

Lesson 1 - Writing a Reaction Paper

Reaction Paper Questionnaire

Please tick what you consider to be the most correct answer in each case, as a precursor to our class discussion.

	Rather <i>Yes</i>	Rather <i>No</i>
It is important to put my own opinions in a reaction paper.		
It is necessary to include extensive quotation.		
It is a good idea to include personal experience.		
It is vital to have a thesis statement.		
The structure should be similar to an essay – introduction, body, conclusion.		
Informality of expression is appropriate.		
Use of secondary sources is required.		
It is important to summarize the whole article before commenting on it.		

Phrases for Opinion

It struck me that...

This, in my view, is...

It could be said that...

It seems to me that...

My first reaction was that...

In my opinion,...

One interpretation of this could be...

For me, ...

This (e.g. argument) strikes me as being...

Key Questions

How do you feel about what was said?

Which part/s provoke the strongest reaction from you? Why?

Do you, by and large, agree with the author? Why (not)?

Have you had any applicable experience(s)?

Have you read/heard anything that could be applied/is relevant?

Can you identify with the author?

What reaction do you have to his/her rhetoric?

Other Important Factors

The identity of the author.

Reasons why the subject is important or timely.

Further information about the historical context of the subject.

Examples or details which clarify the subject matter.

What was the motivation of the author in writing this text?

The Sociological Imagination

Mills, C. Wright. (1959). *The promise*, pp. 3-10.

When a society is industrialised, a peasant becomes a worker; a feudal lord is liquidated or becomes a businessman. When classes rise or fall, a man is employed or unemployed; when the rate of investment goes up or down, a man takes heart or goes broke. When wars happen, an insurance salesman becomes a rocket launcher; a store clerk, a radar man; a wife lives alone; a child grows up without a father. Neither the life of an individual nor the history of a society can be understood without understanding both...The sociological imagination enables its possessor to understand the larger historical scene in terms of its meaning for the inner life and the external career of a variety of individuals. It enables him to take into account how individuals, in the welter of their daily experience, often become falsely conscious of their social positions. Within that welter, the framework of modern society is sought, and within that framework the psychologies of a variety of men and women are formulated. By such means the personal uneasiness of individuals is focused upon explicit troubles and the indifference of publics is transformed into involvement with public issues.

The first fruit of this imagination – and the first lesson of the social science that embodies it – is the idea that the individual can understand his own experiences and gauge his own fate only by locating himself within his period, that he can know his own changes in life only by becoming aware of those of all individuals in his circumstances. In many ways it is a terrible lesson; in many ways a magnificent one...We have come to know that every individual lives, from one generation to the next, in some society; that he lives out a biography, and that he lives it out within some historical sequence. By the fact of his living he contributes, however, minutely, to the shaping of this society and to the course of its history, even as he is made by society and by its historical push and shove...Perhaps the most fruitful distinction with which the sociological imagination works is between ‘the personal troubles of the milieu’ and ‘the public issues of social structure.’ This distinction is an essential told of the sociological imagination and a feature of all classic work in social science.

Troubles occur within the character of the individual and within the range of his immediate relations with others; they have to do with his self and with those limited areas of social life of which he is directly and personally aware. Accordingly the statement and the resolution of troubles properly lie within the individual as a biographical entity and within the scope of his immediate milieu – the social setting that is directly open to his personal experience and to some extent his wilful activity. A trouble is a private matter: values cherished by an individual are felt by him to be threatened.

Issues have to do with matters that transcend these local environments of the individual and the range of his inner life. They have to do with the organisation of many such milieux into the institutions of an historical society as a whole, with the ways in which various milieux overlap and interpenetrate to form the larger structure of social and historical life. An issue is a public matter: some value cherished by publics is felt to be threatened. Often there is a debate about what that value really is and about what it is that threatens it. This debate is often without focus if only because it is the very nature of an issue, unlike even widespread trouble, that I cannot very well be defined in terms of the immediate and everyday environments of ordinary men. An issue, in fact, often involves a crisis in institutional arrangements, and often too it involves what Marxists call ‘contradictions’ or ‘antagonisms’...

In so far as an economy is so arranged that slumps occur, the problems of unemployment becomes incapable of personal solution. In so far as war is inherent in the nation-state system and in the uneven industrialisation of the world, the ordinary individual in his restricted milieu will be powerless – with or without psychiatric aid – to solve the troubles this system or lack of system imposes upon him. In so far as the family as an institution turns women into darling little slaves and men into their chief providers and unweaned dependents, the problem of a satisfactory marriage remains incapable of purely private solution. In so far as the overdeveloped megalopolis and the overdeveloped automobile are built-in features of the overdeveloped society, the issues of urban living will not be solved by personal ingenuity and private wealth.

Lesson 2 – Punctuation

Commonly made mistakes

What does each sentence need in order to be correct?

PROBLEM

CORRECTION

Which is a bad habit.

He left to go for a walk, he never returned.

Many income tax forms provide a space for indicating contributions to the wildlife fund, this generates revenue for preserving our natural resources.

The construction of the new library will be finished on June 29th then the downtown renovation will be complete.

Support groups have been organised in almost all major cities and research efforts to isolate the AIDS virus have been given substantial funding.

He said that the agreement would create a new sense of opportunity and partnership between the countries and enable them to articulate the targets with regard to inflation which was always of concern to every family in the land.

Since we've fallen a week behind.

Realising that it was not a viable theory in the circumstances.

PROBLEM	DEFINITION	EXAMPLE	CORRECTION
Sentence fragment	A group of words without subject or verb, pretending to be a sentence.	Not used in formal writing.	Contractions are not used in formal writing.
Comma splice	Two complete sentences (independent clauses) joined together with only a comma to separate them.	Usually the rain comes in August, this year it came in September.	Usually the rain comes in August, but this year it came in September.
Fused sentence	Two sentences joined together with nothing to separate them.	Alfred Nobel became a chemist he invented dynamite.	Alfred Nobel became a chemist; he invented dynamite.
Run-on sentence	Two (or more) sentences joined together with only a co-coordinating conjunction.	It has been said that he died a lonely man but he gave his wealth away early and this may have contributed to his downfall.	It has been said that he died a lonely man, but he gave his wealth away early. This may have contributed to his downfall.
Dependent clause	A part of a sentence which cannot stand alone, i.e. it must be subordinated to another (independent) clause.	While discussing Darwin's theory.	While discussing Darwin's theory, he failed to mention the most important points.

DEFINING AND NON-DEFINING RELATIVE CLAUSES

DEFINING

- I spoke to the woman who owns the hotel
- Did you see the letter that came this morning?
- Did you see the letter which came this morning?

These clauses tell us which person or thing the speaker means.

NON-DEFINING

- Sydney, which has a population of more than three million people, is Australia's largest city.
- The respondents, who were selected at random, were eager to take part in the survey.
- Serbia is trying to modernise its economy, which is still recovering from long years of neglect.

These clauses do not tell us which person, thing, etc. the speaker means; these clauses give us more information about a person or thing already identified.

Supply commas where they are needed.

- 1) The organisation that they belong to will soon be banned.
- 2) This is the question that I will attempt to answer in this essay.
- 3) There were a number of factors which aggravated the situation.
- 4) There is only one party in Poland which could be identified as a "class party": the PSL.
- 5) Divisions within the right wing have been accentuated during the period of the present government which now seems to be living on borrowed time.

COMMAS AND SEMICOLONS

Directions: Each of the following sentences needs either a comma or a semicolon. Put in the necessary punctuation.

1. Many companies make sugar-free soft drinks, which are flavoured by synthetic chemicals the drinks usually contain only one or two calories per serving.
2. Mr. Leyland played the viola professionally for many years and he now conducts a community orchestra.
3. The crab grass was flourishing but the rest of the lawn, unfortunately, was dying.
4. The hill was covered with wildflowers it was a beautiful sight.
5. As I turned around, I heard a loud thump for the cat had upset the goldfish bowl.
6. The artist preferred to paint in oils he did not like watercolors.
7. The house was clean, the table set, and the porch light on everything was ready for the guests' arrival.
8. He looked carefully in the underbrush but he failed to notice the pair of green eyes staring at him.
9. The foundations of the house had been poured but, to his disappointment, nothing else had been done because of the carpenters' strike.
10. The computer could perform millions of operations in a split second however, it could not think spontaneously.

Source: Comma vs. Semicolon in Compound Sentences: Exercise. Retrieved November 11, 2008, from http://owl.english.purdue.edu/handouts/grammar/g_commacompEX1.html

ANSWER KEY

1. Many companies make sugar-free soft drinks, which are flavoured by synthetic chemicals; the drinks usually contain only one or two calories per serving.
2. Mr. Leyland played the viola professionally for many years, and he now conducts a community orchestra.
3. The crab grass was flourishing, but the rest of the lawn, unfortunately, was dying.
4. The hill was covered with wildflowers; it was a beautiful sight.
5. As I turned around, I heard a loud thump, for the cat had upset the goldfish bowl.
6. The artist preferred to paint in oils; he did not like watercolors.
7. The house was clean, the table set, and the porch light on; everything was ready for the guests' arrival.
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**THE CSS
SURVIVAL
GUIDE FOR
WRITING
ABOUT
STATISTICS**

Writing Data Commentaries

WHAT SHOULD A DATA COMMENTARY DO?

- Highlight the results
- Discuss the implications/conclusions of the data

Data commentaries usually have the following elements:

Reference statement
Analysis/Highlighting statements
Conclusions/discussion of implications

LANGUAGE FOCUS

Strength of claim

Probability

There are many ways of expressing probability in written academic English. The simplest is the modal auxiliary. Notice how the claim progressively weakens in these three sentences.

A reduced speed limit *will result in* fewer highway injuries.

A reduced speed limit *may result in* fewer highway injuries.

A reduced speed limit *might/could* result in fewer highway injuries.

In these further examples, the phrases weaken in strength.

It is *certain* that

It is *almost certain* that

It is *very probable/highly likely* that
in

It is *probable/likely* that

It is *probable* that

It is *unlikely* that

It is very *unlikely/highly improbable* that

a reduced speed limit will result

fewer injuries

There is a *strong* possibility that

There is a *good* possibility that

There is a *definite* possibility that

There is a *slight* possibility that

There is a *remote* possibility that

a reduced speed limit will result in
fewer injuries.

Distance

Distance is another way of removing yourself from a strong (possibly unjustified) claim. Compare these sentences.

Consumers *have* less confidence in the economy today than 10 years ago.

Consumers *seem to have* less confidence in the economy.

Consumers *appear to have less* confidence in the economy.

It would seem/appear that consumers have less confidence in the economy.

Generalization

The classic verb for qualifying (or defending) a generalization is the verb *tend*.

Consumers *have* less confidence in the economy.

Consumers *tend to have less* confidence in the economy.

Another way to defend a generalization is to qualify the subject.

Many consumers have less confidence in the economy.

A majority of consumers have less confidence in the economy.

Weaker Verbs

Finally, claims can be reduced in strength by choosing a weaker verb.

Deregulation *caused* the banking crisis. (stronger)

Deregulation *contributed* to the banking crisis. (weaker)

Exercise 1

Underline the verb making the weaker claim.

- 1) The results indicate/establish that there is a link between smoking and lung cancer.
- 2) Table 2 suggests/shows that Venezuelan scientists may need help with writing in English.
- 3) The latest series of experiments question/undermine much of the previous research.
- 4) The results given in Figure 4 validate/support the second hypothesis.
- 5) The quantities displayed in the table have been assumed/shown to be about 98% accurate.
- 6) Changes in ambient temperature may have influenced/distorted the test results.
- 7) In their earlier work, they failed/neglected to take ambient temperature into account.
- 8) As can be seen from Table 3, the new tax laws have encouraged/stimulated industrial investment.

Tense

Tense	Describes something which	Example
Simple present	is always true	Prices <i>increase</i> whenever demand increases.
Present continuous	is true at the moment	Prices <i>are increasing</i> now.
Simple past	was true in the past	Prices <i>increased</i> in 1978.
Present perfect	was true in the past and is still true now	Prices <i>have increased</i> for the last ten years.
Future	may or will happen	Prices <i>will</i> (probably) (continue to) <i>increase</i> in the future.

Contrasts using ‘while’, ‘although’, ‘even though’

Contrastive Expression	Use	Examples
While	Contrasts two related points	<p><i>While</i> 1994 saw sales grow substantially, there was little growth during the previous years.</p> <p>Televisions and refrigerators can now be found in 90% of all households, <i>while</i> ownership of telephones, washing machines and central heating systems have grown rapidly.</p>
Although	Shows a stronger contrast: the second part of the sentence is more surprising or unexpected.	<p><i>Although</i> less than half of the households had a telephone 10 years ago, more than three-quarters own one now.</p> <p>The dramatic increase in 1984 was welcome, <i>although</i> it was short-lived.</p>
Even though	Shows a still stronger contrast	<p><i>Even though</i> many households still lack central heating or a motor car, it is clear that living standards are rising.</p> <p>1983 saw an overall rise in sales, <i>even though</i> they were extremely erratic for most of the time.</p>

Exercise 2

Combine the following sentences, choosing *while*, *although*, or *even though*, as suitable.

- 1) The number of tennis and squash players increased by 10% over the two-year period. The popularity of other ball games remained constant.
- 2) Darts had the highest participation of all people in 1990. It showed the biggest decrease in participants in all sports that year.
- 3) There was a sharp increase in the number of women playing basketball. Male players continued to outnumber them 4 to 1.
- 4) In the country as a whole, about six people per thousand play squash. In London the rate is about 13 per thousand.



Describing trends and movements: vocabulary

to reach a peak
to fluctuate
to grow substantially
to decline
to fall steadily

a general trend
an overall rise
a dramatic increase
erratic movements
sustained growth

an upward trend
a steep fall
to remain steady

to peak
to rise
an increase

a low point
to level off
a decline

a sharp rise
to fall off

WORKING WITH PERCENTAGES

1. *After percentages use a singular verb.*

**An inflation rate of only 2% makes a big difference to exports.
Around 10% of the forest is destroyed. (of + singular noun)**

2. However, in phrases that contain *of + plural noun* use a plural verb.

Only 20% of people interviewed admit that they smoking.

3. *When the sentence contains a singular noun that can be thought of either as a whole unit or a collection of individuals, you can use a singular or plural verb.*

Some 80% of the electorate is expected to vote. (or...are expected...)

Other words that can be treated either as singular or plural:
council, association, audience, class club, college committee, community, department, government, group, jury, population, school, staff, university.

4. *Phrases like “One in four” and “One in three,” take a singular verb.*

One in three respondents speaks a foreign language at home.

WRITING NUMBERS

1. *Hyphenate all compound numbers from twenty-one to ninety-nine (except ages). Any number above 100 can be written in numerals.*

**He spent twenty-three days in the hospital.
He spent 150 days in the hospital.**

2. *Very large numbers can be expressed in figures followed by million, billion, etc.*
Example: 2.3 billion people

3. *Use commas for numbers over ninety-nine*

Wrong: 1.250 people

Right: 1,250 people

1,250,444 people

4. *Use a decimal point (a full stop) when writing decimals*

Wrong: 0,27

Right: 0.27

5. *Do not combine numbers with words.*

Wrong: 2 thousand

Right: 2,000

6. *Always use the percentage sign (%) when writing a percentage except when it is at the beginning of the sentence.*

Wrong: In 1999, 90% per cent of the people agreed with the changes.

Right: In 1999, 90% of the people agreed with the changes.

Wrong: 90% of the people are Catholic. (the percentage is at the beginning of the sentence)

Right: Ninety per cent of the people are Catholic.

7. *Hyphenate all fractions used as adjectives.*

A two-thirds majority is required to pass the bill.

BUT: Two thirds of the people agree with the changes

8. *Do not begin a sentence with a numeral.*

Wrong: *8 pupils missed five or more days of school.*

Right: Eight pupils missed five or more days of school.

WRITING AGES

1. The baby is one year old.
He is 14 years old.

2. *Hyphenate the age when it behaves like a noun.*
Roughly 20% of 13-year-olds play sports.

2. *Hyphenate ages used as adjectives.*
The 13-year-old age category

WRITING DATES AND YEARS

In March 1989

On March 24, 1989 or On 24 March 1989

Between the years 1982-1994

Between 1982 and 1994

From 1982 to 1994

In the period 1982-1994

CONSOLIDATION

Table 3 A Comparison of School Type in Terms of Playing Computer Games

<i>Location of school</i>			<i>Measures of central tendency</i>
	<i>No, I do not play computer games</i>	<i>Yes, I play computer games</i>	Mode
Urban	41%	59%	0
Rural	65%	35%	1

Table 3 shows the distribution of pupils according to the variable “playing computer games” in a rural school and an urban school. It appears that playing computer games during free time is a more popular activity among the pupils from the urban school than among those from the rural school. Almost 60% of the pupils from the urban school play computer games, compared to only 35% of the pupils from the rural school. The results are normal given the fact that one might argue that the number of computers per capita is greater in the urban area than in the rural area.

The modes of this variable for the two schools indicate that more than half of the pupils from the rural area do not play computer games, while in the urban area, more than half of the pupils play computer games.

Lesson 4 – Writing a Term Paper for Sociology

FROM THE CSS MA HANDBOOK...

FROM THE STUDENT HANDBOOK:

Essays and Assessment

During each teaching period students are required to submit for each course one essay of about 3,000 words. These will count towards the final mark in the way shown in the table given on page 7. Up to 10% of the overall mark for any course may be awarded as recognition of students' active participation in the course. Such recognition is based upon the quality of presentations and reaction papers given by students during the course.

Essay titles are normally chosen from a selection provided by the course lecturer. Only in exceptional cases may a student with the agreement of the course lecturer write on a topic other than one proposed by the lecturer.

The deadline for essays for courses in:

Teaching period 1 -13:00 on Tuesday February 3, 2009

Teaching period 2 -13:00 on Tuesday May 12, 2009

Teaching period 3 -13:00 on Monday October 12, 2009

1. You should hand in TWO copies of each essay at the office (room 276) before the deadline. Only essays brought to the office before the deadline (i.e. not those given to anyone else in the Department and not those brought to the office later) count as handed in on time.

2. All essays should be handed in with half page abstract (2 copies)

If a student is unable to hand in a piece of work on time or will miss an examination, then s/he should supply good reasons in advance to the Academic Director to obtain the permission of the Chairman of the Department. In the case of absence or delay due to sickness, medical certificates should be provided (see also code of practice §5, p. 26). **Failure to submit work on time may mean either that the work will not be marked, or that it will be penalized by the award of lower grades ("Fail" or "D").**

The Centre for Social Studies

Name: _____

Course title: _____

Lecturer: _____

Semester: _____

Track: _____

Essay title:

select a topic

do research

make a thesis statement

write an outline

write a first draft (including
the list of references)

edit and write a second draft

write a half-page abstract

revise and make a final draft

Creating Your Thesis Statement

Source: *Creating Your Thesis Statement*. Retrieved October 30, 2008 from <http://hrsbstaff.ednet.ns.ca/engramja/exfour.html>

Once you have chosen a topic and generated a list of ideas to discuss in an essay, you have to create your thesis statement.

What is a Thesis Statement?

A thesis statement expresses your opinion about a topic. It is the basis of the introductory paragraph of your essay.

- It should be a single complete sentence.
- You must be sure you can support the opinion in your thesis.

Thesis Rules

A thesis statement should:

- Never be an open-ended question
- Be limited to mentioning only those points you plan to discuss in your essay
- Never be so broad that it's difficult to discuss all relevant information
- Only present one specific idea; not multiple ideas
- Not contain two conflicting ideas

How to Write a Thesis Statement

To create a thesis statement simply follow this formula:

TOPIC + OPINION = THESIS STATEMENT

Examples:

TOPIC	+	OPINION	=	THESIS STATEMENT
Animals	+	Dogs make better pets than cats	=	When it comes to animals, dogs make better pets than cats.
Movies and emotions	+	Titanic ignited many emotions	=	The movie "Titanic" ignited many emotions in an audience.
Gangs and identity in the story "On the Sidewalk Bleeding".	+	The boy lost his personal identity and was only seen as a gang member.	=	In the story "On the Sidewalk Bleeding", the boy loses his identity and is only recognized as a gang member.

Thesis Statement Exercises

Source: *Developing a Research Thesis*. Retrieved October 30, 2008 from <http://www.esc.edu/htmlpages/writerold/menud.htm#exerc4a>

Exercise 1

Choose the best working thesis for the proposed research paper.

[THESIS A:](#)

U.S. government policies on health care have changed during the past 20 years; this change in policy has made hospitals currently function as oligopolies.

[THESIS B:](#)

U.S. government policies on health care differ greatly from those of Asian nations due to the different social and economic structures underlying the government.

[THESIS C:](#)

U.S. government policies on health care should be changed to reflect citizens' current concerns.

Choose the best working thesis for the proposed research paper.

[THESIS A:](#)

There are many causes of anorexia nervosa.

[THESIS B:](#)

Anorexia nervosa has both emotional and social causes which work hand-in-hand.

[THESIS C:](#)

Anorexia nervosa occurs most often in young women aged 13 - 22.

Exercise 2

Now rewrite each of the thesis statements below, turning each into an effective thesis statement for an essay.

1.

Weak Thesis Statement: In this essay I will talk about social problems in Germany.

Strong Thesis Statement:

2.

Weak Thesis Statement: Humans are inflicting more and more damage on the environment.

Strong Thesis Statement:

3.

Weak Thesis Statement: The nuclear family is a thing of the past.

Strong Thesis Statement:

Notes on Writing an Abstract

To write a good abstract, it is first necessary to isolate what elements make up your paper: is there empirical research, theoretical developments, or a comparison of two or more sets of data? They all have to be included. It is always best, however, to begin with introductory or 'contextualizing' statements (to show where the essay sits in the existing body of knowledge). Likewise, a concluding statement is definitely necessary. Keep in mind that the abstract is NOT your introduction. The abstract is something separate. You still need to write a full paper with an introduction, body, and conclusion.

Abstract Guide:

1. Isolate the different parts/elements of your paper - make a list of things that need to be included. The first one or two sentences should summarize what the whole thing is about.
2. Write brief outlines for each elements - the shorter the better, but leaving nothing out.
3. Condense if necessary, proof-read and correct.

IMPORTANT: If in agreement with the professor you have chosen an essay title different from those proposed, please write this sentence at the beginning of your abstract:

"As agreed with Professor X, this essay deals with..."

Sample Abstract

This paper analyzes differences in support for regional assemblies in England from two central perspectives, taking into account the relative importance of the economic situation, political predilection and local, national and transnational identities in shaping attitudes. An examination of the 'core-periphery' dimension forms the first part of the paper. The findings suggest that this distinction provides some part of the explanation for divergence in support for regional devolution. However, the differences between core and peripheral regions are relatively small. Following this, analyses of the variation of opinion between 'locals,' those who have never lived outside England, and those who display various levels of 'cosmopolitanism' are presented. The data support this division to a greater extent. It is concluded that tendencies towards Europeanization and globalization will mean that this divide will become even more significant.

Source: Heath, A., Rotheron, C. & Jarvis, L. (2002). *Explaining differences in attitudes towards regional devolution in England* (Working Paper Number 2002-04). Department of Sociology, University of Oxford, Retrieved October 15, 2004, from <http://www.sociology.ox.ac.uk/swps/2002-04.html>.

Source: "APA Formatting and Style Guide."
<http://owl.english.purdue.edu/owl/resource/560/01/>

APA Citation Basics

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, E.g., (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but **NOT** directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication in your in-text reference.

In-Text Citation Capitalization, Quotes, and Italics/Underlining

- Always capitalize proper nouns, including author names and initials: D. Jones.
- If you refer to the title of a source within your paper, capitalize all words that are four letters long or greater within the title of a source: *Permanence and Change*. Exceptions apply to short words that are verbs, nouns, pronouns, adjectives, and adverbs: *Writing New Media*, *There Is Nothing Left to Lose*. (Note that in your References list, only the first word of a title will be capitalized: *Writing new media*.)
- When capitalizing titles, capitalize both words in a hyphenated compound word: *Natural-Born Cyborgs*.
- Capitalize the first word after a dash or colon: "Defining Film Rhetoric: The Case of Hitchcock's *Vertigo*."
- Italicize or underline the titles of longer works such as books, edited collections, movies, television series, documentaries, or albums: *The Closing of the American Mind*; *The Wizard of Oz*; *Friends*.
- Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles: "Multimedia Narration: Constructing Possible Worlds"; "The One Where Chandler Can't Cry."

Short Quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Long Quotations

Place direct quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after closing punctuation mark.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help.
(p. 199)

Summary or Paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

In-Text Citations: Author/Authors

APA style has a series of important rules on using author names as part of the author-date system. There are additional rules for citing indirect sources, electronic sources, and sources without page numbers.

Citing an Author or Authors

A Work by Two Authors: Name both authors in the signal phrase or in the parentheses each time you cite the work. Use the word "and" between the authors' names within the text and use "&" in the parentheses.

Research by Wegener and Petty (1994) showed...

(Wegener & Petty, 1994)

A Work by Three to Five Authors: List all the authors in the signal phrase or in parentheses the first time you cite the source.

(Kernis, Cornell, Sun, Berry, & Harlow, 1993)

In subsequent citations, only use the first author's last name followed by "et al." in the signal phrase or in parentheses.

(Kernis et al., 1993)

In *et al.*, *et* should not be followed by a period.

Six or More Authors: Use the first author's name followed by et al. in the signal phrase or in parentheses.

Harris et al. (2001) argued...

(Harris et al., 2001)

Unknown Author: If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Titles of books and reports are italicized or underlined; titles of articles and chapters are in quotation marks.

A similar study was done of students learning to format research papers ("Using APA," 2001).

Note: In the rare case the "Anonymous" is used for the author, treat it as the author's name (Anonymous, 2001). In the reference list, use the name Anonymous as the author.

Organization as an Author: If the author is an organization or a government agency, mention the organization in the signal phrase or in the parenthetical citation the first time you cite the source.

According to the American Psychological Association (2000),...

If the organization has a well-known abbreviation, include the abbreviation in brackets the first time the source is cited and then use only the abbreviation in later citations.

First citation: (Mothers Against Drunk Driving [MADD], 2000)

Second citation: (MADD, 2000)

Two or More Works in the Same Parentheses: When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

(Berndt, 2002; Harlow, 1983)

Authors With the Same Last Name: To prevent confusion, use first initials with the last names.

(E. Johnson, 2001; L. Johnson, 1998)

Two or More Works by the Same Author in the Same Year: If you have two sources by the same author in the same year, use lower-case letters (a, b, c) with the year to order the entries in the reference list. Use the lower-case letters with the year in the in-text citation.

Research by Berndt (1981a) illustrated that...

Personal Communication: For interviews, letters, e-mails, and other person-to-person communication, cite the communicators name, the fact that it was personal communication, and the date of the communication. Do not include personal communication in the reference list.

(E. Robbins, personal communication, January 4, 2001).

A. P. Smith also claimed that many of her students had difficulties with
APA style (personal communication, November 3, 2002).

Citing Indirect Sources

If you use a source that was cited in another source, name the original source in your signal phrase. List the secondary source in your reference list and include the secondary source in the parentheses.

Johnson argued that...(as cited in Smith, 2003, p.102).

Electronic Sources

If possible, cite an electronic document the same as any other document by using the author-date style.

Kenneth (2000) explained...

Unknown Author and Unknown Date: If no author or date is given, use the title in your signal phrase or the first word or two of the title in the parentheses and use the abbreviation "n.d." (for "no date").

Another study of students and research decisions discovered that
students succeeded with tutoring ("Tutoring and APA," n.d.).

Sources Without Page Numbers

When an electronic source lacks page numbers, you should try to include information that will help readers find the passage being cited. When an electronic document has numbered paragraphs, use the ¶ symbol, or the abbreviation "para." followed by the paragraph number (Hall, 2001, ¶ 5) or (Hall, 2001, para. 5). If the paragraphs are not numbered and the document includes headings, provide the appropriate heading and specify the paragraph under that heading. Note that in some electronic sources, like Web pages, people can use the Find function in their browser to locate any passages you cite.

According to Smith (1997), ... (Mind over Matter section, para. 6).

Lesson 5 – Effective Paragraphing

What is a paragraph?

What do these definitions suggest about paragraphing?

- a) A group of sentences that support and develop a single idea.
- b) A unit of speech that is usually longer than a sentence but shorter than complete boredom.
- c) “The paragraph is essentially a unit of thought, not of length: it must be homogeneous in subject-matter and sequential in treatment” - Fowler.
- d) “The purpose of paragraphing is to give the reader a rest. The writer is saying to him: ‘Have you got that? If so, I’ll go on to the next point.’ ” - Fowler

Topic Sentence

Exercise 1

This paragraph discusses the disadvantages of tourism. It is missing the topic sentence; try writing one.

Although many Third World countries sell holidays, their people are often too poor to travel. Tourist complexes in the poorer countries are outposts of Western capitalism. They are, in many cases, foreign-owned and built from imported materials to supply alien needs. Tourism draws people off the land (sometimes forcibly) so that food, too, has to be imported. Tax breaks for hotel chains and developers mean, absurdly, that the world's poorest people are subsidizing the holidays of its richest. In the process, a new 'one-crop' economy is born, vulnerable to the whims of Western consumer fashion and the financial dictates of the tour operator.

Source: White and McGovern. *Writing*. London: Prentice Hall, 1994.

Paragraph Cohesion

Exercise 2

Put the sentences in the correct order to make a coherent paragraph.

Hint: Find the topic sentence first.

- a) In the simplest form, called direct democracy or pure democracy, the people act as their own legislature.
- b) Jean Jacques Rousseau favored this kind of governmental system.
- c) There are three major democratic systems based on the relationship of the people to the legislative or policy-making process.
- d) Hence, all the individuals in the society must represent themselves.
- e) There are no representatives; in other words, the people make the laws for themselves.
- f) He argued that no one could truly represent another person's will.

Exercise 2 – Answer Key

Put the sentences in the correct order to make a coherent paragraph.

Hint: Find the topic sentence first.

There are three major democratic systems based on the relationship of the people to the legislative or policy-making process. In the simplest form, called direct democracy or pure democracy, the people act as their own legislature. There are no representatives; in other words, the people make the laws for themselves. Jean Jacques Rousseau favored this kind of governmental system. He argued that no one could truly represent another person's will. Hence, all the individuals in the society must represent themselves.

Flow

Exercise 3

Consider the following passages. Underline the parts in passage b that differ from passage a. Why does b have better “flow” than a?

- a. Lasers have found widespread application in medicine. Lasers play an important role in the treatment of eye disease and the prevention of blindness. The eye is ideally suited for laser surgery. Most of the eye tissue is transparent. The frequency and focus of the laser beam can be adjusted according to the absorption of the tissue. The beam “cuts” inside the eye with minimal damage to the surrounding tissue – even the tissue between the laser and the incision. Lasers are effective in treating some causes of blindness. Other treatments are not. The interaction between laser light and eye tissue is not fully understood.

- b. Lasers have found widespread application in medicine. For example, they play an important role in the treatment of eye disease and the prevention of blindness. The eye is ideally suited for laser surgery because most of the eye tissue is transparent. Because of this transparency, the frequency and focus of the laser beam can be adjusted according to the absorption of the tissue so that the beam “cuts” inside the eye with minimal damage to the surrounding tissue – even the tissue between the laser and the incision. Lasers are also more effective than other methods in treating some causes of blindness. However, the interaction between laser light and eye tissue is not fully understood.

Source: Swales, John M. and Christine B. Feak. *Academic Writing For Graduate Students*. Ann Arbor: University of Michigan Press, 1999.

Some Useful Transitions

To show addition:

again, and also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next

To give examples:

for example, for instance, in fact, specifically, that is, to illustrate

To compare:

also, in the same manner, likewise, similarly

To contrast:

although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet

To summarize or conclude:

all in all, in conclusion, in other words, in short, in summary, on the whole, that is, therefore, to sum up

To show time:

after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while

To indicate a logical relationship:

accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then, therefore, thus

Linking Paragraphs

There are three basic ways of linking paragraphs:

- Blatant transitions (e.g. “Now let us consider....”).
- Question transition (i.e. pose a question and answer it).
- Echo transitions (i.e. where you echo a part of the last paragraph).

Exercise 5

Can you identify what kind of transitions these are?

1) As we shall see, these shift in the moral weight of signifiers provide the basis for the mutual critique of fascism, communism and democracy by each other.

It is through these two transformative processes that fascist and communist discourses emerged in opposition to democratic discourse, becoming consolidated in the earlier part of the twentieth century.

2) But what led to this devastation? Was it the politics or the economics that did the damage? And how are the two related?

In pondering these questions one is reminded of Webers’s rejection of disciplinary boundaries, and of his struggle to distinguish ideal from material interests.

3) There cannot be a vigorous European public sphere unless these topics become a central part of the European debate and political process.

Let us take, first, the question of the crisis of relations between political parties and public opinion...

4)addicts must steal more than \$1.5 billion from the people of New York every year. But this is a tiny fraction of the real cost.

The real cost is the death of New York as a city in which people who have any choice at all will be willing to live.

5) It is just within this horizon that ‘practical questions’ (and expectations) have, as Habermas would say, ‘structure-forming effects’.

In Luhmann’s terms these expectations have already done their deadly work of creating meaning....

6) This hampers the development of a feeling of European fellowship or co-citizenship.

In fact, the term ‘European citizenship’ is perceived as though it were a condition by which people from different nations should have similar rights to be asserted....

7) Civil society is about our basic societal relationships and experiences; it is about what happens to us when we leave our family and go about our own lives.

However, what does civil society consist of? Which are its positive organizational forms?

Lesson 6 – Signposting, Sequence, and Logic

Cohesive Markers

‘And’ type

in fact
also
furthermore
apart from this
what is more
in addition
in the same way
not only...but also
as well as
besides

Example

for example
for instance
as follows:
that is to say
in this case

Stating the obvious

obviously
it goes without saying
clearly
naturally
of course
as one might expect
surely
after all

Generalizing

in general
on the whole
as a rule
for the most part
speaking generally
in most cases
usually

‘Or’ type

in other words
to put it another way
to be more precise
(or) rather
alternatively

Time

after
before
during

Equivalence

in other words
namely
that is to say

Contrast

in contrast
even though
although
nevertheless
on the other hand
on the contrary

Cause and effect

because
because of this
thus
accordingly
hence
in order to
so that
in that case
under those circumstances
as a result
for this reason
as a consequence

‘But’ type

although
however
whereas
yet
nevertheless
despite
in spite of
on the contrary

Transition

now,
as far as X is concerned
with regard to
as for...
it follows that

Highlighting

in particular
especially
mainly
particularly

Referring

who
which
when
where
whose
that

Conclusion

so
finally
to conclude
in conclusion
therefore
thus

Expressing contrasts

Compare these sentences:

The king was angry, **but** he did not kill the queen.

The king was angry. **He did not, however,** kill the queen.

The king was angry. **However,** he did not kill the queen.

The king was angry. **Still,** he did not kill the queen.

The king was angry. **Even so,** he did not kill the queen.

The king was angry. **He nevertheless did not** kill the queen.

The king was angry. **Nevertheless, he did not** kill the queen.

Although the king was angry, he did not kill the queen.

Even though the king was angry, he did not kill the queen.

The king was angry. **Despite this,** he did not kill the queen.

The king did not kill the queen, **notwithstanding the fact that** he was angry.

Despite being angry, the king did not kill the queen.

Source: Viv Quarry's Site. Retrieved October 1, 2007, from <http://www.vivquarry.com/wkshts/linkwd.html>

Linking words - Difficult cases

So

AVOID STARTING A SENTENCE WITH THIS WORD!

'So' can be used in two ways:

1. To show RESULT.

E.g. It was raining, so we decided not to go to the beach.

NOTE! 'because' shows the REASON. The above sentence could be expressed like this:

E.g. We decided not to go to the beach because it was raining.

NOTE! To show a REASON LINK BETWEEN SENTENCES use 'Therefore,'.

2. So & such used for EMPHASIS.

When used for emphasis, 'So' must be followed by either an adjective or an adverb and must be linked to an explanation CLAUSE.

E.g. It was so hot that we decided not to go to the beach.

OR We decided not to go to the beach because it was so hot.

NOTE! 'such' is used in the same way, but must be followed by a NOUN or ADJECTIVE+NOUN.

E.g. It was such a hot day that we decided not to go to the beach.

OR We decided not to go to the beach because it was such a hot day.

NOTE! When there is no explanation clause, use 'VERY', unless referring to a present situation.

E.g. It was very hot yesterday, wasn't it? It's so nice to see you again!

Although, though, even though & In spite of/despite,

‘Although’ must join two clauses, but its position can change. It can either start a sentence or come in the middle.

E.g. Although it rained a lot, we enjoyed the holiday.
OR We enjoyed the holiday although it rained a lot.

In spoken English ‘though’ can be used instead of ‘although’ when it is used for the second clause.

E.g. “I didn’t get the job though I had all the necessary qualifications.”

‘though’ can also come at the end of a sentence.

E.g. “The house isn’t very nice. I like the garden though.”

‘Even though’ is a stronger form of ‘although’.

E.g. Even though I was really tired, I couldn’t sleep.

‘In spite of’ or ‘Despite’ must be followed by a NOUN, PRONOUN (this, that, what etc.) or ~ING.

E.g. In spite of the rain, we went to the beach.
OR We went to the beach in spite of the rain.

It is common to use the expression ‘In spite of the fact (that)....’ or ‘Despite the fact (that)....’

E.g. She’s quite fit in spite of the fact that she smokes 40 cigarettes a day.

For, since and until

These words all tell us how long something happens. ‘For’ focuses on duration and can be used in most tenses. It is followed by a period of time.

‘Since’ is only used with perfect tenses and must be followed by a point in time.

E.g. They stayed in Barcelona for two weeks.

OR They’ve been in Barcelona since last Friday. = They are still in Barcelona now.

‘Until’ also tells us how long something happens, but the focus is on the end of the action or situation. It is followed by a point in time.

E.g. They stayed in Barcelona until last Friday. = They left Barcelona last Friday.

Source: Viv Quarry's Site. Retrieved October 1, 2007 from <http://www.vivquarry.com/wkshts/linkwd.html>

Linking words worksheet - Exercises

Write the sentence again, using the word in brackets. The meaning must stay exactly the same.

1. She is a very good English speaker. You would think it was her native language.

_____ (so)

2. There were so many people in the room that we couldn't move.

_____ (such)

3. I can't wear this coat in winter; It's not warm enough.

_____ (too)

4. We lost the match although we were the better team.

_____ (despite)

5. In spite of not having eaten for 24 hours, I didn't feel hungry.

_____ (even
though)

6. Despite her injured foot, she managed to walk to the village.

_____ (although)

7. The football match is still going on.

_____ (yet)

8. Has Jane got divorced yet?

_____ (still)

9. Jack used to have long hair and a beard.

_____ (no longer)

Lesson 7 – Advanced Elements of Style

Correlative Conjunctions

Correlative conjunctions are used to join equal words, phrases and clauses. They always come in pairs with one conjunction before one part of the element being joined and the other before the other part. For example:

If you want to be successful you must be *not only* fast *but also* careful.

The main correlative conjunctions are:

both...and	on the one hand...on the other hand
the latter...the former	neither...nor
not only...but also	either...or
as...as	whether...or
if...then	

Correlative conjunctions may join sentence elements of any kind. For example:

Nouns:

Both Sally *and* Beth are going to the theater.

Adjectives:

He was *neither* tall *nor* handsome.

Adverbs:

The work was done *not only* carelessly *but also* thoughtlessly.

Prepositional Phrases:

Meet me *either* in front of the post office *or* beside the bank.

Clauses:

Jim left his wife *either* because he is stupid *or* because he fell in love with another woman.

The main reason for using a correlative conjunction is to emphasize the fact that there are two ideas in the sentence. Compare the following two sentences.

The mouse is under the chair or behind the sofa.

The mouse is either under the chair or behind the sofa.

The main difference between the two preceding sentences is emphasis. In the sentence, 'The mouse is **either** under the chair or behind the sofa' the emphasis is on the word **either**, which draws attention to the fact that there are two ideas in the sentence.

Passive Voice

Formed by the verb 'to be' plus a past participle (and then sometimes with 'by' plus the agent). Some books advise avoiding it; others not. There are a number of uses for the passive; besides this, it is worth using one every five or six sentences for variation, if it suits.

1. To delete the agent of an action.

The breakthrough was achieved on May 14th 1973.

2. To emphasize the agent through the use of the by-phrase.

The breakthrough was achieved by Smith and Jones (1973).

3. To emphasize the verb, or action.

Finally we were approached by the mafia.

4. To emphasize a modifying adverb.

Reports of my death have been greatly exaggerated. (Mark Twain)

5. To achieve a 'scientific' tone: useful, for example, in describing the results of field research or in any experiment where impersonal reporting is needed.

Although we are generally told to avoid the passive voice, this passage from John Kenneth Galbraith uses only passives.

In the last forty years, in Germany, France, and Switzerland, and in lesser measure, Austria and Scandinavia, the provision of outside workers for the task for which indigenous laborers are no longer available has been both accepted and highly organized. The factories of the erstwhile German Federal Republic are manned, and abroad range of other work is performed, by Turks and Yugoslavs. Those in France are similarly supplied with what amounts to a new invasion of the Moors - the vast influx from the former North African colonies.

Describing an impersonal force such as the economy, the passive voice suits the passage well.

Exercise 1.

Look at these examples of the passive voice and reasons for using it below. Match the examples with the reasons. (You may find that there is more than one reason for each example.)

_____ 1. The meeting of UN representatives has been postponed.

_____ 2. The bank in the village of Pulanko was robbed ten times between 1863 and 1865.

_____ 3. The pro-democracy demonstrators were sentenced to ten years in prison.

_____ 4. The Finance Minister accepted the comments and said steps would be taken to prevent any repetition of the events.

_____ 5. It is commonly believed to be true.

_____ 6. Following the tree months of daily protests, taxes were lowered.

_____ 7. *The Second Sex* is considered to be a milestone in the history of feminist publishing.

- A. The agent has already been mentioned and you want to avoid repetition.
- B. The author is writing in a formal/impersonal style.
- C. The action is more important than the agent.
- D. The agent is "people in general."
- E. You do not know who the agent is.
- F. The author wants to disclaim responsibility or soften unpleasant news.
- G. It is not necessary to mention the obvious agent of the action.

Redundancy and Wordiness

Pleonasm is where one uses more words than necessary to express an idea.

Tautology is where the same idea is expressed twice.

Circumlocution is 'talking around' the subject, without getting to the point.

Common redundant phrases:

but...however	the reason why	quite unique
refer back	close proximity	consider/deem as
throughout the whole	empty rhetoric	combine together
rarely/seldom ever	because of the fact that...	the question as to
whether...		
relatively unanimous	quite a strong conviction	more or less essential

Examples of tautology:

The speaker kept to the point and never wandered off into irrelevancies.

I refer here to the latter example, as mentioned above.

This innovation was certainly unlike anything that had been seen before.

Avoiding Repetition

As in most languages, repetition in English is avoided wherever possible. However, there are several important points to remember.

In English the same group of letters, e.g. GREASE, can have more than one meaning. GREASE can be a noun or a verb, and can also be used figuratively as well as literally. Similarly, DO can be a verb or an auxiliary while OF has a number of different roles in a sentence. Repetition is a problem when the same group of letters is used again with the same meaning.

If one particular word is the best, the one really appropriate word in a particular situation, then it should be used even if it has to be repeated.

How to Avoid It

1) Pronouns: the obvious way to avoid repeating the same noun.

Use a Synonym: In using synonyms be careful about shades of meaning which can vary greatly, depending on the origins. Also bear in mind the positive or negative meaning of words.

2) Omit Words: Most subjects, verbs and objects (and adjectives) can be omitted if they are to be repeated in the same sentence and there is no danger of misunderstanding.

3) Substitute Words: To avoid repeating the same noun in the same sentence but for a different case, use "one/s."

I wrote my racism essay, but not my legal essay. (repetitive)

Strong: I wrote my essay but not the legal one.

4) To avoid repeating a place, use "there"; for a time period, use "then"; for a subject of discussion, use "this."

5) Reference words: "the latter," "the former," "the last-mentioned," "the above-mentioned," etc.

Exercise 2.

Edit the following passage, removing repetitions wherever possible.

Last week in this course we repeated the same tasks that we have been repeating ever since the first week we began the course. For example, we wrote an essay on Britain and Maastricht, we wrote an essay on Britain and the currency crisis, we wrote an essay on Britain's relationship with the USA and we wrote an essay on phenomenology. We attended 17 lectures and we attended five seminars and we attended several meetings. When we attended the lectures we had to sign a form to prove that we were at the lectures. If we had not signed the form, then the organizers might have said that we had not gone to the lectures and then we would have to go to the organizers and try to explain that we had just forgotten to sign the form. If we could not do this properly, then the organizers could decide to expel us from the course because attendance at lectures is compulsory. If the organizers expelled us, then we would have to return to our jobs and returning to our jobs is not a very pleasant prospect.

Techniques for Achieving Emphasis

Noun clauses with “what”: What needs to be achieved is a complete overhaul of government.

Inversion after adverbs: Never in the human sphere of experience has there been such a tyrant.

Italicizing: If Giddens had stressed the *second* thesis, the whole argument would have been more successful.

Adverb position: This must certainly have been stolen from the original owner.

Emphatic verbs: It must be stressed that this is not the aim of this paper.

Modal verbs: What the state should and must do is provide better welfare provision.

Auxiliary ‘do’: What does need to be stated, on the other hand, is their willingness to negotiate.

Placement: Fear, loathing and contempt left him speechless.

Repetition: We will fight them on the beaches, etc.

Alternative Sentence Structures

English, as many languages, generally uses the subject/predicate sentence pattern. However, there are a number of alternative structures that we can use.

Periodic structure: *So called because the basic information comes at the end, near the period (full stop), allowing the writer to build up interest with preceding information.*

Between the beginning of his time in the army and the end of the war, Wittgenstein had written most of what was to become his first major work.

Although there are concerns about the future shape of international business, most Britons oppose a single European currency.

Cumulative structure: *Gives the basic idea, and from then on it is a process of gradual refinement and clarification.*

The government raised interest rates, not out of consideration for industry, but simply out of respect for the chancellor's reputation.

Students are allowed to work, but only at the discretion of the head of department, and providing they have a valid work visa.

Participial phrases: *A participle cannot serve as the main verb of a sentence, but all participles are useful when serving as modifiers - they add information effectively.*

Annoyed by her father's suggestion that she had not studied enough, Maria argued that she had in fact overstudied for the test.

Ruined by the recession, many businesses folded in the early Nineties.

Also with present participles:

Realizing the nation's predicament, the lower house of the government was swift to act.

However, beware of mistakes like this:

Walking slowly down the road, he saw a magnificent antique wardrobe.

She entered the room and saw a picture of her son hanging over the mantelpiece.

Advice for Writers

1. Use passives sparingly, unless genuinely needed.
2. Put statements in positive form.
3. Omit needless words.
4. Avoid a succession of loose sentences.
5. Express co-ordinate ideas in similar form.
6. Avoid using rhetorical questions to make assertions.
7. Be aware of the denotation and connotation, and especially the usage, of difficult words.

Forming Questions

1. *In questions, the subject and the auxiliary verb normally change places. The auxiliary verb comes before the subject.*

Where are you going tonight? **NOT** *Where you are going tonight?*
Didn't you watch the program? **NOT** *You did not watch the program?*

When there is no auxiliary verb, we put do/does/did in front of the subject. The main verb is a bare infinitive.

Who told you that? **NOT** *Who did tell you that?*

When the *wh*-word or *wh*-phrase is the subject, we do not normally use **do/does/did**.

Who told you that? **NOT** *Who did tell you that?*

2. ***When deciding whether or not to use a question mark, it is important to distinguish between direct questions and indirect questions.***

Direct question (followed by a question mark)

What is culture?
How can the two be reconciled? was a question on everyone's mind.
Before deciding, ask yourself, will it work?
The main question is: What are we going to do about the shortage of funds?

Indirect question (followed by a period/full stop)

She wants to know what the assignment is.
How the two could be reconciled was the question on everyone's mind.
Liz wanted to know if/whether I'd seen Tony.
She asked me where I found it.
John asked me whether you speak Italian.

A question mark should be placed inside quotation marks when the quotation is a question. Otherwise, it should be placed outside the quotation marks
Susan asked, "Where did you find it?" (the quotation is a question)
Did you say, "Meet me at eight o' clock"? (the quotation is not a question. The whole sentence, however, is a question.)

Writing about survey results

Fifty per cent Majority	of the people surveyed of the people interviewed of the respondents of the interviewees	said that they agree with the changes.
----------------------------	--	--

Fifty per cent Majority	of the people surveyed of the people interviewed of the respondents of the interviewees	answered "yes" to the question "do you think the changes are for the better?"
----------------------------	--	---

When asked the question "do you think the changes are for the better?"	majority 50%	of the people surveyed of the people interviewed of the respondents of the interviewees	answered no. said no. answered yes.
--	-----------------	--	---



Source: the ISSP 1998 Questionnaire on Family and Sex Roles

Open

All in all, what do you think is the ideal number of children for a family to have? Please write a number in the box below.

Fact /Filter/Closed

Are you married? Circle your answer.

Yes
No

Fact/Closed

If yes, was your (current) partner ever divorced?

Yes
No

Scale

In general, would you say that the law now makes it easy or difficult for people who want to get divorced? Tick your answer.

Very easy _____

Fairly easy _____

Neither easy nor difficult _____

Fairly difficult _____

Very difficult _____

Can't choose _____

Belson's (1981) Categories of Difficult Questions

- Questions that include qualifying phrases or clauses (e.g. “Have you bought any chocolate in the last 7 days, not counting today?”).
- Questions that contain difficult or unfamiliar words.
- Questions that start with words that are meant to soften them (e.g. “Would you mind...”).
- Questions with abstract words such as ‘regularly,’ ‘usually,’ ‘frequently,’ ‘seldom,’ ‘often,’ ‘rarely,’ etc.
- Questions with negative elements.
- Questions including either ‘if any’ or “if at all” (e.g. “Which of these, if any, have you bought?”)
- Questions that are too long.
- Questions that include both present and past tenses.
- Questions in which singular and plural cases are used.

Source: Foddy, W. *Constructing questions for interviews and questionnaires*.
Cambridge: Cambridge University Press, 1993.

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Instructor: Holly Bouma

FINAL ESSAY ASSIGNMENT

In order to successfully pass my Academic Writing course, you must submit a final essay. The essay will be in the form of a REACTION PAPER, and it should be 1,000 words long.

DEADLINE AND SUBMISSION: MONDAY, FEBRUARY 23 (MIDNIGHT). You only need to submit your essays to me by email. Please send your essays before midnight to: hollybouma@yahoo.com

ASSIGNMENT:

Your task is to write a 1,000-word reaction paper (see below for a list of texts to choose from).

You must demonstrate that you have learned something from my lessons. Therefore, when writing the paper you should do the following:

- 1) use some phrases from my lesson on writing a reaction paper.
- 2) follow the rules of punctuation from my lesson on punctuation.
- 3) use at least one quotation and cite the author using the APA style.
- 4) include a REFERENCE LIST at the end in the APA style (the reference list should include the article you are reacting to).
- 5) use cohesive markers/signposts in your writing to make your paragraphs flow smoothly.

REACTION PAPER TEXTS:

Please visit the following website:

<http://www.lancs.ac.uk/fass/sociology/research/resalph.htm>

This is a list of on-line publications written by students and staff from the Sociology Department at Lancaster University. You should chose ONE paper and write a reaction paper on it. Please make sure that you indicate the name of the article in your paper.

If you have any questions, please email me at: hollybouma@yahoo.com