

ES1103

English for Academic Purposes



TUTORIAL 2 (PART A)

Centre for English Language Communication

Course Coordinator:
Dr Abdel Halim Sykes



Integrating Sources and Expressing Stance

Tutorial Learning Outcomes

By the end of this tutorial, you should be better able to:

- integrate citations in your paragraphs
- use the language toolkit to express a writer's stance
- cite with the APA referencing style
- understand how to avoid plagiarism

Introduction

In Tutorial 1B, we considered the importance of being able to include and integrate the work and writing of others into your own writing through paraphrasing, summarising and quoting directly.

In this tutorial, we focus on citation conventions for using sources, and methods for indicating your stance on the sources you include in your work. The ability to cite accurately and to show your thoughts on the work cited are two key characteristics of good academic writing.

When combined with skilful and effective paraphrasing, summarising and quoting, accurate citation and a clear stance are hallmarks of a good quality academic text.

Citation (Referencing)

Citations appear in a text and also at the end of a text, where the details of the publication are given. In Tutorial 7, we will look at reference lists (end text citations) but the focus in this tutorial is on in-text citations, the citations that appear in the body of the text.

Each discipline has its own preferred style of citation. Here are some common citation styles used in academic texts.

- ACS (American Chemical Society)
- APA (American Psychological Association)
- Chicago
- IEEE (Institute of Electrical and Electronic Engineers)
- Harvard
- MLA (Modern Language Association)



What is the preferred or most commonly used citation style in your academic discipline?

Before you submit any written work, you should check with your lecturer for the preferred citation style. Using the preferred style will help you to write like others in your academic discipline.

To learn more about a range of citation styles, consult the NUS library website at this link: <http://libguides.nus.edu.sg/citation>

In-text Citation

An in-text citation is given when you reference someone else's ideas through paraphrase, summary or quotation in your own work.

In ES1103, we will use the American Psychological Association(**APA**) citation style for all written assignments.

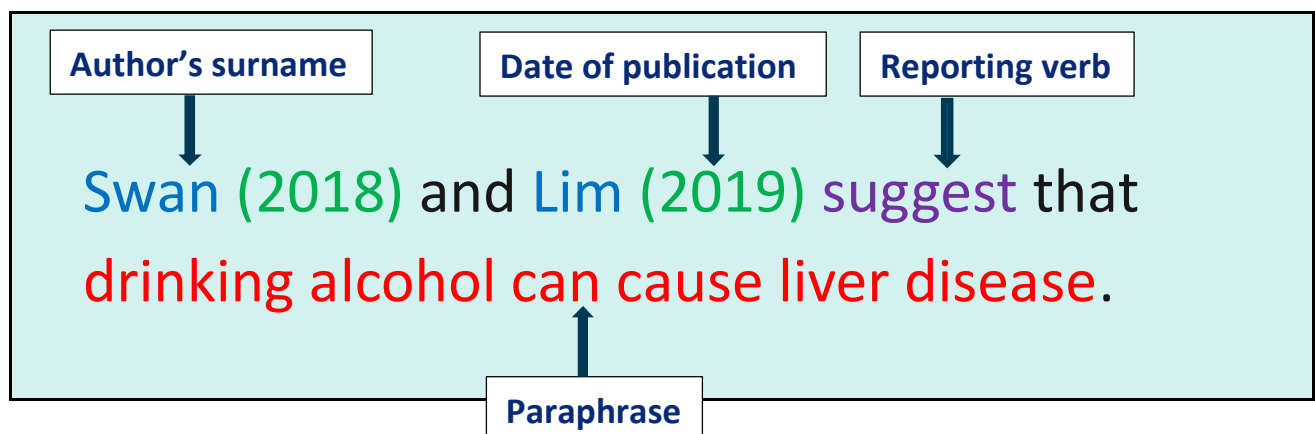
There are two types of in-text citations:

- Author prominent citations (AP)
- Information prominent citations (IP)

Let's look at some examples using the two types of in-text citations following APA conventions.

Author Prominent (AP) Citations

AP citations show the surname of the author and the date of the publication first, followed by a reporting verb that leads into the paraphrase.

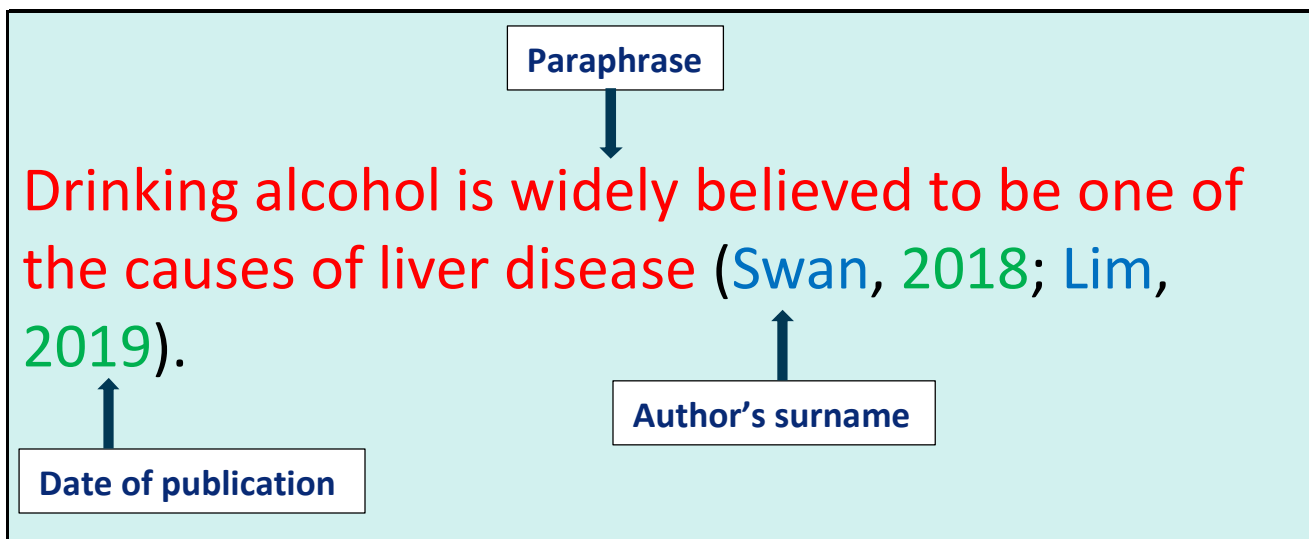




Why do you think someone would use **author prominent** citations in their writing?

Information Prominent (IP) Citations

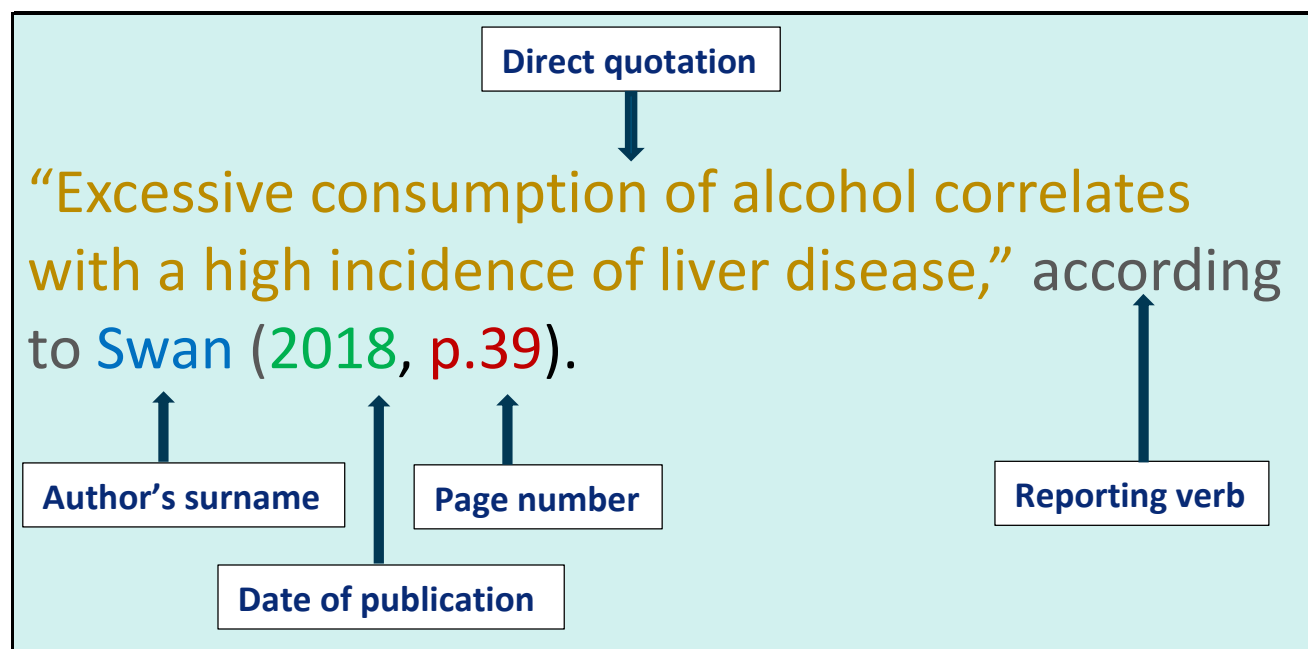
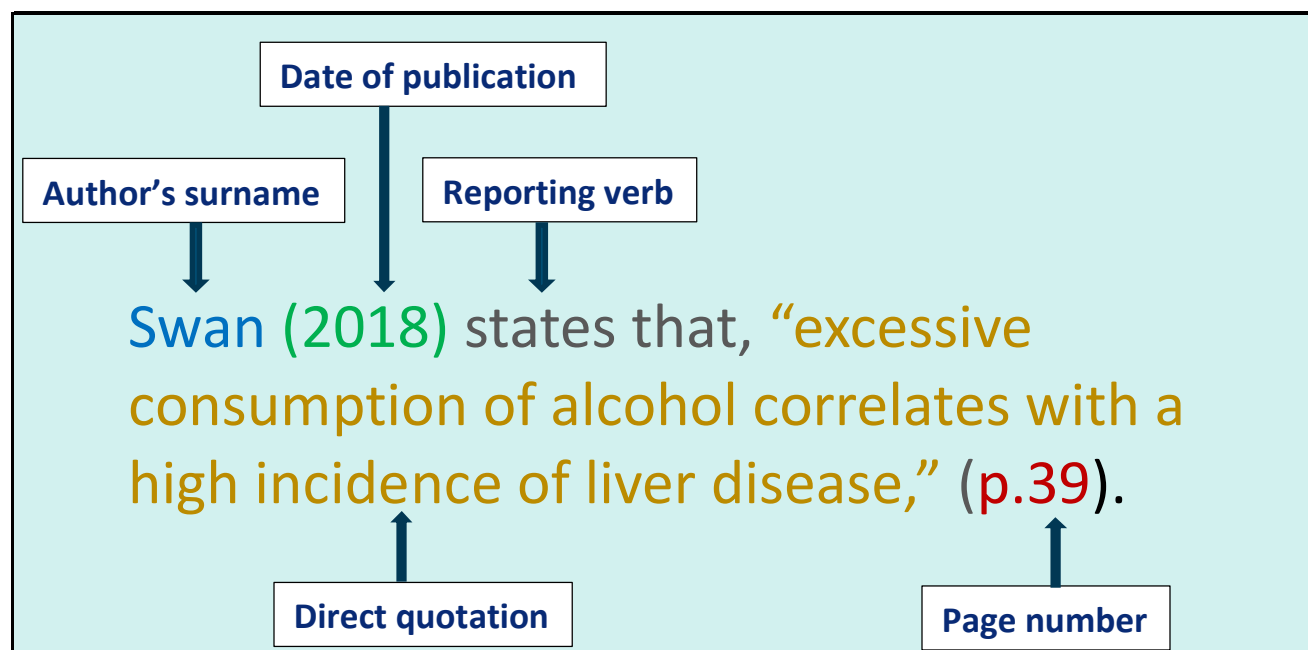
IP citations present the paraphrase first, to emphasise the idea (rather than the person), and the surname and year are placed at the end of the paraphrase inside brackets.



Why do you think someone would use **information prominent** citations in their writing?

Direct Quotations

With direct quotations, the same focus on author or on information can occur. However, direct quotes must be followed by the page number and not just the surname and the year.





Why do you think someone would use **direct quotations** citations in their writing?

We **use information prominent** citations when the ‘knower’, the person does not matter and it is the **concept we want to focus on**. **Author prominent** citations are more common when we want to **emphasise ‘who’ made the claim** (an expert in the field for example). Author prominent citations tend to be used more in argumentative texts.

Whichever method you use for integrating sources into your work, it must be done purposefully and accurately to meet the required standards of academic writing.

The key thing to remember is to **always cite the sources** of any ideas or information that you have gathered for inclusion in your own writing.



Expressing Stance

In addition to citing sources appropriately and accurately, you need to be able to **show your reader your particular understanding** and degree of alignment with the sources you cite. Simply reporting what others have said is not rigorous enough for an academic text. You need to **show the extent to which you agree or disagree with the material** being cited or to **show how convincing the material is**. To do this, you need to employ endorsing and distancing strategies.

Endorsing and Distancing Strategies

The strategies for endorsing and distancing are part of Toolkit 4 (see Tutorial 1A for the four toolkits), which helps you express your stance and your views about the citation you are using.



If you **endorse the source**, then you are aligning yourself with the content of the citation.



If you **distance yourself from the source**, you are showing that you have some degree of doubt or that you oppose that view.

Endorsing and distancing strategies are key to showing that you are analysing and critically reading the sources.

Toolkit 4 – Evaluation



Purpose

To present views persuasively; to show caution and tentativeness when presenting arguments or discussing results; to express a critical stance on external sources used in the text

Features

Hedging and Modality

- Modals (may, might, could)
- Adverbs (perhaps, probably)
- Quantifiers (some, many)
- Verbs (appear to + v, seems to + v, tend to + v)
- Other expressions (is likely to + v)

Reporting structures (The study concludes, As X argues, According to Y)

Endorsing and distancing

- Evaluative reporting verbs (claim, suggest, demonstrate)
- Intensifying and limiting adverbs (clearly, unambiguously, strongly/somewhat, to a certain extent)
- Concessive clauses (although, while)

This is the toolkit to critically evaluate the concepts, to present results and discussions, and to persuade the reader.

As we can see from Toolkit 4, endorsing and distancing involve the effective use of:

- evaluative verbs
- intensifiers and limiters
- modality
- concessive conjunctions
- passive verbs

So, let's now consider each of these tools for developing your ability to express a stance on the sources you include in your writing.

Evaluative Verbs

Many reporting verbs are neutral while others are evaluative (they carry the writer's opinion on the sources).

Example

“Maton's (2014) findings therefore suggest that this dichotomy is not useful.”

In this example, the choice of '**suggest**' means that this is Maton's claim but that there is an element of doubt. This shows a slight **degree of distancing** because the writer wants to indicate that the findings are **tentative** or **not fully convincing**.

Reporting verbs can be classified according to their levels of evaluative connotation: from neutral to evaluative (endorsing or distancing). Some of them need to be followed by a “that (or noun) clause.”

While it is acceptable to use some neutral reporting verbs, the writer’s **voice and stance are best shown when evaluative reporting verbs are used.**

Task 1

Look at the list of reporting verbs below.

Consider which verbs are **neutral**, **endorsing** or **distancing**.

allege	imply	remark	indicate
argue	insist	say	examine
assert	discuss	state	propose
believe	mention	suggest	find
claim	note	survey	postulate
comment	observe	write	hypothesise
reinforce	show		

Use of Tenses with Reporting Verbs

The main tenses that are commonly used in citations are the simple past, present perfect and simple present tenses.

- The **past tense** is used to report on a past, completed activity or a past finding and conclusion.
- The **present perfect tense** is used to report on research that is ongoing or research that is still relevant. It can also be used to make generalizations about past research, or for presenting a view in an information prominent citation
- The **present tense** is used for making generalisations, stating your views and reporting the stand of the writer that you are citing.

Pattern	Purpose	Tense
Pattern I	Refer to a single source Example: Smith (2016) <i>investigated</i> the cause of X.	Past
Pattern II	Refer to areas of inquiry (areas that are currently being studied) Example: The causes of X <i>have been widely investigated</i> (Smith, 2016; Wong, 2017; Ali, 2018).	Present perfect
Pattern III	Refer to the state of current knowledge Example: The causes of X <i>are</i> complex (Smith, 2016; Wong, 2017; Ali, 2018). Cite famous or important sources Examples: Darwin <i>explains</i> ... The Constitution <i>states</i> ...	Present

Intensifiers and limiters

Adverbs are used to intensify or decrease the level of endorsing or distancing carried by the verb. Examples of adverbs used as intensifiers are: *clearly, strongly, unequivocally, significantly*

- This clearly supports the case for...

Adjectives are used to do the same for nouns. Examples of adjectives used as intensifiers are: *clear, significant, obvious*

- The author's significant findings...

Limiters are used to qualify or soften a statement. Examples of limiters are: *to some degree, to a certain extent, somewhat*

- To a certain extent, Marley (2015) has shown...

Modality

Modality refers to the way we express the **range of meanings between positive and negative**. Writers use modality to

- **boost** (show endorsement and certainty) or
- **hedge** (show distancing, probability or possibility) in their statements about sources

Boosters and hedges convey the writers' voice in academic papers. We use these to show our stance on the sources or findings we are discussing.

Useful language for expressing modality

Modal verbs	<i>can, could, must, ought to, shall, should, may, might</i>
Verbs which convey meanings of obligation, necessity, inclination or probability	<i>require, permit, want to, wish to, would like to, seem to, appear to, tend to</i>
adverbs and adjectives indicating probability or ability	<i>surely, certainly, potentially, often, rarely, usually, capable, possible, probable</i>
nouns indicating probability, certainty, obligation or ability	<i>likelihood, possibility, capability, necessity, requirement, potential</i>

Using a range of **modality markers** is **essential** when you **cite sources** or **report your own findings**. A lack of modality could indicate that you consider your interpretation as absolute truth, which is problematic in the academic tradition that considers knowledge claims as tentative and falsifiable.

**Hedging
and
boosting**



**The future is
completely
uncertain...**

**...I am completely
certain of this.**

Concession

Concession is widely used when reporting on sources to show your stance. Concessive clauses within sentences allow you to ‘open the door’ to other opinions or perspectives, and to then close the door with a rebuttal.

For example, a concessive clause could begin with

- *although*
- *even though*
- *whereas*
- *despite*
- *while*

These words are used to start the information that you want to distance yourself from. Then, the main clause brings your view into focus.

Example of the use of a concessive clause

While single-sex schools achieve better academic results (Jones, 2010), the superior social outcomes studied in Becks (2014) strongly support the case for co-educational schooling.



The Passive Voice

The passive voice is used when we do not want to emphasise who did something. It is used **often in information prominent citations**. Often, we use the passive because the actor (the doer) has been mentioned and it is more logical to start the sentence with the information rather than repeating the name of the actor.

Example of the use of active and passive voice	
Armstrong (2016) convincingly demonstrated that the causes for such anti-social behavior are to be found beyond the simple educational factor. It has been suggested that ... (Ibid).	Active Voice Passive Voice

Useful language for expressing the passive voice	
Impersonal passive phrases can be used to indicate neutrality .	<i>It has been shown that...</i> <i>It has been suggested that...</i>
Impersonal passive phrases can also be used to offer a suggestion or interpretation .	<i>It might be argued that...</i>
The passive is useful for hedging and distancing the writer from the sources being reporting.	<i>It has been argued that ...</i> <i>It was claimed that ...</i> <i>It has been hypothesised that ...</i> <i>It has been said that ...</i> <i>It was assumed that ...</i>



Do not overuse the passive voice.

Overuse can lead to a lack of focus and makes the writing repetitive for the reader.

Now that we have considered the various strategies integrating sources and expressing stance, let's see how these strategies and skills can be combined to produce an academic text.

Task 2

Read the following synthesis and identify

- In-text citations
 - Author prominent (AP)
 - Information prominent (IP)
- Endorsing or distancing language
 - evaluative/reporting verbs
 - intensifiers and limiters (clearly, unambiguously)
 - modality
 - concessive conjunctions (although, while...)
 - passive verbs

Synthesis

Water is the most common substance on earth. In the form of seas and oceans, it covers approximately three quarters of the earth's surface. It is necessary for our present way of life as without it human life cannot be sustained. However, in almost every country of the world, there is a lack of suitable water (Godrej, 2003; Vidal 2002).

One of the reasons for this shortage is the scarcity of fresh water resources (New International, 2003; Vidal 2002). The New International (2003) highlights the fact that most of the water on the planet is saltwater, which humans cannot drink. The report also states that only 1% of the freshwater available is actually usable. Unfortunately, as Godrej (2003) demonstrates, private consumption of freshwater has increased so much over the last decades that our natural reserves are being used up. There is also a growing competition over freshwater resources (New International, 2003). This aligns with Vidal (2002) who states that food and industrial production have become tremendous consumers of fresh water, to the detriment of local populations.

Beyond the overuse, a further problem is the pollution of these scarce natural resources (Godrej, 2003). Barnes-Svarney, (1996) stresses that although some pollutants are natural impurities, overwhelmingly, water is being contaminated by human activity. The biggest culprits are industrial processes that pollute the water with poisonous chemicals as well as bacteria. Barnes –Svarney (1996) suggests that private houses are also at fault and may pollute water sources with sewage and house cleaning products. Barnes-Svarney (1996) warns that these pollutants end up in the groundwater reserves, reducing even more our access to drinkable freshwater.

In this tutorial, we have considered the importance of being able to integrate sources accurately and appropriately into your own writing. In particular, we have focused on in-text citation conventions of APA.

We have also highlighted the importance of the writer's ability to express a stance on the works cited. We have seen how features of Toolkit 4 can be used to develop good academic writing skills.

In the next tutorial, we will focus on combining these skills to integrate multiple sources effectively and accurately into an academic text.