

5. 写好绪论和研究现状

写好绪论

The Role of Introduction in a paper

- **Introductions** can be the most difficult parts of papers to write.
- If you already have some materials about other sections, you write them first before you write the introduction.
- The introduction helps readers to quickly understand your topic and your work, and conveys a lot of information to your readers.
 1. Motivation
 2. Research problems
 3. Methods and innovations
 4. Advantages of your methods
 5. Contributions
 6. Paper organization

Why a good introduction is important?

- To make a first impression on your work (You don't have a second chance).
 1. Provide your readers with their initial impressions of your argument, your writing style, and the overall quality of your work.
 2. A vague, disorganized, error-filled, off-the-wall, or boring introduction will probably create a negative impression.
 3. On the other hand, a concise, engaging, and well-written introduction will start your readers off thinking highly of your work.

The goal of a good introduction

- The introduction should capture your readers' interest, making them want to read the rest of your paper.
- Opening with a compelling story, an interesting question, or a vivid example can get your readers to see why your topic matters and serve as an invitation for them to join you for an engaging intellectual conversation.

Strategies for writing an effective introduction

1. Write a tentative introduction first and then change it later.
2. Write your introduction last.
3. Start by thinking about the question (or questions) you are trying to answer.
 - Your entire essay will be a response to this question.
 - Your introduction is the first step toward that end.
4. Evaluate your introduction draft

Introductions to Short Essays

- An essay introduction will often contain these elements:

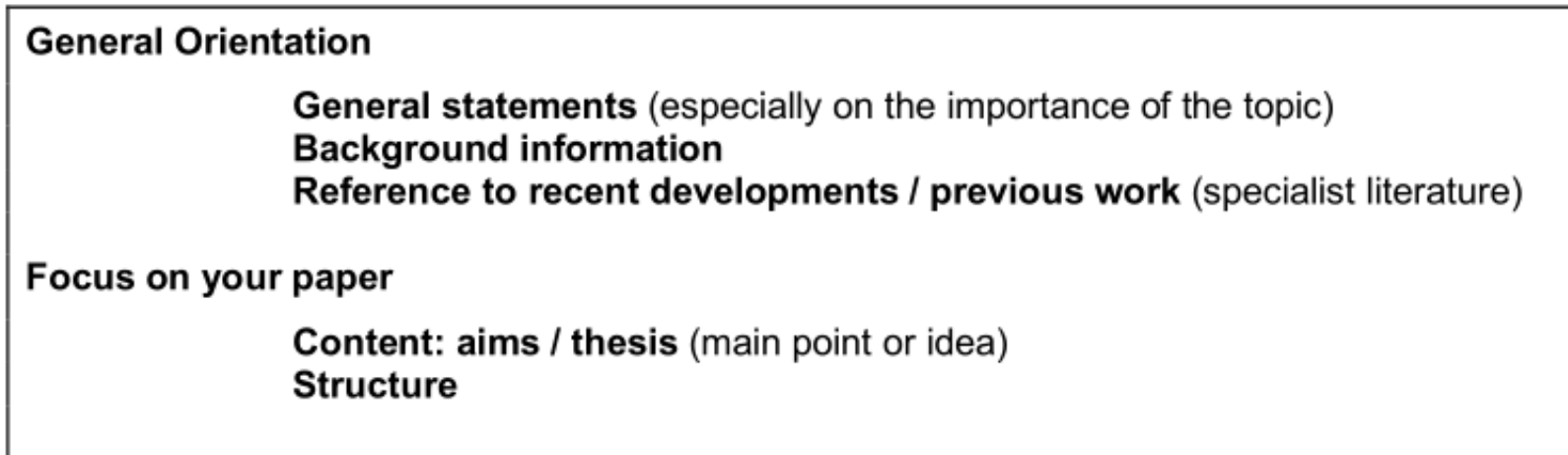


Figure 1. Model of an introduction to a (short) essay

General Orientation

- Four elements: Situation – Problem – Solution – Evaluation.
- They may appear in a different order, or they may not all be present.

Stages of the Introduction to a project or dissertation (adapted from Anderson 1993)

Stage 1: ORIENTATION

- 1a - **General statements** (especially on the importance of the topic)
- 1b - **Background information**
- 1c - **Reference to previous studies**

Stage 2: JUSTIFICATION

- 2a - **Indicating a gap**
- 2b - **Questions/problems**
- 2c - **Value of further discussion** (i.e. by you) **of the topic**

Stage 3: FOCUS ON YOUR PAPER

- 3a - **Content: aims/thesis**
- 3b - **Structure**
- 3c - **Limitations**
- 3d - **Means** (method)
- 3e - **Evaluation**

Stage 1 - Orientation

Language Box: Stage 1 - Orientation

1a - General statements

*Hunger striking **has a long ... history** in Ireland.*

*The sceptical paradox **is well known**:...*

***There has been much interest recently** in the concept of ... and its relevance*

*Research and speculation on ... **have been growing at a rapid rate**...*

***In recent years** the study of ... **has focused on** ...*

1b - Background information

*Stage 1b sometimes contains essential **facts** about the subject-matter which the reader has to know in order to understand the text - for example **definitions**, or other basic information.*

1c - Reference to previous studies

***Halliday (1978) has developed** an elaborate framework to show that*

*There is now a **considerable body of research** which suggests*

***Most researchers** in the field agree that*

***Recent studies** have shown that*

***Much recent work** ... has indicated that ...*

***Jones (1978)** found ... that ..*

Stage 2: JUSTIFICATION

Language Box: Justification

Stage 2a - Indicating a gap

*Surprisingly, **only one** extensive article has been published.*

*This aspect of ... **has not been given much attention.***

*The **limitation** of all these interpretations is that...*

*Studies of ... are **rare***

Negative expressions (*few, little, not much, hardly, etc.*) are very common here.

*the literature on ... **has concentrated principally on** ...*

***Most of the data** on ... which can be found in the literature **pertain to** ...*

***Most existing research** on ... **has been based on relatively small samples** ...
which **has made it impossible** to carry out satisfactory studies*

Stage 2b - Indicating questions/problems

Either direct or indirect questions:

***Would** an analysis of ... bear out their claims?*

*...requires clarification. **Is it ... , or is it ...?***

*But **the question remains whether***

Stage 2c - Importance of the topic

Highlight the positive value or advantage of the topic:

*His elegant model **merits testing** as a macrosociological theory. ..*

*The article **well deserves careful analysis**...*

Stage 3 - Focus on your paper

Language Box: Stage 3 - Focus on your paper

3a - Content: aims / central idea

*My **primary purpose** is to...*

*I will **discuss** ... In ... I shall **argue** that*

*In this paper I will **claim**...*

*In this paper I **present results of a pilot study***

*The **aim** of this paper is to **demonstrate** that ...*

*This paper **investigates/describes** ...*

*The **object** of this paper is to **look critically at***

*This study **attempted to explore** ...*

3b - Structure

*This paper will **first** ..., and **then** ...*

***Having** analysed ..., I will go on to*

***First**, brief definitions of ... will be offered; **second**, ... the language data and the analysis will be presented; **third**, an attempt will be made...; **finally**, ...*

3c - Limitations

*Since ... is **beyond the scope of this study***

*It is **not the purpose of this study** to ..., **but rather** to ...*

*I will **not attempt** here to **Rather than focus** upon ..., my intention is*

*I **do not attempt** to describe or compare ... Instead, I **seek to** ...*

***Only** the data from ... **are considered** here*

3d - Means (method)

***My approach is** characterised by two assumptions*

*I **have based my study on***

*The **data** on which the discussion is based **comprises***

*The present paper **uses** and **extends** those concepts and **is based on** ...*

3e - Evaluation

*... **offers a possible explanation for***

***This study offers new proposals** ...*

*There is some evidence to suggest that the... **should be widely applicable**, although the problem of ... **is likely to limit their use**.*

写好研究现状

Related Work

Writing a Literature Review

- As an academic writer, you are expected to provide an analytical overview of the significant literature published on your topic. If your audience knows less than you do on the topic, your purpose is instructional. If the audience knows more than you do, your purpose is to demonstrate familiarity, expertise, and intelligence with the topic.
- In your review of literature you are expected to do the following:
 1. Place one's original work in the context of existing literature.
 2. Interpret the major issues surrounding your topic.
 3. Describe the relationship of each work to the others under consideration.
 4. Identify new ways to interpret, and shed light on any gaps in previous research.
 5. Resolve conflicts among seemingly contradictory previous studies.
 6. Determine which literature makes a significant contribution to the understanding of your topic.
 7. Point the way to further research on your topic

Content of the Literature Review

- The Literature Review must be well structured, and your ideas must flow logically from one point to the next. Ensure sources and references are current and relevant, cited appropriately according to your discipline. Present terminology and viewpoints on the topic in an unbiased and comprehensive manner.
- Include the following content in your Literature Review:
 1. Provide an overview of the subject, issue, or theory under consideration.
 2. Divide outside works into categories and concepts (in support or against a particular position).
 3. Connect the works to what has come before your work and ideas.
 4. Provide conclusions about those works that make the greatest contribution to the understanding and development of your subject.

What kinds of works to include

- Consider the following when assessing whether to include each work in your review of literature:
 - Qualifications: What are the author's credentials to make the judgments he or she has made?
 - Neutrality: Is the author's perspective even-handed or biased?
 - Credibility: Which of the author's theses are convincing and why?
 - Worth: Do the author's conclusions add to the value of your own?
- Your transitions between ideas analyze, synthesize, and assess these outside perspectives, and do not simply summarize or translate them.

How to assess the included works

- Your attitude towards works that you present, either in support or against your topic, through the use of reporting verbs which allow the writer to convey clearly whether the claims in the outside work are to be taken as accepted or not. Use reporting verbs to indicate
 1. Positive assessment (advocate, argue, hold, see);
 2. Neutral assessment (address, cite, comment, look at);
 3. Tentative assessment (allude to, believe, hypothesize, suggest); or
 4. Critical assessment (attack, condemn, object, refute).

How to present the evidence or material

- The way you present the evidence or material in the Literature Review needs to show that you are:
 1. Selecting and quoting only the most relevant material for your subject and argument.
 2. Making sense of the quotation within the context of your argument.
 3. Introducing and integrating only relevant quotations into your literature review.
 4. Focusing on the language of quotations in the interpretations.

How to cite reference papers

- Through citations, situate your research in a larger narrative. The conscientious use of citations reflects your decisions to give greater emphasis to either the reported author or the reported message.
- Integral citations are those where the name of the cited author occurs in the citing sentence.
- Non-integral citations make reference to the author in parenthesis or through end or footnotes.
- Your ideas should be at the center of your writing, but your work has to be embedded in what has come before to demonstrate its relevance and importance to the subject. The Literature Review connects your ideas to the ideas in your field.

Acknowledging your sources

- An essential rule of the academic ‘game’ is that you should display your knowledge of the field, showing that you **are aware of important sources** relevant to your topic.
- In a postgraduate essay, you need **both to read and report** what has been written, and also to evaluate and criticize where appropriate.
- For a postgraduate project including an empirical element (e.g. experiment, questionnaire or survey), you also need to locate your work within the framework of existing research.
- In any assignment you must **provide evidence for the argument** you are making, by citing publications in the field. Citation includes summarizing what you have read or directly quoting an appropriate extract from a source.
- Whether you summarize or quote, you must acknowledge the source, by providing the author’s name and the publication details - both in your text and also in a list of References, or Bibliography, at the end of your assignment.

Why acknowledge?

- One answer to that question is this:
 - full acknowledgment is expected and required in all academic work - whether by students in coursework, or by academics (lecturers and researchers) in their publications.
- A different answer to the question "Why acknowledge?" is that, if you don't, you commit plagiarism.
 - Plagiarism is the representation of another person's work as your own.

What to acknowledge

- You need to acknowledge **the source of an idea unless it is common knowledge**. It may be difficult to decide exactly what is common knowledge within your subject, but if your lecturer, in lectures or handouts, or your textbooks do not acknowledge the source, then you can assume that it is common knowledge within your subject. For ideas which are generally accepted as valid within your specialism, there is no need to provide a reference.

Some tips on making sure you provide the necessary acknowledgments in an assignment:

- Take notes in your own words as far as possible. A good strategy is: read, put away your books and think, and then write your notes.
- If you do want to use a direct quotation, make clear (to yourself) in your own notes that it is an extract from the original text. Write down the reference details and page number. This will help you avoid accidental plagiarism when you copy from your own notes.
- When you use ideas of other people, follow the conventional system for citing and referencing their ideas at the relevant points in your assignment (inside your text and in the references). This will make it impossible for anyone to accuse you of cheating or stealing someone else's work. It will also help you to develop your research skills.

Critical use of source materials

- You are expected not simply to accept and repeat what you have read, but to make clear how valid you think it is in general, and how relevant it is to your own topic.
- Being prepared to **question** and, if necessary, **reject** what you have read is regarded in British universities as a sign of a good student.

Summary

- Students are expected to read (and write) critically. But your criticisms cannot be vague; they have to be justified in relation to your particular purpose.
- The importance of relating what you have read to the topic of your assignment was stressed by the Edinburgh.
 - ... you need to reduce the number of quotations and to increase the amount of space devoted to your own critical understanding of the issues discussed in relation to what you are setting out to show .
- Using the Net as a research resource has obvious advantages in terms of speed and quantity, but these have to be balanced against the risk of using unreliable information- and, of course, the risk of plagiarism, which we looked at last week.
- So being a critical reader is even more important now than it used to be.

Tips for writing a literature review

- Survey scholarly articles, books and other sources relevant to a particular issue, area of research and provide a description, summary and critical evaluation of each work.
- A literatures review may constitute an essential chapter of a thesis or dissertation, or may be self-contained review of writings on a subject. It must
 - Clearly delimit the subject matter to be reviewed;
 - Cover all important relevant literature;
 - Provide an insightful analysis of the ideas and conclusions in the literature;
 - Point out similarities and differences, strengths and weaknesses in the literature;
 - Identify gaps in the literature for future research;
 - Identify the context for which the literature is important.

Literature review organization

- Writing a literature review, you have to consider yourself as both a reader and a writer. You read the literatures by others and write your own review of the literatures with
 - Summary;
 - Classification;
 - Comparison;
 - Evaluation.

Common problems

- More like a summary of previous works. Every paragraph of your review begins with the names of researchers, and contains a summary of one article.
- Without division or classification of works under review
- Without evaluation of the previous work
- Literature review contains a stack of paragraphs with a section of header. There is no logic link between each paragraph.