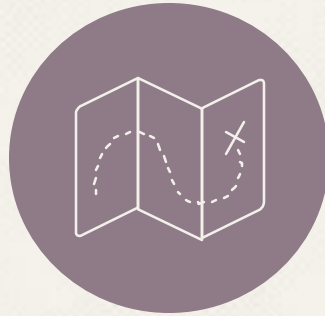


Communication (s)



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- **Introduction to Academic Writing**

Scientific articles & BA/ BSc (diploma) papers

Structure/ layout, register/ style, citation strategies (footnotes vs. in-text citation), references, dos and don'ts, etc.

1. Research papers – *primary categories under scrutiny and ensuing contents*

- **Drafting and releasing research papers I (BA/ BSc papers, MA/ MSc papers, PhDs)** → **outline**: *introduction, literature review, research methodology, data analysis and discussion of findings, conclusions, references, appendices (optional);*
- **Drafting and releasing research papers II (scientific articles)** → **outline**: *abstract, keywords, introduction, literature review (main concepts), research methodology, data analysis and discussion of findings, conclusions, references.*

1.1. BA/ BSc papers - *layout*

- **Introduction;**
- **Literature review/ Theoretical framework;**
- **Research methodology;**
- **Data analysis and discussion of findings;**
- **Conclusion(s) + future research directions;**
- **References;**
- **Annexes** (if necessary/ applicable).

1.1.1. Introduction – *key aspects and emerging sections*

- Provides the rationale for the paper, transitioning from general discussion concerning the research topic to the particular question or working hypothesis being tested/investigated;
- Lists the primary research questions that the study attempts to answer and highlights the range of research methods to be employed;
- Includes a section detailing on the paper outline (chapters, sections and subsections);
- Highlights the scientific importance/contribution of the study to the research area/niche.

Example 1 – *rationale, premise, working hypothesis & purpose*

- “Over the past decades, **technology has exerted an ever-increasing impact on the way translation services are provided**, particularly those associated with written translation. [...] Notwithstanding, **competences that can only be acquired by professional translators** (such as those targeting cross-cultural issues) and neither by machine translation applications nor linguistic tools **are still key factors in delivering high-quality translations.**” – *premise & working hypothesis*
- “**It is hence crucial to investigate** whether master’s programmes specialised in *Translation Studies* (TS) focus on getting their students equipped with such competences both on a theoretical and practical level. [...] **The study explores** the range of similarities and discrepancies between the translation competences acquired upon completing specialised master’s programmes and those required by potential employers on the translation market.” – *rationale & purpose*

Example 2 – *premise & purpose*

- “Nowadays, it is widely acknowledged among Romanians that women’s artistic gymnastics is one of the most prolific sports in terms of producing Olympic and World medallists. 2015, however, marked the worst crisis that Romanian gymnastics has faced in over 47 years (since the 1968 Summer Olympics) as the gymnasts failed to qualify a full team for the upcoming Olympics. This has led to a problematic regarding who is to blame for the failure. [...] As far as Americans are concerned, women’s artistic gymnastics has become increasingly popular over the past decades and has produced many Olympic and World champions, reaching its climax at the 2016 Summer Olympics (held in Rio de Janeiro), when the women’s team (dubbed *The Final Five*) managed to win four gold medals, turning almost immediately into national heroes.” – **premise**
- “The study **aims to highlight the similarities and differences** between the Romanian media construction of failure regarding their female gymnasts and the American media construction of success concerning their Olympic gymnastics team.” – **purpose**

Example 2 – *research questions & methodology-related aspects*

- “This contrast will be analysed in view of three main objectives, **formulated in the research questions that this study attempts to answer**:
 1. How is national identity built and reflected in the media following victories and failures, particularly in the case of national sports (case study – women’s artistic gymnastics) and how do the media reflect the public’s attitudes in press articles?
 2. What are the public positions following successes and failures; who is assuming the victory and who is assuming the failure (e.g. coaches, athletes)?
 3. What are the consequences generated by victories and failures?” – **research questions**

- “**As far as methodology is concerned**, the corpus of articles will be analysed on a dual level, attempting to find answers to the research questions presented previously:
 1. *on a macro level* – performing a systematic narrative analysis (after Dumitriu 2013);
 2. *on a micro level* – performing a detailed analysis based on CDA tools (after Fairclough 2003)” – **research methods**

Example – *scientific contribution*

- “This study **aims to contribute to an area related to the construction of national identity** in sports-reporting media following victories and failures at the Olympic Games (particularly in the case of national sports – case study: Women’s Artistic Gymnastics).”

Example – *layout of the research paper*

- “The general layout of this research paper **features three chapters**: *Chapter 1 – Theoretical Framework: Media, the Olympic Games and the construction of national identity* (this chapter provides a brief overview of what has been written so far with regard to the role of the media in the sporting events; it features **four additional sections**, each one depicting theoretical aspects on which the analysis of the data is grounded); *Chapter 2 – Methodology* (the purpose of this chapter is to present the methods used in order to analyse the selection of articles; it features two additional sections, i.e. the methods and the corpus) and *Chapter 3 – Data analysis and discussion of findings* (the purpose of this chapter is to carefully analyse the selection of articles pertaining to the corpus; it features four additional sections, emphasizing general aspects at first, and then going on with the presentation and analysis of the three major gymnastics events under scrutiny).”

1.1.2. Theoretical framework – *literature review*

- Introduces and develops **the main concepts/ theories** which lay the foundation for the case study (by referencing the works of utmost importance for the research paper/ niche);
- It must **demonstrate an understanding of theories and concepts that are relevant to the topic of the research paper** and that relate to the broader areas of knowledge being considered;
- It is used to limit the scope of the relevant data by focusing on specific variables and **defining the specific framework that the researcher will consider when analysing and interpreting the data to be collected.**

Example – *introducing concepts relevant to the case study*

- “Broadly speaking, *translation competence* (TC) may be analysed on a dual level: as a superordinate concept or ‘macro-competence’ (Kelly, 2005: 14), comprising other sub-competences within its spectrum, or as a subordinate concept, overlapping with the concept of component or skill.”

1.1.3. Research methodology

- Introduces and exemplifies the macro and micro-level **strategies and methods adopted in order to collect the data.**
- Research methods are primarily divided into **quantitative** (used for developing a more systematic understanding of a topic, or for research papers involving hypothesis testing) and **qualitative** categories (used for questions about ideas and meanings, or for studying something that cannot be described numerically):
- Examples of research methods:
 - *Experiments* (quantitative) – based on cause-and-effect relationships;
 - *Surveys* (quantitative) – based on understanding the general characteristics of a population;
 - *Interview/focus group* (qualitative) – based on gaining more in-depth understanding of a topic;
 - *Observation* (quantitative/ qualitative) – based on understanding how something occurs in its natural setting;
 - *Case study* (quantitative/ qualitative) – based on gaining an in-depth understanding of a specific group or context, or when you don't have the resources for a large study.

1.1.4. Data analysis and discussion of findings

- This chapter presents (and interpretes) the preliminary findings (**main + subsidiary**) recorded upon data mining and provides a general account of what has been learned in the study;
- The analysis **must take into consideration the initial research questions** and highlight whether there is concordance with regard to the testing hypotheses;
- As this chapter reflects **the contribution of the (junior) researcher**, it could be perceived as **the body of the paper** and, as such, it should encompass a page number close to the theoretical framework and research methodology combined.

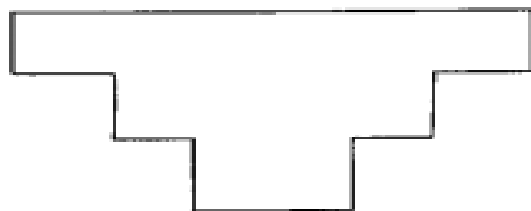
1.1.5. Conclusion(s)

- Restates the research questions and testing hypotheses and provides a brief overview of the main findings by correlating them with the corresponding question(s);
- Highlights the limitations of the study and suggests future research directions that could potentially enhance its contribution to the research area/niche.

Example – *conclusion(s): limitations of the study and future research directions*

- “Although the number of questions and participants is **by no means exhaustive**, it could be concluded that the already existent ATC-based curricula of the aforementioned master’s degrees fulfil to a satisfactory extent the level of translation competence targeted in the two frameworks considered, at least on a cultural and linguistic level. This study **could be significantly expanded to analysing other competences**, while the sampling method could be redesigned in order to be applicable to other generations of alumni of these MA-level programmes.”

Introduction (I)

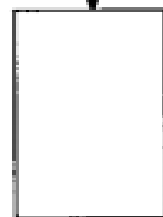


General
↓
Specific

Methods (and materials) (M)



Results (R)



Discussion (D)



Specific
↓
General

1.1.6. Register & style - *dos & don'ts*

DOs		DON'Ts
Write in a clear, formal, “plain” style, resorting <u>where possible</u> to synonymy (applicable to general lexis and not to specialised terms) in order to avoid redundancy		Using figures of speech or “flowery” language; Using slang, colloquial or informal language; Using contractions (e.g. ‘shouldn’t’ instead of ‘should not’).
Be <u>terminologically consistent</u> when using specialised vocabulary (synonyms are to be avoided here for precision purposes)	Consistency is the key to success!	Using synonyms (thesaurus) for technical terms
Be <u>consistent with the citation strategies</u> adopted (e.g. don’t use footnotes and in-text citation in the same paper)		Mixing up citation and referencing styles (e.g. using APA and MLA in the same paper)
Be <u>consistent with the range of tenses used</u> (while present tense is most common in academic papers, past tense is normally used in reference to experiments conducted in the past)		Using qualifiers (e.g. really, absolutely, quite, surely, etc.) → tentative language
Sentence structure - vary the length and construction of your sentences (note: avoid using lengthy sentences consisting of several clauses)		

Consistency is the key to success!

Using personal pronouns vs. adopting neutral strategies

- implications for academic/ scientific writing -

<u><i>Using personal pronouns</i></u>	<u><i>Employing neutral strategies</i></u>
<p>The plural forms <i>we/our</i> should only be used if you are writing with co-authors. If you are writing the paper alone, use the singular <i>I/my</i>.</p> <p>Avoid, however, using the forms <i>you/your</i> (second person singular/ plural)</p> <p>I <u>will discuss</u> Aristotle's philosophical theories in this paper.</p>	<p><u>PASSIVE VOICE STRUCTURE(S):</u></p> <p>Aristotle's philosophical theories <u>will be discussed</u> in this paper.</p>

1.2. Scientific articles - *layout*

- **Abstract** – usually 70-150 words (7-15 lines)
- **Keywords** – usually 5 (alphabetically ordered)
- **Introduction**
- **Literature review**
- **Research methodology**
- **Data analysis and discussion of findings**
- **Conclusion(s)**
- **References**

1.2.1. Scientific articles – *abstract*

The abstract, although it heads the article, is often written last, together with the title. This is partly because writers know what they have achieved, and partly because it is not easy to write an abstract. Abstracts have to summarise what has been done, sometimes in as few as 150 words.

It is easier to write an abstract if you remember that all abstracts have a basic structure. Indeed, the phrase 'structured abstracts' says it all. This kind of abstract, common in medical research journals and now appearing in many social science articles, can be adapted for most normal purposes.

1.2.2. Scientific articles – *keywords*

- 1 allow readers to judge whether or not an article contains material relevant to their interests;
- 2 provide readers with suitable terms to use in web-based searches to locate other materials on the same or similar topics;
- 3 help indexers/editors group together related materials in, say, the end-of-year issues of a particular journal or a set of conference proceedings;
- 4 allow editors/researchers to document changes in a subject discipline (over time); and
- 5 link the specific issues of concern to issues at a higher level of abstraction.

1.2.3. Scientific articles – *introduction* – *steps to be considered*

The authors establish a research territory:

- (a) by showing that the general research area is important, central, interesting, problematic or relevant in some way (optional);
- (b) by introducing and reviewing items of previous research in the area (obligatory).

They then establish a 'niche' by indicating a weakness in the account so far:

- (a) by indicating a gap in the previous research, raising a question about it or extending previous knowledge in some way (obligatory).

They then occupy the niche by saying they are going to put this right:

- (a) by outlining the purposes or stating the nature of the present research (obligatory);
- (b) by listing research questions or hypotheses to be tested (optional);
- (c) by announcing the principal findings (optional).

1.2.4. Scientific articles – *research methodology*

Method sections vary in journal articles, but rather less so than introductions. This is because the 'moves' in the method sections generally involve working through a series of subsections. Most method sections are usually subdivided (with subheadings) into three sections, as follows:

- 1 participants
- 2 measures
- 3 procedure(s).

If no participants are involved, then the method simply describes the measures and procedure(s). In the Slatcher and Pennebaker (2006) example, there are three subheadings in the method section: Participants, Procedure and Linguistic Analysis (or measures).

1.2.5. Scientific articles – *data analysis and discussion of findings*

Move 1: State the main findings in order – relating them in turn to the hypotheses and methods used.

Move 2: State the subsidiary findings – relating them in turn to the hypotheses and methods used.

Discussions, like introductions, have a typical structure. Lewin *et al.* (2001) and Swales and Feak (2004) describe typical 'moves' in the discussion sections of academic research papers. Putting these descriptions together suggests the following moves:

- *Move 1:* Restate the findings and accomplishments.
- *Move 2:* Evaluate how the results fit in with the previous findings – do they contradict, qualify, agree or go beyond them?
- *Move 3:* List potential limitations to the study.
- *Move 4:* Offer an interpretation/explanation of these results and ward off counter-claims.
- *Move 5:* State the implications and recommend further research.

2. Referencing – *a multilevel approach*

1 The APA style. This system is also known as the Harvard or, more colloquially, as the 'name(date)' system. This is because an author's surname in the text is followed by the date of the publication in brackets, and entries in the reference list are listed alphabetically, starting with the name and the initials of the author(s) followed by the date of publication for each entry. For example:

- Sharples, M. (Ed.). (1993). *Computer supported collaborative writing*. London: Springer-Verlag.
- Speck, B. W., Johnson, T. R., Dice, C. P., & Heaton, L. B. (1999). *Collaborative writing: An annotated bibliography*. Westport, Connecticut: Greenwood Press.
- Tang, C. (1998). Effects of collaborative learning on the quality of assignments. In B. Dart & G. Boulton-Lewis (Eds.), *Teaching and learning in higher education* (pp. 102–23). Melbourne: Australian Council for Educational Research.
- Zammuner, V. L. (1995). Individual and co-operative computer writing and revising: Who gets the best results? *Learning and Instruction*, 5(2), 101–24.

2 The Modern Languages Association (MLA) style. In this version the authors' surnames (with or without the dates) appear in the text and the first author's surname comes first in the reference list. This is followed by his or her first name, but first names then come first for any additional authors. Dates of the publications are given after journal titles, or at the end of the references for books, etc. The list is ordered alphabetically. For example:

Sharples, Michael (Ed.). *Computer Supported Collaborative Writing*. London: Springer-Verlag, 1993.

Speck, Bruce W., Teresa R. Johnson, Catherine Dice, and Leon B. Heaton. *Collaborative Writing: An Annotated Bibliography*. Westport, Connecticut: Greenwood Press, 1999.

Tang, Catherine. 'Effects of collaborative learning on the quality of assignments.' *Teaching and Learning in Higher Education*. Eds. Barry Dart and Gillian Boulton-Lewis. Pp. 103–23. Melbourne: Australian Council for Educational Research, 1998.

Zammuner, Victoria L. 'Individual and co-operative computer writing and revising: Who gets the best results?' *Learning and Instruction* 5 (1995) 101–24.

3 The Institute of Electronic and Electrical Engineers (IEEE) style. Here, the authors in the text are numbered in order of their appearance in the text, sometimes without their names, and the numbers are enclosed in square brackets. The reference list is then numbered sequentially. Names are presented with the initial(s) first, followed by surnames. Dates of the publications are given after journal titles, or at the end of the references for book, etc. Journal titles are sometimes abbreviated. For example:

- [1] M. Sharples, Ed., *Computer Supported Collaborative Writing*. London: Springer-Verlag, 1993.
- [2] V. L. Zammuner, 'Individual and co-operative computer writing and revising: Who gets the best results?' *Learning and Instruction*, vol. 5, no.2, pp. 101–24, 1995.
- [3] C. Tang, 'Effects of collaborative learning on the quality of assignments,' in *Teaching and Learning in Higher Education*, B. Dart and G. Boulton-Lewis, Eds. Melbourne: Australian Council for Educational Research, 1998, pp. 102–23.
- [4] B. W. M. Speck, T. R. Johnson, C. P. Dice and L. B. Heaton, *Collaborative Writing: An Annotated Bibliography*. Westport, Connecticut: Greenwood Press, 1999.

APA 7th Citation Examples

Material Type	In-text Citation	Bibliography
A book	(Sapolsky, 2017)	Sapolsky, R. M. (2017). <i>Behave: The biology of humans at our best and worst</i> . Penguin Books.
Chapter in an <u>edited</u> book (If the chapter is from an authored book, use the book citation)	(Dillard, 2020)	Dillard, J. P. (2020). Currents in the study of persuasion. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), <i>Media effects: Advances in theory and research</i> (4th ed., pp. 115–129). Routledge.
An article in a print journal	(Weinstein, 2009)	Weinstein, J. (2009). "The market in Plato's Republic." <i>Classical Philology</i> , 104(4), 439-458.
An article in an electronic journal	(Grady et al., 2019)	Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. <i>Psychology of Popular Media Culture</i> , 8(3), 207–217. https://doi.org/10.1037/ppm0000185
A website	(Bologna, 2019)	Bologna, C. (2019, October 31). <i>Why some people with anxiety love watching horror movies</i> . HuffPost. https://www.huffpost.com/entry/anxiety-love-watching-horror-movies_l_5d277587e4b02a5a5d57b59e

Examples of MLA Style

In-text Citation

Material Type	In-text Citation
Author's name in text	Magny develops this argument (67-69).
Author's name in reference	This argument has been developed elsewhere (Magny 67-69).
Two authors' names in reference	The most notorious foreign lobby in Washington is the "Sugar Mafia" (Howe and Trott 134).
Quotation found in indirect or "secondhand" source	The philosopher Alain states that "admiration is not pleasure but a kind of attention. . ." (qtd. in Magny 66).

3. Online resources

- **Websites**: *academia.edu; researchgate.net; etc.*
- **Databases**: *Ebsco; JSTOR; Proquest Central; Oxford; Sage; IEEE / IET Electronic Library; Science; Scopus; Science Direct; etc.*
- *Google Scholar*