

A Practical Guide to English Academic Writing

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Part One: ENGLISH ESSAY WRITING

1 A General Guide to ESSAY WRITING

1.1 Outline

All essays share the same basic structure, although they may differ in content and style. The essence of an essay is an opinion, expressed as a thesis statement or proposition, and a logical sequence of arguments and information organized in support of the opinion.

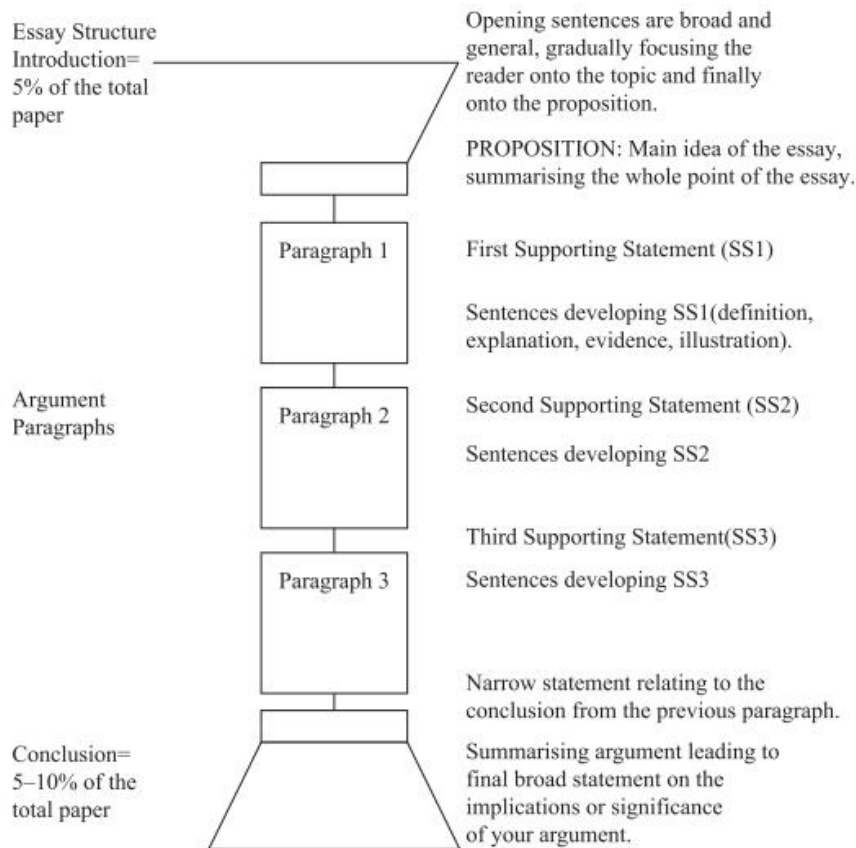


Fig. 4-1 Typical Essay Structure

1.2 SAMPLE 1

Title: The Hazards of Moviegoing

Thesis statement: I like watching movies, but I prefer watching them at home.

INTRODUCTION

Introductory statement

BODY

- I. Difficulties in just getting to the theater
 - A. bad weather
 - B. long drive and limited parking space
 - C. long waiting to buy tickets
- II. Facing the problems of theater itself
 - A. old theater's problems such as smelly carpet, worn-out seat, etc.
 - B. new theater's problems such as smaller size, noise from next movie theater
 - C. both floors to be rubber-like dirty at the end of the movie
- III. Some of the annoying patrons
 - A. bad behaviors such as running, talking aloud, etc.
 - B. human noises and disturbances

CONCLUSION

Restatement: I prefer to watch movies at home where it is comfortable, clean and safe.

→full essay to be seen in Essay Sample 1 in Appendix

1.3 SAMPLE 2

Thesis: Although these are difficult times to be raising teenagers, successful families are finding ways to cope with the challenges.

INTRODUCTION

BODY

- I. Meeting the challenge of spending quality time together**
 - A. Barriers to spending quality time
 - 1) Increased working hours
 - 2) Rising divorce rates
 - 3) Women in workforce
 - B. Ways found to spend time together
 - 1) Working less and scaling back lifestyle
 - 2) Home schooling
- II. Meeting the challenge of creating sense of community**
 - A. Lack of traditional community ties
 - B. Ways found to create sense of community
 - 1) Intentional communities
 - 2) Religious ties
- III. Meeting the challenge of limiting the negative impact of media and technology**
 - A. Negative impact of media and technology
 - 1) Creation of environment without protection
 - 2) Flood of uncontrolled, inappropriate information
 - B. Ways of controlling media and technology
 - 1) Banning TV
 - 2) Using technology in beneficial ways

CONCLUSION

a summary + thesis restatement

2 A detailed guide to essay writing

2.1 Thesis statement/proposition

2.1.1 What is a thesis statement (TS)?

A thesis statement is a one- or two- sentence statement that explicitly outlines the purpose or point of your paper.

A honeymoon is perhaps the worst way to begin a marriage.

My older sister helped me overcome my shyness.

My husband and I have several effective ways of disciplining our children.

2.1.2 What are its functions?

Function 1: A ROAD MAP

- Control the argument of the topic
- Show the logic course of your flowing thoughts
- Provide the structure/shape for your paper

Function 2: A CONTRACT

- Determine what a writer can say and cannot say

2.1.3 Where is it placed in an essay?

At or near the end of the introductory paragraph.

2.1.4 What standards are set for a good TS?

1) Write statements, not announcements

✗ *I want to talk about the crime wave in our country.*

✓ *The recent crime wave in Nanjing has several apparent causes.*

2) Avoid statements that are too broad

✗ *Insects are fascinating creatures.*

✓ *Strength, organization, and communication make ants one of nature's most successful insects.*

3) Avoid statements that are too narrow

✗ *A hurricane hit southern Florida last summer.*

✓ *Federal officials made a number of mistakes in their response to the recent Florida hurricane.*

4) Make sure statements only develop one idea

✗ *One of the most serious problems affecting young people today is bullying and it is time more kids learned the value of helping others.*

✓ *One of the most serious problems affecting young people today is bullying.*

2.1.5 How to write a good TS?

Topic + A Controlling Idea + Support (usually three/arranged in logic order)

Players' high salaries (topic) are bad (a controlling idea) for the game, for the fans, and for the values our children are developing (three supports in the order of factors from inner to outer)

2.2 The introductory paragraph

2.2.1 The purpose of an introduction

- 1) It attracts the reader's interest, encouraging him or her to continue reading the essay.
- 2) It supplies any background information that the reader may need to understand the essay.
- 3) It presents a thesis statement. This clear, direct statement of the main idea of the paper usually appears near the end of the introductory paragraph.
- 4) It indicates a plan of development. In this "preview," the major supporting points for the thesis are listed in the order in which they will be presented. In some cases, the thesis and plan of development appear in the same sentence. However, writers sometimes choose not to describe the plan of development.

2.2.2 Parts of an introduction

- The Hook/Attention-getter
- The Transition
- The Thesis

My father stubbornly says, "You can often tell a book by its cover," and when it comes to certain paperbacks, he's right. **(hook)** When you're browsing in the drugstore or supermarket and you see a paperback featuring an attractive young woman in a low-cut dress fleeing from a handsome dark figure in a shadowy castle, you know exactly what you're getting. **(transition)** Every romance novel has the same elements: an innocent heroine, an exotic setting, and a cruel but fascinating hero. **(thesis)**

2.2.3 Order of writing these parts

- Write the thesis statement first
- Find your hook
- Develop a transition to guide your reader to the thesis statement

2.2.4 Common methods of introduction

- 1) **Begin with a general or broad statement of your topic and narrow it down to your thesis statement**

*Bookstore shelves today are crammed with dozens of **different diet books**.* The American public seems willing to try any sort of diet, especially the ones that promise instant, miraculous results. And authors are more than willing to invent **new fad diets** to cash in on this craze. **(hook)** Unfortunately, **some of these fad diets** are ineffective or even unsafe. One of the worst fad diets is the "Palm Beach" plan. It is impractical, doesn't achieve the results it claims, and is a sure route to poor nutrition. **(thesis)**

2) Start with an idea or a situation that is opposite of the one you will develop

When I decided to return to school at age thirty-five, I wasn't at all worried about my ability to do the work. After all, I was a grown woman who had raised a family, not a confused teenager fresh out of high school. (hook) But when I started classes, I realized that those "confused teenagers" sitting around me were in much better shape for college than I was. They still had all their classroom skills in bright, shiny condition, while mine had grown rusty from disuse. I had to learn how to locate information in a library, how to write a report, and even how to speak up in class discussions. (thesis)

3) Explain the importance of your topic to the reader

Diseases like scarlet fever and whooping cough (百日咳) used to kill more young children than any other cause. (hook) Today, however, child mortality due to disease has been almost completely eliminated by medical science. Instead, car accidents are the number-one killer of our children. And most of the children fatally injured in car accidents were not protected by car seats, belts, or restraints of any kind. Several steps must be taken to reduce the serious dangers car accidents pose to our children. (thesis)

4) Use an incident or a brief story

Early Sunday morning the young mother dressed her little girl warmly and gave her a candy bar, a picture book, and a well-worn stuffed rabbit. Together, they drove downtown to a Methodist church. There the mother told the little girl to wait on the stone steps until children began arriving for Sunday school. Then the young mother drove off, abandoning her five-year-old because she couldn't cope with being a parent anymore. (hook) This incident is one of thousands of cases of child neglect and abuse that occur annually. Perhaps the automatic right to become a parent should no longer exist. Would-be parents should be forced to apply for parental licenses for which they would have to meet three important conditions. (thesis)

5) Ask one or more questions

What is love? How do we know that we are really in love? When we meet that special person, how can we tell that our feelings are genuine and not merely infatuation? And, if they are genuine, will these feelings last? (hook) Love, as we all know, is difficult to define. But most people agree that true and lasting love involves far more than mere physical attraction. Love involves mutual respect, the desire to give rather than take, and the feeling of being wholly at ease. (thesis)

6) Use a quotation

"Fish and visitors," wrote Benjamin Franklin, "begin to smell after three days." (hook) Last summer, when my sister and her family came to spend their two-week vacation with us, I became convinced that Franklin was right. After only three days of my family's visit, I was thoroughly sick of my brother-in-law's corny jokes, my sister's endless complaints about her boss and their children's constant invasions of our privacy. (thesis)

2.3 Body

2.3.1 Topic Sentence

- 1) A topic sentence is a statement that tells what your paragraph will be about.
- 2) A topic sentence: topic + a controlling idea

Thesis statement: Addiction to mobile phones (topic) has bad influence (a controlling idea) upon my grades, health, and communication (three supports in the order of importance).

TOPIC SENTENCE 1:

Excessive use of my cell phone (topic) hurts my grades (a controlling idea).

TOPIC SENTENCE 2:

Addiction to my cell phone (topic) damages my health (a controlling idea).

TOPIC SENTENCE 3

Using my phone without limit (topic) spoils my communication with teachers, parents, and friends (a controlling idea).

3) A topic sentence is usually placed:

- At the beginning (most common)
- In the middle
- At the end of a paragraph

Example:

Skiing is my favorite sport. I usually go skiing every weekend in the winter, even though it is expensive. I love the feeling of flying down a mountain. The views are beautiful from the top of a mountain and along the trails. Even the danger of falling and getting hurt can't keep me away from the slopes on a winter day.

2.3.2 Supporting details

1) The importance of *specific* details

- **Vague support**

Example:

Many people in the theater show themselves to be inconsiderate. They make noises and create disturbances at their seats. Included are people in every age group, from the young to the old. Some act as if they were at home in their own living room watching the TV set.

- **Specific support**

Example:

Little kids race up and down the aisles, usually in giggling packs. **Teenagers** try to impress their friends by talking back to the screen, whistling, and making what they consider to be hilarious noises. **Adults** act as if they were at home in their own living room and comment loudly on the ages of the stars or why movies aren't as good anymore.

2) The importance of *adequate* details

- **Inadequate support**

Example:

Terrors of My Teenage Years

I wouldn't want to be a teenager again, first of all, because I wouldn't want to worry about talking to girls. Calling up a girl to ask her out was something that I completely dreaded, I didn't know what words to express or how to express them. I would have all the symptoms of nervousness when I got on the phone. I worried a great deal about how I would sound, and I had a lot of doubts about the girl's reaction. Once, I managed to call up a girl to go out, but the evening turned out to be a disaster. I was too unsure of myself to act in a confident way. I couldn't think of anything to say and just kept quiet. Now that I look back on it, I really made a fool of myself. Agonizing (烦恼) over my attempts at relationships with the opposite sex made adolescence a very uncomfortable time.

- **Adequate support**

Example:

Eternal Youth? – No, Thanks

I wouldn't want to be a teenager again, first of all, because I wouldn't want to worry about talking to girls. I still remember how scary it was to call up a girl and ask her out. My heart would race, my pulse would pound, and perspiration (汗) would trickle (滴) down my face, adding to my acne (粉刺) by the second. I never knew whether my voice would come out deep and masculine (成年男性的), like a television anchorman's (主持人), or squeaky (沙哑), like a little boy's. Then there were the questions: Would she be at home? If she was, would she want to talk to me? And if she did, what would I say? The one time I did get up the nerve to take a girl in my homeroom to a movie, I was so tongue-tied (舌头打结) that I stared silently at the box of popcorn in my lap until the feature finally started. Needless to say, I wasn't very interesting company.

2.4 Conclusion

A concluding paragraph is your chance to remind the reader of your thesis idea and bring the paper to a natural and graceful end.

2.4.1 Parts of conclusion

- Sum-up of main idea
- Restate the thesis
- Echo (首尾呼应)

2.4.2 Common methods of conclusion

1) To end with a summary and final thought

Catalog shopping at home, then, has several advantages. Such shopping is convenient, saves you money, and saves you time. ***It is not surprising*** that growing numbers of devoted catalog shoppers are welcoming those full-color mail brochures that offer everything from turnip seeds to televisions.

2) To include a thought-provoking question or series of short questions

A question should follow logically from the points you have already made in the paper. A question must deal with one of these areas:

- a. Why the subject of your paper is important
- b. What might happen in the future
- c. What should be done about this subject
- d. Which choice should be made

Example:

What, then, will happen in the twenty-first century when most of the population will be over sixty years old? Retirement policies could change dramatically, with the age-sixty-five testimonial dinner and gold watch postponed for five or ten years. Even television would change as the Metamucil generation replaces the Pepsi generation. Glamorous gray-haired models would sell everything from toilet paper to televisions. New soap operas and situation comedies would reveal the secrets of the "sunset years." It will be a different world indeed when the young find themselves outnumbered.

3) To end with a prediction or recommendation

Example:

If people stopped to think before acquiring pets, there would be fewer instances of cruelty to animals. Many times, it is the people who adopt pets without considering the expense and responsibility involved who mistreat and neglect their animals. Pets are living creatures. They do not deserve to be treated as carelessly as one would treat a stuffed toy.

3 Essential bases of writing

3.1 Base 1—Unity

The following student essays are on the topic "Problems or Pleasures of My Teenage Years." Which one makes its point more clearly and effectively, and why?

Teenage Pranks (恶作剧)

Looking back at some of the things I did as a teenager makes me breakout in a sweat. The purpose of each adventure was fun, but occasionally things got out of hand. **In my search for good times, I was involved in three notable pranks, ranging from fairly harmless to fairly serious.**

The first prank proved that good, clean fun does not have to be dull. As a high school student, I was credited with making the world's largest dessert. With several friends, I spent an entire year collecting boxes of Jell-O. Entering our school's indoor pool one night, we turned the water temperature up as high as it would go and poured in box after box of the strawberry powder. The next morning, school officials arrived to find the pool filled with thirteen thousand gallons of the quivering, rubbery stuff. No one was hurt by the prank, but we did suffer through three days of a massive clean-up.

Not all my pranks were harmless, and one involved risking my life. As soon as I got my driver's license, I wanted to join the "Fliers' Club". Membership in this club was limited to those who could make their cars fly a distance of at least ten feet. The qualifying site was an old quarry field where friends and I had built a ramp made of dirt. I drove my battered Ford Pin to up this ramp as fast as it would go. The Pinto flew ten feet, but one of the tires exploded when I landed. The car rolled on its side, and luckily escaped with only a bruised arm.

Risking my own life was bad enough, but there was another prank where other people could have been hurt, too. On this occasion, I accidentally set a valley on fire. Two of my friends and I were sitting on a hill sharing a few beers. It was a warm summer night, and there was absolutely nothing to do. The idea came like a thunderclap. We collected a supply of large plastic trash bags, emergency highway flares, and a half tank of helium left over from a science-fair experiment. Then we began to construct a fleet of UFOs. Filling the bags with helium, we tied them closed with wire and suspended several burning flares below each bag. Our UFOs leaped into the air like an army of invading Martians. Rising and darting in the blackness, they convinced even us. Our fun turned into horror, though as we watched the balloons begin to drop onto the wooded valley of expensive homes below. Soon, a brushfire started and, quickly sobered, we hurried off to call the fire department anonymously.

Every so often, I think back on the things that I did as a teenager. I chuckle at the **innocent pranks** and feel lucky that I didn't harm myself or others with the **not-so-innocent ones**. Those years were filled with wild times. Today I'm older, wiser-and maybe just a little more boring.

Problems of My Adolescence

In the unreal world of television situation comedies, teenagers are carefree, smart, funny, wisecracking, secure kids. In fact, most of them are more "together" than the adults on the shows. This, however, isn't how I recall my teenage years at all. **As a teen, I suffered. Every day, I battled the terrible physical, family, and social troubles of adolescence.**

For one thing, I had to deal with a demoralizing physical problem-acne (粉刺). Some days, I would wake up in the morning with a red bump the size of a taillight on my nose. Since I worried constantly about my appearance anyway, acne outbreaks could turn me into a crying, screaming maniac. Plastering on a layer of (at the time) orange-colored Clearasil, which didn't fool anybody. I would slink into school, hoping that the boy I had a crush on would be absent that day. Within the last few years, however, treatments for acne have improved. Now, skin doctors prescribe special drugs that clear up pimples almost immediately. An acne attack could shatter whatever small amount of self-esteem I had managed to build up.

In addition to fighting acne, I felt compelled to fight my family. As a teenager, I needed to be independent. At that time, the most important thing in life was to be close to my friends and to try out new, more adult experiences. Unfortunately, my family seemed to get in the way. My little brother, for instance, turned into my enemy. We are close now, though. In fact, Eddie recently painted my new apartment for me. Eddie used to barge into my room, listen to my phone conversations, and read my secret letters. I would threaten to tie him up and leave him in a garbage dumpster. He would scream, my mother would yell, and all hell would break loose. My parents, too, were enemies. They wouldn't let me stay out late, wear the clothes I wanted to wear, or hang around with the friends I liked. So I tried to get revenge on them by being miserable, sulky, and sarcastic at home.

Worst of all, I had to face the social traumas of being a teenager. Things that were supposed to be fun, like dates and dances, were actually horrible. On the few occasions when I had a real date, I agonized over everything-my hair, my weight, my pimples. After a date, I would come home, raid the kitchen, and drown my insecurities in a sea of junk food. Dances were also stressful events. My friends and I would sneak a couple of beers just to get up the nerve to walk into the school gym. Now I realize that teenage drinking is dangerous. I read recently that the number one killer of teenagers is drunk driving. At dances, I never relaxed. It was too important to look exactly right, to act really cool, and to pretend I was having fun.

I'm glad I'm not a teenager anymore, I wouldn't ever want to feel **so unattractive, so confused, and so insecure again**. I'll gladly accept the crow's feet and stomach bulge of adulthood in exchange for a little peace of mind.

Comment:

Essay 1 is more effective because it is **unified**. All the details in this essay are on target; they support and develop each of its three topic sentences ("The first prank proved that good, clean fun does not have to be dull", "Not all my pranks were harmless, and one involved risking my life", and "Risking my own life was bad enough, but there was another prank where other people could have been hurt, too").

On the other hand, **essay 2 contains some details irrelevant to its topic sentences**. In the first supporting paragraph (paragraph 2), for example, the sentences "Within the last few years, however, treatments for acne have improved. Now, skin doctors prescribe special drugs that clear up pimples almost immediately" do not support the writer's topic statement that she had to deal with the physical problem of acne. Such details should be left out in the interest of **unity**. **The difference between these first two essays leads us to the first base or standard of effective writing: unity.** To achieve unity is to have all the details in your paper related to your thesis and to your three supporting topic sentences. Each time you think of something to put into your paper, ask yourself whether it relates to your thesis and your supporting points. If it does not, leave it out. For example, if you were writing a paper about the problems of being unemployed and then spent a couple of sentences talking about the pleasures of having a lot of free time, you would be missing the first and most essential base of good writing.

Assignment: Cross out two irrelevant sentences in Para. 3 and another two in Para. 4 in Essay 2.

3.2 Base 2—Coherence

The following two essays were written on the topic "Positive or Negative Effects of Television." Both are unified, and both are supported. However, one communicates more clearly and effectively. Which one, and why?

Harmful Effects of Watching Television

In a recent cartoon, one character said to another, "When you think of the awesome power of television to educate, aren't you glad it doesn't?" It's true that television has the power to educate and to entertain, but unfortunately, these benefits are outweighed by the harm it does to dedicated viewers. **Television is harmful because it creates passivity, discourages communication, and presents a false picture of reality.**

Television makes viewers passive. Children who have an electronic baby-sitter spend most of their waking hours in a semiconscious state. Older viewers watch tennis matches and basketball games with none of the excitement of being in the stands. Even if children are watching Sesame Street or Barney & Friends, they are being educated passively. The child actors are going on nature walks, building crafts projects, playing with animals, and participating in games, but the little viewers are simply watching. Older viewers watch guests discuss issues with Oprah Winfrey, but no one will turn to the home viewers to ask their opinion.

Worst of all, TV presents a false picture of reality that leaves viewers frustrated because they don't have the beauty or wealth of the characters on television. Viewers absorb the idea that everyone else in the United States owns a lavish apartment, a suburban house, a sleek car, and an expensive wardrobe. Every detective, police officer, oil baron, and lawyer, male or female, is suitable for a pinup poster. The material possessions on TV shows and commercials contribute to the false image of reality. News anchors and reporters, with their perfect hair and makeup, must fit television's standard of beauty. From their modest homes or cramped apartments, many viewers tune in daily to the upper-middle-class world that TV glorifies.

Television discourages communication. Families watching television do very little talking except for brief exchanges during commercials. If Uncle Bernie or the next-door neighbors drop in for a visit, the most comfortable activity for everyone may be not conversation but watching ESPN. The family may not even be watching the same set; instead, in some households, all the family members head for their own rooms to watch their own sets. At dinner, plates are plopped on the coffee table in front of the set, and the meal is wolfed down during NBC Nightly News. During commercials, the only communication a family has all night may consist of questions like "Do we have any popcorn?" and "Where's TV Guide?"

Television, like cigarettes or saccharin, is **harmful to our health. We are becoming isolated, passive, and frustrated.** And, most frightening, the average viewer now spends more time watching television than ever before.

The Benefits of Television

We hear a lot about the negative effects of television on the viewer. Obviously, television can be harmful if it is watched constantly to the exclusion of other activities. It would be just as harmful to listen to CDs all the time or to eat constantly. However, **when television is watched in moderation, it is extremely valuable, as it provides relaxation, entertainment and education.**

First of all, watching TV has the value of sheer relaxation. Watching television can be soothing and restful after an eight-hour day of pressure, challenges, or concentration. After working hard all day, people look forward to a new episode of a favorite show or yet another showing of *Casablanca* or *Sleepless in Seattle*. This period of relaxation leaves viewers refreshed and ready to take on the world again. Watching TV also seems to reduce stress in some people. This benefit of television is just beginning to be recognized. One doctor, for example, advises his patients with high blood pressure to relax in the evening with a few hours of television.

In addition to being relaxing, television is entertaining. Along with the standard comedies, dramas, and game shows that provide enjoyment to viewers, television offers a variety of movies

and sports events. Moreover, in many areas, viewers can pay a monthly fee and receive special cable programming. With this service, viewers can watch first-run movies, rock and classical music concerts, and specialized sports events, like international soccer and Grand Prix racing. Viewers can also buy or rent movies to show on their television sets through DVD players or VCRs. Still another growing area of TV entertainment is video games. Cartridges are available for everything from electronic baseball to Mortal Kombat, allowing the owner to have a video game arcade in the living room.

Most important, television is educational. Preschoolers learn colors, numbers, and letters from public television programs, like Sesame Street that use animation and puppets to make learning fun. Science shows for older children, like Fun with Nature, go on location to analyze everything from volcanoes to rocket launches. Adults, too, can get an education (college credits included) from courses given on television. Also, television widens our knowledge by covering important events and current news. Viewers can see and hear presidents' speeches, state funerals, natural disasters, and election results as they are happening. Finally, with a phoneline and a special terminal, television allows any member of the family to access and learn from all the information resources on the Internet.

Perhaps because television is such a powerful force, we like to criticize it and search for its flaws. However, the benefits of television should not be ignored. We can use television **to relax, to have fun, and to make ourselves smarter.** This electronic wonder, then, is a servant, not a master.

Comment:

In this case, **essay 2 is more effective** because the material is organized **clearly and logically.** Using **emphatic order**, the writer develops three positive uses of television, ending with the most important use: television as an educational tool. The writer includes transitional words that act as signposts, making movement from one idea to the next easy to follow. The major transitions include *First of all*, *In addition*, and *Most important*; transitions within paragraphs include such words as *Moreover*, *Still another*, *too*, *Also*, and *Finally*. And this writer also uses a linking sentence ("*In addition to being relaxing, television is entertaining*") to tie the first and second supporting paragraphs together clearly.

Although **essay 1 is unified and supported, the writer does not have any clear and consistent way of organizing the material.** The most important idea (signaled by the phrase *Worst of all*) is discussed in the second supporting paragraph instead of being saved for last. None of the supporting paragraphs organizes its details in a logical fashion. The first supporting paragraph, for example, discusses older viewers, then goes to younger viewers, then jumps back to older people again. The third supporting paragraph, like the first, leaps from an opening idea (families talking only during commercials) to several intervening ideas and then back to the original idea (talking during commercials). In addition, **essay 1** uses practically no transitional devices to guide the reader.

Appendix to Part One

Essay Sample 1

The Hazards of Moviegoing

I am a movie fanatic. When friends want to know what picture won the Oscar in 1980 or who played the police chief in *Jaws*, they ask me. My friends, though, have stopped asking me if I want to go out to the movies. **The problems in getting to the theater, the theater itself, and the behavior of some patrons are all reasons why I often wait for a movie to show up on TV.** (thesis statement)

First of all, just getting to the theater presents difficulties. (topic sentence 1) Leaving a home equipped with a TV and a video recorder isn't an attractive idea on a humid, cold, or rainy night. Even if the weather cooperates, there is still a thirty-minute drive to the theater down a

congested highway, followed by the hassle of looking for a parking space. And then there are the lines. After hooking yourself to the end of a human chain, you worry about whether there will be enough tickets, whether you will get seats together, and whether many people will sneak into the line ahead of you.

Once you have made it to the box office and gotten your tickets, **you are confronted with the problems of the theater itself. (topic sentence 2)** If you are in one of the run-down older theaters, you must adjust to the musty (有霉味的) smell of seldom-cleaned carpets. Escaped springs lurk in the faded plush (长毛绒) or cracked leather seats, and half the seats you sit in seem loose or tilted so that you sit at a strange angle. The newer twin and quad (四分之一) theaters offer their own problems. Sitting in an area only one-quarter the size of a regular theater, moviegoers often have to put up with the sound of the movie next door. This is especially jarring (刺耳) when the other movie involves racing cars or a karate war and you are trying to enjoy a quiet love story. And whether the theater is old or new, it will have floors that seem to be coated with rubber cement. By the end of a movie, shoes almost have to be pried off (撬开) the floor because they have become sealed to a deadly compound of spilled soda, hardening bubble gum, and crushed Ju-Jubes (枣味糖).

Some of the patrons are even more of a problem than the theater itself. (topic sentence 3) Little kids race up and down the aisles, usually in giggling (咯咯咯的) packs. Teenagers try to impress their friends by talking back to the screen, whistling, and making what they consider to be hilarious (令人捧腹大笑的) noises. Adults act as if they were at home in their own living rooms and comment loudly on the ages of the stars or why movies aren't as good anymore. And people of all ages crinkle (使沙沙作响) candy wrappers, stick gum on their seats, and drop popcorn tubs or cups of crushed ice and soda on the floor. They also cough and burp, squirm (扭来扭去) endlessly in their seats, file out for repeated trips to the rest rooms or concession stand (零食货架), and elbow you out of the armrest on either side of your seat.

After arriving home from the movies one night, I decided that I was not going to be a moviegoer anymore. **I was tired of the problems involved in getting to the movies and dealing with the theater itself and some of the patrons.** The next day I arranged to have cable TV service installed in my home. I may now see movies a bit later than other people, but I'll be more relaxed watching box office hits in the comfort of my own living room.

Essay Sample 2

Successful Families: Fighting for Their Kids

It's a terrible time to be a teenager, or even a teenager's parent. That message is everywhere. Television, magazines, and newspapers are all full of frightening stories about teenagers and families. They say that America's families are falling apart, that kids don't care about anything, and that parents have trouble doing anything about it. Bookstores are full of disturbing titles like these: *Parenting Your Out-of-Control Teenager*, *Teenage Wasteland*, *Unhappy Teenagers*, and *Teen Torment*. These books describe teenage problems that include apathy, violence, suicide, sexual abuse, depression, loss of values, poor mental health, crime gang involvement, and drug and alcohol addiction.

Naturally, caring parents are worried by all this. Their worry showed in a 2002 national poll in which 76% of parents said that raising children was "a lot harder" than it was when they were growing up ("A Lot Easier Said"). But just as most popular TV shows don't give a realistic view of American teens, these frightening books and statistics do not provide a complete picture of what's going on in families today. The fact is that not all teens and families are lost and without values. While they struggle with problems in our culture like everyone else, successful families are doing what they've always done: finding ways to protect and nurture their children. **They are fighting the battle for their families in three ways: by fighting against the loss of quality family time, by fighting against the loss of community, and by fighting against the influence of the media. (thesis statement)**

It's true that these days, parents face more challenges than ever before when it comes to finding quality time to spend with their children. The economist Edward Wolff explains the loss of time:

Over a 30-year time span, parental time has declined 13%. The time parents have available for their children has been squeezed by the rapid shift of mothers into the paid labor force, by escalating divorce rates and the subsequent abandonment of children by their fathers, and by an increase in the number of hours required on the job. The average worker is now at work 163 hours a year more than in 1969, which adds up to an extra month of work annually (qtd. in Hewlett and West 48).

As a result, more children are at home alone than ever before. And this situation does leave children vulnerable to getting into trouble. Richardson and others, in their study of five thousand eighth-graders in California, found that children who were home alone after school were twice as likely to experiment with drugs and alcohol as children who had a parent (or another adult) home in the after-school hours.

But creative parents still come up with ways to be there for their kids. For some, it's been a matter of cutting back on working hours and living more simply. For example, in her book *The Shelter of Each Other*, Mary Pipher tells the story of a couple with three-year-old twin boys. Eduardo worked sixty-hour weeks at a factory. Sabrina supervised checkers at a K-Mart, cared for the boys, and tried to watch over her mother, who had cancer. Money was tight, especially since day care was expensive and the parents felt they had to keep the twins stylishly dressed and supplied with new toys. The parents were stressed over money problems, their lack of time together, and especially having so little time with their boys. It bothered them that the twins had begun to cry when their parents picked them up at day care, as if they'd rather stay with the day-care workers. Finally, Sabrina and Eduardo made a difficult decision, Sabrina quit her job, and the couple invited her mother (whose illness was in remission) to live with them. With three adults pooling their resources, Sabrina and Eduardo found that they could manage without Sabrina's salary. The family no longer ate out, and they gave up their cable TV. Their sons loved having their grandmother in the house, Sabrina was able to begin doing relaxed, fun projects with the boys. They planted a garden and built a sandbox together, Sabrina observed, "I learned I could get off the merry-go-round" (195). Other parents have "gotten off the merry-go-round" by working at home, even if it means less money than they had previously.

Some parents even home-school their children as a way to be sure they have plenty of time together. Home schooling used to be thought of as a choice made only by very religious people or back-to-nature radicals. Now, teaching children at home is much less unusual. It's estimated that as many as 2 million American children are being home-schooled. Harvard even has an admissions officer whose job it is to review applications from home-schooled kids. Parents who home-school have different reasons, but, according to a cover story in Newsweek, "Some ... are looking for a way to reclaim family closeness in an increasingly fast-paced society...Still others worry about unsavory influences in school-drugs, alcohol, sex, violence" (Kantrowitz and Wingert 66). Homeschooling is no guarantee that a child will resist those temptations, but some families do believe it's a great way to promote family closeness. One fifteen-year-old, home-schooled since kindergarten, explained why he liked the way he'd been raised and educated. He ended by saying, "Another way I'm different is that I love my family. One guy asked me if I'd been brainwashed. I think it's spooky that liking my family is considered crazy" (Pipher 103).

Many parents can't quit their jobs or teach their children at home. **But some parents find a second way to nurture their children, through building community ties.** They help their children develop a healthy sense of belonging by creating links with positive, constructive people and activities. In the past, community wasn't so hard to find. In *The Way We Really Are*, Stephanie Coontz writes, "Right up through the 1940s, ties of work, friendship, neighborhood, ethnicity, extended kin, and voluntary organizations were as important a source of identity for most Americans, and sometimes a more important source of obligation, than marriage and the nuclear family" (37). Even when today's parents were teenagers, neighborhoods were places where kids felt a sense of belonging and responsibility. But today "parents ... mourn the disappearance of neighborhoods where a web of relatives and friends kept a close eye on everyone's kids. And they worry their own children grow up isolated, knowing more about the cast of *Friends* than the people in surrounding homes" (Donahue D1).

One way that some families are trying to build old-fashioned community is through "intentional community" or "cohousing." Begun in Denmark in 1972, the cohousing movement is modeled after the traditional village. It brings together a number of families who live in separate houses but share some common space. For instance, families might share central meeting rooms, dining areas, gardens, day care, workshops, or office space. They might own tools and lawn mowers together, rather than each household having its own. The point is that they treat their neighbors as extended family, not as strangers. As described by the online site Cohousing.org, cohousing is "a type of collaborative housing that attempts to overcome the alienation of modern subdivisions in which no one knows their neighbors, and there is no sense of community." In its 2004 database, the International Communities website estimates that "several thousand" such communities exist in North America.

Other families turn to religion as a source of community. Michael Medved and Diane Medved, authors of *Saving Childhood*, are raising their family in a religious Jewish home. Their children attend Jewish schools, go to synagogues, and follow religious customs. They frequently visit, eat, play with, and are cared for by neighboring Jewish families. The Medveds believe their family is stronger because of their belief "in planting roots-in your home, in your family, in your community. That involves making a commitment, making an investment both physically and emotionally, in your surroundings" (200). Other religious traditions offer families a similar sense of community, purpose, and belonging. Marcus and Tracy Glover are members of the Nation of Islam. They credit the Nation with making their marriage and family strong and breaking a three-generation cycle of single motherhood (Hewlett and West 201-202).

A third way that families are fighting to protect their children is by controlling the impact of the media and technology. Hewlett and West and Pipher use similar words to describe this impact. As they describe growing up today, Hewlett and West write about children living "without a skin" (xiii), and Pipher writes about "houses without walls" (12). These authors mean that today unlike in the old days, when children were protected from the outside world while they were in their homes-the home offers little protection. Even in their own living rooms, all children have to do is to turn on a TV, radio, or computer to be hit with a flood of violence, sick humor, and often weird sexuality. Children are growing up watching shows like *The Osbournes*, a program that celebrates two spoiled, foul-mouthed children and their father—a burnt-out rock star slowed by years of carefree drug abuse. A recent article in *Science* magazine offered the most damning link yet between TV watching and antisocial behavior. Reporting on the results of its seventeen-year study that followed viewers from youth to adulthood, *Science* found that the more television a teen watched, the higher the chances he or she would commit violent acts later in life. Of kids who watched an hour or less TV a day, fewer than 6% of teens went on to commit assaults, robberies, or other violent acts as adults. But nearly 28% of teens who watched TV three or more hours a day did commit crimes of violence. Sadly, many parents seem to have given up even trying to protect their growing kids against the flood of televised garbage. They are like the mother quoted in *USA Today* as saying, "How can I fight five hundred channels on TV?" (Donahue D1).

Fortunately, some parents are still insisting on control over the information and entertainment that comes into their homes. Some subscribe to "The Television Project," an online educational organization that helps parents "understand how television affects their families and community and proposes alternatives that foster positive emotional, cognitive and spiritual development within families and communities." Others ban TV entirely from their homes. More try to find a way to use TV and other electronics as helpful tools, but not allow them to dominate their homes. One family in Nebraska, the Millers, who home-school their children, described to Mary Pipher their attitude toward TV. They hadn't owned a TV for years, but they bought one so that they could watch the Olympics. The set is now stored in a closet unless a program is on that the family agrees is worthwhile. Some programs the Millers have enjoyed together include the World Cup soccer games, the TV drama *Sarah Plain and Tall*, and an educational TV course in sign language. Pipher was impressed by the Miller children, and she thought their limited exposure to TV was one reason why in her words:

Calm, happy children and relaxed, confident parents are so rare today. Probably most notable were the long attention spans of the children and their willingness to sit and listen to the grown-ups talk. The family had a manageable amount of information to deal with. They weren't stressed by more information than they could assimilate. The kids weren't overstimulated and edgy. Nor were they sexualized in the way most kids now are. (107)

Pipher's words describe children raised by parents who won't give in to the idea that their children are lost. **Such parents structure ways to be present in the home, build family ties to a community, and control the impact of the media in their homes.** Through their efforts, they **succeed in raising nurtured, grounded successful children.** Such parents acknowledge the challenges of raising kids in today's America, but they are up to the job.

(Cited works omitted)

Part Two: GENERAL ACADEMIC WRITING

Research is complete only when scholars share their results or findings with the scientific community. Although researchers may post articles on scholarly collaboration sites or preprint servers or share them informally by email or in person, the most widely accepted medium for formal scholarly communication continues to be the published article in a peer-reviewed, scientific journal. Scientific journals contain our primary research literature and thus serve as repositories of the accumulated knowledge of a field.

1 Features of academic writing

The main objective of academic writing is clear communication, which can be achieved by presenting ideas in an orderly and concise manner. Establishing a tone that conveys the essential points of your work in an interesting way will engage readers and communicate your ideas effectively. Precise, clear word choice and sentence structure also contribute to the creation of a substantive, impactful work.

Being able to communicate ideas clearly and succinctly is a recipe for success for all writers, be they students submitting assignments to their instructor or professionals submitting manuscripts to a journal. Effective academic writing balances continuity and flow with conciseness and clarity.

1.1 Continuity and flow

Effective writing is characterized by continuity, the logical consistency of expression throughout a written work, and by flow, the smooth cadence of words and sentences. Inconsistencies, contradictions, omissions, and irrelevancies in your writing style and presentation of ideas can make your arguments seem less credible. A work that lacks continuity and flow may seem disorganized or confusing, and details may seem incomplete or inconsistent. Readers will better understand your ideas if you aim for continuity in words, concepts, and thematic development from the opening statement to the conclusion. Explain relationships between ideas clearly, and present ideas in a logical order to improve the readability of your paper.

1.1.1 Transitions

To improve continuity and flow in your writing, check transitions between sentences, paragraphs, and ideas to ensure that the text is smooth and clear rather than abrupt or disjointed. When editing your writing, use additional transitional devices to make it less choppy. Text that sounds choppy or disjointed may indicate that you have abandoned an argument or theme prematurely—instead consider amplifying its discussion.

Punctuation marks contribute to continuity and flow by signaling transitions and demonstrating relationships between ideas. They also reflect the pauses, inflections, subordination, and pacing normally heard in speech. Use the full range of punctuation. Neither overuse nor underuse one type of punctuation, such as commas or dashes: Overuse may annoy readers, whereas underuse may cause confusion. Instead, use punctuation to support meaning.

Likewise, transitional words and phrases help maintain the flow of ideas, especially when the material is complex or abstract. For example, using a pronoun that refers to a noun in the preceding sentence not only serves as a transition but also avoids repetition. Be sure the referent is obvious. Other transitional words and phrases include the following:

- time links (e.g., “then,” “next,” “after,” “while,” “since”)

- cause–effect links (e.g., “therefore,” “consequently,” “as a result”)
- addition links (e.g., “in addition,” “moreover,” “furthermore,” “similarly”)
- contrast links (e.g., “but,” “conversely,” “nevertheless,” “however,” “although”)

Use adverbs judiciously as introductory or transitional words (e.g., adverbs such as “certainly,” “consequently,” “conversely,” “fortunately,” “importantly,” “interestingly,” “more importantly,” “regrettably,” and “similarly”). Writers often overuse adverbs, so ask yourself whether the introduction or transition is needed. For example, both “importantly” and “interestingly” can often be recast to enhance the message of a sentence or simply omitted without a loss of meaning.

1.1.2 Noun strings

Noun strings, meaning several nouns placed one after another to modify a final noun, can confuse readers and force them to question how the words relate to one another. Although skillful hyphenation can clarify the relationships between words, often the best option is to untangle the string. One approach to untangling is to move the final noun earlier in the string and show relationships between the other nouns by using verbs and prepositions. For example, “culturally sensitive qualitative interview techniques” can be rearranged to “culturally sensitive techniques for qualitative interviews.”

1.2 Conciseness and clarity

Say only what needs to be said in your writing: The author who is more concise—that is, more frugal with words—writes a more readable paper. Authors seeking publication and students completing assignments increase their chances of success when they write concisely. Likewise, writing that is clear and precise is more accurate and transparent. In combination, conciseness and clarity in your writing ensure that readers understand your meaning.

Some writers may fear that writing concisely will make their papers too short. However, adding extraneous material or “fluff” to make your paper longer will dilute its focus and meaning and will not improve your chances of publication or of getting a favorable grade. If your paper is too short when written concisely, your ideas and themes may need to be further developed to add substance.

Concise writing must also be clear. Be deliberate in your word choices, making certain that every word means exactly what you intend. For example, in informal style, “feel” broadly substitutes for “think” or “believe,” but in academic style, such latitude in word choice is not acceptable. Likewise, using a word with multiple meanings can cause confusion. For example, some writers use the word “significant” to mean “important,” whereas others use “significant” only in the context of statistical significance testing; ensure that your intended meaning is clear. Choose words and phrases carefully, and specify the intended meaning if there is potential for ambiguity.

If you use a word or phrase multiple times, do so consistently (e.g., do not switch between “participants in the music condition” and “participants who heard the music while completing the task”—choose one presentation and use it consistently). Some writers deliberately use synonyms or near-synonyms to avoid repeating a word or phrase. The intention is commendable, but in practice the use of synonyms can lead to imprecision: By using synonyms, you may unintentionally suggest a subtle difference. Therefore, use synonyms with care.

1.2.1 Tone

Although academic writing differs in form and content from creative or literary writing, it need not lack style or be dull. When writing a scholarly paper, keep in mind that scientific prose and creative or literary writing serve different purposes. Devices that are often used in creative writing—for example, setting up ambiguity; inserting the unexpected; omitting the expected; and suddenly shifting the topic, tense, or person—do not support the objective of clear communication in scientific writing. Similarly, devices or embellishments that attract attention to words and sounds instead of to ideas are inappropriate in scientific writing.

Thus, when describing your research, present the ideas and findings in a direct, straightforward manner, while also aiming for an interesting and compelling style—for example, by fully elaborating on an idea or concept, making word choices that reflect your involvement with the problem, and varying sentence and paragraph lengths. Use language that conveys professionalism and formality. For example, scientific writing often contrasts the positions of different researchers, and these differences should be presented in a professional, noncombative manner: Stating “Gerard (2019) did not address” is acceptable, whereas “Gerard (2019) completely overlooked” is not.

One way to achieve the right tone is to imagine a specific reader you intend to reach and write in a way that will inform and persuade that individual. For example, your reader might be a researcher in a related field who is trying to keep abreast of the literature but is not familiar with the jargon or insider perspectives of your field. What would facilitate this reader’s understanding of and appreciation for the importance of your work?

1.2.2 Contractions and colloquialisms

Avoid using contractions and colloquialisms, which detract from a professional tone in scholarly writing. Contractions—shortened forms of one or two words in which an apostrophe is used in place of missing letters—generally do not appear in scholarly writing because they convey an informal tone. To avoid contractions and improve your writing, evaluate words with apostrophes carefully. Except for cases noted, rewrite a word like “can’t” into “cannot.” Use apostrophes to indicate possession (e.g., “the student’s work”), but remember that possessive pronouns do not include apostrophes (e.g., write “its purpose was” not “it’s purpose was”). However, contractions can be appropriately used in some circumstances, such as in reproducing a direct quotation that contains a contraction (e.g., when quoting a research participant, do not change a participant’s use of “let’s go” to “let us go”), referring to a contraction as a linguistic example (e.g., when discussing confusion of “who’s” with “whose”), or referring to an idiom or common saying that contains a contraction (e.g., “you can’t take it with you”).

Likewise, avoid colloquialisms, which are informal expressions used in everyday speech and writing (e.g., “to write up” instead of “to report,” “gonna” instead of “going to”). These expressions often diffuse meaning, as in the case of approximations of quantity; “quite a large part,” “practically all,” and “very few” are interpreted differently by different readers or in different contexts. Approximations weaken statements, especially those describing empirical observations. Instead, use precise, scholarly language.

1.2.3 Jargon

Jargon is specialized terminology that is unfamiliar to those outside a specific group. Overuse of jargon, even in papers in which that vocabulary is relevant, hinders comprehension. Jargon also may be euphemistic if substituted for a familiar term (e.g., “period of economic adjustment” instead of “recession”), and you should avoid using jargon in this way. Bureaucratic jargon has had the greatest publicity, but academic or scientific jargon may also grate on readers, encumber

communication, and waste space. Ensure that the language you use allows readers to understand your writing even if they are not experts in your field, and define on first use any specialized terms that are key to your topic.

1.3 Grammar and usage

1.3.1 Verb tense

Verbs are vigorous, direct communicators. The past tense is appropriate when expressing an action or a condition that occurred at a specific, definite time in the past, such as when discussing another researcher's work. The present perfect tense is appropriate to express a past action or condition that did not occur at a specific, definite time or to describe an action beginning in the past and continuing to the present.

Use verb tenses consistently, and stay within the chosen tense to ensure smooth expression. Sudden, unnecessary shifts in verb tense in the same paragraph or in adjacent paragraphs may confuse readers.

1.3.2 Active and passive voice

Voice describes the relationship between a verb and the subject and object associated with it. In the active voice, the subject of a sentence is presented first, followed by the verb and then the object of the verb (e.g., "students completed surveys"). In the passive voice, the object of the verb is presented first, followed by the verb (usually a form of "to be" + past participle + the word "by") and then the subject last (e.g., "surveys were completed by students"); sometimes, the subject is omitted altogether, resulting in confusion about who is performing the action.

Choose voice carefully. Both the active and passive voices are permitted, but many writers overuse the passive voice. Use the active voice as much as possible to create direct, clear, and concise sentences. For example, use the active voice to describe the actions of participants and others involved in your study, as in "the patients took the medication orally," not "the medication was taken orally by the patients."

The passive voice is acceptable in expository writing when focusing on the object or recipient of the action rather than on the actor. For example, a description of the experimental setup in the Method section might read, "the speakers were attached to either side of the chair," which appropriately emphasizes the placement of the speakers, not who placed them. Similarly, "the tests were gathered promptly" emphasizes the importance of the tests and their timely collection. When it is important to know who performed the action, use the active voice.

1.3.3 Mood

Mood refers to the form of a verb authors use to express their attitude toward what they are saying (e.g., whether they believe what they are saying or just wish it were true). Use the indicative mood to make factual statements (e.g., "we addressed," "the findings demonstrate"). Use the subjunctive mood only to describe conditions that are contrary to fact or improbable; do not use the subjunctive to describe simple conditions or contingencies.

Use the word "would" with care. "Would" can be used in the indicative mood to mean "habitually," as in "The child would walk about the classroom," or in the conditional mood to express a condition of action, as in "We would sign the letter if we could." Do not use "would" to hedge; for example, change "it would appear that" to "it appears that."

1.3.4 Subject and verb agreement

A verb must agree in number (i.e., singular or plural; see Section 6.11) with its subject, regardless of intervening phrases such as “together with,” “including,” “plus,” and “as well as.”

Correct: The percentage of correct responses, as well as the speed of the responses, increases with practice.

Incorrect: The percentage of correct responses, as well as the speed of the responses, increase with practice

Collective Nouns. Collective nouns (e.g., “series,” “set,” “faculty,” “pair,” “social media”) can refer to several individuals or to a single unit. If the action of the verb applies to the group as a whole, treat the noun as singular and use a singular verb. If the action of the verb applies to members of the group as individuals, treat the noun as plural and use a plural verb. The context (i.e., your emphasis) determines whether the action applies to the group or to individuals.

Singular in context: The number of people in the state is growing.

A pair of animals was in each cage.

Plural in context: A number of people are watching.

A pair of animals were then yoked.

Use of “None.” The subject pronoun “none” can be singular or plural. When the noun that follows it is singular, use a singular verb; when the noun is plural, use a plural verb.

Singular in context: None of the information was correct.

Plural in context: None of the children were finished in the time allotted.

Compound Subjects Joined by “Or” or “Nor.” When a compound subject is composed of a singular and a plural noun joined by “or” or “nor,” the verb agrees with the noun that is closer to the verb.

Correct: Neither the participants nor the confederate was in the room.

Neither the confederate nor the participants were in the room.

Incorrect: Neither the participants nor the confederate were in the room.

2 Types of articles and papers

Many types of articles are published in scientific journals, including quantitative, qualitative, and mixed methods empirical articles and replications. These journal articles report primary, or original, research—that is, research that has not been previously formally published. Theoretical articles and methodological articles do not present research but describe advancements in theories or methods. Journal articles that review or synthesize findings from primary research include literature reviews and quantitative and qualitative meta-analyses. By understanding the characteristics of different types of articles and the types of information they most efficiently convey, you will be able to select an article type that fits your research and to follow the appropriate journal article reporting standards. Students may write the same kinds of articles that are published in journals, as well as student papers (including course assignments, dissertations, and theses) not intended for publication in a journal. Four types of articles are introduced as follows.

2.1 Quantitative articles

In quantitative articles, authors report original, empirical, quantitative research. Quantitative research refers to a set of approaches commonly used in the behavioral and social sciences and related fields in which the observed outcomes are numerically represented. The results of these studies are typically analyzed using methods (statistics, data analyses, and modeling techniques) that rely on the numerical properties of the measurement system. Quantitative research studies use a variety of experimental designs and a range of analytic techniques. Some quantitative articles present novel hypotheses and data analyses not considered or addressed in previous reports of related data. Within the article, authors should describe elements of their study in the first person. Researchers who used a quantitative approach should follow the quantitative journal article reporting standards to report their findings.

2.2 Qualitative articles

In qualitative articles, authors report original, empirical, qualitative research. Qualitative research refers to scientific practices that are used to generate knowledge about human experience and/or action, including social processes. Qualitative approaches tend to share four sets of characteristics:

- ✧ Researchers analyze data consisting of natural language (i.e., words), researcher observations (e.g., social interactions), and/or participants' expressions (e.g., artistic presentations) rather than collecting numerical data and conducting mathematical analyses. Reports tend to show the development of qualitative findings using natural language (although numbers may be used adjunctively in describing or exploring these findings).

- ✧ Researchers often use an iterative process of analysis in which they reexamine developing findings in light of continued data analysis and refine the initial findings. In this way, the process of analysis is self-correcting and can produce original knowledge.

- ✧ Researchers recursively combine inquiry with methods that require researchers' reflexivity about how their own perspectives might support or impair the research process and thus how their methods should best be enacted.

- ✧ Researchers tend to study experiences and actions whose meaning may shift and evolve; therefore, they tend to view their findings as being situated within place and time rather than seeking to develop laws that are expected to remain stable regardless of context.

Researchers who used a qualitative approach should follow the qualitative journal article reporting standards to report their findings.

2.3 Literature review articles

Literature review articles (or narrative literature review articles) provide narrative summaries and evaluations of the findings or theories within a literature base. The literature base may include qualitative, quantitative, and/or mixed methods research. Literature reviews capture trends in the literature; they do not engage in a systematic quantitative or qualitative meta-analysis of the findings from the initial studies.

In literature review articles, authors should

- ✧ define and clarify the problem;
- ✧ summarize previous investigations to inform readers of the state of the research;
- ✧ identify relations, contradictions, gaps, and inconsistencies in the literature; and
- ✧ suggest next steps in solving the problem.

The components of literature review articles can be arranged in various ways—for example, by grouping research on the basis of similarity in the concepts or theories of interest, methodological similarities among the studies reviewed, or the historical development of the field.

2.4 Theoretical articles

Theoretical articles draw from existing research literature to advance theory. Theoretical articles present empirical information only when it advances the theoretical issue being explicated. Authors of theoretical articles trace the development of a theory to expand and refine its constructs, present a new theory, or analyze an existing theory. Typically, they point out flaws or demonstrate the advantage(s) of one theory over another. Authors also may examine a theory's internal consistency and external validity. The order of sections in a theoretical article can vary.

3 Structure of an academic writing

The text can be organized in many ways, and the organization generally depends on the paper type. Most papers include an introduction that addresses the importance of the work, contextualizes the work within the existing literature, and states the aims of the work. Beyond the introduction, the paper should include paragraphs or sections explaining the main premises of the paper. There are many possible formats for the rest of the text; for example, a quantitative research paper typically includes sections called "Method," "Results," and "Discussion," whereas a qualitative research paper may include a section called "Findings" instead of "Results," or it may have different section headings altogether, depending on the nature of the inquiry. In the following, the structure and qualities of major sections are described.

3.1 Abstract and keywords

An abstract is a brief, comprehensive summary of the contents of the paper. A well-prepared abstract can be the most important paragraph in an article. Many people have their first contact with an article by reading the title and abstract, usually in comparison with several others, as they conduct a literature search. Readers frequently decide on the basis of the abstract whether to read the entire article. The abstract needs to be dense with information. By embedding essential terms in your abstract, you enhance readers' ability to find the article.

3.1.1 Qualities of a good abstract

A good abstract is

Accurate: Ensure that the abstract correctly reflects the purpose and content of the paper. Do not include information that does not appear in the paper body. If the study extends or replicates previous research, cite the relevant work with an author–date citation.

Nonevaluative: Report rather than evaluate; do not add to or comment on what is in the body of the paper.

Coherent and readable: Write in clear and deliberate language. Use verbs rather than their noun equivalents and the active rather than the passive voice (e.g., "investigated" instead of "an investigation of"; "we present results" instead of "results are presented"). Use the present tense to describe conclusions drawn or results with continuing applicability; use the past tense to describe specific variables manipulated or outcomes measured.

Concise: Be brief, and make each sentence maximally informative, especially the lead sentence. Begin the abstract with the most important points. Do not waste space by repeating the title. Include only the four or five most important concepts, findings, or implications. Use the specific words in your abstract that you think your audience will use in their searches.

3.1.2 Abstract format

Abstracts typically are limited to no more than 250 words. If you are submitting a work for publication, check the journal's instructions for authors for abstract length and formatting requirements. Write the section label "Abstract" in bold title case, centered at the top of the page, and place the abstract below the label. Abstracts may appear in paragraph or structured format. Abstracts in paragraph format are written as a single paragraph without indentation of the first line. Structured abstracts are also written as a single paragraph without indentation, and labels are inserted to identify various sections (e.g., Objective, Method, Results, Conclusions); use the labels and formatting prescribed by the journal to which you are submitting your manuscript.

3.1.3 Keywords

Keywords are words, phrases, or acronyms that describe the most important aspects of your paper. They are used for indexing in databases and help readers find your work during a search. Here are two linguistic features of keywords:

Nominalization: Keywords are usually nouns, not verbs.

Limited numbers: The number of key words for a paper is limited. Four to six key words are the average.

3.2 Introduction

3.2.1 Characteristics of an introduction

The body of a paper always opens with an introduction. The introduction contains a succinct description of the issues being reported, their historical antecedents, and the study objectives.

Frame the Importance of the Problem. The introduction of an article frames the issues being studied. Consider the various concerns on which your issue touches and its effects on other outcomes (e.g., the effects of shared storybook reading on word learning in children). This framing may be in terms of fundamental psychological theory, potential application including therapeutic uses, input for public policy, and so forth. Proper framing helps set readers' expectations for what the report will and will not include.

Historical Antecedents. Review the literature succinctly to convey to readers the scope of the problem, its context, and its theoretical or practical implications. Clarify which elements of your paper have been subject to prior investigation and how your work differs from earlier reports. In this process, describe any key issues, debates, and theoretical frameworks and clarify barriers, knowledge gaps, or practical needs. Including these descriptions will show how your work builds usefully on what has already been accomplished in the field.

Articulate Study Goals. Clearly state and delimit the aims, objectives, and/or goals of your study. Make explicit the rationale for the fit of your design in relation to your aims and goals. Describe the goals in a way that clarifies the appropriateness of the methods you used.

3.2.2 Literature review

It is commonly assumed that the introduction part will cover the literature review and meanwhile, to properly review the former studies is also a very important quality for researchers since only when you know what has been done on a specific topic can you further your study. So, in the following, major issues related to have a good literature review will be briefly talked about.

It is the purpose of the literature review section of a paper or dissertation to show the reader, in a systematic way, what is already known about the research topic as a whole, and to outline the key ideas and theories that help us to understand this. As well as being systematic, the review should be evaluative and critical of the studies or ideas which are relevant to the current work. For example, you may think a particular study did not investigate some important aspect of the area you are researching, that the author(s) failed to notice a weakness in their methods, or that their conclusion is not well-supported (refer to Being Critical).

Verb tenses: For general reference to the literature, the present perfect tense (have/has + verb participle) tends to be used. For reference to specific studies carried out in the past, the simple past tense is most commonly used. This is normally the case where a specific date or point in time in the past forms a part of the sentence. When referring to the words or ideas of writers, the present tense is often used if the ideas are still relevant, even if the author is no longer alive. The examples given below reflect these general patterns, but these are by no means rigid.

3.3 Methods

In the Methods section of a dissertation or research article, writers give an account of how they carried out their research. The Methods section should be clear and detailed enough for another experienced person to repeat the research and reproduce the results. Where the methods chosen are new, unfamiliar or perhaps even controversial, or where the intended audience is from many disciplines, the Methods section will tend to be much more extensive.

There is no set sequence for Methods section, but you can use subheadings to make a clear layout. Since this section is the most skimmed-over section of the paper, good subheadings ensure that the skimming is easy and fruitful. This section normally has subheadings, such as “Design of Experiment” or “Experimental Procedure”, followed by the materials, analytical techniques, or statistical analysis.

3.3.1 Participants

For experimental and quasi-experimental designs, provide a description of participants (humans, nonhuman animals, or units such as classrooms or hospital wards) through the study. Present the total number of participants recruited into the study and the number of participants assigned to each group. Provide the number of participants who did not complete the experiment or who crossed over to other conditions and explain why. Note the number of participants used in the primary analyses. (This number might differ from the number who completed the study because participants might not show up for or complete the final measurement.)

Provide dates defining the periods of recruitment and follow-up and the primary sources of participants, when appropriate. If recruitment and follow-up dates differ by group, provide the dates for each group.

3.3.2 Materials

Materials are the variables you measure (also known as operational definitions). And they are required when your study uses special tests, questionnaires, or other written or multimedia materials. If you use the material that has already been published, then you simply describe it and cite a reference to the publication source. If you use the original written material, then in addition to describing it in the Materials subsection, provide a copy of it in an appendix at the end of the paper. There should not be any doubt for the reader of what material is being analyzed. Further, you should clarify the following points: (a) Selection; (b) Connection to aim; (c) Quality.

3.3.3 Design and procedure

In this subsection, you tell what participants were told about the study, how they ran (e.g. What order the questionnaires you described above were in), debriefed, etc. You will probably want to combine Design and Procedure for studies with simple procedures (like a short survey). In other words, procedures describe the design of your study and the data collection process. How will subjects be tested? What instructions will they be given? At the end of the Procedure subsection, state the type of inferential statistics that would be used to analyze the results collected in your research.

3.3.4 Data analysis

Statistics and Data Analysis. Analyses of the data and reporting of the results of those analyses are fundamental aspects of the conduct of research. Accurate, unbiased, complete, and insightful reporting of the analytic treatment of data (be it quantitative or qualitative) must be a component of all research reports.

3.4 Results

3.4.1 Reporting results

The standard approach to this section of a research article or dissertation is to present and describe the results in a systematic and detailed way. When reporting qualitative results, the researcher will highlight and comment on the themes that emerge from the analysis. These comments will often be illustrated with excerpts from the raw data. In text-based studies, this may comprise quotations from the primary sources. In quantitative studies, the results section is likely to consist of tables and figures, and writers comment on the significant data shown in these. This often takes the form of the location or summary statement, which identifies the table or figure and indicates its content, and a highlighting statement or statements, which point out and describe the relevant or significant data. All figures and tables should be numbered and given a title.

More elaborate commentary on the results is normally restricted to the Discussion section. In research articles, however, authors may comment extensively on their results as they are presented, and it is not uncommon for the Results section to be combined with the Discussion section under the heading: Results and Discussion.

The twelve steps analysis of the Results section of an academic article are as follows:

Step 1: Determine which results to present by deciding which are relevant to the question(s) presented in the Introduction, irrespective of whether the results support the hypothesis(es) or not.

Step 2: Organize the data in the Results section in either chronological order according to the methods or in order of importance.

Step 3: Determine whether the data are best presented in the form of text, figures, graphs, or tables.

Step 4: Summarize your findings and point the reader to the relevant data in the text, figures, and/or tables.

Step 5: Describe the results and data of the controls and include observations not presented in a formal figure or table, if appropriate.

Step 6: Provide a clear description of the magnitude of a response or difference. If appropriate, use percentage of change rather than exact data.

Step 7: Make sure that the data are accurate and consistent throughout the manuscript.

Step 8: Summarize the statistical analysis and report actual P-values for all primary analysis.

Step 9: Use the past tense when you refer to your results.

Step 10: Number figures and tables consecutively in the same sequence as they are first mentioned in the text. Depending on the journal, they should be in order at the end of the report after the References, or located appropriately within the text of your Results section.

Step 11: Provide a heading for each figure and table. Depending on the journal, the table titles and figure legends should be listed separately, or located above the table or below the figure.

Step 12: Write with accuracy, brevity, and clarity.

3.4.2 Ethical issues

The essence of ethics in all scientific reporting is that authors report the methods and results of their studies fully and accurately. Authors must not fabricate or falsify data. Modifying results, including visual images, to support a theory or hypothesis and omitting troublesome observations from a report to present a more convincing story are also prohibited. Similarly, representing data-generated hypotheses (post hoc) as if they were preplanned is a violation of basic ethical principles.

The practice of “omitting troublesome observations” includes

- selectively failing to report studies (e.g., in the Introduction or Discussion section) that, although methodologically sound and relevant to the hypothesis, theory, or research question at hand, had results that do not support the preferred narrative (i.e., that contrast with results obtained in the current study);
- selectively omitting reports of relevant manipulations, procedures, measures, or findings within a study, for similar reasons;
- and selectively excluding participants or other individual data observations, without a valid methodological reason, in order to achieve desired results.

3.5 Discussion

The term ‘discussion’ has a variety of meanings in English. In academic writing, however, it usually refers to two types of activity: a) considering both sides of an issue, or question before reaching a conclusion; b) considering the results of research and the implications of these. Discussion sections in dissertations and research articles are probably the most complex sections in terms of their elements. They normally center around a ‘statement of result’ or an important ‘finding’. As there is usually more than one result, discussion sections are often structured into a series of discussion cycles. The most common elements in these cycles, and some of the language that is typically associated with them, are listed below. Note that when offering explanations and suggesting implications the language used is very tentative or cautious.

Here are elements of the discussion that should be included.

Stating major findings of the study: The discussion should begin with a statement of the major findings of the study. This should be the very first paragraph in the discussion. It should be a direct, declarative, and succinct proclamation of the study results. However, it shouldn’t include data or reference to the study design.

Explaining why findings are important: No one has thought about your study as long and hard as you have. As the person who conceived, designed, and conducted the study, the meaning of the results and their importance seem obvious to you. However, they might not be so clear for the person reading your paper for the first time. One of the purposes of the discussion is to explain the meaning of the findings and why they are important, without appearing arrogant, condescending, or patronizing. After reading the Discussion section, you want the reader to think, “That makes perfect sense. Why hadn’t I thought of that?” Even if your study findings are provocative, you don’t want to force the reader to go through the paper multiple times to figure out

what it means; most readers won't go to that effort and your findings will be overlooked, disregarded, and forgotten.

Relating findings to those of similar studies: No study with a restricted focus is so novel that it has no relation to other previously published papers. The Discussion section should relate your study findings to those of other studies. Questions raised by previous studies may have served as the motivation for your study. The findings of other studies may support your findings, which strengthen the importance of your study results.

Considering alternative explanations: Despite efforts to remain objective and to maintain equipoise, it is easy to consider only those explanations that fit your bias. It is important to remember that the purpose of research is to discover, not to prove. It is easy to fall into the trap of designing the study to prove your bias rather than to discover the truth. When writing the discussion section, it is important to carefully consider all possible explanations for the study results, rather than just those that fit your bias.

Besides, there are still things to avoid when writing the discussion. They are as follows.

Overinterpretation of the results: It is easy to inflate the interpretation of the results. Be careful that your interpretation of the results doesn't go beyond what is supported by the data. The data are the data: nothing more, nothing less.

Unwarranted speculation: There is little room for speculation in the discussion. The discussion should remain focused on your data and the patients and/or devices in your study.

Inflating the importance of findings: We all want our study to make an important contribution that will be cited for generations to come. However, unwarranted inflation of the importance of study results will disgust reviewers and readers.

3.6 Conclusion

Conclusions are shorter sections of academic texts which usually serve two functions. The first is to summarize and bring together the main areas covered in the writing, which might be called 'looking back'; and the second is to give a final comment or judgement on this. The final comment may also include making suggestions for improvement and speculating on future directions.

In dissertations and research papers, conclusions tend to be more complex and will also include sections on the significance of the findings and on recommendations for future work. In some research papers, the conclusion is not presented separately from the discussion section; the two sections may be combined. However, separate conclusions are nearly always expected for dissertations and essays.

Here are some guidelines for writing a strong conclusion.

- Restate your conclusion/thesis, summarizing the evidence that supports it.
- Do not introduce new evidence in the conclusion.
- Do not lead the reader through twenty pages of literature review only to leave them with a conclusion that is unrelated (or only tangentially related) to the research that you have reviewed!
- You can offer future suggestions for research, but again, be sure to base any suggestions for future research on what has been reviewed in your paper.
- Finally, restate the importance and relevance of the topic of your paper (without overstating the importance or implications of your thesis). Leave the reader feeling that they have learned something very worthwhile.

4 Strategies to improve academic writing

4.1 Reading to learn through example

Reading is one of the most effective practices for authors to improve their writing because it enables them to learn through example. For instance, a student tasked with writing a literature review would benefit from reading other literature reviews (including the literature review sections of longer works) to see the various ways in which information can be organized and discussed. Likewise, an author who needs to present complex statistical information in a table would benefit from seeing how other authors have organized similar information in their tables. Careful reading in your chosen area of study will help you learn about not only new developments in the field but also ways to effectively convey information on the page.

4.2 The importance of planning

Research has shown that experienced writers plan extensively. Initially, planning may involve simply generating ideas and exploring the relationships between them schematically, as in the diagram to the right. At a more advanced stage of the planning process, a chapter outline of the thesis or dissertation will be necessary. This will become more detailed as you work on your study. You need to think of a writing plan as a road map. Without a map, you will probably lose your way or travel in circles.

4.3 Time management

Many writers suffer from 'writers' block'; they find it difficult to get started. One way of overcoming this is to give yourself a short period of time (say four minutes), and without stopping, write whatever comes into your mind about the topic. The important thing to do is to keep writing, or if you are using a keyboard, to keep typing. Don't worry about spelling or grammar – just keep producing words. You will be surprised at how much text you will produce, and how many ideas are generated in such a short time. Now you can begin to organise the ideas you have produced, ensuring that they are written in logically developed and grammatically correct sentences.

4.4 Being regular

You should timetable yourself so that you have a regular daily writing slot. This may seem obvious, but it is fundamental to ensuring the production of written text. Timetable a writing period each day, and aim to produce some text every time. How much you produce will vary, and what you produce, even if it is just a few paragraphs, may only be in the initial draft stage. This is not so important. The important thing is that the writing becomes a part of your daily routine. Simply getting your body to sit in front of a computer at a certain time each day will produce results.

4.5 Keeping a notebook

When we are writing up a major piece of work, many ideas and insights come to us when we are not actually writing. Often, some of the most insightful ideas emerge when we are in a non-focused cognitive state, such as when we are walking, running, or swimming. Unless you can capture these ideas soon after they come to you, they may be lost. A small notebook and a pen is probably the best way to capture these thoughts before they disappear. The notebook itself can

become a place where you develop the ideas and even start to formulate how the ideas will be developed in textual form.

4.6 Understanding the recursive process

Writing at the academic level is not something we can do once and then leave. It is a recursive process. This means writers return to their initial texts, revising and redrafting them. This process is ongoing. In fact, many writers find it difficult to stop improving their writing, but with time being limited, they try to do as much as they can before the onset of a particular deadline. One thing we do know: successful writers write initial drafts, redraft, work on final drafts and then edit their work.

4.7 Reading your own writing

Read what you have written back to yourself, out loud if necessary, and ask yourself: i) Do I understand what I have written? ii) Does it sound natural? Reading your text out loud is actually the best way of checking this. If what you have written does not sound right to you when you do this, it is probably badly written. One famous French writer (Gustav Flaubert) used to shout out his manuscripts before sending them off to be published. He claimed that bad writing never passed this simple test.

4.8 Standing back from your writing

Think of yourself as a mountain climber. Most climbers, during a climb, can only see a few feet in front of their faces. They cannot see the whole mountain. They can see other mountains, but not the one they are climbing. To do this they need to move a few kilometers away. At such a distance, they can see the route they are planning and they can see how their planned route moves up the mountain. As a writer, you should ask yourself: Is the route to the 'top' unbroken? Do all the minor 'steps' move upwards? Can the minor 'steps' be 'carried out' more clearly? The best way to create a sense of distance with your writing is with time: Leave it a few days, or longer, and come back to your writing with fresh eyes and with a better sense of the overall structure.

4.9 Talking about your writing

Writing is a very solitary activity and we tend not to talk about it to others. This is quite strange given that we spend so many hours on this activity. Asking another person to read some of what you have written and to give feedback can be a very useful experience; particularly if the feedback is reciprocal and both of you receive constructive criticism. It is worth bearing in mind that academic writers often receive their papers back from journal editors or publishers asking them to make changes. You might also consider forming a group of writers like yourself. Together you can read each other's writing and share the feedback.

Part Three: ADVANCED ACADEMIC WRITING

1 Introduction: Process of writing an introduction

1.1 Starting with the research background

To orient the reader, pertinent literature should first be reviewed in writing professional paper. The research background knowledge is usually given in the introduction, accompanied by the recent developments in the specific field.

Example

“No linguist studies the use of language without the study of context. This can be reflected from the statements on context in the past half a century and more. Some researchers have described context from a functional semantic perspective. Malinowski points out that ‘texts have to be understood in relation to their context of situation and context of culture.’ (Malinowski, 1923:269) Some researchers have classified context from the dimension of sociolinguistics. According to Hymes, ...”

—— **Reviewing the prior work**

1.2 Moving toward the existing problems

The author usually moves from the previous work or achievements to the existing problems or weak points that remain and require further study and improvement.

Example:

“The researches on context as reviewed above, though just a few, have provided us with a number of general definitions, concepts, interpretations, contextual factors, and various kinds of related knowledge, and presented a fairly comprehensive picture of contextual studies in general situations. **However, there still exist some facets that are unattended, or rather, certain gaps that need to be further studied...**”

1.3 Focusing on the present researches

On the basis of previous researches, especially on the weak points of previous work or existing problems to be solved, the author gradually and also naturally turns the reader's attention to the present research by stating the primary research objectives, novel ideas, advanced methods, new materials, impact factors, etc.

Example:

The author of this paper, therefore, attempts to start an exploration of the contexts in international communication from a perspective of language use, specifically the contextual categorization of international communication and its underlying features.

1.4 Explaining the writing arrangement

There are some expressions often used to indicate the organization of a paper.

- This paper is divided into five major sections as follows ...
- Section one of this paper opens with ...

- Section three develops the second hypothesis on ...

Example:

This paper is divided into four sections: The first section opens with the hypothesis of ... The second section develops the hypothesis by observed facts and collected data. The data analysis and features of ... are provided in the third section; and the fourth section concludes the paper by pointing out the significance of ...

2 Literature review

2.1 Notes on literature review

(1) A literature review is not just a summary of what you have read. It focuses on a specific topic of interest to you and includes a critical analysis of the relationships between different opinions of others and then it is related to your research.

(2) It can be written as a stand-alone section or provide a theoretical framework and rationale for a research study as a part of the introduction section, especially in term papers or journal articles.

(3) However, in an academic dissertation it will undoubtedly be an entire chapter.

2.2 Tenses in citation

2.2.1 Present tense

Authors often use the simple present tense of verbs to cite other's opinions or research, or to lead to their own ideas, theories, concepts, methods, etc.

Examples:

Nelson (1995) **remarks**

Jones (2005) **stresses**

Morison (2000) **advocates**

Zhang (2007) **claims**

2.2.2 Past tense

Citations with the simple past tense of verbs, naming researchers as subjects, seem to play to the role of providing particulars for recounting previous events or results, or a preceding generalization or the basis for a claim, etc. In the example below, the citation reports the results of a study.

Example:

Carlson and Benton (2007) found that as they increased the participants' stress levels, the results of their performance deteriorated.

2.2.3 Present perfect

The present perfect tense can be used to state that the research results are new, expressing what has been found over an extended period in the past and up to the present to highlight the direct relations between previous studies and the author's current research.

Example:

Although the results of previous studies showed that further research was warranted in this area, recent studies have demonstrated that educational methodology is now moving in a new direction (Jones, 2007; Karstal, 2008).

3 Methodology: sequential markers

A process paragraph explains how to do something or how something works. Process paragraphs are usually developed step by step in a chronological or logical sequence. The following expressions are frequently used to link steps in the description of a process or to divide a process into steps:

- Firstly...; To begin with...; First of all...
- Secondly...; Next...; After that...; In addition...
- Finally...; Lastly...

Example:

Firstly, the logs are placed in the shredder. Then they are cut into small chips which are mixed with water and acid. After that, the mixture is heated and crushed to a heavy pulp which is cleaned. It is also chemically bleached. Later, it is passed through rollers to be flattened. Then sheets of wet paper are produced. Finally, the water is removed from the sheets which are pressed, dried and refined until the finished paper is produced.

4 Reporting results

4.1 Graphic description

- The results section clearly presents the findings of your study. It is usually presented both in graphs and text.
- You can employ graphs when analyzing data and arrange them in the sequence that presents your results in a logic way.
- Then, you may describe the graphs. Good descriptions can help readers understand your research better.
- The sentence patterns used to describe the graphic information should be diversified.

4.2 Comparison and contrast

When reporting results, you need to do much more than just give data. What you should always try to do is to convey more information through data.

- Comparing and contrasting is a common way to deal with data.
- The purpose of comparing is to show similarities while contrasting is used to show differences.
- Through comparing or contrasting two or more things, readers can understand your research better.
- Points for comparison and contrast

Comparison and contrast are often used in graph description. Here are some points that you should pay special attention to:

- Not all pieces of information have to be compared or contrasted with each other. It is common to introduce the most significant or important information and compare or contrast them. If necessary, you shall make some calculation before comparing or contrasting them.
- When comparing or contrasting information, it is unnecessary to lay equal emphasis on every detail. Just give stress to the dramatic changes or to those that are of special interest to you, or those that you want your readers to pay more attention to.
- The comparison/contrast should be supported by concrete and relevant facts or data.

5 Outlining the results

Move 1: Preparing information

This move functions as a reminder and a connector between the method section and the results section, as it provides relevant information for the presentation of results. It also provides a review of the issues mentioned in the method section, a review of the tables or graphs where results are displayed and a general preview of the results section. However, it is not obligatory because there are also some results sections that do not have this move.

Move 2: Reporting results

This move is the core step. It is the move in which the results of research are elaborately presented, normally with relevant evidence such as statistics and examples. In this move, the author needs to locate and clearly describe the findings of the research both in graphs and text.

Move 3: Commenting on results

This move serves the purpose of establishing the meaning and significance of the research results in relation to the research field. It presents information and interpretation that go beyond the “objective” results. This move can involve how the results can be interpreted in the context of the research, how the findings contribute to the research field (often involving comparison with related literature), what underlying reasons may account for the results, or comments about the strengths, limitations or generalizability of the results.

Move 4: Summarizing results

In this move, the major results obtained are summarized in order to help readers understand the research better. This move is optional in a research paper due to the limited length, but it is a must for a dissertation or thesis.

6 Discussing the results

The results section presents your research findings, and the discussion section analyzes those findings. You may include a discussion section at the end of your results section to explain and

contemplate the results. The discussion can either be a part of the results section or a separate section by itself.

6.1 The Function of the discussion section

The function of the discussion section is to interpret your results in light of what has already been known about the subject of the research, and to inspire a new understanding of the research question(s) after taking your results into consideration.

The discussion section will always be connected to the introduction section through the research question(s) or hypotheses and the cited literature, but it does not simply repeat or rearrange the introduction section. Instead, it tells how your research has moved readers forward from the end of the introduction section.

6.2 The reasoning in the discussion: Cause and effect

Example 1

Recurring headaches can have disruptive effects on a person's life. Firstly, in many cases, these headaches make a person nauseous to the point that he or she must go to bed. Furthermore, sleep is often interrupted **because of** the pain. Disrupted sleep worsens the physical and emotional state of the sufferer. For those who try to maintain a normal lifestyle, drugs are often relied on to get through the day. Such drugs, of course, can **lead to** other negative effects. Drugs can inhibit productivity on a job, perhaps even **cause** regular absences. Not only is work affected, but the seemingly unpredictable occurrence of these headaches **cause** disruption in family life. The interruption to a person's family life is enormous, such as cancelling plans in the last minute and straining relationships with friends and family. It is no wonder that many of these people feel discouraged and even depressed **due to** the cycle of misery that recurring headaches cause.

Example 2

There are several factors to be taken into account when studying why some plants become weak or die. One reason is that water is out of control. On the one hand, dryness in the soil causes the leaves to wilt, and may give rise to the death of the plant. On the other hand, too much water may make the leaves droop or become yellow. Sunshine is also essential for plants. If it is too strong, the soil may be baked and the roots killed. However, if there is not enough sunshine, the leaves will become pale and the stems thin. Consequently, the plant may die.

6.3 Strengthening or weakening your statements

The discussion section of a research paper focuses on making claims and then adding support to those claims. What are claims? Claims are statements about ideas and data from you or other people. Here is an example of a claim.

Example

Basic claim: An increase in smoking among teenagers caused long-term health problems.

When the proof of your ideas or data is clear, you should strengthen your claims. When the evidence is less certain, you should limit or weaken your claims. Below are some examples of strengthening and weakening the above claim.

Examples of stronger claims

- an increase: a **sharp** increase
- caused: **undeniably/clearly/undoubtedly** caused/ **must have** caused
- long-term health problems: **widespread** long-term health problems
- You can also add some expressions to the beginning of the sentence:

- It is clear that an increase...
- A great deal of evidence leads us to conclude that an increase...
- We must conclude that an increase...

Examples of weaker claims

- an increase: a **probable** increase
- caused: **may/seemed** to have caused, contributed to, was **one cause of**...
- You can also add some expressions to the beginning of the sentence:
- We have reason to believe that an increase...
- It is possible that an increase...

Sentence examples

- We observed statistically **significant** elevated risks for ... (**strengthening** a claim)
- We observed **a strong** positive association for ... (**strengthening** a claim)
- It is **possible** that the referent group have a smaller-than-expected cancer incidence by chance. (**weakening** a claim)
- We observed **a suggestion of** an elevated risk for advanced prostate cancer with both types of meat. (**weakening** a claim)
- In contrast to our findings, childhood leukemia has been **positively** associated with the intake of processed meat in a case-control study. (strengthening a claim)
- Associations between saturated fat and cancer **are likely to** be related to energy balance in general, whereas iron is thought to contribute to carcinogenesis specifically by generating free radicals and including oxidative stress. (weakening a claim)
- This **could** explain some of the inconsistencies in the literature as most previous studies have not specifically addressed advanced prostate cancer. (**weakening** a claim)
- It lent **strong** support to ... (strengthening a claim)
- We found **a positive association** between red meat intake specifically and cancer of the esophagus and the liver ... (strengthening a claim)
- A decrease in the consumption of red and processed meat **can** reduce the incidence of cancer at multiple sites. (**weakening** a claim)
- An earlier start in data collection **would have** increased the time needed to survey more participants. Ideally, the number of participants **would have** been more evenly distributed across gender/year in population. A larger sample with diversity **would have** benefited our results. (**weakening** a claim)

Paragraph Example

In our study, zinc supplementation did not result in a(an) **significant** reduction in **overall** mortality in children aged 1-48 months in a population with high malaria transmission. However, there was a suggestion that the effect varied by age, with no effect on mortality in infants, and a(an) **significant** 18% reduction of mortality in children of 12-48 months old ($p=0.045$). This effect was **mainly** a consequence of fewer deaths from malaria and other infections. Any effect on mortality in this trial was in addition to a(n) **possible** effect of vitamin A supplementation...

7 Conclusion

7.1 Summarizing

There are three ways to include source material in academic writing: **summarizing**, **paraphrasing**, and **quoting**.

To summarize is to bring out in your own words a shortened version of written or spoken material, stating the main points and leaving out anything that is not essential.

Summarizing is more than retelling; it involves analyzing information, distinguishing important elements from unimportant elements and transforming large chunks of information into a few cohesive sentences.

Example 1

Original:

This effort to communicate --- first through spoken messages, then through pictographs (象形文字), then through written words, and finally through printed words-demonstrates people's innate desire to share information with one another. Storability, portability and accessibility of information are essential to today's concept of mass communication. (Source: Shirley Biagi, *Media/Impact: An Introduction to Mass Media*, 2nd edition, p. 24)

Summary:

In *Media/Impact*, Shirley Biagi explains that people always have an inherent need to communicate. The ability to store, carry and have access to information is necessary in modern mass communication.

Example 2

Original:

I come from India, but I have lived in Canada for several years now. I am surprised at how Canadian society respects the right of women, both at work and at home. Personally, I believe women in Canada are better off than women in India. However, some of my female friends in Canada miss the good old days when women were treated in a different way. You see, in the past, gentlemen followed different rules of behavior. They would open doors for ladies, pull out chairs for ladies to sit down, stand up when a lady left the table, and offer to pay the bill at restaurants. Now, however, most Canadians believe that men and women should be considered equal. For example, women now generally have to pay for their own meals.

Summary:

According to an Indian who has lived in Canada for several years, some Canadian women feel nostalgic about the days when they received special courtesies from men. Now, most Canadians endeavor to treat men and women equally.

7.2 Paraphrasing

To paraphrase means to completely reproduce the original meaning in your own words (but never include your own opinion).

Example:

Original:

Aggressiveness, present in many male teenagers, has often been characterized as having a biological base. However, social study theorists Bandura and Walters (1959) did a study which indicated that aggressiveness might be a product of environmental factors and especially, social reinforcement. In this study, they found that boys with encouragement from their parents tended to be aggressive outside their home. Since their fathers experienced vicarious gratification from hearing about their son's aggressive behavior, this provided reinforcement for the boys.

Paraphrase:

Social scientist has often described aggressiveness, which is evident in many adolescent boys, as having a biological component. However, the study completed by Bandura and Walters (1959) showed that aggressiveness might result from factors of environment and, in particular, social reinforcement. It was found in the study that boys were encouraged by their parents to be aggressive away from their home. Their fathers experienced satisfaction from learning of their son's aggressive behavior. Consequently, the boy's behavior was reinforced by their father's experience.

Restating the research objective

In the conclusion section, you need to restate your thesis statement.

The point is that you should avoid repeating the thesis statement, otherwise the conclusion might sound boring or repetitive.

Changing research questions into concluding statements

Examples:

1. What in San Francisco is more attractive to visitors, the magnificent location, the theaters and art galleries, or the fine restaurants?

(The present study is designed to determine what in San Francisco is more attractive to visitors, the magnificent location, the theaters and art galleries, or the fine restaurants.)

2. Do employees have to be trained for working in the Australian multicultural workplace? But manager also need to be trained.

(The purpose of this investigation is to explore whether employees as well as managers have to be equally trained for working in the Australian multicultural workplace.)

8 Abstract

An abstract is a highly condensed version of a longer piece of writing that highlights the major points covered.

The abstract is the last section to be written, but it is the first thing people read when they want to have a quick overview of the whole paper.

We suggest that you write the abstract at the end of your work, because you can have a relatively clear picture of all your findings and results by then.

8.1 Types of abstracts

There are two typical types of abstracts:

Descriptive and informative

A **descriptive** abstract usually tells readers what information the paper mainly contains, outlines the purpose, methods, scope of the paper, and introduces the subject.

An **informative** abstract contains specific information from the paper, including the purpose, methods, scope of the paper, and the results (findings), conclusions, and recommendations.

Unless otherwise directed, researchers should always write **informative** abstracts.

8.2 Analyses of examples

Sample 1 (article abstract)

An Assessment of Consumer Attitudes toward Direct Marketing Channels: A Comparison between Unsolicited E-Mail and Direct Mail

Abstract: The paper examines consumer attitudes towards two major direct marketing methods, unsolicited e-mail and postal direct mail. (**The statement of the problem**) Psychological Reactance Theory was used to determine what factors might influence consumers' attitudes towards each communication method. Focus groups were conducted to discover the common themes and to identify the influential factors. (**The research method**) The results of this study

indicated that in comparison, unsolicited e-mails were more problematic than postal direct mail due to the inconvenience that spam presented to consumers. **(Results)**

Keywords: direct marketing, unsolicited e-mail spam, focus groups

Sample 2 (article abstract)

Translation selection and the consecration of Dylan Thomas's poetry in China: A sociological perspective

Abstract: Dylan Thomas's poetry can be seen both as minor Welsh literature and world literature. Drawing on Bourdieu's concepts of field and capital, this article explores the mechanism of translation selection and consecration of Thomas's poetry in China by using his poetry published by Foreign Language Teaching and Research Press as an illustrative case study. **(The statement of the problem and research methods)** In so doing, it is argued that the integrated forms of linguistic, economic, and symbolic capital associated with Thomas's poetry, along with the expiration of its copyright, prompted the publisher to select his poetry for translation to maintain its own dominant position in the Chinese publishing field. The publisher, translator, and other agents have consecrated Thomas's poetry as world literature in China. **(Results)** This article expands research on inter-peripheral translation flows and 'sociologies of poetry translation' and advances interdisciplinary studies of translation and world literature. **(Research Significance)**

Keywords: Bourdieu, translation selection, consecration, translation agents, inter-peripheral translation flows, poetry translation, Dylan Thomas

Sample 3 (dissertation abstract)

Abstract: This dissertation examined the impacts of social movements through a multilayered study of the Mississippi Civil Rights Movement from its peak in the early 1960s to the early 1980s. By examining this historically important case, the writer clarified the process by which movements transform social structures and the constraints movements face when they try to do so. The time period studied includes the expansion of voting rights and gains in black political power, the desegregation of public schools and the emergence of white-flight academies, and the rise and fall of federal anti-poverty programs. Two major research strategies were used: (1) a quantitative analysis of country-level data and (2) three case studies. The data were collected from archives, interviews, newspapers, and published reports. This dissertation challenges the argument that movements are inconsequential. Some view federal agencies, courts, political parties, or economic elites as the agents driving institutional change, but typically these groups act in response to the leverage brought by the civil rights movement. The Mississippi movement attempted to forge independent structures for sustaining challenges to local inequities and injustices. By propelling change in an array of local institutions, movement infrastructures had an enduring legacy in Mississippi.

•What did the writer do in his (her) study?

- The writer examined the impacts of social movements through a multi-layered study of the Mississippi Civil Rights Movement from its peak in the early 1960s to the early 1980s.
- Or: By examining this historically important case, the writer clarified the process by which movements transform social structures and the constraints movements face when they try to do so.
- Or both.

•What research objective did the study try to achieve?

- The writer studied the time period including the expansion of voting rights and gains in black political power, the desegregation of public schools and the emergence of white-flight academies, and the rise and fall of federal anti-poverty programs.

•What method or materials were used?

- Two major research strategies were used: (1) a quantitative analysis of county-level data and (2) three case studies.
- Or: Data collected from archives, interviews, newspapers, and published reports.

•**What results did the study get?**

- The Mississippi movement attempted to forge independent structures for sustaining challenge to local inequities and injustices.

•**What conclusion did the study draw?**

- By propelling change in an array of local institutions, movement infrastructures had an enduring legacy in Mississippi.

8.3 Important notes for you to write the abstract

- Use the sequence in which all parts of your paper are included: background, purpose, methods, findings, conclusion and implication.
- Avoid excessive jargon and exaggerative language.
- Keep within the specified word limit. Most publishers have their own “house rules” as to the length of the abstract.
- The abstract should stand alone and be able to be understood without reference to citations.
- Ensure the abstract contains all your keywords.
- Add no new information but simply summarize the paper. Be intelligible to wide audience.

Part Four: Practice on Paragraph Improvement

Directions: The following passages are early drafts of essays. Some parts of the passages need to be rewritten. Read the passages and choose the best answers for the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve **Sentence Structure** or **Word Choice**. Other questions ask you to consider **Organization** and **Development**. In choosing answers, follow the requirements of **standard written English**.

Passage 1

Questions 1-5 are based on the following passage.

(1) Aristotle was a great philosopher and scientist. (2) Aristotle lived in Greece over 2300 years ago. (3) Aristotle was extraordinarily curious about the world around him. (4) He was also a master at figuring out how things worked. (5) Aristotle passed it on to his pupil Theophrastus.

(6) Theophrastus was famous among his contemporaries as the co-founder of the Lyceum, a school in Greece, he is best known today as "the father of botany." (7) Botany is the branch of science dealing with plants. (8) Two famous books he wrote were *Natural History of Plants* and *Reasons for Vegetable Growth*. (9) His books were translated from Greek into Latin in 1483—1800 years after he wrote them—they influenced thousands of readers.

(10) Theophrastus made accurate observations about all aspects of plant life, including plant structure, plant diseases, seed use, and medicinal properties. (11) He even described the complex process of plant reproduction correctly, hundreds of years before it was formally proven. (12) In 1694 Rudolph Jakob Camerarius used experiments to show how plants reproduced. (13) According to some accounts, Theophrastus did his research in a garden he maintained at his school which was called the Lyceum.

(14) But Theophrastus also wrote about plants that grew only in other countries, which he heard about from returning soldiers. (15) By comparing these plants to plants he grew in his garden, Theophrastus established principles that are still true today.

1. Which of the following is the best version of the underlined portion of sentence 1 and sentence 2 (reproduced below)?

Aristotle was a great philosopher and scientist. Aristotle lived in Greece over 2300 years ago.

- (A) philosopher and a scientist, living
- (B) philosopher and scientist who lived
- (C) philosopher, and, as a scientist, lived
- (D) philosopher and scientist; Aristotle lived

2. What would best replace "it" in sentence 5?

- (A) that
- (B) them
- (C) these traits
- (D) his things

3. What word should be inserted between "Greece," and "he" in sentence 6 (reproduced below)?

Theophrastus was famous among his contemporaries as the co-founder of the Lyceum, a school in Greece, he is best known today as "the father of botany."

- (A) and
- (B) but
- (C) for
- (D) thus

4. Which revision appropriately shortens sentence 13 (reproduced below)?

According to some accounts, Theophrastus did his research in a garden he maintained at his

school which was called the Lyceum.

- (A) Delete "his school which was called".
- (B) Delete "According to some accounts,".
- (C) Delete "in a garden he maintained".
- (D) Replace "According to some accounts" with "Therefore".

5. The third paragraph would be improved by the deletion of which sentence?

- (A) Sentence 10
- (B) Sentence 11
- (C) Sentence 12
- (D) Sentence 14

Passage 2

Questions 1-5 are based on the following passage.

(1) The early history of astronomy was full of misunderstandings. (2) Some of them were funny, it's like the controversy of the "canali" on Mars. (3) In the late 1800's an Italian astronomer named Giovanni Schiaparelli studied Mars. (4) He had a high-powered telescope that he used to look at Mars. (5) Schiaparelli thought he saw channels criss-crossing the planet's surface. (6) He was intrigued: perhaps these channels were evidence that Mars had great flowing rivers like the Earth. (7) Schiaparelli made charts of the surface of Mars and labeled it with the Italian word "canali."

(8) Unfortunately, "canali" can be translated into English as either "channels" or "canals." (9) Channels and canals are two different things because channels are formed naturally by water, while canals are constructed by people.

(10) Some people translated "canali" as "canals," word began to spread that the lines Schiaparelli saw through his telescope were actually canals that had been built by intelligent beings. (11) One of them was an amateur astronomer named Percival Lowell. (12) He wrote a series of best-selling books. (13) In these books Lowell publicized the notion that these "canals" were built by Martian farmers who understood irrigation.

(14) In 1965 a U.S. spacecraft flying close to the surface of Mars sent back conclusive pictures.

(15) According to these images, there are no prominent channels anywhere on it. (16) Lowell and Schiaparelli saw what they wanted to see. (17) Lowell was wrong, of course, but so was Schiaparelli.

1. Which is the best version of the underlined portion of sentence 2 (reproduced below)?

Some of them were funny, it's like the controversy of the "canali" on Mars.

- (A) (as it is now)
- (B) funny; it's like
- (C) funny, like
- (D) as funny as

2. Which is the best way to combine sentences 3 and 4 (reproduced below)?

In the late 1800's an Italian astronomer named Giovanni Schiaparelli studied Mars. He had a high-powered telescope that he used to look at Mars.

- (A) In the late 1800's an Italian astronomer named Giovanni Schiaparelli studied Mars by a high-powered telescope.
- (B) In the late 1800's an Italian astronomer named Giovanni Schiaparelli studied Mars with a high-powered telescope that he used to look at Mars.
- (C) In the late 1800's an Italian astronomer named Giovanni Schiaparelli studied Mars, he had a high-powered telescope that he used.
- (D) In the late 1800's an Italian astronomer named Giovanni Schiaparelli used a high-powered telescope to study Mars.

3. Which word would be best to insert at the beginning of sentence 10 (reproduced below)?
Some people translated "canali" as "canals," word began to spread that the lines Schiaparelli saw through his telescope were actually canals that had been built by intelligent beings.
- (A) Whereas
 - (B) However
 - (C) Because
 - (D) Although
4. What is the best way to combine sentences 12 and 13 (reproduced below)?
He wrote a series of bestselling books. In these books Lowell publicized the notion that these "canals" were built by Martian farmers who understood irrigation.
- (A) In a series of bestselling books, Lowell publicized the notion that these "canals" were built by Martian farmers who understood irrigation.
 - (B) He wrote a series of books that was a bestseller and publicized the notion that these "canals" were built by Martian farmers who understood irrigation.
 - (C) His books that were bestsellers publicized the notion that these "canals" were built by Martian farmers who understood irrigation.
 - (D) In these books, which were bestsellers, Lowell publicized the notion that these "canals" were built by Martian farmers who understood irrigation.
5. What would best replace "it" in sentence 15 (reproduced below)?
According to these images, there are no prominent channels anywhere on it.
- (A) the planet
 - (B) the spacecraft
 - (C) the pictures
 - (D) these

Passage 3

Questions 1-5 refer to the following passage.

(1) Not many children leave elementary school and they have not heard of Pocahontas' heroic rescue of John Smith from her own people, the Powhatans. (2) Generations of Americans have learned the story of a courageous Indian princess who threw herself between the Virginia colonist and the clubs raised to end his life. (3) The captive himself reported the incident. (4) According to that report, Pocahontas held his head in her arms and laid her own upon his to save him from death.

(5) But can Smith's account be trusted? (6) Probably it cannot, say several historians interested in dispelling myths about Pocahontas. (7) According to these experts, in his eagerness to find patrons for future expeditions, Smith changed the facts in order to enhance his image.

(8) Portraying himself as the object of a royal princess' devotion may have merely been a good public relations ploy. (9) Research into Powhatan culture suggests that what Smith described as an execution might have been merely a ritual display of strength. (10) Smith may have been a character in a drama in which even Pocahontas was playing a role.

(11) As ambassador from the Powhatans to the Jamestown settlers, Pocahontas headed off confrontations between mutually suspicious parties. (12) Later, after her marriage to colonist John Rolfe, Pocahontas traveled to England, where her diplomacy played a large part in gaining support for the Virginia Company.

1. What is the best way to deal with sentence 1 (reproduced below)?
Not many children leave elementary school and they have not heard of Pocahontas' heroic rescue of John Smith from her own people, the Powhatans.
- (A) Leave it as it is.
 - (B) Switch its position with that of sentence 2.
 - (C) Change "leave" to "have left".
 - (D) Change "and they have not heard" to "without having heard".

2. In context, which of the following is the best way to revise the underlined wording in order to combine sentences 3 and 4?
The captive himself reported the incident. According to that report, Pocahontas held his head in her arms and laid her own upon his to save him from death.
- (A) The captive himself reported the incident, according to which
 (B) According to the captive's own report of the incident,
 (C) Consequently, the captive himself reports that
 (D) It seems that in the captive's report of the incident he says that
3. Which of the following phrases is the best to insert at the beginning of sentence 10 to link it to sentence 9?
- (A) Far from being in mortal danger,
 (B) If what he says is credible,
 (C) What grade school history never told you is this:
 (D) But quite to the contrary,
4. Which of the following best describes the relationship between sentences 9 and 10?
- (A) Sentence 10 concludes that the theory mentioned in sentence 9 is wrong.
 (B) Sentence 10 adds to information reported in sentence 9.
 (C) Sentence 10 provides an example to illustrate an idea presented in sentence 9.
 (D) Sentence 10 poses an argument that contradicts the point made in sentence 9.
5. What information is most logical to add immediately after sentence 12?
- (A) How Rolfe and Pocahontas happened to meet and marry
 (B) Details about other versions of the legend concerning John Smith
 (C) Reasons for the confrontations between the Powhatans and the Jamestown settlers
 (D) A brief summary of the other public events in Pocahontas' life

Passage 4

Questions 1-5 are based on the following.

(1) A significant problem all across our state is garbage. (2) Our landfills are full. (3) It seems that we must either find new sites for landfills or employ other methods of disposal, like incineration. (4) Unfortunately, there are drawbacks to every solution that they think of. (5) Polluted runoff water often results from landfills. (6) With incineration of trash, you get air pollution. (7) People are criticized for not wanting to live near a polluting waste disposal facility, but really, can you blame them? (8) Recycling can be an effective solution, but owners of apartment complexes and other businesses complain that recycling adds to their expenses. (9) Local governments enjoy the benefits of taxes collected from business and industry. (10) They tend to shy away from pressuring such heavy contributors to recycle. (11) Perhaps those of us being concerned should encourage debate about what other levels of government can do to solve the problems of waste disposal. (12) We should make a particular effort to cut down on the manufacture and use of things that will not decompose quickly. (13) Certainly we should press individuals, industries, and all levels of government to take responsible action while we can still see green grass and trees between the mountains of waste.

1. Which of the following would fit most logically between sentences 1 and 2?
- (A) A sentence citing the number of new landfills in the state
 (B) A sentence citing examples of successful alternatives to landfills
 (C) A sentence citing examples of states that have used up available landfills
 (D) A sentence citing the average amount of trash disposed of annually by each person in the state
2. Which of the following is the best way to phrase the underlined portion of sentence 4 (reproduced below)?

Unfortunately, there are drawbacks to every solution that they think of.

- (A) (as it is now)
- (B) that has been proposed
- (C) that was thought of
- (D) that they have previously come up with

3. Which of the following is the best way to revise and combine sentences 5 and 6 (reproduced below)?

Polluted runoff water often results from landfills. With incineration of trash, you get air pollution.

- (A) With landfills, polluted runoff water will result, and whereas with incineration of trash, you get air pollution.
- (B) While on the one hand are landfills and polluted runoff water, on the other hand you have air pollution in the case of incineration of trash.
- (C) Landfills often produce polluted runoff water, and trash incineration creates air pollution.
- (D) Landfills and incineration that produce water and air pollution.

4. If sentence 8 were rewritten to begin with the clause “*Although recycling can be an effective solution,*” the next words would most logically be

- (A) and owners of apartment complexes and other businesses complain
- (B) yet owners of apartment complexes and other businesses complain
- (C) owners of apartment complexes and other businesses complain
- (D) owners of apartment complexes and other business complained

5. In context, which of the following is the best way to combine sentences 9 and 10?

- (A) Local governments enjoy the benefits of taxes collected from business and industry, as they tend to shy away from pressuring such heavy contributors to recycle.
- (B) Because local governments enjoy the benefits of taxes collected from business and industry, they tend to shy away from pressuring such heavy contributors to recycle.
- (C) However, local governments enjoy the benefits of taxes collected from business and industry, they tend to shy away from pressuring such heavy contributors to recycle.
- (D) In addition to enjoying the benefits of taxes collected from business and industry, local governments tend to shy away from pressuring business and industry into recycling.

Passage 5

Questions 1-5 are based on the following passage.

(1) Some of the world’s greatest scientists have been women, and most people still tend to think of science as a “man’s game.” (2) There are probably many reasons that more men than women had fame as scientists. (3) Unequal access to educational opportunities is certainly one.

(4) But sometimes the reason is plain old-fashioned dishonesty. (5) James Watson, Francis Crick, and Maurice Wilkins were awarded the Nobel Prize for the discovery by them of the double helix structure of the DNA molecule.

(6) The discovery is seen by most as one of the greatest contributions to the modern history of biology.

(7) One of the most important pieces of evidence used by Watson and Crick to figure out this structure was an x-ray diffraction photograph that had been taken by a woman, Rosalind Franklin. (8) Scientists often build on the work of other scientists, but they usually do so openly.

(9) Franklin’s photograph was secretly shown to Watson by her colleague Maurice Wilkins. (10) Who never told her what he had done. (11) And then Watson, Crick, and Wilkins gave Nobel Prize lectures that contained 98 references to the work of other scientists, not citing a single one of Franklin’s papers. (12) Of them only Wilkins in his speech making even a casual reference to her when he said she made some “very valuable contributions to the x-ray analysis.”

1. In context, which of the following is the best change to make to sentence 1?

- (A) Insert “As one can see” at the beginning.
- (B) Insert “In the field of genetics” at the beginning.
- (C) Insert “of course” after “and”.
- (D) Insert “yet” after “and”.

2. What is the best way to deal with sentence 2?
 (A) Omit it.
 (B) Switch it with sentence 1.
 (C) Insert "Definitely" at the beginning.
 (D) Change "had" to "have achieved".
3. Which of the following sentences is best inserted after sentence 3?
 (A) They think of science as a field in which men have been traditionally encouraged to participate.
 (B) The failure of the educational system to nurture young girls' interest in science is certainly another.
 (C) Some of the best-known names in science are those of men such as Galileo and Einstein.
 (D) The girls in my school are not given the same opportunities to study scientific subjects as the boys are.
4. In context, which of the following is the best way to express the underlined portion of sentence 5 (reproduced below)?
James Watson, Francis Crick, and Maurice Wilkins were awarded the Nobel Prize for the discovery by them of the double helix structure of the DNA molecule.
 (A) (As it is now)
 (B) They were awarded the Nobel Prize for the discovery
 (C) Watson, Crick, and Wilkins were awarded the Nobel Prize for the discovery by them
 (D) James Watson, Francis Crick, and Maurice Wilkins were awarded the Nobel Prize for their discovery
5. Which of the following is the best way to express the underlined portion of sentence 12 (reprinted below)?
Of them only Wilkins in his speech making even a casual reference to her when he said she made some "very valuable contributions to the x-ray analysis."
 (A) (As it is now)
 (B) Having made his speech, only Wilkins had made even
 (C) Of the three, only Wilkins made even
 (D) Only his speech contained even

Passage 6

Questions 1-5 are based on the following.

(1) People today have placed emphasis on the kinds of work that others do, it is wrong. (2) Suppose a woman says she is a doctor. (3) Immediately everyone assumes that she is a wonderful person, as if doctors were incapable of doing wrong. (4) However, if you say you're a carpenter or mechanic, some people think that you're not as smart as a doctor or a lawyer. (5) Can't someone just want to do this because he or she loves the work?

(6) Also, who decided that the person who does your taxes is more important than the person who makes sure that your house is warm or that your car runs? (7) I know firsthand how frustrating it can be. (8) They think of you only in terms of your job. (9) I used to clean houses in the summer because the money was good; but yet all the people whose houses I cleaned seemed to assume that because I was vacuuming their carpets I did not deserve their respect. (10) One woman came into the bathroom while I was scrubbing the tub. (11) She kept asking me if I had any questions. (12) Did she want me to ask whether to scrub the tub counter-clockwise instead of clockwise?

(13) Her attitude made me angry! (14) Once I read that the jobs people consider important have changed.

(15) Carpenters used to be much more admired than doctors. (16) My point is, then, that who I want to be is much more important than what I want to be!

1. Of the following, which is the best way to phrase sentence 1 (reproduced below)?
People today have placed emphasis on the kinds of work that others do, it is wrong.
 (A) (As it is now)

- (B) People today place too much emphasis on the kinds of work that others do.
- (C) What kinds of work others do is being placed too much emphasis on by people today.
- (D) The wrong kind of emphasis had been placed on the kinds of work others do today.

2. In context, which of the following is the best way to revise and combine the underlined portions of sentences 2 and 3 (reproduced below)?

Suppose a woman says she is a doctor. Immediately everyone assumes that she is a wonderful person, as if doctors were incapable of doing wrong.

- (A) Suppose a woman says she is a doctor, but immediately
- (B) If a woman says she is a doctor, for instance, immediately
- (C) When a woman says she is a doctor, however, immediately
- (D) Immediately, if they say, for example, she is a doctor,

3. In context, the phrase *do this* in sentence 5 would best be replaced by

- (A) hold this particular opinion
- (B) resist temptation
- (C) ask someone for assistance
- (D) become a carpenter or a mechanic

4. Which of the following is the best way to revise and combine the underlined portions of sentences 7 and 8 (reproduced below)?

I know firsthand how frustrating it can be. They think of you only in terms of your job.

- (A) be; they--people, that is--think of you
- (B) be when they are thinking of one
- (C) be how people think of you
- (D) be when people think of you

5. In context, the phrase *but yet* in sentence 9 would best be replaced by

- (A) incidentally,
- (B) however,
- (C) in fact,
- (D) in addition,