

Unit 1 Overview

1. Can I talk with you in another way? —Register

Contents

- What is "register"?
- Different registers in English
- What are the linguistic features of academic register?

What is "register"?

- A style of speaking and writing
- Represents a level of language formality

5 Registers

- Static (frozen)
- Formal (regulated)
- Consultative (professional/academic)
- Casual (group)
- Personal (intimate)

Register 2

1. Low-dose heparin has been used as a prophylactic drug in general surgical patients but is flawed by the risk of sensitizing the patient to heparin and the development of DIC.

2. Radiolabeled fibrinogen studies demonstrate a reduction in the incidence of deep vein thrombosis to below 10 percent, and a subcutaneous regimen of 5000 units preoperatively and 12 hourly thereafter until the patient is mobile does not appear to cause excessive bleeding.

3. In the absence of symptoms, it is rare for a metastatic bone survey to identify metastatic disease in patients presenting with primary breast cancer who have a normal chest x-ray and only stage I or II disease.

Formations and characteristics of academic register

- Wording (terminology, hyponyms, initials)
- Nominalization
- Third person pronouns (impersonalization)
- Passive voice
- Tense
- Structural complexity

2. How to write a title?

Contents

- Good titles VS bad titles
- 3-step method

topics to avoid

- too big
- overused single resource
- trivial

3-step method

How to write an SCI title?

Choosing a topic	interesting
Narrowing down	Specific
Paraphrasing	noun phrase

3. Nominalization

CONTNET

- What?
- Why?
- How?

What is nominalization?

- Nominalization is the process of converting verbs or adjectives whining a sentence to nouns.

Why nominalization?

The purpose of nominalization is to:

- increase information density and facilitate efficiency and accuracy of communication.
- express abstract concepts (e.g., revolution, possibility)
- hide the agent behind an action
- improve flow of writing , maintain connections between ideas
- make writing more "written" and professional

How?

- Write a simple sentence
- Choose an appropriate ending to create a nominalized form from the main verb or adjective.
- Add a second verb
- Additional information

4-step procedure to transform an informal sentence into a formal/academic one.

- a simple sentence
- nominalized subject
- second verb
- finisher idea

4. Personal pronouns

CONTNET

- What are the person pronouns?
- Why should first and second person pronouns be avoided?
- How to avoid first and second person pronouns?
- Confusions to clarify

Person Pronouns

	Singular	Plural
First person	I, me (my, mine)	we, us (our, ours)
Second person	you (your, yours)	you (your, yours)
Third person	she, her (her, hers) he, him (his) it (its) one (one's)	they, them (their, theirs)

Why avoid first and second person pronouns?

Formal and academic writing needs to be impersonal and scientific.

How to avoid first person pronouns

I think that should be deleted.

I /we think that the results show...

In my/our opinion, the results show...

I /we believe that the results show...

Active voice to passive voice:

In this paper, we developed a feasible transmission schedule.

In this paper, a feasible transmission schedule was developed.

Original:

As I observed the communication styles of first-year Carolina women, I noticed frequent use of non-verbal cues.

Revised:

A study of the communication styles of first-year Carolina women revealed frequent use of non-verbal cues.

How to avoid first person pronouns

1. It is important that you examine...

It is important to examine...

2. You should examine...

Examine...

The user should examine...

3. You can see from the results in figure 1...

As shown in figure 1,...

As can be seen in figure 1...

Third person

Credible, assertive, and professional

Wide range uses in creative and academic writing

Gender-fair language

Avoid automatic use of "he" and "his"

-A student will do better if he has a voice in the decision.

-A student will do better if he or she has a voice in the decision.

Also consider "a person", "an individual", or the plural.

-Students will do better if they have a voice in the decision.

Confusion of third person pronouns

It has been found that.....

It was found that...

"several studies have found that..."

"Kroll (2019) found that...."

"We found that..." "I found that..."

"this study", "the current study", "the present study", "this author" ...

5. Word choice and sentence variety

CONTNET

- Word choice
- Sentence variety

1.Word choice

- 1.1 Abstract and concrete words
- 1.2 General and specific words
- 1.3 Denotation and connotation
- 1.4 Figurative speech
- 1.5 Pitfalls to avoid in choosing appropriate vocabulary

2.Sentence variety

- 2.1The four basic sentence structures we can use for variety

- 2.2Five Tips for Achieving Sentence Variety

1.4 Figurative speech: simile

1.4 Figurative speech: metaphor

1.4 Figurative speech: personification

2.1 the four basic sentence structures we can use for variety:

Simple Sentences: Simple sentences have one ...

Example:

The banks are lowering the interest rate.

Compound Sentences: Compound sentences have ...

Example:

The banks are lowering the interest rate, and people are beginning to buy new houses again.

Complex Sentences: Complex sentences have at least ...

Example:

The housing market is starting to get busy again since the interest rate dropped.

Compound-Complex Sentences: Compound-complex sentences have at least ...

Example:

The realtors in my neighborhood have jumped on the bandwagon, and they are pushing for even more sales because the rates will surely rise again soon.

2.2 Five Tips for Achieving Sentence Variety

1. Double check the ...

2. Try adding some ...

Example:

I like to snorkel because of the intense connection it provides me with nature through the many sea plants and animals I get to see first hand.

3. Try using different types of sentences: ...

Example:

I really enjoy snorkeling. Have you ever tried it? You have to try snorkeling in Hawaii. It is the best spot to snorkel by far!

4. Try combining some of your sentences to create...

Examples:

Original: *I like to snorkel. Sea turtles are the most exciting creatures to see while snorkeling.*

Revision with coordination: *I like to snorkel, and sea turtles are the most exciting creatures to see underwater.*

Revision with subordination: *Though I like to see all kinds of plants and animals when I snorkel, sea turtles are my favorite.*

5. Vary the style and rhythm

Unit 2 Literature Review

1. Reviewing Literature

Contents

- Definition
- Types
- Tips

What is "register"?

A literature review is a careful examination of a body of literature pointing toward the answer to your research question.

context background

current knowledge of the topic

a convincing thesis

research question

A Literature review = An argument that present a case based on a comprehensive understanding of the current state of knowledge

A critical analysis of different opinions

Thesis Statement

A simple literature review model

A complex literature review model

Reviewing Literature

2. Writing Literature Review

Contents

- What should we include in a literature review?
- How can we organize these ideas?
- Are there any techniques that can be helpful?

How can we organize these ideas?

- **Chronological** — Trace the development of the topic over time.
- **Thematic** — Address different **aspects** of the topic in subsections.
- **Methodological** — Compare the results & conclusions from **different approaches**.
- **Theoretical** — Discuss various theories, models, and definitions of key concepts.

Writing techniques

1. introduction to topic
 2. support from the literature
 3. mini summary
 4. introduction to next topic.
- Prepare the reader for the author's hypothesis

3. Avoiding Plagiarism

Contents

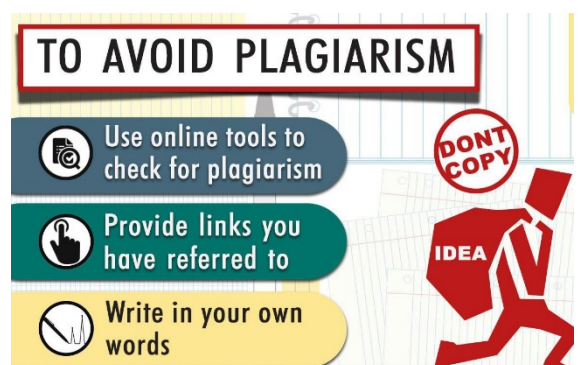
- Definition of Plagiarism
- Types of Plagiarism
- Avoidance of Plagiarism—Citing
- Citing Techniques

Definition of Plagiarism

- the copying or paraphrasing of other people's work or ideas into your own work **without full acknowledgement**
- the act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source
- the **"wrongful appropriation"** and "stealing and publication" of another author's "language, thoughts, ideas, or expressions" and the representation of them as one's own original work.

Strategies for avoiding plagiarism

- **Quoting:** to put quotation marks around the words and identify the source.
- **Paraphrasing:** to put the information into your own words and identify the source.
- **Summarizing:** to take the key ideas and paraphrase them and identify the source.



4. Reporting Verbs

Contents

- Definition
- Function and strength of reporting verbs

Definition of Reporting Verbs

A reporting verb is a word which is used to talk about or report on other people's work.

It is used to

- comment on someone's work;
- agree or disagree with someone else's study;
- evaluate someone's ideas.

Function and strength of reporting verbs

Reporting verbs can indicate either

- the author's personal viewpoint;
- the author's viewpoint regarding other literature;
- your viewpoint regarding what the author say

Function and strength	Example verbs
NEUTRAL: verbs used to say what the writer describes in factual terms, demonstrates, refers to, and discusses, and verbs used to explain his/her methodology.	describe, show, reveal, study, demonstrate, note, point out, indicate, report, observe, assume, take into consideration, examine, go on to say that, state, believe (unless this is a strong belief), mention, etc.
TENTATIVE: verbs used to say what the writer suggests or speculates on (without being absolutely certain).	suggest, speculate, intimate, hypothesize, moot, imply, propose, recommend, posit the view that, question the view that, postulate,
STRONG: verbs used to say what the writer makes strong arguments and claims for.	argue, claim, emphasize, contend, maintain, assert, theorize, support the view that, deny, negate, refute, reject, challenge, strongly believe that, counter the view/argument that,

5. tenses in Literature review

Contents

- Present simple
- Present perfect
- Past simple

The present simple or the present perfect are generally used to introduce the literature review.

The past simple cannot be used in any of these three cases.

e.g.

- Since 1998 there have been many attempts to establish an index [Mithran 1999, Smithson 2002], but until now no one has managed to solve the issue of ...
- As yet, a solution to Y has not been found, although three attempts have been made. [Peters 1997, Grace 2004, Gatto 2007].
- So far researchers have only found innovative ways to solve X, but not Y [5, 6, 10].

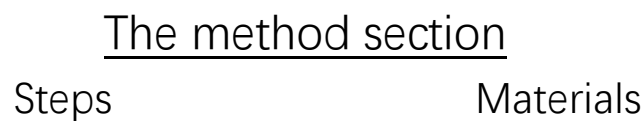
Unit 3 Methods and Results

1. The Structure of the Method Section

A. Different titles of the method section

- Materials and Methods
- Theory and Methods
- Theoretical Framework and Methods

B. The major elements in the method section



Major elements involved:

- Overview of the experiment
- Population
- Location
- Restriction/Limiting conditions
- Sampling Techniques
- Materials
- Procedures
- Statistical Treatment

Note: Not all the items are included in all disciplines.

C. The methodology section

- Methodology
- The rationales
- The fundamental reasons or principles of doing things

D. Tips for avoiding plagiarism

Acknowledging those authors/researchers to avoid plagiarism

- Being familiar with the theories and principles of designing and conducting experiments
- Referencing well

2. The Structure of the Results Section

A. Major elements

- The statement showing where the results can be found
- The statement presenting the most important findings
- The statement commenting on the results

B. The presentation of the results section

- Diagrams/Graphs
- Texts

C. The order of the results

- Research questions
- Research methods

D. The language focuses

- Sequential markers
- Graphic descriptions
- Comparison and contrast

3. Sequential Markers

A. Importance of sequential markers

- Building up connections between ideas
- Ensuring that sentences and paragraphs flow together smoothly

B. Commonly used sequential markers

To indicate a particular time frame or a shift from one time period to another

After	Initially
Before	Lastly
Currently	Later
During	Meanwhile
Eventually	Next
Finally	Previously
First,...Second,..., etc.	Simultaneously
Formerly	Soon
Immediately	Subsequently

4. Graphic Description

A. Introduction of graphs

- The definition
 - A graph is a diagram, usually a line or a curve, which shows how two or more and sets of numbers measurements are related.
- The types
 - Graphs usually include bar/column charts/graphs, pie charts and line graphs.

B. Use of graphs in the results section

- Prepare the graphs as soon as all the data are analyzed and arrange them in the sequence that best presents your results in a logical way;
- Describe the graphs well because good descriptions can help the readers understand your research better.

C. Description of Graphs

Step 1: Introduce the graphic information briefly and indicate the main trend. Normally it includes the place, time, content and purpose of the graph;

Step 2: Describe the relevant and most important or significant data and make some comparison if necessary;

Step 3: Summarize the data/trends.

D. Useful words, phrases or sentence patterns in different situations of graphic description.

<i>Situations</i>	<i>Expressions</i>
When introducing the graphic information and making a general statement	<p>The chart shows the percentage of ...</p> <p>The vertical axis shows ...</p> <p>The horizontal axis compares ...</p>
When referring to a graph	<p>As can be seen/It can be seen from the graph ...</p> <p>As can be seen/It can be seen from Graph 3,...</p> <p>As shown in Graph 3,...</p> <p>From the graph above, it may/can be seen/ concluded / shown/ estimated/ calculated / inferred that...</p> <p>The graph shows/presents/provides that...</p> <p>The graph below /The pie chart above shows/ illustrates...</p> <p>According to Table 1,...</p>
When describing a graph	<p>There was a minimal (slight, slow, gradual, steady) rise.</p> <p>There was a rapid increase.</p> <p>There was a (an) marked (large, dramatic, steep, sharp, abrupt) decrease (decline, reduction, fall, drop).</p> <p>There was a sudden fluctuation.</p> <p>There was no change.</p>
When describing a curve or a trend	<p>convex/concave; top/bottom; a slope/ peak / plateau</p> <p>a gradual/slight increase; a sharp/steep rise; the peak</p> <p>a rapid/abrupt fall; a slight dip; no change; slow fall</p> <p>It shows an upward trend.</p> <p>It shows a downward trend.</p>
When making a conclusion	<p>to sum up; in conclusion;</p> <p>It appears that...</p> <p>The two charts clearly show...</p>

5. Comparison and Contrast

A. The definition and commonly used expressions

- The definition
--- Strictly speaking, comparison is to show the similarities while contrast is to show the differences.

Words and expressions showing comparison	Words and expressions showing contrast
like too similar as similarly both, likewise as well as, also in the same way have ... in common the same as	although, yet whereas, however but, while instead, unlike unless, be different from the reverse, differ, contrary to, conversely even though, on the contrary on the other hand

B. Two major ways of organization

C. Tips for making comparison or contrast

- Not all the information has to be compared or contrasted with each other.
- It is not necessary to lay equal emphasis on every change.
- The comparison/contrast should be supported by concrete and relevant facts or data.

Unit 4 Discussion & Conclusion

1. Structure of Discussion Section

Contents

- How to prepare the writing of Discussion section
- Strategies and steps to structure the Discussion

1.1 Attention to two key points — its function and relationship with other sections.

7 elements the Discussion section typically contains:

- An overview ...
- A consideration ...
- Implications ...
- A careful examination ...
- Limitations ...
- Recommendations ...
- Implications ...

1.2 Ten questions to consider before drafting in relation to the two key points.

2.1 How to begin the Discussion

Four possible beginnings for the same paper

- **Remind readers ...**

Example: One of the main goals of this experiment was to ...

- **Refer back to the questions ...**

Example: These results both negate and support ...

- **Refer back to papers ...**

Example: Previous studies conflict with ...

- **Briefly restate ... from your Results:**

Example: While not all of the results were significant, ...

2.2 How to compare my work with those of others

- Make a general statement ...
- Mention another author's work ...
- Make a link between ...
- Clearly state ...
- State the conclusions that ...

2.3 How to end the Discussion

2.3.1 Discussion sections which also have a Conclusion may end as follows:

a) Tell your readers ... But you must ... If you repeated ...?

- We only had a limited ...
- Although this is a small study, ...

- Our results may hold true ...

b) Suggest ways that ...

- We have not been able to ...
- A greater understanding ...

c) Say if and / or why you ignored ...

- Our research only focuses on ...
- We did not ...

d) Admit ...

- Unfortunately, our database cannot ...
- Consequently we cannot conclude that ...

e) Reiterate your reasons for ...

- As mentioned in the Introduction, ...

2.3.2 Discussion sections which do not have a Conclusion may end as follows:

1. what ... imply.

The attitudinal information from our survey shows ...

2. what ... are.

These results create a positive profile of ...

3. How the research ...

A 56% response rate suggests ...

Further on-farm interviews, observations, and animal-centered tests are needed to ...

2. Structure of Conclusion Section

Contents

- How the Conclusion differs from the Abstract and Introduction
- Key elements of Conclusion section
- Typical issues in structuring the Conclusion

1. How the Conclusion differs from the Abstract and Introduction

Unlike the Abstract and Introduction, the Conclusions section

- does not provide ...
- gives more emphasis to ...
- talks about ...
- covers additional ...

2. Key elements of Conclusions section:

- a very brief revisit of the most important findings ...
- a final judgment on the importance and significance of those findings ...
- an indication of the limitations ...
- suggestions for ...
- recommendations for ...
- recommendations for ...

3. Typical issues in structuring the Conclusion

3.1 Redundancy: repetition of...

Notes:

- It is a good idea to refer back to ..., but
- don't do this ... mechanically, with no ...
- What we need to do in the Conclusion is: to repeat only ...

3.2 Raising a Totally New Point: introducing less ...

- Raising a totally new point can ... Usually this brings the reader ... and decreases ...

Note: An implication is not a totally new point because ...

3.3 Overstatement : making immoderate...

- The study shows that participation in BOF therapy with no exception at all times helps unite foster parents and foster children as a family and enables them to experience a better quality of daily life.

3.4 Anticlimax:failure to ...

- Major risk:
- Key solution:
- Action 1:
- Action 2:

3. Language Focus 1—Cause and Effect

Contents

- Identifying causes and effects
- Drafting thesis statements for causes or effects
- Tips on planning causes and effects

1. Identifying causes and effects

2. Drafting thesis statements for causes or effects.

More explicitly drafted thesis statements:

- This thesis examines ...
- The study focuses on ... during 1945.
- This article will examine ...

3. Tips on planning causes and effects

3.1 Distinguish direct and indirect causes and effects.

- **Identifying a direct cause or effect :** If you can discuss the cause or effect without having to discuss any other causes or effects, then more than likely it is a direct cause. For example, the direct causes of your car accident might be the slick road, the bad condition of your brakes, or your slow reaction to the car stopping in front of you.
- **Indirect causes** might be the lack of funds that led to your not getting your brakes fixed and the fact that you

stayed up all night writing a paper. You may wish to discuss secondary or indirect causes in your paper, but do not present them as direct or primary causes.

3.2 Group different causes and effects.

- If there are numerous causes and/or effects to discuss, group them into related categories (political, economic, social, physical, emotional, etc).

3.3 Avoid mistaking coincidence (two unrelated things happening together) for cause or effect.

Notes:

- Just because something happened before an event does not mean it caused the event to happen.
- Similarly, just because something happened after an event does not mean it is a result or consequence of the event.

3.4 Avoid oversimplification

Note:

- Many problems have complex causes and complex effects. It would be an oversimplification to say that any one change would solve all the problems we face. For example, in some countries politicians often want to convince the public that they have the solutions to all the problems of society while their opponents are the cause of all the problems.

4. Language Focus 2—Paraphrasing

Contents

- Why paraphrasing?
- What is paraphrasing?
- How to paraphrase?

Why paraphrasing?

- Plagiarism detection system
- A case of unintentional plagiarism

What is paraphrasing?

- Paraphrase means to restate the idea in your own words.

How to paraphrase?

Lexical

Syntactic

Combined

Lexical	Synonym	<p>relieve — ease</p> <p>in the beginning — early in....</p> <p>disease — condition (disorder, illness)</p>
	Word form change	<p>possible — possibility</p> <p>likely — likelihood</p>

Syntactic	Negative-positive or vice	<p>The symptoms were alleviated.</p> <p><i>The symptoms were not exacerbated.</i></p>
	Subject replacement	<p>Symptoms may improve.</p> <p><i>There may be an improvement in the symptoms.</i></p>
	Active to passive or vice versa	<p>The lotion can sooth the itching.</p> <p><i>The itching can be soothed by the lotion.</i></p>
	Information order	<p>In the beginning, the drug had adverse side effects.</p> <p><i>There were adverse side effects early in the</i></p>

Original	The temperature in many parts of the world is gradually rising.
Lexical	The temperature in lots of places around the earth is slowly increasing.
Syntactic	Many parts of the world are getting hotter steadily.
Combined	Lots of places around the earth are getting hotter steadily.

5. Language Focus 3

—Strong Restatement of the Research Objective

Contents

- Two features of a strong thesis statement
- Five kinds of weak thesis statements

1. Two features of a strong thesis statement.

1.1 It makes a claim that requires...

1.2 It makes a claim that offers ...

2. Five kinds of **weak** thesis statements

2.1 Statements that make **no claim**

(A brief example: This paper examines the pros and cons of)

Further problem example:

- The paper addresses the characteristics of a good corporate manager.

Solution example:

- The very trait that makes an effective corporate manager—the drive to succeed—can also make the leader domineering and, therefore, ineffective.

2.2 Statements that are obviously true or a statement of fact

(A brief example: Exercise is good for you.)

Further problem example:

- The flight from teaching to research and publishing in higher education is a controversial issue in the academic world. The study is designed to investigate different views and aspects concerning this problem.

Comment: Few readers would disagree with the fact that the issue is "controversial", so the statement

Solution example:

- The "flight from teaching" to research and publishing in higher education is a controversial issue in the academic world. As has been shown in the investigation, the controversy is based to a significant degree on a false assumption, that doing research necessarily leads teachers away from the classroom.

2.3 Statements that restate conventional wisdom

(A brief example: Love conquers all.)

Further problem example:

- An important part of one's college education is learning to better understand others' points of view.

Comment: Conventional wisdom is so general and so commonly accepted that

Solution example:

- While an important part of one's college education is learning to better understand others' points of view, a persistent danger is that the students will simply be required to substitute the teacher's answers for the ones they grew up uncritically believing.

2.4 Statements that offer personal conviction as the basis for the claim

(A brief example: Shopping malls are wonderful places)

Further problem example:

- Although I agree with John Kamp's argument that environmentalists and businesses should work together to ensure the ecological future of the world, and that this cooperation is beneficial for both sides, the indisputable fact is that environmental considerations should always be a part of any decision that is made. Any individual, if he looks deeply enough into his soul, knows what is right and what is wrong. The environment should be protected because it is the right thing to do, not because someone is forcing you to do it.

Solution example:

- Although I agree with John Kamp's argument that environmentalists and businesses should work together to ensure the ecological future of the world, his argument undervalues the necessity of pressuring businesses to attend to environmental concerns that may not benefit them in the short run.

2.5 Statements that make an overly broad claim

(A brief example: Individualism is good)

Further problem example:

- Violent revolutions have had both positive and negative results.

Comment: Overly generalized

Solution example:

- Although violent revolutions begin to redress long-standing social inequities, they often do so at the cost of long-term economic dysfunction and the suffering that attends it.

Unit 5 Publication

1. Abstract

Contents

- Definition of an abstract
- Purpose of an abstract
- Essential elements of an abstract
- Verb tenses used in an abstract
- Types of abstracts

Definition of an abstract:

- complete but concise and informative
- a highly condensed version
- the major points covered
- the content and scope described
- contents in abbreviated form

Definition of an abstract:

- the last item
- the first thing
- abstract labeling, abstract body and keywords
- the length determined both by a given journal requirement and by the nature of the research
- about 200 words (say about 12-15 sentences)

Purpose of an abstract:

- Firstly, enable readers to quickly and accurately identifying the substance of your work
- Secondly, advertise your work to encourage readers to obtain and read the full article

Essential elements:

the background
the problem
the methods
the results
the implications

Verb tenses:

Action	Tense
Giving background details	the present tense
Describing the research activity	the simple past tense or the present perfect tense
Describing the methods	the simple past tense (active or passive voice)
Reporting results	the simple past tense
Stating conclusions	the present tense

The Types of abstracts:

1. Informative abstract

- including the purpose, methods, and scope of the report, article, or paper
- providing the results and conclusions, and recommendations
- short, usually 10% or less of the length of the original piece (in general between 100-150ws)
- suitable for experimental studies
- decided by readers whether they want to read it

Example:

Abstract

This paper delves into the importance and approaches in securing an organization's legitimacy from the network community of customers, suppliers and manufacturers, including private investors and state-owned institutions when marketing their products. It presents an inductive interpretative approach complimented by action-based research founded on inquiry and testing. It is found that the key to legitimacy success involves using legitimacy orientations to demonstrate commitment to the interests of constituents, acquiring legitimacy from them, but concurrently considering the central government's influence on a firm's legitimacy performance. The multiple interactions proposed in this paper remain untested and might have to be modified pending further empirical testing and analysis.

2. Structured abstract:

- mark the **Aim, Methods, Results and Conclusion** headings with eye- catching font (bold, uppercase or italics)
- keep with the content of the paper, including research purposes, methods, findings and conclusions

Example:

Abstract

- **Purpose** - The purpose of this paper is to establish the importance and approaches in securing an organization's legitimacy from the network community of customers, suppliers and manufacturers, including private investors and state-owned institutions when marketing their products.
- **Design/methodology/approach** - The paper presents an inductive interpretative approach complimented by action-based research founded on inquiry and testing.
- **Findings** - The paper finds that the key to legitimacy success involves using legitimacy orientations to demonstrate commitment to the interests of constituents, acquiring legitimacy from them, but concurrently considering the central government's influence on a firm's legitimacy performance.
- **Research limitations/implications** - The multiple interactions proposed in this paper remain untested and might have to be modified pending further empirical testing and analysis.

2. Keywords

Contents

- Definition of keywords
- Purpose of keywords
- How to write keywords
- Number of keywords

Definition of keywords:

- standout within the Abstract
- important words in the abstract
- emphasize the key information for readers

Example

- Abstract: This paper aims at analyzing the language features of four American eco-essays by means of corpus concordance to retrieve their basic data, including frequency, lexical density, keyword list, personal pronoun, and characteristic words. This paper also shows that digitalized quantitative analysis is able to confirm their analysis conclusion more scientifically and convectively.
- Keywords: eco-essays, language features, corpus-based approach (Xueling Wang, 2018)

Purpose of keywords:

increase the probability that a paper will be read and retrieved

potentially improve citation counts and journal impacts

know what words reflect the key information of the paper

read more carefully when meeting these words in the paper

How to write keywords:

- Select keywords from a series of categories such as

Items	Examples
Discipline	economic, chemistry, biomedical
Topic	air pollution, super-virus, earthquake
Location	country, city, town, institution
Methods	experiment, case study, questionnaire, grounded theory
Data source	primary, secondary, tertiary students, senior citizens

Number of keywords

- can't be too few or many
- 3-5 in journals
- trade-off between the keywords to meet the limitation requirements for keywords
- choose the keywords from recent or often-cited titles close to their contribution

3. Reference

Contents

- Definition of plagiarism
- Definition of reference
- Function of reference
- Types of reference
- Standard of good reference
- Comparison between paper and life

Definition of plagiarism:

- using someone else's ideas or words
- cheating by claiming someone else's work as your own
- being seen as a very serious offence
- occurring when you directly copy words from others' work.
- occurring when you re-word someone else's ideas in your own work and you do not give credit to the original source

Definition of reference:

- All of the sources you refer to need to be listed at the end in a reference list.
- On this list, you need to list those sources from which you have either quoted or paraphrased.

Function of reference:

Functions
used to avoid plagiarism
tell editors and readers what sources have been cited in the paper
help readers to use the materials to refer to when they write papers

Types of references:

Styles	Definition
The Institute of Electrical and Electronics Engineers (IEEE)	used in writing research papers, commonly used in technical fields, particularly in computer science
Modern Language Association (MLA)	providing guidelines for writing and documentation of research in the humanities, especially in English studies

Tips

- CNKI and Web of Science can be used to form your reference list.
- Select your sources, click the button Export of Literature, and you will get the reference list.
- A slight change

Standard of a good reference:

- Authoritative
- Up-to-date
- Journal-targeted

Comparison between paper and life:

Paper	Life
condensed life	an extended paper
learn first; find out the problem; come up with new methods or findings	learn; create
leave something valuable; Integrity, an important role	leave some valuable things Integrity, an important role

4.Acknowledgement

Contents

- Definition of acknowledgements
- Types of acknowledgements
- How to write acknowledgements

Definition of acknowledgements:

- often stand alone after the References
- always the sentences that express the authors' gratitude to their supervisors, colleagues, friends and family members
- For example:

Acknowledgements

- I would like to thank many people for the completion of this thesis.
- My great gratitude first goes to my academic supervisor, Professor Xiong Lijun, for her warm-hearted, continued encouragement and expert supervision during the three-year study. Without her guidance and encouragement, I could not have completed this thesis. What she taught me is precious wealth which I will benefit from for the whole of my life. Her positive comments and gentle guidance gave me inspiration and the knowledge base I needed to continue. Also, her high quality character will affect me in future life.
- I would like to extend my special thanks to all the other professional educators, Professor Pan Weimin, Professor Chen Jiansheng, Professor Xia Riguang, Professor Liu

Xuehua, Professor Wu Liling, Professor Peng Xiaohong, and Professor Shen Peixin, who taught me during my three-year study, and their patient teaching and guidance were of great help to the fulfillment of this thesis.

- I also would like to express my thanks to all my friends for their support in different ways such as their warm smiles, words of encouragement, and pats on the back.
- **Last but not the least**, I want to thank my parents, who have encouraged me to pursue my

Types of acknowledgements

- Two main types of acknowledgements
- One is in a paper, and expresses the thanks to the organizations or projects or funds.

Example:

ACKNOWLEDGMENT

Computational resources were supplied by the Ministry of Education, Youth and Sports of the Czech Republic under the Projects CESNET (Project No. LM2015042) and CERIT-Scientific Cloud (Project No. LM2015085) provided within the program Projects of Large Research, Development and Innovations Infrastructures. (Tomas, 2018)

- The other is in a dissertation as mentioned in the first part.

In a paper	In a dissertation
For the organizations or projects or funds	their supervisors, colleagues, friends and family members
shorter	longer

How to write acknowledgements:

1. The elements should be included in this part.
2. The sentence patterns that can be used in this part:

There are several people that I want to thank.

My first thank you goes to my supervisor who.....

I would like to extend my gratitude to my girlfriend.....

Finally I want to thank.....

3. The subjunctive mood used in this part:

Example :

Without his help, I could not complete this project.

4. Submitting

—writing the journal submission cover letter

Contents

- Why a convincing cover letter?
- What to write in this letter?

Why a convincing cover letter?

- Highlighting the merit and significance
- Interesting the editor

What is included in the cover letter ?

- Follow the author guide.
- include essential information
 - editor's name
 - journal name
 - manuscript title
 - article type (review, case report, original study)
 - submission date (if applicable)
 - brief research background and research question
 - statement of methodology
 - major findings and significance
 - all contacts of corresponding author
 - prior/current publishing status

What should be avoided in the cover letter?

- Don't use too much jargon and acronyms.
- Don't exaggerate.
- Don't make it lengthy.
- Don't try to be entertaining