

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

# **Critical literary research**

Methodology 1 course (DXH\_MET1)

Martin Guzi, 2023

# Outline

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

## **What is critical literature review?**

"Critical" does not mean "negative".

# 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- An overview of published and unpublished materials which help answer fundamental questions.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?

A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, **provides a description, summary, and critical evaluation** of these works in relation to the research problem being investigated.

Literature reviews are designed to provide an overview of **sources you have explored** while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study.

Fink, Arlene. *Conducting Research Literature Reviews: From the Internet to Paper*. Fourth edition. Thousand Oaks, CA: SAGE, 2014.

Think about the **literature review as a creative challenge**.

A useful analogy for the **literature review** is trying to get an octopus into a jar ([link](#)).

Describe past research. Describe the current research. **Position your research** in the current research.

Literature review is the most difficult part of academic 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)?

Literatur review is not a "shopping list". It should help you **to make a voice**.

# What is Critical Reading?

Reading for facts = non-critical

Reading for interpretation = critical

To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author.

# What a Text Says, Does, and Means: Reaching for an Interpretation

Three steps or modes of analysis are reflected in three types of reading and discussion:

What a text **says** – **restatement**

What a text **does** – **description**

What a text **means** – **interpretation**



# What a Text Says, Does, and Means: Reaching for an Interpretation

You can distinguish each mode of analysis by the subject matter of the discussion:

**What a text says** – restatement – talks about the same topic as the original text

**What a text does** – description – discusses aspects of the discussion itself

**What a text means** – interpretation — analyzes the text and asserts a meaning for the text as a whole

# 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.

# 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**?

# **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 ...’

Academic Phrasebank

<https://www.phrasebank.manchester.ac.uk/>

# 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.**

# 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].

□ **Writing Strategies for Social Science: Tips from 30 Years of Practice**

<https://www.youtube.com/watch?v=63eOYfYnUiQ>

# Example

Clarifying the concept of neoliberalism  
neoliberalism is often used as a synonym for  
inequalities of the economy more generally.  
scholars use the term very loosely, drawing  
unrelated life events to suggest that a clandestine power is ‘pulling the strings’ (Bell and Green, 2016, after Latour, 2005). Neoliberalism is also almost always derogatory when used to refer to economic/political policy (Fish, 2009) which produces austerity through the rationality of markets, entrepreneurialism and competition (De Lissavoy, 2014). The term is also associated with ‘bureaucratisation’ (Hibou, 2015), processes of rationalisation and professionalization, driven by the quest for neutrality, objectivity and professionalization, which govern key aspects of everyday life.

Compare with:

How then can the term neoliberalism be understood? Barnett (2005) suggests that it refers to the discreet alteration of the class-driven reform of the state to benefit free markets. Neoliberalism is a form of ideologically driven policies and government that supports privatisation, the free market and increased competition.

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



- avoid the repetitive use of he says, finds, proposes etc.
- made the writing more authoritative – remove the author's own view via 'therefore'
- moved some sentences from passive to active voice.
- highlighted the most important work that the author is using
- produced an argument – I'm not simply reporting summaries of other people's work, but have made two points supported by evidence.

# 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:

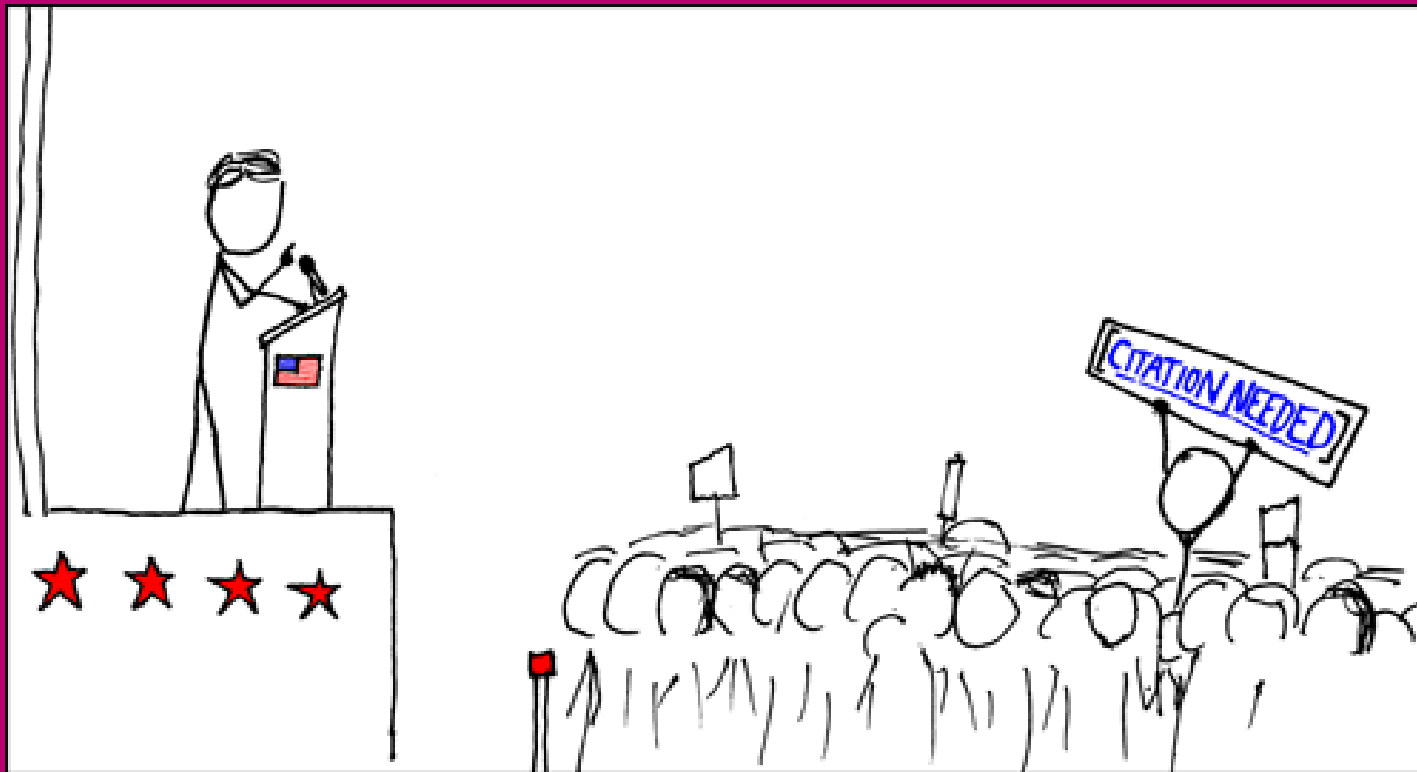
- Give a **new interpretation** of old material or combine new with old interpretations,
- Trace the intellectual progression of the field, including **major debates**,
- Depending on the situation, evaluate the sources and advise the reader on the **most pertinent or relevant research**, or
- Usually 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?

# 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>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.
- Each entry provides the author, date, title, and source of the work.
- The reference allows readers to identify and retrieve the source.
- Sources are listed in **alphabetical order** by the author last name.
- You should have a reference entry for **every source you cite**.

# Organizing the list of references

- Use a citation manager like [Zotero](#) or [Citace PRO](#) to organize your research and to easily create a bibliography
- Always check the reference list for mistakes
- Use the most recent 7<sup>th</sup> APA style

# 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

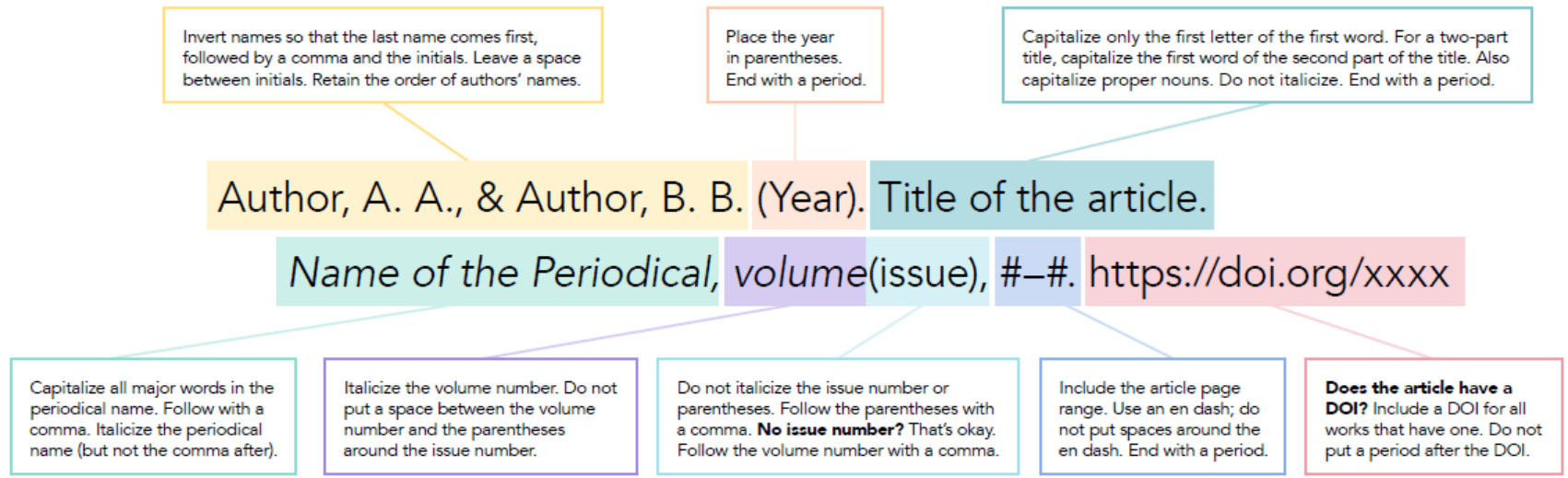
Book chapter

OECD report

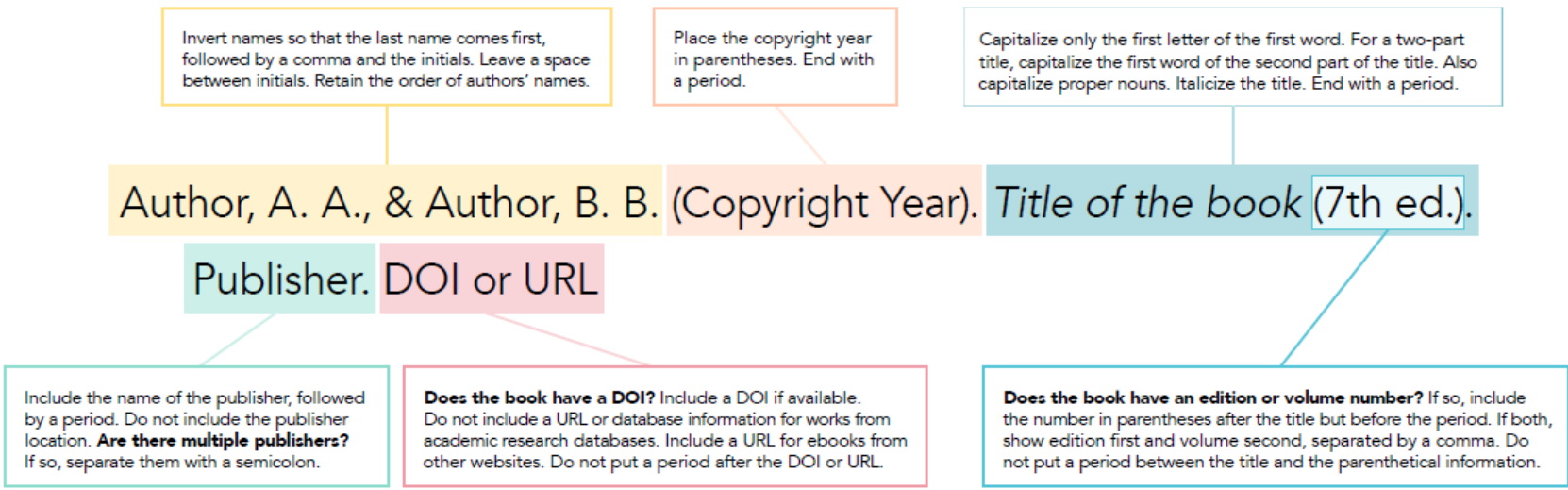
Journal article

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

## Journal Article



## Book



# Citation and Qualification Signals



# 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...*

# 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...*

# Dimensions of Praise and Criticism

- Critique specific issues, praise more global features:

Klein's work is significant, not only for the detailed careful study she presents, but also for the myriad issues she raises....

In section IV, however, it is not made clear why the competitive inhibition of....

But this claim turns out to be misleading.

It does not give much of an explanation why neural networks are useful, and does not derive any of the equations

I found the model quite robust at the simplest level of explaining how the banking sector operated, but less convincing in explaining why the sector collapsed in the face of....

# 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

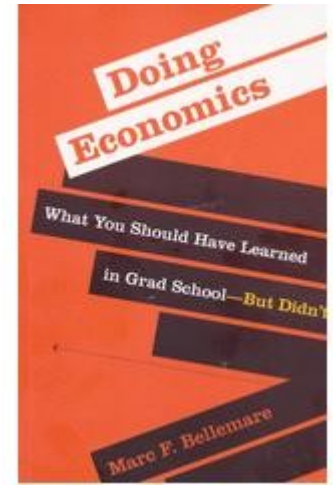
- Evaluate the quality of publications (journals)

- 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.