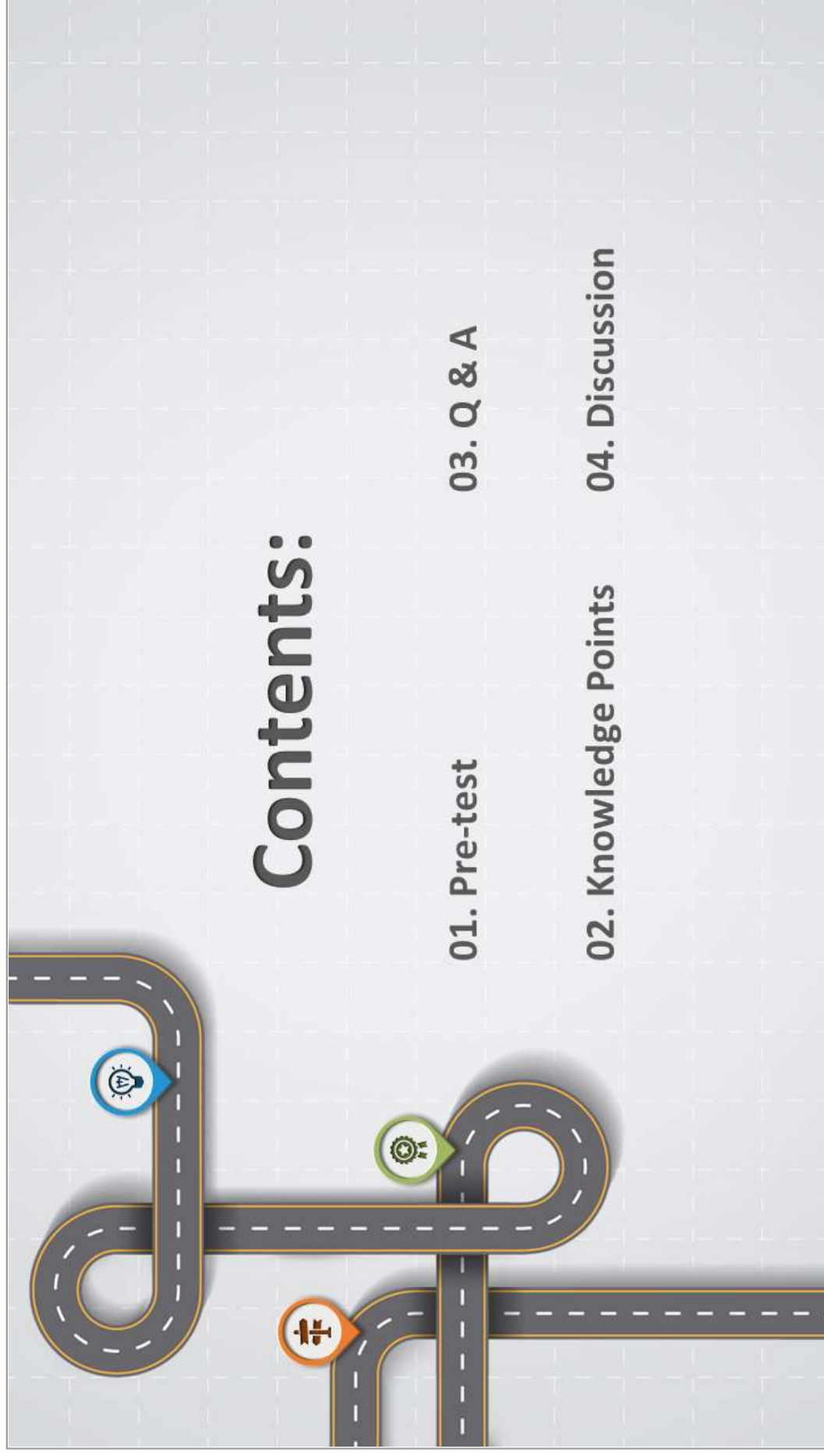


Academic English Writing

Unit 4

Discussion and Conclusion

March, 2021



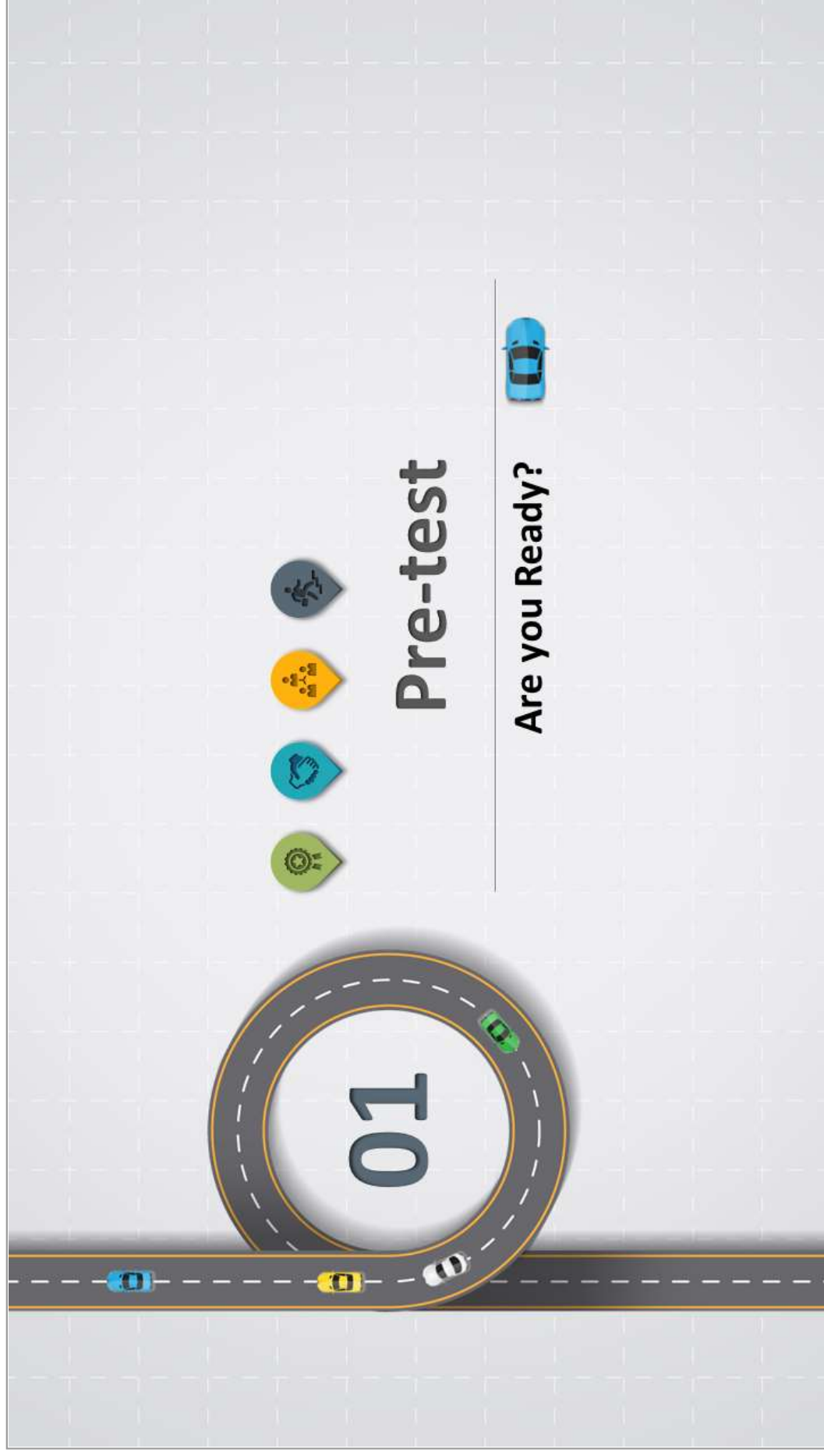
Contents:

01. Pre-test

03. Q & A

02. Knowledge Points

04. Discussion



单选题 1分

1. Which one in the following is **NOT** the strategy recommended to begin the Discussion Section?

- ☐ A Remind the readers of your goals.
- ☐ B Refer back to the questions that you posed in your Introduction.
- ☒ C Restate the methods that you used in your Methods Section.
- ☐ D Refer back to the papers that you cited in your Review of the Literature.

单选题 1分

2. What is the feature of a strong thesis statement?

- ☐ A The statement makes no claim.
- ☐ B The statement is obviously true.
- ☐ C The statement offers personal conviction as the basis for the claim.
- ☒ D The statement requires some analysis to support it.

多选题 2分

3. What are the typical issues that we should avoid in structuring the Conclusion Section?

- ☒ A Redundancy.
- ☒ B Overstatement.
- ☐ C Implications
- ☒ D A totally new point.

多选题 2分

4. What should we pay our attention to when planning causes and effects?

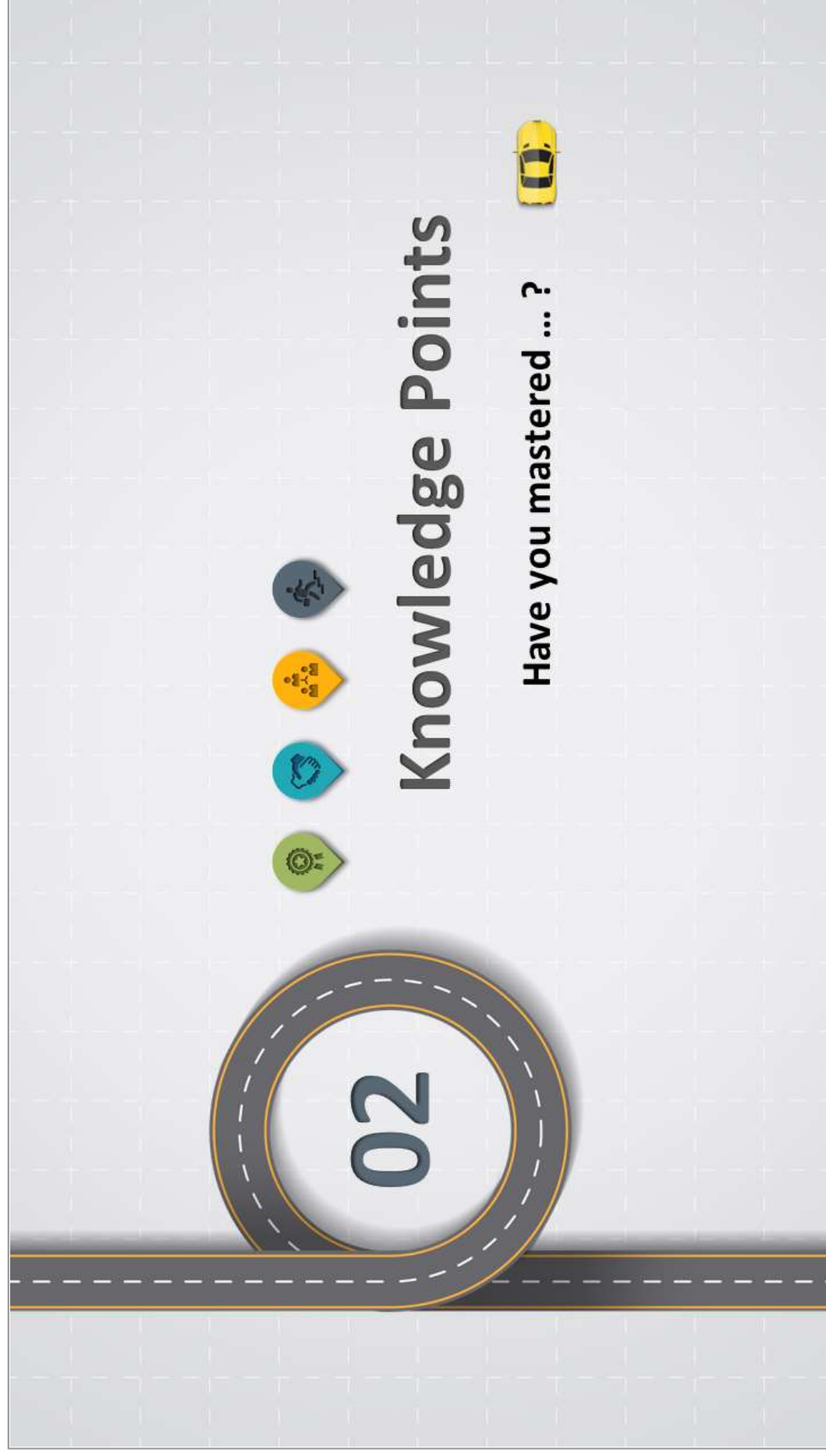
- ☒ A Distinguish direct and indirect causes and effects.
- ☒ B Avoid mistaking coincidence.
- ☒ C Avoid oversimplification.
- ☐ D Discuss the causes and effects one by one in logical order.

主观题 4分

5. Paraphrasing

Direction: In order to avoid plagiarism in your academic paper writing, please paraphrase the following passage taken from Malcolm Gladwell's *Outliers: The Story of Success* (2008) at the lexical and syntactic levels.

Achievement is talent plus preparation. The problem with this view is that the closer psychologists look at the careers of the gifted, the smaller the role innate talent seems to play and the bigger the role preparation seems to play (38).



Knowledge Points

1. Structure of Discussion Section

Preparation
Strategies



3. Causes and Effects

Identifying
Drafting
Planning



2. Structure of Conclusion Section

Difference from Abstract and
Introduction
Key Elements
Typical Issues



5. Restatements

Strong Statements
Weak Statements



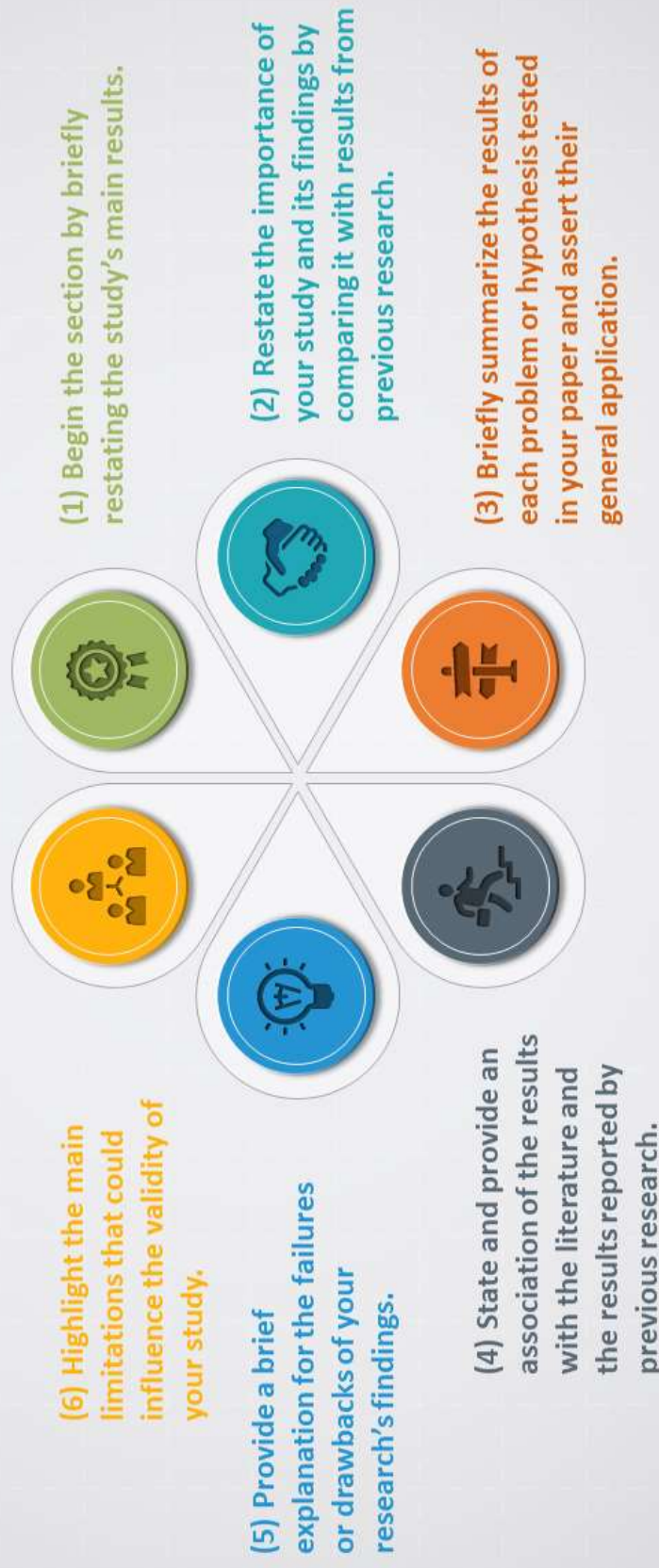
4. Paraphrasing

Why, What, How?



1. Structure of Discussion Section

How to structure Discussion Section?



Reference: Wallace, Steve. *How to Write and Submit an Academic Paper in 18 Weeks*. Beijing: Peking University Press, 2015, p. 197.

1. Structure of Discussion Section

Verb Tenses

Past Tense

- When explaining the findings of the study;
- When referring to the purpose, hypothesis, or restating the findings;
- When explaining the limitations of the findings (or present tense with modal verbs).

Present Tense

- When stating facts;
- When comparing findings;
- When stating the implications (the present tense with tentative or modal verbs);
- When offering recommendations or describing applications (the present tense with tentative or modal verbs).

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5. Restatements

Argument

What do you want the reader to believe?
What's your opinion?

(1) Claim



(2) Reasons

Why do you say that?
Why should the reader agree?

How do you know?
Can you back it up?

(3) Evidence



(4) Acknowledgement

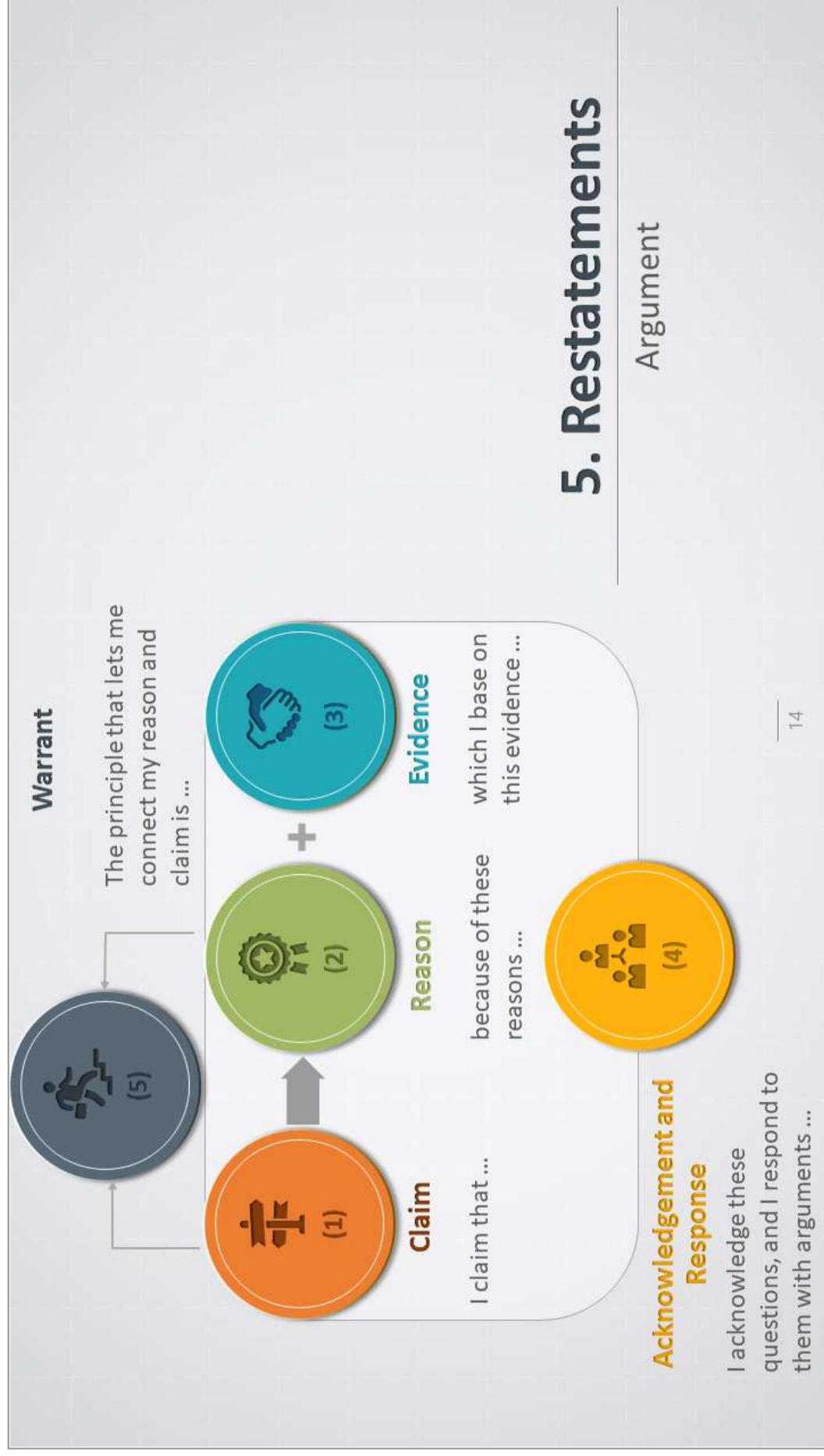
But what about ... ?

How does that follow?
What's your logic?
Can you explain your reasoning?

(5) Warrant



Reference: Booth, Wayne C. *The Craft of Research*. Chicago: University of Chicago Press, 2003, p. 111.



5. Restatements

Claim

- (1) What kind of claim should I make?
- (2) Is it specific enough?
- (3) Will my readers think it is significant enough to need an argument supporting it?



Making Conceptual Claims

Claims of fact or existence;
Claims of definition and classification;
Claims of cause and consequence;
Claims of evaluation or appraisal;
Claims of action or policy.



Making Practical Claims

Why your solution is feasible; how it can be implemented with reasonable time and effort;
Why it will cost less to implement than the cost of the problem;
Why it will not create a bigger problem than the one it solves;
Why it is cheaper of faster than alternative solutions.

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5. Restatements

Tips on Making a Claim

Make your claim specific.

Precise language
Explicit logic

Make your claim significant.

Qualify your claim to enhance your credibility.

Acknowledging limiting conditions
Using hedges to limit certainty

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How to Make a GOOD Claim?

A Specific Claim



Precise Language

TV inflates estimate of crime rates.

Graphic reports of violence on local TV news lead regular viewers to overestimate by as much as 150 percent both the rate of crime in their neighborhood and the personal danger to themselves and their families.

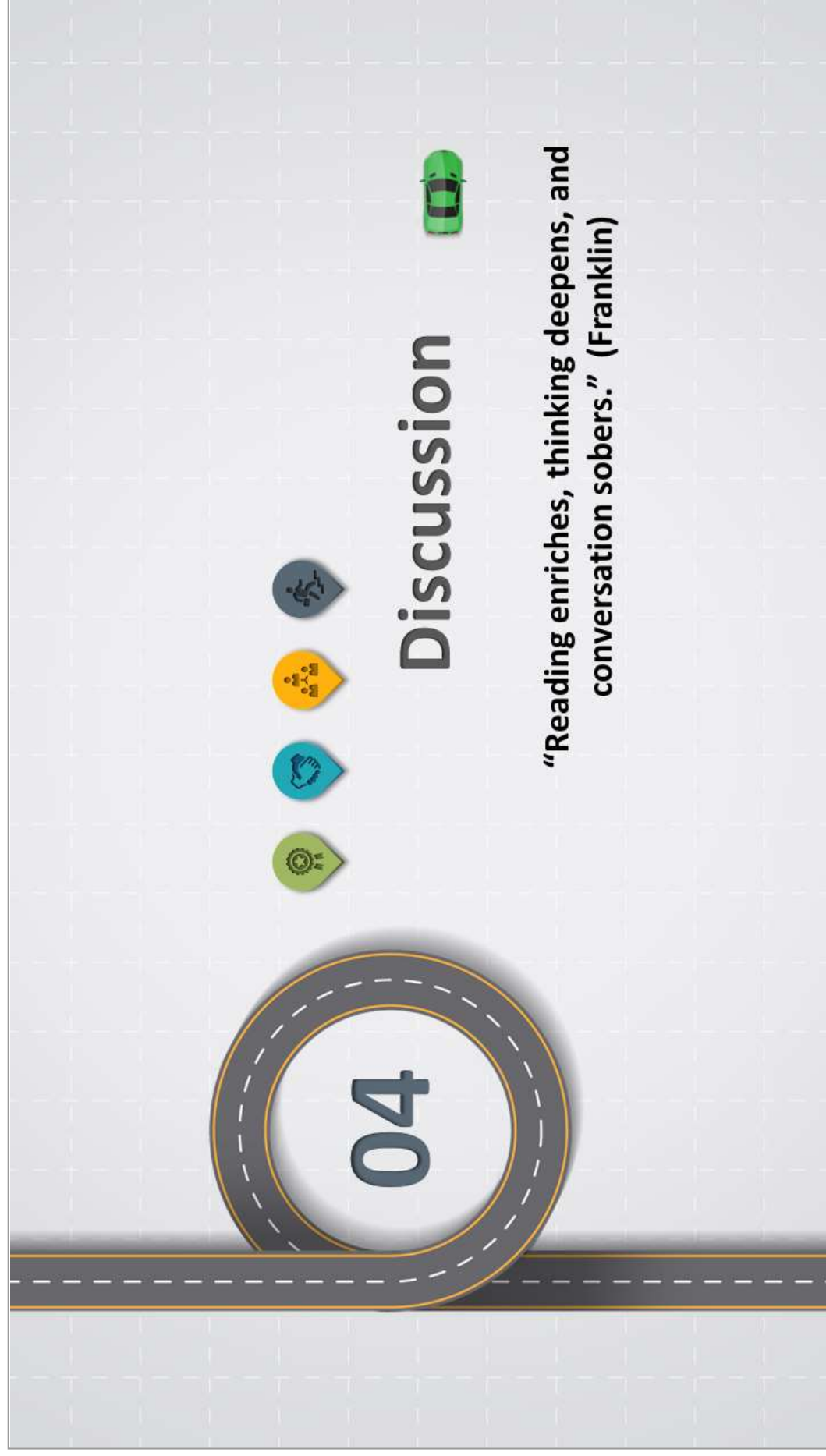


Explicit Logic

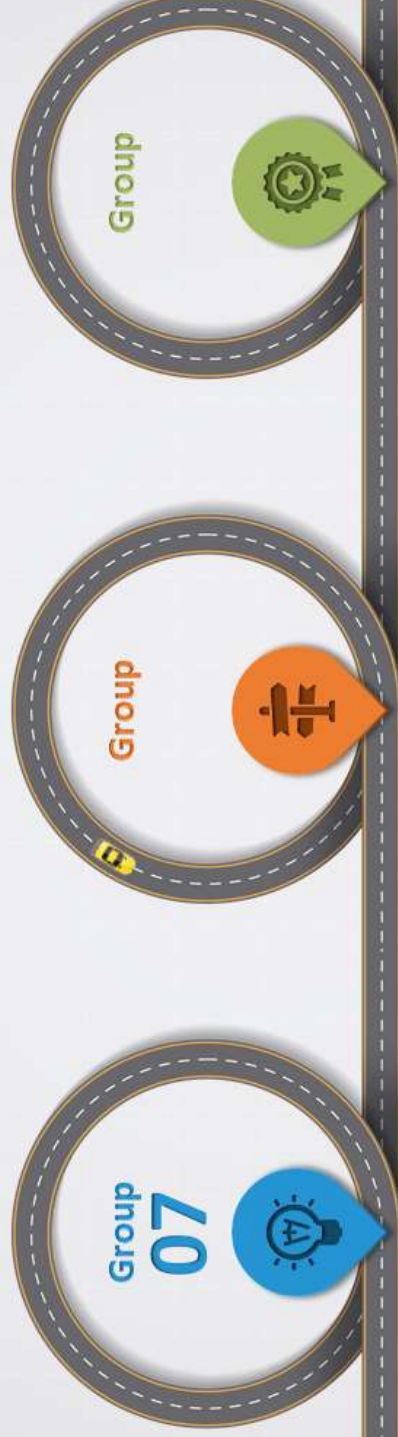
Although violent crime is actually decreasing, regular TV viewers overestimate their neighborhood crime rate by 150 percent and therefore misjudge personal danger to themselves and their families because local TV evening news regularly open with graphic reports of mayhem and murder in familiar locations, making many believe that crime happens nightly outside their front door.

3 elements of a full argument:

- (1) Although I acknowledge X, (2) I claim Y
- (3) because of reason Z.



Discussion



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Discussion



What is the claim of your chosen paper that the author makes in the Introduction section?

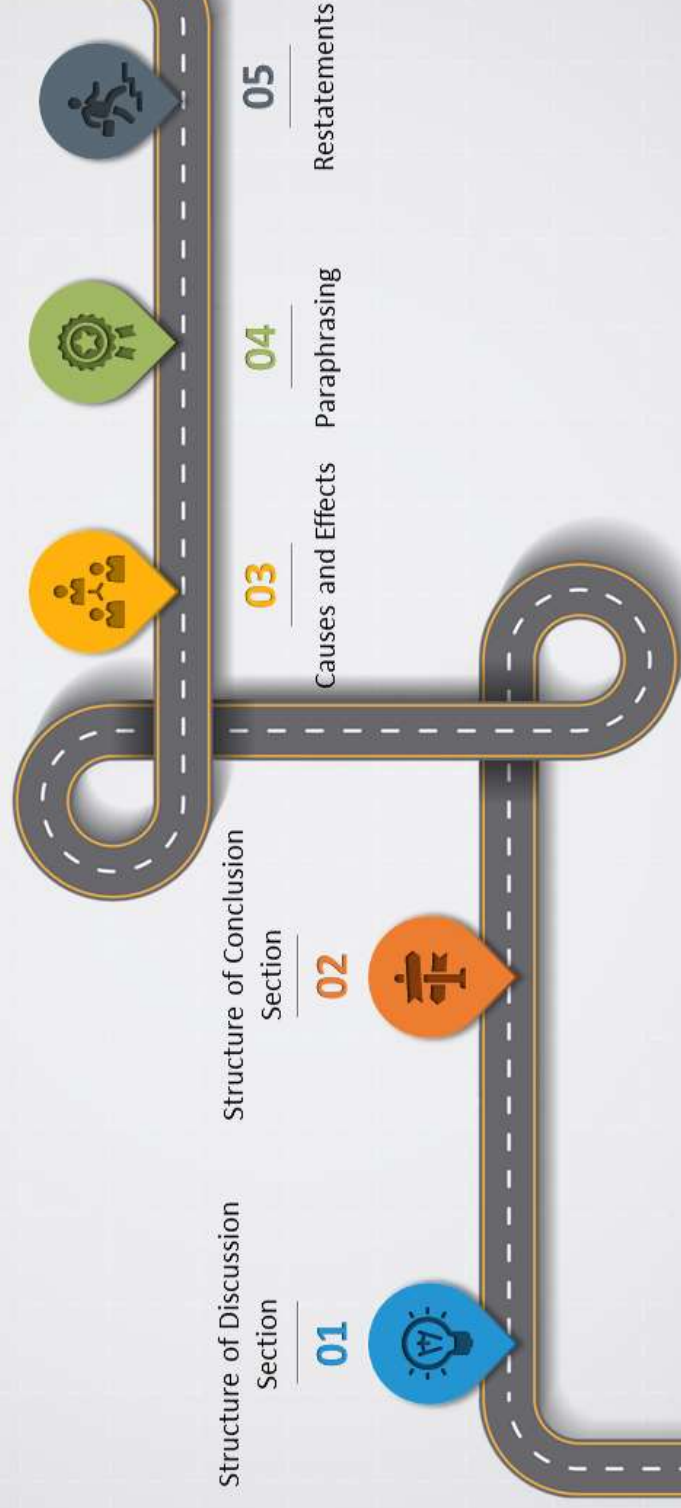


How does the author make their restatement in the Conclusion section to correspond with the claim?



**What are the major elements of the Conclusion section?
How does the author organize the section?**

Review



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References:

- Booth, Wayne C. *The Craft of Research*. Chicago: University of Chicago Press, 2003.
- Slade, Carole and Robert Perrin. *Handbook for Writing: Research Papers, Reports, and Theses*. Beijing: Foreign Language Teaching and Research Press, 2011.
- Wallace, Steve. *How to Write and Submit an Academic Paper in 18 Weeks*. Beijing: Peking University Press, 2015.
- Zheng, Yuqi and Zou Changzheng. ed. *Academic English Writing for Graduate Students*. Beijing: Foreign Language Teaching and Research Press, 2015.

