***Task 1:*** *Complete the unfinished words in the definition of an abstract.*

An abstract is a concise su \_ \_ \_ \_ y of what the p\_ \_ \_ \_ \_ \_ \_ \_ \_ \_n or ar \_ \_ \_ \_ e is about. The

abstract can be read to get a quick over \_ \_ \_w. It tells the re \_ \_ \_ r what to expect in your work.

***Task 2:*** *What makes a good abstract? Choose the answer that you believe is correct.*

**A good abstract…**

1a) can stand alone as a unit of information
1b) must always be read with the original paper to be understandable to the reader

2a) always has a title (separate from the body of the text)
 2b) never has a title longer than five words

3a) is never written in the form of one or more paragraphs
3b) uses well-developed structure

4a) contains additional comments not included in the paper
4b) does not contain extra information that is not included in the paper

5a) always uses passive structures, never contains sentences using “I” as an agent
5b) often uses passive structures, the usage of “I” is not forbidden (but should not be overused)

6a) does not usually include referencing

6b) may include an in-text reference

***Task 3:*** *Identify the* ***structural parts*** *of the abstract below.*

1. **background B) purpose C) particular interest/focus**

 **D) overview of contents E) conclusion**

***"Their War": The Perspective of the South Vietnamese Military in their Own Words***

Despite the vast research by Americans on the Vietnam War, little is known about the perspective of South Vietnamese military, officially called the Republic of Vietnam Armed Forces (RVNAF). The overall image that emerges from the literature is negative: lazy, corrupt, unpatriotic, apathetic soldiers with poor fighting spirits. This study recovers some of the South Vietnamese military perspective for an American audience through qualitative interviews with 40 RVNAF veterans now living in San José, Sacramento, and Seattle, home to three of the top five largest Vietnamese American communities in the nation. An analysis of these interviews yields the veterans' own explanations that complicate and sometimes even challenge three widely held assumptions about the South Vietnamese military: 1) the RVNAF was rife with corruption at the top ranks, hurting the morale of the lower ranks; 2) racial relations between the South Vietnamese military and the Americans were tense and hostile; and 3) the RVNAF was apathetic in defending South Vietnam from communism. The stories add nuance to our understanding of who the South Vietnamese were in the Vietnam War, providing some non-American perspectives of those who fought in it. In using a largely untapped source of Vietnamese history (i.e. the oral histories of Vietnamese immigrants), this project will contribute to future research on the morale of allied soldiers. Adapted from <http://www.acrn.eu/cambridge/downloads/files/Writing%20an%20Abstract.pdf>. viewed on 12 June 2016 (217 words)

***Task 4:*** *Look again at the abstract* ***structural parts*** *above and order the sentences below into a logically flowing abstract. Decide which words are the keywords and give the abstract a title using them.*

The participants were 30 volunteer students, 15 male and 15 female, who had recently graduated from the Biology Department of Red Tree University.

The participants were asked what influence biology education has on their attitudes regarding world peace and humanity.

The results indicated that biology education has significant positive impact on the attitudes of the students regarding humanity and world peace.

The responses of the participants indicated that, at the end of four-year biology education, they had more self-awareness and greater capacity to love human beings and all living creatures.

The aim of this study was to examine whether biology education has significant impact on the attitudes of students in how they perceive humanity.

In addition, they reported they had the feeling that they could contribute to world peace.

 Biology has always been a beneficial discipline for human beings.

***Keywords:*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***Title:*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

The above is adapted from <https://webcache.googleusercontent.com/search?q=cache:BRfSxXzUa8J:https://yuwritingcenter.wikispaces.com/file/view/Writing%2Ban%2Babstract_exercises.pdf+&cd=1&hl=cs&ct=clnk&gl=cz> viewed on 12 June 2016

**ABSTRACTS: for BETTER or for WORSE**

***Task 5:*** *Read the four sample abstracts below written by students. Following the first two samples, I’ve shown the score which I would probably give the abstract, and my reasoning behind that score.*

Sample 1) ***In Praise of Shadows: The Potential of a Wide Readership***

Junichiro Tanizaki’s essay *In Praise of Shadows* is a well-known piece amongst those interested in the Japanese literature and culture. However, that does not mean it can only be enjoyed by readers with prior knowledge on Japan. This presentation sets as its goal to introduce this piece of literature to students of different fields of study and showcase the different possibilities for readers both familiar and unfamiliar with Japanese culture. The presentation will be divided into two parts, the source material of the first one will be the text itself, simulating the possibilities of reading with limited knowledge on Japan. In the second part a variety of further information on the essay will be introduced, such as information about the author and the historical and social background of the time it was published. This part of the presentation will represent possible scope of knowledge of a reader with greater knowledge of this topic. This shows that while the initial knowledge of each reader may differ, this essay is written is such way that does not interfere with the reading experience of either one, providing them with new information regardless of academic background. (192 words)

*Teacher: 6 / 8 - I would deduct at least 1 point, probably for “structure” (or something in between “structure” and “coherence”). The first few sentences are great—they explain the topic and why it’s important. But after that I get very confused - lots of vague, abstract terms which aren’t connected clearly and logically. Too much use of the pronoun “this” without clear antecedents. I lose track of whether the author is talking about the Tanizaki essay or their own presentation. There is no closing sentence which reminds us of what the presentation itself will offer.*

***Task 5a:*** *Use the Abstract Assessment Criteria table to give each sample a score. Then explain your score. In which categories would you deduct points, and why?*

Sample 2) ***Star Wars - How Not to Get Lost in a Galaxy Far, Far Away …***

Since its first release in 1977, Star Wars became a huge phenomenon in the film industry. The main purpose of this presentation is to shed light on the complicated storyline and timeline of the Star Wars universe. It is an actual topic because of the recent premiere of a new episode of this famous saga. With a new movie coming out every year, it has become an uneasy task for casual movie audience to stay oriented. The presentation has two major parts. The first part sums up the main storyline of the Star Wars as a whole. It also presents some of the main characters. The second part focuses on the problematic release order of its individual parts and tries to clarify how the movies fill the overall timeline. The presentation is meant to be as simple and clear as possible because its goal is just to show how all the parts of Star Wars fit together. In the end, the listeners should have a clear view on this complex topic. (171 words)

*Sample 3) possible evaluation: ? / 8*

**Structurally Descriptive vs. Informative Abstracts**

Notice the difference between these different types of abstract. You should be aiming to write an INFORMATIVE abstract of about 200 words (See #3 below). Look at the evolution of the writing and the dialogue, as the writer goes from more general information to the specifics of the content. Notice that it is not necessary to refer often to the presentation or the speaker. (To see the comments, make sure you have Word set to Revize – > Sledovat změny -> Všechny revize.)

1. **Descriptive Abstract**

**Trigger warnings in schools and their impact**

A lot of people do not know about ongoing censorship. It may shock you how extensive the damage can be. This presentation will be based on two main topics. I will start with basic knowledge about trigger warnings, which means where they come from, why we need them or not. The first topic will describe how schools apply trigger warnings in their lessons. The second topic will focus on the main impact of trigger warnings. Throughout the whole presentation, I will be adding my points of view. I will not always describe my personal opinion but will be pointing out the pros and cons of trigger warnings. During the presentation, I will be giving you time for questions or for expressing your opinion. My goal is to end this presentation in a meaningful discussion of this topic and to show that we cannot see it only as a black-and-white issue, because both sides have good arguments to support their claim.

Although my main purpose of this presentation is to increase knowledge about this very problematic issue, I will also try to encourage people to not be afraid of talking about taboos.

 191 words

1. **Descriptive Abstract – with commentary**

**Trigger warnings in schools and their impact**

Many people do not know about ongoing censorship in the form of trigger warnings preceding online information, or with content presented in school. The damage can be quite extensive in that…Trigger warnings may be useful in that…, but may be dangerous because…. Schools apply trigger warnings in their lessons by…. The main impact of trigger warnings is…. The main argument to support the claim for using trigger warnings is….

Trigger warning may prevent us from talking about taboos, which is why they should….

1. **Informative Abstract – best version**

**Trigger warnings in schools: their impact on critical thinking**

Trigger warnings started as an act of feminists on the internet as basically a warning to readers at the beginning of an article that it contains detailed description of violence. The main reason for this was to prevent the abuse of women.

Most people do not know that this little warning is now demanded in schools. In the beginning, many schools applied the trigger warnings when the new topic in class was about sexual harassment or about any graphic violence. This was meant to protect women who had been attacked from post-traumatic states and evoking old memories. However, this “censorship” later began to be demanded even for less serious matters such as fear of spiders or snakes. As such, the consequences can be harmful for a balanced education.

The situation now is that teachers/professors must provide this kind of warning at the beginning of every new topic in class. After that, every student who does not wish to listen to this new theme has the right to leave the class without explaining. This means that students can choose not to learn about problematic topics, which lessens the possibility of their having a balanced education that includes the possibility to learn how to think critically about challenging or controversial ideas. 209 words