SKI2084
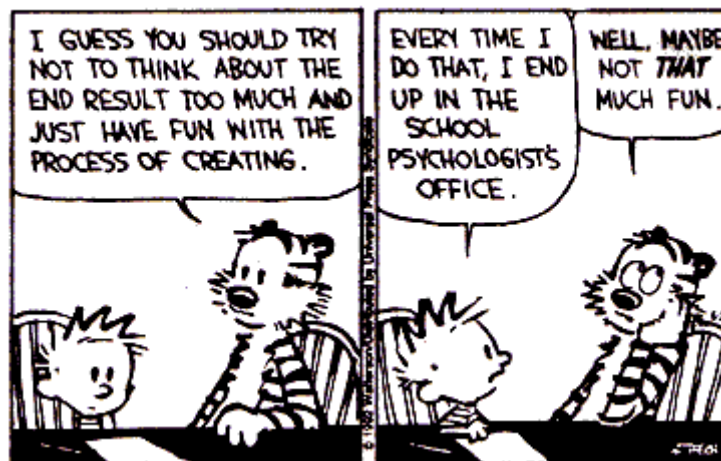
Writing in an Academic Context: Improving Argumentation and Style

Course manual

Table of Contents

Course coordinator:

Alice Wellum, MA, MSc
University College Maastricht
Alice.wellum@maastrichtuniversity.nl

Course Description

Academic writing has changed in many ways in the past decades. While writing in an obscure and jargon-filled manner was once seen as the mark of a true scholar, in the past years there has been a determined shift towards clear and concise writing. Academic scholars are now required to be excellent communicators who can describe complex ideas in clear and accessible language. With the advent of blogs, TEDx talks, and scholarly magazines such as New Scientist, academic writing increasingly needs to speak to the reader.

The basic question this course will concern itself with is: how can I make my academic writing as clear, readable, and enjoyable as possible for the reader? Our aim is to give you a set of stylistic and rhetorical tools that allow you to understand the underlying factors that make academic writing "good", allowing you to approach any writing and (peer-) reviewing situations with more skill and confidence.

Writing in an Academic Context is an extremely hands-on class, the success of which depends on your willingness to show up prepared and eager to discuss the readings, do the tasks, work on in-class material, critique other students' work, have your own work critiqued, and, of course, write. In contrast to your content courses, the theory used in this course is incredibly easy. Yet the knowledge that comes with what we are doing is just the doorway to the greater secrets of the craft. In order to become good at academic writing and put the conventions into practice we will need to do exactly this: practice. Therefore, the most of the time in this course is allocated to you practicing the tools of the trade by doing exercises, peer- and self-reviews, and of course writing, both at home and in class.

Course Outline

Throughout the coming seven weeks you will be learning various stylistic and rhetorical devices to sharpen your writing and reviewing skills. Each week, you will read selected materials at home and prepare the corresponding tasks for class. In the first part of the tutorial session, we will discuss the tasks and then engage in a close reading of selected extracts that you and the rest of the class have provided.

In addition, you will choose an old paper you have written (one that is at least **3000 words** in length) and re-write it based on the principles you learn each week. Be careful to save consecutive versions of your paper under a new name: it would be a shame if you over-wrote the original file and the intermediate versions that document your writing and improving progress. (We also suggest using Track Changes and the Comments function for your editing process, but this can get a little confusing as time goes on). Bring this paper – and your progress versions – with you to class every week. In the final week you will hand in

a final paper consisting of a self-reflection and re-writes of your old paper (more about this under **assessment**).

The table below provides a general overview of topics and assignments.

	Tutorial/lecture topics	**Preparation for tutorials**
Week 1	**Lecture**: Introduction to the course **Tutorial**: The introduction and reporting other literature	See materials under Writing in an Academic Context/Course Materials/week 1 Complete exercises in course manual. Review and revise introduction of old paper and bring to class.
Week 2	**Lecture 2:** argumentation, paragraphs and WAC **Tutorial**: The main section and conclusions	Writing in an Academic Context/ course materials/ week 2 Complete exercises in course manual and review and revise your conclusion.
MIDTERM due Wednesday, 15th November, 23:59.		
Week 3	Paragraphs	Writing in an Academic Context/ course materials/ week 3. Complete exercises in course manual. Review and revise four consecutive paragraphs from the main section of your paper.
Week 4	Smart sentences	Writing in an Academic Context/ course materials/ week 4. Complete exercises in course manual. Review and revise sentences in paragraphs from last week, as well as sentences in introduction and conclusion.
Week 5	Stylish sentences and being concise	Writing in an Academic Context/ course materials/ week 5. Complete exercises in course manual. Review and revise sentences in paragraphs from last week and bring revisions to class. Revise sentences in introduction and conclusion.
Week 6	Hedging and reporting verbs	Writing in an Academic Context/ course materials/ week 6. Complete exercises in course manual.

		Check all revised sections (introduction, conclusion, four paragraphs) for hedging and reporting verbs. Review and revise, and bring to class.
Week 7 Exam Week	**FINAL PAPER due Wednesday, 13th December, 23:59**	Submit **final paper** including 1300 words **self-reflection** and **old paper revisions**.

Required texts and supplies

Texts:
Since there is no comprehensive text book which covers all course topics, we will use selected chapters from several books and online sources. You can find these under Writing in an Academic Context/ Course Materials every week, together with questions and exercises to deepen your understanding and skill of the topics we are exploring.

Some other books which may be useful and explore academic writing in more detail:

- Peck, J., & Coyle, M. (2005): *The Student's Guide to Writing.* New York: Palgrave Macmillan. (Available in the UCM Reading Room)
- Williams, J. (2013). *Style: Lessons in Clarity and Grace*. New York: Pearson. (Available in the UCM Reading Room)
- Glasman-Deal, H. (2010). *Science Research Writing: For Non-Native Speakers of English*. London: Imperial College Press. (Available in the UCM Reading Room)

Additional Resources:
- "The Writefull App" (http://writefullapp.com/): an incredibly useful programme that at the time of writing this manual is free for download on mac/ PC. Features include: a synonym-in-context finder, word-frequency finder ("amount" vs "number" of people?), word-gap filler ("Researchers have _" [indicated, found, explored, demonstrated…]), and a dictionary.
- Writing Spaces" Open Textbook Chapters (http://writingspaces.org/essays)
- The APA Blog (http://blog.apastyle.org/): written by "official" APA manual staff, this blog (with searchable entries) has a plethora of frequently asked questions concerning APA style referencing.
- Purdue Online Writing Lab: https://owl.english.purdue.edu/
- The Little Brown Handbook (available in the UCM Reading Room)
- The UCM Style Guide: under course materials and MyUCM/Support/Writing Centre. UCM's own referencing and layout style guide!
- Manchester Academic Phrasebank (http://www.phrasebank.manchester.ac.uk/introducing-work/): a plethora of commonly used academic phrases, to be used without impunity (it's not plagiarism!)

Pen/Pencil, Paper (required): This is a writing course, which means you will also be writing in class and sharing your writing with others. Please make sure you have a pen or pencil and paper with you at all times. **Please print out the paper you use for peer-reviewing (and any subsequent versions of it).**

Format for self-reflection paper
See the UCM Style Guide for this (Course Materials/ UCM Style Guide).

Assessment:
Each week, as we focus on different aspects of academic writing, you will review and re-write parts of an old (3000 word) paper.

Midterm:
The midterm in week 3 asks you to review and revise the introduction and conclusion part of your paper. It is due **Wednesday, 15th November, 23:59.** Hand in a hard-copy at the Office of Student Affairs (don't forget the cover-sheet) and send a soft-copy to your tutor's email.

Word-count: the self-reflection part should contain at least 500 words**.** We have added indications below to show how much space you could dedicate to each section, but you can be flexible with this to make it fit your relevant sections. *The re-written sections from your old paper do not count towards the word-count.*

Final assignment:

At the end of the course you will merge everything learnt during the course into **one paper** that contains both your reviews and revisions. This is due **Wednesday, 13th December, 23:59.** Hand in a hard-copy with a cover-sheet to OSA and upload a digital copy to SafeAssign (the plagiarism checker will be disabled as you have already submitted the paper previously).

Word-count: the self-reflection part should contain at least 1300 words**.** We have added indications to show how much space you could dedicate to each section, but you can be flexible with this to make it fit your relevant sections. *The re-written sections from your old paper do not count towards the word-count.* The final paper should include your re-vised introduction and conclusion (including changes made to these after the midterm), but should not include the review of the introduction and the conclusion as you already handed this in for the midterm.

Be sure to work on each task after each tutorial session since all tasks build on the tasks completed in the previous session. Thus, in order to complete the smart sentences exercise in week 5 you will have to have re-written your paragraphs in week 4, etc.

Self-reflection:

What we are looking for in the self-reflection part is an insight into your understanding of the reading materials, and how well you can recognise to what extent your paper follows, or does not follow, the readings. What is not enough is simply stating what you did. For example, if you decided to follow step 2 or the CARS model, you might say:

Sentence: "Distributive justice is concerned with the quest for an answer to how benefits and burdens should be distributed in society."

This sentence is an example of step 2) topic generalization, because it gives a general definition necessary to understanding the topic at hand without getting into too many details. The reader needs to understand what distributive justice is in order to proceed with the rest of the introduction.

Remember that many aspects of the readings are stylistic choices – if you made a different choice in your paper than the literature recommends but *it works* for you and your readers, then you should mention this in your self-reflection. A classic example is including a quote at the beginning of the introduction. The CARS model (week 1) does not encourage this, but in certain disciplines this can a very effective choice. So your self-reflection might read:

While the C.A.R.S. model does not suggest using a quote at the start of the introduction, I chose to do so. The reason for this is that my paper is a literary analysis paper where the convention is that authors often to choose to start their papers with a quote to get the reader's attention. I make sure this quote is integrated into my paper by referring back to it in the conclusion, thereby not letting it "hang" without giving context.

Handing in assessment:
Hand in with **clear headings indicating topics**. Under each week/ topic, include the self-reflection section and re-written section, and, if appropriate, additional exercises (such as the reverse outline). Hand in a hard-copy to the Office of Student Affairs and upload a copy to SafeAssign.

Assessment:
Participation and homework completion: 10%

Final assignment breakdown:

- Self-reflection: 35%
- Re-write parts of old paper: 55%

Sessions and Tasks:
We have created a breakdown of the sessions and accompanying tasks for your paper below. Try to review and re-write the relevant sections in a timely manner. We strongly recommend that you keep up with the work and do relevant re-writes before and after each week, rather than waiting until week 6 to do everything.

Week 1: Introduction:

1) Review your introduction based on the CARS model. To what extent does it and does it not fulfil the moves and steps mentioned in the model? (250 words)
2) *Rewrite the introduction.*

Week 2: Main section + conclusion:

1) Create a reverse outline based on your entire paper and review it (250 words).
2) Review your conclusion (150 words).
3) *Re-write your conclusion.*

MIDTERM

Week 3: Paragraphs:

1) Review four paragraphs, especially those in the analytical part of your main section. (250 words)
2) *Re-write the paragraphs*.

Week 4: Smart sentences:

1) Review your sentences (introduction, conclusion, + paragraphs). (250 words)
2) *Re-write sentences in relevant sections (e.g. from the paragraphs you previously worked on).*

Week 5: Stylish sentences and being concise

1) Review stylish sentences and conciseness in the same 4 paragraphs you rewrote in weeks 3 and 4. (250 words)
2) *Make your sentences in relevant sections more concise.*

Week 6:

1) Review your reporting of other literature. Have you done this effectively? Also, have you hedged effectively? (200 words)
2) *Change relevant sections as appropriate.*

Final section:

1) Write a short summary about your strengths and weaknesses as an academic writer. (200 words)
2) Include personal checklist in appendix (not part of word-count). As long as your hand-writing is legible you can also attach an image of your checklist.

FINAL ASSIGNMENT

Be sure to hand in the relevant sections of your old paper when handing in the final assignment.

Attendance:

Students may fail to attend one meeting without further consequences. Those who miss two meetings may apply for an additional assignment, while those who miss three (or more) meetings will fail the course. This is in accordance with UCM policy.

Additional Assignment:

The form can be obtained from the Requests page on MyUCM via Student Portal, and must be submitted by the **29th December**. Keep in mind that an additional assignment will only be granted if you are found to have a valid reason for not attending both classes that you have missed. In addition, you will have to bring evidence that you caught up on the lessons you missed and participated well in the other classes. (The best way to do this is to show your tutor the completed exercises and notes from the past 6 weeks during the last tutorial group.)

Session 1: The Introduction

Please come prepared to the first tutorial group by reading the relevant literature, answering the guiding questions, and completing the corresponding tasks. Please also bring an old paper you have written that follows the traditional academic structure (introduction, main section, discussion/ conclusion) and is at least 3000 words long. (So no research proposal or self-reflection papers, please.) Science students: you may use an IMRaD paper (Introduction, Methods, Results, and Discussion).

Readings:

Readings can be found on StudentPortal (course materials/ week 1).

The introduction can be best examined according to the Create-A-Research-Space (CARS) model. Follow the links to relevant pages by the University of Southern California and the University of Helsinki to read about this.

A more in-depth review of the CARS model, as well as an annotated introduction, can be found in the Glasman-Deal reader. We strongly recommend that students with a science concentration and anyone who is serious about learning how to become a great academic writer reads this.

Finally, have a look at the Manchester Phrasebank (http://www.phrasebank.manchester.ac.uk/introducing-work/), which has a plethora of interesting phrases that are yours for the taking (this is not considered plagiarism by the way). You can also find the link on StudentPortal/Course Materials.

Guiding questions for reading:

1. What is the CARS model and which steps should an academic writer follow when writing an introduction?
2. Which common academic phrases does the introduction use?

Note for discussion leader:

If you are discussion leader, you will probably start with a review of the literature, then go on to the exercises, and finally give some time for peer-reviewing. The last five minutes of each class should be dedicated to filling in the checklist.

Task 1: A basic and advanced introduction

Below you will find an introduction for a 1000 level course. Some changes were made to make it a 3000 level course. What has changed? How does each introduction correspond to the CARS model?

Introduction A: Rumour has it

Rumour is described as "an unofficial interesting story or piece of news that might be true or invented, which quickly spreads from person to person" (Cambridge University Press, 2013). The difference between rumours and gossip lies in the fact that gossip tends to target a person's private life, whereas for a rumour this is not necessarily the case, and thus a rumour might spread further than gossip (Lind, Da Silva, Andrade Jr., & Hermann, 2007). It is important to understand where rumours come from and how they spread, so as to counter any problematic lies spread by rumours or gossip.

This paper addresses the following questions:

[1] How can the spread of rumours within Maastricht University be modelled and [2] why does this kind of information not reach everyone? To answer these questions, first an explanation is given of how rumouring can be analysed in a network model. This general model will then be applied to evaluate rumouring among students at Maastricht University. Finally, the model is discussed in terms of utilisation, strengths and weaknesses.

Introduction B: Rumour has it

In a city such as Maastricht which is full of students who interact with each other in multiple ways – both inside and outside university – rumours are bound to emerge. In fact, spreading rumours is even said to be fundamental to human society (Shaw, Tsvetkova, & Daneshvar, 2010). Rumour is described as "an unofficial interesting story or piece of news that might be true or invented, which quickly spreads from person to person" (Cambridge University Press, 2013). Students often find themselves in situations that may give rise to rumours. While this may be due to the fact that students are still trying to discover their identity, it can also be due to the variance of student life with all its parties and extracurricular activities,. The difference between rumours and gossip lies in the fact that gossip tends to target a person's private life, whereas for a rumour this is not necessarily the case, and thus a rumour might spread further than gossip (Lind, Da Silva, Andrade Jr., & Hermann, 2007). The spread of rumours has often been modelled, and is associated with the internet, epidemics, earthquake prediction and immunological defences, among others (Lind et al., 2007). Most often, a network model has been used to model the spread of rumours in which the emphasis was placed on how quick the

information spread. However, there has been little research on why certain information only reaches particular people. It is nevertheless important to understand this, because on a wider scale knowledge about information diffusion can help to solve problems arising from information gaps. A network model is specifically applicable to the phenomena of "rumouring", for it shows the relationships people have but also how strong they are and in what directions information flows. The rumour serves as the information that is spread, and the network model including the strength of ties can indicate when information lacks occur. This paper focuses specifically on the lack of information or "information gaps" that occur during the process of rumouring.

This paper addresses the following questions:

[1] how can the spread of rumours within Maastricht University be modelled and [2] why does this kind of information not reach everyone? To answer these questions, first an explanation is given of how rumouring can be analysed in a network model. This general model will then be applied to evaluate rumouring among students at Maastricht University. Finally, the model is discussed in terms of utilisation, strengths and weaknesses.

Task 2: Comparing introductions across disciplines

Below are two introductions: one written for a social sciences paper, one written for a philosophy paper. Read both introductions, then compare them. How do they differ? How are they the same? How would a science paper compare? And what kind of introduction might you write in your discipline?

Social Sciences Introduction:

Commenting on the operation of unmanned aerial vehicles (UAVs), more commonly known as military drones, an analyst is cited as saying, "It's like a video game. It can get a little bloodthirsty. But it's fucking cool" (Sparrow, 2009, p.184). This quote illustrates the perils that the new and evolving technology of military drones embodies and the ethical ramifications inherent in the use of such a technology. Throughout history, man has had to grapple with the dangers brought about by technological breakthroughs. Yet, some of the twenty-first century technologies including robots (military or otherwise) pose a qualitatively different threat than technologies that have come before (Joy, 2006; Singer, 2009a). Joy (2006) points out that every design and use of a new technology brings with it unintended consequences that may be disastrous. Especially in the field of military robotics, then, with its inherently lethal potential, there are serious implications for law, ethics and morality. More often than not, morality and ethics are struggling to keep up with new and emerging technologies and this can generate ethical lacunae and uncertainty (Singer, 2010).

The present paper aims to answer the question of how the challenges of 'moralizing' military drones can be addressed. It is divided into two main parts. In the first part, the relevant theoretical concepts will be introduced and elucidated and in the second part, these concepts will be applied to the case of military drones. Firstly, the nexus between the human and technological domains and morality will be presented. Secondly, the concept of technological mediation will be introduced and its meaning for moral decision-making will be elaborated on. Thereafter, the resulting ramifications for the design of technology will be highlighted and the notion of 'moralizing' technology will be explicated. Subsequently, the above theoretical concepts will be utilized to analyze the various ethical challenges with regard to military drones. In doing so, it will be investigated how these challenges can be addressed by 'moralizing' drone technology.

Philosophy introduction:

Distributive justice is concerned with the quest for an answer to how benefits and burdens should be distributed in society. In this paper, I will present my answer to this question, which encompasses what distributive justice means to me and what I believe it requires. I argue that a just system of distribution should take into account the inherent moral dignity of individuals, and that it should furthermore be based on a view of society as a productive cooperation resulting in mutual benefit. For these reasons, this paper argues that a distributive justice theory based on Anderson's democratic equality is the best system to accommodate these factors.

Democratic equality recognizes the inherent moral worth or dignity of the human person, and sees this person as a citizen in a both a political and social context (Anderson, 1999, p. 312). Therefore, Anderson's (1999) theory requires that people be given equal capabilities to achieve certain functionings as proposed by Sen (p. 361). I believe that democratic equality as equal capabilities entails a certain threshold of dignity that all people should be brought towards. In short, my preferred theory can be captured in the phrase 'Everyone should get what they deserve, but no one deserves to have less than enough.' In which 'enough' refers to sufficient capabilities based on human dignity and status as a citizen in society. The first part of the phrase refers to a specific notion of desert incorporated in my preferred theory which goes roughly as follows.

My preferred theory holds in addition that the burdens and benefits in society should be distributed according to desert. The desert base should be determined in virtue of these burdens and benefits. Since democratic equality and thus equal capabilities are the goals of distributive justice as understood here, the system of desert should accommodate these values. What makes a person deserving will therefore be their degree of cooperation and contribution to the establishment of democratic equality. My preferred theory thus departs from democratic equality and completes it with a non-intrusive incentives system that functions according to a limited system of desert. This results in a self-reinforcing cycle of justice, the workings of which will be addressed throughout the paper. This allows individuals to achieve their aspirations and dreams, affording them with personal liberty, while encouraging them to contribute to a just society. It involves minimal intrusion into people's ability to achieve their own conception of the good, and is geared as a whole to the accomplishment of a just society.

First, the basic assumptions that underlie my choice and consequently my preferred theory will be explained. Then I will present the theory, after which I will make some concluding remarks. This paper does not aspire to present a superior theory, nor does it pretend that

everyone would necessarily agree to a just society as proposed here. This is an acknowledgement and recognition of the fact that personal intuitions are at least partly (some would say wholly) determined by social and historical context.

Task 3:

The following introduction was submitted by a UCM student in a previous year. After being given feedback, the structure of the introduction was thoroughly changed by this student. Decide what works and what doesn't in this introduction and make the appropriate changes. Ignore grammar errors – we're really only focusing on the structure at the moment.

In 1985, Dr. Boutros Ghali, former Egyptian Foreign minister and former Secretary-General of the United Nations predicted that "the next war in the Middle East will be fought over water, not politics" (as cited in BBC, 2003, para. 2). His successor, Ban Ki Moon, echoed this warning in 2007 by stating, "the consequences for humanity are grave. Water scarcity threatens economic and social gains and is a potent fuel for wars and conflict" (as cited in United Nations University, 2011, para. 8). Since the end of the Cold War, we have come to increasingly view environment through the lens of security. Many scholars have proposed to incorporate non-military threats into the concept on national security. Since then, there has been a growing academic interest in the linkage between the environment on the one hand and national and international security on the other hand. Increasingly, politicians, academic scholars and journalists have been posing the question whether environmental changes and resource scarcity should be considered a security threat to the welfare of states and people. Environmental degradation, climate change, resource scarcity and population growth are now seen as potential threats to the social and political stability of a region, country, or even the international community (Dabelko & Dabelko, 1995). Yet, very little work has been done on the precise role of water scarcity in the emergence of conflict.

This paper investigates the link between water scarcity and armed conflict in the Middle East and North Africa region (MENA region). This world region is generally recognized as very vulnerable to conflict and resource scarcity. Thus, the research question is: How does water scarcity affect armed conflict in the MENA region? The first part of the paper explains important concepts and presents the analytical framework. Next, the MENA region will be analysed. Finally, the paper concludes that water scarcity can indirectly affect violent conflict in the MENA region by contributing to the deterioration of the economic and social system. It furthermore concludes that water scarcity is neither a necessary nor a sufficient cause of violence.

Task 4: Your introduction
Have a look at the introduction for the paper you chose to review in this course. Now that you have learnt more about introductions, what do you think? Would you change anything?

Session 2: APA referencing and the conclusion

Last week we looked at the introduction. This week will focus on the common mistakes in APA referencing and the conclusion. Make sure you are prepared for session two by reading the literature and completing the tasks. There are two main readings:

- Remind yourself of APA guidelines by browsing the Style Guide (use the tasks to guide your search, but also remember to write down any questions you ever had about referencing!)
- Read about effective conclusions, and summarise what makes an effective conclusion.

Guiding question:

1) How does one reference a paper correctly in APA style?
2) What are strategies to writing an effective conclusion? Which one should I use in my discipline?

Readings:

- UCM Style Manual (MyUCM/Support/WritingCentre/StyleGuide)
- "Conclusions" by University of Indiana:
  http://www.indiana.edu/~wts/pamphlets/conclusions.shtml
- UNC Chapel Hill Conclusions handout:
  http://writingcenter.unc.edu/handouts/conclusions/
- Glasman-Deal: Conclusion/ Discussion section (recommended especially for science students; that said, their section on hedging/ modal verbs is something students who sometimes struggle to express themselves in English should also look into)

Task 1: APA exercises

A: Here are two ways to use in-text citations in a paragraph. Which paragraph does this correctly?

1. Instead of integrating the different groups of the Somali population in the process of state-building, only particular actors were chosen to participate in the conferences, leaving most of the affected people unrepresented. Even though the complete collapse of the Somali state system was obvious, no concept was considered that would have conquered the actual problems of the state. Rather, the fiction was kept up that Somalia was still a nation-state and could be brought back to its normal order by simply re-building its institutions. However, the rejection of the foreign plans by the Somalis made

any acceptance of such institutions impossible (Ahmed & Green, 1999; Herbst, 1996; Yoo, 2011).

2. Instead of integrating the different groups of the Somali population in the process of state-building, only particular actors were chosen to participate in the conferences (Ahmed & Green, 1999), leaving most of the affected people unrepresented. Even though the complete collapse of the Somali state system was obvious (Herbst, 1996), no concept was considered that would have conquered the actual problems of the state. Rather, the fiction was kept up that Somalia was still a nation-state and could be brought back to its normal order by simply re-building its institutions (Ahmed & Green, 1999). However, the rejection of the foreign plans by the Somalis made any acceptance of such institutions impossible (Yoo, 2011).

B: Decide whether these in-text references are correct:

1. Organisational solidarity of activists was furthered by public fundraising campaigns which raised funds for primary schools (Kai Heidemann, 2014).

2. Yet, some of the twenty-first century technologies including robots (military or otherwise) pose a qualitatively different threat than technologies that have come before (Joy, 2006; Singer, 2009a). Joy points out that every design and use of a new technology brings with it unintended consequences that may be disastrous (Joy, 2006).
    According to Joy, this is a problem because we may not something dangerous has been created before it's too late. Joy believes that sooner rather than later, reality may be stranger, and indeed more dangerous, than fiction. However, there is hope. Schwartzer & Bronks (2009) suggest that attitudes and awareness are changing, and that politicians and scientists have become increasingly mindful of the harm that may befall humanity, and have therefore urged clearer ethical guidelines on developing something that may cause destruction.

3. The reason for advocating this view is the following. Imagine the world before there was any form of society as we now know it. There would be people trying to live their lives individually, hunting for food, building shelters and trying to ward off predators. It is inevitable that at some point, cooperation with others would become fruitful for these individuals. It is apparent that cooperation is needed from the simple perspective of survival of the species: man and woman must stay together for at least a certain period of time to raise their children to independence. It is much easier to keep predators at bay if you can

combine forces with others. Even if social cooperation is not an absolute necessity to survive, then at least it makes life much easier and more enjoyable (Vago, 1981, p.23-24).

4. Furthermore, Rubens et. al (2014) state that…

C: Decide whether these references are correct or not and improve them:

Biederman, J., Safren, S., Seidmann, L.J., Spencer, T.J., & Wilens, T.E. (2006). Academic Highlights: ADHD: Applying practice guidelines to improve patient outcome and executive function. [CME] *Journal of Clinical Psychiatry, 67*(12), 2014-2025. Retrieved from http://www.psychiatrist.com/JCP/article/Pages/2006/v67n12/v67n1223.aspx

Haar, R. (2015). Why does the United States intervene militarily for humanitarian reasons? *Politics & Policy, 43*(2), 287-314.

Dekker, T.J. (2009). Choices, consequences and desert. *Inquiry, 52*(2), 109-126. http://doi: 10.1080/00201740902790201

Terracciano, A., Abdel-Khalek, A. M., Adam, N., Adamovova, L., Ahn, C., Ahn, H., . . . McCrae, R. R. (2005, October 7). National character does not reflect mean personality trait levels in 49 cultures. *Science, 310,* 96–100. doi:10.1126/science.1117199

Warner, K. (2013). The Decline of Unionization in the United States: Some Lessons from Canada. *Labr Stu. Jour., 38*(2), 110-138

Task 2:

The following conclusions were written by UCM students in previous years. Annotate the conclusions and decide what each conclusion does or does not do.

Conclusion1:

It appears that it is difficult to say with absolute certainty that any of the intelligence tests discussed measure an individual's full intellectual capacity. We cannot compare the test to our actual intelligence to measure its accuracy, and by comparing tests to other tests we still cannot pinpoint how close they come to defining our actual intelligence. Hence, the main aspect of intelligence testing that is controversial is the manner in which these tests go about it. For example, when trying to weed out problematic cultural biases, it appears that the test actually trades off some of the complexity of the kind of intelligence it actually tries to measure. Furthermore, because there are so many different definitions of intelligence, there are also various methods to test these different definitions. The Stanford-Binet test is then likely on the right track in that it combines a variety of these different definitions and methods, to create the most holistic measure of intelligence so far. The Stanford-Binet test is not perfect; indeed, the Wechsler Scales was created to avoid its cultural bias by using only visuals. Yet by doing so, the Wechsler Scales traded off some of the depth of measuring more verbal kinds of intelligence. In that line of thought, psychophysical measures of intelligence built on this by completely eliminating verbal communication and just measuring participants' reaction times in oversimplified, clinical settings. The last test discussed was the STAT, which was different to the rest in that it intends to measure what Sternberg believed were the three main forms of practical intelligence for a successful life in our complex social environment. In closing, it seems that most intelligence tests still have room for improvement especially with the ever-evolving technologies of this day and age. Now and as they improve, it remains imperative that we question what their intended use and their practical consequences are in our lives.

Conclusion 2:

As seen, the general model can be applied to the specific model of Maastricht University. It should be noted that there are strengths and weakness of this application. A first strength of the model in general is that the model is robust against accidental attacks, meaning that if one person is removed this will not have strong consequences for the spread of information, as people still have plentiful connections (Moreno et al., 2004). In addition, the fact that not everyone is directly connected means that harmful information does not necessarily reach everyone, for there are too many blockades that need to be taken. However, the fact that not everyone could be reached could also be seen as a limitation. Since full infection of the entire population is improbable, it should be taken into account that not everyone will be reached. This is especially the case for Maastricht University, which has several large clusters with low interconnectivity, so that a rumour will never reach everyone. Thus, once the rumour spreads someone who does not know the target, the rumour will stop spreading, resulting in an information lack.

Another limitation is that two assumptions were made, namely that the ties between victim and originator and that rumours only spread initially to people who are acquainted with the victim. These assumptions might not be true, for if the rumour is very interesting or newsworthy, it might spread further than only those originally acquainted with the victim. Additionally, the fact that this network model is a representation of reality rather than reality itself is a limitation. This might mean that not all variables have been taken into account, since a model is always less complex than the real world. Nevertheless, creating a model of this phenomenon helps to understand the way in which the spread of rumours operates, especially as often so many people are involved that it would be hard to create a real representation of it. This specific model also deals with the problem that not everyone gets access to the information; a problem not adequately addressed in literature. Future research could thus be done to supply empirical data to fill this gap and to test whether or not the model explains this correctly.

This paper has explored the question of how the spread of rumours within Maastricht University can be modelled as well as why this kind of information does not reach everyone. It has been shown that the clusters and low interconnections between these clusters are responsible for this. Additionally, also the diffusion level and the different roles people take on with respect to spreading rumours have an effect on this. Despite its limitations, the model is nevertheless effective in explaining the phenomenon within in Maastricht. However, sinceMaastricht University is just one example of a context with large groups that are divided in clusters, the model could also be applied to similar situations, such as other universities, different company locations, or deal with other kinds of information rather than rumours to examine information gaps in those situations.

Conclusion 3:

This paper analyzed how the challenges of 'moralizing' military drones can be addressed. Firstly, it was demonstrated that ethics and morality have both a human and a technological dimension and that the two spheres are in fact closely intertwined. Secondly, the concept of technological mediation was introduced and it was examined how technologies co-shape both our perceptions of reality and our moral agency. Thereafter, it was argued that the inevitable technological mediation in our technological culture means that the designing of technology is an inherently moral process and that engineers should aim to 'moralize' technologies so as to shape our actions for the better. Subsequently, these theoretical concepts were applied to the case of military drones. It was shown how understanding the mediating effects of this technology and ensuring wider participation in the development process of drone technology can help us 'moralize' their design. By focusing on the ethical importance of a good user interface and utilizing public deliberative fora we may be able to address some of the moral challenges that drones entail.

Since technological artifacts stabilize human relationships by co-shaping our perceptions and actions in our constructed environment, it is of utmost importance that we design military robots with human priorities foremost in mind (Geraci, 2011; Latour, 2005). Our technologies offer both peril and promise, enabling as well as constraining our moral actions and therefore we must heed the consequences that technological mediation has for our ability to act ethically. Realizing the fundamental importance of gaining a better understanding of how to address the ethical challenges of military drones, there has been an "ethics surge" (Lucas, 2010, p. 292) in the field. However, recalling the quote at the beginning of this paper and presuming that we do not want drone pilots making life and death decisions with the feeling that they are merely playing a video game, it appears that much work remains to be done in 'moralizing' drone technology design in order to promote more ethical behavior on the remote battlefield.

Task 3: Review and rewrite your own conclusion, and check your references.

MIDTERM:

After the second session, **review** and **revise** your **introduction** and **conclusion**. Send these to your tutor via email and hand in a hard copy at the Office of Student Affairs by **Wednesday, 15th November, 23:59**. Do not forget to attach a cover sheet to the hardcopy!

Session 3: Paragraphs and the reverse outline

We are now starting to look at the paper in more details: this week will look, in particular, at paragraphing.

In order to do this, we recommend going to the lecture on paragraphing, and reading the reader on paragraphing. Also have a look at the annotated paragraph, as you will be asked to annotate the paragraphs below.

Guiding questions for your reading:

- What do we mean when we say a paragraph is unified?
- How can you show that a paragraph is clearly structured? (Key-words/levels…)
    - Which connectors would you use between levels, which connectors would you use within levels?
- How can you tell a paragraph is coherent?
- What is meant with "flow"?
- What is parallelism? How can you show this in a paragraph? (from lecture)
- How to create a reverse outline is described in task 2 of the exercises you can find on StudentPortal.

Task 1: <u>Annotate</u> the paragraphs to show whether or to what extent the features are presented.

- Structured?
- Unified?
- Coherent?
- Do they show evidence of "flow"?
- Bonus: do they show evidence of "parallelism"?

Paragraph 1:

There are at least two reasons to be optimistic that we are witnessing a move towards a greater degree of realism in economic science. Firstly, economics has become increasingly suspicious of econometric results (McCloseky, 2000). Statistical significance and large cross-sectional studies have lost some of their significance, as economists are beginning to look for "thick" history and field work to support their empirical argument. Secondly, the focus of economic science has moved from a preoccupation with abstract, equilibrium theorizing to an extensively empirical discipline. Indeed, empiricism in the form of econometric analysis can also suffer from problems of abstraction and a loss of reality, but economists have greater relevance and a closer attachment to the "real" when engaging in empirical analysis relative to formal theory.

Paragraph 2 + 3:

Water scarcity poses a threat to ecosystem services, which then negatively affects human well-being and the political and social stability of a country. Ecosystem services refer to the benefit that humans obtain from an ecosystem, such as freshwater, wood, food, disease regulation or soil formation. The degradation of ecosystem services has many negative effects on human livelihood. For example, water scarcity degrades the ecosystem by not only decreasing agricultural production, but can also deteriorate the health of the population. Environmental degradation undercuts economic productivity and good social relations (World Health Organization, 2005).

In addition, the social tensions arising from scarcity of natural resources can lead to population displacement, meaning that internal and international migration can occur. At the same time, environmental stress narrows the range of policy choices available to the government. The disruption of the social system destabilizes the political system and increases the likelihood of armed conflict. These principal effects may, either separately or in combination, considerably increase the probability of armed conflict. The effects are causally interlinked, sometimes with reinforcing relationships. For example, a decrease in agricultural production can lead to population displacement, which further diminishes agricultural outputs. Another example for a positive feedback effect is that the disruption of political institutions can undermine the provision of social services and thus, have a negative effect on population health. Having discussed the intermediate effects, the next section turns to the third and last important element of the analytical framework.

Paragraph 4:

The model of ethnic mobilization is based on the assumption that mobilization may lead to conflict. By means of seven concepts – namely, discrimination, group identity, ethnopolitical leadership and group cohesion, political environment, use of violence by governments, external support for ethnic groups, and international economic status, Gurr and Harff (1994) explain the factors contributing to an ethno-political conflict. Most of the outlined factors are interrelated or interdependent. They differ in terms of their importance and vary over time. The concepts are conflated in order to investigate three core questions. The first question is: "what contributes to ethnic mobilization?" and relates to the first two concepts 'discrimination' and 'group identity'. Hereby, concept 1, discrimination, is defined as "the extent of socially derived inequalities in group members' material well-being or political access in comparison with other social groups" (Gurr & Harff, 1994, p.103). Gurr and Harff (1994) further specify the concept by including a degree of discrimination in their theory: the greater the differences between two groups, the higher the degree of discrimination. Furthermore, a distinction is made between economic and political discrimination. Economic indicators with a high degree of discrimination are: public policies that restrict the economic activities or roles of group members and limited access to (higher) education. Examples for economic indicators with a medium degree of discrimination are: low income, poor housing, and high infant mortality rates compared with other groups in the society as well as a proportionally low rate of group members in commercial, managerial, or professional positions. A high degree of political discrimination takes place when public policies hinder a group in participating in politics and accessing political offices. A medium degree of discrimination is present when one group has a significant lower rate of participation in politics compared to other groups in society or when proportionally few members of one ethnic group are in elective offices, civil service or higher-ranking police and military positions (Gurr & Harff, 1994).

Task 2: Create a reverse outline of the main section of your paper using the instructions below. You can also start writing a review of your main section based on it.

A reverse outline:

1. First, number all the paragraphs in your paper.
2. On a blank sheet of paper, write the research question or thesis statement at the top. Next, divide the paper into three columns. In the first column, write as many numbers as you have paragraphs going down from the top left corner to the bottom left corner. Leave at least 2 lines of space between each number (you'll probably have to continue on to the next page).

3. Thirdly, in the *middle* column, write down the topic of each paragraph. Try to use as few words as possible. If you find this tricky, go back to your paragraph and underline the key-words used in topic sentence of the paragraph; this usually determines what the paragraph is about.
4. In the *right-hand* column, write down how the paragraph topic advances the overall argument of the text. Again, be brief.
5. Evaluate your paper's structure. Step 3 will tell you if your paragraph is not focused and clear, for example if it contains too many key-words or too many concepts. Step 4 will tell you if each paragraph fits in the overall organization of your paper. You may also notice that some paragraphs should be changed or moved to another place after completing this step.

Adapted from https://owl.english.purdue.edu/owl/resource/689/1/

Session 4: Smart Sentences

In the past three weeks we have examined the 'macro' level aspects of an academic paper by looking at overall paper structure, the introduction and conclusion, and of course how to write a good paragraph. The next step is to focus more closely on the details of writing: to examine what exactly makes your writing clear, coherent and concise. Like knowing how to write a good paragraph, this skill is useful for any kind of writing: academic writing, journalism, blog writing, etc. So, onward and upward!

This week, we look at how sentences in English language work, and what the most frequently occurring mistakes are that cause sentences to read awkwardly and obscure your true intentions and ideas. There are two main readers and one suggested reader:

Main readers:

Peck & Coyle:Writing a Sentence

Peck & Coyle: The Well-Crafted Sentence

Punctuation reader(s)

Task 1: Which of the following sentences is a simple sentence, which is a complex sentence, and which a compound sentence?

1. In this essay, I will examine whether the American press objectively covered the Iraq war or not.
2. Tuchman (1972) elaborated on this point, arguing that detached objectivity was a strategic ritual that had not preserved journalistic credibility.
3. The president decided that objectivity was not in the country's interest and he overruled the parliament's suggestion to wait until further information became available.
4. As usual, we enquired about hotels and bought a travel journal at the tourist information office.
5. We wanted to publish the journal before the end of the year, but a fire that burnt down the wing of the chemistry department one night put an end to that ambition.
6. Because many students want to go to China on their semester abroad, we have decided to partner up with Peking University.

Task 2: Explain what went wrong with the following sentences:

1) The article was never published in a journal. Because the first author was accused of plagiarism by a colleague.
2) Restorative justice is used effectively in many parts of the world, it has been shown to be an effective method ensuring the offenders do not reoffend.
3) While many believed that the fascist party would eventually fail, there were not enough people, or indeed resistance fighters, who dared vocalize this idea, leading to a collective silence and

passivity until it was too late, with all effects and consequences that are now known and that many journalists, authors, and academics have written about in recent years, much to the pleasure of the publishing industry.

4) Restorative justice is an approach to justice. It personalizes the crime. Victims and the offenders mediate a restitution agreement to the satisfaction of each. It also involves the community. This contrasts to more punitive approaches. Here, the main aim is retributive justice. This satisfies abstract legal principles.

Task 3: Punctuation fun

Decide whether the following sentences were correctly punctuated and correct them if necessary.

When discussing the spread of rumours as a flow of information, one first needs to understand how this works. As already mentioned a rumour is a piece of interesting information that spreads on a large scale in a short time through chains of communication (Lind et al., 2007). These chains of information consist of personal contact, whether direct (i.e., face-to-face) or indirect (using social media like Whatsapp or Facebook). For the purposes of network analysis it is not relevant whether the rumour is actually true or not, or what it is about, however the amount of people a rumour manages to reach is of importance (Zhang & Zhang, 2009).

In order for a rumour to emerge, there must be a victim whom the rumour is about. The rumour is made up or observed by the originator. Which is then passed on to the spreader (Shaw et al., 2010). These three people must have some sort of relationship. It must be assumed that the tie between the originator and the victim is weak as two people with a close tie have no intention of spreading information about one another which is dubious in terms of its truthfulness and most often has a negative connotation (Aertsen & Gelders, 2011). The originator and spreader either have a strong tie, or their tie is strengthened as a result of the information exchange. This is because the sharing of (un)important interesting information implies that there is a certain level of trust between them.

Concerning the spread of rumours another assumption must be made namely that the rumour will initially only be spread to people that are in some way acquainted with the victim since otherwise the information will be of no interest to them. In the case whereby the rumour spreads to someone, who does not know the victim; it will stop from spreading at that point, unless it is a unique and very interesting piece of information. It should also be taken into account that not everybody likes to talk about other people, so that there is a chance that one person does not it pass on.

Session 5: Conciseness

This week is all about conciseness: communicating information in as few words as possible, or getting rid of any words that distract from the essence of the sentence.

Start by reading the literature. You may want to start by looking at William's checklist, and then read the chapters by Helen Sword for a more in-depth explanation of the concepts and exceptions to the "rules", as well as examples of clear and concise writing. Do read her chapters carefully – the checklist is not much use if you do not understand the ideas behind them.

Checklist:

- o Go to the Writer's Diet Website (http://www.writersdiet.com) and paste a sample of your own writing (in this course I recommend looking at the introduction, conclusion, and the four paragraphs you analyzed in week 3) into the online WritersDiet test. The test automatically highlights words in five grammatical categories commonly associated with stodgy academic goals: *be* verbs, nominalizations, prepositions, adjectives/adverbs, and *it, this, that, there* –and indicate whether those words occur in unusually high quantities. This will help you become aware of your signature usage patterns. It is not necessarily a negative sign if you use such formulations – but make sure you use them in a clearly accessible and understandable manner.
- o Check your writing for nominalisations, thus especially words that end on –ance, -ence, -ity, -ness, -ion, -ment, or –ism. Sword suggests the following remedies:
    - o Ensure that at least one sentence per paragraph includes a concrete noun or a human entity as its subject, immediately followed by an active verb. ("Merlau Ponty argues", "students believe", "international banks comete")…
    - o Animate abstract nouns with active verbs ("nominalisations *suck* the energy out of your sentences"). Note: you want to be careful with this, some course coordinators will be less impressed with your use of active verbs than others.
    - o Cut down prepositional phrases, especially where they string together long sequences of abstract nouns ("the representaqtion *of* female desire *in* an era characterized *by* the objectification *of* personal experiences"). When in doubt, limit the number of prepositional phrases to no more than three in a row.
    - o Where possible, explain abstract concepts using concrete examples.
- o Measure the distance between nouns and their accompanying verbs. When agent and action become separated by more than a dozen words, readers quickly lose the plot.
- o If your WritersDiet test results reveal a weakness for adjectives and adverbs, ask yourself whether you really need them all. Can you supply the same descriptive energy using concrete nouns and lively verbs?

- o Is your prose overly dependent on *it, this, that,* and *there*? If so, try adhering to the following principles next time you write something:
  - o Use *this* only when accompanied by a modifying noun ("This *argument* shows" rather than merely "This shows").
  - o Use *it* only when its referent – that is, the noun *it* refers to – is crystal clear. For example, in the sentence "The woman threw the lamp through the window and broke *it*`'` it is unclear what the woman broke, the lamp or the window
  - o Avoid *that* more than one in a single sentence or about three times per paragraph, except in a parallel construction or for stylistic effect.
  - o Use *there* sparingly. There is no reason why you should not employ *there* every now and then. But wherever *there* is, weak words such as *this, that, it,* and *is* tend to congregate nearby; e.g. `*There are* a number of studies *that* show *that this is* a bad idea because *it…*`
- o One last point: don't take this test too seriously. Just because something is not "lean and fit" does not mean it is not a good text!

From the *Jargonitis* chapter:

- o If you suspect that you suffer from jargonitis, start by measuring the scope of your addiction. Print out a sample of your academic' writing (your course coordinator recommends the introduction, conclusion and four paragraphs from the main section) and highlight every word that would not be immediately comprehensible to a reader from outside your own discipline. Do you use jargon more than once per page, per paragraph, per sentence?
- o Next, ask yourself some hard questions about your motivations. Do you employ jargon to:
  - • impress other people?
  - • signal your membership in a disciplinary community?
  - • demonstrate your mastery of complex ideas?
  - • enter an academic conversation that is already under way?
  - • play with language and ideas?
  - • create new knowledge?
  - • challenge your readers' thinking?
  - • communicate succinctly with colleagues?
- o Retain only those jargon words that clearly serve your priorities and values.
- o For every piece of jargon that you decide to keep, make sure you give your readers a secure handhold: a definition, some background information, a contextualizing word or phrase. By the time you have clarified your usage, you might even find that you can let go of the word itself.

Richard Feynman:

The individual member of the social community often receives his information via visual, symbolic channels.

=

People read.

Make the following sentences clearer and/or more concise.

1. As can therefore be clearly seen, the conclusions Camus neatly extrapolates are unequivocally that unquestionable values can be derived as rules from life and human nature. (25>21)

2. For all intents and purposes, a variety of principles that are (for lack of a better word) distributive are left with us, the people, which all endorse a pattern of equality. (31>16)

3. Thus, there are several reasons that can clearly show that the distributive principle of Rawls (1985) should be unequivocally and immediately refuted.

4. Conceptually, this explains why the person who revolts has an understanding of the special way in which humanity is interlinked, and the shared responsibility that is a result from this interlinking.

5. Resistance in Nevada against its waste disposal site has been heated.

6. The numbers of dead in the Civil War exceeded all other wards in American history combined. A reason for the lingering animosity between North and South today is the memory of this terrible carnage.

7. Competition by Asian companies with American companies in the Pacific is the first phrase of this study. Labor costs and the ability to introduce new products quickly in particular are examined. A plan that will show American industry how to restructure its facilities will be developed from this study.

8. Career opportunities in fields — project management, recruitment, human relations, branding, data analysis, market research, design, fund-raising and sourcing, to name some — that specifically require the skills taught in the humanities, are being produced by the ever-expanding tech sector, according to Anders and Stross (2017).

9. Mindfulness involves 'paying attention in a particular way: on purpose, in the present moment, and non-judgementally' [3, p.4]. It refers to the cultivation of conscious awareness and attention on a moment-to moment basis. The quality of awareness sought by mindfulness practice includes openness or receptiveness, curiosity and a non-judgemental attitude. An emphasis is placed on seeing and accepting things as they are without trying to change them. Mindfulness is contrasted with habitual mental functioning, or 'being on automatic pilot'. Mindfulness is not primarily a goal-directed activity despite the fact that the practice does have its secondary effects. For example, although mindfulness may bring about relaxation, it is not primarily a 'relaxation exercise' in that bringing non-judgemental awareness to the state of body and mind is the practice without any expectation of results, no matter how desirable those results might be.

Note: the paragraph above uses MLA referencing.

Task 2:

Check you introduction, 4 main paragraphs, and your conclusion for conciseness and clarity. Use the checklist from William's paper as well as the suggestions in the Smart Sentences reader (p.60 + 61) by Sword to help you with this. The checklist in the course manual can help you with this.

Session 6: Hedging and Reporting Other Literature

Introduction to hedging:

Consider the following quotes:

> **In the following pages, I shall demonstrate that there is a psychological technique which makes it possible to interpret dreams.**

(Sigmund Freud (1899) in his famous book *The Interpretation of Dreams*)

MOLECULAR STRUCTURE OF NUCLEIC ACIDS

A Structure for Deoxyribose Nucleic Acid

WE wish to suggest a structure for the salt of deoxyribose nucleic acid (D.N.A.). This structure has novel features which are of considerable biological interest.

A structure for nucleic acid has already been

(Watson and Crick (1953), *Molecular Structure of Nucleic Acids*. The paper laid the foundation for our understanding of our DNA by introducing the double-helix model.)

Did you notice anything about the language these authorities used?

<u>Hedging</u>

This week we will shortly focus on hedging: the "art of being vague in an academic way", as one writing instructor put it. In fact, successful hedging is often a somewhat subjective experience that is largely dependent on the discipline you are writing for, and sometimes a little on your tutor. Overly cautious writing is discouraged, as are strong, overly bold statements, especially ones that are made without sufficient back-up or evidence. Students often find it difficult to gauge how strong an argument may be before it becomes too strong; the same applies for arguments that are too weak. We will try and reflect on this a little in

class during the exercises. We will also look at how to report other literature. How can you report other literature in such a way that it supports your argument?

Readings:

There are two parts in this session: Part one looks at hedging, part two at how to report other literature.

Hedging:

 The first one, the Birkbeck reader, gives you a list of possible hedges you can use in your writing. Go through the list and see if there are any hedges you often use, or hedges you hardly ever use. Why do you think this is?

The reader by Hyland gives a good explanation for *why* we hedge and *which disciplines* hedge the most. Try to get a sense of what would be applicable in your discipline(s).

Reporting verbs:

During the introduction to academic skills course you were shown different examples of how to refer to other literature, and how to correctly reference this. Read Swale and Feak's chapter on integral and non-integral citations for our session. (Note: integral citations are sometimes also called "strong author orientation" and non-integral citations "weak author orientation". It is possible that your tutor will refer to them as such indiscriminately.) Also look at the guide on reporting by the University of Adelaide for strong/ weak reporting verbs.

Hedging:

Task 1:

The following paragraph is an example of a paragraph from the discussion section of a paper entitled *The Archeology of Water in Gortyn* by Elizabetta Giorgi. Gortyn was the most important Roman town on Crete, and Giorgi hypothesizes that the main function for the aqueducts may be to provide water for fountains and thermal baths, not for use of individuals in their homes. Since she cannot confirm her hypothesis, she cannot be 100% sure of the validity of her findings, and consequently hedges her claims. Underline her hedges, then decide what kind of hedges they are and what purpose they serve.

Discussion:

We calculated that the minimum amount of water supplied was around 7,000m^3 a day. On the basis of demographic estimates for that century, people may have consumed from 25 to 50l per day. Yet our calculations show that, if thermal baths and fountains are not taken into account, approximately 280l per head could have been pumped into the town. This figure is 30l per day higher than the daily average consumption of a post-industrial European country such as Italy.

The quantity of water that flower along the aqueduct thus appears to have been much greater than was needed by the population living in Gortyn, which has been estimated as being around 25,000 [ref.]. Therefore, the aqueduct was probably built not exclusively to provide drinking water for the citizens. Other authors [ref.] contend that Roman citizens may have had running water in their houses and they cite findings at Pompeii as evidence of this. However, our previous archeological research [ref.] into aqueducts in other Roman towns would seem to indicate that the aqueducts were not necessarily built for the benefit of the common citizen. In fact, there were many cases where citizens built their own private wells and cisterns even after the construction of the aqueduct [ref.].

Our findings suggest that the aqueduct in Gortyn cannot have been built earlier than the second century AD. In fact, archeological data show that many cities, like Gortyn, had a high standard of urban, social and political life even before the Roman age. There is thus evidence that the aqueduct only became necessary when "Rome" decided to transform Gortyn into a Roman provincial capital, which entailed Gortyn having thermal baths, monumental fountains, theatre, amphitheater and well-irrigated and cultivated land to supply its inhabitants. We believe that the present findings might help reassess the real effect of Roman aqueducts on the local water supply systems and their role in the daily life of the urban population.

Task 2:

Using hedges, rewrite each sentences to make it 1) stronger, and 2) weaker.

1. Several research studies have shown that there are health risks attached to genetically modified food.

2. Another series of polls conducted from 2001 to 2006 found that understanding of biotechnology was low among American citizens (Acosta, 2014).

Task 3: reporting verbs

Why has this author used integral or non-integral citations? What does this tell the reader about the literature the author uses? Look at each citation and decide why this particular citation style was used.

Brickman and Campbell' s (1971) basic idea has stuck: People do react strongly to good and bad events, but they then tend to adapt over time and return to their original level of happiness. A societal manifestation of adaptation is contained in Myers's (2000) discussion of income and Subjective Well-Being (SWB) over the past five decades. Income has risen dramatically in many nations since World War II, and yet SWB has been virtually flat in the United States and other highly developed countries (Oswald, 1997). Apparently, people's desires increase as their incomes rise, and they therefore adapt to higher levels of income, with no net increase in SWB. This interpretation is supported by Clark's (1998) finding that recent changes in pay predicted job satisfaction, whereas mean levels of pay did not.

[…]

Another refinement of the hedonic treadmill idea is that the baseline level of happiness to which people return is influenced by their temperament. One reason to integrate personality with the concept of adaptation is that personality predispositions appear to be one of the strongest factors influencing long-term levels of Subjective Well Being. As noted by La Rochefoucauld (1940), "happiness and misery depend as much on temperament as on fortune" (p. 23). Studies on adopted-away separated twins show that about half of the variance in current SWB in American society is due to heritability (Tellegen et al., 1988). (...)

Based on: Diener, E. (2000). Subjective Well-Being. American Psychologist, 55(1), 34-43. DOI: 10.1037//0003

Task 4: Tenses and reporting other literature

In the paragraph below, reporting verbs have been underlined. Decide why particular tenses were used and fill in the table in task 5.

It has been advanced that burnout can be discriminated from other mental disorders, and, in particular, that burnout and **depression** are separate entities, but research supporting these views is sparse. To date, only one study has been expressly designed to determine whether workers with burnout meet the diagnostic criteria for **depression** as defined in the *Diagnostic and Statistical Manual of Mental Disorders.* The results of Ahola et al.'s (2012) study indicated that about 53% of the individuals with so-called severe burnout also had a depressive disorder. The authors considered that this pointed to a limited overlap between burnout and **depression**. However, the clinical significance of these results has been questioned, given the relatively liberal cutoff score chosen for identifying individuals suffering from severe burnout—3.5/6.0 on the Maslach Burnout Inventory (MBI)–General Survey. Indeed, this cutpoint was lower than generally recommended, and hence implied a high risk of false-positive inclusion. Recently, Bianchi et al. (2013), using more conservative cutoff scores for defining cases of burnout, found no diagnostically significant difference between burned-out workers and depressed outpatients in terms of reported depressive symptoms. The authors suggest that burnout and **depression** may, in fact, reflect the same psychopathology.

Task 5: Complete the table

Tense	Example	Use
Present simple	*Cohen (2010) argues that…*	References to generally accepted knowledge in field
Past simple	*Barcley (1973) argued that…* *Pedersen (2006) found that…* *Lloyd (2009) argued that….*	
Present perfect	*It has been argued that…*	

Task 6: When reporting findings from other literature, which choices do I need to make? Think of four-five items to pay attention to, then decide in which order to put them. The first one has been written for you.

1. *Do I want to use a quotation for effect or is a paraphrase more called for?*
2.
3.
4.
5.

Task 7:

Look at your own paper, in particular the introduction, conclusion, and the four paragraphs. Are you still satisfied with your hedging? Your use of reporting verbs?
As this is the last week, make sure you bring a **clean and revised** copy (so changes made based on the course, and no notes from yourself) to class for a final peer-review!

FINAL PAPER:

Review and **revise** your **introduction, conclusion, and four paragraphs**. (See "assessment" part of this course manual for a detailed list of what to include.) Create one document and upload to SafeAssign. Hand in a hard copy at the Office of Student Affairs by **Wednesday, 13th December, 23:59**. Do not forget to attach a cover sheet!

Appendix: Rubrics

3000 level writing rubrics	Fail	Pass	Good	Excellent
Structure *Overall structure, introduction + conclusion, paragraphs, transitions* *35 points*	Introduction *is missing one or more* of components outlined in "pass" column. Conclusion *does not fulfil* requirements outlined in "pass" column. *Several major gaps* in argumentation and/or implicit conclusions/ arguments. *Several paragraphs* are *not structured, unified*, or *coherent*. Transitions *are not used* or *have not been used effectively* within and between paragraphs/ sections.	Introduction provides *relevant* background information, a clear RQ and/or TS, and a short summary of main arguments. Conclusion *synthesizes* rather than summarizes main points of paper and does not include new information. Research question is *clearly* answered or arguments for thesis statement have been synthesized. *Almost all* paragraphs are structured, unified, and coherent. Transitions are *mostly effective* within and between paragraphs and sections to guide reader and ensure flow.	Introduction provides relevant background information, a clear RQ and/or TS, and a summary. Clearly positions paper within existing research of discipline or topic. Conclusion synthesizes main points of paper clearly. *Provides nuances*: explains to what extent RQ has been answered/TS has been explained, and integrates conclusion into greater context of course/discipline/relevant issue. *All* paragraphs are structured, unified, and coherent. Transitions *are* used effectively between and within sections and paragraphs to guide reader and ensure flow.	Meets and exceeds criteria outlined in "good" column, by e.g.: • *Goes above and beyond* course's intended learning outcomes; *or* • Has structure, arguments, argumentation sequence, introduction and conclusion on par with a publishable academic paper in this academic discipline; *or* • Elegant use of language, evidencing sophisticated and effective use of rhetoric and language.
Research *Academic nature of sources and systematic information search, Integration of sources* *15 points*	*Several* source materials are *not* effectively integrated into paper. Source information has *sometimes not been paraphrased* or synthesized effectively. *Paper relies heavily* on quotes, which are *sometimes* not explained or effectively integrated.	*Relevant* academic sources are used to support argument. Source materials are *mostly* effectively integrated into paper. Source information is *mostly* paraphrased and synthesized. Quotes are used sparingly and *are* explained or integrated into paper.	Source materials are effectively integrated into paper, allowing for display of *nuances* between sources. Source information is effectively paraphrased and synthesized. Quotes have been used sparingly and are explained and *elegantly integrated*.	

Readability *Vocabulary, Syntax: clarity & conciseness* *35 points*	Paper *lacks adequate range* of academic vocabulary for a 2000 level paper. Vocabulary is *sometimes* inappropriate or informal. Sentences meanings are *sometimes not clear*. There may be *several* grammatical mistakes. Most sentences *are not concise.*	Paper demonstrates *good* range of academic vocabulary. Word-choice and word-forms are *mostly* appropriate. Sentence meanings are clear, and there are *few* grammatical mistakes. Sentence patterns vary and are *mostly* used effectively. *Most* sentences are clear and concise.	Paper demonstrates an *excellent* range of academic vocabulary. Word-choice and word-forms are appropriate. Sentence meanings are *clear*. There are *no* grammatical mistakes. Sentence patterns are effective, and sentences are clear and concise.
Mechanics *UCM style, referencing, spelling & punctuation* *15 points*	Paper *does not adhere* to UCM style guidelines enough. It *does not follow* referencing guidelines, with *several mistakes in references*. Spell-checker is *not* used. There are *several* punctuation errors.	Paper adheres to UCM style guidelines and referencing guidelines. Spell-checker is used. Punctuation is *mostly* error-free.	Paper adheres to UCM style guidelines and referencing guidelines. Spell-checker is used. Punctuation is error-free.

Criteria	Depth of Reflection	Structure and readability	Evidence and Practice	Checklist of Required review components
	60 points	*20 points*	*20 points*	
Excellent (8,6-10)	Response demonstrates an in-depth reflection on, and personalization of, the concepts, and/or strategies presented in the course materials. Points of view and interpretations are insightful and well supported. Clear, detailed examples are provided.	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall writing practice are thoroughly detailed in the final paragraph and applicable.	☐ Introduction/CARS model ☐ Reporting literature ☐ Conclusion ☐ Reverse outline/structure
Good (7-8,5)	Response demonstrates a general reflection on, and personalization of, the concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall writing practice are presented in the final paragraph.	☐ Paragraphing ☐ Sentencing ☐ Hedging ☐ Concision and style ☐ Strengths and weaknesses academic writing ☐ Personal checklist
Minimal (5,5 -6,9)	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are sometimes unsupported or supported with flawed arguments. Examples, when applicable, are sometimes provided or are irrelevant to the assignment.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall writing practice are presented in final paragraph.	
Fail (0-5,4)	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall writing practice are presented.	

24

Personal checklist

Item	Check
Don't forget move 2 of the CARS model: since I am writing mostly science papers, I should remember to look for the GAP in the literature!	