

THE MINISTRY OF HIGHER AND SPECIAL SECONDARY EDUCATION OF THE
REPUBLIC OF UZBEKISTAN

GULISTAN STATE UNIVERSITY

DEPARTMENT OF THE ENGLISH LANGUAGE AND LITERATURE



READING AND WRITING

METHODOLOGICAL COMPLEX

Area of knowledge:	100000 - Humanitarian sciences
Area of Education:	110000 - Pedagogy
Specialty:	5111400 - Foreign language and Literature (Roman-German Philology)

Gulistan – 2022

The given methodological complex is compiled on the basis of model curriculum on the Reading and writing approved according to the 2nd appendix of the order No. 26 of the Ministry of Higher and Special Secondary Education of the Republic of Uzbekistan as of 28 December, 2017.

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Kh. Tadjiev

Methodological complex was recommended by the Methodological Council of Gulistan State University. Minutes No. ____ as of “__” _____, 20__.

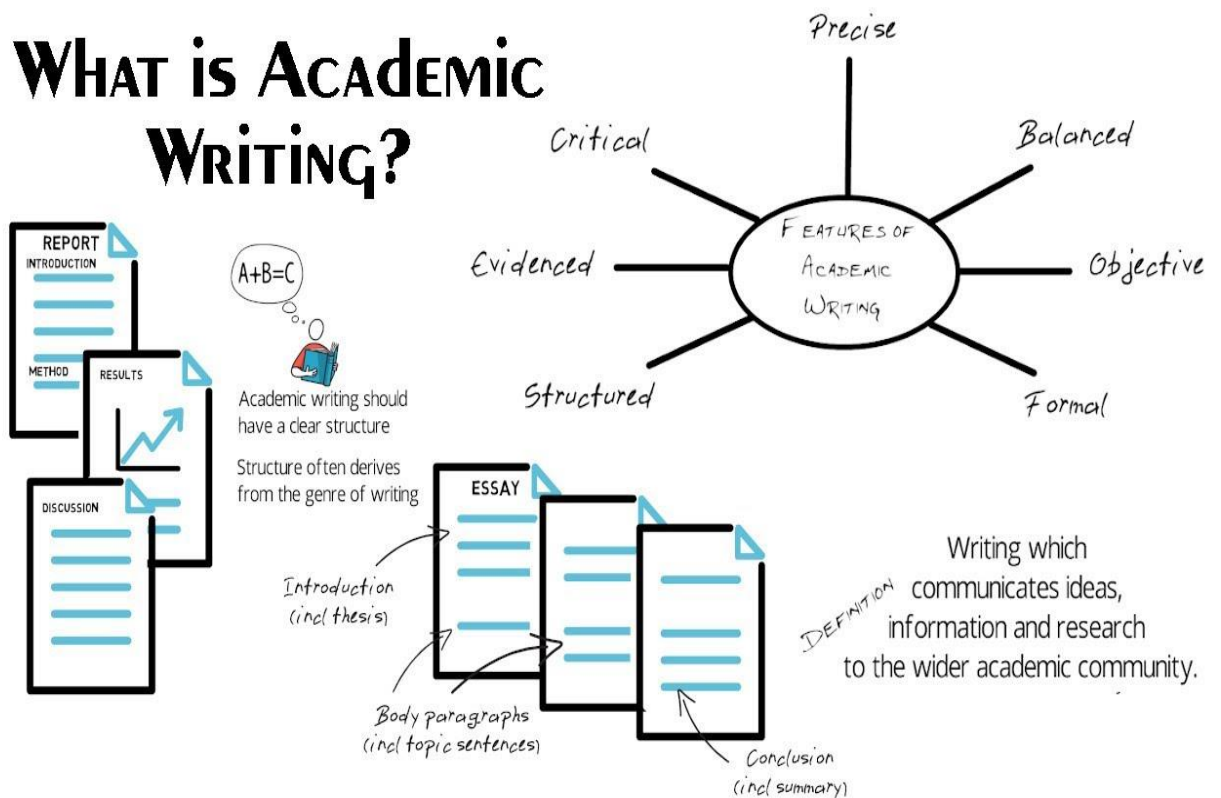
CONTENTS

CONTENTS	3
PRACTICAL SESSIONS' TOPICS ON WRITING FOR THE 1ST TERM	4
PRACTICAL SESSIONS' TOPICS ON READING FOR THE 1ST TERM	42
PRACTICAL SESSIONS' TOPICS ON WRITING FOR THE 2nd TERM	71
PRACTICAL SESSIONS' TOPICS ON READING FOR THE 2nd TERM	100
CURRENT AND FINAL CONTROL WORKS.....	130
TASKS FOR SELF INDEPENDENT WORK.....	136
GLOSSARY.....	137
APPENDICES.....	145

Lesson 1. Introduction to the course.

Topic	Writing topic: Introduction to the course.
Time – 80 minutes	Number of participants: 15
Lesson type	Practical
Outline of the lesson	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: By the end of the course Participants will <input type="checkbox"/> Aware about new course. <input type="checkbox"/> Be able to write research, to do tasks
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group works
Used materials and equipments	Handouts; course syllabus; board and markers of different colors
Teaching conditions	Teaching room should include white board and separated to 4 faced sittings suited for group works.
Assessment	Ongoing assessment; participation

WHAT IS ACADEMIC WRITING?



Academic writing is the formal writing style used in colleges and universities. It's what students are expected to produce for classes and what professors and academic researchers use to write scholarly materials. High schools sometimes require academic writing style in certain classes.

Types of academic writing.

- [abstract](#)
- annotated bibliography
- academic [journal article](#)
- book report
- conference paper
- dissertation
- essay
- explication
- literary criticism
- research paper
- [research proposal](#)
- textbook
- thesis

Characteristics Of Academic Writing

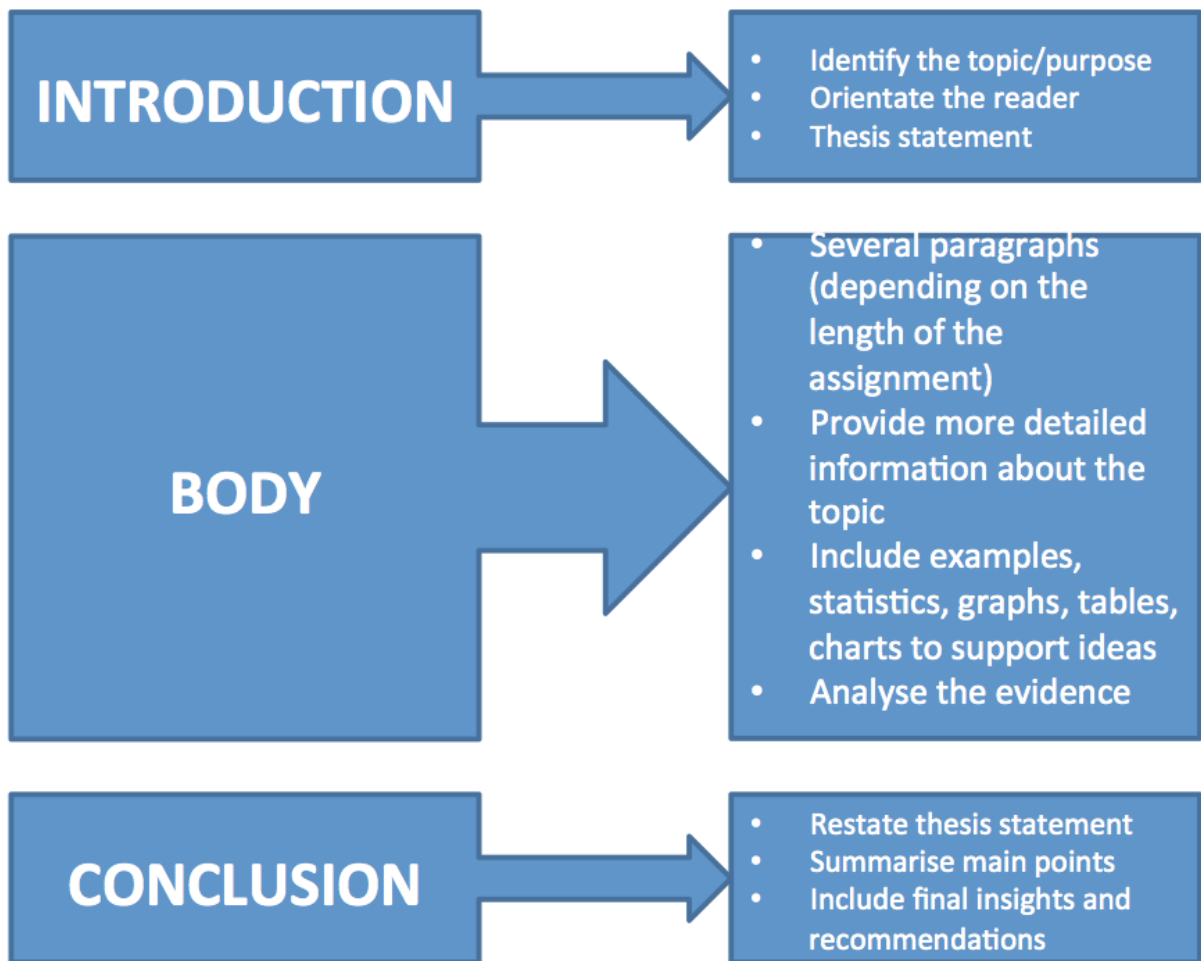


While specific requirements may vary based on the particular form of academic writing or the class or publication for which a work is produced, some characteristics are common to all academic writing.

- **formal tone** - A formal tone is always used in academic writing. It is not lighthearted or conversational in tone. Slang and clichés do not belong in this type of writing.
- **precise language** - In keeping with the formal tone, it's important to choose precise language that very clearly conveys the author's meaning.
- **point-of-view (POV)** - Academic writing is usually written in [third person POV](#) because its focus is to educate on the facts rather than to support an opinion or give advice.
- **research focus** - Because most academic writing involves reporting research results, it tends to focus on the specific research question(s) being studied.
- **organization** - Academic writing should be organized logically in a linear, matter-of-fact fashion. Use headings to delineate each major section.
- **source citations** - Most academic writing includes at least some [secondary research sources](#). Be sure to properly cite all sources and [include a bibliography](#).

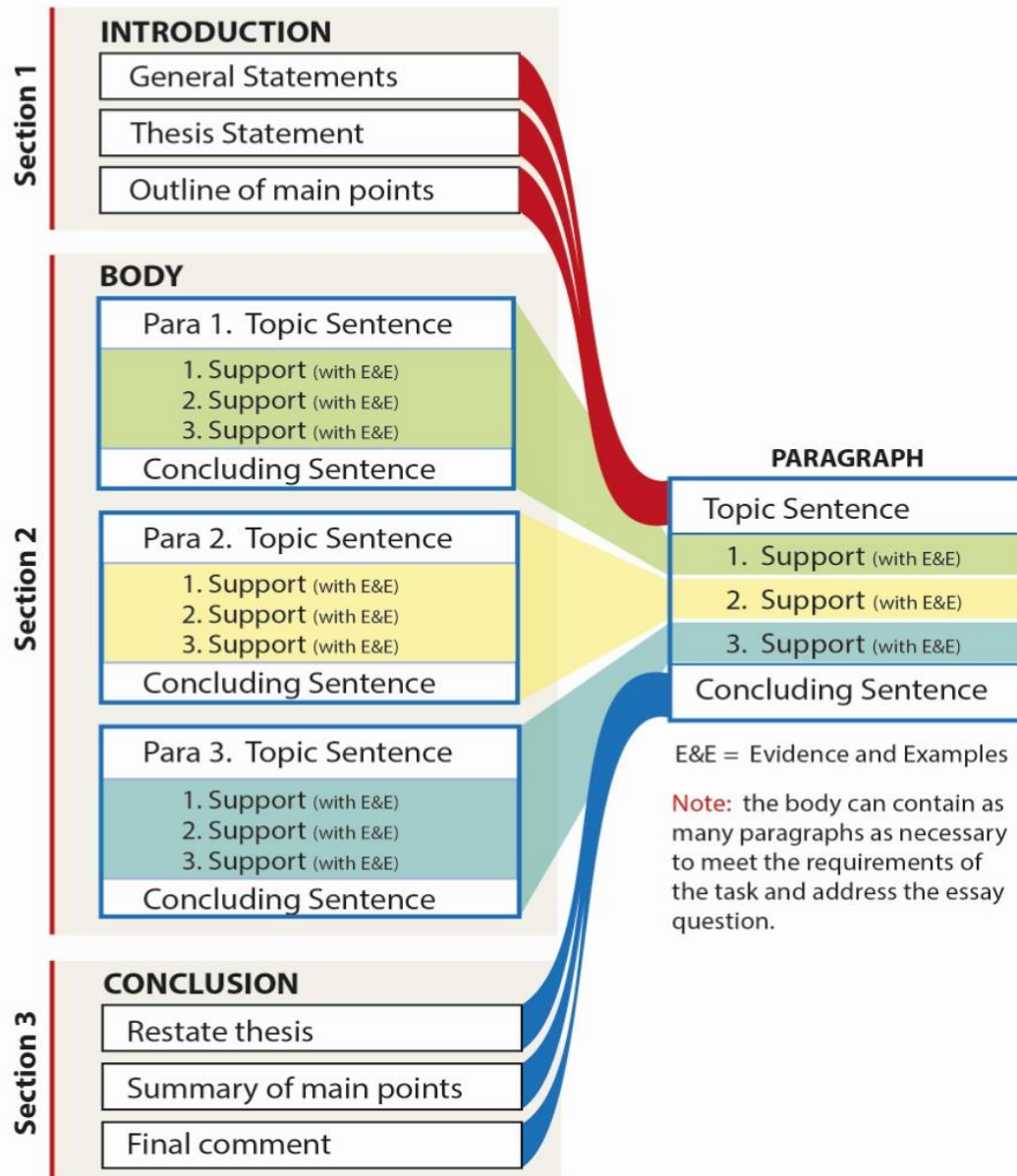
Of course, individual assignments may sometimes have different requirements. Always review submission guidelines carefully to verify you are following the proper format and style.

Structure of Academic writing.



BASIC ESSAY STRUCTURE

An essay has 3 sections: an introduction, body and conclusion.



Hometask: to write opinion essay on theme "Should there be no homework?" 200-250 words.

Opinion Essay

Even though writing an opinion essay seems very easy, it is not just describing your idea on a certain topic. An opinion essay has to be written with the following tips included.

- Base your point of view on strong evidence and arguments.
- You are free to not agree with the topics and state your position.
- Use logical connectors throughout your opinion essay so that your writing sounds smooth.



Lesson 2. Background to writing.

Topic	Writing topic: Background to writing.
Time – 80 minutes	Number of participants:
Lesson type	Practical
Outline of the lesson	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: By the end of the course Participants will <input type="checkbox"/> Aware about new course. <input type="checkbox"/> Be able to write research, to do tasks
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group works
Used materials and equipments	Handouts; course syllabus; board and markers of different colors, tests, handouts.
Teaching conditions	Teaching room should include white board and separated to 4 faced sittings suited for group works.
Assessment	Ongoing assessment; participation

What is background in academic writing?

The background of your study will **provide context to the information discussed throughout the research paper**. Background information may include both important and relevant studies. This is particularly important if a study either supports or refutes your thesis. Background information typically **describes the history of the topic or the cause of the problem the topic addresses**. It can also establish the topic's importance or show how to solve a problem. Background information is usually three to five sentences and comes after the writer gets the reader's attention.



Background Information

- Background information of an essay is the information the reader needs to know about the topic you are writing. (EX: If your paper is about a novel, you need to provide information about the novel)
- Your background information needs to relate to the hook and the topic of your paper.

What Is Background Information?

Background information is the additional information your reader needs to know to understand your work. It might include things like definitions, historical context, current events that have bearing on your writing, or other information. Background information does not directly support your [thesis](#) in an essay or paper, but it is necessary for your reader to understand your thesis.

How Do You Write Background Information in an Essay or Paper?

How, and just as importantly, where, you write the background information can make or break your paper. Before you look at examples, think about your own essay and keep these tips in mind.

Only Include the Background Information Your Reader Needs

Including too much information risks overwhelming the reader and veering off topic. Including too little information means leaving your reader confused. The key is to consider your reader carefully and ask yourself a few questions:

- What does your reader already know about your topic?
- Will you be using [jargon](#) or specific terminology your reader may not know already?
- Does your reader need more context to truly understand your points?
- What is the minimum amount of background information you can provide that will give your reader the facts he or she needs?

Only Share Background Information After the Hook

Typically, the background information goes in your essay or research paper introduction, right after the [hook](#). You need to capture the reader's attention first with compelling details or quotes. Only after you have the attention of your audience can you afford to share the background details. If you share the details first, your reader may not continue reading.

However, it's also important to make sure you include the background information quickly in the introduction. If you wait until later in the body of the essay or paper, your reader may not fully understand your thesis.

What is 'background information'? It's reading up on the subject before you make too many decisions about how you're going to approach your research. It introduces you to a topic before you dive in, pretending to be an expert.

You wouldn't start to build a house without a floor plan, would you? Surely, you wouldn't cook a seven course meal without checking on the ingredients you need? For both building a house and preparing an elaborate meal, planning is essential.

Background information serves the same purpose in research. It is the foundation on which you build good research.

Why is background information important?

1. It helps you to focus on names, dates, events, organizations, terms, etc., associated with a topic.
2. It can help you to formulate/reformulate your topic (or, to put it another way, it can help you decide whether to broaden or narrow your topic).
3. Background sources might include bibliographies that you can use to find additional sources for your project.

BACKGROUND—ESSENTIAL INFORMATION

characters Max and Kevin (also known as Freak), the **main characters** in **Rodman Philbrick's** novel **Freak the Mighty**, are lucky enough to have found Mark Twain's "holy passion of friendship."

author

title

plot These **two misfits** share only about a year together, due to Freak's sudden death, but **develop an incredibly strong allegiance** to each other.

connection to theme

Hometask: write an essay about the book, that you have read last time and include background information. 150words.

Lesson 2. Avoiding Plagiarism.

Topic	Writing topic: Avoiding Plagiarism.
Time – 80 minutes	Number of participants:
Lesson type	Practical
Outline of the lesson	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: By the end of the course Participants will <input type="checkbox"/> Aware about new course. <input type="checkbox"/> Be able to write research, to do tasks
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
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Used materials and equipments	Handouts; course syllabus; board and markers of different colors, tests, handouts.
Teaching conditions	Teaching room should include white board and separated to 4 faced sittings suited for group works.
Assessment	Ongoing assessment; participation

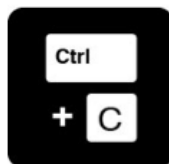


What is plagiarism?



- **Plagiarism is theft**
- **Plagiarism is cheating**

Plagiarism is the representation of another author's language, thoughts, ideas, or expressions as one's own original work. In educational context, there are differing definitions of plagiarism depending on the institution. Some common examples of plagiarism include: paraphrasing a source too closely. Including a direct quote without quotation marks. Copying elements of different sources and pasting them into a new document.



#1. CLONE

Submitting another's work, word-for-word, as one's own



#6. HYBRID

Combines perfectly cited sources with copied passages without citation



#2. CTRL-C

Contains significant portions of text from a single source without alterations



#7. MASHUP

Mixes copied material from multiple sources



#3. FIND - REPLACE

Changing key words and phrases but retaining the essential content of the source



#8. 404 ERROR

Includes citations to non-existent or inaccurate information about sources



#4. REMIX

Paraphrases from multiple sources, made to fit together



#9. AGGREGATOR

Includes proper citation to sources but the paper contains almost no original work



#5. RECYCLE

Borrows generously from the writer's previous work without citation



#10. RE-TWEET

Includes proper citation, but relies too closely on the text's original wording and/or structure

Common Types of Plagiarism

- ✓ **Complete plagiarism:** Submit another authors work in your name
- ✓ **Source-based plagiarism:** Reference an incorrect or non-existent source
- ✓ **Direct plagiarism:** Copy text from another document word-to-word
- ✓ **Self or auto plagiarism:** Reuse a major part of your own work without attribution
- ✓ **Paraphrasing plagiarism:** Make minor changes and use others' writing
- ✓ **Mosaic plagiarism:** Interlay someone else's phrases or text within your work.
- ✓ **Accidental plagiarism:** Unintentional paraphrasing or copying due to neglect
- ✓ **Inaccurate authorship:** Authorship instead of acknowledgment to contributors and vice versa

#SmartShorts

Visit enago.com/academy today to know more about publishing!

Complete plagiarism

This overt type of plagiarism occurs when a writer submits someone else's work in their own name. Paying somebody to write a paper for you, then handing that paper in with your name on it, is an act of complete plagiarism—as is stealing or “borrowing” someone's work and submitting it as your own.

An example of complete plagiarism is submitting a [research paper](#) for English class that your older sister wrote and submitted when she took the class five years ago.

Direct plagiarism

Direct plagiarism is similar to complete plagiarism in that it, too, is the overt passing-off of another writer's words as your own. The difference between the two is how much of the paper is plagiarized. With complete plagiarism, it's the entire paper. With direct plagiarism, specific sections or paragraphs are included without crediting (or even acknowledging) the author.

An example of direct plagiarism is dropping a line or two from your source directly into your work without quoting or citing the source.

Paraphrasing plagiarism

Paraphrasing plagiarism is what happens when a writer reuses another's work and changes a few words or phrases. It's a common type of plagiarism, and many students don't even realize it's a form of plagiarism. But if you're presenting someone else's original idea in your writing without crediting them, even if you're presenting it in your own words, it's plagiarism.

Self-plagiarism

You might be surprised to find out that you can plagiarize yourself.

How? After all, your original thoughts are your own to use as you please . . . right?

Yes, but with a caveat. Let's say you wrote an essay about the pros and cons of changing your city's zoning laws two years ago, and now you're writing a research paper about how adopting certain zoning laws has impacted other cities in the past decade. Reusing content from your essay in your research paper would be an act of self-plagiarism. You can absolutely use the same sources and if you cite them properly, you don't have to worry about being accused of plagiarism.

Self-plagiarism can be an issue if you write professionally. When you're commissioned to write for a client, the client owns that work. Reusing your own words for subsequent clients is plagiarizing your own work and can damage your professional reputation (as well as make your clients look bad).

Patchwork plagiarism

Also known as mosaic plagiarism, patchwork plagiarism refers to instances where plagiarized work is interwoven with the writer's original work. This kind of plagiarism can be subtle and easy to miss, and it may happen in conjunction with direct plagiarism.

An example of patchwork plagiarism is taking a clause from a source and embedding it in a sentence of your own.

Source-based plagiarism

Source-based plagiarism can be a tricky one to understand. With this kind of plagiarism, the writer might cite their sources correctly but present the sources in a misleading way.

For example, the writer might reference a secondary source in their work but only credit the [primary source from which that secondary source is derived](#). Other examples include citing an incorrect source and even making up sources.

Accidental plagiarism

Accidental plagiarism is perhaps the most common type of plagiarism because it happens when the writer doesn't realize they are plagiarizing another's work. Accidental plagiarism includes the following:

- Forgetting to cite your sources in your work
- Not citing your sources correctly
- Failing to put quotes around cited material

Even accidental plagiarism is subject to consequences, such as failing your assignment.

Consequences of plagiarism

Plagiarism can have serious consequences. Depending on the nature of the plagiarism and the university or instructor's policy, here are some possible consequences:

- Academic probation
- Failure of the assignment

- Failure of the course
- Suspension
- Dismissal from the program or the institution

Additionally, you can seriously damage your academic and/or professional reputation.



Ways to avoid being accused of plagiarism

- 1) *Paraphrasing*
- 2) *Follow the rules when copying directly from a text*
- 3) *Showing where you copied from*
- 4) *Showing what is copied*

Types of plagiarism with examples

- **outright copying**
- **paraphrase plagiarism**
- **patchwork plagiarism**
- **stealing an apt term**

Examples:

Original	While the Education Act of 1870 laid the groundwork for the provision of
-----------------	--------------------------------------------------------------------------

Text	<p>elementary or primary education for all children in England and Wales, it was not until the implementation of the 1944 Education Act that all girls and boys were entitled to a secondary education. Indeed, the decades immediately following the Second World War saw such a rapid increase in educational provision - in the USA, and many countries of Western and Eastern Europe, as well as in Britain - that some writers refer to the 'educational explosion' of the 1950s and 1960s. The minimum school-leaving age was extended from 14 to 15 years (in 1947) and raised to 16 (in 1971-2), but the proportion of people choosing to pursue their studies beyond this age hurtled upward; by 1971, 30 per cent of 17- year-olds were in full-time education in schools or colleges, compared with 2 per cent in 1902, 4 per cent in 1938, 18 per cent in 1961 and 22 per cent in 1966. The Robbins Report (1963) undermined the view that there was a finite pool of ability - a limited number of people who could benefit from advanced education - and provided ammunition for the expansion of higher education. This expansion took place through the establishment of new universities and growth of existing ones, as well as through the conversion of colleges into polytechnics which could offer degree courses, and the founding of the Open University. In 1970, 17.5 per cent of 18- year-olds entered further or higher education on a full-time basis (compared with 1.2 per cent in 1900, 2.7 per cent in 1938, 5.8 per cent in 1954, and 8.3 per cent in 1960); another three million people enrolled for part-time day classes, evening classes or sandwich courses.</p> <p>Bilton, Bonnett, Jones, Stanworth, Sheard & Webster (1981, p. 381)</p>
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Outright copying is when a student uses exactly the same words as the original author without using quotation marks or saying where the words are from. *For example:*

Student's text	<p>While the Education Act of 1870 laid the groundwork for the provision of elementary or primary education for all children in England and Wales, it was not until the implementation of the 1944 Education Act that all girls and boys were entitled to a secondary education. Indeed, the decades immediately following the Second World War saw such a rapid increase in educational provision - in the USA, and many countries of Western and Eastern Europe, as well as in Britain - that some writers refer to the 'educational explosion' of the 1950s and 1960s.</p>
----------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Paraphrase plagiarism is changing some of the words and grammar but leaving most of the original text the same. *For example:*

Student's text	<p>The Education Act of 1870 put down the basis for providing primary education for every child in the United Kingdom. It was not, however, until the establishment of the 1944 Education Act that all male and female children were given the right to education at secondary school.</p>
----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Patchwork plagiarism is when parts of the original author's words are used and connected together in a different way. *For instance:*

Student's text	The right to elementary education for every child in England and Wales was established in the 1870 Education Act. However, the right to secondary education had to wait until the implementation of the 1944 Education Act. Following that act, in many countries of the world, there was such a rapid increase in educational provision that it was called the 'educational explosion' of the 1950s and 1960s.
----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Stealing an apt term is when a short phrase from the original text has been used in the students work, possibly because it is so good. *For example:*

Student's text	In England and Wales, all 5 year all children have had the right to an education since 1870. This has not, however, been the case for 11 year olds, who had to wait until 1944 for a national system of secondary education. Once this system was established, though, secondary education expanded rapidly in the decades immediately following the Second World War.
----------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Hometask: Paraphrase

Original Statement:

“Fighting Computer Crime,” by David Icove, Karl Seger, and William VonStorch.

Businesses are increasingly the target of both competitors and the curious. Even computer companies like Apple Computer are not immune to attacks by computer criminals. In December 1987, Apple Computer found a virus in its electronic mail system. The virus succeeded in shutting down the system and erasing all of Apple’s voice mail. Apple also reported that computer criminals may have reverse-engineered the highly secret code that underlines its Macintosh computers. This copy-righted and seemingly highly protected code could be used to build a clone of the Macintosh computer.

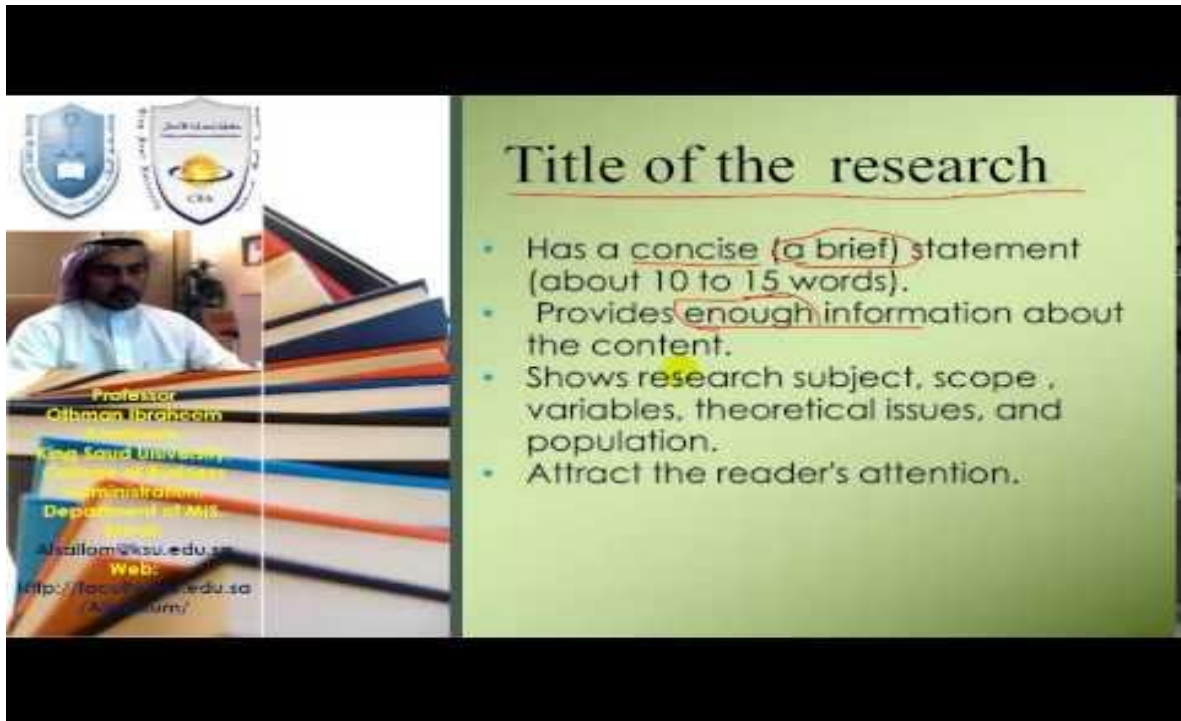
Your paraphrase:

Lesson 4 From Title to outline.

Topic	Writing topic: From Title to outline.
Time – 80 minutes	Number of participants: 15
Lesson type	Practical
Outline of the lesson	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: <i>By the end of the course Participants will</i> <input type="checkbox"/> <i>Aware about writing conclusion of the research.</i> <input type="checkbox"/> <i>be able to write research successfully</i>
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group works
Used materials and equipments	Handouts; course syllabus; board and markers of different colors
Teaching conditions	Teaching room should include white board and separated to 4 faced sittings suited for group works.
Assessment	Ongoing assessment; participation

What is title?

A title is a word or phrase given to a text (an essay, article, chapter, report, or other work) to identify the subject, attract the reader's attention, and forecast the tone and substance of the writing to follow.



The slide is divided into two main sections. On the left, there is a vertical strip containing a photo of Professor Abman Ibrahim, two university logos (one of King Fahd University of Petroleum & Minerals), and a stack of books. On the right, a light green background features the title 'Title of the research' and a bulleted list of characteristics.

Professor
Abman Ibrahim
King Fahd University
of Petroleum & Minerals
Department of MIS
Alhailam@kfupm.edu.sa
Web:
<http://facstaff.kfupm.edu.sa/abman/>

Title of the research

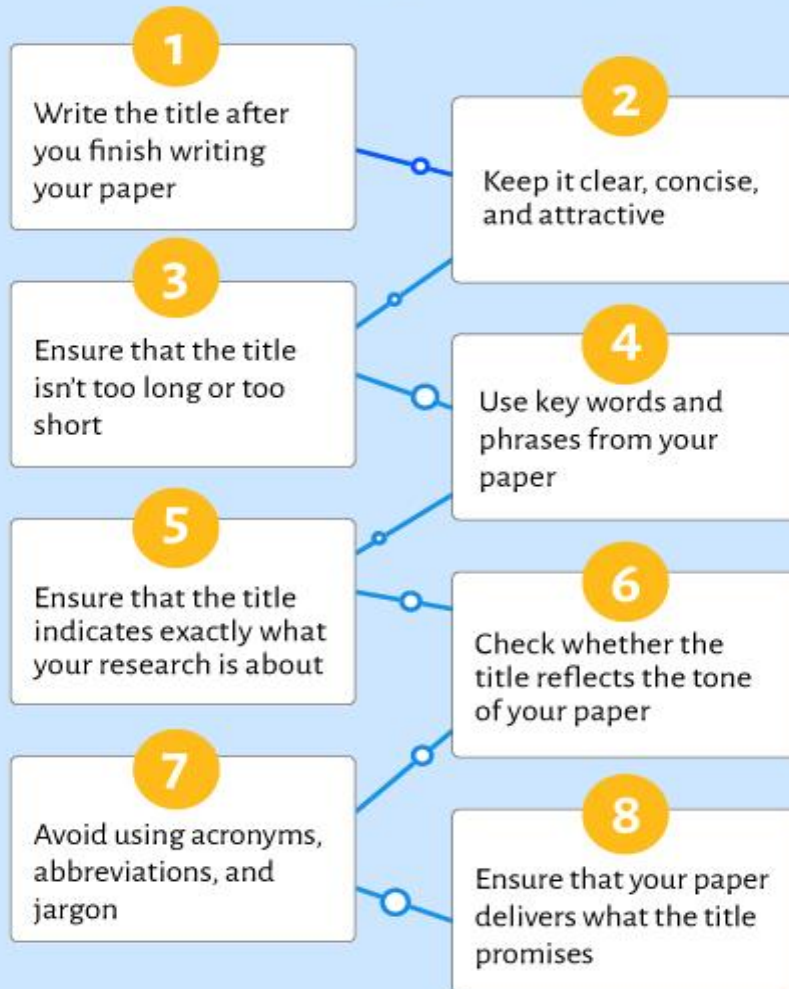
- Has a concise (a brief) statement (about 10 to 15 words).
- Provides enough information about the content.
- Shows research subject, scope, variables, theoretical issues, and population.
- Attract the reader's attention.

8 QUICK TIPS TO CREATE A GREAT RESEARCH PAPER TITLE



A title is to a research paper what a headline is to a news article!

Here are some tips on writing a great title for your research paper



If your title packs a punch, it will engage the readers and compel them to read your paper.

Rules of Writing Titles

1. Capitalize the first word in a title.

2. Capitalize the last word in a title.

3. Capitalize all other important words.

4. Underline the book title

The Castle in the Attic



The title must bear the theme of the text: **choose a title that summarizes the essay**. Capitalize all words with certain exceptions: Capitalize the first letter of every word in the title, but do not capitalize pronouns, articles, prepositions, and conjunctions.

Before starting to sort ideas out in your head, let's learn more about the features every title should have. A good headline must be:

- **Attractive** – this goes without saying. We all prefer reading something that is not boring.
- **Believable** – most students try to make their titles catchy in such a way that they stray away from the truth, therefore making the headline inaccurate. Nothing will anger your professor more than a title that doesn't deliver.
- **Easy to read** – nobody likes complicated and difficult-to-understand titles, not even your professor. Stay away from strange phrases, jargon, and complicated structures.
- **Active voice** – if your title contains verbs, always make sure they're in the active voice, rather than passive.
- **Short** – make your essay title brief because long headlines can be confusing.
- **Accurate** – regardless of the topic or niche, under no circumstances should you ever write an inaccurate essay title.

- **What is Outline?**

- An outline is a general plan of the material that is to be presented in a speech or a paper. The outline shows the order of the various topics, the relative importance of each, and the relationship between the various parts.

-

- **Order in an Outline**

- There are many ways to arrange the different parts of a subject. Sometimes, a chronological arrangement works well. At other times, a spatial arrangement is best suited to the material. The most common order in outlines is to go from the general to the specific. This means you begin with a general idea and then support it with specific examples.

-

- **Thesis Statement of Summarizing Sentence**

- All outlines should begin with a thesis statement of summarizing sentence. This thesis sentence presents the central idea of the paper. It must always be a complete, grammatical sentence, specific and brief, which expresses the point of view you are taking towards the subject.

-

- **Types of Outlines**

- The two main types of outlines are the topic outline and the sentence outline. In the topic outline, the headings are given in single words or brief phrases. In the sentence outline, all the headings are expressed in complete sentences.

-

- **Rules for Outlining**

- 1. Subdivide topics by a system of numbers and letters, followed by a period.

- Example:

- I.

- A.

- B.

- 1.

- 2.

- a.

- b.

- II.

- A.

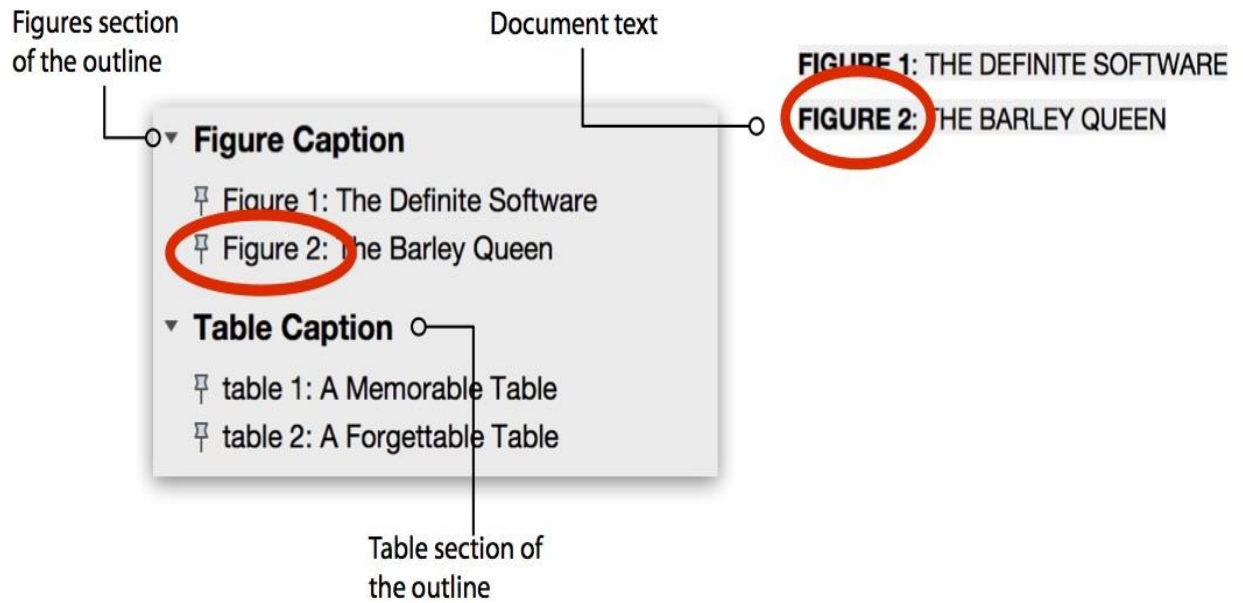
- B.

- 2. Each heading and subheading must have at least two parts.

- 3. Headings for parts of the paper of speech such as, Introduction and Conclusion, should not be used.

- 4. Be consistent. Do not mix up the two types of outlines. Use either whole sentences or brief phrases, but not both.

-



- **Sample Topic Outline: Choices in College and After**

- **Thesis:** The decisions I have to make in choosing college courses, depend on larger questions I am beginning to ask myself about my life's work.

- -
- **I. Two decisions described**
- A. Art history or chemistry
- 1. Professional considerations
- 2. Personal considerations
- B. A third year of French?
- 1. Practical advantages of knowing a foreign language
- 2. Intellectual advantages
- 3. The issue of necessity
- **II. Definition of the problem**
- A. Decisions about occupation
- B. Decisions about a kind of life to lead
- **III. Temporary resolution of the problem**
- A. To hold open a professional possibility: chemistry
- B. To take advantage of cultural gains already made: French

- **Sample Sentence Outline: Choices in College and After**

- **Thesis:** The decisions I have to make in choosing college courses, depend on larger questions I am beginning to ask myself about my life's work.
- I. I have two decisions to make with respect to choosing college courses in the immediate future.
- A. One is whether to elect a course in art history or in chemistry.
- 1. One time in my life, I planned to be a chemical engineer professionally.
- 2. On the other hand, I enjoy art and plan to travel and see more of it.
- B. The second decision is whether to continue a third year of French beyond the basic college requirement.
- 1. French might be useful both in engineering and travel.

- 2. Furthermore, I am eager to read good books which are written in French.
- 3. How necessary are these considerations in the light of other courses I might take instead?
- II. My problem can be put in the form of a dilemma involving larger questions about my whole future.
 - A. On the one hand I want to hold a highly-trained position in a lucrative profession.
 - B. On the other hand I want to lead a certain kind of life, with capacities for values not connected with the making of money.
- III. I will have to make a decision balancing the conflicting needs I have described.
 - A. I will hold open the professional possibilities by electing chemistry.
 - B. I will improve and solidify what cultural proficiency in another language I have already gained, by electing French.
-
- What are the 3 types of outlines?
-
- The outline shows the sequence of your essay and the main ideas to keep in mind while writing. Three types of outlines are most commonly used. They are: **alphanumeric outline, full sentence outline, and decimal outline.**

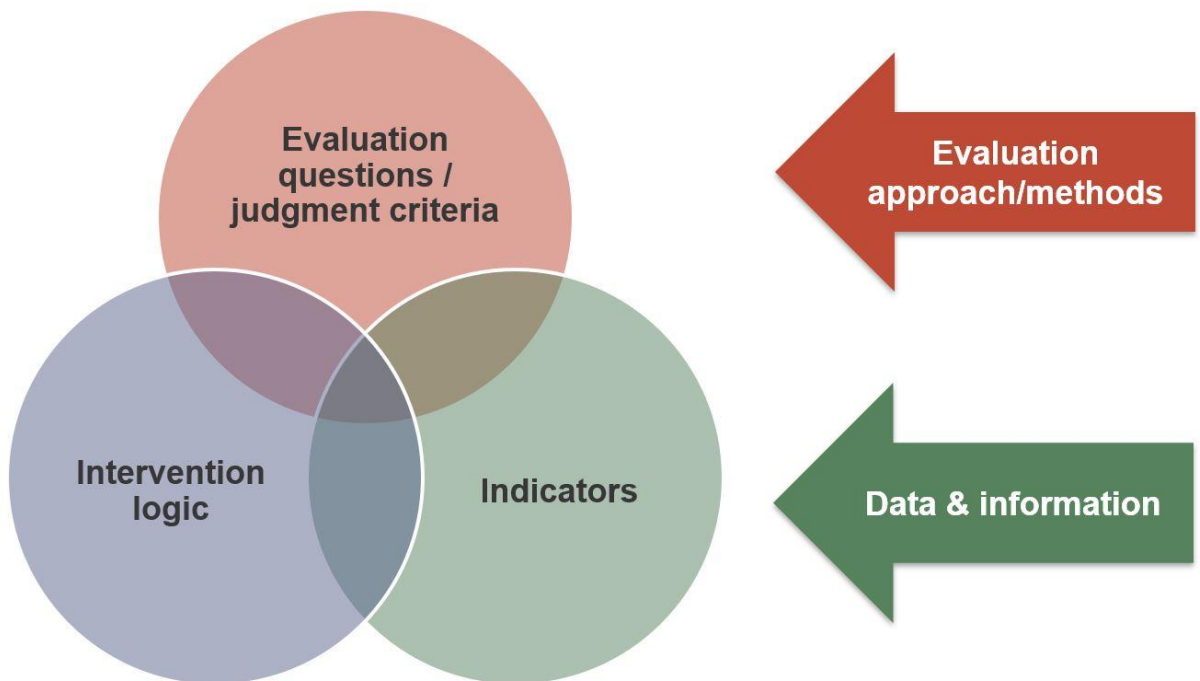
Lesson 5. Evaluating text.

Topic	Writing topic: Evaluating text
Time – 80 minutes	Number of participants:
Lesson type	Practical
Outline of the lesson	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: <i>By the end of the course Participants will</i> <input type="checkbox"/> <i>Aware about writing conclusion of the research.</i> <input type="checkbox"/> <i>be able to write research successfully</i>
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group works
Used materials and equipments	Handouts; course syllabus; board and markers of different colors
Teaching conditions	Teaching room should include white board and separated to 4 faced sittings suited for group works.

Assessment	Ongoing assessment; participation

What is evaluating text?

Evaluating a Text The goal of evaluating a text is to form an opinion or judgment about the content, quality, or validity of the content with the intent of communicating your opinion to others later. Evaluating a text begins with summarizing the main idea of the text in order to grasp what it is about.



Some General Criteria for Evaluating Texts

Criteria	Possible focus questions
----------	--------------------------

Significance and contribution to the field	<ul style="list-style-type: none"> • What is the author's aim? • To what extent has this aim been achieved? • What does this text add to the body of knowledge? This could be in terms of theory, data and/or practical application • What relationship does it bear to other works in the field? • What is missing/not stated? • Is this a problem?
Methodology or approach (this usually applies to more formal, research-based texts)	<ul style="list-style-type: none"> • What approach was used for the research? For example, quantitative or qualitative, analysis/review of theory or current practice, comparative, case study, personal reflection, etc.. • How objective/biased is the approach? • Are the results valid and reliable? • What analytical framework is used to discuss the results?
Argument and use of evidence	<ul style="list-style-type: none"> • Is there a clear problem, statement or hypothesis? • What claims are made? • Is the argument consistent? • What kinds of evidence does the text rely on? • How valid and reliable is the evidence? • How effective is the evidence in supporting the argument? • What conclusions are drawn? • Are these conclusions justified?
Writing style and text structure	<ul style="list-style-type: none"> • Does the writing style suit the intended audience? For example, expert/non-expert, academic/non-academic, etc. • What is the organising principle of the text? Could it be better organised?

The following list of criteria and focus questions may be useful for reading the text and for preparing the critical review. Remember to check your assignment instructions for more specific criteria and focus questions that should form the basis of your review. The length of the review/assignment will determine how many criteria you will address in your critique.



Evaluating Texts

2D

summary . . . précis . . . explication . . .

Understanding and Evaluating Texts

It is important for your presentation that you do not just discuss your two texts in terms of what they are about, the characters, the plot, etc.

The **most** important part of your presentation is that you **compare** and **evaluate** the similarities or differences between the two texts. 'Evaluating' means commenting on how **effectively** (or how well) the text has achieved something.

Activity-1

article and match

HOW TO STAY HEALTHY

1. _____
People who eat a lot of fruit and vegetables are less likely to have heart problems. You should eat at least five portions of fruit and vegetables a day. One portion is e.g. a banana, an apple, one slice of melon or pineapple or two plums. Remember that potatoes are not included on that list.
2. _____
Eating too much salt can raise your blood pressure. And people with high blood pressure are three times more likely to develop heart disease or have a stroke than people with normal blood pressure. Three-quarters (75%) of the salt we eat is already in the food we buy, such as breakfast cereals, soups, sauces and ready meals. So you could easily be eating too much salt without realising it.
3. _____
Having too much saturated fat can cause heart disease. Products that contain large amounts of saturated fats are meat pies, cheese, butter, cream, cakes. You should replace butter with vegetable oils, which don't contain saturated fat.
4. _____
Having sugary foods and drinks too often can cause tooth decay. Cutting down on sugar will help you control your weight. Sugar is added to many types of food e.g. fizzy drinks, juice, sweets, biscuits, cakes, ice cream.
5. _____
We should drink about 6 to 8 glasses of water every day and even more when the weather is warm. Don't drink too much coffee or tea as they can dehydrate you.

a) cut down on salt
b) dangers of saturated fat
c) five-a-day
d) drink a lot of water
e) cut down on sugar

Lesson 6. Selecting key points.

Topic	Writing topic: <u>Selecting key points.</u>
Time – 80 minutes	Number of participants: 15
Lesson type	Practical
Outline of the lesson	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: <i>By the end of the course Participants will</i> <input type="checkbox"/> Aware about <u>selecting key points of the writing part..</u> <input type="checkbox"/> be able to write research successfully
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group work
Used materials and equipment	Handouts; course syllabus; board and markers of different colors
Teaching conditions	Teaching room should include white board and separated to 4 faced sittings suited for group works.
Assessment	Ongoing assessment; participation

Key points

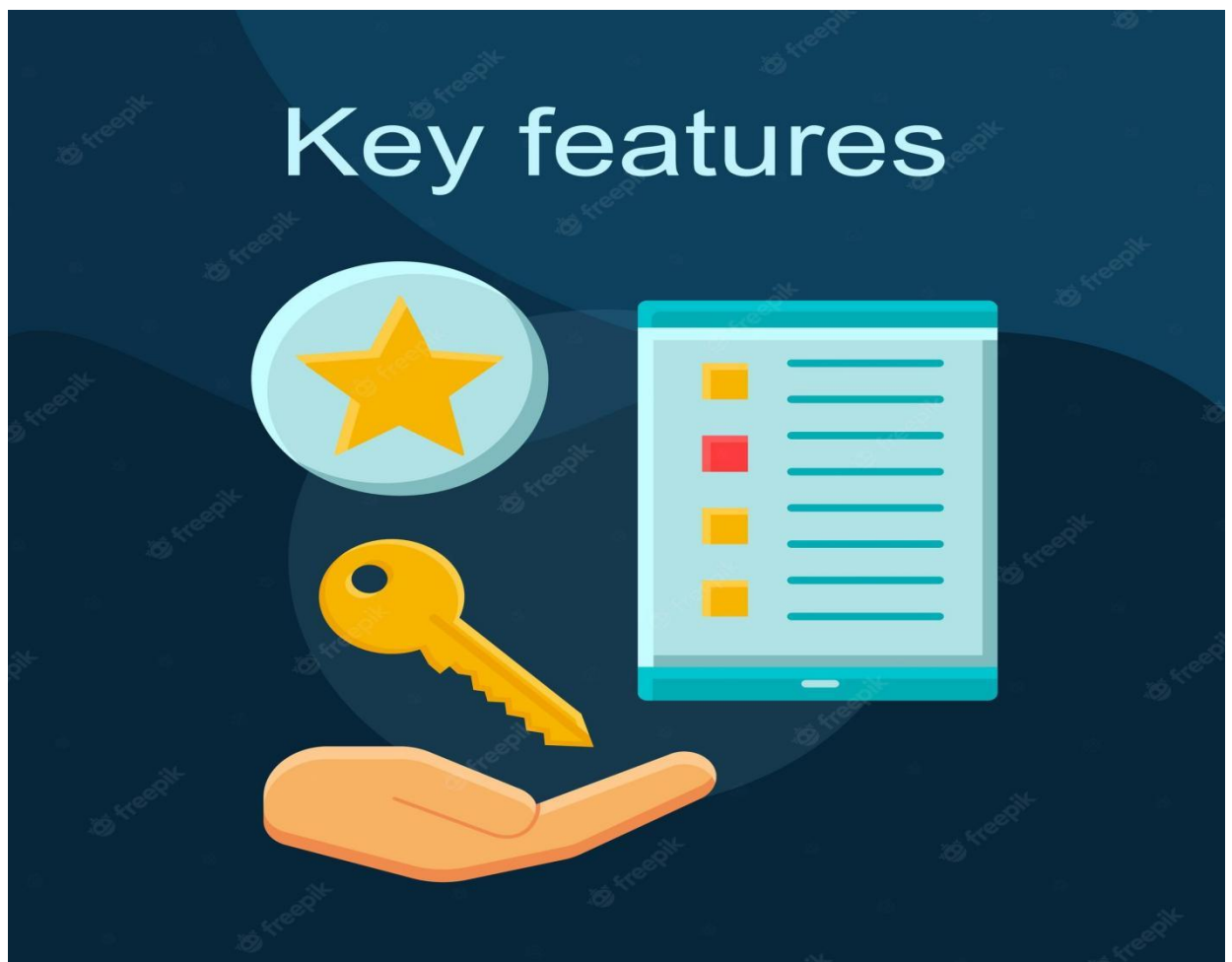
The key points of a spoken or written text are the most important points.

Example

The learners listen to a talk from an outside speaker on how to do a parachute jump and note the key points. They then check these together and write an article for their class blog.

In the classroom

One way to help learners develop the skill of identifying key points in texts is by not giving them too much time to read (and so to start focusing on detail). Reading races, timed readings and reading exam practice questions can encourage learners to find key points as quickly as possible.



Firstly, every Academic Writing Task 1 question contains some parts that are always the same. A typical question will be presented like this:

You should spend about 20 minutes on this task.

The graphs above give information about computer ownership as a percentage of the population between 2002 and 2010, and by level of education for the years 2002 and 2010.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Understanding The Question

Three items will always be the same in every question. The instructions '*It is recommended that you spend 20 minutes on this question*' and '*write a minimum of 150 words*'. You will also always get the same instruction sentence:

'Summarise the information by selecting and reporting the main features, and make comparisons where relevant.'

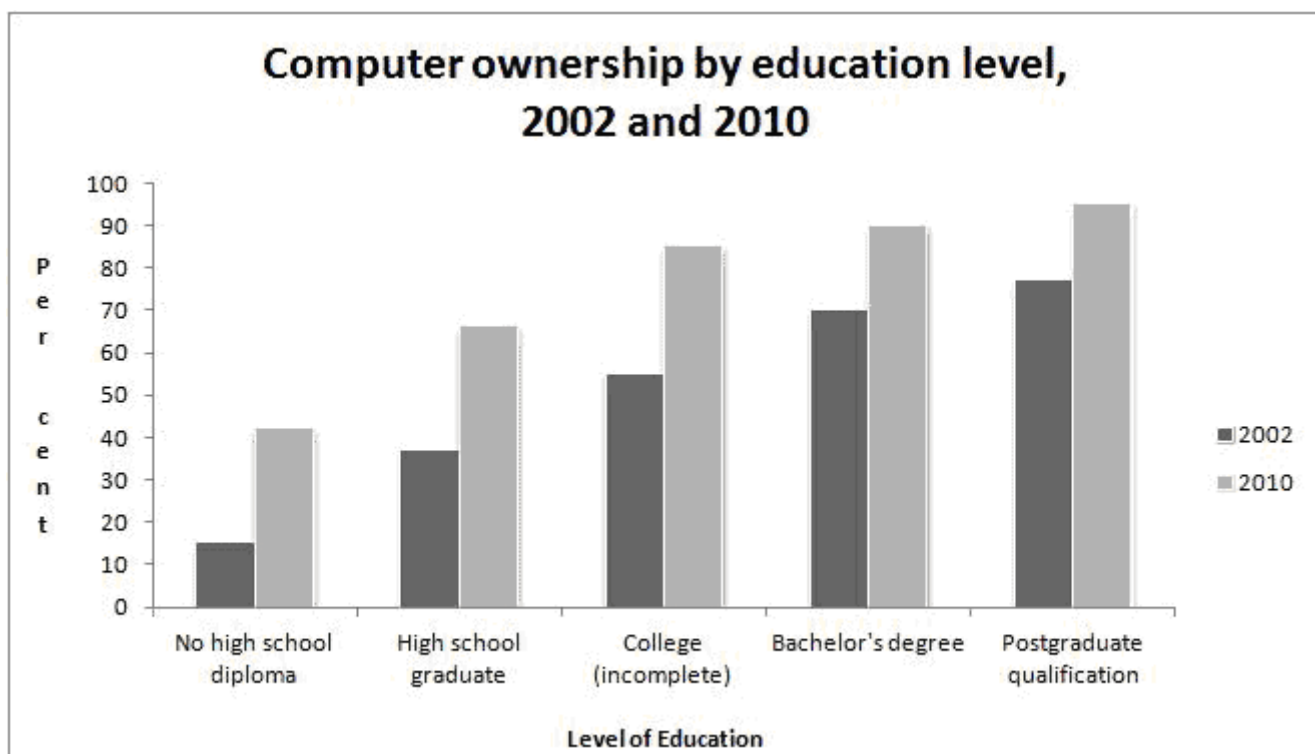
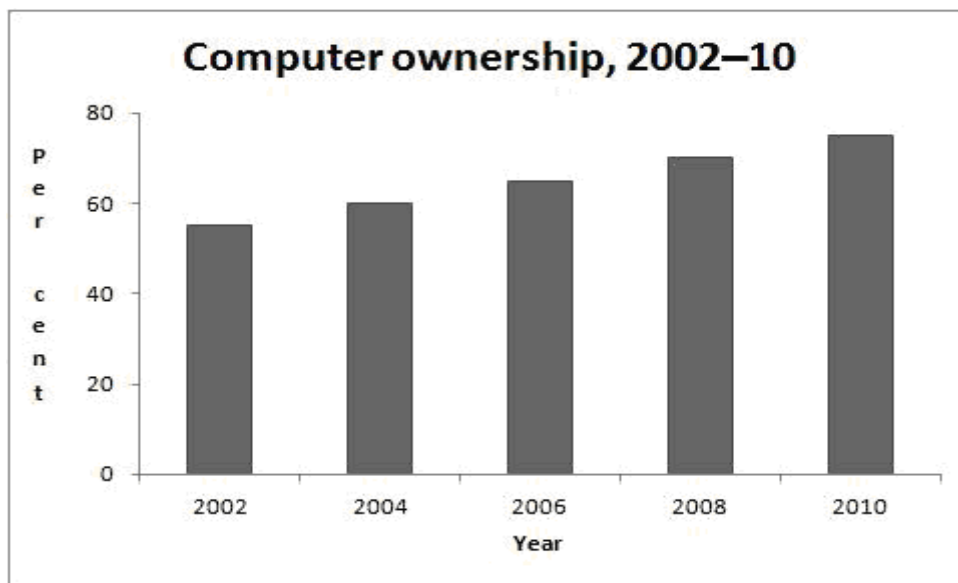
This sentence is particularly important as it means that we always have to do the same thing in each summary. This is helpful as we can then use the same structure for all of our answers.

The final sentence is the background statement. This tells us about the visual data we will see. This is always different and needs to be studied carefully. Underlining key words is a good idea here.

Make sure you have a clear understanding of this information before moving onto analysing the visual data.

Analysing The Visual Data

The term 'visual data' simply means whatever line graph, pie chart, bar chart, map, or diagram is presented along with the question. In this case the visual data is bar charts and can be seen below:



To first understand the visual data we first need to check the following things:

1. **What is/are the titles of the visual data?**
2. **What are the labels on the x/y axis?**
3. **Is there a 'key' and what does it tell us?**
4. **Is the information over time or just about one point in time?**
5. **What is the main purpose of the data?**

Once we have answered the above questions we are ready to start selecting key information as the question asks.

Selecting Key Features

Essentially, we need to select between 2-4 key features so that we can write an over view of what the visual data shows us.

In order to select key features first go back to thinking what is the main purpose of the visual data. In this case the main purpose is to:

1. Show us how levels of computer ownership have changed over time.
2. Compare computer ownership levels against different levels of education.

Now, we need to focus on these main purposes and see what are the most obvious things that we can point out. Well, it is clear to see that:

1. Computer ownership levels are steadily rising.
2. The higher the level of education the higher ownership levels are.
3. Computer ownership levels have approximately doubled for non high school diploma students and high school graduates.

It is important we only pick out the most obvious noticeable things and we also do not need any numbers at this stage. It is advisable to make bullet notes of these facts to help us when we write the over view in the second paragraph.

At this stage you should not pick out individual stages, or start comparing individual groups or start describing different stages. This would be too much detail for our overview.

Once we have made these notes we have understood the data and selected our key features, we are ready to move on to [writing the opening paragraph](#).

Top Ten Tips for Selecting Main Ideas

In Class

1. Listen carefully and write down the points your professors say they are going to cover, it will help you organize your notes. Write down any lesson/lecture objectives your professors put on an overhead or board.
2. Survey notes from your readings before each lecture to listen for additional information about topics. Raise questions in your mind as your professors talk.
3. Listen for main ideas which the professors may highlight by using:
 1. little phrases such as "And now let us turn to. . .;"
 2. statements such as "The main point is. . ." or "Remember this. . .;"
 3. statements that they repeat or emphasize;
 4. a change in their tone of voice or rate of speaking.
4. Summarize in your own words what you have heard and write it down. Organize and review your notes after class. Add main headings as needed.
5. Talk with classmates. They may pick up things you miss and vice versa.

While Reading

1. The first paragraph of a reading will usually tell you what you are going to be reading about. Look for main ideas there.
2. Usually the topic sentence is the first sentence of the paragraph. Sometimes it can be the second sentence or the last sentence of the first paragraph. If it appears at the end of the paragraph, the previous sentences build up to the main idea. If it is within the paragraph, it is preceded by one or more introductory sentences.
3. Examine the table of contents, section headings of chapters, chapter summaries and chapter quizzes for main ideas.

4. Pick out key terms and concepts and make a "quiz sheet" outlining the bare bones of the course.
5. Sometimes there is an implied main idea. Read over the details of a section and ask yourself, "What's the point?"

Lesson 7. Note-making.

Topic	Writing topic: <u>Note-making.</u>
Time – 80 minutes	Number of participants: 15
<i>Lesson type</i>	Practical
<i>Outline of the lesson</i>	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
<i>Aim of the lesson:</i> to introduce the new theme; to raise awareness of the topic.	
<i>Objectives:</i> <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	<i>Outcomes:</i> <i>By the end of the course</i> <i>Participants will</i> <input type="checkbox"/> Aware about note making. <input type="checkbox"/> be able to write research successfully
<i>Teaching model</i>	concept attainment; cooperative learning; direct instruction; presentation;
<i>Interaction pattern</i>	Plenary; pair and group work
<i>Used materials and equipment</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

Note Making

Our knowledge is broad and limitless, but our memory capacity is restricted. We cannot recall everything all of the time. As a result, note-making is essential. The purpose of taking notes is to filter key information and help us remember it. Making notes is more than just writing down what you read or hear; it is also a process of synthesising and revisiting concepts from lectures or reading.

Note Making is a way of recording important details from a source. This source can be any book, article, [meeting](#) or any oral discussion. In note making, the writer records the essence of the information. It helps us to understand and clarify thinking. Note making saves a lot of time by going through the notes made. One can get a glimpse of a lot of information from a short note.

Advantages of Note Making

Note making is a skill that improves by practising. There are some advantages of note-making. Let us get to know some of them.

- It has great importance in exams or in academic writing
- It is an organization of main points for future use
- Note making helps in keeping the information handy whenever we require
- It helps in recollecting and recalling the past events said or heard
- It condenses the complete set of data into a reasonable size.
- It facilitates rapid revision during exam time.
- It has essential points that make it more readable.
- It helps in concentrating, understanding and provides a permanent record
- Note making format helps a writer to go through bulky documents quicker
- It helps in understanding a material if the notes are in their own words
- It distinguishes between main points and details

[Here we will learn why and how to make a note.](#)

Note Making Format

There is a fixed note making format. One needs to follow this note making format in order to have a clear and unambiguous understanding of it. The note making format has-

Heading

It shows the title or the heading of the note. This is the first section of your note, and it must express the passage's main theme. The header represents the passage's principal idea.

Subheading

As the name suggests, a subheading is a subdivision of the main topic. Subheadings are essential components of a paragraph that contain crucial information that must be divided into points and subpoints. Subheadings describe how the main topic of the passage was developed. One can use as many subheadings as he or she wants.

Point

Below subheading, there are some points that are part of the main topics.

Sub-subheading

One can add more headings below the points for showing the category, types, advantages, etc.

Key or Keywords

The key portion of the note shows the various codes, symbols or abbreviations used. It helps to get a clear understanding of the keys used in the note-making format.

Abbreviations and Symbols

While taking notes, it is usual and acceptable to use abbreviations to reduce large terms. However, use abbreviative forms sparingly and include a key at the conclusion of your message that lists all of the full forms. Common symbols such as &, @, #, %, and so on are also permitted. They are employed for word precision and economy and are hence very useful in note-taking.

Heading / Title of the Topic

1. *Sub – heading 1*
 1. *i. Point 1*
 1. *ii. Sub sub-heading*
 1. *ii. a. Sub point 1*
 1. *ii. b. sub point 2*
 1. *iii. Point 2*
2. *Sub – heading 2*
 2. *i. Point 1*
 2. *ii. Sub sub-heading*
 2. *ii. a. Sub point 1*
 2. *ii. b. sub point 2*
 2. *iii. Point 2*

Key

Gov. – government

Info. – Information

Main Processes in Note Making

There are 2 main processes for note-making:

- 1.

Storing –

- 2.

We are frequently obliged to save information for future use. This information can be useful in a variety of situations. Information storage is necessary since we cannot be expected to recall everything we learn by reading, speaking, or listening. Also, some information may not be required right now, but at some point in the future.

- 1.

Retrieval –

- 2.

Storing anything is meaningless if we can't get to it when we need it. There is no point in taking notes if we don't use the information we save later. As a result, the

material should be organised properly, and notes should not be jotted down carelessly.

The Procedure of Note Making

- Read the passage provided
- Underline the important sentences. It helps to make headings and subheadings
- Make a rough note first so as to get an idea
- Organize them in logical order or sequence for the final note
- Use the appropriate note-making format
- Do not change the idea or the message of the passage

Points to Remember for Note Making Format

- Avoid using long sentences as heading or title
- Never lose the main idea of the passage
- Ignore information that is less important
- Be brief, clear, and specific
- Use logical sequencing
- It is vital to give each note a meaningful title and to maintain proper indentation.
- Only the most important instances should be provided.
- The presentation of this writing skill is critical.
- Leave no spaces to avoid confusion
- Do not include your own version or understandings
- At least four abbreviations must be included in your notes. To make it apparent to the reader, put a full stop after each abbreviation.
- Make your note more memorable by adding colours, drawings, and symbols

[What are the Mechanics of linear note making?](#)

Using Abbreviations and Symbols in Note Making

Using abbreviations and symbols when taking notes saves time and space. There are several techniques to shorten long or intricate words:

- Using the initials of one or more words, for example, Prime Minister – PM, India – IND, United Nations – UN, Chief Marketing Officer – CMO.
- Using only the initial few letters of the words, for example, construction – Const., abbreviation – abbr., information – info., and so on.
- Universally recognised abbreviations include, for example, opposite – opp., government – govt., established – est., private limited – Pvt. Ltd, department – dept., etcetera – etc., that is – i.e., etc.
- Removing the vowels, for example, reading – rdng, books – bks, cleaning – clng, shopping – shppng, and so on.
- Universally recognised symbols, for example, Q because > greater, larger, < less, smaller, ↓ falling, decreasing, ↑ rising, increasing.

Note Making Format

Note making involves the selection, analysis, summarization, and organization of information. There are different types of note-making formats. Let us make ourselves familiar with them.

Split – Page Format (A narrative note making format method)

In this method, the page is divided into two columns. The first column had the standard notes. The second column will have a summary. This is the most common note making format to note down lecture notes.

Diagram / Pattern format (A visual note making format method)

In this method, the information is presented by a diagram. The main topic is linked together by related ideas. This method is visually more appealing and easy to understand.

Mind Map (A visual note making method)

In this method, the main points and all the related points are presented through a map. It contains text and images both. For a clear understanding, the information is linked in the proper sequence.

Outline Format (A visual note making format method)

In this method, the information is presented as an outline. Proper titles and subtitles are numbered accordingly for this outline.

Question and Prompt Format (A visual note making format method)

In this method, the main points are highlighted as a series of questions and appropriate answers. It helps in revising the note in an easy way.

Solved Example for You

Problem: A person really wants to remember the information the speaker is providing. What should he need to do?

1. Listen for non-verbal clues
2. Listen for verbal clues
3. Write down the important details
4. None of the above

Solution: 3. Write down the important details.

Problem: Why is it important to take notes?

1. Helps you remember
2. Improves your concentration level
3. Helps you prepare for tests
4. All of the above

Solution: 4. All of the above.

Question: What is the purpose of creating Notes?

Answer: Making notes boosts our concentration and also aids us in exam preparation. Making notes relieves tension; if you make the notes ahead of time, there will be no need to cover extensive chapters afterwards. You can develop high-quality reference materials during this procedure. It will be simple to turn your notes into a to-do list for the last revision rounds before the exam.

Lesson 8. Paraphrasing.

Topic	Writing topic: <u>Note-making.</u>
Time – 80 minutes	Number of participants: 15
<i>Lesson type</i>	Practical
<i>Outline of the lesson</i>	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
<i>Aim of the lesson:</i> to introduce the new theme; to raise awareness of the topic.	
<i>Objectives:</i> <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	<i>Outcomes:</i> <i>By the end of the course</i> <i>Participants will</i> <input type="checkbox"/> Aware about paraphrasing; <input type="checkbox"/> be able to write research successfully
<i>Teaching model</i>	concept attainment; cooperative learning; direct instruction; presentation;
<i>Interaction pattern</i>	Plenary; pair and group work
<i>Used materials and equipment</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

What is the paraphrasing?

Paraphrasing is rewriting or rewording of what you have read or learned in your own words without distorting the meaning. While paraphrasing, it is important to make the reader feel that you have understood the subject thoroughly and are transmitting it correctly.

Paraphrasing is much more than just rewriting the text by changing some words. What matters is to understand another person's ideas and sentences and retelling them.

In what situations is paraphrasing needed?

In some situations, plagiarism must be avoided, especially the information mentioned in academic texts, theses, and articles referred to without citation must be paraphrased.

In such situations, since the resource is usually another academic article, thesis or a blog and website text, the one who is paraphrasing must be an expert in the same field.

How do you paraphrase from a source text?

Though there are many online applications you can use for paraphrasing, these applications are no substitute for a human. Just as in translation. Paraphrasing service highly demanded for especially academic texts must be performed by a professional translator or someone who has mastery over the source language. Otherwise, one may face the risk of plagiarism. These steps should be taken in order to avoid plagiarism:

- The source text should be read time and time again so as to comprehend the messages in the source text completely.
- It is more appropriate to divide the information conveyed in one sentence in the source text into a few sentences while paraphrasing.
- Once the rewriting process starts, checking the original text as little as possible will ensure a more valid paraphrasing process.
- While using synonyms of the words in the source text, utmost care should be given to ensure that the sentence has the same meaning as the sentence in the original text.
- To borrow as few words as possible from the source text while paraphrasing. This phase is important and must be done carefully in that it involves the possibility of approaching the rewritten text into the realm of plagiarism.

The factors that should be considered while paraphrasing:

- Not adding more information to the new text than what is conveyed in the source text.
- Instead of changing each and every sentence, it is more appropriate to focus on the whole of the source text.
- The main ideas mentioned in the source text should be noted down.

As mentioned above, paraphrasing requires utmost fineness and experience. If you are in need of professional paraphrasing service, Protranslate Online Translation Platform is definitely the right address. We are offering paraphrasing service by our professional translators specialized in languages and subjects with the highest quality and at the most reasonable prices. In order to place your order and to see our paraphrasing prices, all you have to do is to register our website and upload your document.

A paraphrase provides a safe environment that allows the brain to engage in cognition, or problem solving. When there is emotional safety, the pathways in the brain are clear. Neurotransmitters to the neo-cortex allow neurons to communicate more effectively through these pathways. However, when the brain senses threat, signals to the neo-cortex interfere with thinking, so a person may not have clarity of thought, or rational decision-making. The paraphrase offers this cognitive and affective safety for the brain to think. So, a question, for example, that is offered without a paraphrase may shut the brain off to thinking because it senses threat.

How – Thinking process that led to development of tool

It is important to me that I provide someone the most optimal thinking environment. Offering different kinds of paraphrases allows for multiple ways to reflect, organize or label someone's thinking. These four clips from Cognitive CoachingSM conversations show four different ways to capture someone's thinking. In listening to someone as he/she is talking, it is important to pay attention to language and highlight key ideas. Here are four ways to capture the essence of a person's thinking:

- Paraphrase for acknowledgment and clarification
- Paraphrase to summarize and organize a person's thinking
- Paraphrase to “shift level of abstraction” – shifting the thinking to a more abstract label
- Paraphrase to “shift level of abstraction” –shifting thinking down to a more concrete label

What – Using coaching tool of paraphrasing

The Cognitive CoachingSM conversation video clips show models of three kinds of paraphrases that are used to support an individual's thinking. The three paraphrases with examples from clips are (underlined words indicate key language constructs that highlight the particular paraphrase):

1. **Acknowledge and clarify paraphrase** - “**You’re wondering** how you might pose this to the group...how might you find an area to focus on.”
2. **Summarize and organize paraphrase** - –“You’d like to see that they follow... through on some commitments **and** that they spend some time reflecting at the end of the year.”
3. **Shift level of abstraction paraphrase** - Example from clip that shifts thinking up to a more abstract level, “You’re saying that this may influence your work...from a **micro lens perspective and a macro lens perspective.**” The example in the clip that shifts the thinking down to a more concrete label, “**An example** that you are pointing to is the attention your colleagues gave you” or “...**this is not about** blazing through the agenda to get to the end of the meeting”

What are the Types of Paraphrase? (With Examples)

Paraphrasis types can be classified into automatic and constructive. The term **paraphrase** Comes from two Greek words: παρά (for), Prefix meaning "next to" or "next to" and φράσις (Phrasis), Which means "verbal construction, expression or speech".

The paraphrase is a parallel verbal construction of a previous text, constituting an imitation of the original text. In other words, it is the rewriting of a text, maintaining the essential meaning of this but using different words.



It resembles the abstract by the fact that it is a text based on a previous one and differs from it in terms of its extension, since the paraphrase is much longer than the abstract.

The purpose of this resource is to facilitate the understanding of the text, presenting it in simpler words. In addition to this, paraphrase is used to synthesize the information presented by a source. This is why paraphrase is often used as a study technique.

There are two types of paraphrases: mechanical and constructive. The mechanical paraphrase is characterized by the re-writing of the text through synonyms.

For its part, the constructive paraphrase is characterized by the reconstruction of the text from structures that separate from the original text and yet maintain meaning.

1- Automatic Paraphrase

The mechanical paraphrase is that which is effected by substituting the words of a text for others that are synonymous to it. It is called automatic because it does not imply a reflection on the part of the one who rewrites the text, but is done in an unthinking and mechanical way.

2- Constructive Paraphrase

The constructive paraphrase is that which takes place when the linguistic form with which the original language was expressed is completely reconstructed.

This means that the constructive paraphrase is not limited to substituting a few words for other synonyms but restructures the message using new phrases that are

not present in the original text but which account for the message it intends to convey.

As a study technique, the constructive paraphrase usually has better effects than the automatic paraphrase, since it guarantees the comprehension of the text, since only the meaning can be reconstructed if it has been understood.

Examples of paraphrase types

Example # 1

Original text:

" A highly specialized concept takes shape in a polysemic word of the general language. At present, there is accelerated accelerated growth in the formation of terms through different linguistic creation processes such as homonymy, polysemy, synonymy, metaphor and metonymy. For example, the use of "window", "net", "mouse", "virus" and "portal" is the result of a metaphorical process; However, their use is so ingrained that they are no longer part of the language of specialty but of the general language ".

"The evolution of specialty languages" by Juan Carlos Sager, 2007.

Automatic Paraphrase:

A specialized concept **Is materialized** in a **finished** Of the general language **With multiple meanings** . **In our days, we experience** Accelerated growth in the **Creation of new words** through **Various** Linguistic creation processes such as homonymy, polysemy, synonymy, metaphor and metonymy.

For example, him **Use of terms** "Window", "net", "mouse", "virus" and "portal" is the result of **Metaphorical constructions** ; However, their **Employment is so common** Which are no longer part of the **Specialized language** But the **General language** ".

Constructive Paraphrase:

With respect to linguistic diversification, Sager argues that often the terms that arise in specialized language are standardized and become part of the general language.

For example, the terms "window", "net", "mouse", "virus" and "portal" emerged in the language of specialty thanks to the process of linguistic creation known as metaphor but its use has spread so much that now Of the general language.

Example # 2

Original text:

" Placement. The term is quite recent: it was introduced in Spanish by Seco in 1978 and began to stabilize in the early nineties. In its generic use (Firth 1957, Halliday 1966, Sinclair 1966) lexical placement encompasses all the frequent combinations of lexical units, but in their more restricted use they are about combinations characteristic of two lexemes between which there is some affinity. Like the locutions, they are prefabricated pieces and, therefore, shared by a whole community of speakers.

The differences lie in the fact that, in the case of locutions (like squeezing the package), the components of placements (such as transplanting an organ) have (1) a typical relationship ("transplanting" selects "organ" and vice versa) A smaller degree of fixation (certain transformations, substitutions and / or additions are possible), and have (3) a literal meaning only and (4) relatively transparent ".

"Lexical Locations: Tracks and Traps" by Moreno and Buyese.

Automatic Paraphrase:

Placement. The term is **relatively** Recent: was **used** in Spanish **for the first time** By Seco in 1978 and **Its use spread** In the early nineties. In its generic use (Firth 1957, Halliday 1966, Sinclair 1966) the lexical placement **Meets** All the frequent combinations of **Lexemes**, But in its more restricted use **consists in** Characteristic combinations of two **Lexical units** between **the** That there is

some affinity. **As** The locutions, are prefabricated pieces **for what they are** Shared by an entire community **linguistics** .

The differences lie in the fact that, compared to the locutions (such as draining the package), the components of placements (such as transplanting an organ) **They have** (1) a typical relationship ("transplant" **Requires** "Organ"and vice versa), (2) a lower degree of fixation (certain transformations, substitutions and / or additions are possible), and (3) have only a literal and (4) relatively transparent meaning.

Constructive Paraphrase:

The term "placement" is of recent origin: it was first used in 1978 by the linguist Manuel Seco and since then its use has been extended.

In its broadest sense, placement encompasses any frequent combination of terms, whereas in the more specific sense of the word placement is the combination of two or more terms among which there is affinity.

They resemble the locutions for their quality of prefabricated. For their part, they differ from these because they are typical relationships, because they are not so fixed and have a literal and transparent meaning.

Lesson 9. Summary writing.

Topic	Writing topic: <u>Note-making.</u>
Time – 80 minutes	Number of participants: 15
<i>Lesson type</i>	Practical
<i>Outline of the lesson</i>	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
<i>Aim of the lesson:</i> to introduce the new theme; to raise awareness of the topic.	
<i>Objectives:</i> <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	<i>Outcomes:</i> <i>By the end of the course</i> <i>Participants will</i> <input type="checkbox"/> Aware about writing summary; <input type="checkbox"/> be able to write research successfully
<i>Teaching model</i>	concept attainment; cooperative learning; direct instruction; presentation;
<i>Interaction pattern</i>	Plenary; pair and group work
<i>Used materials and equipment</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

How to Write a Summary | Guide & Examples

Summarizing, or writing a summary, means giving a concise overview of a text's main points in your own words. A summary is always much shorter than the original text.

There are five key steps that can help you to write a summary:

1. [Read the text](#)
2. [Break it down into sections](#)
3. [Identify the key points in each section](#)
4. [Write the summary](#)
5. [Check the summary against the article](#)

Writing a summary does not involve critiquing or analyzing the source. You should simply provide an accurate account of the most important information and ideas (without copying any text from the original).

When to write a summary

There are many situations in which you might have to summarize an article or other source:

- As a stand-alone assignment to show you've understood the material
- To keep notes that will help you remember what you've read
- To give an overview of other researchers' work in a [literature review](#)

When you're writing an academic text like an [essay](#), [research paper](#), or [dissertation](#), you'll [integrate sources](#) in a variety of ways. You might use a brief [quote](#) to support your point, or [paraphrase](#) a few sentences or paragraphs.

But it's often appropriate to summarize a whole article or chapter if it is especially relevant to your own research, or to provide an overview of a source before you analyze or critique it.

In any case, the goal of summarizing is to give your reader a clear understanding of the original source. Follow the five steps outlined below to write a good summary.

Step 1: Read the text

You should read the article more than once to make sure you've thoroughly understood it. It's often effective to read in three stages:

1. **Scan** the article quickly to get a sense of its topic and overall shape.
2. **Read** the article carefully, highlighting important points and taking notes as you read.
3. **Skim** the article again to confirm you've understood the key points, and reread any particularly important or difficult passages.

There are some tricks you can use to identify the key points as you read:

- Start by reading the **abstract**. This already contains the author's own summary of their work, and it tells you what to expect from the article.
- Pay attention to **headings and subheadings**. These should give you a good sense of what each part is about.
- Read the **introduction** and the **conclusion** together and compare them: What did the author set out to do, and what was the outcome?

Step 2: Break the text down into sections

To make the text more manageable and understand its sub-points, break it down into smaller sections.

If the text is a scientific paper that follows a standard empirical structure, it is probably already organized into clearly marked sections, usually including an introduction, methods, results, and discussion.

Other types of articles may not be explicitly divided into sections. But most articles and essays will be structured around a series of sub-points or themes.

Tip: To see at a glance what each part of the text focuses on, try writing a word or phrase in the margin next to each paragraph that describes the paragraph's content. If several paragraphs cover similar topics, you may group them together.

Step 3: Identify the key points in each section

Now it's time go through each section and pick out its most important points. What does your reader need to know to understand the overall argument or conclusion of the article?

Keep in mind that a summary does not involve paraphrasing every single paragraph of the article. Your goal is to extract the essential points, leaving out anything that can be considered background information or supplementary detail.

In a scientific article, there are some easy questions you can ask to identify the key points in each part.

Key points of a scientific article

Introduction	<ul style="list-style-type: none">• What research question or problem was addressed?• Are any hypotheses formulated?
Methods	<ul style="list-style-type: none">• What type of research was done?• How were data collected and analyzed?
Results	<ul style="list-style-type: none">• What were the most important findings?• Were the hypotheses supported?

Discussion/conclusion

- What is the overall answer to the research question?
- How does the author explain these results?
- What are the implications of the results?
- Are there any important limitations?
- Are there any key recommendations?

If the article takes a different form, you might have to think more carefully about what points are most important for the reader to understand its argument.

In that case, pay particular attention to the [thesis statement](#)—the central claim that the author wants us to accept, which usually appears in the introduction—and the [topic sentences](#) that signal the main idea of each paragraph.

What are the key characteristics of an objective summary?

- A good summary focuses on the **main theme**, or **central idea**, of a text and **specific, relevant details** that support that **theme**, or **central idea**. Unnecessary supporting details are left out.

Step 4: Write the summary

Now that you know the key points that the article aims to communicate, you need to put them in your own words.

To **avoid plagiarism** and show you've understood the article, it's essential to properly **paraphrase** the author's ideas. **Do not** copy and paste parts of the article, not even just a sentence or two.

The best way to do this is to put the article aside and write out your own understanding of the author's key points.

Examples of article summaries

Let's take a look at an example. Below, we summarize [this article](#), which scientifically investigates the old saying "an apple a day keeps the doctor away."

Example of a full article summary

Davis et al. (2015) set out to empirically test the popular saying "an apple a day keeps the doctor away." Apples are often used to represent a healthy lifestyle, and research has shown their nutritional properties could be beneficial for various aspects of health. The authors' unique approach is to take the saying literally and ask: do people who eat apples use healthcare services less frequently? If there is indeed such a relationship, they suggest, promoting apple consumption could help reduce healthcare costs.

The study used publicly available cross-sectional data from the National Health and Nutrition Examination Survey. Participants were categorized as either apple eaters or non-apple eaters based on their self-reported apple consumption in an average 24-hour period. They were also categorized as either avoiding or not avoiding the use of healthcare services in the past year. The data was statistically analyzed to test whether there was an association between apple consumption and

several dependent variables: physician visits, hospital stays, use of mental health services, and use of prescription medication.

Although apple eaters were slightly more likely to have avoided physician visits, this relationship was not statistically significant after adjusting for various relevant factors. No association was found between apple consumption and hospital stays or mental health service use. However, apple eaters were found to be slightly more likely to have avoided using prescription medication. Based on these results, the authors conclude that an apple a day does not keep the doctor away, but it may keep the pharmacist away. They suggest that this finding could have implications for reducing healthcare costs, considering the high annual costs of prescription medication and the inexpensiveness of apples.

However, the authors also note several limitations of the study: most importantly, that apple eaters are likely to differ from non-apple eaters in ways that may have confounded the results (for example, apple eaters may be more likely to be health-conscious). To establish any causal relationship between apple consumption and avoidance of medication, they recommend experimental research.

An article summary like the above would be appropriate for a stand-alone summary assignment. However, you'll often want to give an even more concise summary of an article.

For example, in a [literature review](#) or research paper, you may want to briefly summarize this study as part of a wider discussion of various sources. In this case, we can boil our summary down even further to include only the most relevant information.

Example of a concise article summary

Using national survey data, Davis et al. (2015) tested the assertion that “an apple a day keeps the doctor away” and did not find statistically significant evidence to

support this hypothesis. While people who consumed apples were slightly less likely to use prescription medications, the study was unable to demonstrate a causal relationship between these variables.

Citing the source you're summarizing

When including a summary as part of a larger text, it's essential to properly [cite the source](#) you're summarizing. The exact format depends on your [citation style](#), but it usually includes an [in-text citation](#) and a full reference at the end of your paper.

You can easily create your citations and references in APA or MLA using our free citation generators.

Step 5: Check the summary against the article

Finally, read through the article once more to ensure that:

- You've accurately represented the author's work
- You haven't missed any essential information
- The phrasing is not too similar to any sentences in the original.

If you're summarizing many articles as part of your own work, it may be a good idea to use a plagiarism checker to double-check that your text is completely original and properly cited. Just be sure to use one that's safe and reliable.

Lesson 10. Combining sources.

Topic	Writing topic: <u>Note-making.</u>
Time – 80 minutes	Number of participants: 15
<i>Lesson type</i>	Practical
<i>Outline of the lesson</i>	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
<i>Aim of the lesson:</i> to introduce the new theme; to raise awareness of the topic.	
<i>Objectives:</i> <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	<i>Outcomes:</i> <i>By the end of the course</i> <i>Participants will</i> Aware about combining sources; <input type="checkbox"/> be able to write research successfully
<i>Teaching model</i>	concept attainment; cooperative learning; direct instruction; presentation;
<i>Interaction pattern</i>	Plenary; pair and group work
<i>Used materials and equipment</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

How to combine different data sources for better insights



Social media may be one of the most accessible public data sources out there, but it only gives a one-dimensional view of an audience. To get a comprehensive view of your customers – what they like, dislike, their pain points etc. – you need to combine different conversational data sources to add context and paint a more complete picture.

Finding the right data source to solve specific problems

Not every data source will be able to answer every question. Some are great for picking up on consumer trends, while others may be better used to understand specific complaints. This is why it's crucial to identify [which data source to use depending on the problem](#) you want to solve.

For example, social media can inform a significant portion of your [market research](#). Let's say your objective is to measure the impact of your product launch. Social media mentions and engagement can give you the insights you need to see how the new product is performing in the market.

Social media platforms can also show trending topics on a much bigger scale. But if you want to go more in-depth into consumer sentiment around certain topics, it makes more sense to listen in on conversations that take place on niche forums. And customer reviews can be used as direct feedback to your brand, informing product development and innovation.

Hybridising data for a holistic view

There isn't just one source of truth when it comes to social data. That's why it's crucial to bring together data from different data sources to pull together the different pieces of the puzzle to tell a coherent story about the audience as a whole. Rather than just looking at social data, you might also want to look at search data, transaction data, stock trends, economic trends, and more.

Social media data is just one part of the story. It's [important to take this information and incorporate it into wider analysis](#), as it can offer insights into the broader business. For example, a spike in snack sales could tell you a lot about ongoing snacking trends and purchase behaviour. It tells you that consumers are snacking more. But the additional insights from social listening will tell you *why* consumers are snacking more. Is it because they're spending more time at their homes due to the pandemic?



There isn't just one source of truth when it comes to social data.

Avoiding biases from different sources

If you focus on just one social data source, you're more prone to bias due to the limitations in the data pool. For instance, social media users tend to be younger and have a more liberal mindset. So this might result in bias when researching the market based on social media data alone. You could

be missing out on an opportunity to explore the mindset and motivations of people who don't use social media as much.

To ensure greater representation and [minimise bias](#), businesses need to triangulate the data with other data sources. From in-store purchase behaviours to online shopping habits – there could be a lot of hidden consumption trends that you can unearth if you look at multiple data sources rather than just focus on social media.

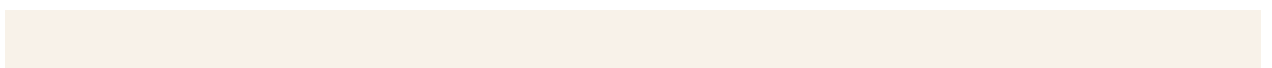
Examples of mixing data sources

Many organisations are already implementing data hybridisation to look at their data holistically for better insights.

The insights & analytics team at Mondelez, for instance, has created a 3-pager that streamlines social intelligence data and combines it with other teams' data sources to tell leadership a bigger story. In addition, their insights team has a survey system that provides robust and quantitative insights. To these insights, they inject social listening data to add a “human element” and bring in that personal touch.

The Ipsos team also regularly uses social data to complement other data sources. This helps them get a deeper understanding of the audience by shedding further light from a consumer-driven perspective.

So, in order to build a complete picture of your target audience, and understand how your business is performing, it's crucial to take insights from different data sources and look at them side by side to deliver more complete insights.



Combining your ideas with those of other writers

Most university writing tasks require you to draw on a range of academic sources to support your claims, arguments and ideas. The balance between your thoughts and words expressed in your voice and those of other authors is important to get right. Many students find this process of incorporating other sources or ‘voices’ into their writing difficult. This flyer provides guidance and strategies to better manage this process. Balance between ‘voices’ The question of how much of your voice you need to include in a written assignment depends on a number of factors such as your level of study (i.e. Undergraduate or Graduate), the subject or topic you are writing about and the type of writing you are expected to produce (i.e. essay, report, review etc.). A general guideline is that your voice should be the predominant one in your writing, i.e. more than fifty percent of your work should be your thoughts and ideas about the topic you are writing about or probably a little more if you are a Graduate student. Your own voice should be the predominant one in your writing When writing an argument-based essay, your voice should probably be strongest in the introduction and conclusion, but note that it needs to be present in all sections of your work. As a general rule, other voices may predominate in the body of your work (to provide evidence to support your ideas), but your voice must also be there at the same time to manage them. Choosing how you will use ideas from a source There are two main ways you can incorporate another author’s ideas or information into your work; through direct quotation (transferring exact words) and indirect reporting (such as paraphrases and summaries):

Example: **DIRECT QUOTATION:** In discussing the importance of teaching study skills, Jordan (1997, p8) states that “study skills are not something acquired instinctively.”

PARAPHRASE: As students do not obtain study skills automatically, it is very important to teach them these skills (Jordan, 1997). **SUMMARY:** It is important to teach study skills to students (Jordan, 1997). Note that the words taken directly

from Jordan's text are enclosed in quotation marks ("..."). This is essential whenever an author's exact words are used. Even when the words are altered – for example, in a paraphrase or summary – the original source must be acknowledged. Try to be flexible about how you take information from other sources. Some students tend to spend too much time and effort paraphrasing material into their work when a quick and direct summary could be more effective. Structuring work that includes a mixture of voices It is wise to plan for a structure that includes both your voice and the voices of 'experts' in the same paragraph. A 'sandwich-style' structure is common practice in academic writing as it incorporates your voice strongly at the beginning and end of the paragraph and 'other voices' in the middle to provide support and evidence for your views. Example: Traditional handwritten letters provide eyewitness accounts of historical events. In more contemporary times, however, email communication has largely taken over this function from letter writing. Chang (as cited in Smith, 2012, p1) notes that people born in the 1990s onwards "tend to favour Skype and Messenger and are adept at expressing themselves in phrases of 70 characters or less on Twitter." It could therefore be argued that email has been merely a transition medium from letters to web-based and other more immediate forms of communication (Smith, 2012). KEY: Writer's voice introducing & analysing topic also using the ideas of Smith; Other voice it is easy to lose your voice amongst all the other voices you have gathered together to provide support for your ideas. Some suggestions for maintaining a strong and authoritative voice in longer assignments include: □ Keep your voice in the first position of every paragraph. Don't give away this 'prime spot' even if the rest of the paragraph is dominated by another writer. □ Include transition paragraphs written entirely in your voice where you remind the reader of your thesis statement and preview the next section. □ Avoid the 'catalogue' approach where you provide a list of what other people think about your topic. It is better to quickly summarise their views and then go on to what YOU think about it. The key role of reporting verbs When introducing other voices into your text, you should choose a precise reporting verb to highlight what particular contribution an author or theorist has

made to the topic under discussion. Effective use of reporting verbs can strengthen your argument and give the reader an idea of your attitude to the material you are presenting. Some reporting verbs are neutral. These verbs mean 'say' but do not provide any additional evaluative 'flavour' and should be kept a minimum in most academic writing. □ Describes, states, explains, adds, remarks etc. Example: Chang states that other forms of electronic communication and not email are the natural successors to letter-writing. Here, Chang simply provides an opinion, i.e. there is no interpretation of that statement. Some reporting verbs mean 'say' but add some interpretation or evaluation through the choice of verb □ Argues, disputes, concedes, speculates etc. Example: Chang disputes the idea that email is the natural successor to letter-writing. Here, through the writer's use of the specific verb 'disputes', we feel the strength of Chang's view. HOT TIP: Avoid weak reporting verbs / phrases Avoid verbs which don't add anything significant to your discussion such as 'say' and 'mention'. The phrase 'according to' is also generally overused by students and can lead to a more descriptive writing style. During editing, highlight all the reporting verbs / phrases you have used in your writing and change the ones that are weak and / or repetitive. Reporting words to make writing more evaluative and precise There are more than 300 reporting verbs in English. This means that there are always several choices when reporting the ideas of others in your writing. Try to increase and refine your academic vocabulary using these alternative words: VERB ALTERNATIVES show demonstrate, establish persuade assure, convince, satisfy argue reason, discuss, debate, consider propose advance, propound, suggest advise suggest, recommend, advocate, exhort, encourage, urge believe hold, profess (the view that ...) emphasise accentuate, stress, underscore support uphold, advocate state express, comment, remark, declare, articulate, describe, instruct, inform, report examine analyse, discuss, explore, investigate, scrutinise evaluate appraise, assess hypothesis speculate, postulate claim allege, assert, affirm, contend, maintain disagree dispute, refute, contradict, object, dissent reject refute, repudiate, remonstrate (against), discard, dismiss, disclaim.

Semester 8

Lesson 1. Setting aims and tasks.

Topic	Writing topic: Writing main part of the research.
Time – 80 minutes	Number of participants: 15
Lesson type	Practical
Outline of the lesson	1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: <i>By the end of the course Participants will</i> <input type="checkbox"/> Aware about writing main part of the research. <input type="checkbox"/> be able to write research successfully
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group work
Used materials and equipment	Handouts; course syllabus; board and markers of different colors
Teaching conditions	Teaching room should include white board and separated to 4 faced sittings suited for group works.
Assessment	Ongoing assessment; participation

What Are Aims and Objectives?

Research Aims

A research aim describes the main goal or the overarching purpose of your research project.

In doing so, it acts as a focal point for your research and provides your readers with clarity as to what your study is all about. Because of this, research aims are almost always located within its own subsection under the introduction section of a

research document, regardless of whether it's a [thesis](#), a dissertation, or a [research paper](#).

A research aim is usually formulated as a broad statement of the main goal of the research and can range in length from a single sentence to a short paragraph.

Although

the exact format may vary according to preference, they should all describe why your research is needed (i.e. the context), what it sets out to accomplish (the actual aim) and, briefly, how it intends to accomplish it (overview of your objectives).

Research Objectives

Where a research aim specifies what your study will answer, research objectives specify how your study will answer it.

They divide your research aim into several smaller parts, each of which represents a key section of your research project. As a result, almost all research objectives take the form of a numbered list, with each item usually receiving its own chapter in a dissertation or thesis.

Following the example of the research aim shared above, here are its real research objectives as an example:

Example of a Research Objective

1. Develop finite element models using explicit dynamics to mimic mallet blows during cup/shell insertion, initially using simplified experimentally validated foam models to represent the acetabulum.
2. Investigate the number, velocity and position of impacts needed to insert a cup.
3. Determine the relationship between the size of interference between the cup and cavity and deformation for different cup types.
4. Investigate the influence of non-uniform cup support and varying the orientation of the component in the cavity on deformation.
5. Examine the influence of errors during reaming of the acetabulum which introduce ovality to the cavity.
6. Determine the relationship between changes in the geometry of the component and deformation for different cup designs.

7. Develop three-dimensional pelvis models with non-uniform bone material properties from a range of patients with varying bone quality.
8. Use the key parameters that influence deformation, as identified in the foam models to determine the range of deformations that may occur clinically using the anatomic models and if these deformations are clinically significant.

Research Aim and Objectives...

Research Objectives Examples:

- To critically review the literature concerning dynamic capabilities and business agility
- To identify how customer expectations are influencing business practices
- To investigate the expectations of customers in this dynamic environment
- To discuss the implications of customer expectations and make recommendations to government, business and academia

Lesson 2. Writing introduction to the research.

Topic	Writing topic: Writing main part of the research.
Time – 80 minutes	Number of participants: 15
Lesson type	Practical

Outline of the lesson	1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: <i>By the end of the course Participants will</i> <input type="checkbox"/> Aware about writing main part of the research. <input type="checkbox"/> be able to write research successfully
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group work
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Assessment	Ongoing assessment; participation

What is an introduction for a research paper?

Introductions to research papers do a lot of work.

It may seem obvious, but introductions are always placed at the beginning of a paper. They guide your reader from a general subject area to the narrow topic that your paper covers. They also explain your paper's:

- **Scope:** The topic you'll be covering
- **Context:** The background of your topic
- **Importance:** Why your research matters in the context of an industry or the world

Your introduction will cover a lot of ground. However, it will only be half of a page to a few pages long. The length depends on the size of your paper as a whole. In many cases, the introduction will be shorter than all of the other sections of your paper.

3.3 Introduction

The introduction serves the purpose of leading the reader from a general subject area to a particular field of research. Three phases of an introduction can be identified (Swales, 1993):

- 1 *Establish a territory*: bring out the importance of the subject *and/or* make general statements about the subject *and/or* present an overview on current research on the subject.
- 2 *Establish a niche*: oppose an existing assumption *or* reveal a research gap *or* formulate a research question or problem *or* continue a tradition.
- 3 *Occupy the niche*: sketch the intent of the own work *and/or* outline important characteristics of the own work; outline important results; and give a brief outlook on the structure of the paper.

Why is an introduction vital to a research paper?

The introduction to your research paper isn't just important. It's critical.

Your readers don't know what your research paper is about from the title. That's where your introduction comes in. A good introduction will:

- Help your reader understand your topic's background
- Explain why your research paper is worth reading
- Offer a guide for navigating the rest of the piece
- Pique your reader's interest

Without a clear introduction, your readers will struggle. They may feel confused when they start reading your paper. They might even give up entirely. Your introduction will ground them and prepare them for the in-depth research to come.

What should you include in an introduction for a research paper?

Research paper introductions are always unique. After all, research is original by definition. However, they often contain six essential items. These are:

- **An overview of the topic.** Start with a general overview of your topic. Narrow the overview until you address your paper's specific subject. Then, mention questions or concerns you had about the case. Note that you will address them in the publication.

- **Prior research.** Your introduction is the place to review other conclusions on your topic. Include both older scholars and modern scholars. This background information shows that you are aware of prior research. It also introduces past findings to those who might not have that expertise.
- **A rationale for your paper.** Explain why your topic needs to be addressed right now. If applicable, connect it to current issues. Additionally, you can show a problem with former theories or reveal a gap in current research. No matter how you do it, a good rationale will interest your readers and demonstrate why they must read the rest of your paper.
- **Describe the methodology you used.** Recount your processes to make your paper more credible. Lay out your goal and the questions you will address. Reveal how you conducted research and describe how you measured results. Moreover, explain why you made key choices.
- **A thesis statement.** Your main introduction should end with a thesis statement. This statement summarizes the ideas that will run through your entire research article. It should be straightforward and clear.
- **An outline.** Introductions often conclude with an outline. Your layout should quickly review what you intend to cover in the following sections. Think of it as a roadmap, guiding your reader to the end of your paper.

These six items are emphasized more or less, depending on your field. For example, a physics research paper might emphasize methodology. An English journal article might highlight the overview.

Lesson 3. Analysing sources used during the research.

Topic	Writing topic: Writing main part of the research.
Time – 80 minutes	Number of participants: 15
<i>Lesson type</i>	Practical
<i>Outline of the lesson</i>	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing

Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: <i>By the end of the course Participants will</i> <input type="checkbox"/> Aware about writing main part of the research. <input type="checkbox"/> be able to write research successfully
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group work
Used materials and equipment	Handouts; course syllabus; board and markers of different colors
Teaching conditions	Teaching room should include white board and separated to 4 faced sittings suited for group works.
Assessment	Ongoing assessment; participation

Good researchers and writers examine their sources critically and actively. They do not just compile and summarize these research sources in their writing, but use them to create their own ideas, theories, and, ultimately, their own, new understanding of the topic they are researching. Such an approach means not taking the information and opinions that the sources contain at face value and for granted, but to investigate, test, and even doubt every claim, every example, every story, and every conclusion.

In this section you'll learn about analyzing sources and how to utilize the C.R.A.A.P test to verify that your source is useful and relevant.

Evaluating Sources



You will need to evaluate each source you consider using by asking two questions:

- Is this source trustworthy?

- Is this source suitable?

Not every suitable source is trustworthy, and not every trustworthy source is suitable.

Determining Suitability

Our task as a researcher is to determine the appropriateness of the information your source contains, for your particular research project. It is a simple question, really: will this source help me answer the research questions that I am posing in my project? Will it help me learn as much as I can about my topic? Will it help me write an interesting, convincing essay for my readers?

Analyzing Information Sources

1. Published:
2. How do you analyze a book or an article (or other “physical information” sources) before you have the physical item in hand? ...
3. Consider the authority of the author. ...
4. Consider the date of publication. ...
5. Consider the publisher. ...
6. Consider the journal or magazine (if applicable).

- [Contents](#) |
- [Author index](#) |
- [Subject index](#) |
- [Search](#) |
- [Home](#)

A method for the analysis of information use in source-based writing

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Abstract

Introduction. Past research on source-based writing assignments has hesitated to scrutinize how students actually use information afforded by sources. This paper introduces a method for the analysis of text transformations from sources to texts composed. The method is aimed to serve scholars in building a more detailed understanding of how students work with sources, for example, in paraphrasing, summarising and synthesising information.

Method. The proposed method is introduced by presenting its domain, procedure and justifications, and by sketching a coding framework for text transformations. The characteristics of the method are demonstrated by reporting a case study: the use of information in seventeen Wikipedia/wiki articles written in a collaborative assignment by upper secondary school students.

Analysis. The domain of the method is represented by characterising its goal and application area. The procedure of the method is represented as an ordered set of operations and its use is demonstrated in the case study. The justifications of the method are addressed by discussing appropriateness, validity, reliability and efficiency issues related to the method.

Results. The findings of the case study demonstrate that new research questions can be answered by applying the method. In terms of research economy, the method is reasonably efficient. No major problems related to the validity and reliability of the method were observed.

Conclusions. The proposed method is a novel research instrument for the study of information use. It opens up interesting possibilities to analyse text transformations in source-based writing and expand our understanding of the core processes of information use.

Lesson 4. Avoiding plagiarism.

Topic	Writing topic: Writing main part of the research.
Time – 80 minutes	Number of participants: 15
Lesson type	Practical
Outline of the lesson	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: By the end of the course Participants will <input type="checkbox"/> Aware about writing main part of the research. <input type="checkbox"/> be able to write research successfully
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group works
Used materials and equipments	Handouts; course syllabus; board and markers of different colors
Teaching conditions	Teaching room should include white board and separated to 4 faced sittings suited for group works.
Assessment	Ongoing assessment; participation

What is plagiarism?

According to Merriam Webster, the word [plagiarism means](#) “to steal or pass off as one’s own,” and comes from the Latin word *plagiarius*, which means “kidnapper.” Based on this definition, one might think that plagiarism only occurs when you claim ownership over someone else's creation. Things are actually a bit more complex.

Indeed, experts agree that such reprehensible behavior can occur in a variety of situations. *Bowdoin.edu*, for example, classified them into these [four most common types of plagiarism](#):

- **Direct plagiarism:** Claiming someone else’s work as your own, or copying without quotation marks and/or citation.

- **Mosaic plagiarism:** Also known as “patchwriting,” this occurs when borrowing phrases from a source without quotation marks, changing only a few words here and there.
- **Accidental plagiarism:** Giving credit to the wrong author(s) or misquoting.
- **Self-plagiarism:** Reusing your own published or submitted work - even just some parts - for a new assignment.

How to avoid plagiarism?

There are several proven ways to protect yourself and ensure you don't inadvertently copy someone else's work. Continue reading to learn how to avoid plagiarism in your writing:

1. Organize your research
2. Evaluate your sources
3. Use quotes
4. Paraphrase
5. Cite your sources
6. Quote your own work
7. Use a plagiarism checker
8. Proofread your work
9. Get a second set of eyes
10. Try to be original

WAYS TO AVOID PLAGIARISM

Plagiarism is something avoidable and that can be controlled regardless of whether you're writing a term paper, thesis, or content for sale. There are some ways for avoiding plagiarism which is as follows:

1. Use plagiarism checkers

One of the best ways to avoid plagiarism is to use plagiarism checkers. Today, there are many free and paid online plagiarism checkers that can help you present unique work or ideas. Some of the most used online tools for checking plagiarism include Grammarly and Copyscape. You can choose to either use the standard version or the premium version that one makes monthly or yearly subscriptions.

2. Citing sources

When researching a particular subject of interest, it's essential to cite the sources where you get the information from. If you forget to do this, then you'll be plagiarizing the same. Compile a list showing all citations from articles, books magazines, or websites.

Lesson 5. Writing main part of the research.

Topic	Writing topic: Writing main part of the research.
Time – 80 minutes	Number of participants: 15
Lesson type	Practical
Outline of the lesson	1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: <i>By the end of the course Participants will</i> <input type="checkbox"/> <i>Aware about writing main part of the research.</i> <input type="checkbox"/> <i>be able to write research successfully</i>
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group works
Used materials and equipments	Handouts; course syllabus; board and markers

	of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

Popular replies (1) The major parts of a research paper are **abstract,Introduction,review of literature,research methods,findings and analysis,discussion,limitations,future scope and references.**

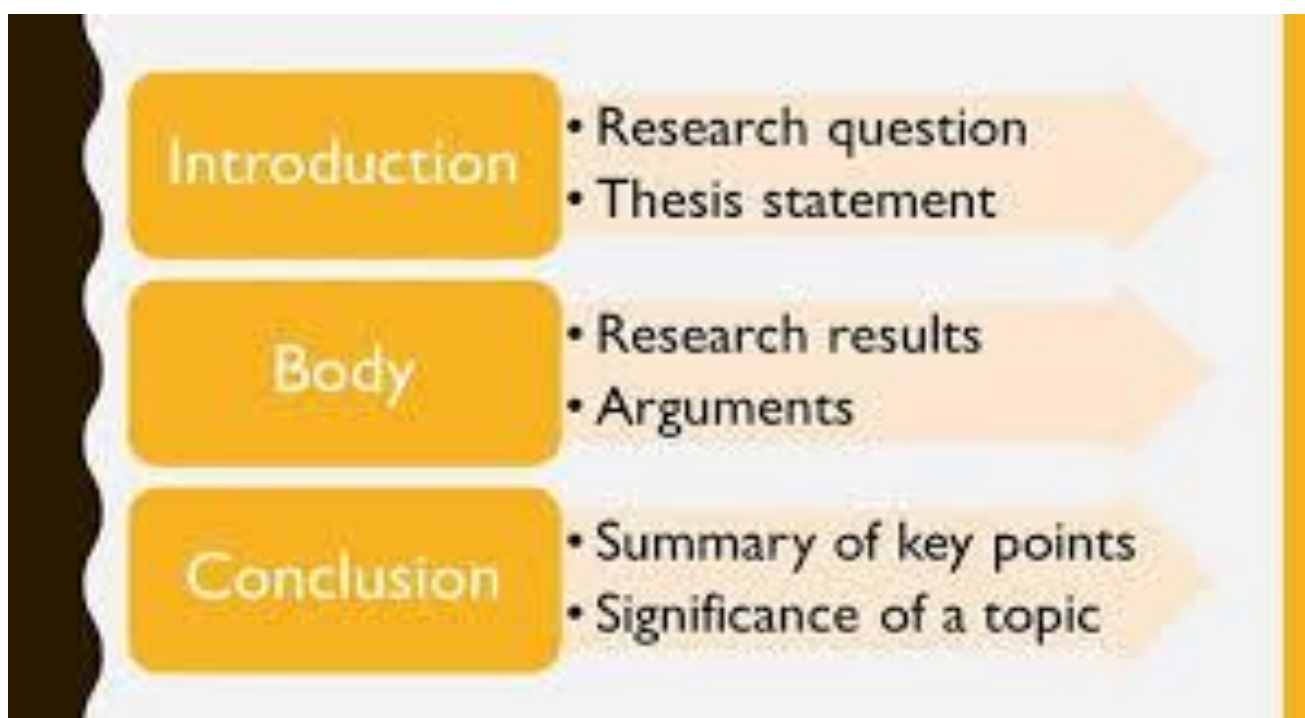
The point of having specifically defined parts of a research paper is not to make your life as a student harder. In fact, it's very much the opposite. The different parts of a research paper have been established to provide a structure that can be consistently used to make your research projects easier, as well as helping you follow the proper scientific methodology.

This will help guide your writing process so you can focus on key elements one at a time. It will also provide a valuable outline that you can rely on to effectively structure your assignment. Having a solid structure will make your research paper easier to understand, and it will also prepare you for a possible future as a researcher, since all modern science is created around similar precepts.

Have you been struggling with your academic homework lately, especially where it concerns all the different parts of a research paper? This is actually a very common situation, so we have prepared this article to outline all the key parts of a [research paper](#) and explain what you must focus as you go through each one of the various parts of a research paper; read the following sections and you should have a clearer idea of how to tackle your next research paper effectively.

Research Paper Structure

Sections	What to do?
Abstract	Write 150 words on the purpose of the study, research questions or suggestions, and main findings with conclusions.
Outline	Organize the map of the study.
Introduction	Provide the main information on the problem statement, the indication of methodology, important findings, and principal conclusion.
Literature Review	Analyze and incorporate scholarly sources on past studies.
Methodology or Materials and Methods	Explain the design of the research with techniques that are used for gathering information and other aspects related to the experiment.
Results	Present and illustrate the obtained findings.
Discussion	Review the information in the introduction part, evaluate their gained results, or compare it with past studies.
Recommendations	Propose potential solutions or new ideas based on the obtained results.
Limitations	Consider the weaknesses of the research and results to get new directions.
Conclusion	Provide final thoughts and the summary of the whole work.
Acknowledgments or Appendix	Include additional information on the research paper if it is necessary.
References	Provide and cite all used sources in the study.



Lesson 6. Writing main part of the research.

Topic	Writing topic: Writing main part of the research.
Time – 80 minutes	Number of participants: 15
Lesson type	Practical
Outline of the lesson	1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: By the end of the course Participants will <input type="checkbox"/> Aware about writing main part of the research. <input type="checkbox"/> be able to write research successfully
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group works
Used materials and equipments	Handouts; course syllabus; board and markers of different colors
Teaching conditions	Teaching room should include white board and separated to 4 faced sittings suited for group works.
Assessment	Ongoing assessment; participation

– What are the main parts of a research paper?

There are eight main parts in a [research paper](#):

1. Title (cover page)
2. Introduction
3. Literature review
4. Research methodology
5. Data analysis
6. Results
7. Conclusion
8. Reference page

If you stick to this structure, your end product will be a concise, well-organized research paper.

– Title

The very first page in your research paper should be used to identify its title, along with your name, the date of your assignment, and your learning institution. Additional elements may be required according to the specifications of your instructors, so it's a good idea to check with them to make sure you feature all the required information in the right order. You will usually be provided with a template or checklist of some kind that you can refer to when writing your [cover page](#).

– Introduction

This is the very beginning of your research paper, where you are expected to provide your [thesis statement](#); this is simply a summary of what you're setting out to accomplish with your research project, including the problems you're looking to scrutinize and any solutions or recommendations that you anticipate beforehand.

– Literature Review

This part of a research paper is supposed to provide the theoretical framework that you elaborated during your research. You will be expected to present the sources you have studied while preparing for the work ahead, and these sources should be credible from an academic standpoint (including educational books, peer-reviewed journals, and other relevant publications). You must make sure to include the name of the relevant authors you've studied and add a properly formatted citation that explicitly points to their works you have analyzed, including the publication year (see the section below on [APA style citations](#)).

– Research Methodology

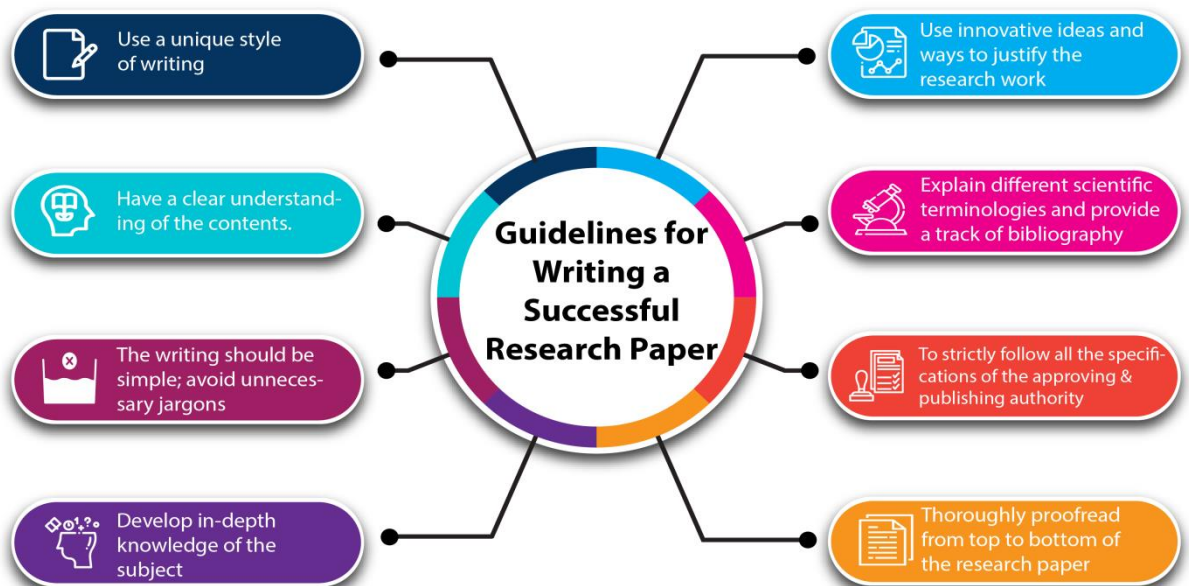
Different parts of a research paper have different aims, and here you need to point out the exact methods you have used in the course of your research work. Typical methods can range from direct observation to laboratory experiments, or statistical evaluations. Whatever your chosen methods are, you will need to explicitly point them out in this section.

– Data Analysis

While all the parts of a research paper are important, this section is probably the most crucial from a practical standpoint. Out of all the parts of a research paper, here you will be expected to analyze the data you have obtained in the course of your research. This is where you get your chance to really shine, by introducing new data that may contribute to building up on the collective understanding of the topics you have researched. At this point, you're not expected to analyze your data yet (that will be done in the subsequent parts of a research paper), but simply to present it objectively.

Research Paper Structure

Sections	What to do?
Abstract	Write 150 words on the purpose of the study, research questions or suggestions, and main findings with conclusions.
Outline	Organize the map of the study.
Introduction	Provide the main information on the problem statement, the indication of methodology, important findings, and principal conclusion.
Literature Review	Analyze and incorporate scholarly sources on past studies.
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Results	Present and illustrate the obtained findings.
Discussion	Review the information in the introduction part, evaluate their gained results, or compare it with past studies.
Recommendations	Propose potential solutions or new ideas based on the obtained results.
Limitations	Consider the weaknesses of the research and results to get new directions.
Conclusion	Provide final thoughts and the summary of the whole work.
Acknowledgments or Appendix	Include additional information on the research paper if it is necessary.
References	Provide and cite all used sources in the study.



How to write an academic introduction

Fair Trade negatively impacts producers and workers in developing countries. To what extent do you agree?

• International trade has been predominately controlled by developed countries for centuries and developed countries have struggled to access this market. Fair Trade is a worldwide initiative aimed at improving the livelihood of producers and empowering workers in developing countries by generating better terms and sufficient wages (Fair Trade International, 2017). Overall, Fair Trade develops increased economic stability, higher salaries compared to conventional producers and educates community diversification, to a large extent the claim that Fair Trade negatively impacts producers and workers in developing countries is invalid. This essay will focus on the main arguments connected to stability, salaries and diversification and conclude with suggestions on how Fair Trade could be improved.

First sentence
A general statement that does not include the main focus but introduces the issue / controversy for the argument

Definition
A paraphrased definition (don't copy/reference source)

Thesis –include question words and show your sections / key arguments of the essay (stability, salaries, diversification)

Outline – MUST explain what the essay structure will do and the outcome / conclusion

Lesson 7. Writing main part of the research.

Topic	Writing topic: Writing main part of the research.
Time – 80 minutes	Number of participants: 15
Lesson type	Practical
Outline of the lesson	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: <i>By the end of the course Participants will</i> <input type="checkbox"/> Aware about writing main part of the research. <input type="checkbox"/> be able to write research successfully
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;

<i>Interaction pattern</i>	Plenary; pair and group works
<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

– Results

From all the parts of a research paper, this is the one where you're expected to actually analyze the data you have gathered while researching. This analysis should align with your previously stated methodology, and it should both point out any implications suggested by your data that might be relevant to different fields of study, as well as any shortcomings in your approach that would allow you to improve your results if you were to repeat the same type of research.

– Conclusion

As you conclude your research paper, you should succinctly reiterate your thesis statement along with your methodology and analyzed data – by drawing all these elements together you will reach the purpose of your research, so all that is left is to point out your conclusions in a clear manner.

– Reference Page

The very last section of your research paper is a reference page where you should collect the academic sources along with all the publications you consulted, while fleshing out your research project. You should make sure to list all these references according to the citation format specified by your instructor; there are various formats now in use, such as MLA, Harvard and APA, which although similar rely on different [citation styles](#) that must be consistently and carefully observed.

Definition: Referencing Styles

Referencing styles are a set of rules that tell you how you should acknowledge the intellectual works of people that you use in your research. Referencing is an important part of successful academic writing. It helps you avoid plagiarism while doing your assignments. Referencing contains two crucial elements:

- An in-text citation
- An entry in the reference list at the end of your assignment

The citation will contain enough details for the reader to identify the source listed

in the reference list. In most cases, this is the name of the author and the year in which the source of your data was published. The reference list is usually alphabetized by author names. Other details in the reference list are the name of the author, year of publication, and the title of your source.

– What are the different styles of referencing?

There are different referencing styles, which use different formats to provide the same information. Referencing is a method of giving credit to people whose intellectual work you have used to support any research you have carried out. It can also be used to locate sources and avoid plagiarism. Referencing styles dictate the information needed for the citation and how it is ordered, including punctuation.

There are many citation styles but these are the most common:

- [APA](#) (American Psychological Association)

This style is used by in the fields of psychology, science, and education

- [MLA](#) (Modern Language Association)

The style is used in the field of humanities

- [Chicago/Turabian](#)

The style is mainly used in the fields of history, business, and fine arts.

– What are the APA and MLA formatting styles?

Both APA and MLA are common formatting styles. They both use 12-point font, double spaced pages, and 1-inch margins. In [APA](#) referencing, the paper has four parts as follows: title page, abstract, main body, and references. In MLA referencing on the other hand, there is no separate title page or abstract page. MLA usually has just two main parts: the body and works cited page.

– What is an in-text citation?

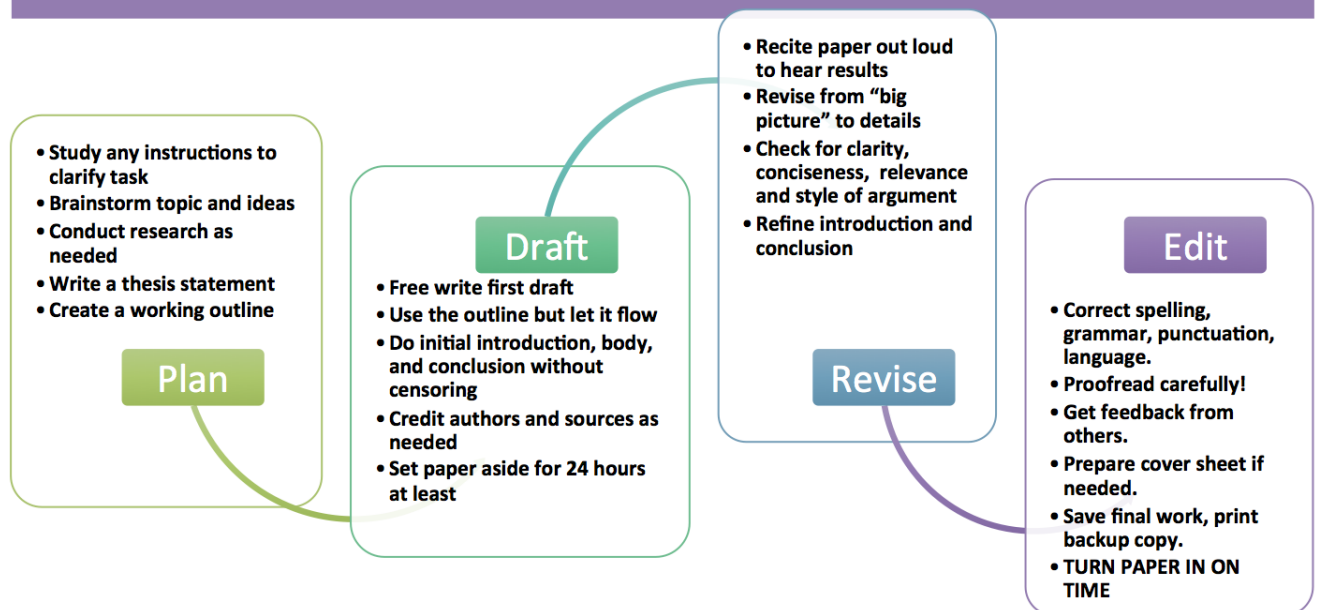
In-text citations are necessary when you're quoting, referring to or paraphrasing another author's works. How exactly the citations are formatted, depends on the formatting style. However, in-text citations often include the last name of the author, the year of publication and sometimes page numbers.

For example, [Harvard referencing](#) in-text citations look like: (Smith 2010, p. 75)

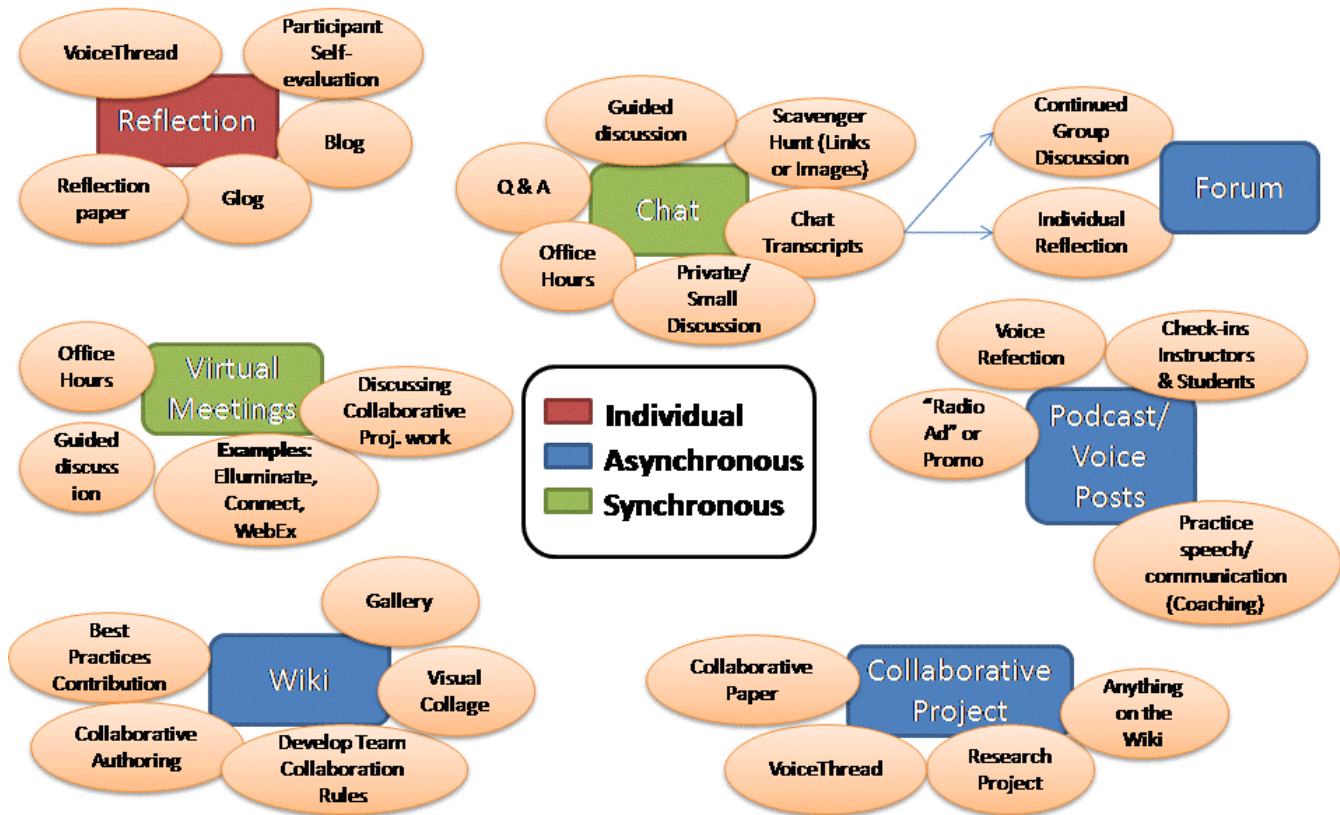
– What are footnotes?

Footnotes are explanations, comments, or most commonly references that are placed at the bottom, below the text on each page. A **footnote** is denoted by a number so that the reader can easily follow along. Footnotes are mostly seen in Chicago referencing because the use of footnotes is discouraged in APA and MLA referencing.

Stages of the Writing Process



Possible Learning Activities for an Online Course



Lesson 8. Drawing conclusion to the research.

Topic	Writing topic: Drawing conclusion to the research.
Time – 80 minutes	Number of participants: 15
Lesson type	Practical
Outline of the lesson	<ol style="list-style-type: none"> 1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: Participants will Raise their awareness of the topic <input type="checkbox"/> Be familiarized about the topic	Outcomes: By the end of the course Participants will <input type="checkbox"/> Aware about writing conclusion of the research. <input type="checkbox"/> be able to write research successfully
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group works

<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

The conclusion of a [research paper](#) is where you wrap up your ideas and leave the reader with a strong final impression. It has several key goals:

- Restate the research problem addressed in the paper
- Summarize your overall arguments or findings
- Suggest the key takeaways from your paper

The content of the conclusion varies depending on whether your paper presents the results of original empirical research or constructs an argument through engagement with [sources](#).

The steps below show you how to construct an effective conclusion for either type of research paper.

☰ Table of contents

1. Step 1: Restate the problem
2. Step 2: Sum up the paper
3. Step 3: Discuss the implications
4. Research paper conclusion examples
5. Frequently asked questions about research paper conclusions

Step 1: Restate the problem

The first task of your conclusion is to remind the reader of your [research problem](#). You will have discussed this problem in depth throughout the body, but now the point is to zoom back out from the details to the bigger picture.

While you are restating a problem you've already introduced, you should avoid phrasing it identically to how it appeared in the [introduction](#). Ideally, you'll find a novel way to circle back to the problem from the more detailed ideas discussed in the body.

For example, an argumentative paper advocating new measures to reduce the environmental impact of agriculture might restate its problem as follows:

While the role of cattle in climate change is by now common knowledge, countries like the Netherlands continually fail to confront this issue with the urgency it deserves.

Meanwhile, an empirical paper studying the relationship of Instagram use with body image issues might present its problem like this:

As social media becomes increasingly central to young people's everyday lives, it is important to understand how different platforms affect their developing self-conception.

- **“In conclusion ...”**

Avoid starting your conclusion with phrases like “In conclusion” or “To conclude,” as this can come across as too obvious and make your writing seem unsophisticated. The content and placement of your conclusion should make its function clear without the need for additional signposting.

Step 2: Sum up the paper

Having zoomed back in on the problem, it's time to summarize how the body of the paper went about addressing it, and what conclusions this approach led to.

Depending on the nature of your research paper, this might mean restating your thesis and arguments, or summarizing your overall findings.

Argumentative paper: Restate your thesis and arguments

In an argumentative paper, you will have presented a [thesis statement](#) in your introduction, expressing the overall claim your paper argues for. In the conclusion, you should restate the thesis and show how it has been developed through the body of the paper.

Briefly summarize the key arguments made in the body, showing how each of them contributes to proving your thesis. You may also mention any counterarguments you addressed, emphasizing why your thesis holds up against them, particularly if your argument is a controversial one.

Don't go into the details of your evidence or present new ideas; focus on outlining in broad strokes the argument you have made.

Step 3: Discuss the implications

Having summed up your key arguments or findings, the conclusion ends by considering the broader implications of your research. This means expressing the key takeaways, practical or theoretical, from your paper—often in the form of a call for action or suggestions for future research.

Argumentative paper: Strong closing statement

An argumentative paper generally ends with a strong closing statement. In the case of a practical argument, make a call for action: What actions do you think should be taken by the people or organizations concerned in response to your argument?

Research paper conclusion examples

Full examples of research paper conclusions are shown in the tabs below: one for an argumentative paper, the other for an empirical paper.

Example

While the role of cattle in climate change is by now common knowledge, countries like the Netherlands continually fail to confront this issue with the urgency it deserves. The evidence is clear: To create a truly futureproof agricultural sector, Dutch farmers must be incentivized to transition from livestock farming to sustainable vegetable farming. As well as dramatically lowering emissions, plant-based agriculture, if approached in the right way, can produce more food with less land, providing opportunities for nature regeneration areas that will themselves contribute to climate targets. Although this approach would have economic ramifications, from a long-term perspective, it would represent a significant step towards a more sustainable and resilient national economy. Transitioning to sustainable vegetable farming will make the Netherlands greener and healthier, setting an example for other European governments. Farmers, policymakers, and consumers must focus on the future, not just on their own short-term interests, and work to implement this transition now.

If you're unsure about the conclusion, it can be helpful to ask a friend or fellow student to read your conclusion and summarize the main takeaways.

- Do they understand from your conclusion what your research was about?
- Are they able to summarize the implications of your findings?
- Can they answer your research question based on your conclusion?

Why is it important to write a conclusion for your research paper?

Including a conclusion in your research paper can be important to remind your readers of the strength and impact of your argument. Concluding statements in your paper can also help to refocus the reader's attention to the most important points and supporting evidence of your arguments or position that you presented in your research. Conclusions can also serve as a basis for continuing research, creating new ideas to resolve an issue you highlighted in your paper or offering new approaches to a topic.

Types of conclusions for research papers

Depending on your research topic and the style of your paper, you may choose to write your conclusion according to specific types. The following information can help you determine which approach to take when you write your conclusion.

Summarizing conclusion

A summarizing conclusion is typically used for giving a clear summary of the main points of your topic and thesis. This is considered the most common form of conclusion, though some research papers may require a different style of conclusion. Common types of research papers that call for this kind of conclusion include persuasive essays, problem and solution research, argumentative papers and scientific and historical topics.

Externalizing conclusion

An externalizing conclusion presents points or ideas that may not have been directly stated or relevant to the way you presented your research and thesis. However, these types of conclusions can be effective because they present new ideas that build off of

the topic you initially presented in your research. Externalizing conclusions get readers thinking in new directions about the impacts of your topic.

Editorial conclusion

In an editorial conclusion, you are presenting your own concluding ideas or commentary. This type of conclusion connects your thoughts to the research you present. You might state how you feel about outcomes, results or the topic in general. The editorial conclusion can work especially well in research papers that present opinions, take a humanistic approach to a topic or present controversial information.

How to write a conclusion for your research paper

When writing your conclusion, you can consider the steps below to help you get started:

1. Restate your research topic.
2. Restate the thesis.
3. Summarize the main points.
4. State the significance or results.
5. Conclude your thoughts.

1. Restate your research topic

Your first step when writing your conclusion should be to restate your research topic. Typically, one sentence can be enough to restate the topic clearly, and you will want to explain why your topic is important. This part of your conclusion should be clear and concise and state only the most important information. Here is an example:

"The increase in water pollution since 2010 has contributed to the decrease in aquatic wildlife as well as the increase in unsafe drinking water."

2. Restate the thesis

Next, restate the thesis of your research paper. You can do this by revising your original thesis that you presented in the introduction of your paper. The thesis statement in your conclusion should be worded differently than what you wrote in your introduction. This element can also be effectively written in one sentence. Here is an example:

"Clean water is imperative to maintaining ecological balance and protecting the public's health."

3. Summarize the main points of your research

Next, you can sum up the main points of your research paper. It's helpful to read through your paper a second time to pick out only the most relevant facts and arguments. You shouldn't need to include any more information than the main arguments or facts that you presented in your paper. The purpose of summarizing the key points is to remind the reader of the importance of the research topic. Here's an example to help illustrate how to do this:

"With the increase in sugar farming, more and more pollutants are entering our freshwater supplies. This increase in pollution has contributed to massive decreases in marine life, fish die-off, increased respiratory illness in neighborhood populations and has contributed to the shortage of clean drinking water."

4. Connect the significance or results of the main points

After discussing the main points of your argument, you can present the significance of these points. For instance, after stating the main points you made in your argument, you might discuss how the impacts of your topic affect a specific outcome. Likewise, you might present the results of studies or other findings that can help add emphasis to how you present the significance of your information. Here is an example:

"Ecologists and marine biologists are continuing to measure the water quality, and researchers are continuing to find ways to combat the pollution run-off from commercial farms. In the future, the EPA hopes this research will lead to a decrease in the pollutant concentration in our freshwater systems."

5. Conclude your thoughts

As you finish up your conclusion, you might create a call to action or pose an idea that gets your readers thinking further about your argument. You might also use this sentence to address any questions that were left unanswered in the body paragraphs of your paper. Here is an example:

"If we cannot combat the ill effects that commercial farming has on our clean water, our freshwater ecosystems and drinking water supplies will surely diminish. More research and innovation are needed to maintain our clean water while still supporting the agricultural needs of our economy."

Tips for writing your conclusion

Here are some helpful tips to keep in mind when you write your research paper conclusion:

- Keep your thesis, main points and summarizing facts clear and concise.
- Avoid beginning your conclusion with statements like "in conclusion" or "in summary", as these basic statements can come across as redundant.
- If you get overwhelmed, try sticking to a basic summarizing format for your conclusion.
- Synthesize your information by providing questions and answers, results, suggestions or a resolution to your arguments.
- Include only the most relevant points and arguments you presented in your paper.
- Avoid repeating information that you have already discussed.

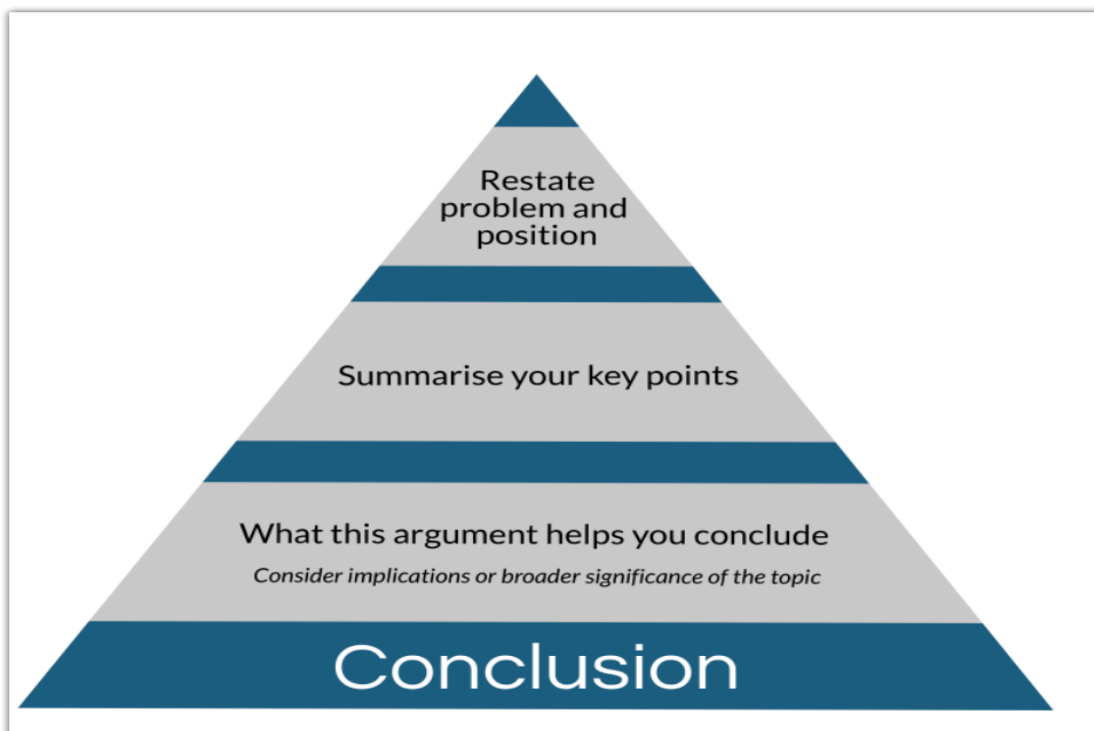
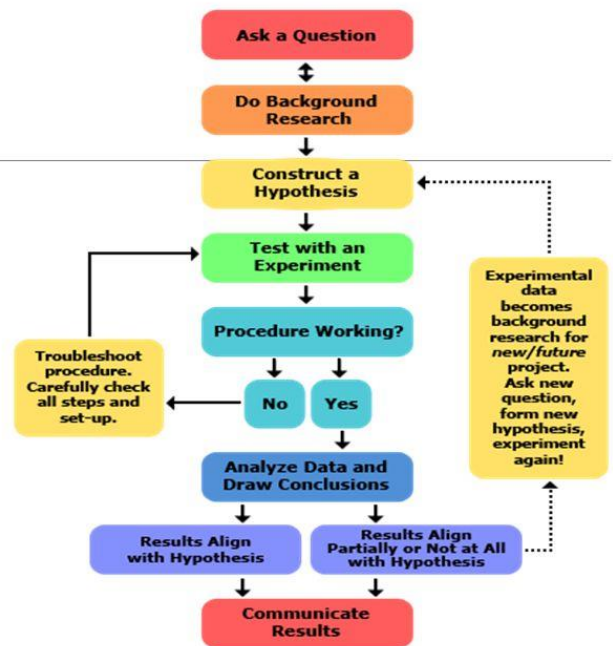
You can also experiment with other conclusion styles, however, using the summarizing format can help you be certain that you are including each element as it relates to your paper.

Pre-Activity

THE SCIENTIFIC METHOD

In pairs, use the following words to describe and diagram the scientific method

- Hypothesis
- Experiment
- Research Question
- Conclusion
- Data
- Results



Lesson 9. Drawing conclusion to the research.

Topic	Writing topic: Drawing conclusion to the research.
Time – 80 minutes	Number of participants: 15
Lesson type	Practical

Outline of the lesson	1. Lead in activity 2. Introducing course syllabus through questioning 3. Summarizing
Aim of the lesson: to introduce the new theme; to raise awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> Be familiarized about the topic	Outcomes: By the end of the course Participants will <input type="checkbox"/> Aware about writing conclusion of the research. <input type="checkbox"/> be able to write research successfully
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group works
Used materials and equipments	Handouts; course syllabus; board and markers of different colors
Teaching conditions	Teaching room should include white board and separated to 4 faced sittings suited for group works.
Assessment	Ongoing assessment; participation

For any research project and any scientific discipline, drawing conclusions is the final, and most important, part of the process.

Whichever [reasoning processes](#) and [research methods](#) were used, the final conclusion is critical, determining success or failure. If an otherwise excellent experiment is summarized by a weak conclusion, the results will not be taken seriously.

Success or failure is not a measure of whether a [hypothesis](#) is accepted or refuted, because both [results](#) still advance scientific knowledge.

Failure lies in poor experimental design, or flaws in the reasoning processes, which invalidate the results. As long as the research process is robust and well designed, then the findings are sound, and the process of drawing conclusions begins.

The key is to establish what the results mean. How are they applied to the world?

What Has Been Learned?

Generally, a researcher will summarize what they believe has been learned from the research, and will try to assess the strength of the hypothesis.

Even if the [null hypothesis](#) is accepted, a strong conclusion will analyze why the results were not as predicted.

Theoretical physicist Wolfgang Pauli was known to have criticized another physicist's work by saying, "it's not only not right; it is not even wrong."

While this is certainly a humorous put-down, it also points to the value of the null hypothesis in science, i.e. the value of being "wrong." Both accepting or rejecting the null hypothesis provides useful information – it is only when the research provides no illumination on the phenomenon at all that it is truly a failure.

In [observational research](#), with no hypothesis, the researcher will analyze the findings, and establish if any valuable new information has been uncovered. The conclusions from this type of research may well inspire the development of a new hypothesis for further experiments.

Generating Leads for Future Research

However, very few [experiments](#) give clear-cut results, and most research uncovers more questions than answers.

The researcher can use these to suggest interesting directions for further study. If, for example, the [null hypothesis](#) was accepted, there may still have been trends apparent within the results. These could form the basis of further study, or experimental refinement and redesign.

Mini quiz:

Question: Let's say a researcher is interested in whether people who are ambidextrous (can write with either hand) are more likely to have ADHD. She may have three groups – left-handed, right-handed and ambidextrous, and ask each of them to complete an ADHD screening.

She hypothesizes that the ambidextrous people will in fact be more prone to symptoms of ADHD. While she doesn't find a significant difference when she compares the mean scores of the groups, she *does* notice another trend: the ambidextrous people seem to score lower overall on tests of verbal acuity. She accepts the null hypothesis, but wishes to continue with her research. Can you think of a direction her research could take, given what she has already learnt?

Evaluating Flaws in the Research Process

The researcher will then evaluate any apparent problems with the experiment. This involves critically evaluating any weaknesses and [errors](#) in the design, which may have influenced the [results](#).

Even strict, '[true experimental](#),' designs have to make compromises, and the researcher must be thorough in pointing these out, justifying the [methodology](#) and reasoning.

For example, when drawing conclusions, the researcher may think that another [causal effect](#) influenced the results, and that this variable was not eliminated during the [experimental process](#). A refined version of the experiment may help to achieve better results, if the new effect is included in the design process.

In the global warming example, the researcher might establish that carbon dioxide emission alone cannot be responsible for global warming. They may decide that another effect is contributing, so propose that methane may also be a factor in global warming. A new study would incorporate methane into the model.

What are the Benefits of the Research?

The next stage is to evaluate the advantages and benefits of the research.

In medicine and psychology, for example, the results may throw out a new way of treating a medical problem, so the advantages are obvious.

In some fields, certain kinds of research may not typically be seen as beneficial, regardless of the results obtained. Ideally, researchers will consider the implications of their research beforehand, as well as any ethical considerations. In fields such as psychology, social sciences or sociology, it's important to think about who the research serves and what will ultimately be done with the results.

For example, the study regarding ambidexterity and verbal acuity may be interesting, but what would be the effect of accepting that hypothesis? Would it really benefit anyone to know that the ambidextrous are less likely to have a high verbal acuity?

However, all well-constructed research is useful, even if it only strengthens or supports a more tentative conclusion made by prior research.

Suggestions Based Upon the Conclusions

The final stage is the researcher's recommendations based on the results, depending on the field of study. This area of the [research process](#) is informed by the researcher's judgement, and will integrate previous studies.

For example, a researcher interested in schizophrenia may recommend a more effective treatment based on what has been learnt from a study. A physicist might propose that our picture of the structure of the atom should be changed. A researcher could make suggestions for refinement of the experimental design, or highlight interesting areas for further study. This final piece of the paper is the most critical, and pulls together all of the findings into a coherent argument.

The area in a [research paper](#) that causes intense and heated debate amongst scientists is often when [drawing conclusions](#).

Sharing and presenting findings to the scientific community is a vital part of the scientific process. It is here that the researcher justifies the research, synthesizes the results and offers them up for scrutiny by their peers.

As the store of scientific knowledge increases and deepens, it is incumbent on researchers to work together. Long ago, a single scientist could discover and publish work that alone could have a profound impact on the course of history. Today, however, such impact can only be achieved in concert with fellow scientists.

Summary - The Strength of the Results

The key to drawing a [valid](#) conclusion is to ensure that the [deductive](#) and [inductive](#) processes are correctly used, and that all [steps of the scientific method](#) were followed.

Even the best-planned research can go awry, however. Part of interpreting results also includes the researchers putting aside their ego to appraise what, if anything went wrong. Has anything occurred to warrant a more cautious interpretation of results?

If your research had a robust design, questioning and scrutiny will be devoted to the experiment conclusion, rather than the methods.

Mini-quiz:

Question: Researchers are interested in identifying new microbial species that are capable of breaking down cellulose for possible application in biofuel production. They collect soil samples from a particular forest and create laboratory cultures of every microbial species they discover there. They then “feed” each species a cellulose compound and observe that in all the species tested, there was no decrease in cellulose after 24 hours.

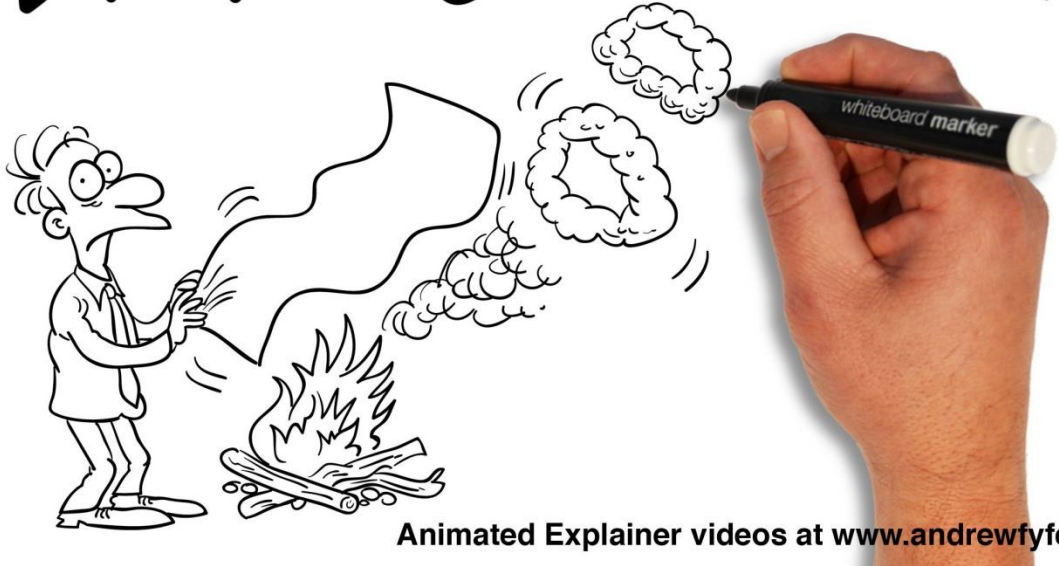
Read the following conclusions below and decide which of them is the most sound:

1. They conclude that there are no microbes that can break down cellulose.
2. They conclude that the sampled microbes are not capable of breaking down cellulose in a lab environment within 24 hours.
3. They conclude that all the species are related somehow.
4. They conclude that these microbes are not useful in the biofuel industry.
5. They conclude that microbes from forests don't break down cellulose.

Answer: The most appropriate conclusion is number 2. As you can see, sound conclusions are often a question of not extrapolating too widely, or making assumptions that are not supported by the

data obtained. Even conclusion number 2 will likely be presented as tentative, and only provides evidence given the limits of the methods used.

DRAWING CONCLUSIONS



Animated Explainer videos at www.andrewfyfe.com.au

Drawing Conclusions

- Authors don't always tell you everything. They may give you a few details about what happens in the story or about the characters.
- You can use the details and what you know to **draw conclusions**.
- A **conclusion** is a decision you reach that makes sense after you think about the details or facts that you have read.



Drawing Conclusions

- A conclusion is a decision or judgment based on information. Good readers try to draw conclusions as they read based on the information the writer gives and on what they know from their own experiences.
- We use our observations as well as what we already know to draw conclusions.
- Authors don't usually tell readers what to think about a story's facts and details.
- Let's look at a situation...



Lesson 10. Revision

Topic	Writing topic: Revision
Time – 80 minutes	Number of participants: 15
Lesson type	Practical
Outline of the lesson	<ol style="list-style-type: none"> 1. Lead in activity 2. Revising topics taught before 3. Summarizing
Aim of the lesson: to revise old themes; to consolidate awareness of the topic.	
Objectives: <i>Participants will Raise their awareness of the topic</i> <input type="checkbox"/> <i>Be familiarized about the topic</i>	Outcomes: By the end of the course Participants will <input type="checkbox"/> Aware about writing main part and conclusion of the research. <input type="checkbox"/> be able to write research successfully
Teaching model	concept attainment; cooperative learning; direct instruction; presentation;
Interaction pattern	Plenary; pair and group works
Used materials and equipments	Handouts; course syllabus; board and markers of different colors
Teaching conditions	Teaching room should include white board and separated to 4 faced sittings suited for group

	works.
<i>Assessment</i>	Ongoing assessment; participation



Research paper writing



Structure of a scientific report

1. Title
2. Author(s) name(s) and affiliation(s)
3. Abstract and keywords
4. Introduction / Goals or aims of the study (periodicals: research questions)
5. Theoretical framework / literature review (periodicals: research questions)
6. Research questions (dissertation)
7. Method
 - 7.1 Sample, participants
 - 7.2 Measures / instruments
 - 7.3 Procedure
 - 7.4 Statistical analyses
8. Results
9. Conclusion(s) and/or Summary
10. Discussion
11. Acknowledgements / credits
12. References
13. Appendix(es)

SUMMARY WRITING: EXAMPLES

Students are directly taught rules for how to **write a summary of material read**. This can involve teaching them how to write a summary of a paragraph using the following operations:

- 1) identify or select the main information;
- 2) delete trivial information;
- 3) delete redundant information; and
- 4) write a short synopsis of the main and supporting information for each paragraph.

In teaching this strategy, the teacher first explains each step and its purposes. Use of the strategy is then modeled, and students practice applying it, receiving teacher help and assistance as needed.

Source: Rinehart, Stahl, and Erickson (1986).

A different summary writing method focuses on the summarization of longer text. Students begin by creating a skeleton outline, starting with a thesis statement for the passage. Next, they generate main idea subheadings for each section of the text, and add two or three important details for each main idea. They then convert their outline into a written summary of the whole text.

Source: Taylor and Beach (1984).

