**Lesson 1 Student Handout**

**Lesson objectives:**

* Get to know the Syllabus
* Recognize academic dishonesty and forms of plagiarism
* Understand stylistic features of scientific writing

Part I The Syllabus

***Course Description***

English for Academic Purposes (EAP) is a course designed for all graduate students at Shanghai Jiao Tong University. Students in this course will explore research papers in their disciplines, learn to read and write research papers, and learn how to make academic presentations. By the end of this course, students should be prepared for independent academic writing at the graduate level and for delivering presentations with confidence.

***Course Objectives***

At the end of the semester, you should be able to:

* write English in a more academic fashion
* understand how to write research papers in your discipline;
* recognize and write different genres in an academic setting;
* recognize what academic dishonesty is, and learn to avoid it;
* plan, structure, and deliver academic presentations.

***Course Requirements***

1. **Do not plagiarize**! If you plagiarize an assignment, you will receive no points from that assignment; meanwhile, five points will be deducted from your performance grade. If you plagiarize for the second time, you will fail this course. It is each student’s responsibility to understand what plagiarism and cheating are and to learn how to avoid them.
2. **Participate actively in class** lectures, discussions, Q&A, and writing.
3. **Submit all assignments on time**. Late submissions will result in a 10% reduction of your grade every day. No points will be given to an assignment that is 10 days late.
4. Make a copy of the handouts! Bring them to class every time.
5. Find and make a copy of 1-2 journal articles in your field.
6. Plan to spend at minimum of three hours per week finishing readings and assignments.
7. Regularly preview and review the lessons.
8. Check the public email box often for additional materials.
9. Do not use any electronic devices to do anything irrelevant to use. It is advisable to use a pen to take notes.

***Grading***

* Attendance (10%)
* Class performance (10%)
* Report-writing assignment (10%)
* Arguments-writing assignment (10%)
* Explanation-writing assignment (10%)
* Recognizing Plagiarism Certificate (5%)
* Written exam (30%)
* Presentation (15%)

***Attendance policy***

* Regular attendance is required. This course requires a minimum of two-thirds of attendance. In other words, if you miss FIVE or more classes, you will fail this course.
* Punctuality is important. Lateness disrupts the class for everyone, so show respect for your classmates and your teacher by being punctual. Three tardy arrivals will be considered the same as one absence.
* If you are absent, it is your responsibility to contact the instructor or your classmates to find out what you missed and to complete any assignments on time.

**To get the Recognizing Plagiarism Certificate, go to** <https://www.indiana.edu/~academy/firstPrinciples/index.html>. Take the test for master’s and doctoral students. Print the certificate and hand it in to your instructor in Week 2.

***Reference Books***

* Swales, J.M., & Feak, C.B. (2014). *Academic Writing for Graduate Students: Essential Tasks and Skills (3rd ed.).* Ann Arbor: University of Michigan Press.
* Glasman-Deal, H. (2010). *Science Research Writing for Non-Native Speakers of English*. Imperial College Press.
* Rose, D., and Martin, J. R. (2012). *Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School*. Equinox Publishing Ltd.
* Martin, J. R., and Rose, D. (2008). *Genre Relation, Mapping Culture*. Equinox Publishing Ltd.
* O’Hair, D., Rubenstien, H., and Stewart, R. (2010). *A Pocket Guide to Public Speaking*. Boston: Bedford/St. Martin’s.
* Wallwork, A. (2010). *English for Presentations at International Conferences*. New York: Springer.
* Wallwork, A. (2011). *English for Academic Correspondence and Socializing*. New York: Springer.

**Part II Academic dishonesty & forms of plagiarism**

**1. Recognize academic dishonesty**

Academic Dishonesty at UCLA: All forms of academic misconduct or research misconduct, including but not limited to cheating, fabrication or falsification, plagiarism, multiple submissions, or facilitating academic misconduct. For the purposes of the UCLA Code, the following definitions apply:

* Cheating.
* Fabrication.
* Plagiarism.
* Multiple Submissions.
* Facilitating Academic Dishonesty.
* Coercion Regarding Grading or Evaluation of Coursework.
* Unauthorized Collaboration.

<http://www.internationalcenter.ucla.edu/home/handbook/181/183/academic>

**2. Consequences of academic dishonesty**

# Consequences of Cheating (UCSD)

## What will be the consequences if I violate the Policy on Integrity of Scholarship?

The severity of the sanction depends on the nature of the Policy violation and your disciplinary history. You can receive consequences even if you didn't know you were violating the Policy (i.e., ignorance is no excuse). You can see a detailed overview of the sanctions by category of violation in our [Administrative Sanctioning Guidelines](https://students.ucsd.edu/_files/Academic-Integrity/Sanctioning-Guidelines.pdf) (PDF).

Briefly, however, administrative sanctions (those imposed by the Council of Deans of student affairs for undergraduates, or the Assistant Dean of the Graduate Division) can include:

* Disciplinary probation (this means "first strike" — once you're on disciplinary probation, future violations could lead to suspension or dismissal)
* Assignment to the Academic Integrity Seminar (at a cost of $75)
* Other educational programs (e.g., plagiarism workshop)
* Suspension (from 1 quarter up to 2 years)
* Dismissal from UCSD

**3. Recognize the forms of plagiarism and how to avoid it**

1) Examples from Harvard University:

(http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054)

* Verbatim plagiarism
* Mosaic plagiarism
* Uncited paraphrase
* Uncited quotations
* Using material from another student’s work

Besides, according to APA and MLA manuals, three more can be added:

* Submitting the same paper to 2 different publishers.
* Unacknowledged collaborative work
* Copyright infraction

2) The two very common forms of plagiarism when writing a paper are word-for-word plagiarism and paraphrasing plagiarism (Indiana University)

* **Word-for-word plagiarism** is committed when a writer takes *a sequence of 7 or more* words from another source, but fails to identify the quoted passage, fails to provide the full in-text citation crediting the author(s), and fails to provide the bibliographic reference.
* **Paraphrasing plagiarism** is committed when a writer summarizes an idea taken from another source and fails both to cite the author(s) and to provide the corresponding reference.

3) Learn more about plagiarism from: <https://www.indiana.edu/~academy/firstPrinciples/index.html>. And take the test to get the certificate from this website and hand in the certificate in Week 2.

4) For more information, check www.plagiarism.org.

**Part III Stylistic features of academic writing**

Writers are expected to express their findings and arguments in academic style. Generally speaking, English in written academic tasks has the following important features: objectivity, formality and precision.

**1. Objectivity**

* Avoid overuse of first person pronouns (*I, we, my, our*)
* Use impersonal subjects instead (*It is believed that ...; It can be argued that* ...)
* Use passive verbs to avoid stating the “doer” (*Tests have been conducted*).
* **But note: Both active and passive voices are used in academic writing; the key is to choose the right voice for the right purpose**.
* Use verbs such as *would, could, may, might*, which can “soften” what you are saying.
* Use qualifying adverbs such as *some, several, a minority of, a few, many* to avoid making overgeneralizations.

**2. Formality**

* Avoid everyday informal words: e.g. *a lot of,* *lots of, pretty good, guy, stuff*
* Avoid contractions: e.g. *don’t, haven’t, I’d, it’s*
* Avoid rhetorical questions: e.g. *What has antibiotic resistance increased?*
* Some single verbs are considered to be more formal than phrasal verbs; for example, “increase” is more formal than “go up”.
* Often in academic writing adverbs are placed in mid-position rather than in the initial or final positions of sentences (Swales, p. 24).
* Consider avoid using split infinitives (placing an adverbial modifier between “to” and the infinitive as in “to sharply rise”) (Swales, p. 24).
* Avoid unspecified categories: Expressions such as *etc., and so on, and so forth,* and *that kind of thing.* These place too much responsibility on the reader.
* Some authors prefer some negative forms over others, believing that those on the right are more academic (Swales, p. 22).

|  |  |
| --- | --- |
| ***not…any***  The analysis did not yield any new results. | ***No***  The analysis yielded no new results. |
| ***not…much/many***  The government did not allocate much funding. | ***little/few***  The government allocated little funding. |

**3. Precision**

* Certain verbs commonly used in spoken language are too vague for academic writing. Note the many possible meanings of the following.

**Vague verbs Possible alternatives**

*get obtain, receive, retrieve, become*

*keep continue, retain, maintain, store*

*do complete, undertake, act*

*make construct, create, complete*

*put insert, place, position, propose*

* Generally, verbs which require a preposition for meaning (such as *look out, get on)* are similarly imprecise. Avoid "phrasal verbs" and use one word equivalents.

**Exercises**

**Exercise 1: Which of the two italicized expressions do you think is more appropriate in academic writing?**

* + - 1. The government has made *considerable/great* progress in solving the problem.
      2. We *got/obtained* excellent results in the experiment.
      3. A loss of jobs is one of the *consequences/things that will happen* if the process is   
          automated.
      4. The results of *lots of/numerous* tests have been *pretty good/encouraging*.
      5. The relationship between the management and workers is *extremely/really* important.
      6. Some suggestions *springing up from/arising from* the study will be presented.
      7. Crash test dummies are *really important for/an integral part of* automotive crash tests.
      8. According to a recent *study just about/nearly* 25% of all cell phone users view text messaging as an important source of entertainment.

**Exercise 2: Underline the phrasal verbs in the sentences and replace them with a more appropriate verb from the list below. Change forms where necessary.**

|  |
| --- |
| fluctuate investigate eliminate raise reduce propose intervene determine |

1. Researchers have been looking into the problem for 15 years. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. This issue was brought up during the seminar. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. It is assumed that the management knows what is happening and will therefore step in if there is a problem. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Schools cannot altogether get rid of the problem of truancy. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. The number of staff has been cut down recently. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. It was very difficult to find out exactly what happened. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. House prices have a tendency to go up and down. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. A potential solution was put forward two years ago. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 3: Replace the following phrasal verbs with a more formal single word.**

1. The locals could not put up with the visitors from the city. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The decline was brought about by cheap imports. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The university is thinking about recruiting more students. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Sales are likely to drop off in the third quarter. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. The meeting was put off until December. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Given our fast-paced society, people must routinely put creative solutions to unexpected

problems into practice. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Some people have cut down on their consumption of beef. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. The cinema was pulled down ten years ago. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 4: Use a more formal word or phrase to replace the italicized word.**

* + - 1. The reaction of the officials was *sort of* negative. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. The economic outlook is *nice*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      3. The new method we have adopted seems *good*.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      4. She was *given the sack* because of her poor record. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      5. The competition we are facing has *gotten more intense*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      6. Many urban areas *do not have enough* land to build new public schools. \_\_\_\_\_\_\_\_\_\_\_
      7. Allergic reactions to local dental anesthesia *do not happen very often*. \_\_\_\_\_\_\_\_\_\_\_
      8. The doors on these ferries were *made bigger* to *make it easier to* *load* vehicles. \_\_\_\_\_\_

**Exercise 5: Let’s suppose you want to follow the considerations we have talked about. What problems may the following sentences have? How would you revise them?**

1. You can use this model to optimize the water supply.
2. So, why did the bridge collapse? There’re a lot of reasons.
3. In addition to herbs, animal products are employed in some forms of traditional medicine frequently.
4. So far there hasn’t been much research on how conflict influences the level of trust and respect in a group.
5. There are several studies in epidemiology that have shown that when people consume alcohol in moderate amounts they have a lower risk of developing heart disease in comparison to those people who drink a lot of alcohol.