

English Academic Writing for Graduate Students

东南大学外国语学院 制作



Unit Three

Introduction & Literature Review

Unit Three

Learning Objectives:

- To understand the general **functions** of the introduction;
- To learn **how to cite** other people's previous work;
- To get familiar with **the writing of a literature review**;
- To learn **how to avoid plagiarism** by paraphrasing.

Unit Three

Contents:

- Pre-test
- Warm-up
- Sample Reading Group Tasks
- Language Focus
 - Tense in Citation
 - Citing Verbs
- **Acedemic Writing Skills**
 - Citing Previous Research
 - Relating Literature to Your Research
 - Avoiding Plagiarism
 - Writing a Literature Review



Unit Three

I. Warm-up

A. Introduction

- What are the general functions of the introduction section?
- What do you think is the most important function of the introduction section?
- What are probably included in the introduction section?

Unit Three

I. Warm-up

B. Literature Review

- What is the purpose of writing a literature review?
- What steps may be taken in conducting a literature review?
- How do we cite other people's previous work in our own research articles?

Supplement

Unit Three

CARS or Swales' model

Swales' Model of Rhetorical moves in Research Articles:
Create A Research Space (CARS)

Move 1 Establishing a territory

- Step 1 Claiming centrality and/or
- Step 2 Making topic generalization(s) and/or
- Step 3 Reviewing items of previous research

Move 2 Establishing a niche

- Step 1A Counter-claiming or
- Step 1B Indicating a gap or
- Step 1C Question-raising or
- Step 1D Continuing a tradition

Move 3 Occupying the niche

- Step 1A Outlining purposes or
- Step 1B Announcing present research
- Step 2 Announcing principal findings
- Step 3 Indicating research article structure

Swales' Three-Move Model for Introductions

With Revisions and Adaptation for Classroom Use by James Luberte

The following is based upon an empirically-derived model of how "real-world" research article introductions commonly proceed. Note that it is not a set of rules, but rather something of a guide as to what readers of research articles and academic essays are likely to expect (and find), a set of patterns in introductions that facilitate their reading and comprehension. You might think of each "move" below as a kind of verbal action—a "move" a writer will make to have a particular effect on the reader. By constructing an introduction more or less along these lines, you ensure your reader has enough information to follow your essay and make use of the information it contains.

Move 1 Establishing a territory

In this move, the writer may do one or more of the following to broadly sketch out where the subject of his/her essay falls—the "big picture"

- Point out the importance of the general subject

<http://www.umass.edu/writingcenter/creating-research-space>

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Swales' Three-Move Model for Introductions

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Move 1 Establishing a territory

In this move, the writer may do one or more of the following to broadly sketch out **where the subject of his/her essay falls** — the "big picture".

- Point out the importance of the general subject
- Make generalizations about the subject
- Review items of previous research

Unit Three

Move 2 Establishing a niche

In this move, the writer then indicates to the reader **the particular area of the broader subject** that the essay will deal with. This can be done using one of the following:

- Make a counterclaim, i.e. assert something contrary to expectations
- Indicate a gap in the existing research/thinking
- Raise a question about existing research/thinking
- Suggest the essay is continuing a tradition, i.e. it is following in the footsteps of previous research/thinking

Move 3 Occupying the niche

In this move, the writer then sketches out exactly **what this particular essay will accomplish** in relation to move 2, and give the reader a sense of **how the essay will proceed**. In general, each of the steps below will appear in this move, in order:

- Step 1: Outline the purpose of the essay, or state the research that was pursued
- Step 2: State the principal findings of the essay, i.e. what the reader can expect the essay/research will have accomplished for them by the time they get to the end
- Step 3: Indicate, roughly, the structure of the essay—what will appear in it and in what order



Unit Three

Directions: Skim the two samples and have a group discussion about the functions of the corresponding parts assigned to each group (5 mins.).

- Group 1: para. 2, Sample One
- Group 2: para. 4, Sample One
- Group 3: para. 1, Sample Two
- Group 4: para. 2, Sample Two
- Group 5: para. 3, Sample Two
- Group 6: para. 4, Sample Two
- Group 7: making comments on each group's report



Unit Three

II. Sample Reading

1. Read Sample 1 and decide what elements this sample includes and how they function (p. 42).

Paragraphs	Functions	Elements
1		
2		
3		
4		

Key for Reference

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Paragraphs	Functions	Elements
1	to show the definition and importance of a research article; to bring out the focus of the present research (that is, the introduction);	Background → Research focus
2	to explain the function of a research article introduction by reviewing the research done by other researchers;	Justification
3	to introduce CARS as a good schema in writing a research article introduction; to put forward the research question;	Research question
4	to state the objective of the present study; to explain the limitations and significance of the present study.	Research objective → Limitations → Significance

Unit Three

II. Sample Reading

1. Read Sample 2 and decide what elements this sample includes and how they function (p. 42).

Paragraphs	Functions	Elements
1		
2		
3		
4		

Key for Reference

Unit Three

Paragraphs	Functions	Elements
1	to provide the reader with a setting for the problem to be discussed; to put forward the topic of the study; to review the previous research done by other researchers to present the conventional idea;	Background→ Research focus
2	to demonstrate the aspects of the problem already studied by other researchers to find the gap for the present study;	Literature review → Research problem
3	to indicate the need for more investigation and the objective of the study	Research objective
4	to outline the study (major focuses, limitation, prediction)	Outline

Unit Three

III. Language Focus

A. Tense in Citation

Simple present tense

- used to cite other authors' ideas, relate what other authors say, or discuss the literature, theoretical concepts, methods

Simple past tense

- used to provide particulars for recounting events, results found or a preceding generalizations, or the basis for a claim

Present perfect tense

- used to state that the research results are recent, expressing what has been found over an extended period in the past and up to the present to highlight the direct relevance of previous studies to the writer's own research

Unit Three

III. Language Focus

A. Tense in Citation

Check Sample 2 and complete the following table (p. 44).



Questions	Answers	Purposes
1) Are some sentences written in the present tense?		
2) Are some sentences written in the past tense?		
3) Are some sentences written in the present perfect tense?		
4) Which tense is used more? Why do you think this is the case?		

Key for Reference

Unit Three

Questions	Answers	Purposes
1) Are some sentences written in the present tense?	Yes, there are many verbs in the present tense.	The author mostly uses the present tense verbs to show their opinion on another person's research, relate what other authors say or discuss to the literature,
2) Are some sentences written in the past tense?	Yes, there are a few verbs in past tense.	These verbs have the discourse role of providing particulars for recounting events, results found or a preceding generalization or the basis for a claim, etc.

Continued

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Questions	Answers	Purposes
3) Are some sentences written in the present perfect tense?	Yes, there are a few verbs in the present perfect tense.	The present perfect tense can be used to state that the research results are recent, expressing what has been found over an extended period in the past and up to the present to highlight the direct relevance of previous studies to the writer's own research
4) Which tense is used more? Why do you think this is the case?	The present tense	The present tense is most commonly used in the writing, emphasizing the present significance of the study.

III. Language Focus

Unit Three

B. Citing Verbs

To show what the writer does and does not do
Do not indicate any value judgment on the part of the writer

To show that the writer has an inclination to believe something but still to be hesitant

To show that the writer has strong arguments to put forward and is absolutely sure of his or her ground

'Neutral' citing verbs

describe, show, reveal, study, demonstrate, note, point out, indicate, report, observe, assume, take into consideration, examine, state, believe (unless this is a strong belief), mention, etc.

'Tentative' citing verbs

suggest, speculate, intimate, hypothesize, moot, imply, propose, recommend, posit the view that, question the view that, postulate, etc.

'Strong' citing verbs

argue, claim, emphasize, contend, maintain, assert, theorize, support the view that, deny, negate, refute, reject, challenge, strongly believe that, counter the view/argument that, etc.

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III. Language Focus

B. Citing Verbs

Read the following three extracts on the issue of poverty and crime. **Use appropriate verbs and different kinds of citation** to cite the underlined opinions and integrate them into one paragraph as part of a literature review (**pp. 45 – 46**).

* Submit the **homework** on <https://www.pigai.org/> *

Unit Three

Extract 1	Extract 2	Extract 3
<p>A study by McClatchy Newspapers, released in March finds that the ranks of the severely impoverished are rapidly escalating. <u>The study found that the percentage of poor Americans who are living in extreme poverty has reached a 32-year high.</u> Today nearly 16 million Americans live in “deep or severe poverty.” This is defined as individuals living at half of the federal poverty line. This drastic rise in the level of poverty extends beyond the traditional ghetto and, reaches to suburban and rural communities. <u>At the same time, the poverty rise creates severe social problems.</u> (By Joseph Williams, 2010)</p>	<p><u>Starting from the 70s, studies in the US pointed more and more at the link between unemployment, poverty and crime.</u> After that, other connections with income level, schooling, neighborhood quality, education, etc. were revealed as well. Fresh research from the UK even indicates that economic cycles may affect variations in property and violent crimes. <u>But most important of all, the unmistakable characteristic of poverty and crime is that they’re both geographically concentrated in the same areas.</u> In other words, where you find poverty is also where you find crime. And this reveals the strong connection between the two issues. (By Carl Holmes, 2011)</p>	<p>Sociologist and criminal justice scholars have found a direct correlation between poverty and crime. <u>One economic theory of crime assumes that people weigh the consequences of committing crime. They resort to crime only if the cost or consequences are outweighed by the potential benefits to be gained.</u> The logical conclusion to this theory is that people living in poverty are far more likely to commit property crimes such as burglary, larceny, or theft. (By David Garland, 2012)</p>

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Key for reference

A study by Williams (2010) reports that percentage of poor Americans who are living in extreme poverty has reached a 32-year high, resulting in severe social problems. The findings are supported by Holmes (2011) who further states that there are more and more at the link between unemployment, poverty and crime. And the unmistakable characteristic of poverty and crime is that they are both geographically concentrated in the same areas. This opinion is theoretically explained from an economic perspective of crime that people weigh the consequences of committing crime—they resort to crime only if the cost or consequences are outweighed by the potential benefits to be gained (Garland, 2012).

IV. Academic Writing Skills

Unit Three

A. Citing Previous Research

Information prominent citation

Shrinking markets are also evident in other areas. The wool industry is experiencing difficulties related to falling demand worldwide since the development of high-quality synthetic fibers (Smith, 2000).

Author prominent citation

Shrinking markets are also evident in other areas. As Smith (2000) pointed out, the wool industry was experiencing difficulties related to falling demand worldwide since the development of high-quality synthetic fibers. However, Jones et al. (2004) found that industry difficulties were more related to quality of supply than to demand issues. It is clear that considerable disagreement exists about the underlying sources of these problems.

Weak author prominent citation

Several authors have reported that the wool industry is experiencing difficulties related to falling demand since the development of high-quality synthetic fibers (Nguyen, 2005; Smith, 2000; Wilson, 2003).

Unit Three

IV. Academic Writing Skills

A. Citing Previous Research

Read the following statements and decide which kind of citation is used and then rewrite each of them in another kind of citation (**p.48**).

- ✓ 1. Several authors have suggested that automated testing should be more readily accepted (Balcer, 1989; Stahl, 1989; Carver and Tai, 1991).
- *Weak author prominent citation*
- It has been suggested that automated testing should be more readily accepted (Balcer, 1989; Stahl, 1989; Carver and Tai, 1991).
- Balcer (1989), Stahl (1989) as well as Carver and Tai (1991) have suggested that automated testing should be more readily accepted.

Unit Three

IV. Academic Writing Skills

A. Citing Previous Research

Read the following statements and decide which kind of citation is used and then rewrite each of them in another kind of citation.

2. For viscoelastic fluids, the behavior of the time-dependent stresses in the transient shear flows is also very important (Boger et al., 1994).

● *Information prominent citation*

➤ Boger et al (1994) claim that for viscoelastic fluids, the behaviour of the time-dependent stresses in the transient shear flows is also very important.

Unit Three

IV. Academic Writing Skills

A. Citing Previous Research

Read the following statements and decide which kind of citation is used and then rewrite each of them in another kind of citation.

3. Close (1983) developed a simplified theory using an analogy between heat and mass transfer and the equivalent heat transfer only case.

● *Author prominent citation*

➤ A simplified theory has been developed using an analogy between heat and mass transfer and the equivalent heat transfer only case (Close, 1983).

Unit Three

IV. Academic Writing Skills

B. Relating Literature to Your Research

A literature review should answer the following questions:

- (1) What do we already know in the immediate area concerned?
- (2) What are the characteristics of the key concepts or the main factors or variables?
- (3) What are the relationships between these key concepts, factors or variables?
- (4) What are the existing theories?
- (5) Where are the inconsistencies or other shortcomings in our knowledge and understanding?
- (6) What views need to be (further) tested?
- (7) What evidence is lacking, inconclusive, contradictory or too limited?
- (8) Why study (further) the research problem?
- (9) What contribution can the present study be expected to make?
- (10) What research designs or methods seem unsatisfactory?

Unit Three

IV. Academic Writing Skills

B. Relating Literature to Your Research

Consider again the purposes of writing a literature review. Then answer the following questions about the literature review above (pp. 49 – 50).



1. What questions does this literature review answer?
 - This literature offers a summary of previous research, so it simply tells the reader what was discovered in previous research.
2. What questions doesn't it answer?
 - It doesn't evaluate the research it summarizes, nor does it show the relationships between the different theories, views and approaches it describes.

Unit Three

IV. Academic Writing Skills

B. Relating Literature to Your Research

Consider again the purposes of writing a literature review. Then answer the following questions about the literature review above.

3. Which method has the writer used to organize the literature review?

- The writer has organized this literature review around the researchers, and has presented it chronologically (arranging the work by when it was published). Notice that by organizing it around the researchers (the summaries are listed after the names of the people who did the research) and not around the research (e.g. around key concepts) the writer emphasizes the people and not their work.

Unit Three

IV. Academic Writing Skills

B. Relating Literature to Your Research

Consider again the purposes of writing a literature review. Then answer the following questions about the literature review above.

4. Is it a good literature review? Why?

- ▶ We don't believe that it is a good literature review. It only gives a summary of previous research but it does not use the literature to explain more about the writer's own research problem. Also, it is not critical: after we read it we still do not know which theories or findings are important, which are inconclusive, what the shortcomings are, etc.
- ▶ The main problem with this literature review is that it does not show how previous research relates to the writer's own research problem, or the relationship between different researches already carried out. Given the organization the writer has used, this literature review could not be effective literature review because there is little scope for showing relationships, drawing comparisons, or making evaluations.

Unit Three

IV. Academic Writing Skills

C. Avoiding Plagiarism * the relevant contents (pp. 99 – 104) *

Three ways to be used to avoid plagiarism when we include others' ideas in our research

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

The main **difference** between paraphrasing and summarizing:

- A summary is much shorter than an original passage
- A paraphrase is almost as long as or even longer than the original passage.

Unit Three

IV. Academic Writing Skills

For example:

The original:

"The fox stalked its prey in the moonlight, its large ears and bright eyes on high alert for the rabbit's next move."

A paraphrase:

The rabbit stayed still in the light of the moon while the fox surveyed the land using its spectacular hearing and night vision.

A summary:

Foxes hunt rabbits at night using their ears and eyes.

Unit Three

IV. Academic Writing Skills

A. Avoiding Plagiarism

1. Read the following original passage and three paraphrases. Then decide which paraphrase is acceptable, which is unacceptable, and give reasons (p. 51).

The original

We do not yet understand all the ways in which brain chemicals are related to emotions and thoughts, but the salient point is that our state of mind has an immediate and direct effect on our state of body.

(Source: Siegel, B. (1986). *Love, Medicine and Miracles* (p. 69). New York: Harper and Row.)

Paraphrase 1

Siegel (1986) writes that although the relationship between brain chemistry and thoughts and feelings is not fully understood, we do know that our psychological state affects our physical state.

Paraphrase 1 is acceptable because:
The writer has used synonyms, changed sentence structure and voice.
The writer has cited the source.

Unit Three

IV. Academic Writing Skills

A. Avoiding Plagiarism

1. Read the following original passage and three paraphrases. Then decide which paraphrase is acceptable, which is unacceptable, and give reasons (p. 51).

The original

We do not yet understand all the ways in which brain chemicals are related to emotions and thoughts, but the salient point is that our state of mind has an immediate and direct effect on our state of body.

(Source: Siegel, B. (1986). *Love, Medicine and Miracles* (p. 69). New York: Harper and Row.)

Paraphrase 2 is unacceptable because: The writer has kept the same exact sentence structure. The writer had only substituted synonyms in certain places; in others the wording is exactly the same as that of the original.

Paraphrase 2

Siegel (1986) writes that we still do not know all the ways in which brain chemistry is related to emotions and thoughts, but the important point is that our mental state has an immediate and direct effect on our physical state.

Unit Three

IV. Academic Writing Skills

A. Avoiding Plagiarism

1. Read the following original passage and three paraphrases. Then decide which paraphrase is acceptable, which is unacceptable, and give reasons (p. 51).

The original

We do not yet understand all the ways in which brain chemicals are related to emotions and thoughts, but the salient point is that our state of mind has an immediate and direct effect on our state of body.
(Source: Siegel, B. (1986). *Love, Medicine and Miracles* (p. 69). New York: Harper and Row.)

✓ Paraphrase 3

Paraphrase 3 is also unacceptable because: Although the writer has changed the structure of the sentence, key phrases have been taken directly from the original.

Unit Three

IV. Academic Writing Skills

A. Avoiding Plagiarism

2. Paraphrase the following sentences to make them more academic.

1. The bomb exploded and caused many casualties.
 - The bomb explosion led to a great number of injuries and deaths.
2. Among all the feelings of mankind, love is probably the noblest.
 - There is probably no other human feeling that is nobler than love.

Unit Three

IV. Academic Writing Skills

A. Avoiding Plagiarism

2. Paraphrase the following sentences to make them more academic.

- ✓ 3. With no doubt, these firms are doing their part in educating the next generation of thinkers.
 - It cannot be denied that these firms are participating in turning out the future thinkers.
- 4. No one knows how many CEOs suffer from alcoholism and drug abuse, but estimates run as high as 30%.
 - The estimated percentage of CEOs who are alcoholics and abuse drugs is up to 30%.

Unit Three

IV. Academic Writing Skills

A. Avoiding Plagiarism

2. Paraphrase the following sentences to make them more academic.

5. There is general consensus among European leaders that total unification of European countries would strengthen the economic stability of the entire region.

➤ European leaders generally agree that if European countries would unify, there would be a more stable economy.

Unit Three

IV. Academic Writing Skills

A. Avoiding Plagiarism

2. Paraphrase the following sentences to make them more academic.

- ✓ 6. Attitudes toward the elderly are changing dramatically as baby boomers grow older. For many years the elderly were seen as less useful once they reached retirement age. However, the new research points to the increased productivity of aged workers, even those who are in their 80s and 90s.
- New research indicates that older aged workers are productive, even into their 80s and 90s. As a result, attitudes toward the elderly are “changing dramatically” from the view that the elderly were no longer “useful” once they retired.

Unit Three

IV. Academic Writing Skills

D. Writing Literature Review

Step 1: Decide on your areas of research

Step 2: Search for the literature

Step 3: Find relevant excerpts in the books and articles

Skim the contents of each book and article, and look specifically for these five things:

1. Claims, conclusions, and findings about the constructs you are investigating
2. Definitions of terms
3. Calls for follow-up studies relevant to your project
4. Gaps you notice in the literature
5. Disagreement about the constructs you are investigating

Step 4: Encode the literature

Step 5: Create Your Conceptual Schema

Step 6: Write Your Literature Review

Unit Three

IV. Academic Writing Skills

D. Writing a Literature Review

Follow the six steps and write the literature review of your research article.

Unit Three

To do list



The 10th Week



☐ 1 Exercises of Unit 3 (Do it Yourself)

☐ 2 Sample Reading of Unit 4 (pp. 57 - 59)

☐ 3 Introduction & Literature Review of the term paper

☐ 4 Preparation for the class sharing (5 mins.)

☐☐☐

For Everyone

For Each Group

Thanks

School of Foreign Languages
Southeast University