WRITING RESEARCH REPORT

BBI 3417
Program Bachelor of English (Pendidikan Jarak Jauh)

Che An Abdul Ghani (Ph. D)
Jabatan Bahasa Inggeris
Fakulti Bahasa Modern dan Komunikasi
Universiti Putra Malaysia
43400 UPM Serdang
Selangor Darul Ehsan
Hak Cipta Terpelihara. Tidak dibenarkan mengeluarkan ulang mana-mana bahagian artikel, ilustrasi dan isi kandungan buku ini dalam apa jua bentuk sama ada secara elektronik, fotokopi, mekanik, rakaman atau cara lain sebelum mendapat izin bermuluk daripada Pengarah, Pusat Pendidikan Luar (PPL), Universiti Putra Malaysia, 43400 UPM, Serdang, Selangor Darul Ehsan. Perundangan tertakup kepada perkaraan royalti atau honorarium.

MODUL PEMBELAJARAN : BBI 3417 WRITING RESEARCH REPORT disediakan dalam bentuk bahan pengajaran dan pembelajaran kendiri di bawah program Pendidikan Jarak Jauh, Universiti Putra Malaysia. Sebarang pertanyaan dan cadangan untuk memperbaiki gaya penyampaian dan isi kandungan modul ini bolehlah dikemukakan kepada penulis dengan menggunakan alamat Pusat Pendidikan Luar.

Penulis : CHE AN ABDUL GHANI, Ph.D
Fakulti Bahasa Moden dan Komunikasi
Universiti Putra Malaysia
43400 UPM Serdang
Selangor Darul Ehsan

Alamat : Unit Modul dan Bahan Kendiri
Pusat Pendidikan Luar
Universiti Putra Malaysia
43400 UPM Serdang
Selangor Darul Ehsan
Tel : 03-89468830/03-89458904
Fax : 03-8945 8902

Reka Bentuk Kulit dan Cetak oleh : UPM HOLDINGS SDN. BHD.
Blok F2, Bangunan MTDC-UPM
Universiti Putra Malaysia
43400 UPM Serdang
Institute for Distance Education and Learning
(IDEAL)
Universiti Putra Malaysia

Course Synopsis
BBI3417: WRITING RESEARCH REPORT

This course exposes students to different types and formats of formal reports: mode and style in report writing; searching for and recording information; organizing ideas; documenting the report; preparing citations; and presenting the written report in its final report.
Introduction to Subject Writer

Che An Abdul Ghani (Ph.D)

Presently, I am a lecturer in the Department of English Language, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. I obtained my first degree from Southeast Missouri State University, Missouri, USA in 1984, Masters Degree from California State University, California, USA in 1986 and Ph. D from Universiti Malaya in 2010. I joined UPM in 1990.

You can contact me by:

Tel : 03 - 8946 8708
H/P : 012 - 2177 798
Fax : 03 – 8943 9951
e-mail : chean@fbmk.upm.edu.my

Mailing Address:
Department of English Language,
Faculty of Modern Languages and Communication,
Universiti Putra Malaysia,
43400 UPM Serdang,
Selangor Darul Ehsan.
Introduction to the Course

Course Objectives

By the end of the course, students will be able to:

1. describe the structure of an academic research report (K3)
2. summarize and synthesize information for the research (P5)
3. write the research report following academic styles and conventions (A4).
Contents

BBI3417: Writing Research Report

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td>STRUCTURE OF RESEARCH REPORT</td>
</tr>
<tr>
<td>UNIT 2</td>
<td>IDENTIFYING THE TOPIC AND PREPARING A WORKING OUTLINE OF THE REPORT</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>SURVEYING AND SYNTHESIZING RELEVANT LITERATURE</td>
</tr>
<tr>
<td>UNIT 4</td>
<td>DEVELOPING ASPECT OF VOICE AND STYLE IN ACADEMIC WRITING</td>
</tr>
<tr>
<td></td>
<td>MID-SEMESTER EXAM</td>
</tr>
<tr>
<td>UNIT 5</td>
<td>SUMMARIZING, QUOTING AND PARAPHRASING</td>
</tr>
<tr>
<td>UNIT 6</td>
<td>COLLECTING AND ANALYZING A SAMPLE OF DATA</td>
</tr>
<tr>
<td>UNIT 7</td>
<td>ORGANIZING AND PRESENTING THE RESULT</td>
</tr>
<tr>
<td>UNIT 8</td>
<td>WRITING A DRAFT OF THE VARIOUS SECTIONS OF THE REPORT</td>
</tr>
<tr>
<td>UNIT 9</td>
<td>REVISING THE DRAFT OF THE REPORT</td>
</tr>
<tr>
<td>UNIT 10</td>
<td>COMPILING THE LIST OF REFERENCES AND APPENDICES</td>
</tr>
<tr>
<td></td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>
Preface

✧ 1- About Distance Education
✧ 2- Introduction to this Study Guide
✧ 3- Routine Preparation
✧ 4- Learning Activities
✧ 5- Study Schedule
✧ 6- Text and Resources
✧ 7- Assessment
1- About Distance Education

- Distance education is full of challenges and opportunities. The challenge is to commit yourself to a schedule of achievement and to maintain that schedule. The opportunities include: to increase your knowledge and application of the material; to increase your value to your employer; and to prepare you for continuous changes.

- It is important to remember that only those who are committed to their studies will be able to complete the programme successfully.

- You could study at your own convenience like at home, in the office or anywhere you can concentrate for a period of time.

- Total responsibility is in your hands as you do not have regular weekly classes to push you into completing your assignments.

- You can contact your instructors by telephone, e-mail, fax and correspondence for any advice or consultation you may need.
2- Introduction to this Study Guide

- The material you read in this module is meant to act only as a guide to the prescribed text, as well as to the readings recommended and provided.

- This guide provides a framework of the important points, which you should use to lead you in your study. It is only a guide to point out some of the important issues.

- Each section/topic begins with a definition of the material presented or a statement of objectives, both of which serve to give an overview of the material covered.

- At the end of every section, there are a number of pertinent questions, which you should answers as they will help you to comprehend, apply and analyze the subsequent subject material.
3- Routine Preparation

- An essential part of your learning will be the study and preparation you do for each section of the course by reviewing any introduction on the various units in this Study Guide, by carefully reading the assigned, as well as others you may find. It is strongly advised that you respond to the discussion question and self-assessment questions at the end of each topic or chapter of the prescribed text:


- You will notice from the schedule that you will have to maintain a vigorous pace of reading. The number of pages for each assignment has been noted and you should use this information to plan your progress through each section as it critical that you stay ahead or on target.

- Learning should be a positive experience and to keep it as such, regular attention to your preparation and completion of the assignments is critical and rests with you. Please note the due dates for the assignments. They must be sent in by the announced dates.
4. Learning Activities

➢ In each section of this study guide there is a Learning Activities component. To fully understand the course material you should complete all of the activities noted. These activities will include questions from the end of each topic from the text.

➢ You should try to answer each of the text questions and any questions that cover the additional reading assigned. A good idea when studying and preparing to answer question is to read the questions before you read the material. In this way you are aware of what material needs special attention as you do your reading.

➢ You should be able to provide a brief explanation or definition of the terms found in the text and is able to use them correctly. If you have difficulty in responding to the questions, review the related material in the text and other readings that you may have done.
### 5- Study Schedule

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Required Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Structure of research report</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Identifying the topic and preparing a working outline of the report</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Surveying and synthesizing relevant literature</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Developing aspect of voice and style in academic writing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>MID-SEMESTER EXAM</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Summarizing, quoting and paraphrasing</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Collecting and analyzing a sample of data</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Organizing and presenting the result</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Writing a draft of the various sections of the report</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Revising the draft of the report</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Compiling the list of references and appendices</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>FINAL EXAM</strong></td>
<td></td>
</tr>
</tbody>
</table>
6- Text and Resources

- Required Text:


  ✓ If it is not available, other texts could serve as a substitute. However, specific references to required reading and other activities in the study guide could be less helpful to you in directly guiding your study. At the same time, you are greatly encouraged to supplement your reading with other materials related to Writing Research Report.

- Recommended (Other) Readings:


7- Assessment

There will be a mid-semester exam (20%), assignments (30%), project paper (20%) and final exam (30%). The mid-semester exam will consist of short structured questions based on Chapter 1 to Chapter 3 of the textbook. The assignment is explained in the next section and is due during week 3 for online activity and due date for Checklist for Research Article is during week 4 and for portfolio during week 12. Project paper divided into draft project paper and project paper. There is no mark allocated for Project Paper Draft. It must be submitted as a proof of originality of the final project paper. It must reach me by Week 12 for comment and improvement and the due date for project paper is week 13. The final exam will be from Chapter 5 to Chapter 9. It will consist of structured questions. Refer to exercises in Chapter 5 to Chapter 9 for the format of the exam. The date for mid-semester exam and final exam will be set by IDEAL. These details are summarized in the following table:

<table>
<thead>
<tr>
<th>Description</th>
<th>Value (%)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-semester Exam</td>
<td>20</td>
<td>Will be set by IDEAL</td>
</tr>
<tr>
<td>Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Online Activity</td>
<td>10</td>
<td>Week 3</td>
</tr>
<tr>
<td>ii) Checklist for</td>
<td>10</td>
<td>Week 4</td>
</tr>
<tr>
<td>Research Article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) Portfolio</td>
<td>10</td>
<td>Week 12</td>
</tr>
<tr>
<td>Project Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Draft Project Paper</td>
<td>(no mark)</td>
<td>Week 12</td>
</tr>
<tr>
<td>ii) Project Paper</td>
<td>20</td>
<td>Week 13</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>Will be set by IDEAL</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
✓ Assignments:
  • i) Online Activity

Note: Individual Work
Due: Week 3
Marks: 10%

1.1 Visit http://www.indiana.edu/~isld/definition.html.
   Do the exercise, print the certificate and put in your portfolio.

1.2 Visit http://owl.english.purdue.edu/owl/resource/589/2/.
   Read on Quoting, Paraphrasing and Summarizing.

Paraphrase the following paragraph:

a. But are we being good caretakers by holding a dolphin or a sea lion in a tank? Yes, if two conditions are met: that they're given the best treatment possible, and, no less important, that they're displayed in a way that educates and informs us. Captive animals must be allowed to serve as ambassadors for their species (72).

   (Brownlee, Shannon. "First It Was 'Save the Whales, No It's 'Free the Dolphins." Discover, Dec. 1986:70-72)

b. This study examines the problem of child abuse, especially the fact that families receive attention after abuse occurs, not before. With abuse statistics on the rise, efforts devoted to prevention rather than coping should focus on parents to prevention rather than coping should focus on parents in order to discover those adults most likely to commit abuse because of heredity, their own childhood, the economy and other causes of depression. Viewing the parent as a victim, not just a criminal, will enable social agencies to institute preventive programs that may control abuse and hold together family unit.

   (Lester, 2010)
• ii) Checklist for Research Article

Note : Individual work
Due : Week 4
Marks : 10%

Refer to Checklist for Research Article. Read every research article you collected (ten journal articles) before you begin the checklist. Answer all questions on the checklist by referring to the article. Every question must be answered in full. Single word or single phrase answer will not be accepted. Do the checklist for 10 research articles.

Instruction: In the following page there is a sample of the checklist with 11 questions. Photocopy ten set of the checklist and evaluate ten journal articles.
CHECKLIST
Reflective Questions to Consider When Evaluating Research

Title of article: ________________________________

Bibliography: ________________________________

1. In what journal or what source did you find the research article? Was it reviewed by experts in the field before it was published? That is, was the article in a printed (refereed) publication?

2. Does the article have a stated research question or problem? That is, can you determine the focus of the author’s work?

3. Does the article describe the collection of new data, or does it describe and synthesize previous studies in which data were collected?

4. Does the article clearly state its objectives? What are they?

5. Does the article contain section that describes and integrates previous studies on this topic? In what way is the previous study relevant to the research problem?
6. If the author describes the procedures that were followed in the study, are these procedures clear enough that you could repeat the work and get similar result? What additional information might be helpful to you to replicate the study?

7. If data were collected, can you describe how they were collected and how they were analyzed?

8. Do you agree with the interpretation of the results? Why or why not?

9. Does the researcher employ a theory in his study? What is the principle of this theory? Is this theory applicable to your topic of interest? How?

10. Did the researcher describe the findings of his study clearly? Can you state what they are in order for you to see the relevance of this study to yours?

11. Finally, reflect on the entire article. What is the significance of this study? What did you learn from this research? What do you think the strengths and weaknesses of this article?
**Portfolio**

**Note**: Individual work  
**Due**: Week 12  
**Marks**: 10%

This portfolio consists of exercises listed below. Photocopy the exercises and do the exercises in handwriting. Submit the original.

<table>
<thead>
<tr>
<th>Week</th>
<th>Ref: Main Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>List of topic; objective; research question and related theories. Refer to handout on topic assignment. Choose a topic and prepare a similar template. Keep one copy in your portfolio.</td>
</tr>
<tr>
<td>2.</td>
<td>Chapter Two: Ex. 2.7; 2.8; 2.10</td>
</tr>
<tr>
<td>3.</td>
<td>Chapter Three: Ex. 3.1; 3.2; 3.3</td>
</tr>
<tr>
<td>4.</td>
<td>Chapter Three: Page 50 Pretest; Ex. 3.5; 3.6</td>
</tr>
<tr>
<td>5.</td>
<td>Chapter Three: Ex. 3.11; Chapter Four: Ex. 4.1; 4.2;</td>
</tr>
<tr>
<td>6.</td>
<td>Chapter Four: Pg. 75 Pretest; Ex. 4.6; 4.7; 4.8; 4.8; 4.10</td>
</tr>
<tr>
<td>7.</td>
<td>Chapter Five: Ex. 5.1; 5.2; 5.3</td>
</tr>
<tr>
<td>8.</td>
<td>Chapter Five: Pg. 97 Pretest</td>
</tr>
<tr>
<td>9.</td>
<td>Chapter Six: Pg. 122 Pretest, Ex. 6.5; 6.8; 6.7</td>
</tr>
<tr>
<td>10.</td>
<td>Chapter Seven: Ex. 7.4; 7.6; 7.7</td>
</tr>
<tr>
<td>11.</td>
<td>Chapter Eight: Ex. 8.2; 8.3; 8.5; 8.6; 8.8</td>
</tr>
</tbody>
</table>
Project Paper:

- **i) Project Paper Draft**
  
  Note: Individual work
  
  Due: Week 12
  
  Marks: No Mark
  
  - There is no mark allocated for Project Paper Draft. It must be submitted as a proof of originality of the final project paper. It must reach me by Week 12 for comment and improvement.

- **ii) Project Paper**
  
  Note: Individual work
  
  Due: Week 13
  
  Marks: 20%
  
  Pages: 20 pages

➢ Submission of assignment and project paper:

Please hand over your assignments and project paper to the following address:

Dr. Che An Abdul Ghani
Department of English Language,
Faculty of Modern Languages and Communication,
Universiti Putra Malaysia,
43400 UPM Serdang,
Selangor Darul Ehsan.

✓ Make sure that you keep a copy of your assignment and keep the receipt of your submission as proof if needed. Late submission will NOT be considered. Start planning on the assignment right from the beginning of the semester.
UNIT 1

STRUCTURE OF RESEARCH REPORT

Contents

❖ Learning Objectives
❖ Notes
❖ Learning Activities
❖ References

❖ Learning Objectives

At the end of this unit, you will be able to:

1. define a research paper
2. determine the structure of a research paper
3. prepare the checklist for a research project
1.1 RESEARCH PAPER

1.1.1 What is research paper?
A research paper is an academic assignment that is required from university student. It encompasses a compilation of documented works from others as well as a completed research done by the student personally. An academic research paper is a report of the activities carried out in an investigation. It includes the followings:

- a point of view toward the topic
- the researcher’s stand
- reflect on the researcher’s strength in inquiry
- researcher’s judgment, interpretation and evaluation of the investigation
- show the steps taken during the research process

1.1.2 Qualities of a good research paper or a research report:

- It has your voice about your discoveries about a topic
- Your research shows your originality of thought
- It is your creation
- Your research shows a truthful documentation of all sources you have used

1.1.3 What is NOT a research paper?

- Summary of articles
- Using peoples’ ideas uncritically
- Putting too many quotations
- Unsubstantiated personal opinions
- Copying or accepting another person’s work without acknowledgement
- PLAGIARISM.
1.1.4 The Importance of Research

In an academic field, conducting a research is critical to students who are pursuing a higher degree because a research helps to mould students to:

- become a perceptive reader
- develop the skill to work independently
- find out more about something that interest them in a scholarly way
- gain confidence.
- establish themselves as individuals.
- sharpen their critical thinking skills
- develop an inquiring mind

(Roth, 1999)

1.2 TYPES OF RESEARCH PROJECTS

Research projects take three basic forms:

1. **Descriptive studies**
   These studies are designed primarily to describe what is going on or what exists. For example, a survey that describes the proportion of people who hold various opinions are primarily descriptive in nature.

2. **Relational Studies**
   These studies look at the relationships between two or more variables. A public opinion poll that compares what proportion of males and females say that they would vote for X party or Y party candidate in the next election is essentially studying the relationship between gender and voting preference.
3. Causal Studies

These studies are designed to determine whether one or more variables (for example, a program or treatment variable) causes or affects one or more outcome variables. If you performed a public opinion poll to try to determine whether a recent political advertising campaign changed voter preferences, you would essentially be studying whether the campaign (cause) changed the proportion of voters who would vote X party or Y party (effect).

(William, 2006)

1.3 DEDUCTIVE AND INDUCTIVE RESEARCH STRATEGIES

Research strategies provide a logic or a set of procedures, for answering research question, particularly “why” and “what” question. There are two research strategies that students can choose from:

1.3.1 Deductive research

- is particularly appropriate for answering “why” questions.
- sometimes this is informally called a top-down approach.
- you might begin with thinking up a theory about your topic of interest.
- you then narrow that down into more specific hypotheses that you can test.
- the strategy begins with some regularity that has been discovered (theory) and which begs an explanation.
- the researcher has to find or formulate a possible explanation, a theoretical argument for the existence of behavior or social phenomenon under consideration.
1.3.2 Inductive research

- is useful for answering “what” question.
- it starts with the collection of data, then proceeds to derive generalization using so-called inductive logic.
- it to determine the nature of the regularities, or networks of regularities in social life that is theory constructing.

(William, 2006)
1.4 CHECKLIST OF RESEARCH ACTIVITIES

Below are the recommended steps to start a research project:

1. Formulating the problem
   Choose a topic of your interest. You may look for topics on the internet, journals, textbooks or consult your tutor or your peers.

2. Extensive literature review
   List possible books, journals and other sources that you have to refer to gather information.

3. Developing objectives
   Develop three logical objectives that you hope to achieve at the end of this study. Consider time factor and financial factor involved. Do not make your objectives too ambitious. Use clear and measurable verbs in expressing your objectives.

4. Preparing research design
   Prepare the plan for your research. List materials, samples and procedures involved in your study.

5. Collecting Data
   Identify the instruments required to obtain the data you need for example, a survey, an observation or an interview.

6. Analysis of Data
   Plan how to analyze the data such as SPSS, ANOVA or T-test.

7. Generalization and Interpretation
   Interpret the data and discuss its relevance to your immediate environment. Generalize the significance of your findings.

8. Preparing Final Report or Presentation
   Bind and organize according to the format required by your university or department. Observe the paging, margin, spacing and forms of presentation (CD, printout version, or online).
Important: Refer to page xiv-xvi (Checklist for research article) for a sample of the checklist. Photocopy ten set of the checklist and evaluate ten journal articles.

1.5 IDENTIFYING A RESEARCH PROBLEM

Every research project begins with a subject or a topic. Your topic is the research problem that you are seeking an answer for. You need to identify an area for your research by:

- starting from interest
- making observations of something unusual
- noting a difference between observations, audience perception and among experts
- making a possible prediction
- doing a follow-up of something read
- noting situational differences
- proposing a need for change
- taking stock of what you know
- looking through table of content of textbooks, index
- pages, glossary, bibliography, preface/introduction
1.6 FINDING A RESEARCH QUESTION

- It is probably the most important task in the research process because the question becomes the driving force behind the research—from beginning to end.
- A research question is always stated in question form.
- It may start out being rather general and become focused and refined later on (after you become more familiar with the topic, learn what others have discovered; define your terms more carefully, etc.
- The research questions must be parallel with the objectives. It must support the objectives and must be answered in the Data Analysis chapter.

1.6.1 Criteria for research question

Formulating the right research questions is important because it will guide you in your research. Make sure:

- It must not be too broad or general (although you will focus it even more later on in the process).
- It shouldn’t have already been answered by previous research (although replication with variation is certainly acceptable).
- It ought to be a question that needs to be answered (i.e., the answer will be useful to people).
- It must be a question that can be answered through empirical means.
- It must be in question form. Example: Will students learn a foreign language better when they are in a relaxed state of mind?
- What is the relationship between learners’ ages and their accents?
1.7 DEVELOPING OBJECTIVES

Once you understand the research problem, research question and topics, you define the research objectives. Developing objectives are the steps you are going to take to answer your research questions or aims you hope to accomplish at the end of the research project. For that, objectives should:

- emphasize how aims are to be accomplished
- must be highly focused and feasible
- address the more immediate project outcomes
- make accurate use of concepts and be sensible and precisely described
- are usually numbered so that each objective reads as an 'individual' statement to convey your intentions. For example;

The aim of a research is to analyze the interacting factors which influence the learning choices of adult returners. So for this research, the possible objectives that can be derived are:

1. to determine the nature, extent and effect of psychological influences on choices, including a desire to achieve personal goals or meet individual needs.

2. to determine the nature, extent and effect of sociological influences on choices, including background, personal and social expectations, previous educational experience and social role.

3. to determine how and to what extent influencing factors change as adults re-enter and progress through their chosen route.
1.8 SELECTING A DESIGN

Research Design is a plan for guiding data collection and interpretation. It offers a set of rules that the researcher can refer to in order to help conceptualize and observe the problems under study. There are two types of design approaches:

1.8.1 Qualitative research
This is a method of inquiry appropriated in many different academic disciplines, traditionally in the social sciences. It aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method is investigates the why and how of decision making, not just what, where, when. Hence, smaller but focused samples are more often needed, rather than large samples.

1.8.2 Quantitative research
This is a method of inquiry which refers to the systematic empirical investigation of quantitative properties and phenomena and their relationships. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships.
1.8.3 Classification of variables

In a research, there are several variables involved that can influence the outcome of your study. Variables can be generally divided into three types:

Independent variable: The variable that is manipulated (e.g. teaching methods)

Dependent variable: The variable in which you would expect to see a consequent change (e.g. test scores).

Attribute variable: The variable that the researcher has no control over (e.g. aptitude, maturation)

We need to control the variables as much as possible, especially those that have a potential on influencing the outcomes of the research. Example, in establishing causal relationships, we must be able to attribute the result of the cause to an identified variable(s).
1.9 DEVELOPING HYPOTHESIS

Hypotheses are statements of expected outcome which can be later be tested. (Refer to pg. 12 of the textbook. Do Exercise 1.1). Hypotheses set a direction for research because it determines the research questions. There are two types of hypothesis:

1.9.1 The Directional Hypothesis

- Based on a strong hunch that there is an effect due to treatment.
- Examples:
  Reading more improves writing.
  Using class readers will improve the writing of narratives.
  Test Strategy training would improve test scores.

1.9.2 The Null Hypothesis

- The null hypothesis states that there is no significant difference to be expected as an outcome.
- Examples:
  Reading more does not improve writing.
  Method A does not differ significantly from Method B in the learning of vocabulary

Not all research needs a clear statement of a hypothesis, though it does appear in the background of most social science research.
Learning Activities

Activity 1.1: Devise three possible problem statement, objectives and hypothesis of the study for the article below:

*Code-switching and social identities in the Eastern Maroon community of Suriname and French Guiana*

Anglophone Caribbean Creole communities were initially assumed to constitute (post)-Creole continua in which a local Creole is intricately intertwined with the official European language in the setting (DeCamp 1971; Bickerton 1975). The continuum was said to result from ongoing linguistic change in which speakers gradually adjusted their Creole speech, also called the basilect, to English, the so-called acrolect.

This notion of the Creole continuum has been challenged on several grounds. Socio-historical and historical linguistic work on Jamaica (Lalla and D’Costa 1990; Le Page 1960), Guyana (Edwards 1984; Rickford 1987), and Trinidad (Winer 1993, 1995) has called into question the historical basis of the model. It showed that these situations had always involved variation. The contemporary variation emerged gradually from a range of partially overlapping contact settings that mutually influenced each other rather than from a unilinear process of historical change (Winford 1997).

Quantitative sociolinguistic research (e.g. Edwards 1980, 1983; Rickford 1986; Winford 1992, 1993, 1997) has demonstrated that Creole continua do not constitute a single linguistic system but are made up of two or three distinct linguistic systems that are each associated with different social situations and groups. In Belize, for instance, a local variety of English mainly used in formal interactions coexists with Belizean Creole generally reserved for informal in-group interactions (Escure 1982).
These varieties enter into contact giving rise to inter-systemic variation and contact-induced change. This suggests that Creole continua are sociolinguistic rather than linguistic continua and closely resemble other bilingual settings (Winford 1997).

There is also a small but growing tradition that explores the social meanings of variation in Creole communities. Abrahams (1983) shows that English and Creole are part of distinct cultural traditions, practices and modes of behavior in Caribbean communities. Reisman (1970) demonstrates that these traditions have also become intertwined to a certain extent leading to the emergence of new complex forms of cultural and linguistic expression. Other studies investigate the uses of Creole and English forms. Le Page and Tabouret-Keller (1985) argue that Creole speakers strategically deploy Creole and English forms to index their alignment with existing social groups.

Sidnell (1999) demonstrates that Indo-Guyanese women and men use English and Creole first- and third-person singular pronouns in different ways because these forms are linked to different social images for women and men. Patrick (1997) discusses how Jamaican Patwa speakers hypercorrect Standard English phonological features to increase their social standing. Finally, the papers in Mühleisen and Migge (2005) suggest that Creole speakers draw on their different linguistic resources to construct face and personhood. This research then demonstrates that Creole communities involve several different varieties and that their members strategically exploit these varieties and their social meanings to manage social interactions.

However, to date, studies have focused mainly on the contrastive uses of English and the Creole and have been little concerned with how different Creole varieties or styles are deployed. Studies generally take a quantitative approach dealing mainly with the purely linguistic aspects of
variation. Little attention is given to issues such as the social meanings of variation (Sidnell 1999), the stylistic make-up of Creoles (Patrick 1997) and how linguistic varieties are deployed in interactions to construct social identities and relationships.

The aim of this paper is to explore how Eastern Maroons (EMs) employ linguistic variation to negotiate social identities and relationships in everyday interactions. Specifically, it investigates the types of code-switching patterns that EMs engage in and the social meanings that are being constructed. The analysis demonstrates that EMs, like other bilinguals, exploit the socio-cultural meanings of different Creole varieties to negotiate interactional meanings. However, code-switching patterns are not equally distributed across the community and similar patterns of linguistic variation are used to construct different kinds of identities, alignments and social relationships.

The Maroon communities of Suriname are of particular interest with respect to an analysis of identity management through language because they are socially and linguistically somewhat distinct from other such communities in the region. Until recently, EMs lived in relative isolation from the local (European-influenced) mainstream society and despite considerable external pressure and increased migration towards the coastal urban centers of the region; Maroons continue to maintain a relatively strong community identity and a sense of ethnic belonging. Unlike most other Creoles, the Surinamese Creoles do not coexist with their main lexical input language, English, and the official languages in the region, Dutch and French; mostly play a marginal role in intra-community interactions (Léglise and Migge 2005). They carry high overt prestige within the community and function as an important symbol of an ethnic and community identity.

(Migge, 2007)
1. Problem Statement
   a. 
   b. 
   c. 

2. Objective of the study
   a. 
   b. 
   c. 

3. Hypothesis of the study
   a. 
   b. 
   c. 

Activity 1.2: Textbook

Read Chapter One and do Exercises on
- What have you observed?
- Exercise 1.4. Follow the steps prescribed from 1 to 6. Consult your tutor or you can e-mail the activity to me.
Activity 1.3: Choosing and Narrowing a Topic

Below are some examples of topics which are general. Narrow the topic by focusing on one aspect only. Then, formulate three research questions on the topic.

EXAMPLE: Politeness
Focus: The politeness strategy used by Malays in refusing a request
RQ1: What are politeness strategies discussed by scholars?
RQ2: Which of these strategies suitable for this study?
RQ3: How do Malays say "no" when they want to refuse a request?
RQ4: Where can I get data for this topic?
RQ5: Who will be my samples?

Note: You may have many RQs for your topic. The more questions you have, the clearer you are about your topic. Try to look for answers for the RQ. If you cannot answer them, consider changing the topic. Now, try the exercise below. Add more RQ if necessary.

1. Learning Disabilities
   a. Focus:

   b. Research Questions:
      RQ 1:
      RQ 2:
      RQ 3:
2. Use of ICT in Teaching

a. Focus:

b. Research Questions:
RQ 1:
RQ 2:
RQ 3:

3. Questioning strategy

a. Focus:

b. Research Questions:
RQ 1:
RQ 2:
RQ 3:

❖ References


ANSWERS

Activity 1.1:
Problem Statement:
a. There have been little studies on the varieties and linguistic systems deployed by the Creole communities in everyday interaction.

Objectives of the study:
a. To determine the varieties of creoles present in the Eastern Maroon community
b. To explore the linguistic variation employed by the Eastern Maroon community to negotiate social identities
c. To investigate the types of code-switching patterns engaged by the Eastern Maroon community

Hypothesis of the study:
a. The Eastern Maroon community creoles are distinct from the official languages because they carry high overt prestige

Note: These are possible answers. You may have slightly different answers than suggested above.
Activity 1.3:

1. Learning Disabilities
Research Questions:
RQ1: What type of learning disabilities is prevalent among the school children?
RQ2: Which gender has learning disabilities?
RQ3: What is the assistance given to these students?

2. Use of ICT in Teaching
Focus: Using computer to teach composition writing to primary school children.
Research Questions:
RQ1: Are computers available in all primary schools?
RQ2: What software are suitable to teach writing?
RQ3: Why are students attracted to write composition on the computers?

3. Questioning strategy
Focus: Types of questioning strategy used by college students?
Research Questions:
RQ1: Why is questioning important in the learning process?
RQ2: What type of questions do college students ask?
RQ3: How do lecturers respond to question posted?
UNIT 2
IDENTIFYING TOPIC AND PREPARING WORKING OUTLINE OF THE REPORT

Contents
❖ Learning Objectives
❖ Notes
❖ Learning Activities
❖ References

❖ Learning Objectives

At the end of this unit, you will learn to:

1. choose a topic for your assignment
2. prepare a working outline
3. prepare a conceptual framework
Notes

2.1 CHOOSING A TOPIC

Tips on how to choose the right topic for your assignment

- Try to pick a topic that's interesting and new. If your topic genuinely interests you, chances are you'll enjoy spending time working on it and it won't seem like a chore.

- Finding a topic can be difficult. Give yourself plenty of time to read and think about what you'd like to do. Trying to answer the following questions about a particular subject may lead you to a good paper idea:

  1. What subject(s) are you interested in?
  2. What interests you most about a particular subject?
  3. Is there anything you wonder about or are puzzled about with regard to that subject?

- There are several sources you can use to find ideas. The Internet, magazines, newspapers, academic journals, and even your hobbies can all provide great fodder for a topic. Use the library subscribed on line journals and browse for some topics. You may visit EBSCO Host, PROQUEST, ERIC and SCIENCE DIRECT databases to surf for topics.

- Once you have a topic, you will probably need to narrow it down to something more manageable.

- For example, say you are assigned to write a 15-page paper, and you decide to do it on Teaching Vocabulary. However, since Teaching Vocabulary is a big topic, and you only have a limited number of pages, you will have to focus on something more specific having to do with that topic.
• As shown below a general topic and revised of the general topic:

Too general: Ancient Egypt.
Revised: The building of the pyramids of Ancient Egypt.

(Research Paper: Establish Your Topic)

• The topic must inform the reader the content of the researcher’s study. According to the American Psychological Association (2001), “The title is a concise statement of the main topic and should identify the actual variables or theoretical issue under investigation and the relationship between them”, it is important to use caution when choosing your title. A long rambling title, for example, may not convey the essence of your study.

• Remember, that the dissertation title’s descriptions aid in indexing the dissertation to facilitate electronic access by other researchers interested in the study. The following questions are a guide to creating an effective title:

  1. Does the title present the focus of the study’s research?
  2. Does the title the reader a sense of anticipation that the study is important?
  3. Does the title indicate the study’s methodology?
  4. Does the title contain only essential words?

• Examples of topics:

  1. The Effects of an Interdisciplinary Project on Student Learning of Natural Selection”
  2. The Impact of Self-Esteem on Academic Achievement and Aspirations of Urban Minority Adolescents”

(Emms, 2008)
2.2 PREPARE A WORKING OUTLINE

2.2.1 Why is it important?

- You are required to prepare an outline for your research paper. An outline serves as a preview tool that allows you to grasp your thesis and organization at a glance. It explains the scope and direction of your paper as well.
- Making an outline is a superb way to help you construct and classify your ideas. In addition, an outline serves as a final check that your paper is unified and coherent. It helps you see where you need to revise and edit your writing.
- The purpose of an outline is to organize the material you're going to use to prove your thesis. If your information isn't arranged in a logical fashion, your reader won't be able to understand your point.

2.2.2 How to Create an Outline?

Follow the steps to begin your outline.

- First, arrange your notes in a logical order that you can follow as you write. If you're having difficulty seeing an order, look for clues in the sequence of your ideas. You can make a diagram, such as a flowchart, to help you visualize the best order to use.
- Jot down major headings.
- Sort the material to fit under the headings. Revise the headings, order, or both, as necessary.
- Look for relationships among ideas and group them as subtopics.
- Try to avoid long lists of subtopics. Consider combining these into related ideas. In nearly all cases, your paper will be better for having linked related ideas.
• If you can’t decide where to put something, put it in two or more places in the outline. As you write, you can decide which place is the most appropriate.

• If you’re not sure that an idea fits, write yourself a reminder to see where it belongs after you’ve written your first draft.

• If an important idea doesn’t fit, write a new outline with a place for it. If it’s important, it belongs in the paper.

• Accept your outline as a working draft. Revise and edit as you proceed.

• After you finish your outline, let it sit for a few days. Then look back at it and see what ideas don’t seem to fit, which points need to be expanded, and so on. No matter how carefully you construct your outline, it will inevitably change. Don’t be discouraged by these changes; they are part of the writing process.

2.2.3 A sample outline

Topic: Homelessness in America

I. Introduction
   A. Homelessness is a serious matter in our society.
   B. Many homeless Americans are homeless due to circumstances out of their control: domestic violence, lack of employment, medical problems, mental illness are some of the leading causes. (thesis)

II. Body paragraphs
   1st: Domestic violence
      A. 1 out of 4 women experience violence in a relationship (Bailey 34).
      B. Women and children often must seek housing at shelters when escaping violence
C. “Violence is passed on from generation to generation, creating a cycle that contributes to homelessness, poverty, and crime” (Jones 4).

2nd: Lack of employment
A. Most people who don’t work lack competitive job skills.
B. Many high school students are dropping out, leaving them unqualified for all but the most menial, low paying job.

3rd: etc.
III. etc.

2.2.4 Design of an outline for project paper
There are many styles of writing an outline. For this course, you are required to follow the outline below. Your research must be reported in the following organization.

OUTLINE FOR RESEARCH REPORT:

Abstract
Table of contents

CHAPTER ONE

1.1 Background of the study
1.2 Statement of the problem
1.3 Research Questions
1.4 Significance of the study
1.5 Objectives of the study
1.6 Hypothesis of the study
1.7 Definition of terms
CHAPTER TWO  LITERATURE REVIEW

2.1 Topic
   2.1.1 Subheading
   2.1.2 Subheading
   2.1.3 Subheading

2.2 Topic
   2.2.1 Subheading
   2.2.2 Subheading
   2.2.3 Subheading

2.3 Topic
   2.3.1 Subheading
   2.3.2 Subheading
   2.3.3 Subheading

CHAPTER THREE  METHODOLOGY

3.1 Research design
3.2 Sample/Population/Subject
3.3 Data Collection
3.4 Instrument

CHAPTER FOUR  DATA ANALYSIS

4.1 Topic (according to objective one)
   - present the data, explain in detail and show how the findings relate to the objective

4.2 Topic (according to objective one)
   - present the data, explain in detail and show how the findings relate to the objective

4.3 Topic (according to objective one)
   - present the data, explain in detail and show how the findings relate to the objective
CHAPTER FIVE

CONCLUSION

5.1 SUMMARY OF THE WHOLE RESEARCH PROJECT
5.2 SUMMARY OF THE FINDINGS AND ITS SIGNIFICANCE
5.3 IMPLICATIONS OF THE STUDY
5.4 COMMENTS AND FURTHER RESEARCH

Bibliography
Appendix

2.3 CONCEPTUAL FRAMEWORK

2.3.1 What is a conceptual framework?
It is conceptualizing your research plan in a graphic form. Refer to Fig. 2.1. You can design your own conceptual framework as long as it includes the elements that are critical in your research. Do not get confused with theoretical framework. The latter is the theory you used to guide you. Refer to suitable theory that is relevant to your topic. There are many ways to explain a conceptual framework. It can be any or all of the following:

- A set of coherent ideas or concepts organized in a manner that makes them easy to communicate to others.
- An organized way of thinking about how and why a project takes place, and about how we understand its activities.
- The basis for thinking about what we do and about what it means, influenced by the ideas and research of others.
- An overview of ideas and practices that shape the way work is done in a project.

Important: Do Activity 2.3 to improve your understanding of how to design a conceptual framework.
2.3.2 Why do we need a framework when doing research?

- A framework can help us explain why we are doing a project in a particular way and also help us to understand and use the ideas of others who have done similar things.

- We can use a framework like a travel map. We can read a map, because others before us have come up with common symbols to mark streets, lakes, highways, cities, mountains, rivers, etc... The scale on a map tells us how far apart different places are, so we will get an idea how long it might take us to get from one point to the next. A map also shows us that there may be many different paths that can be taken to get to the same place.

- A framework can help us decide and explain why we use certain methods and not others to get to a certain point. People might have tried a similar path before and have had different experiences using one road versus another. Or, there may be paths that have never been explored.

- With a conceptual framework, we can explain why we would try this or that path, based on the experiences of others, and on what we ourselves would like to explore or discover.

- Example of conceptual Framework for designing web-based teaching and learning:
Figure 2.1: Framework for designing web-based teaching and learning.
Learning Activities

Activity 2.1: You are required to prepare an outline for your research paper

Topic/Title: __________________________________________________________

1. Introduction/Background of your research paper
   a. topic sentence/theme of your research paper:
      ________________________________________________________________
   b. the three salient points your paper will make
      i. _____________________________________________________________
      ii. __________________________________________________________
      iii. _________________________________________________________

2. Problem Statement
   a. _____________________________________________________________
   b. _____________________________________________________________
   c. _____________________________________________________________

3. Research Question
   a. _____________________________________________________________
   b. _____________________________________________________________
   c. _____________________________________________________________

4. Significance of the study
   a. _____________________________________________________________
   b. _____________________________________________________________
   c. _____________________________________________________________
5. Objectives of the study
   a. ____________________________
   b. ____________________________
   c. ____________________________

6. Hypothesis of the study
   a. ____________________________
   b. ____________________________
   c. ____________________________
Activity 2.2: Conceptual Framework
Based on your research topic, fill in the boxes in the following conceptual framework:

CONCEPTUAL FRAMEWORK

Title

Objectives

Sample

Location

Instrument

Methodology

Theoretical Framework

Data Analysis

Findings
References


UNIT 3
SURVEYING AND SYNTHESIZING
RELEVANT LITERATURE

Contents
- Learning Objectives
- Notes
- Learning Activities
- References

❖ Learning Objectives

At the end of this unit, you will be able to:

1. write literature review
2. obtain sources for literature review
3. design the format for literature review
4. formulate theoretical framework
3.1 LITERATURE REVIEW

3.1.1 What is literature review?
- A literature review discusses published information in a particular subject area.
- A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis.
- On the other hand, a summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information.
- It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates.
- Depending on the situation, the literature review may evaluate the sources and advise the reader on the most pertinent or relevant.

3.1.2 Strategies for literature review
- In literature review, you should develop subtopics related to the title. For example, if your topic is about "Specific Learning Disabilities (SLD)", you may have subtopics such as:
  1. Definition of specific learning disabilities
  2. Facts and figures of SLD in Malaysia
  3. Interpersonal, communication and learning skills related to SLD
  4. Perception and Problem-Solving Skills related to SLD
  5. Mental Health Issues of Individuals with SLD
6. Alcohol related issues with SLD
7. Development programs for teenagers with SLD
8. Social illness prevention program related to SLD

- Discussions on these subtopics will strengthen your argument on the topic of your research and will enhance your audience understanding of what you want to convey. Organize your ideas and brainstorm the subtopics before you start writing your literature review.

- Make sure related topics are covered. In a research paper, you use the literature as a foundation and as support for a new insight that you contribute. The focus of a literature review is to summarize and synthesize the arguments and ideas of others and highlight these contributions and its relevance to the title of your study.

- Look for other literature reviews in your area of interest or in the discipline and read those to get a sense of the types of those you might want to look for in your own research or ways to organize your final review. You can simply put the word "review" in your search engine along with your other topic terms to find articles of this type on the Internet or in an electronic database. A whole list of topics will appear and choose only the relevant ones. Identify journal articles that discuss research done in the area of your study.

(Calabrese, 2006)
3.2 SOURCES FOR LITERATURE REVIEW

- There are abundance sources of materials for literature review. You may seek sources from journals, textbooks, internet and various databases. Go to UPM library website, click subscribed online journals and it will take you to several databases such as EBSCO Host, PROQUEST and ERIC. Click on these databases, it will display list of journals related to different fields. Choose related journals and browse the topics in each journal to get ideas what areas have been researched on.
- There are hundreds or even thousands of articles and books on most areas of study. The narrower your topic, the easier it will be to limit the number of sources you need to read in order to get a good survey of the material. You'll make your job easier if you first limit your scope.

3.2.1 Field of literature review

- If you are writing a review in the humanities, history, or social sciences, a survey of the history of the literature may be what is needed, because what is important is how perspectives have changed through the years or within a certain time period.
- Try sorting through some other current bibliographies or literature reviews in the field to get a sense of what your discipline expects. You can also use this method to consider what is currently of interest to scholars in this field and what is not.
- Then use the focus you've found to construct a thesis statement. Yes! Literature reviews have thesis statements as well!
- However, your thesis statement will not necessarily argue for a position or an opinion; rather it will argue for a particular perspective on the material.
An example of a thesis statement:
More and more cultural studies scholars are accepting popular media as a subject worthy of academic consideration.

- Remember to summarize and synthesize your sources within each paragraph as well as throughout the review. A synthesis integrates what you learned from your review of the literature; indicate how the research supports or does not support existing theories and you raise questions brought about by your synthesis.

  (Calabrese, 2006)

- You must review the work of others critically by highlighting its findings, methodology and theoretical framework it uses. They may be in agreement with your research or otherwise. State these points clearly and not just paraphrasing the words of the original authors. An example of a good literature review would be:

  "This chapter reviewed the literature about how and why women are not equitably represented in educational administrative positions within our nation’s secondary schools. In addition, this chapter attempted to illustrate that women tend to lead learning institutions in particular ways. Traditional bureaucratic organizational structures have focused on masculine characteristics. The call for more transformational styles of leadership which has dominated recent literature regarding successful school leadership has promoted the ‘reinvention’ of today’s principal. Furthermore, research conducted in the last few decades has shed light on successful approaches that draw from the research on women’s styles of leading. Finally, the principals are evaluated has recently been reformed based on ISLCC Standards in ways that resonate with feministic aspects of leadership."

  (Thurman, 2004)
3.2.2 Scholarly Publication

- When sourcing for materials for literature review, make sure the materials are of scholarly worthy. It should be an article that appears in refereed journals.
- Make sure you do not use non-scholarly works in your literature review.
- A scholarly publication publishes original research by a researcher in the discipline, with appropriate references and citations, and addresses a research question or topic relevant to the publication’s discipline.

(Eagie, 2003)

3.2.3 Relevant Research

- Choosing the relevant research to be reviewed can be challenging to many researchers. Questions such as “What do I review?”, “How do I review?” and “What do I exclude?” are some examples of questions often asked by researcher.
- Begin your literature review with an outline of ideas which you have learned in Unit One. Then, prepare Organization of Topics related to your title. If you have done both, your literature search will be a smooth journey.

3.2.4 Theoretical Framework

- In your search for information for your research, one important element that you must not forget is theoretical framework. There must be a theory that support your argument or a theory that you are trying to prove right or wrong. The theoretical framework comprised of long-standing theoretical traditions, theoretical principles or models. In constructing a theoretical framework,
examine multiple competing theories. Make your choice based on personal preference and the relevance of the theory to your topic of investigation.

- The theoretical frameworks connect to the problem statement and address the questions:
  1. How does the theory provide an explanation for what you believe is happening?
  2. What other theory(s) provide an alternative explanation? In essence, you are providing a theory to explain your approach to your line of inquiry.

For example, if you are working on a topic “Teaching computer to adult learners” you may want to support this topic with theories of adult learning. You need to be clear, precise and succinct when you define the theoretical constructs and how it is relevant to your study.

(Calabrese, 2006)

3.3 LITERATURE REVIEW FORMAT

3.3.1 Guideline to write literature review

- There are a few guidelines you should follow during the writing stage as well. Here is a sample paragraph from a literature review about sexism and language to illuminate the following discussion:

"However, other studies have shown that even gender-neutral antecedents are more likely to produce masculine images than feminine ones (Gastil, 1990). Hamilton (1988) asked students to complete sentences that required them to fill in pronouns that agreed with gender-neutral antecedents such as "writer," "pedestrian," and "persons." The students were asked to describe any image they had
when writing the sentence. Hamilton found that people imagined 3.3 men to each woman in the masculine "generic" condition and 1.5 men per woman in the unbiased condition. Thus, while ambient sexism accounted for some of the masculine bias, sexist language amplified the effect. 

(Erika Falk & Jordan Mills: Women and Language)

- **Use evidence**

  In the example above, the writers refer to several other sources when making their point. A literature review in this sense is just like any other academic research paper. Your interpretation of the available sources must be backed up with evidence to show that what you are saying is valid.

- **Be selective**

  Select only the most important points in each source to highlight in the review. The type of information you choose to mention should relate directly to the review's focus, whether it is thematic, methodological, or chronological.

- **Use quotes sparingly**

  Falk and Mills do not use any direct quotes. That is because the survey nature of the literature review does not allow for in-depth discussion or detailed quotes from the text. Some short quotes here and there are okay, though, if you want to emphasize a point, or if what the author said just cannot be rewritten in your own words. Notice that Falk and Mills do quote certain terms that were coined by the author, not common knowledge, or taken directly from the study. But if you find yourself wanting to put in more quotes, check with your instructor.
• **Summarize and synthesize**

Remember to summarize and synthesize your sources within each paragraph as well as throughout the review. The authors here recapitulate important features of Hamilton’s study, but then synthesize it by rephrasing the study’s significance and relating it to their own work.

• **Keep your own voice**

While the literature review presents others’ ideas, your voice (the writer’s) should remain front and center. Notice that Falk and Mills weave references to other sources into their own text, but they still maintain their own voice by starting and ending the paragraph with their own ideas and their own words. The sources support what Falk and Mills are saying.

• **Use caution when paraphrasing**

When paraphrasing a source that is not your own, be sure to represent the author’s information or opinions accurately and in your own words. In the preceding example, Falk and Mills either directly refer in the text to the author of their source, such as Hamilton, or they provide ample notation in the text when the ideas they are mentioning are not their own, for example, Gastil’s. For more information, please see our handout on plagiarism.
3.3.2 Literature review format checklist

Use the following checklist when start your Literature Review.

1. Did you start the literature review before starting to collect data?
2. Are the studies in you review primary sources or original scholarship? Do not rely on summaries and citation by secondary authors.
3. Did you go back and forth in an iterative process between your literature review and your formulation of the hypotheses, theories or models you will be investigating?
4. Is the outline of your literature review organized around the hypotheses, theories or models you will be investigating? Do not organize the literature review chronologically or alphabetically.
5. Does your literature review explain how your study ties in to prevailing theories and larger themes in your discipline?
6. In each section of your review, before discussing specific studies, have you used topic sentences that clearly hark back to the theories and hypotheses you are investigating? Such a topic sentences might be “Some researches argued that ______” which, if true, would support ______ theory because ______. This would be followed by discussion of a group of studies whose authors take a particular position.
7. If you have too many studies to structure your review in terms of one topic sentence per set of studies per paragraph, and instead need multiple paragraphs to discuss a set of studies, have you used explicit subsection heading to guide the reader along?
8. Did you draw connection between topics, providing a logical flow from one to the next?
9. Have you considered using circle-and-arrow figures to graphically illustrate the connection among your topics as well as among the variable being investigated?

10. Do your topic sentences remind the reader of what has gone before, and how the current topic relates to that? For instance, 'In addition to studies that suggest [what has just been discussed], other research indicates a further relationship involving [the topic about to be discussed].'

11. Is your literature reviewed a piece of continuous prose with a beginning, middle and end and not simply a list of who has done what?

12. Is the outline of your literature review also consistent with your meta-analytic framework, discussed in a previous section of this guide?

13. Have you kept in mind any practical rules imposed by thesis committees or publishers, who from time to time may simply dictate a length limit on the literature review?

14. Have you labeled background information as such in a separate section, carefully indicating that it is presented to place your study in a broader context, but that you are not investigating various background topics?

15. In the body of the literature review, where you are discussing literature related to dependent variable and their associated hypotheses, is it clear to the reader which citation are the most important? Have you given more space and emphasis to the more important citation?

16. Also in the body of the literature review, have you made an effort to evaluate the methodologies merits of the works you cite, avoiding an exclusive focus on their findings? Have you clearly indicated which citations have small samples or other validity problems?
17. Does the summary section of your literature review synopsizes the hypotheses or models you will be investigating, as well as relating this major citation in the body of the literature review?

18. Have you clearly indicated which related topics you will not be investigating, thereby carefully delimiting your study?

19. Have you considered using a concept map (a model presented in circle-and-arrow format) to make our summary more graphic?

20. Have you reread you literature review, evaluating whether it demonstrates adequately that you are aware of the range of debate in your selection area? Try to get others to read it from this perspective also.

21. In reviewing the literature, have you been on the lookout for especially fascinating quotes and have you incorporated them in your review?

22. Does the conclusion of your literature review clearly indicate the nature of your original contribution to your discipline through this study?

❖ Learning Activities

Activity 3.1: Literature Search

1. Go to the library and search for ten journal articles and ten books that can support your topic of investigation. You may also obtain articles and books from online library. Review the articles and books by answering the questions in the Literature Review Checklist in 3.3.1 and the Checklist in appendix A.

2. Prepare the review of each source, compile it into a Folder and send to me in Week 4.
References


UNIT 4
DEVELOPING ASPECT OF VOICE AND
STYLE IN ACADEMIC WRITING

Content
❖ Learning Objectives
❖ Notes
❖ Learning Activities
❖ References

❖ Learning Objectives

At the end of this unit you will learn to:
1. choose the appropriate voice (active or passive) for your research paper
2. apply academic writing style
4.1 ACTIVE VOICE VERSUS PASSIVE VOICE

4.1.1 What is active voice?
- In English, all sentences are in either "active" or "passive" voice.
- In an active sentence, the subject is doing the action. A straightforward example is the sentence "Steve loves Amy." Steve is the subject, and he is doing the action: he loves Amy, the object of the sentence.
- Another example is the title of the Marvin Gaye song "I Heard It through the Grapevine." "I" is the subject, the one who is doing the action. "I" is hearing "it," the object of the sentence.

4.1.2 What is passive voice?
- In passive voice, the target of the action gets promoted to the subject position. Instead of saying, "Steve loves Amy," I would say, "Amy is loved by Steve." The subject of the sentence becomes Amy, but she isn’t doing anything. Rather, she is just the recipient of Steve’s love. The focus of the sentence has changed from Steve to Amy.
- If you wanted to make the title of the Marvin Gaye song passive, you would say "It was heard by me through the grapevine," not such a catchy title anymore.
4.1.3 Choose the appropriate verb voice

- You can use either the active or the passive voice when you describe the procedure used in your project.
- The passive voice is conventionally used to describe procedure in order to depersonalize the information. The passive construction allows you to omit the agent (usually "I" or "we"), placing the emphasis on the procedure and how it was done.

Example:
For reasons related to personal safety, the test facility was constructed (by us) in a remote area 4 miles from the main road.
Test were conducted (by me) with four different types of reactors.

4.1.4 When to use passive voice?

Sometimes the passive voice is the best choice. Here are a few instances when the passive voice is quite useful:

1. To emphasize an object.
   - Example: 100 votes are required to pass the bill.
   - This passive sentence emphasizes the number of votes required. An active version of the sentence ("The bill requires 100 votes to pass") would put the emphasis on the bill, which may be less dramatic.

2. To de-emphasize an unknown subject/actor.
   - Example: Over 120 different contaminants have been dumped into the river.
   - If you don’t know who the actor is—in this case, if you don’t actually know who dumped all of those contaminants in the river—then you may need to write in the passive.
3. If your readers don’t need to know who’s responsible for the action.

- Here’s where your choice can be difficult; some instances are less clear than others. Try to put yourself in your reader’s position to anticipate how he/she will react to the way you have phrased your thoughts.

- Example:
  i- Baby Sophia was delivered at 3:30 a.m. yesterday.(passive)
  ii- Dr. Susan Jones delivered baby Sophia at 3:30 a.m. yesterday.(active)

- The first sentence might be more appropriate in a birth announcement sent to family and friends—they are not likely to know Dr. Jones and are much more interested in the “object” (the baby) than in the actor (the doctor). A hospital report of yesterday’s events might be more likely to focus on Dr. Jones’ role.

4.1.5 When to avoid Passive Voice?

- Passive sentences can get you into trouble in academic writing because they can be vague about who is responsible for the action:

- Academic writing often focuses on differences between the ideas of different researchers, or between your own ideas and those of the researchers you are discussing. Too many passive sentences can create confusion:

- Research has been done to discredit this theory. (Who did the research? You? Your professor? Another author?)

- Some students use passive sentences to hide holes in their research:
Example, the telephone was invented in the nineteenth century. (I couldn't find out who invented the telephone!)

- Finally, passive sentences often sound wordy and indirect. They can make the reader work unnecessarily hard. And since they are usually longer than active sentences, passive sentences take up precious room in your paper. Example, Since the car was being driven by Michael at the time of the accident, the damages should be paid for by him.

4.2 ACADEMIC WRITING STYLE

4.2.1 Criteria of academic writing

The first thing that you'll need to understand is that writing in university is for the most part is called "academic writing." While academic writing might be defined in many ways, there are three concepts that you need to understand before you write your first academic paper.

1. Academic writing is writing done by scholars for other scholars.

   - Writing done by scholars for scholars? Doesn't that leave you out? Actually, it doesn't. Now that you are in university, you are part of a community of scholars.

   - As a university student, you will be engaged in activities that scholars have been engaged in for centuries: you will read about, think about, argue about, and write about great ideas.

   - Of course, being a scholar requires that you read, think, argue, and write in certain ways. Your education will help you to understand the expectations, conventions, and requirements of scholarship.
2. Academic writing is devoted to topics and questions that are of interest to the academic community.
   - When you write an academic paper, you must first try to find a topic or a question that is relevant and appropriate. But how do you know when a topic is relevant and appropriate?
   - First of all, pay attention to your context which you can place your questions and observations.
   - Second, understand that your paper should be of interest to other students and scholars. Remember that academic writing must be more than personal response.
   - You must write something that your readers will find useful. In other words, you will want to write something that helps your reader to better understand your topic, or to see it in a new way.

3. Academic writing should present the reader with an informed argument.
   - To construct an informed argument, you must first try to sort out what you know about a subject from what you think about a subject. Or, to put it another way, you will want to consider what is known about a subject and then to determine what you think about it. If your paper fails to inform, or if it fails to argue, then it will fail to meet the expectations of the academic reader.
   - Basically, academic writing is different from the approach needed for informal communication. There is a certain amount of planning before you start writing the paper so it will be analytical and organized.
   - A proper outline is a must for academic writing. An outline will not only help you formulate your thoughts, but will sometimes make
you aware of certain relationships between topics. It will help you determine the pertinent information to be included in your paper.

- Another of the characteristics of academic writing is a formal tone. You do not use slang words, jargon, abbreviations, or many clichés. The language in your paper needs to be clear and words need to be chosen for their precision.

- A thesaurus is a good tool to help you pick just the right words to explain the issues. The point of view in the third person, as the focus of academic writing is to educate on the facts, not support an opinion. Deductive reasoning is a big part of academic writing as your readers have to follow the path that brought you to your conclusion.

- Academic writing is used for papers that are intended for educated and informed readers and are serious in their approach. Before writing a paper for a school, check to see if they recommend a particular format and style. Following is an example of formal and informal writing:

  Formal: The king made horrific decisions that caused him to lose his money and children.

  Informal: I think that guy’s a loser.

  ➢ The formal example is in the third person and is clear and concise. The informal example is based on the opinion of the writer, is not clear, and does not give the reader much information. It is also written in the first person and uses a slang expression and a contraction.
4.2.2 Principles of academic writing

- There are principles of writing in your discipline. It is up to you to locate and learn them. Find out what they are. You can do this by reading examples—publications and theses—and discussing with your supervisor and peers.

- As you read examples, you may have a number of questions in mind:
  1. What are the conventions of writing in this discipline?
  2. What language—nouns, verbs, links etc.—do writers use?
  3. How are debates represented?
  4. How is the researcher represented, if at all?
  5. How the structure revealed?
  6. What are the options in style and structure?

- Gather the answers and begin write them on a piece of paper. You will start seeing something concrete that can be a topic for your research project.
Learning Activities

Activity 4.1: Find out the verbs in the following sentences and state whether they are in the active voice or passive voice.

Example: The boy killed the spider with a stone

Answer: Killed - active

1. He gave me a nice present.

Answer: 

2. The farmer was bitten by the dog.

Answer: 

3. The boy flew a kite.

Answer: 

4. The captive was thrown into a cell.

Answer: 

5. The loud noise frightened the child.

Answer: 

6. He is loved by all.

Answer: 

56
7. The exhibition was opened by the Minister.
   Answer: ____________________

8. The officer's command was promptly obeyed.
   Answer: ____________________

9. Some of the goods were damaged in transit.
   Answer: ____________________

10. The wolf chased the sheep.
    Answer: ____________________

11. The letter was posted yesterday.
    Answer: ____________________

12. The boy drank all the milk.
    Answer: ____________________

13. The stone struck me on the head.
    Answer: ____________________

14. I have just received the letter.
    Answer: ____________________

15. Somebody has put the cat in.
    Answer: ____________________
Activity 4.2: Change the following sentences from the active voice into the passive voice.

Example: The tiger killed the deer.

Answer: The deer was killed by the tiger.

1. The woodcutter cut down the trees.
   Answer: __________________________

2. Columbus discovered America.
   Answer: __________________________

3. The teacher praised the student.
   Answer: __________________________

4. The old woman feeds the pigeons every day.
   Answer: __________________________

5. John was flying a kite.
   Answer: __________________________

6. My father will give me a present.
   Answer: __________________________

7. The police caught the thief.
   Answer: __________________________

8. I will conquer him.
   Answer: __________________________
9. He kept her waiting.

Answer: 

10. The hunter shot the lion.

Answer: 

11. A little girl opened the door.

Answer: 

12. The boy threw the ball.

Answer: 

13. He scored full marks.

Answer: 

14. His behavior vexes me.

Answer: 

15. Manners reveal a person’s character.

Answer: 

Activity 4.3: Please read and do exercises in Language Conventions page 97-112
References


ANSWERS

Activity 4.1:

1. Gave – active
2. Was bitten – passive
3. Flew – active
4. Was thrown – passive
5. Frightened – active
6. Is loved – passive
7. Was opened – passive
8. Was obeyed – passive
9. Were damaged – passive
10. Chased – active
11. Was posted – passive
12. Drank – active
13. Struck – active
14. Have received – active
15. Has put – active
Activity 4.2:

1. The trees were cut down by the woodcutter.
2. America was discovered by Columbus.
3. The student was praised by the teacher.
4. The pigeons are fed by the old woman everyday.
5. A kite was being flown by John.
6. I will be given a present by my father.
   OR A present will be given to me by my father.
7. The thief was caught by the police.
8. He will be conquered by me.
9. She was kept waiting (by him).
10. The lion was shot by the hunter.
11. The door was opened by a little girl.
12. The ball was thrown by the boy.
13. Full marks were scored by him.
14. I am vexed by his behavior.
15. A person’s character is revealed by his/her manners.
UNIT 5
SUMMARIZING, PARAPHRASING
AND QUOTING

Content
❖ Learning Objectives
❖ Notes
❖ Learning Activities
❖ References

❖ Learning Objectives

At the end of this unit, you will learn to:
1. summarize
2. paraphrase
3. quote
5.1 **SUMMARIZING**

5.1.1 **What is summary?**
- Summary is a short, concise version of the main idea or ideas of your source.
- Summarize when you want to refer to the general idea of what you have read, but do not want to go into detail or use all the words of the original.
- Summaries are significantly shorter than the original and take a broad overview of the source material.

5.1.2 **How to Summarize?**
- There are SIX main ways to summarize a book, journal, research paper or any essay. You may not be aware of it but these six pointers can save you a lot of much needed time and resources.

1. **WHO:** You have to identify who the main authors of the books, journals or research papers are. Carefully determine the roles that had in writing the book, for instance. Also, try to find out who the editors are, if there are any. You can also try to identify the publisher of the book or journal.

2. **WHAT:** This includes what the nature of the book, book chapter or essay is. It can be in the form of a research, from the anatomy of ants to the analysis of Shakespeare’s works. Basically, this is the part where you pinpoint the kind of book or journal entry that you are trying to summarize. Ask yourself, "is this book chapter argumentative? is this journal article expository? is this essay a narrative?" and so on.
3. **WHEN:** Simply put, the when part should reveal the time of the book or journal article’s publication. It can also include when the paper was edited, when the actual research or experiment was conducted, or when it has received distinctions, if available.

4. **WHERE:** A few simple questions can help: Where is it published? Where is the research or experiment conducted?

5. **WHY:** The question why should answer the purposes or objectives of the author(s) in writing the paper. Why did the author publish the article or book? Why did the author conduct the research or experiment in the first place?

6. **HOW:** Last but not the least, you should identify how the author(s) carried out the research, experiment, narrative or exposition. This includes the methods used such as surveys, personal interviews, referring to other books or journals and other forms of gathering data or information.

- There is no strict guideline in arranging these six main points to consider when summarizing, although conventional wisdom and common practice would tell you that you should begin with the author’s name and the title of his or her written work.

- For your convenience and for a different approach, you can also try to arrange the six sections in no particular order, although it can help a lot if you try to conceive first the arrangement of your choice.

- Tip: for books, you can refer to their Table of Contents to have a quick and revealing look about the books’ main points. Every chapter title is already a give-away to what that part of the book is all about. And when you put together the entire chapter titles of a book, you can already get a rough picture about the whole thesis of it, if not the summary of the book itself.
• Example:

1. The original passage:
   Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers, 2nd ed. (1976): 46-47.

   An acceptable summary:
   Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

2. Original Passage:
   Tyler demonstrates how the past is inextricably linked to the present and how family and community, as a natural extension of the family, are centers for the ironies of life—love and rejection, growth and entrapment, stability and conflict. Tyler resists the temptation to indict parents, particularly mothers, for the transgressions of the past and for the ultimate shaping of offspring. Maternal ambivalence is a not uncommon thread in the fabric of human experience. However, as Tyler knows, it is just one factor in the development of the individual. Family and community also exert important influences that shape, direct, and complicate human existence. Tyler portrays this process in the Tull family, and in the end she renders a contemporary and enduring message about the nature of family, one that speaks with some measure of truth about all of our lives. (Paula Gallant Eckard, “Family and Community in Anne Tyler’s Dinner at the Homesick Restaurant” Southern Literary Journal 22.2 (Spring 1990): 33-34.)
Good Summary
Eckard asserts that while Tyler creates characters whose present lives are shaped by their past family experiences, she does not lay blame for human development on parents. Rather, she acknowledges that all families are not perfect, and that community and individuals also impact and “complicate human existence.” She also suggests that Tyler’s truthful depiction of the Tull family in her novel seems to claim truth about this universal and lasting condition of human experience and the “nature of families” (34).

5.2 PARAPHRASING

5.2.1 What is paraphrasing?
• Unlike the summary, which encapsulates the essential concept of a longer source, a paraphrase attempts to capture all the ideas of the original.
• When paraphrase you put the original ideas in your own words.
• To use your own words, you should translate technical jargon into language that your reader is more likely to understand and write in your own style.
• Paraphrase is a way of avoiding too many quotations in your paper
• Paraphrasing is a valuable skill because
  1. it is better than quoting information from an undistinguished passage.
  2. it helps you control the temptation to quote too much.
  3. the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.
• Paraphrasing is a way for you to smoothly integrate the ideas of someone else into your own essay. When a writer paraphrases a
section from a source. For instance, paraphrases a few sentences from a newspaper article to use in research paper, actually need to turn the original text into own words without adding own opinion, and not using the original wording.

- A paraphrase is an accurate, thorough restatement of the original text in your own words. It will actually be about as long as the original work and it will most certainly retain all of the original ideas. Paraphrases, when they appear within a paper, must be cited, because they are the author's ideas that come from the original work, not your own ideas.

5.2.2 When to paraphrase?
- When the ideas are more important than the author's authority or style
- When the original language isn't particularly memorable, but the ideas are
- When the original language is too difficult to understand and for instance, when the particular jargon or complexity of the original work is so difficult to understand that you need to paraphrase it so that the meaning is immediately clear.

5.2.3 Steps to Effective Paraphrasing
1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
- Example:

The original passage:

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

A legitimate paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

5.3 QUOTING

5.3.1 What is quoting?

- A quote is an exact use of the original writer's words and is indicated by the use of quotation marks before and after the quoted words.
- Use quotes when a writer says something so well that you could not possibly capture the idea as well by paraphrasing or summarizing.
- Do not fill your research report with quote after quote because it indicates you have few or no ideas of your own.
5.3.2 How to quote?

- **Quoting** passages in books, essays, research papers and other articles depends on two things:
  1. the appropriateness of the passage you want to quote
  2. the idea of your paragraph where you want to include the quotation.

- There are also at least two basic rules that you should follow when you are putting sentences directly from your source such as a book to your writing paper.
  1. you should put the proper citation at the end of the direct quote.
  2. you should always insert quotation marks at the beginning and at the end of your quote to indicate that the sentence in your paragraph is borrowed from another source.

- Here are a few guide questions you can ask yourself before you decide to find and choose a line from an outside source that you want to quote:
  - Is the quote relevant to the paragraph I am writing?
  - Does the quote support or weaken the ideas in my paragraph?
  - Is the source material credible?
  - Are there better quotes in other articles that I can borrow?
Example:

The original passage:
Secondhand smoke is one of the primary causes of lung-related ailments including asthma. A scholar writes that "secondhand smoke may even be more dangerous than firsthand smoke" (Walberg, 2007).

Quoting:
Miller (2003) wrote that "secondhand smoke is one of the primary culprits of lung cancer" (p. 84). If he is right, it is therefore safe to assume that smokers should refrain from smoking in public places in order to save others from the dangers of lung-related ailments.

5.3.3 When to quote instead of paraphrase?
- When the wording of the original is memorable or vivid and you can't re-write it to sound any better
- When the exact words of an authority would lend support to your own ideas
- When you want to draw attention to the author's opinion, especially
Learning Activities

Activity 5.1: Write a summary of the paragraph below on the importance of trees.

If only each and every one of us would plant a tree, we would have millions and millions of trees in the world. Think of the benefits that that would bring. Instead of barren land or concrete jungles, we would have lush green forests and fresh air. Indeed, one of the many benefits of trees is that they provide us with oxygen through the process of photosynthesis. Trees help us to clear our air of carbon dioxide and replace that with clean fresh oxygen that is essential for our lives.

Besides that, trees provide us with food and shelter. In many parts of the world, people are still dependant on trees to build homes and needless to say, many parts of the trees can be eaten. For instance, fruits of the trees. Trees are useful not only to man, but they also provide shelter and food to a wide variety of animals, big and small alike. On a hot day, trees offer shade.

Moreover, trees are fantastic creations of God. They are works of art and many of them are beautiful to look at and admire. No wonder many artists spend hours studying the intricate designs and patterns of trees. Now, if only we take better care of our trees on this planet.
Activity 5.2: Paraphrase the following original texts.

1. "Smoking among medical students has been found to vary strongly between European countries. Few studies have addressed factors associated with smoking among medical students within countries (Brenner & Scharrer, 1996)."

2. "The concept 'Islamic feminism' is of recent origins, used for the first time in the 1990s in the growing western literature on 'women and Islam'. However, Islamic intellectual encounters with feminism date back to the early twentieth century (Mojab, 2001)."
Activity 5.3: Select a correct quoting of another author's work from the answer given below.

You are writing a paper on the ethics of downloading music from the Internet. One article you used in your research comes from the Wall Street Journal. The article is titled "Will the Music Industry Sue Your Kid?" It appeared in the September 10, 2003 issue on page 1D and was written by Carl Bialik.

a. Since the music industry has begun to sue young people who are helping download huge amounts of music from the Internet, some parents fear that they will have to pay large sums of money to protect themselves. Parents do not have to worry about being sued if they are unaware what their kids are doing. (Bialik 2003)

b. Since the music industry has begun to sue young people who are helping download huge amounts of music from the Internet, some parents fear that they will have to pay large sums of money to protect themselves. Parents do not have to worry about being sued if they are unaware what their kids are doing. (Bialik 1D)

c. Since the music industry has begun to sue young people who are helping download huge amounts of music from the Internet, some parents fear that they will have to pay large sums of money to protect themselves. Parents do not have to worry about being sued if they are unaware what their kids are doing. (Bialik 2003 1D)

Answer: ____________________
Activity 5.4: Identify what each sample is whether a paraphrase or a summary.

Given a quotation followed by three samples, one of which inadvertently plagiarizes and see if you can “catch” the one that inadvertently plagiarizes.

Quotation:
"Empire State College has a policy describing the conditions under which students may be warned or withdrawn from the College for such unethical academic behavior as plagiarism, forgery, misrepresentation, or other dishonest or deceptive acts which constitute grounds for warning or administrative withdrawal" (CDL Student Handbook 5).

1. The Student Handbook states that the College may dismiss students who in any way present others' work as their own (5). [MLA format]

   [Insert text here]
2. According to policy in the Student Handbook, Empire State College may take punitive action (including dismissal) against students who act fraudulently. Fraudulent action includes using the words or ideas of others without proper attribution, falsifying documents, or depicting the words of others as one's own (1992, p. 5). [APA format]

3. The Student Handbook states that the College has a policy that describes the different instances under which students may be withdrawn from the College. These instances include plagiarism, forgery, misrepresentation, and other instances that show dishonest or deceptive practice (1992, p. 5). [APA format]
References

http://faculty.mckendree.edu/writing_handouts/paraphrase.htm


http://tipsforresearchpapersandessays.blogspot.com/
ANSWERS

Activity 5.1:
Trees have many uses to man such as providing the oxygen we need through the process of photosynthesis. Moreover, trees provide food and shelter to humans and to many species of animal. They also offer shade. Furthermore, trees can also be used to build homes. In addition, trees are works of art which addition, trees are works of art which are soothing and pleasing to the eye.

Activity 5.2:
1. While some medical students have been found out to be guilty of the vice of smoking, their 'bad habit' varies geographically. More is yet to be studied about this phenomenon (Brenner & Scharrer, 1996)."
2. Shahrzad Mojab (2001) accepts that the concept of 'Islamic feminism' is a contemporary western concept although it has also been found out that feminism itself in the Islamic context has been a part of the Islamic intellectual circle in earlier times.

Activity 5.3:
Answer: b

Activity 5.4:
1. This is the summary; it has condensed the source and articulates the main idea.
2. This is an appropriate paraphrase. The writer has used her own words and sentence structure to relate the essence of the source.
3. This is a paraphrase that inadvertently plagiarizes because it retains too much of the source's language and sentence structure.
UNIT 6
COLLECTING AND ANALYZING
A SAMPLE OF DATA

Contents
✓ Learning Objectives
✓ Notes
✓ Learning Activities
✓ References

✓ Learning Objectives

At the end of this unit, you will be able to:
1. determine techniques of collecting data
2. identify methods of analyzing data
Notes

6.1 DATA COLLECTION

6.1.1 What is data collection?
There are two broad categories of data collection methods: qualitative and quantitative. You can select either according to your research. But, today the trend is toward blending and combining aspects of two qualitative and quantitative methods.

6.1.2 Data collection for qualitative research
- Qualitative research is grounded in the assumption that individuals construct social reality in the form of meanings and interpretations, and that these constructions tend to be transitory and situational.
- Use qualitative methods to capture what people say about their meanings and interpretations.
- Qualitative research typically involves qualitative data, for example data obtained through methods such interviews, on-site observations, naturalistic observation (common in anthropology), document analysis, case studies/life histories, descriptive and self-reflective supplements to experiments and correlation studies and focus groups that is in narrative rather than numerical form.
- Such data are analyzed by looking for themes and patterns. It involves reading, rereading, and exploring the data. How the data are gathered will greatly affect the ease of analysis and utility of findings.

(Patton, 2002)
• General sequence:
  1. Observe events/ask questions with open-ended answers,
  2. Record/log what is said and/or done
  3. Interpret (personal reactions, write emergent speculations or hypotheses, monitor methods)
  4. Return to observe, or ask more questions of people
  5. [recurring cycles of 2-4-iteration]
  6. Formal theorizing [emerges out of speculations and hypotheses]
  7. Draw conclusions

(Ratcliff, 2006)

6.1.3 Data collection for quantitative research
• Quantitative inquiries use numerical and statistical processes to answer specific questions. Statistics are used in a variety of ways to support inquiry or program assessment/evaluation.
• Descriptive statistics are numbers used to describe a group of items. Inferential statistics are computed from a sample drawn from a larger population with the intention of making generalizations from the sample about the whole population.
• The accuracy of inferences drawn from a sample is critically affected by the sampling procedures used.
• It is important to start planning the statistical analyses at the same time that planning for an inquiry begins. Decisions about analysis techniques to use and statistics to report are affected by levels of measurement of the variables in the study, the questions being addressed, and the type and level of information that you expect to include in reporting on your discoveries.

(Patton, 2002)
• Quantitative methods use numbers and statistics. Examples: experiments, correlation studies using surveys & standardized observational protocols, simulations, supportive materials for case study (e.g. test scores).

• General sequence:

1. Observe events/present questionnaire/ask questions with fixed answers
2. Tabulate
3. Summarize data
4. Analyze
5. Draw conclusions

(Ratcliff, 2006)

6.1.4 Ways of collecting the appropriate data
• There are several ways of collecting the appropriate data which differ considerably in context of money costs, time and other resources at the disposal of the researcher.

• Primary data can be collected either through experiment or through survey. If the researcher conducts an experiment, he observes some quantitative measurements, or the data, with the help of which he examines the truth contained in his hypothesis. But in the case of a survey, data can be collected by any one or more of the following ways:

1. **Observation**: This method implies the collection of information by way of investigator's own observation, without interviewing the respondents. The information obtained relates to what is currently happening and is not complicated by either the past behavior or future intentions or attitudes of respondents. This method is no doubt an expensive method and the information provided by this
method is also very limited. As such this method is not suitable in inquiries where large samples are concerned.

2. **Personal interview**: The investigator follows a rigid procedure and seeks answers to a set of pre-conceived questions through personal interviews. This method of collecting data is usually carried out in a structured way where output depends upon the ability of the interviewer to a large extent.

3. **Telephone interviews**: This method of collecting information involves contacting the respondents on telephone itself. This is not a very widely used method but it plays an important role in industrial surveys in developed regions, particularly, when the survey has to be accomplished in a very limited time.

4. **Mailing of questionnaires**: The researcher and the respondents do come in contact with each other if this method of survey is adopted. Questionnaires are mailed to the respondents with a request to return after completing the same. It is the most extensively used method in various economic and business surveys.

5. **Schedules**: Under this method the enumerators are appointed and given training. They are provided with schedules containing relevant questions. These enumerators go to respondents with these schedules. Data are collected by filling up the schedules by enumerators on the basis of replies given by respondents. Much depends upon the capability of enumerators so far as this method is concerned. Some occasional field checks on the work of the enumerators may ensure sincere work.

- The researcher should select one of these methods of collecting the data taking into consideration the nature of investigation, objective and scope of the inquiry, financial resources, available time and the desired degree of accuracy.

(Kothari, 2006)
6.2 ANALYZING SAMPLE OF DATA

6.2.1 What is data analysis?
• Data analysis so called results is a practice in which raw data is ordered and organized so that useful information can be extracted from the report presents. The process of organizing and thinking about data is a key to understanding what the data does and does not contain.
• There are a variety of ways in which people can approach data analysis, and it is notoriously easy to manipulate data during the analysis phase to push certain conclusions or agendas. For this reason, it is important to pay attention when data analysis is presented, and to think critically about the data and the conclusions which were drawn.
• Charts, graphs, and textual write-ups of data are all forms of data analysis. These methods are designed to refine and distill the data so that readers can glean interesting information without needing to sort through all of the data on their own. Summarizing data is often critical to supporting arguments made with that data, as is presenting the data in a clear and understandable way.

(Smith, 2010)

6.2.2 How to analyze data?
• Analyzed data presents in both figures and in written text.
• Figures are such as graphs, tables and diagrams present the complete findings in numerical terms
• While, the accompanying text helps the reader to focus on the most important aspects of the results and to interpret them.
• There are three elements have to be identified in presenting results:
  1. location of results
  2. most important findings and
  3. comments
FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL: A COMPARISON OF ACHIEVEMENT

1. Figure 6.1 displays the mean percentile scores on the four subtests for non-immersion French students.

2. Students in the French immersion programs performed significantly better than their non-immersion peers on all four Modern Language Association tests by more than two to one in terms of scores attained on each of the subsets. For example, in the listening subset, immersion students scored at the 80th percentile, while non-immersion students scored at the 14th percentile. Clearly, the findings indicate that the amount of exposure to a foreign language has a positive effect on student performance. It appears that the intensity of immersion programs (an average of 75% of total instruction per week in French compared to approximately 10% for non-immersion) and use of the foreign language to study basic subjects results in substantial differences in performance in all four skill areas of the MLA test.
FIGURE 6.1 Mean percentile scores by MLA subset: French.

(Weissberg, 2009)

**Important:** Read Chapter 7 in the textbook and practice exercises on page 138-175.
Learning Activities

Activity 6.1: Analyze the data presented in the Pie Chart below

![Pie Chart Image]

Figure 1: Distribution of Persons Living in Families Below 100% of the Poverty Line, by race

Based on the data shown in figure 1, we can conclude:

- Whites have the highest poverty rate
- The Black poverty rate is 25%
- Most of the nation's poor are white
- Blacks have a higher poverty rate than Asians
- 25 percent of black families are poor
- 25 percent of black persons live in poor families

Activity 6.2: Please read and do exercises in Information Conventions page 145-159 of the textbook.
References


UNIT 7
ORGANIZING AND PRESENTING
THE RESULT

Contents

❖ Learning Objectives
❖ Notes
❖ Learning Activities
❖ References

❖ Learning Objectives

At the end of this unit, you will be able to:
1. organize result of research
2. present the result
7.1 ORGANIZING RESULT

7.1.1 How to organize the result?
• The Results section should be organized in sequence to present your key findings in a logical order.
• Remember organize your result based on your research focus.
• For example, if you wanted to improve a program by identifying its strengths and weaknesses, you can organize data into program strengths, weaknesses and suggestions to improve the program. If you wanted to fully understand how your program works, you could organize data in the chronological order in which customers or clients go through your program. If you are conducting a performance improvement study, you can categorize data according to each measure associated with each overall performance result, e.g., employee learning, productivity and results.

(Paltridge & Starfield, 2007)

7.1.2 Purpose of the result section
• The purpose of a results section is to present and illustrate your findings.
• Make this section a completely objective report of the results, and save all interpretation for the discussion.
• Results section is to present our finding and contain argumentation and evaluation as well.
• Fundamental questions to answer in result section include:
  1. Do your results provide answers to your testable hypotheses? If so, how do you interpret your findings?
2. Do your findings agree with what others have shown? If not, do they suggest an alternative explanation or perhaps a unforeseen design flaw in your experiment (or theirs?)

3. Given your conclusions, what is our new understanding of the problem you investigated and outlined in the Introduction?

4. If warranted, what would be the next step in your study, e.g., what experiments would you do next?

(The Structure, Format, Content, and Style of a Journal-Style Scientific Paper, 2008)

7.2 PRESENTING RESULT

7.2.1 How to present the result?

- Results section comprises an important part of the paper that describes the observations obtained after research.
- This section is subdivided into three segments,
  1. descriptive form of the text,
  2. providing numerical data in tables and
  3. visualizing the observations in graphs or figures.
- All these are arranged in a sequential order to address the question hypothesized in the Introduction.
- The description in Text provides clear content of the findings highlighting the observations. It should not be the repetition of the facts in tables or graphs.
- The matter in the text should convey the overall findings without referring to Figures or Tables. It should also describe the statistical analysis of the observations.
• Tables are used to summarize or emphasize descriptive content in the text or present the numerical data that are unrelated. Tables should not be used for numerical data that can be summarized easily in the text or can present effectively in a graphic form.
• Illustrations should be used when the evidences bearing on the conclusions of a paper cannot be adequately presented in a written description or in a table.
• Tables or Figures should relate to each other logically in sequence and should be clear by themselves and is achieved by the text.
  (Deshpande, 2008)

7.2.2 Ways of writing results section
• Summarize your findings in text and illustrate them, if appropriate, with figures and tables.
• In text, describe each of your results, pointing the reader to observations that are most relevant.
• Provide a context, such as by describing the question that was addressed by making a particular observation.
• Describe results of control experiments and include observations that are not presented in a formal figure or table, if appropriate.
• Analyze your data, then prepare the analyzed (converted) data in the form of a figure (graph), table, or in text form.
  (Caprette, 2010)
7.2.3 What to avoid when writing results?

- Do not discuss or interpret your results, report background information, or attempt to explain anything.
- Never include raw data or intermediate calculations in a research paper.
- Do not present the same data more than once.
- Text should complement any figures or tables, not repeat the same information.
- Please do not confuse figures with tables - there is a difference.

(Caprette, 2010)

7.2.4 Style of writing results

- As always, use past tense when you refer to your results, and put everything in a logical order.
- In text, refer to each figure as "figure 1," "figure 2," etc.; number your tables as well.
- Place figures and tables, properly numbered, in order at the end of the report (clearly distinguish them from any other material such as raw data, standard curves, etc.).
- If you prefer, you may place your figures and tables appropriately within the text of your results section.

(Caprette, 2010)
7.2.5 Figures and tables in result section
- Place figures and tables within the text of the result, or include them in the back of the report (following Literature Cited) - do one or the other.
- If you place figures and tables at the end of the report, make sure they are clearly distinguished from any attached appendix materials, such as raw data.
- Regardless of placement, each figure must be numbered consecutively and complete with caption (caption goes under the figure).
- Regardless of placement, each table must be titled, numbered consecutively and complete with heading (title with description goes above the table).
- Each figure and table must be sufficiently complete that it could stand on its own, separate from text.

(Caprette, 2010)

❖ Learning Activities

Activity 7.1: Do exercise 7.6 pg. 149

Activity 7.2: Read Different Types of Findings on pg.150.

Activity 7.3: Do exercise 7.7, 7.8 & 7.11.
References


UNIT 8
WRITING A DRAFT OF THE VARIOUS SECTIONS OF THE REPORT

Contents

❖ Learning Objectives
❖ Notes
❖ Learning Activities
❖ References

❖ Learning Objectives

At the end of this unit, you will be able to:
1. write introduction
2. write literature review
3. write discussion
4. write conclusion
5. write an abstract
8.1 WRITING AN INTRODUCTION

8.1.1 Structure of introduction

- It is the most read section of any paper or a document.
- In research paper, an introduction is important because it determines your reader's attitude towards the whole work. A good introduction must grab the reader's attentions from the very beginning.
- Following the approach below can produce an effective introduction.

1. Describe the importance (significance) of the study - why was this worth doing in the first place? Provide a broad context.
2. Defend the model - why did you use this particular organism or system? What are its advantages? You might comment on its suitability from a theoretical point of view as well as indicate practical reasons for using it.
3. Provide a rationale. State your specific hypothesis(es) or objective(s), and describe the reasoning that led you to select them.
4. Very briefly describe the experimental design and how it accomplished the stated objectives.

(Caprette, 2010)
8.1.2 **Style of writing an introduction**

- Use past tense except when referring to established facts. After all, the paper will be submitted after all of the work is completed.
- Organize your ideas, making one major point with each paragraph. If you make the four points listed above, you will need a minimum of four paragraphs.
- Present background information only as needed in order support a position. The reader does not want to read everything you know about a subject.
- State the hypothesis/objective precisely - do not oversimplify.
- As always, pay attention to spelling, clarity and appropriateness of sentences and phrases.

(Caprette, 2010)

8.1.3 **Tips for how to write an introduction**

There are a few tips that can help you write a strong introduction, arouse interest and encouraging the reader to read the rest of your work.

- **Keep it Short**
  A long and rambling introduction will soon put people off and lose you marks. Stick closely to your outline for the paper, and structure your introduction in a similar way.

- **Define the Problem**
  The entire introduction should logically end at the research question and thesis statement or hypothesis. The reader, by the end of the introduction, should know exactly what you are trying to achieve with the paper. In addition, your conclusion and discussion will refer back to the introduction, and this is easier if you have a clearly defined problem.
8.2 WRITING LITERATURE REVIEW

Important: Please refer unit 3 in the textbook (surveying and synthesizing relevant literature) for detailed information on writing literature review.

8.3 WRITING DISCUSSION

8.3.1 Function of discussion

- Discussion chapter is where you should move beyond your data and integrate results of your study with existing theory and research.
- In this section, you need provide an interpretation of your results and support for all of your conclusions, using evidence from your experiment and generally accepted knowledge, if appropriate. The significance of findings should be clearly described.
- A good discussion, typically contains:
  1. An overview of the significant findings of the study
  2. A consideration of the findings in the light of existing research studies
3. Implications of the study for current theory (expect in purely applied studies)
4. A careful examination of findings that fail to support or only partly support the hypotheses outlined in the study
5. Limitations of the study that may affect the validity or the generalisability of the results
6. Recommendations for further research
7. Implications of the study for professional practice or applied settings (optional)

(Paltridge & Starfield, 2007)

8.3.2 Strategies to write discussion section

- Interpret your data in the discussion in appropriate depth. This means that when you explain a phenomenon you must describe mechanisms that may account for the observation.
- In this section, you need discuss and interpret your results as well with appropriate explanation. If your results differ from your expectations, explain why that may have happened. If your results agree, then describe the theory that the evidence supported. It is never appropriate to simply state that the data agreed with expectations, and let it drop at that.
- In your writing you need to:
  1. Decide if each hypothesis is supported or rejected. Do not simply dismiss a study or part of a study as “inconclusive.”
  2. Draw what conclusions you can based upon the results that you have, and treat the study as a finished work
  3. Suggest future directions, such as how the experiment might be modified to accomplish another objective.
4. Explain all of your observations as much as possible, focusing on mechanisms.
5. Decide if the experimental design adequately addressed the hypothesis, and whether or not it was properly controlled.
6. Offer alternative explanations if reasonable alternatives exist.

(Caprette, 2010)

8.4 WRITING CONCLUSION

8.4.1 What are features of conclusion?
- The conclusion of a research paper should offer the reader more than a mere summary because the conclusion of the research paper is the most valuable part.
- Conclusion is the only original contribution from you in your paper where
  1. It stresses the importance of the thesis statement
  2. Gives your work a sense of completeness
  3. Impresses much your reader

(Lester, 2005)

8.4.2 How to write a good conclusion?
When you write a conclusion for your research paper, you need to:
- Echo your introduction
- Restate your thesis statement, becoming more and more general
- Recapitulate your major ideas
- Explain your reader why your paper was meaningful
- Show the results of your work
• make the reader think of your topic
• challenge the reader by posing a question
• write a warning or hypothesis
• introduce a relevant quote
• tell an appropriate anecdote

(Custom Writing, 2007)

8.5 WRITING AN ABSTRACT

8.5.1 Structure of abstract
• Write your summary after the rest of the paper is completed.
• In your abstract, you need to include the following elements:
  1. Overview of the study
  2. Aim of the study
  3. Reason for the study
  4. Methodology used in the study
  5. Findings of the study

(Paltridge & Starfield, 2007)

8.5.2 Style of writing an abstract
• Single paragraph, and concise
• As a summary of work done, it is always written in past tense
• An abstract should stand on its own, and not refer to any other part of
  the paper such as a figure or table
• Focus on summarizing results - limit background information to a
  sentence or two, if absolutely necessary
• What you report in an abstract must be consistent with what you
  reported in the paper
• Correct spelling, clarity of sentences and phrases, and proper reporting of quantities (proper units, significant figures) are just as important in an abstract as they are anywhere else.

(Caprette, 2010)

8.6 WRITING ACKNOWLEDGEMENT

8.6.1 Writing the acknowledgement section

• Acknowledgement writing is designed to express your gratitude to the people who assisted you in writing this research paper.
• Keep in mind that Acknowledgment writing is not a friendly note, so it should be organized in formal English, using appropriate words and expressions.
• Writing your Acknowledgement, incorporate some of the following sentence fragments:
  • I am pleased to thank...
  • This is a great opportunity to express my respect to...
  • This person has provided me with necessary assistance and...
  • I would like to thank … for inspiring me to …

(Paltridge & Starfield, 2007)
Learning Activities

Activity 8.1: Do exercise 8.6 in the textbook

Activity 8.2: Read "Researcher's Position" on pg.173

Activity 8.3: Do exercise 8.7 & 8.12

References


UNIT 9
REVISING THE DRAFT
OF THE REPORT

Contents
 Learning Objectives
 Notes
 Learning Activities
 References

 Learning Objectives

At the end of this unit, you will learn to:
1. revise the draft
2. edit the final draft
9.1 REVISION DRAFT

9.1.1 What is revising?

- Like most writers, you have undoubtedly made changes, additions and deletions throughout developing the research paper. So, you should carefully review your draft before printing a final copy.
- As you review, be prepared to:
  1. Revise the paper needed for overall focus and organization
  2. Edit for style and correctness
  3. Proofread for omissions and other small errors
- You begin revising by carefully reading the draft several times to determine if the content flows smoothly and on the whole present a complete discussion.

(Dees, 2000)

9.1.2 Important elements when revising each section of research paper

1. **Abstract**:
   - Provide a brief summary of your research
   - Objective: State purpose(s) of your study.
   - Subjects: Provide number and description of subjects.
   - Methods (design): State study design and provide key information.
   - Statistical analyses: Describe your statistics.
   - Results: State results, including key numerical values, as they relate to your study purpose(s). Provide results of statistical tests.
   - Conclusions: Summarize your finding(s).
2. **Introduction:** Write an essay that takes the reader logically from point to point to a final statement of the purpose(s) of your study.
   - Provide the context for your study.
   - Establish the importance of the problem.
   - Provide the justification for your study.
   - Define key terms.
   - State the purpose(s) of your study at the end of the introduction. It should logically flow from the previous introductory material.

3. **Literature review** provides the evidence for the basis of your study.

4. **Methods:** Provide enough information so that the reader could replicate the study design.
   - State study design or type of analysis and time period of study.
   - State condition, factors or disease studied.
   - Provide details of sample.

5. **Results:** Report only results relevant to the purpose of your study.
   - If you have subjects, the first table should provide subjects’ demographic data.
   - Data in tables and figures should not be duplicated in text.
   - Tables and figures should be numbered as they are mentioned in the text.
   - **Double check your numbers.**

6. **Discussion:** Discuss your results in the context of the other related studies.
   - Do not repeat results presented in the results section.
   - Discuss your study’s limitations and the generalisability of the results.
   - Provide suggestions for future research.
7. **Conclusion**: End with a clear concise conclusion that does not go beyond the results of your study.

(_________, Organizing a research paper)

9.2 **EDITING FINAL DRAFT**

9.2.1 **What is editing?**
- Editing focuses upon details that influence the quality of a paper's content and expression.
- Editing occurs at the paragraph and sentence levels to correct spelling, grammar and punctuation errors and to strengthen the research papers support and documentation.
- To help you polish your research paper even further, read it out loud. You will be amazed at the faulty grammar and awkward language that your ears can detect. This will also give you a good sense of the flow of the piece and will alert you to anything that sounds too abrupt or out of place.
  (Dees, 2000)

9.2.2 **Tips for editing**
- The first step in editing a research paper is to first take a break once you finish writing a paper.
- Do not dive head first into editing a paper the moment that you finish writing the paper.
- Give yourself a few hours of time passed by before you start to edit your paper.
- Ideally, you should edit the paper the next day and put the paper out of your mind until the next day.
• Why do you need the break in time before you edit your paper? The reason is because you want to edit the paper with a clear mind.

• Often when you are in the process of writing your paper you get caught up in what you wrote and some people think that what they just wrote is the best paper ever written when often is the case that the paper written is full of spelling and grammar errors.

• Re-read each sentence to make sure that each word is spelled correctly. Some words such as "their, they’re, and there" you might mix up. Some words are not picked up as incorrect by a spell check or grammar check on a word computer document such as "loose" and "lose", both of which are spelled correctly and could be correct in the right context, depending on the sentence which is why it is your job to correct the sentence if it has an error.

(Rein, 2006)
Learning Activities

Activity 9.1: Practice editing the following paragraph which contains fragments. Identify the fragments and then rewrite them.

Why do we keep pets?

Most American families have at least one member who never works, seldom speaks, and spends most of the day either eating or sleeping. No, I'm not talking about your brother or crazy Uncle Carl, but our pets--our dogs, cats, hamsters, turtles, and fish. Why do so many of us keep these lazy and unproductive creatures in our homes? Most people would agree that pets are ideal companions for young and old alike. Studies demonstrating that pets give the elderly a sense of security and companionship. Which may help them overcome loneliness. In some cases, the enthusiasm and devotion of a pet dog can actually make sick persons feel better. At times, feeding the fish, walking the dog, or putting the cat out at night. These activities can teach young children a sense of responsibility. Our pets may not contribute to the family income, but I know from experience that they give us a great deal in terms of comfort and companionship.
Activity 9.2: Edit the following set of sentences and fragments into complete sentences.

1. a) Boogie-woogie is the most physical piano rhythm.
   b) In the world of jazz.

   a) 
   b) 

2. a) It is possible that boogie derives from the West African Kongo word
   b) mbugi. Meaning “devilishly good.”

   a) 
   b) 

3. a) The word boogie comes from African-American slang and means to
dance very rhythmically.
   b) Using the whole body as opposed to only the feet and legs.

   a) ______________________________

   b) ______________________________

4. a) Over the repeated, rocking left-hand rhythm.
    b) The right hand plays percussive phrases and chords.

   a) ______________________________

   b) ______________________________

Activity 9.3 Write out the outline of your project paper. Does it have
the overall shape of a project paper? List out all the topics and
subtopics in your research paper. Edit topics or items that are not
related to the study. Add new subheadings if it is necessary.
References


ANSWERS

Activity 9.1:

Most American families have at least one member who never works, seldom speaks, and spends most of the day either eating or sleeping. No, I'm not talking about your brother or crazy Uncle Carl, but our pets--our dogs, cats, hamsters, turtles, and fish. Why do so many of us keep these lazy and unproductive creatures in our homes? Most people would agree that pets are ideal companions for young and old alike. Studies demonstrate that pets give the elderly a sense of security and companionship, which may help them overcome loneliness. In some cases, the enthusiasm and devotion of a pet dog can actually make sick persons feel better. At times, feeding the fish, walking the dog, or putting the cat out at night can teach young children a sense of responsibility. Our pets may not contribute to the family income, but I know from experience that they give us a great deal in terms of comfort and companionship.

Activity 9.2:

1. (a) Boogie-woogie is the most physical piano rhythm in the world of jazz.
   (b) Boogie-woogie is a kind of jazz. It has the most physical piano rhythm in jazz.

2. (a) The word boogie comes from African-American slang and means to dance very rhythmically using the whole body as opposed to only the feet and legs.
   (b) The word boogie comes from African-American slang and means to dance very rhythmically. Boogie dancing uses the whole body as opposed to only the feet and legs.
3. (a) It is possible that boogie derives from the West African Kongo word *mbugi*, meaning "devilishly good."
(b) It is possible that boogie derives from the West African Kongo word *mbugi*. The Kongo word means "devilishly good."

4. (a) Over the repeated, rocking left-hand rhythm, the right hand plays percussive phrases and chords.
(b) The right hand plays over the repeated, rocking left-hand rhythm. The right hand plays percussive phrases and chords.
UNIT 10
COMPILING THE LIST OF REFERENCES AND APPENDICES

Contents

❖ Learning Objectives
❖ Notes
❖ Learning Activities
❖ References

❖ Learning Objectives

At the end of this unit, you will be able to:

1. compile the list of reference
2. compile the appendices
10.1 COMPILING REFERENCES

10.1.1 What is compiling references?
After completing your research paper, you need to organize the sources you used as your reference in completing the assignment. Remember to follow the tips below:

- Building a proper reference page, or bibliography, is an important part of completing any research paper or report.
- Failure to cite the sources you used and the authors who compiled the information is a violation of the cardinal rules of plagiarism in written works.
- If you keep a record of your sources while you are researching for your report, building your reference page will be a quick and easy process. Proper citations will also give your report or research paper more credibility to the reader by allowing them to see the research supporting your information.

10.1.2 How to compile references?
- Build your list of sources while you are researching for your paper. Write down the vital information about any source you use. Your source information should include the name of the publication, the author, the publisher and date of publication, and the volume, date and page number of any articles in a trade magazine or other publication.
- Format your reference page based on the requirements set forth for your paper. Typically, this means that your page should be left-aligned and single-spaced. Any reference that carries over to a second line should have each additional line indented.
• List your book references with the author’s name first, followed by a semicolon. List the title of the publication next, then the publisher’s city, publisher’s name, and the year of publication. Each of these pieces of information should be separated by a semicolon, with commas separating the publication information. When complete, your book references should look like this: Author’s Name; Title; City of publication, publisher’s name, year of publication.

• Reference articles found in magazines by listing the author of the article, the article’s title, the magazine’s title, the volume and date of the magazine or publication, and the page number the article is found on. Each piece of information should be separated by a semicolon. If properly formatted, your magazine articles will be written this way: Author; Article Title; Magazine Title; Volume and Date of publication; page number for the specific article.

• Include the website address and the date you viewed the site if any of your resources were viewed online. This information should be appended to the end of the reference line.

(James, 2010)
10.1.3 Structuring a bibliography

- Entries in a bibliography are given by alphabetical order according to the author's last name, or by the first word of the title if the author is not known, omitting 'The' or 'A/An'.
- A bibliography for a postgraduate dissertation might have the following subsections:
  
  1. Primary sources: documents and materials which are the immediate subject of your research; they can be divided into:
     - Manuscripts
     - printed texts
     - visual records
     - material artifacts
     - audio and video recordings
     - online resources
  
  2. Secondary sources: documents and materials that deal with the subject of your research.

10.1.4 What to include?

- You should include any work that you quote or refer to in your research and any work that has contributed to your research. A bibliography should also include any type of material that you have used, including visual records, films, interviews, etc.
- Dictionaries and encyclopedias are usually not included in the bibliography; an exception is made when they are key tools for research, for instance when the research discusses some entries of an encyclopedia, or employs a dictionary of the nineteenth century to study how some terms were used in that time.
10.1.5 The APA system.

Although there are many styles of documenting references such as APA, MLA, Harvard and Chicago systems, this module will emphasize only on APA. This is the system recommended at University Putra Malaysia.

This set of documentation rules dictate how to write research papers in the sciences and social sciences. Some examples as to how to format sources according to the APA style are provided below which you need to follow on your research paper:

Books (monographs and collections of essays)

Author's surname, her/his first name (date of publication) title of the book. Edition if not the first. Place of publication, publisher:


Two - Six Authors:


Articles (Journals)

Author's surname, her/his first name (year of publication) title of the article. Title of the journal, volume and part number, month or season of the year, page numbers of article:

Articles in electronic journals

Author's surname, her/his first name (year) title of article. *Title of journal*
[type of medium] date of publication, volume number (issue number),
pagination or online equivalent <availability statement> [date of
accession if necessary];

July 2004]

Theses

Author's surname, her/his first name (year) title of the thesis. Ph.D. thesis,
name of university;

Rural Mexico, the Toluca Region, 1730-1830. Ph.D. thesis,
University of Virginia.

(http://www.ulr.is.lon.ac.uk/tutorl/reference/bibliography3b.asp)
10.2 COMPILE APPENDICES

10.2.1 What is compile appendices?

- Most reports have at least one appendix section to allow you to include data or figures without breaking the flow of the main body of the report.
- The appendix, however, allows somebody interested in your results to check your research more thoroughly and it should be structured properly and referred to in the report.
- Appendix is the notes section for your research papers where you can include the following:
  ✓ Source data
  ✓ Charts
  ✓ Tables
  ✓ Graphs
  ✓ Other items of note to the reader.

(Shuttleworth, 2008)

10.2.2 How to compile appendices?

- Ensure that your documents are organized with attention to clarity in the overall connection between the appendices and the thesis.
- Remember that the main reason for including appendices is to supply your examiner with access to additional evidentiary support to assess your work, with this in mind you need to prepare them as carefully as you have the rest of your thesis.
• Try to think about your appendices as you progress in your research, just as you have been advised to do with your bibliography.

• Do not leave the assembling and/or categorization of your appendices until the rest of the thesis is complete as it will be more difficult to sort them out then than earlier. Also, if you compile your appendices in a ‘working fashion’ as you write, you will find them easier to refer to yourself as you write.

• If there is a lot of information to be included at the end of a research paper, it is essential that it is segregated properly. Once this is done, you can put it in as Appendix I, Appendix II and so on. This will appear in the same manner in the Table of Contents; make sure arranging the appendix is done properly.

(Research Paper Appendix, 2010)

❖ Learning Activities

Activity 10.1: Visit websites on APA referencing to get more explanation and examples of citations that are not included in this unit.
References


