

English Academic Writing: Unit 3 Introduction&Literature Review

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Unit 3

Learning Objective

- To understand general functions of the introduction section;
- 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

Supplement

CARS or Swales' model

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

Note that it is 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" 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.

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Typical 'Ingredients' in Introduction Section

- a statement of the importance of the subject
- mention of previous work on the subject
- a justification for dealing with the subject
- a statement of your objectives
- a statement of the limitations of the work
- a mention of some of the differing viewpoints on the subject
- a definition of the topic being discussed

—Trzeciak and Mackay (1994)

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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, etc.

Simple past tense

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

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.

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B. Citing Verbs

'Neutral' citing verbs	'Tentative' citing verbs	'Strong' citing verbs
describe, show, reveal, study, demonstrate, note, point out, indicate, report, observe, take into consideration, examine, state, believe (unless this is a strong belief), mention, etc.	suggest, speculate, intimate, hypothesize, moot, imply, propose, recommend, posit the view that, question the view that, postulate, assume, etc.	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.
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

C. 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).

D. Avoiding Plagiarism

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

➤ Quoting

- use quotation marks
- copy the exact words
- give reference details

➤ Paraphrasing

- keep the meaning
- change the word order
- change most of the words
- give reference details.

➤ Summarizing

- keep the author's main ideas
- avoid simply copying the author's words
- express in your own words
- give reference details.

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.

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E. 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

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喜欢此内容的人还喜欢

我在下面 I'm down below

地球夜航记

'rise and shine', 早睡早起, 好好吃饭~

萝北是个小仙女

UCL优秀作品集 | 可持续生活的首都 Capital of sustainable living

建筑挖掘鸡

