

**M U N I**  
**E C O N**

# **Critical literary research**

Methodology 1 course (DXH\_MET1)

Martin Guzi, 2024

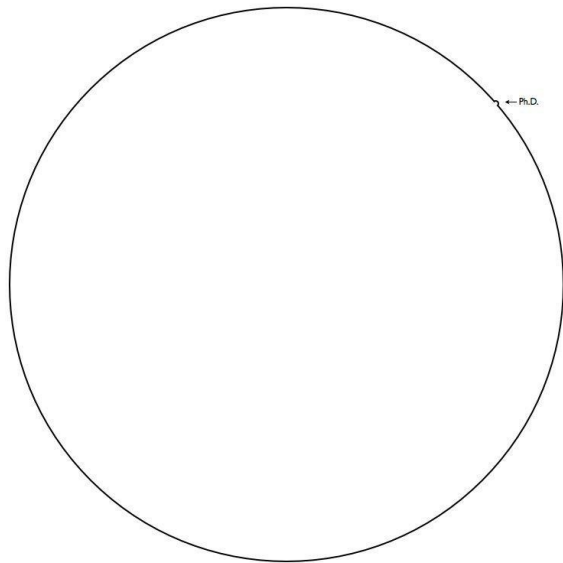
# Outline

1. Critical literature review
2. Citation format
3. Citation signals
4. Literature search

**M U N I**  
**E C O N**

# **Critical literature review**

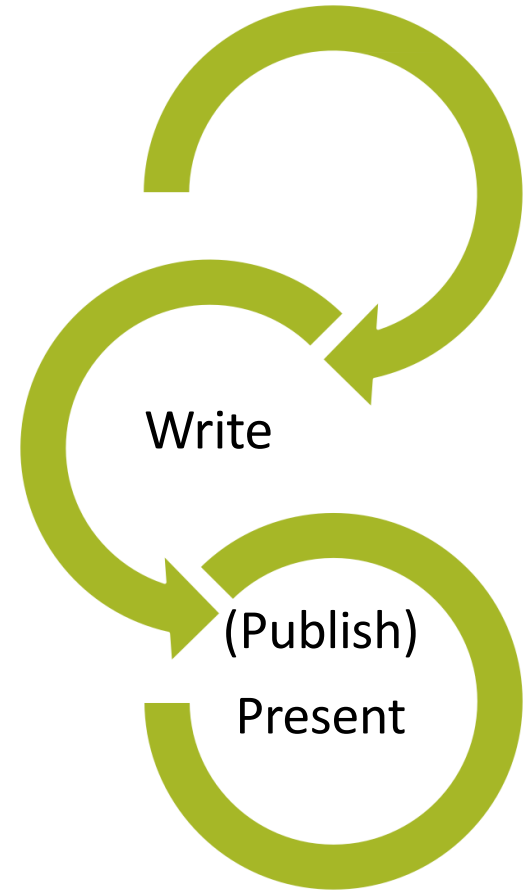
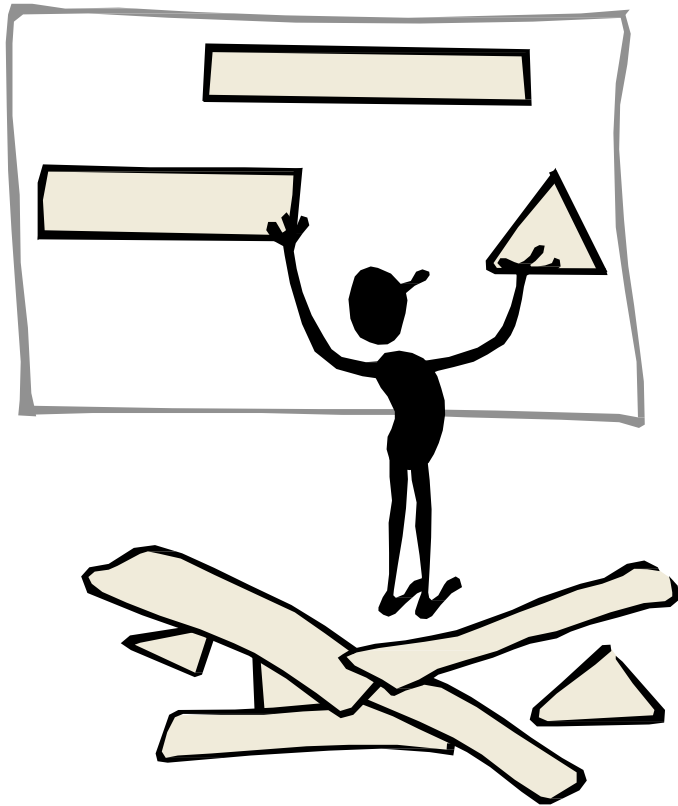
# Your goal can be to make a dent in a circle of human knowledge



Imagine a circle that contains all of human knowledge:	By the time you finish elementary school, you know a little:	By the time you finish high school, you know a bit more:
With a bachelor's degree, you gain a specialty:	A master's degree deepens that specialty:	Reading research papers takes you to the edge of human knowledge:
Once you're at the boundary, you focus:	You push at the boundary for several years:	Until one day, the boundary gives way:
And that dent you've made is called a Ph.D.	Of course, the world looks different to you now:	So, don't forget the bigger picture:

Keep pushing.

Source: The Illustrated Guide to the Ph.D., created by Matt Might (<http://matt.might.net/articles/phd-school-in-pictures/>; 2012) and shared under Creative Commons license BY-NC 2.5.



# What is scientific communication

Analytical writing can be structured as a logical dialog between the writer and the reader.

Readers generally prefer to descend from higher level ideas to details.



Think of your audience – who is reading you, and how to best fit in into the existing conversation of scholars in the field.

# Typical structure of a scientific article

(I.M.R.A.D. structure)

	<b>Title</b>	What is it about?
	<b>Abstract</b>	What was done in a nutshell?
<b>I</b>	<b>Introduction</b>	Why did you do it? (previous related research, state-of-the-art/gap this research is filling, theoretical background)
<b>M</b>	<b>Methods/Theory</b>	How did you do it?
<b>R, A</b>	<b>Results, Analysis</b>	What did you find?
<b>D</b>	<b>Discussion</b>	What does it mean? (in relation to previous research efforts)
	<b>Summary and conclusions</b>	What have you learned, what are the major findings?
	<b>Acknowledgements</b>	Who helped you? (include grants for research; check author guidelines)
	<b>References</b>	Upon whose work did you build yours?
	<b>Appendices</b>	Additional information

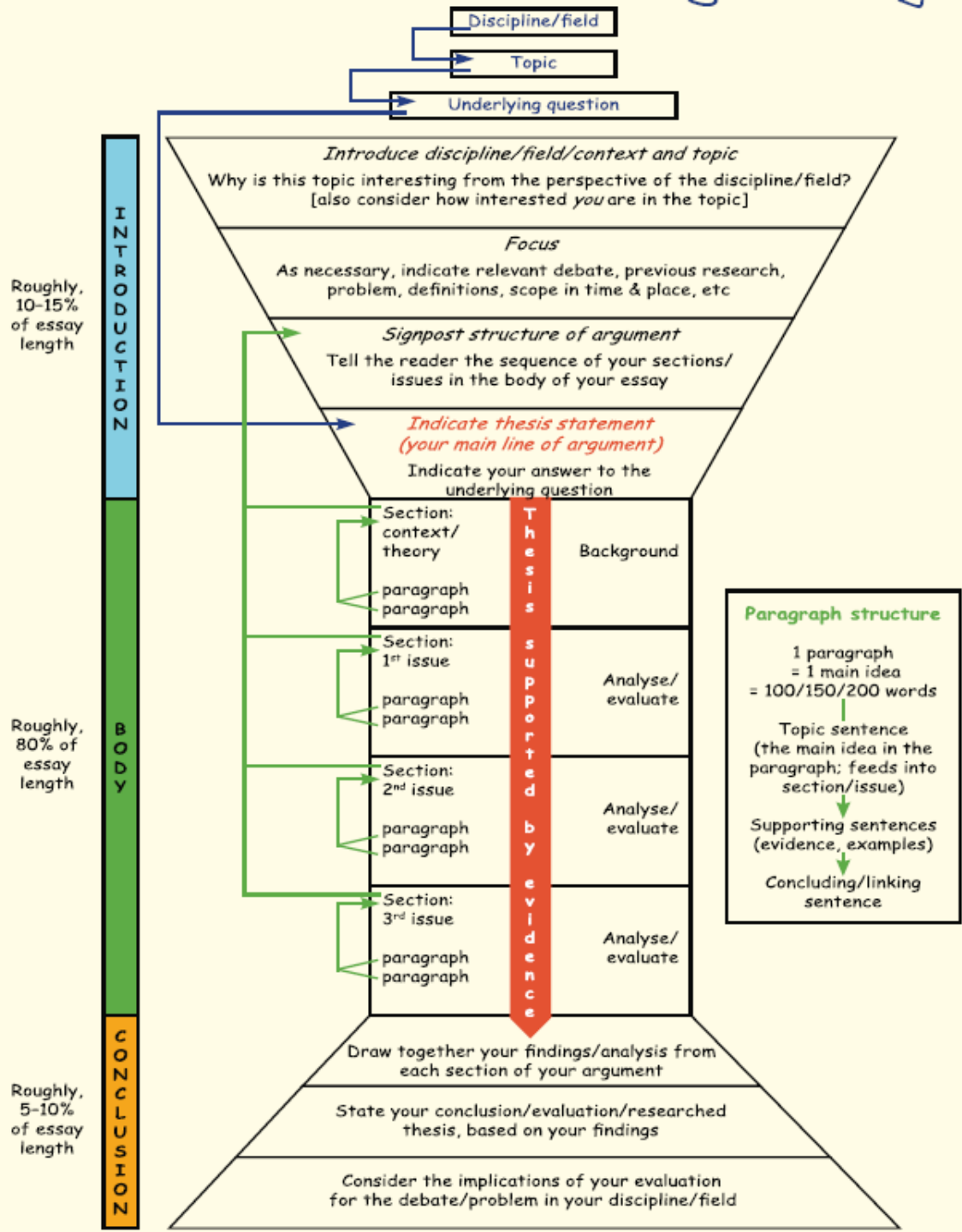
	THESIS OR DISSERTATION	RESEARCH ARTICLE
<b>AUTHOR</b>	Student	Researcher (might be a student)
<b>REVIEWER</b>	Supervisor, consultant, opponent	Reviewers, journal editor
<b>READER</b>	Supervisor, opponent, colleagues, other students, sometimes restricted access ...	Primarily other researchers plus interested parties (educators, journalists, decision makers, general public)
<b>CONTENT</b>	Longer in general, usually broader theoretical part, does not necessarily include an experiment	Should contribute an original research study to the field; bringing new insights/knowledge



# Macrostructure of academic writing (IMRAD structure).

IMRAD is standing for "Introduction, Methods, Results And Discussion".

Why the scope of scientific paper has an hourglass shape?



Source: Rao, V., Chanock, K., & Krishnan, L., 2007, A visual guide to essay writing: how to develop and communicate argument, Association for Academic Language and Learning, viewed 14 June 20129 <<http://aall.org.au/sites/default/files/documents/essayWritingVisualGuide.pdf>>.

## Microstructure of academic writing

Paragraph, the unit of meaning, is separated from the idea below and from the idea above, each paragraph has a good fit in the text)

Academic writing is about writing a story and respecting conventions (style, formal requirements), and ethical issues

# Topic sentence is important

- The **topic sentence** is the first sentence of the paragraph.
- Sometimes referred to as a **focus sentence**
- Topic sentence helps organize the paragraph by summarizing the information in the paragraph.
  
- Tips:
  1. Identify the main point in your paragraph
  2. Write a sentence that connects to your main idea with a what and a why. State what the topic is and why it matters.
  3. Topic sentence gives readers something interesting to think

□ <https://www.indeed.com/career-advice/career-development/how-to-write-a-topic-sentence>

# Topic sentence examples

- An organization is like an organism whose flow of information is imperative for its functioning.
- Fast fashion is readily available, inexpensively made part of fashion industry.
- One of the primary causes of the generational wealth gap is differences in savings behavior between generations.
- Dating apps have significantly changed the way people approach romantic relationships, driving a move toward online and mobile dating.

## What is critical literature review?

"Critical" does not mean "negative".

# Academic writing as a conversation

Imagine a writer entering a party, representing the scholarship



Literature review shall help you to enter into the existing conversation with authors and to make a voice.

# Literature review as a narrative

Review of literature is a story,

*not* about what other scholars have said, but about *your research question*,

based upon what other scholars have said *in relation* to your research question.

Caution: review of literature is not an endless list of what all scholars have said about your research topic!

# Literature review as a narrative

- Make the literature work for your argument/research question.
- Using insights from the literature to build the narrative to your research, rather than the literature driving you.
- You are making an active choice of including or excluding certain literature in order to construct your argument.
- You are also deciding how to order your literature in a way that it leads to your question

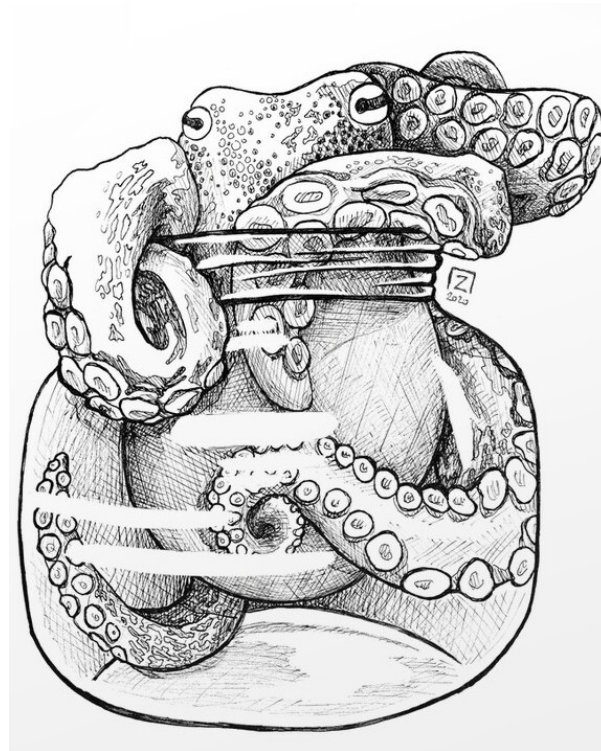


# Necessary skills for writing a literature review

- The ability to summarize the main argument of a text efficiently (in a very concise/short/compact way).
- Choosing the relevant parts from text, while citing a specific idea.
- The ability to categorize your sources into categories and recognize which literature is relevant.
- To build a narrative about your research, find creative, critical connections between the texts. This enable you to transition from one idea to another.

Understand the literature review as a creative challenge.

A useful analogy for the literature review is trying to get an octopus into a jar.



Literature review is the most difficult part of acad. writing.

What is the **academic debate** on the topic?

What are **the most important** studies I shall amplify ?  
(ask supervisor)

How to **organize studies** in the review (by argument, chronologically, thematically)?

Describe past research.

Describe the current research.

Position your research  
in the current research.

# What is literature review?

□ An **overview** of published and unpublished materials

which help answer **fundamental questions**:

1. What are the current theoretical or policy issues and debates related to your topic?
2. What is the current state of knowledge about these issues and problems?

# Read academic papers critically

- What is the **motivation** for the research? Why should we care about this research (why is it important)?
- What is the **identification strategy** that helps to answer research questions?

(e.g. experiment design; change in legislation; cross-country differences; an exogenous shock)

- What is **a key part of the research** that allows authors to claim what they claim?
- What are the **main findings**? Are these surprising or rather expected? What **implications** do authors claim these findings have?
- How is this research **new**?

# What is a Critical Literature Review?

The aim of a literature review is to show that the writer has studied existing work in the field with insight.

It is not enough merely to show what others in your field have discovered. You need to synthesize, analyze and evaluate the relevant work of others critically.

Produce an argument – do not simply report summaries of other people's work, but make one/two points supported by evidence.

# Avoid the laundry list literature review

- The laundry list is often called  
‘He said, she said’

LAUNDRY LIST	
Topi/ Hat	Rp. 5.000
Baju Anak/ Child Shirt	Rp. 5.000
Pengering/ Drying	Rp. 5.000
Penyetrikaan/ Ironing	Rp. 5.000
Jas/ Jacket/ Blazer	Rp. 25.000
Kemeja/ Shirt	Rp. 10.000
Kaos/ T-Shirt	Rp. 8.000
Kaos Dalam/ Undershirt	Rp. 5.000

- Williams (1985) discovered... Stevens (1988) conducted similar experiments and find that ... Later Randle (1991) concluded that...
- By focusing on writers rather than the substantive issue under discussion, you may end up listing and then trying to draw things together. Your goal is not to summarise who said what but on **interpretations of the term.**



# This is not literature review but a good start

## Literature Review:

1. **In a study published in the Journal of Management, Hambrick and Fredrickson (2005)** argue that strategic consistency is essential to successful corporate strategy. They emphasise that companies must maintain a consistent strategic direction over time to achieve long-term success.
2. **Another scholar, Kaplan, and Norton (2001)**, proposes the Balanced Scorecard as a method for companies to measure and manage their strategic performance. They argue that companies must focus on non financial performance and other key factors such as customer satisfaction, internal processes, and learning and growth.
3. **Kim and Mauborgne (2005)** propose a new framework for a corporate strategy called the "Blue Ocean Strategy," which emphasizes the importance of creating new markets and demand rather than competing in existing markets. They argue companies can achieve sustainable growth and profitability by identifying and pursuing untapped market opportunities.
4. **Teece (2018)** argues that the digital age has shifted from focusing on product innovation to business model innovation. He contends that firms must be able to continuously adapt and innovate their business models to remain competitive in the digital age.
5. **Zhu and Li (2020)** examine how digital platforms change the competitive landscape and argue that firms must develop platform strategies to succeed. They emphasize the importance of ecosystem orchestration, user participation, and data-driven decision-making in platform strategy.
6. **Eisenhardt and Martin (2010)** propose a new approach to strategy development in the digital age called "strategy as simple rules." They argue that firms must develop a set of simple rules that guide decision-making and enable agility in a rapidly changing environment.
7. **In a study published in the International Journal of Project Management, Shekhar et al. (2001) argue** that effective project management is essential for managing risk in complex projects. They propose a project management framework that considers a project's complexity and uncertainty level and emphasises the importance of flexibility and adaptability.
8. **Another scholar, Hillson (2009)**, proposes a systematic risk management approach involving identifying, analyzing, and responding to risks. He argues that risk management should be an

# **Begin by moving from a more general, wider view of the research area to the specific area you wish to focus on**

‘Previous literature has looked at/concentrated on ...’

‘Previous work has focused on ...’

‘Early research investigated ...’

‘Substantial work has been carried out on ...’

‘Work done by ... (was) built on ...’

‘Recent work has concentrated on ...’

# Connect sources in your text

□ Several strategies have been proposed to address the generational wealth gap. These strategies aim to increase intergenerational mobility, redistribute wealth, and improve access to opportunities for those from disadvantaged backgrounds. One approach to addressing the generational wealth gap is through policies aimed at increasing intergenerational mobility. This includes measures like improving access to education and affordable housing, which can help reduce the wealth gap by providing opportunities for those from low-income backgrounds (Chen & Corak, 2008). Another approach is through redistributive policies, such as progressive taxation and inheritance taxes, which can help redistribute wealth and reduce the concentration of wealth in older generations (Keister & Moller, 2000). These policies can help ensure greater economic and social equality by reducing the barriers to wealth accumulation faced by those from low-income backgrounds.

# Example

There is accumulating evidence, based on biomarker, spatial, genetic, and brain-science data, for the objective validity of subjective measures of human well-being (1–6). Published results showing a U-shaped relationship between well-being and age, with the lowest point approximately in midlife, can be traced back at least two decades to research on job satisfaction and mental health (7–9). Although some scholars have raised doubts about the existence of the pattern (10–12), a large new literature indicates that human happiness follows a U-shape throughout life (13–17), except in the years right before death (15). There is corroborating evidence. After adjustment for covariates, suicide risk (18) and antidepressant consumption (19) exhibit a midlife peak. U-shaped well-being patterns have been found in over 50 nations (15, 20), including poorer developing nations. Sample sizes vary from a few hundred to millions of participants. One of the most important findings in this literature is that, as shown for example by Stone et al. (14) in their Figure 1, the U-shape is virtually unaffected by statistical adjustment for a large range of economic and demographic characteristics. This striking discovery suggests that some of the causes of the U-shape must go beyond standard socioeconomic forces.

Produce an argument – do not simply report summaries of other people’s work, but make one/two points supported by evidence.

# The purpose of a literature review is to:

- Place each work in the context of its contribution to understanding the research problem being studied.
- Describe the relationship of each work to the others under consideration.
- Identify new ways to interpret prior research.
- Reveal any gaps that exist in the literature.
- Resolve conflicts amongst seemingly contradictory previous studies.
- Identify areas of prior scholarship to prevent duplication of effort.
- Point the way in fulfilling a need for additional research.
- Locate your own research within the context of existing literature [very important].

# Tips for writing

- Literature review should help you to make a voice.
- avoid the repetitive use of author says, finds, proposes etc.
- made the writing more authoritative – remove the author's own view via 'therefore'
- move some sentences from passive to active voice.
- highlight the most important work that the author is using
- produce an argument – I'm not simply reporting summaries of other people's work, but have made two points supported by evidence.

**Repetition is a part of academic writing—for example, summarizing earlier information in the conclusion—but it's important to avoid unnecessary repetition. Make sure that none of your sentences are repeating a point you've already made in different words.**

# The following reading strategies can help you to identify the argument of a source

- Identify the author's thesis (central claim or purpose) or research question. Both the **introduction** and the **conclusion** can help you with this task.
- Look for **repetition** of key terms or ideas, especially those occurring in the thesis. Follow them through the text and examine what the author does with them.
- Notice whether and how a **theory** is used to interpret evidence. Identify the **method** used to investigate the problem/s addressed in the text.
- Notice how the text is laid out and organized. What are the main sections? What is **emphasized**? Why? Accounting for why will help you move beyond listing contents and toward accounting for argument. Look also for paragraphs that summarize the argument.



## In your literature review you might:

- Give a **new interpretation** of old material or combine new with old interpretations,
- Trace the intellectual progression of the field, including **major debates**,
- Depending on the situation, evaluate the sources and advise the reader on the **most pertinent or relevant research**, or
- Usually in the conclusion of a literature review, identify **where gaps exist** in how a problem has been researched to date.

# Questions Your Literature Review Should Answer

- What do we already know about this specific topic?
- What are the characteristics of the key concepts or the main factors or variables?
- What are the relationships between these key concepts, factors or variables?
- What are the existing theories?
- Where are the inconsistencies or other shortcomings in our knowledge and understanding?

- What research designs or methods seem unsatisfactory?  
What views need to be (further) tested?
- What evidence is lacking, inconclusive, contradictory or too limited?
- Why study (further) the research problem?
- What contribution can the present study be expected to make?

# Tips for writing the body of your literature review

- ❑ Start broad and then **narrow down** to more specific information.
- ❑ When appropriate, cite two or more sources for a single point.
- ❑ **Use quotes** (direct citation) at least once in the text. Quotations for definitions are okay, but reserve quotes for when an author says something so well that you couldn't possibly phrase it differently. Never use quotes for statistics.
- ❑ **Paraphrase** when you need to relate the specific details within an article, and try to paraphrase it in a way that is understandable to your audience.
- ❑ Include only the aspects of the study that are relevant to your literature review. Don't insert extra facts about a study just to take up space.
- ❑ Avoid using **informal language** like contractions, idioms, rhetorical questions.
- ❑ **Support your arguments** with specific empirical or theoretical facts.
- ❑ Point out consistent findings and **emphasize** stronger studies over weaker ones.
- ❑ Point out important **strengths and weaknesses** of research studies, as well as contradictions and inconsistent findings.
- ❑ You can **use first-person** language like "I" to distinguish your ideas from your sources.

# Sentence length matters

## <https://www.musical-sentences.com/>

### Musical Sentences

In today's dynamic and competitive marketplace, effective marketing communication holds the key to unlocking brand success. It allows businesses to rise above basic product or service offerings, forging meaningful connections with target audiences and shaping brand perception. However, with an ever-evolving media landscape and an influx of communication channels, crafting a strategic approach to marketing communication has become increasingly complex as such, understanding the intricacies of marketing communication strategy has become imperative for businesses seeking to thrive in competitive landscapes. Innovative marketing communication strategies are essential for businesses to thrive in today's competitive landscape. By embracing creativity, leveraging technology, and remaining sensitive to consumer preferences, businesses can forge stronger connections with their audience, drive growth, and position themselves for long-term success.

Clear

Color-Default ▾

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### Help

Edit the text to make your writing sing!

### Tips

Use the color dropdown to find colors easy on your eyes

Keep a blank line between paragraphs

Work your paper in sections

Don't Panic!

# SKELL – corpus linguistics for non-linguists

<https://skell.sketchengine.eu/#home?lang=en>



influx noun

exodus inflow emigration surge downturn emergence resurgence outflow upheaval escalation onslaught build-up backlash buildup  
accumulation proliferation fluctuation deterioration outbreak flooding upsurge decline immigration shortage slowdown urbanization  
outpouring migration incursion advent

Unlock success

Forge connections

Shape perception(s)

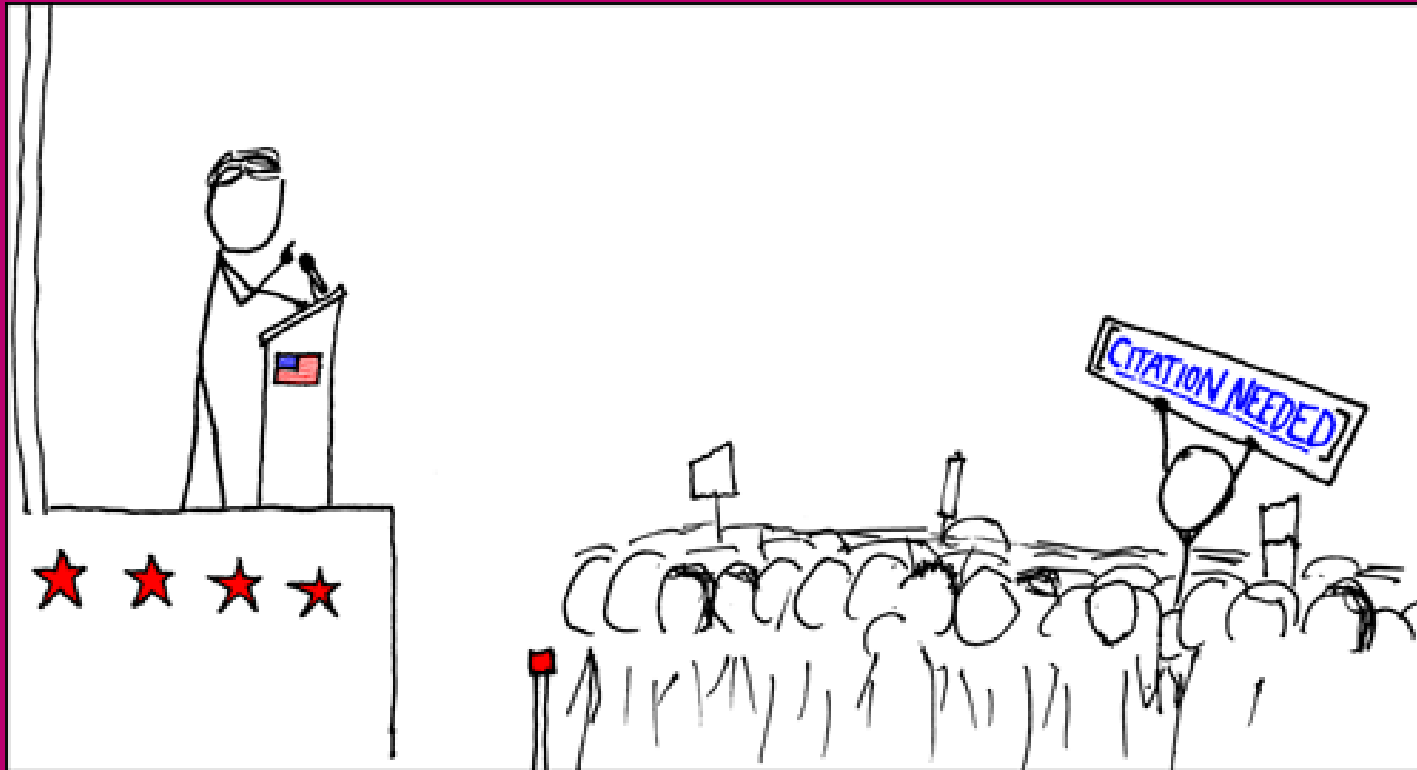
Influx of channels

Thrive in landscapes

Business ... with  
their audience



# In-Text Citations (APA format)



# Basic principles

- Cite only works that you have read
- Cite primary sources when possible
- You can use both past and present tense for citations  
e.g. Jones (1998) found; Jones (1998) has found; Jones (1998) finds
- All sources that are cited in the text must appear in the reference list at the end of the paper (ensure the spelling of author names)
- Avoid using online sources that cannot be retrieved
- If an idea or theory is in a textbook and does not carry a specific citation there, then you probably do not need to cite anyone.
- BUT empirical work is nearly always specific and must be cited.
- If in doubt – cite it!



# In-text citations have two formats: parenthetical and narrative

Friedman (1991) pointed out that inflation is effectively a kind of taxation. narrative citation

It could be also said that that inflation is effectively a kind of taxation (Friedman, 1991). parenthetical citation

Friedman (1991) pointed out that "inflation is the one form of taxation that can be imposed without legislation" (p. 93).

It could be also said that "inflation is the one form of taxation that can be imposed without legislation" (Friedman, 1991, p. 93).

parenthetical citation  
with a page number because  
of a direct quotation

## References

Friedman, M. (1991). *Monetarist Economics*. Basil Blackwell.

# Six Steps to Proper Citation

**1** **READ** the work you want to cite.

**2** Identify an **IDEA** you want to put in your paper.

**3** Write a **SENTENCE** about that idea.

**4** Write a **REFERENCE LIST ENTRY** for the work.

**5** Add the corresponding **IN-TEXT CITATION** to the sentence.

**6** **REPEAT** as needed for more works and ideas.

# Use of quotation

- When you use the work of others as primary data
- When you want to appeal to their authority
- When the original is more concise than your summary could be
- To avoid any ambiguity or misrepresentation of source material
- When the original version is well known
- You dispute your source and you want to state her case fairly
- The words of the source are especially vivid or significant

# Direct quoting from a work

- Short quotations appear in double quotation marks
- Long quotations (40+ words) appear in the block quotation format
- Include the author, year of publication, and page number
- Use the abbreviation “p.” (for one page) or “pp.” (for more pages) before listing the page number(s). Use en dash for page ranges.
- For example: (Jones, 1998, p. 199) or (Jones, 1998, pp. 199–201)
  
- Do not use *italics* for quotations.

According to Jones (1998), "students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199).

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

*Mindfulness* is defined as "the act of noticing new things, a process that promotes flexible responding to the demands of the environment" (Pagnini et al., 2016, p.91).

# Place long quotations (40+ words) in a free-standing block of typewritten lines and omit quotation marks.

Short quotation

Parallel to the process of the devaluing savings, communist leaders of the former socialist countries prepared for privatization. Enterprise reforms starting in the 1980s and in some countries even earlier were aimed at “lightening the amount of control of planners” (Nellis 2002, 3). The stated goal was to create incentives through more autonomy, but these measures had a serious side effect observed by Estrin, which was probably intentional.

Long quotation

Under communism, the monitoring of management and the incentives for efficiency were already weak. But with the collapse of central planning and the lack of any other external constraints, managers and insiders in transition economies gained almost total discretion to follow their own objectives, leading to “asset stripping” by managers, job and wage guarantees for workers and rent absorption by all parties. This pattern was exacerbated in countries with [a] well-entrenched black economy and sometimes led to a virtual “capture” of the state-owned apparatus, including the natural resource and utility sectors, by unscrupulous managers. (Estrin 2002, 107)

Text highlighting

The word *rent* in the preceding quotation is used in the economic sense—a payment in excess of the amount necessary to keep the resource in its current use. Given that

Correct	Incorrect	Rationale
	<p>Effective teams can be difficult to describe because “high performance along one domain does not translate to high performance along another.” (Ervin et al., 2018, p. 470)</p>	
	<p>“Even smart, educated, emotionally stable adults believe superstitions that they recognize are not rational (Risen, 2016, p. 202),” as exemplified by the existence of people who knock on wood for good luck.</p>	
	<p>Biebel et al. (2018) noted that “incorporating the voice of students with psychiatric disabilities into supported education services can increase access, involvement, and retention.” (p. 299)</p>	
	<p>“Some people are hilarious, others are painfully unfunny, and most are somewhere in between,” (p. 231) wrote Nusbaum et al. (2017) in their exploration of humor.</p>	
	<p>The item read, “What were the best aspects of the program for you?” (Shayden et al., 2018, p. 304).</p>	
	<p>In 2018, Soto argued that “more similar stimuli, such as those coming from the same modality, produce more configural processing” (Soto, 2018, p. 598).</p>	

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<p>Effective teams can be difficult to describe because “high performance along one domain does not translate to high performance along another” (Ervin et al., 2018, p. 470).</p>	<p>Effective teams can be difficult to describe because “high performance along one domain does not translate to high performance along another.” (Ervin et al., 2018, p. 470)</p>	<p>The period marking the end of a sentence should follow the citation, not precede it.</p>
<p>“Even smart, educated, emotionally stable adults believe superstitions that they recognize are not rational,” as exemplified by the existence of people who knock on wood for good luck (Risen, 2016, p. 202).</p>	<p>“Even smart, educated, emotionally stable adults believe superstitions that they recognize are not rational (Risen, 2016, p. 202),” as exemplified by the existence of people who knock on wood for good luck.</p>	<p>The citation should be outside the quotation marks, not within them.</p>
<p>Biebel et al. (2018) noted that “incorporating the voice of students with psychiatric disabilities into supported education services can increase access, involvement, and retention” (p. 299).</p>	<p>Biebel et al. (2018) noted that “incorporating the voice of students with psychiatric disabilities into supported education services can increase access, involvement, and retention.” (p. 299)</p>	<p>The period marking the end of the sentence should follow the page number, not precede it.</p>
<p>“Some people are hilarious, others are painfully unfunny, and most are somewhere in between,” wrote Nusbaum et al. (2017, p. 231) in their exploration of humor.</p>	<p>“Some people are hilarious, others are painfully unfunny, and most are somewhere in between,” (p. 231) wrote Nusbaum et al. (2017) in their exploration of humor.</p>	<p>The page number should be within the same parentheses as the year when the quotation precedes the narrative citation.</p>
<p>The item read, “What were the best aspects of the program for you?” (Shayden et al., 2018, p. 304).</p>	<p>The item read, “What were the best aspects of the program for you?” (Shayden et al., 2018, p. 304).</p>	<p>The question mark that ends the quotation should appear within the quotation marks.</p>
<p>In 2018, Soto argued that “more similar stimuli, such as those coming from the same modality, produce more configural processing” (p. 598).</p>	<p>In 2018, Soto argued that “more similar stimuli, such as those coming from the same modality, produce more configural processing” (Soto, 2018, p. 598).</p>	<p>It is not necessary to repeat the author and year within parentheses when they already appear in the narrative.</p>



# Paraphrasing Sources

Paraphrase as much as possible, rather than quote

- when you are more interested in content, findings or claims
  - to summarize or acknowledge another author's ideas
  - when you want to explain difficult material in a way which is easier for your reader to understand
- 
- You cannot write a paper out of a series of quotations. You must make your own arguments with your own claims and evidence

# Paraphrase citations

- Include the author and date in every in-text citation
- In parenthetical citations (Author, year) there is a comma between the author and year
- In narrative citations Author (year), there is the date in parentheses after the author
- For a work with three or more authors include the name of only the first author plus “et al.” in every citation. Ex: (Author et al., year)
- All works in the reference list need to be cited in the text
- Avoid undercitation = it can lead to plagiarism
- Avoid overcitation = for longer paraphrases use one citation when introducing the idea and not repeated the citation

<https://apastyle.apa.org/instructional-aids/in-text-citation-checklist.pdf>

# Basic In-Text Citation Styles

Author	Parenthetical citation	Narrative citation
One author	(Luna, 2020)	Luna (2020)
One author with a quote	(Luna, 2020, p. 37)	Luna (2020) (p. 37)
Two authors	(Salas & D'Agostino, 2020)	Salas and D'Agostino (2020)
Three or more authors	(Martin et al., 2020)	Martin et al. (2020)
Group of authors	(OECD, 2020)	OECD (2020)

- In parenthetical citations, use an ampersand (&) between names  
(Salas & D'Agostino, 2020)
- In narrative citations, spell out the word “and”  
Salas and D'Agostino (2020)
- Works with the **same author and same date**  
(Judge & Kammeyer-Mueller, 2012a)  
(Judge and Kammeyer-Mueller, 2012b)
- If multiple authors within a single reference share the **same surname**  
(Chen & Chen, 2019)

# Parenthetical citation

- Include citation in the sentence = put the period after the closing parenthesis

Many Americans fail to vote (Hobolt et al., 2006).

- When citing multiple works in parenthesis, place the citations in alphabetical order, and separate them with semicolons.

... (Hobolt et al., 2006; Westinghouse, 2017).

- Multiple sources in narrative citation can appear in any order

Suliman (2018), Gutiérrez (2012), and Medina and Reyes (2019) examined...

- Arrange works by the same authors by year of publication

(Carraway et al., 2013, 2014, 2019)

- You can cite specific parts of a source

(Armstrong, 2015, pp. 3–17), (Kovačič & Horvat, 2019, Table 1)

For decades, organizational stress researchers have focused on how work in general and job stressors in particular affect workers' well-being, health, and performance behaviors (Bliese et al. 2017).

Bliese et al. (2017) noted that “mobile devices enabled employees in many jobs to work ‘anywhere, anytime’ and stay electronically tethered to work outside formal working hours” (p. 391).

#### Reference

Bliese, P. D., Edwards, J. R., & Sonnentag, S. (2017). Stress and well-being at work: A century of empirical trends reflecting theoretical and societal influences. *Journal of Applied Psychology*, 102(3), 389–402. <https://doi.org/10.1037/apl0000109>

# References (Bibliography)

- List of references is placed at the end of a work.
- Use **APA style** for reference list <https://www.youtube.com/watch?v=SQ4kAsgAzzM>
- Each entry provides the author, date, title, and source of the work.
- You can use citation manager to produce the reference list in APA style (e.g. <https://www.zotero.org/>)
- **Order references alphabetically.**
- Make sure that your references are **complete** and consistent.
- You should have a reference entry for **every source you cite.**

# References

Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Princeton University Press.

Foltýnek, T., Mach, J., Kozmanová, I., Holeček, T., Vorlová, H., Henek Dlabolová, D., Vorel, F., Vállová, A., Tesaříková Čermáková, K., & Gojňá, Z. (2021). *How to Avoid Plagiarism: Student Handbook*. Karolinum - Charles University Press.

Giovannetti, G., & Lanati, M. (2016). Migration and Development. A focus on Africa. In *Routledge Handbook of Immigration and Refugee Studies*. Edited by Anna Triandafyllidou (pp. 236–242). Routledge.

OECD. (1992). *The Employment Outlook*. OECD.

Stark, O., & Bloom, D. (1985). The New Economics of Labor Migration. *The American Economic Review*, 75(2), 173–178.

Notice differences:

Book with one author

Book with many authors

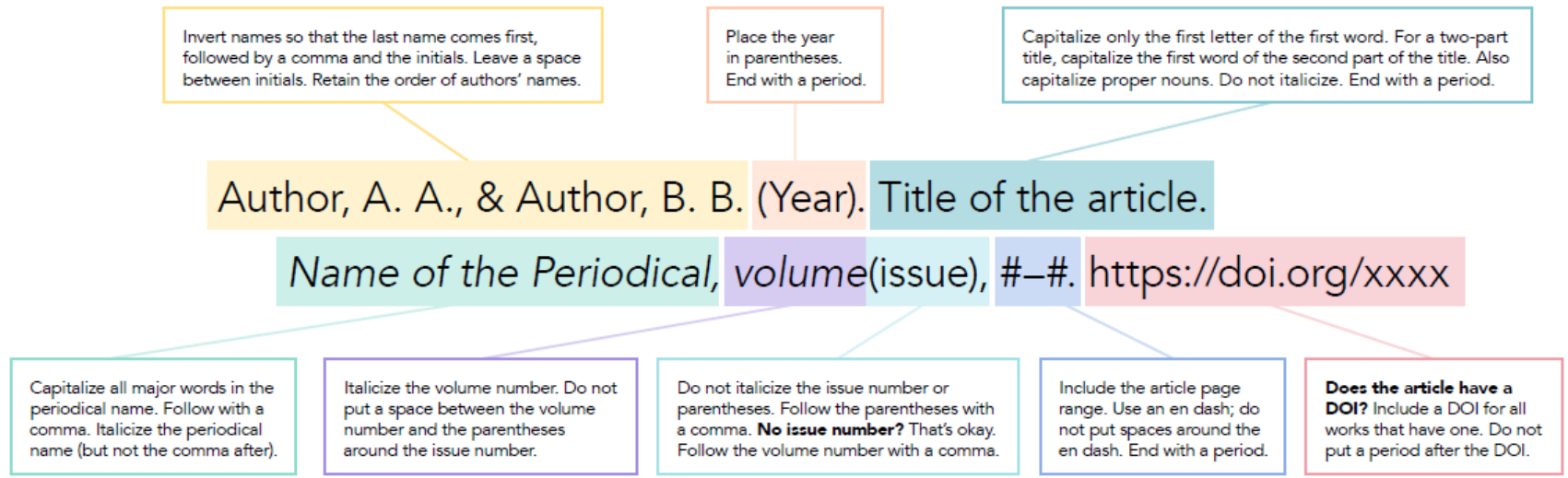
Book chapter

OECD report

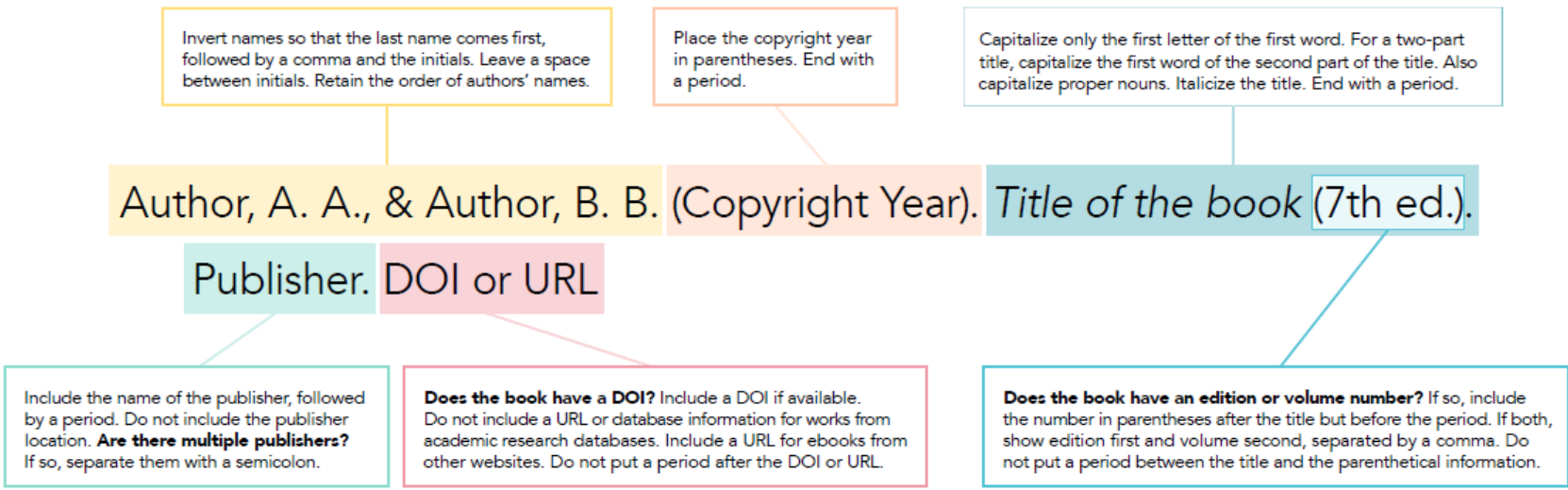
Journal article

<https://apastyle.apa.org/style-grammar-guidelines/references/examples>

## Journal Article



## Book





# Language of literature review

# Reporting Verbs

- Hard sciences have a more detached reporting style

The relevant theory was developed by Bruno.

Stein et al. reported that a typical force..

Paiva and Venturinit presented an alternative formulation...

- Contrasted with soft sciences:

Baumgartner and Bagozzi (1995) strongly recommend the use of...

Law and Whitley (1989) argued, for instance, that.....

- Plus use of evaluative adverbial comment

He argues, correctly to my mind, that...

Churchland justifiably rejects this notion....

As Stern and Terrell, correctly assert...

# Hedges

- Reduce the force of statements
- Reinforce tentativeness of proposition or an appropriate degree of prudence

*...it could plausibly be reported that what seems attractive about it are just...*

*This suggests that a competition exists...which might account for...*

*In all probability, the sub-routines would require further development...*

Type of word or phrase used for hedging	Examples of words or phrases used for hedging
<b>Noun</b>	chance, likelihood, possibility, probability <b>Note:</b> Is also often used with ‘strong, good, some, slight...’ <ul style="list-style-type: none"> <li>Usage: (There is a good) chance...</li> </ul>
<b>Verb</b>	appear, seem, tend
<b>Adjective</b>	likely, unlikely, probable, possible...
<b>Adverb</b>	very, quite, rather, highly
<b>Adverb of frequency</b>	usually, generally, as a rule, in the majority of cases
<b>Modal</b>	could, may, might, must
<b>Qualifier</b>	based on the (limited) data available, according to the interviewees, within this period
<b>‘That’</b>	It is a fact (that)..., It is certain (that)..., It is definite (that)...
<b>Exceptions</b>	except for, with the exception of, apart from

# Boosters

- Increase the force of statements
- Allow writers to express certainty (or strong probability), mark solidarity with a source or audience, show conviction in argument

*The essential role of interference between coherent wave functions is further strengthened by...*

*This clearly indicates that attractive interactions alone cannot explain...*

# Avoid making strong claims

- This literature review aims to provide a comprehensive overview of the current state of research ...
- I would conduct further research as mentioned to erase any doubts about partial moderating factors because just CSR in itself contains a broad spectrum of constructs.
- In my opinion, the influence of COVID-19 on air transport is clear.
- This literature review informs about all possible obstacles derived from wrong product consumption.

# Scientific information at ECON MUNI

## Centre of Scientific Information



[EBSCO Discovery Service](#)

[Catalogue](#)

[eResources](#)

[Cubicles booking](#)

[Library brochure](#)

[MU Libraries Guide](#)

### Circulation Desk Contact

Phone: 549 49 5271

E-mail: [yypujcky@econ.muni.cz](mailto:yypujcky@econ.muni.cz)

[More contact entries](#)

### Opening Hours

Monday – Thursday

8:00 am – 8:00 pm

Friday

8:00 am – 4:00 pm

Selected Saturdays

9:00 am – 1:00 pm

### Saturdays opening hours

In the autumn 2022 semester, the library will be open on Saturdays from Sep 17 to Dec 17, except Saturdays Oct 1, Oct 29, Nov 5, and Nov 19, when there is no teaching.

<https://www.econ.muni.cz/en/library>

MUNI  
ECON

# Remote access to electronic resources (outside eduroam network)

[https://ezdroje.muni.cz/vzdaleny\\_pristup/?lang=en](https://ezdroje.muni.cz/vzdaleny_pristup/?lang=en)

**To use a remote access please choose one of these options:**

**Use links to the EIZ only from the Portal of electronic resources.** *After clicking to a link you will be prompted to sign in with your UCO and password; if these data are valid, you will be automatically redirected to a required EIZ and will be able to work with it immediately).*

**Set up a VPN on your computer** (see [OpenVPN](#)). *Recommended for frequent and intensive work with the resources.*



# University Library Catalogue

[katalog.muni.cz](http://katalog.muni.cz)

Records of all paper books

With links to scanned versions (e-loans)

Records of permanently acquired e-books

With links to full text

English interface

And English written books filter

# University Discovery Service (EBSCO)

[discovery.muni.cz](http://discovery.muni.cz)

Searches within almost all subscribed journals

And offers link to the articles' full texts

Indexes books & e-books from Discovery as well

Additionally offers subscribed e-books

List of available journals and books at MU

Where You can browse by discipline

*This search engine is similar to Google Scholar.*

# The most important publishers

Cambridge UP

De Gruyter

EBSCO

Elsevier

Oxford UP

- ProQuest
- SAGE
- Springer
- Taylor & Francis
- John Wiley & sons

[ezdroje.muni.cz/prehled/index.php?lang=en&fids=7&type=fakulty](http://ezdroje.muni.cz/prehled/index.php?lang=en&fids=7&type=fakulty)

# Access to OECD library

## [OECD iLibrary](#)

Collection of OECD electronic resources

International statistical indicators

Browse books/reports by country/theme

# Magazines & Newspapers

## [The Economist Historical Archive](#)

All content from 1843–2020

Key economic indicators available

Country & industry reports, supplements, and surveys

## [PressReader](#)

Newspapers and magazines from around the world

120 countries, 60 languages

3 months archive for the most titles

# Literature study tips

## Notice all interesting items

- Read abstract and research result

- Write down 2–3 sentences describing outcome

- Use a citation manager like [Citace PRO](#)

## Be disciplined

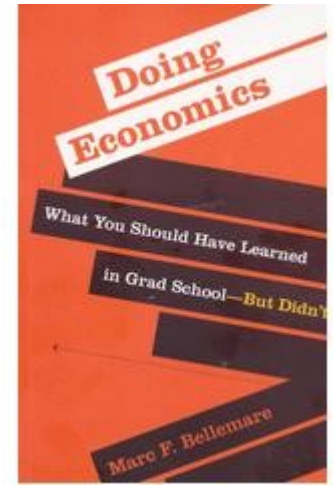
- Evaluate the quality of publications (journals)

- Stop reading when you're supposed to start writing

- Cite all the ideas taken

# Suggested book

**Doing economics : what you should have learned in grad school-but didn't (2022), Bellemare, Marc**



E-book is available as E-Loan

<https://katalog.muni.cz/Record/MUB01006507361>

Chapter on Writing Papers is available in pdf

[https://is.muni.cz/auth/do/econ/sm/akap/akademicky\\_text\\_a\\_proces\\_jeho\\_vzniku/Writing\\_papers\\_Bellemare\\_MIT\\_2022.pdf](https://is.muni.cz/auth/do/econ/sm/akap/akademicky_text_a_proces_jeho_vzniku/Writing_papers_Bellemare_MIT_2022.pdf)

# Mechanics of Academic Style



# Spelling of plural forms

The plural forms of some words of Latin or Greek origin can be troublesome

## **Singular:**

Appendix

Criterion

Curriculum

Datum

Hypothesis

Phenomenon

## **Plural:**

Appendices

Criteria

Curricula

Data

Hypotheses

Phenomena

The data indicate

The data indicates

□ “data base” has become “database,” and “e-mail” has become “email”

# Capitalization

## Capitalize

1. The first word in a complete sentence
2. Names of racial and ethnic groups (“We interviewed 25 Black women”)
3. Nouns Followed by Numerals or Letters (Figure 2.4, Chapter 5)
4. Job Titles and Positions when the title precedes a name  
“Executive Director of Marketing Carolina Espinoza....”

## Do not capitalize

1. A personal name that begins with a lowercase letter when the name begins a sentence; alternatively, reword the sentence  
“... after the test. **van** de Vijver et al. (2019) concluded ...”
2. Statistical terms (t-test, p-value)
3. A proper noun that begins with a lowercase (iPad, eBay)

# Use of italics

□ Do not use *italics* for quotations.

□ Use *italics*

- for words in other languages (the first use of a word)
- for titles of works (book titles, journal names, films, poems)
- to provide emphasis

Ex: The word *very* is often unnecessarily added to academic writing.

- for scientific and technical terms (names such as *Homo sapiens*)
- for key terms/phrases
- In the reference list, journal and book titles use italics:

Borjas, G. J. (1995). The Economic Benefits from Immigration. *The Journal of Economic Perspectives*, 9(2), 3–22.

<https://apastyle.apa.org/style-grammar-guidelines/italics-quotations/italics>

# Use of Abbreviations

- Use abbreviations to save space and avoid repetition
- If you use the abbreviation only one or two times, readers may have difficulty remembering what it means (better do not abbreviate).
- There is no limit for the use of abbreviations but do not overuse
- Text is generally easier to understand when most words are written
- Define all abbreviations used in all tables and all figures

Compare sentences written with and without abbreviations:

- “The advantage of the LH was clear from the RT data, which reflected high FP and FN rates for the RH.”
- “The advantage of the left hand was clear from the reaction time data, which reflected high false-positive and false-negative rates for the right hand.”

# Latin Abbreviations

- Avoid e.g. and i.e., instead use **for example** and **for instance**.
- Avoid etc. (and so forth)
- Avoid vs or v, instead use **versus** or **against**
- abbreviation “et al.” is a short form of et alia (and others)

It is acceptable when giving in text citations with multiple authors. The full stop should always be included afterwards to acknowledge the abbreviation. It does not need to be italicised as it is in common usage.

- **Vis-à-vis** is from French and its meaning is “face-to-face”

It is used to compare things, or as synonym for “opposite” or “facing.”

Ex: Upgrading immigrant integration policies reduces the gap in unemployment and thus improves immigrants’ labor market position **vis-à-vis** the natives.

# Use Numbers expressed in Numerals

- Numbers **higher than nine** can be written in numerals
- Numbers that represent **statistics, percentages, ratios, percentiles**  
Ex: In January 2022, car production fell by 11.4% to 92,657 vehicles.
- **Time, dates, ages, scores** and **points** on a scale, **exact sums of money**  
Ex: Monday 6 March, 2023, was 2 years old, scored 4 on a 7-point scale, 3 years ago, GDP per capita US\$15,027, price increased by \$5.
- Number after a noun vs. Number before a noun  
Ex: Table 2, Column 8, but the second table, the eighth column
- Use **commas** between groups of three digits in most figures of 1,000 or more  
Ex: \$200,000 but “about two hundred thousand dollars”
- Most data can be effectively presented with two **decimal digits** of accuracy

# Use Numbers Expressed in Words

- Numbers **zero through nine** should be written in words
- Ordinal numbers less than 10th (e.g., fourth, second)

Exceptions for number usage:

- Any **number that begins a sentence**, title, or heading (or reword the sentence)  
Ex: Twelve students improved, and 12 students did not improve.
- **Common fractions**, Ex: Three fourths of the population...
- **Common phrases**, Ex: Seven Wonders of the World, Twelve
- It is acceptable to use either numerals or words depending on the context  
Ex: a thousand people or 1,000 people
- **Vague numbers**, and less precise large numbers  
Ex: half of the population, several thousand, around eight o'clock
- **Rounded numbers**, Ex: four hundred, two thousand, six million.

- Out of 18 students in the group, 12 were women.
- One in three engineering students is from China.
- Twice as many women as men study business law.
- There was a fivefold increase in the price of oil.
- The rate of infection halved after 2001.
- The unemployment rate doubled after 2008.
- A fifth of all employees leave every year.
- More than 80 per cent of British students complete their first degree course; in Italy, the figure is just 35 per cent.
- The course fees rose from \$1,200 to \$2,500 in two years.
- Since 2008, the number of prisoners has risen by 22 per cent.