

# Paraphrasing, Summarizing; Integrating sources and expressing stance

This week, we start on the essential academic writing skill of integrating sources into your texts. This is a difficult craft to master and will take many hours of practice.

## Objectives:

When you have finished this section, you will be better able to:

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

**Task:** You should complete the plagiarism quiz (on IVLE) before we work on this handout. Check the ES1103 course information for the section on Academic Honesty, complete the required reading and take the test (15 MC questions which you can take as many times as you want).

**Resource List:** these resources can be consulted throughout the semester.

- 1) Using sources in academic writing (from selecting to integrating):  
<http://writesite.elearn.usyd.edu.au/m2/m2u1/index.htm>  
Module 2: Sources
- 2) Paraphrasing: <http://owl.english.purdue.edu/owl/resource/619/1/>
- 3) How to paraphrase a source:  
[http://writing.wisc.edu/Handbook/QPA\\_paraphrase2.html](http://writing.wisc.edu/Handbook/QPA_paraphrase2.html)
- 4) The A-Z of writing summaries: <http://users.drew.edu/~siamieso/summary.html>
- 5) Tips for summary writing:  
<http://www.cws.illinois.edu/workshop/writers/tips/summary/>
- 6) Research and Citation Resources  
<https://owl.english.purdue.edu/owl/section/2/>
- 7) Synthesizing  
<http://www.uefap.com/writing/writfram.ht>

- 8) NUS Library-Citation Styles: Citation Styles  
<http://libguides.nus.edu.sg/citation>
- 9) Plagiarism: What it is and how to recognize and avoid it:  
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

## 1. Introduction:

### Task:

In groups,

- a) Read through the first link in the resource list to answer the questions below:  
<http://writesite.elearn.usyd.edu.au/m2/m2u1/index.htm>

In particular, read: Module 2: Sources (Unit 1: About Sources, Unit 2: Evaluating Sources; Unit 3: Quoting and Paraphrasing.)

- b) Discuss the following questions:
- What are 'sources'? What types of sources are there?
  - Why do we use sources in Academic writing?
  - What are reputable and reliable sources?
  - What is the difference between a direct quote, a paraphrase and a summary?

- c) Complete the table below:

Type of citation:	Direct quote	Paraphrase	Summary
Definition:	extract from the original source using the exact words, use quotation marks	rewording of idea in your own words	a few sentences that covers ideas in your own words
Purpose/When to use	definition	no direct quote	give overview
Example of formatting in-text:			

## 2. Paraphrasing:

Writing for academic purposes often involves conducting secondary research (completing a survey of the existing literature on a topic) and incorporating the findings or ideas in these readings into your original work. The most common way to integrate someone else's ideas in your writing is through the process of paraphrasing. In a paraphrase, a writer simply puts another writer's ideas into his or her own words.

### a. *Why use a paraphrase (and not a quote?)*

As you paraphrase, you must use your own words. To do this satisfactorily, you must understand the meaning of the original thoroughly. Your lecturers can evaluate the way you understand the original materials through your paraphrases. You might not be able to reach the same level of understanding of concepts if you used direct quotes frequently (hence there is a limit of 10% in direct quote for your essay).

### b. *Paraphrasing strategies*

To write the paraphrase of a short passage (i.e., a clause, a sentence or several sentences), apply these following steps.

- Highlight the main points.
- Pay attention to the meaning carried in each word.
- Pay attention to the meaning relation: is there a cause, a consequence, a sequence relation between ideas?
- Imagine re-telling a friend the ideas of the passage in your own words.
- Rewrite in your own words:
  - ✓ Be careful with synonyms: the thesaurus is not your friend when paraphrasing because it will prompt you to use synonyms which do not work in your specific context. Use a concordance to check that words collocate (go together) Concordancer <http://corpus.byu.edu/coca/>
  - ✓ Change sentence structures.
  - ✓ Change the order of major ideas.
- Use synonyms which are appropriate for academic writing. For example, avoid phrasal verbs such as *point out* when a one word equivalent, *explain*, can be used.
- Do not paraphrase technical terms or proper nouns.
- Compare the two versions to ensure enough rewording has taken place and the meaning is the same.
- Credit the original author(s) (using the APA style in ES1103).

**c. Analysis of paraphrased texts**

The following examples show how a paraphrased text is substantially different from the original in terms of vocabulary, sentence structure, and sequence of ideas. Discuss what seems to be well written and what could be improved.

**➔ Original text #1:**

“Most people who work closely with animals, such as animal trainers, take it as a matter of fact that animals have emotions.”

**Paraphrase:**

Masson and McCarthy (1995) state that almost all people who have interacted intimately with animals know that they have the capacity to feel.

**Source:**

Masson, J., & McCarthy, S. (1995). *When elephants weep: The emotional lives of animals*. New York, NY: Dell Publishing.

**➔ Original text #2:**

“The current constitutional debate over heavy metal rock and gangsta rap music is not just about the explicit language but also advocacy, an act of incitement to violence.

**Paraphrase:**

According to Kennedy and Smith (2000), lyrics that are obscene or promote violence have generated constitutional debate.

**Source:**

Kennedy, M.L. & Smith, H.M. (2000). *Reading and writing in the academic community*. New York, NY: Prentice Hall College Division.

**➔ Original Text #3:**

“The biggest potential setback to English as a global language, it has been said with more than a little irony, would have taken place if Bill Gates had grown up speaking Chinese.”

**Paraphrase:**

Crystal (1997) ironically suggests that the continued dominance of English in global society would have significantly decreased if Bill Gates had been born a Chinese speaker.

**Source:**

Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.

**d. Paraphrasing Practice**

Paraphrase the paragraphs in the boxes below. Remember to acknowledge the source with an in-text citation.

1. “Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they subjugated. They were simply more powerful.”

**Source:** Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.

**Your paraphrase**

2. The earth's oceans hold enough uranium to power all the world's major cities for thousands of years—if we can extract it. Scientists have developed a material that can effectively pull uranium out of seawater. The material builds on work by researchers in Japan and consists of braided polyethylene fibers coated with the chemical amidoxime.

**Source:** Jennifer Hackett's Water Power (2016), taken from *Scientific American*, June, vol 315, issue 17

**Your paraphrase**

3. “These new reactors would all operate at high temperatures, improving their efficiency. And they would include simplified safety features that do not rely on sophisticated backup systems or experienced operators — all are, in principle, ‘meltdown proof’ and can cool themselves down in the event of an accident with minimal, if any, human intervention. Experts agree that reactors will need to be a lot cheaper to run. And to sway a nuclear-averse public, the next generation of reactors will need to produce much less radioactive waste at terrorist-proof facilities.”

**Source:** Declan Butler's “Nuclear power's new dawn,” which appeared in *Nature*, 20 May, 2004 (Vol. 429, p. 238).

**Your paraphrase**

As you paraphrase the following paragraph, explain how scientists are trying to make quantum computers a reality by connecting many small networks together into one large whole.

4. “For the past two decades scientists have been attempting to harness the peculiarities of the microscopic quantum world to achieve leaps in information processing and communication ability. By exploiting several features of physics at the universe’s smallest scales—that electrons are both particles and waves, that an object can be in many places at once and that two particles can maintain an eerie instantaneous connection even when separated by vast distances—quantum machines could make previously unthinkable computing, communication and measurement tasks trivial.”

**Source:** Monroe, Christopher R., Schoelkopf, Robert J., Lukin & Mikhail D Declan’s “Quantum Connections,” which appeared in *Scientific American*, May 2016, vol. 314, Issue 5.

**Your paraphrase****3. Summarizing:**

In a summary, a writer covers the main ideas from a longer text. The main purpose of a summary for academic purposes is to show an understanding of the text’s thematic discussion. It has fewer details than the original text due to the removal of supporting information such as examples, anecdotes and illustrations, which means it takes a broad overview of the source material, making it significantly shorter than the original. The vocabulary is changed as it is in paraphrasing. Be sure that the ideas in the summary are the author’s ideas and not your own. The source of information is also acknowledged.

**a) Summarizing Strategies**

After reading a passage (i.e., a paragraph, several paragraphs, a chapter, an essay, a report or even a longer piece of writing such as a book), you should break down a passage/article into the following levels of information:

**Level 1:** Central claims—examine the title. The title gives you an overview of the topic/the writer's main viewpoint.

**Level 2:** Main ideas—look for the reasons/points that the writers use to support the central claims. The main ideas are *usually* in topic sentences.

**Level 3:** Supporting details—there are two elements of supporting details: the first element is the explanations for reasons/points that the writers use to elaborate on the central claims. The second element is the examples (i.e. case studies/statistics/illustrations) that are used to support the explanations.

You should also identify the 'genre' or text type as this will be the same in the summary. For example if you summarize a report, you might follow the same structure with a description of the situation and the recommendations.

Lastly, be sure to clearly indicate which ideas are those of the article's author.

**b) Examples of summarised texts**

**→ Original Text #1:**

**Title: Appropriate use of quotations in note-taking**

"Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final research paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes."

**Source:** Lester, J.D. (1976). *Writing research papers* (2nd ed.). pp. 46-47.

**Paraphrase:**

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester, 1976).

**Source:** Retrieved from UEFAP. *Academic Writing*.  
<http://www.uefap.com/writing/writfram.htm>

**Summary:**

Students should only make a limited amount of notes in direct quotation in order to help minimize the amount of quotes used (Lester, 1976).

**→ Original Text #2:**

“Overall, the first two quarters have been profitable for the company. Nineteen of twenty departments report cutting costs at least twenty percent, and sales from fifteen departments have risen five percent, or about \$5 million. Despite these positive developments, most department heads believe that they will not be able to maintain these levels for the remainder of the year.”

**Source:** MBB Corporation (2016). Company Quarterly Report. Singapore.

**Summary:**

While the first half of the year has been profitable, the next six months are not expected to be as lucrative.

**Source:** Retrieved from Purdue Online Writing Lab. (2013). Paraphrasing and Summary. <http://owl.english.purdue.edu/owl/resource/976/1/>

**c) Quoting in a Summary**

Please note that the original text must be used word for word when **quoting**. A short quotation of a few words can be integrated into a sentence while longer ones stand alone.

Only use quotes sparingly. Consider these quotes taken from the examples above.

- i. In his book on social problems, Kendall mentions a number of “quality-of-life indicators”.
- ii. According to Crystal, the Latin language dominated in education for a thousand years thanks to “the ecclesiastical power of Roman Catholicism”.

**d) Summarizing Practice:****Title: Elegant Equations**

Are equations beautiful? To scientists, formulas ability to represent fundamental truths or concisely capture complexity is indeed exquisite. To many in the public, though, they can be the opposite of beautiful—intimidating, utilitarian and opaque. Yet for others, the very mystery can be alluring: even when we cannot understand what equations say, we can be moved by knowing they have meanings beyond our comprehension. And mathematicians and non-mathematicians alike can be drawn in by the



purely aesthetic appeal of these expressions, whose graceful and sometimes inscrutable symbols combine in visually satisfying ways.

Source: Moskowitz, C. (2016). Elegant Equations. *Scientific American*. 314(1), 70-73. doi:10.1038/scientificamerican0116-70

**Your summary**

- Read the summary of the text 'The value of a college degree' below.
- Identify and label statements which are level 1, level 2 or level 3 information.

Porter (2002) argues that despite the rising tuition fees, a college education brings many benefits. First, financial benefits are undeniable in the long run, with college degree holders earning in average double the salary of a high school graduate over the span of their career. Benefits go beyond this, and include better quality of life and better outcomes for one's family. The author also describes that society is benefitted as college graduates tend to contribute more and rely less on the government.

**e) Summarizing Information Selectively**

Read the passage below. Summarize the information that supports and argues against the view that a brain's connectome can be preserved forever. Also, remember to acknowledge the source with an in-text citation.

**Afterlife for Atheists**

Can brains be so preserved forever? Fahy and his colleague Robert L. McIntyre are now developing techniques that they hope will win the Brain Preservation Technology Prize, the brainchild of neuroscientist Kenneth Hayworth (I'm on their advisory board as the advocatus diaboli ). As I write this, the prize is currently valued at more than \$106,000; the first 25 percent of the award will be for the complete preservation of the synaptic structure of a whole mouse brain, and the other 75 percent will go to the first team "to successfully preserve a whole large animal brain in a manner that could also

be adopted for humans in a hospital or hospice setting immediately upon clinical death."

I witnessed the infusion of a rabbit brain through its carotid arteries with a fixative agent called glutaraldehyde, which binds proteins together into a solid gel. The brain was then removed and saturated in ethylene glycol, a cryoprotective agent eliminating ice formation and allowing safe storage at -130 degrees C as a glasslike, inert solid. At that temperature, chemical reactions are so attenuated that it could be stored for millennia. If successful, would it be proof of concept?

Think of a book in epoxy resin hardened into a solid block of plastic, McIntyre told me. "You're never going to open the book again, but if you can prove that the epoxy doesn't dissolve the ink the book is written with, you can demonstrate that all the words in the book must still be there ... and you might be able to carefully slice it apart, scan in all the pages, and print/bind a new book with the same words." Hayworth tells me that the rabbit brain circuitry he examined through a 3-D scanning electron microscope "looks well preserved, undamaged, and it is easy to trace the synaptic connections between the neurons."

This sounds promising, but I have my doubts. Is a connectome precisely analogous to a program that can be uploaded in machine-readable format into a computer? Would a connectome so preserved and uploaded into a computer be the same as awakening after sleep or unconsciousness? Plus, there are around 86 billion neurons in a human brain with often 1,000 or more synaptic connections for each one, for a total of 100 trillion connections to be accurately preserved and replicated. Staggering complexity. And this doesn't include the rest of the nervous system outside the brain, which is also part of yourself that you might want resurrected.

Shermer, M. (2016). Afterlife for Atheists. *Scientific American*. 314 (2), 73.  
doi:10.1038/scientificamerican0216-

**Your summary:**

#### 4. In-text citations:

Citations appear in the text and also at the end of the text (where the details of the publication is given). In week 8, we will look at reference lists (also called end text citations) but the focus in this tutorial is in-text citations, the citations that appear in the body of the text. They vary according to the citation style you adopt. Each discipline has its own preferred style of citing. You should check with your lecturer the style they prefer.

ACS (American Chemical Society)

APA (American Psychological Association)

IEEE (I triple E: Institute of Electrical and Electronic Engineers)

Harvard

MLA (Modern Language Association)

Legal Style

To learn more about these, please consult our NUS library website at this link:

<http://libguides.nus.edu.sg/citation>

Resources on APA from the NUS library: <http://libguides.nus.edu.sg/APA6th>

You may also check the following for help in formatting your citations:

Research and Citation Resources: <https://owl.english.purdue.edu/owl/section/2/>

**We will study this in more detail in Week 8**

##### a) In-text Citation examples: author-prominent or information prominent

An in-text citation is given when you reference someone else's ideas through paraphrase, summary or quotation another author wrote. Below are some examples using the APA (American Psychological Association) convention. There are two types of in-text citations:

- i. *Author prominent citations* show the surname of the author and the date of the publication first, followed by a reporting verb that leads into the paraphrase.

##### **Example of **author prominent** citation (i.e. surname of author comes first)**

surname (year of publication) reporting verb

summary

Moisse (2010) states that **children conceived via assisted reproductive technology are more likely to be plagued with obesity, hypertension and Type 2 diabetes.**

- ii. *Information prominent citations* are a second type of in-text citation. Here, a paraphrase is used first, to emphasise the idea (rather than the person), and the surname and year are placed at the end of the paraphrase inside brackets.

**Example of Information prominent citation (paraphrase comes before surname of author)**

summary

Surname (year of publication)

Children conceived via assisted reproductive technology are more likely to be plagued with obesity, hypertension and Type 2 diabetes later in life (Moisse, 2010).

- iii. When using *direct quote*, the same focus (on author or on information) can also occur. Note that direct quotes must be followed by the page number (not just the surname and the year):

**Example of citing by quotation (author prominent)**

surnames  
no

year of publication

quotation

page

According to Palladino and Wade (2010), “a flexible mind is a healthy mind” (p. 147).

**Example of citing by quotation (information prominent)**

quotation

surnames

year of publication

page no

“A flexible mind is a healthy mind,” according to Palladino and Wade’s (2010, p. 147).

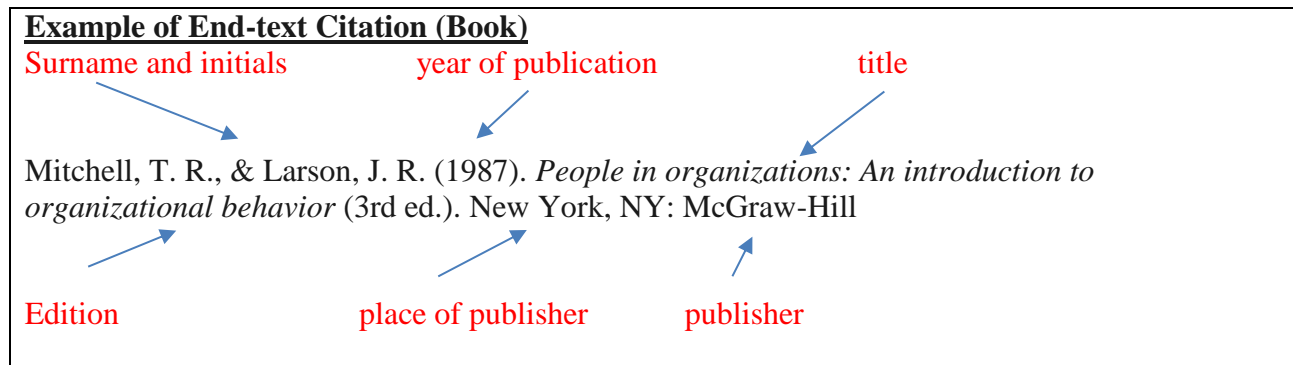
We use **information prominent citations** when the ‘knower’, the person does not matter and it is the concept we want to focus on. **Author prominent citations** are more common when we want to emphasise ‘who’ made the claim (an expert in the field for example). Author prominent tend to be used more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

- iv. Knowing ‘how’ to cite: Check a website that provides the guidelines. For example - <http://libguides.nus.edu.sg/c.php?g=145716&p=954545>  
Ask questions such as: what type of source is this? Is the author stated? How many authors are there? Is the date stated?

#### 4. End Text Citation

End text citations appear at the end of a book or article, giving the full details of reference sources. These come variously under the titles “works cited”, “bibliography” or references. We will study this in Week 8. Here are is an example of end-text citations written in the

APA style.



## 5. Expressing stance: endorsing and distancing strategies (see also Toolkit on p17)

You should read the strategies for distancing and endorsing on the following website:

[http://writesite.elearn.usyd.edu.au/m2/m2u4/m2u4s4/m2u4s4\\_1.htm](http://writesite.elearn.usyd.edu.au/m2/m2u4/m2u4s4/m2u4s4_1.htm)

The resources for distancing and endorsing are part of the 4<sup>th</sup> toolkit 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 it, you are showing that you have some degree of doubt or that you oppose that view. These resources are key to showing that you are analyzing and critically reading the sources.

The tools in the **distancing/endorsing toolkit** comprise:

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

### a) Evaluative Verbs

Reporting verbs: some are neutral while others are **evaluative** (they carry the writer's opinion on the sources)

The verbs in the list below 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." Here is one example: *Maton (2014)'s findings therefore suggest that this dichotomy is not useful.* => 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 (the writer wants to indicate that the findings are tentative).

**Tasks:**

1. Look at the list of reporting verbs. Which of these are neutral, endorsing or distancing?

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

2. Now complete the task on

[http://writesite.elearn.usyd.edu.au/m2/m2u4/m2u4s4/m2u4s4\\_1\\_3.htm](http://writesite.elearn.usyd.edu.au/m2/m2u4/m2u4s4/m2u4s4_1_3.htm)

**Use of Tenses in Citations** - The main tenses that are commonly used in citations are the simple present, simple past and present perfect tenses. The present tense is used for making generalizations, stating your views and reporting the stand of the writer that you are citing. 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.

To see more examples of the uses of tenses, please refer to the link below:

<http://www.monash.edu.au/lis/lonline/writing/general/lit-reviews/3.2.xml>

## b) Intensifiers and limiters

**Intensifiers:**

Adverbs are used to intensify or decrease the level of distancing or endorsing carried by the verb: clearly, strongly, unequivocally, significantly... *This clearly supports the case for..*

Adjectives are used to do the same for the nouns: clear, significant.. *The author's significant findings...*

Limiters: to some degree, to a certain extent...: to a certain extent, these findings enable Martin (2005) to ...

**Task:** Complete the task on intensifiers and limiters:

[http://writesite.elearn.usyd.edu.au/m2/m2u4/m2u4s4/m2u4s4\\_2\\_7.htm](http://writesite.elearn.usyd.edu.au/m2/m2u4/m2u4s4/m2u4s4_2_7.htm)

### c) Modality

Modality refers to the **toolkit** used to express the range of meanings between positive and negative. You may have heard of the term '**hedging**', which means adopting a tentative tone (not 100% certainty) to discuss findings. There is more than hedging in modality. For example, resources to express how frequently something happens or is true; probability, possibility or certainty – the likelihood of something happening or being the case.; obligation or necessity, how necessary it is for things to be done or to be a certain way; ability – the ability of someone or something, to do something; inclination – the inclination or willingness of someone to do something.

In academic writing, we use these to show our stance on the sources or findings we are discussing.

Some useful **tools** include:

- i. modal auxiliary in the verb group - (**can, could, must, ought to, shall, should, may, might**).
- ii. certain verbs which inherently convey meanings to do with obligation, necessity, usuality, inclination or probability - (e.g. **require, permit, want to, wish to, would like to, seem to, appear to, tend to**).
- iii. adverbs and adjectives indicating probability, ability or usuality - (eg. **surely, certainly, potentially, often, rarely, usually, capable, possible, probable**).
- iv. nouns indicating probability, certainty, usuality, obligation or ability - (e.g. **likelihood, possibility, capability, necessity, requirement, permission, potential**).

Using a range of modality markers is essential when you report on sources or on your own findings. No modality may indicate that you consider your interpretation as absolute truth which is problematic in the academic tradition that considers knowledge claims as tentative, and falsifiable.

### d) Concessive clauses:

These are widely used when reporting on sources to **show your stance**. They allow you to 'open the door' to other opinions/perspectives, and to then close the door with a rebuttal.

*Although, even though, whereas, despite, while...* are used to start the information that you want to distance yourself from. The main clause brings your view in focus.

#### Example of Concessive clause use

**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.

Note how the various strategies discussed in this lesson combine to express the writer's stance.

### e) The passive voice

This is used when we do not want to emphasize the actor. It is used often in information-prominent citations. The actor is stated in brackets: (Armstrong, 2000). Often, we use the passive because the actor has been mentioned and it is more logical to start the sentence with the information rather than a repetitive actor:

Example of the use of passive voice	
Amstrong (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)

Note also the impersonal passive phrases that can be used in your citations:  
 It has been shown that...  
 It has been suggested that...  
 It might be argued that...(this is used to express an interpretation of your own)

The following are useful to distance yourself from the information you are reporting:

- It has been argued that ...
- It was claimed that ...
- It has been hypothesised that ...
- It has been said that ...
- It was assumed that ...

### Do not overuse the passive:

It is generally accepted that these theories have now been superseded.

⇒ Your reader can challenge you if you do not provide evidence for such a claim: *who* has accepted this?

#### Tasks:

1. Complete the task on the passive on:  
[http://writesite.elearn.usyd.edu.au/m2/m2u4/m2u4s4/m2u4s4\\_5\\_8.htm](http://writesite.elearn.usyd.edu.au/m2/m2u4/m2u4s4/m2u4s4_5_8.htm)
2. To practice all the strategies: Complete the task on  
[http://writesite.elearn.usyd.edu.au/m2/m2u4/m2u4s4/m2u4s4\\_6\\_1.htm](http://writesite.elearn.usyd.edu.au/m2/m2u4/m2u4s4/m2u4s4_6_1.htm)



**Toolkit for Evaluation and Appraisal**

<p>Function/Purpose</p> <p>To present your views persuasively by show caution and tentativeness when presenting arguments, by referring and commenting on sources.</p>	<p><b>Evaluation/Appraisal</b></p> <ul style="list-style-type: none"> <li>• Hedging and Modality:             <ul style="list-style-type: none"> <li>○ Modals: <b>may, might, could</b></li> <li>○ Adverbs: <b>perhaps, probably</b></li> <li>○ Quantifiers: <b>some</b></li> <li>○ Verbs: <b>appear to + V/ seem to + V/ tend to + V</b></li> <li>○ Other expressions: <b>x is likely to + V/ there's a tendency for x to + V</b></li> </ul> </li> <li>• Reporting structures:             <ul style="list-style-type: none"> <li>○ <b>The research report concludes [that + SV]</b></li> <li>○ <b>As Jones (2010) argues</b></li> <li>○ <b>According to Zhang (2009), ...</b></li> </ul> </li> <li>• Endorsing and distancing             <ul style="list-style-type: none"> <li>○ Evaluative reporting verbs: <b>claim, suggest, demonstrate...</b></li> <li>○ Intensifying/limiting adverbs: <b>clearly, unambiguously, strongly/somewhat, to a certain extent</b></li> </ul> </li> <li>• Concessive clauses: <b>although...while...</b></li> </ul>
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