • SSD for specific supporting detail.**

- F-NP 1. People who steal identities do a lot of damage before their victims become aware of it. *(The writer could give an example of a person who was victimized before noticing it.)*
- O 2. Punishment for identity thieves is not severe enough. *(The writer could give an example of a typical punishment.)*
- SSD 3. Last year, the losses of victims totaled more than \$7 billion.
- _____ 4. Identity theft is more serious than any other type of theft.
- _____ 5. Identity theft is increasing at a rapid pace.
- _____ 6. In 2000, 31,000 cases of identity theft were reported to the Federal Trade Commission (FTC); in 2003, the number was 210,000.
- _____ 7. Most people do not report identity theft to the police.
- _____ 8. In 2003, 60 percent of identity theft victims did not notify the police, according to the FTC.

GROUP 1

III. Plagiarism and citation

➡ TASK 3 USING OUTSIDE SOURCES – PLAGIARISM.

It is important to learn how to use information from outside sources without committing plagiarism. Plagiarism is using someone else's words or ideas as if they were your own, and it is a serious offense. Students who plagiarize may fail a class or even be expelled from school. When you use information from an outside source without acknowledging that source, you are guilty of plagiarism. One way to avoid plagiarism is to always put quotation marks around words that you copy exactly. (You do not need to use quotation marks if you change the words.) You are also guilty of plagiarism if you fail to cite the source of outside information-words or ideas-that you use. To cite a source means to tell where you got the information.

Taken from: Oshima, A., & Hogue, A. (2006). Writing Academic English, Longman, p. 40

Citing sources

Insert a short reference in parentheses at the end of each piece of borrowed information. This short reference is called an *in-text citation*.

IN-TEXT CITATION *According to the Insurance Institute for Highway Safety, "Communities don't have the resources to allow police to patrol intersections as often as would be needed to ticket all motorists who run red lights" ("O&A").*

Quotation

There are two kinds of quotations: direct and indirect. In a direct quotation, you copy another person's exact words (spoken or written) and enclose them in quotation marks. In an indirect quotation, you report the person's words without quotation marks, but with a reporting expression such as according to XYZ . . . or XYZ believes that

Taken from: Oshima, A., & Hogue, A. (2006). Writing Academic English, Longman, p. 42

GROUP 2

Direct quotations

➡ TASK 4 Read the following model and notice how direct quotations are used to support the topic sentence. How long can a quotation be? What is the punctuation of each quotation?

Drugs and the Olympic Games 1

¹ It is no secret that performance-enhancing drugs have been used by Olympic athletes for decades. ² According to an article in Forbes magazine "From the brute steroids the East Germans reportedly used on their Olympians during the Cold War to today's man-made

versions of natural human proteins, drugs have been used as a staple of the Games as gold, silver and bronze“ (Herper, par. 4)^{1.3} Despite rigorous drug testing, the use of banned performance-enhancing substances has become more widespread than ever. ⁴ The disqualification of athletes from the most recent Olympic Games because of illegal drug use shows that the problem is ongoing.

⁵ It seems apparent that if athletes want to win, they must consider using drugs. ⁶ Dr. Michael Karsten, a Dutch physician who said he had prescribed anabolic steroids to hundreds of world-class athletes, states, “If you are especially gifted, you may win once but from my experience you can't continue to win without drugs. ⁷ The field is just too filled with drug users“ (qtd. in Bamberger and Yaeger 62)². ⁸ In fact, some people claim that record-breaking performances of Olympic athletes may be directly due to drugs. ⁹ Charles Yesalis, a Pennsylvania State University professor who has studied the use of drugs in sports believes “a large percentage“ of athletes who have set new records have done so with the help of performance-enhancing drugs. ¹⁰ “A lot of experts, at least in private, feel that way,“ he claims (qtd. in Herper, par. 6).

➡ **TASK 5 WRITING TECHNIQUE QUESTIONS. Answer the following questions.**

1. Which sentence states the main idea of the first paragraph?
2. What direct quotation supports it? What phrase introduces the quotation?
3. What is the main idea in the second paragraph? What three direct quotations support it?
4. What verbs introduce the quotations in the second paragraph?
5. Explain the in-text citation at the end of the second paragraph.
 - Who spoke the words in quotation marks?
 - Who wrote the article in which the words in quotation marks appear?
 - Is the source a printed article or an online article? How can you tell?

Taken from: Oshima, A., & Hogue, A. (2006). Writing Academic English, Longman, p. 43

GROUP 3

Reporting verbs and phrases

To introduce borrowed information-direct quotations, indirect quotations, or statistics-use the phrase according to or a reporting verb such as the following:

assert claim declare insist maintain mention report say state suggest write

Reporting verbs – selected rules

Reporting verbs can appear before, in the middle of, or after borrowed information. The reporting phrase according to usually appears before or after but not in the middle.

- *One young bicyclist says, "To win in world-class competition, you have to take drugs" (Jones).*
- *"To win in world-class competition," says one young bicyclist, "you have to take drugs" (Jones).*
- *"To win in world-class competition, you have to take drugs," says one young bicyclist (Jones).*
- *According to one young bicyclist, athletes have to take drugs to win (Jones).*
- *Athletes have to take drugs to win, according to one young bicyclist (Jones).*

GROUP 4

Reporting verbs can be in any tense. However, be aware that a past tense reporting verb may cause changes in verbs, pronouns, and time expressions in an indirect quotation.

- *Some critics claim/have claimed that the International Olympic Committee has been lax on enforcement of drug bans ("2000 Olympics," par. 6).*
- *Some critics claimed that the International Olympic Committee had been lax on enforcement of drug bans ("2000 Olympics," par. 6)*

Taken from: Oshima, A., & Hogue, A. (2006). Writing Academic English, Longman, pp. 43-44

Tense Change	Direct Quotation	Indirect Quotation
Simple present changes to simple past.	Susan said, „The exam is at eight o'clock“.	Susan said (that) the exam was at eight o'clock.
Simple past and present perfect change to past perfect.	She said, "We didn't have time to eat breakfast." He said, "The exam has just started ."	She said (that) they hadn't had time to eat breakfast. He said (that) the exam had just started .
Will changes to would, can to could, may to might and	Sam mentioned, "Today I will eat Chinese food, and	Sam mentioned that today he would eat Chinese food and

must to had to.	tomorrow I'll eat French food if I can find a good restaurant."	that tomorrow he'd eat French food if he could find a good restaurant.
Time expressions may change if the meaning requires it.	The teacher said, "You must finish the test right now."	The teacher said that we had to finish the test right then."

There are three exceptions:

- When the reporting verb is simple present, present perfect, or future, the verb tense in the quotation does not change.
 - *He says, "I can finish it today."* ⇒ *He says that he can finish it today.*
- When the reporting phrase is *according to*, the verb tense does not change.
 - *The lawyer said, "My client is innocent."* ⇒ *According to the lawyer, his client is innocent.*
- When the quoted information is a fact or a general truth, the verb tense in the quotation does not change.
 - *He said, "Water boils at a lower temperature in the mountains."*
 - *He said that water boils at a lower temperature in the mountains.*

Taken from: Oshima, A., & Hogue, A. (2006). *Writing Academic English*, Longman, p. 48

➡ **TASK 6 PUNCTUATING DIRECT QUOTATIONS. Add punctuation to the following direct quotations, and change the capitalization if necessary. The first has been done for you as an example.**

1. Dr. Yixuan Ma, a well-known astrophysicist who has been studying black holes, said they are the most interesting phenomena we astrophysicists have ever studied.
⇒ **Dr. Yixuan Ma, a well-known astrophysicist who has been studying black holes, said, "They are the most interesting phenomena we astrophysicists have ever studied."**
2. As she explained in black holes the laws of nature do not seem to apply.
3. A black hole is a tiny point with the mass 25 times the mass of our sun explained Ma's associate, Chun-Yi Suo Black holes are created by the death of a very large star she stated.
4. It is an invisible vacuum cleaner in space she added with tremendous gravitational pull.
5. According to Dr. Su, if a person falls into a black hole, he will eventually be crushed due to the tremendous gravitational forces.
6. Time will slow down for him as he approaches the point of no return she said and when he reaches the point of no return, time will stand still for him.

Taken from: Oshima, A., & Hogue, A. (2006). *Writing Academic English*, Longman, p. 46

➔ **TASK 7 A GOOD PARAGRAPH. Read these paragraphs and decide which are appropriate for academic writing and why.**

a) To make the argument that unconstrained freedom leads to paralysis and becomes a kind of self-defeating tyranny while self-determination within significant constraints – within rules of some sort – leads to well-being and optimal functioning, I will begin by considering a few aspects of rational-choice theory in some detail, more concretely by considering problems of rational-choice theory related to an empirical description of how people choose, and problems that are a reflection of important constraints on freedom of choice that the theory of rational choice leaves out and that a positive theory of self-determination must include. (Schwartz, 2000)

b) Academic writers need to be sure that what they create is written in the appropriate style. They face increasing challenges when describing an academic writing style. One difficulty in using the appropriate style is knowing what is considered academic and what is not. Deciding what is academic and what is not is complicated by the fact that academic style differs if terms of what is acceptable from area of study to another. Academic style is not used in all academic settings. (Swales, Feak, 2009, s. 16–17)

c) The goals and objectives of a dissertation are quite different from the goals and objectives of a journal article. Dissertations, similar to memoirs, contain a great deal of “process” information in addition to the research “content”. The process information allows the dissertation committee to see all the roads we investigated when selecting and defining the research problem, including all the plans considered before selecting the final methodology, and many other details that would be considered extraneous in a journal article. Dissertations are lengthy for the same reason that legal trials often are lengthy, in that both the writer and lawyer are providing reams of evidence, i.e., meticulously building a case to back up the ultimate conclusions that are offered. Such laborious justification regarding what was or was not done, or considered, in a research project – leaving no conceptual stone unturned – is not expected nor appropriate to journal manuscripts. (Pollard, 2005)

Taken from: Štěpánek, L. & de Haaff, J. (2011). Academic English, Grada, p. 170