С.О. Макеева

INTRODUCTION TO ACADEMIC WRITING

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Introduction to Academic Writing
Введение в научную коммуникацию

МЕТОДИЧЕСКОЕ ПОСОБИЕ

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Данное пособие предназначено для студентов выпускных курсов языковых факультетов, молодых специалистов, аспирантов первых лет обучения и может быть использовано как в рамках практического курса английского языка, так и при выделении автономного курса по выбору «Introduction to Academic Writing». Его назначение – стимулировать научную активность студентов и помочь молодым специалистам увереннее участвовать в научной коммуникации на английском языке.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Данное пособие предназначено для студентов выпускных курсов языковых факультетов, молодых специалистов, аспирантов первых лет обучения и может быть использовано как в рамках практического курса английского языка, так и при выделении автономного курса по выбору «Introduction to Academic Writing». Его назначение – стимулировать научную активность студентов и помочь молодым специалистам увереннее участвовать в научной коммуникации на английском языке. Материалы пособия рассчитаны на 36 - 40 часов аудиторной работы.

Материалы пособия прошли апробацию в течение ряда лет на площадке Уральского государственного педагогического университета. Новые реалии, и прежде всего потребности самих обучающихся, продиктовали необходимость подготовки второй, дополненной редакции пособия. Изменения коснулись следующих моментов.

В пособие, в дополнение к первоначальным 7 юнитам, включено пять новых разделов. Академическая мобильность студентов и преподавателей, ставшая в последнее время реальностью, а не благим пожеланием, обусловила наличие в пособии уроков, посвященных подготовке заявок на получение грантов и мотивационным письмам.

Следующий новый раздел дает представление о том, как готовить экспертное заключение о тестовых заданиях. Данный юнит имеет выраженную методическую направленность: в нем акцент смещен с формальных на содержательные характеристики письменноречевого продукта.

Раздел, посвященный эссе-рассуждению, в большей степени нацелен на обеспечение преемственности данного курса и содержательных компонентов практики письменной речи предыдущих лет обучения. В ходе изучения данного раздела студенты и преподаватели осваивают определенный

структурный инвариант, который лежит в основе большинства научных жанров.

Завершающий раздел пособия содержит задания, предназначенные для самостоятельной подготовки. Сюда мы отнесли круг вопросов, связанных с созданием и «продвижением» научных публикаций:

1. Как найти время на подготовку научной работы?

2. Как избежать коммуникативных сбоев при переписке с научным руководителем и редактором научного журнала?

3. Как обеспечить «читаемость» своей научной публикации?

Во второй редакции пособия *большее* внимание уделяется языковому оформлению научной работы на английском языке; более подробно рассматриваются требования к структуре и содержанию отдельных компонентов (введение, заключение, аналитическая часть).

В завершение курса мы предлагаем два автономных проектных задания, построенных на анализе аутентичных материалов.

В пособии широко используются гиперссылки, облегчающие студентам «навигацию» в библиографии курса. Мы сознательно отказались от заимствования и адаптации материалов из англоязычных источников: включение «заимствованных материалов» привело бы к неоправданному увеличению объема пособия и помешало осознанию студентами того, что они выходят на уровень *непосредственного взаимодействия с международным академическим сообществом*.

Структура разделов, их методическое наполнение, строится по следующим принципам:

♦ обязательное использование студенческих публикаций прежних лет (материалов студенческих научных конференций, курсовых и ВКР);

♦ обмен подготовленными материалами (аннотации, тезисы и пр.) с дальнейшим обсуждением, выработкой рекомендаций, редакторской правкой работ сокурсников;

❖   акцент на проблемных заданиях, на прагматической составляющей научной коммуникации;

❖   использование Интернет-ресурсов ведущих зарубежных университетов: по характеру материала пособие является в большой степени компилятивным; автор не считает зазорным заимствование удачных памяток, образцов (естественно, с указанием на соответствующий электронный ресурс).

Последовательная реализация данных принципов позволяет создать на выпускном курсе подобие активной научной коммуникации, необходимой для исследовательской мотивации молодых авторов.

Отзывы просим отправлять по адресу Soutrider@e1.ru с пометкой «Academic writing».

UNIT I. WRITING AN ABSTRACT

An **abstract** is a short summary of your completed research. If done well, it makes the reader want to learn more about your research. These are the basic components of an abstract in any discipline:

1) Motivation/problem statement: Why do we care about the problem? What practical, scientific, theoretical or artistic gap is your research filling?

2) Methods/procedure/approach: What did you actually do to get your results? (e.g. analyzed 3 novels, completed a series of 5 oil paintings, interviewed 17 students)

3) Results/findings/product: As a result of completing the above procedure, what did you learn/invent/create?

4) Conclusion/implications: What are the larger implications of your findings, especially for the problem/gap identified in step 1?

However, it's important to note that the weight accorded to the different components can vary by discipline. It is essential that your abstract includes all the **keywords** of your research, as it will enable proper correspondence on databases which other researchers will search.

COMMON PROBLEMS ABSTRACT WRITERS FACE[1]

➢ Too long. If your abstract is too long, it may be rejected – abstracts are entered on databases, and there is usually a specified maximum number of words. Abstracts are often too long because people forget to count their words (remember that you can use your word processing program to do this) and make their abstracts too detailed (see below).

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[1] Philip Koopman. How to Write an Abstract [Электронный ресурс]. URL: http://www.ece.cmu.edu/~koopman/essays/abstract.html (дата обращения 15.07.10)

➢ Too much detail. Abstracts that are too long often have unnecessary details. The abstract is not the place for detailed explanations of methodology or for details about the context of your research problem because you simply do not have the space to present anything but the main points of your research.

➢ Too short. Shorter is not necessarily better. If your word limit is 200 but you only write 95 words, you probably have not written in sufficient detail. You should review your abstract and see where you could usefully give more explanation – remember that in many cases readers decide whether to read the rest of your research from looking at the abstract. Many writers do not give sufficient information about their findings

➢ Failure to include important information. You need to be careful to cover the points listed above. Often people do not cover all of them because they spend too long explaining, for example, the methodology and then do not have enough space to present their conclusion.

Task 1. Here is an example for you of a 'classical' abstract provided by Deborah Lee (*Reference Services Review* Vol. 31 No. 1). Think of a title to it and provide key words. Estimate the number of words.

Purpose: To provide a selective bibliography for graduate students and new faculty members with sources which can help them develop their academic career.

Design/methodology/approach: A range of recently published (1993-2002) works, which aim to provide practical advice rather than theoretical books on pedagogy or educational administration, are critiqued to aid the individual make the transition into academia. The sources are sorted into sections: finding an academic job, general advice, teaching, research and publishing, tenure and organizations.

Findings: Provides information about each source, indicating what can be found there and how the information can help. Recognises the lack of real training of many academics before

they are expected to take on teaching/researching duties and finds some texts which help.

Research limitations/implications: It's not an exhaustive list and apart from one UK book all the rest are US publications which perhaps limits its usefulness elsewhere.

Practical implications: A very useful source of information and impartial advice for graduate students planning to continue in academia or for those who have recently obtained a position in academia.

Originality/value: this paper fulfils an identified information/resources need and offers practical help to an individual starting out on an academic career.

LANGUAGE FOCUS: FORMAL GRAMMAR AND STYLE

In order to retain a formal academic writing style:

1.   Avoid contractions (*won't aren't*);

2.   Use the more appropriate formal negative forms: (*few, no, little* instead of *not…any, not…many/much*);

3.   Use Passive Voice in preference to adressing the reader as 'you';

4.   Place adverbs withing the verb (*The solution can then be discarded* is preferable to: *Then the solution is discarded*);

5.   Avoid expressions like *stuff, bunch, whole lot of , meet with, come up with, go up and down, help out, cut down, do over, look at*: provide more formal lexis;

6.   Limit the use of direct questions.

Task 2. Study the following abstracts, provided for the articles published by 'Voronezh Vestnik'; pick out fragments that might be referred to 4 classical constituents of an abstract: is anything missing? compare the Rusiian and the English versiona of these abstracts – are they fully compatible? If anything is unclear of baffling in these samples, pose questions to clarify certain points. Provide Russian equivalents for key words; provide key words.

1) РОЛЬ КОНТЕКСТА В ИНТЕРПРЕТАЦИИ ИРОНИИ (THE ROLE OF CONTEXT IN THE INTERPRETATION OF IRONY) K. M. Shilikhina

В статье анализируется роль контекста в интерпретации иронических высказываний. Используя иронию, говорящий устанавливает определенные отношения между собой, адресатом высказывания и объектом иронического отношения. При этом цели говорящего могут варьировать от легкой критики до агрессии. Интерпретация иронии требует от адресата, во-первых, оценки интенции говорящего именно как иронической, а во-вторых, установления коммуникативной цели говорящего. Чтобы адресат правильно интерпретировал интенцию говорящего, высказывание должно содержать определенные вербальные сигналы. Дальнейшая интерпретация высказывания возможна только с учетом внешнего контекста – той ситуации, в которую включены говорящий, адресат и объект иронии.

The paper describes the role of context in the interpretation of ironic utterances. Verbal irony is used to create specific relationship between the speaker, the addressee and the object of irony. The communicative goals of the ironist can vary from slight criticism to aggression. The interpretation of irony requires, in the first place, evaluation of the speaker's ironic intention as such. Secondly, the addressee has to recognize goals of the speaker. Ironic utterances contain different verbal signals which help to determine ironic intention. For further interpretation the addressee needs to take into account external context, that is, the situation shared by the speaker, the addressee and the irony's victim.

2) ФЛОРИСТИЧЕСКАЯ МЕТАФОРА КАК ФРАГ-МЕНТ НАЦИОНАЛЬНОЙ КАРТИНЫ МИРА НОСИТЕЛЕЙ

АНГЛИЙСКОГО ЯЗЫКА (FLORISTIC METAPHOR AS A FRAGMENT OF NATIONAL WORLDVIEW OF ENGLISH SPEAKERS) T. N. Pankova

Описываются фрагмент концептуальной картины мира носителей английского языка и некоторые закономерности естественного возникновения флористической метафоры в английском языке, представленной в метафорических значениях лексических единиц, номинирующих объекты растительного мира.

The aim of this article is to describe a fragment of conceptual view of the world of English speakers and some rules of natural origination of floristic metaphor in English language, represented in metaphoric meanings of lexical units nominating the objects of vegetative world.

Key words: *concepts, cognitive sphere, metaphorical transfer, directions of metaphorical transfer, floristic metaphor*

3) КОНТРКУЛЬТУРА КАК ИДЕОЛОГИЯ (COUNTER – CULTURE AS AN IDEOLOGY) A. S. Myasnikova

Автор рассматривает социокультурный феномен, характерный для США 60-х годов XX века, в качестве идеологии. Под последней понимается символический универсум, в рамках которого осуществляется дискредитация наличествующих социальных институтов и попытка легитимации новых. Контркультура в этом качестве становится «активным текстом», который «продавливает» реальность, заменяя ее альтернативной. В связи с таким пониманием феномена особое значение получает изучение семантических сдвигов, индуцированных контркультурой в языке.

The article considers a sociocultural phenomenon which served as the USA ideology in the 1960s. Ideology is understood as a symbolic universum within which discreditation of the existing

social institutions and an attempt to legitimate the new ones take place. Counter-culture becomes an «active text» which «presses through» reality by exchanging it for an alternative one. In compliance with this approach the study of semantic shifts induced by counter-culture in the language obtains great importance.

4) СПОСОБНОСТЬ К РЕШЕНИЮ ПРОБЛЕМ КАК НЕОБХОДИМОЕ УСЛОВИЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ ПРЕПОДАВАТЕЛЯ ИНОСТРАННЫХ ЯЗЫКОВ (НА ПРИМЕРЕ ОБУЧЕНИЯ АУДИРОВАНИЮ) PROBLEM-SOLVING AS A MEANS OF PROFESSIONAL TRAINING OF A FOREIGN LANGUAGE TEACHER (exemplified by listening comprehension) I. V. Shchukina

Статья посвящена изучению вопроса развития профессиональной коммуникативной компетенции учителя иностранного языка с учетом современных тенденций обновления содержания образования в контексте глобализации и укрепления межкультурных контактов. В ней рассматриваются умения, способности и качества, необходимые учителю для эффективного межкультурного общения, при этом акцент делается на способности к решению проблем. В качестве примера демонстрируется развитие данной способности через систему проблемных заданий на занятиях по аудированию.

The paper discusses the ways of developing EFL teachers' professional competence. It is claimed that under the new circumstances (in the context of globalization and intense cross-cultural contacts) it is absolutely necessary for an EFL teacher to be able to solve educational as well as general problems in their classroom and out-of-class activities. It is proved that problem-solving is a powerful means of improving their professional competence. Various types of problem-solving tasks which help to develop the teacher's listening comprehension skills are described.

5) РАЗВИТИЕ СОЦИОКУЛЬТУРНОЙ НАБЛЮДА-
ТЕЛЬНОСТИ КАК ОДНОГО ИЗ ВАЖНЕЙШИХ КОМПО-
НЕНТОВ ИНОЯЗЫЧНОЙ СОЦИОКУЛЬТУРНОЙ КОМПЕ-
ТЕНЦИИ (SOCIOCULTURAL OBSERVATION AS MEANS
OF DEVELOPING SOCIOCULTURAL COMPETENCE IN
FOREIGN LANGUAGE LEARNING) L. G. Kuzmina

Изложены основные принципы социокультурного под-
хода к обучению иностранному языку. Рассмотрено понятие
социокультурной компетенции. Установлено, что для ее
формирования необходимо развитие всех ее компонентов, в
том числе социокультурной наблюдательности. Дан обзор
основных заданий для развития социокультурной наблюда-
тельности.

The paper discusses the EFL learners' communicative com-
petence and their sociocultural competence as one of its main
components. It describes the principles of the so-called sociocul-
tural approach to teaching foreign languages. It is pointed out that
while teaching foreign languages it is essential to develop the
learners' powers of sociocultural observation. The notion of
«powers of sociocultural observation» is being introduced and
interpreted. The paper also considers some ways to develop the
skills under discussion.

6) О КАЧЕСТВЕ ИНТЕРНЕТ-ТЕСТИРОВАНИЯ
ФЭПО ПО АНГЛИЙСКОМУ ЯЗЫКУ (ON INTERNET ENG-
LISH LANGUAGE TESTING MATERIALS FOR STUDENTS
IN HIGHER PROFESSIONAL EDUCATION) M. A. Sternina

Анализируется содержание контрольно-измерительных
материалов Федерального интернет-экзамена по английско-
му языку и делается вывод о его качестве.

The paper is devoted to the problem of language testing.
With reference to the first years of experience of taking part in
the Internet based National Testing for Students in Higher Profes-

sional Education it analyses the testing materials provided for EFL learners. It claims that both the content and the techniques of the tests are of poor quality and fail to accurately measure the students' foreign language competence.

Task 3. Assess any of these abstracts for formal grammar or style: do you feel like improving them?

Task 4. Check yourself: What is an abstract? Name its classical constituents. What are the problems of abstract-writing most scholars commonly face? What are prerequisites to style of an abstract? What are the common flaws of abstracts you've been discussing (if any).

Task 5. Choose any article you've already covered from your 5th Year Manual: write an abstract to it; provide key words.

Task 6 (Home task). Write a 200 words abstract on your diploma paper, provide key words; prepare enough handouts for your group mates. in class, swap abstracts and assess them , making use of the grid:

Estimate the following	High	Medium	Low
Quality of problem statement			
Presentation of procedure			
Evidence of results/ findings			
Effect of conclusion			
Presence of 'heavy' syntax			
Presence of unclear, colloquial expressions			
Careless grammar (tenses, **articles)**			

Be ready to comment on your findings.

UNIT II. WRITING A CONFERENCE ABSTRACT

Writing **abstracts for conferences** is an important art for academic linguists to master. It is not only a key job skill for the professional, but a knowledge of how they are written and read can help in your reading of the literature as a student. The job of conference abstracts is to inform organizers of your work that is either completed or currently developing, so that they can judge its intrinsic interest and likely quality against the others submitted. It is a competitive process, but one to be undertaken seriously. It projects the future (your ultimate findings; the full conference paper), and must do so convincingly and responsibly.

Conference abstracts are different in nature from several related forms: summary abstracts of completed work for publication (e.g. of dissertations, or of published articles); and projections of research to be done (often required in applications for funds, permission or resources). The different audiences and purposes must be kept in mind. In most cases, all such descriptions of research must be very short, kept to a strict length limit, and must represent the final product fairly and attractively.

Structure of an abstract
a. Introduction: explain why your abstract is important to the field; briefly explain what your proposal is. Don't write a mystery novel. Tell what your idea is as soon as possible.

b. Data (or method, in experimental work): introduce your data in a legible manner. Tables and figures are good, but do not put too much information – present only a subset of data you have if necessary.

c. Analysis (or result, in experimental work): always present your analysis first. Make sure you spend more time on illustrating your analysis than debunking alternatives. If an attack to an alternative is longer than your analysis, it is a bad sign!

d. Discussion (comparison with alternative analyses, further consequences): don't say, «This paper shows evidence against X's

theory», always say, «This paper shows evidence for Y, and compares it with X». Name and depersonalize the alternative theory. It is better to say, «A faithfulness-based analysis (Kawahara 2006) does not account for X» than to say «Kawahara (2006) is fundamentally mistaken when he says...». Discuss further consequences, but don't be too general. Don't say «my proposal has far reaching consequences for general linguistic theories».

e. Conclusion: end with a strong summary, rather than remaining questions. Repeat why your work is important. This paragraph is the last paragraph that the reviews read. It stays in their memory!

No new problems, no new results, no surprises.

Stylistic Tips

Citation: it is very important to cite the previous studies. Evidence that you know what you are talking about. With appropriate citations, your abstract is likely to be sent to appropriate reviewers (whose work you cite). Your reference list does not need to be complete (in which case you say «Selected references»).

Typesetting: minimal 12 pt.; lots of margins; some space is desirable around your figures, tables, diagrams, and examples. Try to give clear subheadings, extra line between each paragraph.

Other tips: Avoid future tense («this paper will show»). It sounds like your idea has not been developed. Avoid intensifying adjectives and adverbs («this paper has a striking consequence», «my analysis is an important contribution», «my analysis is undeniably better than Xs analysis» etc).

Task 1. Here is an example for you of a model abstract[2] with paragraph-to-paragraph comments be ready to sum up points that guarantee this abstract instant acceptance; provide the title and key words for it.

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[2] From: Model Abstracts [Электронный ресурс]. URL: http://www.lsadc.org/info/dec02bulletin/model.html (дата обращения 15.07.10).

Auxiliary reduction (e.g. *she's* for *she is*) is well known to be blocked before sites of VP ellipsis (**She's usually home when he's*), pseudogapping (**It's doing more for me than it's for you*), *wh*-movement (**I wonder where he's now?*), etc. Most analyses connect this to empty categories. We show that this is incorrect.

The phenomenon to be examined is made clear, with examples of three of the major constructions in which reduction is blocked. The examples simultaneously illustrate blocking of auxiliary reduction and remind the reader of what, say, pseudogapping is. The last two sentences of the paragraph alert the reader to previous accounts of the phenomenon and the alternative direction to be taken here. (A general comment about the abstract as a whole: The authors do not coin acronyms for the phenomena under discussion (e.g. 'AR' for auxiliary reduction). This greatly improves the readability of the abstract!)

Selkirk (*Phonology and syntax*, 1984:366) proposes a syntactic condition on prosody: Deaccenting is necessary for reduction, and a phrase-final monosyllable cannot be deaccented. Inkelas & Zec (1993) place the condition on prosodic (not syntactic) phrases, assuming the mapping principle that a dislocated syntactic phrase begins a new phonological phrase. Such accounts fail to predict correctly on comparative subdeletion (**She's a better scientist than he's* [NP *an* [QP Ø]*engineer*]) or examples with subject-auxiliary inversion (**He's taller than's his friend* [AP Ø]). Here the empty category or extraction or ellipsis site does not abut the auxiliary, yet still it cannot reduce. Inkelas & Zec posit (on rather weak arguments) dislocation in subdeletion and pseudogapping and thus predict the lack of deaccenting; but they must allow reduction in subject-auxiliary inversion sentences to get *Who's your friend?*, so they apparently cannot block **He's taller than's his friend* [AP Ø].

This second paragraph cites two of the previous works on the topic, briefly stating their solutions to the problem. Constructions which are problematic for the previous accounts are mentioned, again with an illustration of each construction. (In other words, even if one assumes that the conditions on auxiliary re-

duction make reference to empty categories, the previous accounts fail to block reduction in some constructions.)

Previously unnoticed is the relevance of rejoinder emphasis with *too/so*, as in *I am TOO gonna fix it!*. Reduction is blocked (*I'm TOO gonna fix it!*)--but here THERE IS NO DISPLACED OR ELIDED CONSTITUENT. This is the key to the constraints on auxiliary reduction. A syntactic condition of rejoinder emphasis calls for light accent on the auxiliary verb and heavy accent on *too/so* (prosodic conditions of this sort on syntactic constructions are not uncommon). But since (as noted by Selkirk) an auxiliary can reduce only when completely stressless, the requirements of rejoinder emphasis and auxiliary reduction clash irresolvably.

Here the authors introduce new data into the discussion: a construction with no empty category/extraction site in which auxiliary reduction is blocked. This construction suggests that any account of auxiliary reduction which appeals to empty categories is misguided. Instead, the authors offer a sketch of the prosodic requirements of this particular syntactic construction, which clash with the conditions required for auxiliary reduction. Note that the authors have signaled the importance of this new data by presenting it in a separate paragraph, highlighting the clause in which they point out there is no empty category, and stating explicitly that this (in their view) is the key to understanding the problem. These stylistic points not only make it easier for the abstract readers to appreciate the point of the argument, but they also suggest that the authors will succeed in making the oral presentation of this materials clear even to nonspecialists.

All the other constructions mentioned above similarly require lightly accented auxiliaries. For example, the VP ellipsis construction could be described as one in which a VP contains nothing but a lightly accented head (applied semantically to a free variable over VP meanings). What this means is the distribution of reduced auxiliaries can be completely accounted for by Selkirk's stresslessness condition – except that there are certain left context conditions on cliticization (noted by Kaisse 1983), these

being the only remaining syntactic conditions on reduction: Auxiliaries cliticize only to (1) subjects, (2) subordinators (*than, that*), (3) proadverbial *so*, or (4) *wh*-words.

Having argued that rejoinder emphasis shows that the conditions on auxiliary reduction cannot crucially depend upon empty categories, the authors now reconsider the constructions containing empty categories, giving as an example the prosodic requirements associated with VP ellipsis.

Our analysis needs no special rule for auxiliary reduction at all. As a matter of morphology, the auxiliaries have (at least) two shapes, one when completely deaccented and one when accented, and the syntax of certain constitutuent types determines light accent on head verbs (something that has to be stated anyway). This analysis offers no support for traces; in fact if traces exist, then Selkirk's condition has to be modified rather awkwardly to say not just 'if it ends a constituent' but 'if it ends a constituent or has as its complement a case-marked trace.'

In the concluding paragraph the authors sum up their general proposal and touch upon a larger theoretical question: the existence of traces.

Task 2. The second abstract to the same theme was found unsatisfactory and got instantly rejected Act as reviewers:read it and write a portion by portion commenting.

Licensing of prosodic features by syntactic rules: The key to auxiliary reduction

This paper will discuss the phenomenon of auxiliary reduction, a topic which has been treated by many syntacticians and phonologists. We will show that traces do not exist and that any theory assuming traces is gravely flawed and must be abandoned. We will propose that in the morphology, every auxiliary has two shapes, one when the auxiliary is completely deaccented and one when the auxiliary is accented. (There may be more than two shapes for the auxiliaries.) Constructions such as VP ellipsis and *wh*-movement in which auxiliary reduction is impossible are ones in which only the

accented form of auxiliaries may appear, due to syntactic conditions on accent patterns and on what may serve as the host for a clitic. This also handles comparative subdeletion and pseudogapping, which have been claimed to involve dislocation in order to preserve the generalization that when there is an empty category next to the auxiliary it cannot reduce, which is not necesssary with our proposal. It may also be noted that our solution will account for the impossibility of auxiliary reduction before emphatic *too* or *so* in rejoinders and in comparative constructions with subject-auxiliary inversion. In conclusion, the results of this paper will have profound effects on linguistic theory in general.

Task 3. Self-check: what is the specificity of conference abstracts, in which way do they differ from related types of academic writing? Innumerate standard constituents of a conference abstract; give tips on how to write them. Are there any taboos in this type of academic writing?

Task 4. Work with IFL USPU student conference abstract collections. Find a sampe of good work and poor work. Comment on them.

Task 5. Write a 500 words abstract for Students' International Conference

UNIT III. WRITING A GRANT PROPOSAL

Task 1. Compare grant proposal structure with that of conference abstracts. Which components are basically the same? Which would be new? Identify components in the example given below.

Contents of a proposal:
1.   A *Summary* – best written after the following is written.
2.   An *Introduction* giving a brief statement of why the area of study is important.
3.   A brief explanation of the work previously done, emphasizing why it is inadequate.
4.   An explanation of how the research you propose would advance knowledge beyond the condition in the previous item.
5.   An explanation of the research you plan to do.
6.   A statement of the specific hypothesis or hypotheses you will test.
7.   An explanation of how your research will specifically disprove, or fail to disprove, the hypothesis or hypotheses.
8.   A budget itemized to explain the need for the funding that you are requesting.
9.   A justification of the budget to show that all the requests are reasonable.
10.   A timetable to show how you plan to accomplish the work.
11.   A bibliography of the references cited in the proposal.

A very brief (post-card-like) example of the above, or more likely a summary of a longer proposal, might be as follows:

Roughly 70% of the American population eats avocadoes at least once each year, so that potential exposure of the populace to contaminants in avocadoes is widespread. Little research has nonetheless been done with regard to the uptake of trace metals by avocadoes during their growth. The proposed research would address this problem by making the first detailed examination of

the controls on concentrations of trace metals in avocadoes. Specifically, groundwater in 15 groves of avocadoes will be sampled and concentrations of trace metals determined by atomic absorption. Concentrations of trace metals in the pulp of avocadoes from the same groves will be measured by the same method. Hypotheses to be tested are that concentrations of Hg and Cd are greater in avocadoes from groves in which groundwater has higher concentrations……..

For some granting bodies, the proposal might actually be as short as this example. More commonly each of the sentences above would become at least a paragraph, if not a section of multiple paragraphs.

Following the guidelines: Granting agencies and institutions typically have many rules regarding the format, content, and length of a proposal. They have these rules to protect their reviewers, who commonly review proposals for no recompense other than fulfilling their sense of obligation to the field of study. Enforcement of the rules is thus commonly Draconian, and a submitter has to follow the rules completely to avoid rejection without review.

The letter format has traditionally been used for proposals to seek funds from private foundation sources. Before sending a letter format proposal to a foundation, you should call or send them a letter of inquiry to make sure that they fund the type of grant you are requesting, and to check on any specific requirements they may have. Remember to attach supplemental materials such as brochures, efficacy studies, annual reports, tax certificates, or letters of support to your proposal.

Task 2. Study the Sample Letter Format Grant Proposal for Foundations. Would you be inclined to consider it, if you were in the position of addresser? Why?

Orchard Middle School
387 Pine Hill Road
Orchard, VT 02331
703-555-1212

October 6, 2002
ABC Foundation
13 Hill Street
Boston, MA 02116

READ TO SUCCEED! PROJECT

The Orchard Middle School in Orchard, Vermont is seeking a grant to provide help at risk students improve their reading skills. These at risk students are currently reading at two or more grade levels behind their peers. The objective of the Read to Succeed! program is to help at risk students improve their reading speed, comprehension, and reading attention span to the point where they are reading at grade level. Funding in the amount of $16,504 is requested to implement this program and for the purchase assistive reading software and hardware for the school's resource room.

Orchard Middle School has 276 students. Of those 276 students, 59 have been determined to be at risk in their reading skills for a variety of reasons including learning disabilities, such as dyslexia and attention deficit disorder (ADD), or other economic and language based difficulties. Additionally, Orchard Middle School is eligible for Title 1 funds and if these students are not given an opportunity to improve their reading skills, they are at greater risk of falling further behind their classroom making truancy and dropping out of school more likely.

The Read to Succeed! project will provide students with access to five computers equipped with scanners and assistive reading software. Students will be able to see their text books and classroom materials on-screen with words and text highlighted, as it is read to them in a human-like voice. Included in the Read to Succeed! project will be a day of training for the Special Educa-

tion Specialist and the classroom teachers on the features and use of Kurzweil 3000 software.

The goal of the Read to Succeed! project is to enable students with learning and reading disabilities to improve their reading skills to the point where they can succeed in school and develop the reading skills that will prepare them for high school and post secondary education.

Respectfully submitted,
Jennifer Hazelton
Special Education Coordinator
Attachments

Task 3. Using the sample given above as a model, transform an article describing completed research into a grant proposal letter.

UNIT IV. HOW TO WRITE A LETTER OF MOTIVATION

If you want to study or research abroad and apply for a Master or PhD scholarship, or apply for a job, you are requested to submit a cover letter, a letter of motivation or a personal statement. The purpose of these three is to tie all of the pieces of your application (application form, resume) together. Cover letter is the most formal of these three, motivation letter, as the name implies, focuses most on why you want this position and personal qualities. A letter of motivation plays an important role during the selection process.

How do you write a successful letter of motivation?
1. Take your time and start early. Never try to write it down in one evening.

2. Read the announcement carefully. Highlight the main keywords. Your cover letter should address these main points.

3. Do not start your letter of motivation by repeating your CV.

4. The letter of motivation should answer the following questions:

• What are your professional goals? In which sector would you like to work after obtaining your degree?

• In which way do you intend to contribute to the social, political or technical development of your home country once you are in a respective position? (Please refer to knowledge from books as well as to your professional or personal experience. Specific examples should be given).

• Why are you applying for the chosen program? Which of the courses offered in this program are particularly useful in pursuing your professional goals? Make sure you are well informed!

• Why do you think you are the right person for this program?

• What knowledge and skills gathered in your previous education will be useful?

• Have you already gained relevant professional experience?

- Do you have any experience as a member of an organization? (Students association, NGO, volunteer service, etc.)

- How do you characterize your own personality? Emphasize your strong points, but be realistic.

- Why do you want to study in this particular country? What do you know about its higher education system and the specifics of studying/researching?

- Do you expect it to be different form studying at your home university? If so, in which way? Gather more information and talk to people

5. Make sure your letter of motivation is well composed. First reflect on the questions above. Then write an outline and then the text. Do not include the outline or the questions in your text. Not all of the questions need to be answered.

6. Format your Letter of Motivation
- Length ca. 500 words, 1 – 1 1/2 pages!
- Insert a letter head with your name, address and contacts.
- Structure: Introduction, body paragraphs and conclusion.
- Use blank lines to create paragraphs.

7. Apply an appropriate style of writing:
- Avoid all kind of *platitudes*, flowery phrases and flattery.
- Deal with your topics in a reflective and objective way.
- Pay attention to grammar and spelling! Mistakes will put your application into a bad light.
- Read your letter of motivation. Ask friends or colleagues to comment on it. We easily tend to overlook our own mistakes. Let yourself become inspired by sample letters of motivation, but do not copy from the internet! Write your application yourself! Keep in mind that your letter of motivation may be discussed with you during selection interviews!

Task 1. What makes a letter of motivation look convincing and effective? Sum up salient points.

Task 2. Given below are 2 samples of covering letter – one very effective, the other of poor quality; decide which is which and give reasons why (no less than 6 for each letter).

Sample I

Mrs Matty Jenkyns
Personnel Manager
Manchester General Hospital
Hollbrook Avenue
Manchester
MN1 5BJ
Dear Mrs Jenkyns

I am looking for a placement within a hospital environment from June to September of this year. I am writing to you as I understand that Manchester General Hospital may have appropriate vacancies available. I have a strong interest in laboratory procedures and clinical diagnostics which I understand are predominantly carried out at this hospital. As I live only 5 miles from your site, travel and accommodation would not be a problem for me.

I first became interested in the hospital environment after a school visit to your site. I was taken on a tour around the laboratories where the differing techniques used in testing clinical samples for patients were demonstrated. Since then, discussion with my careers adviser has confirmed my decision to aim for a career in this field.

Through my degree course, I have been able to develop my interest in biochemistry, whilst improving my laboratory skills along with my numeracy skills. I have gained some experience in HPLC and have good computing skills, having used several scientific databases. I achieved 68% in my first year examinations and am hoping to achieve a high 2:1 for my course work this year. While at University, I have also been able to utilize my skills in working with people through a variety of vacation jobs. My work at a busy insurance office was valuable in teaching me the importance of ascertaining customers' needs and providing clear and accurate information.

Sample II

Dear Sir or Madam

I am about to complete my English and American Literature degree at the University of Kent, with a prospective result of a 2:1.

As a literature student, I have a strong love of books of all types and see work in a bookshop as a career area which would be a good starting point for a career in publishing which is my eventual career aim.

I have good experience of retail, having worked as a shelf stacker for Sainsburies. I have studied modules in Shakespeare, War Poets, Dickens and Creative Writing all of which I feel give me valuable knowledge. My interests include reading, playing computer games and stamp collecting and I am currently reading Robbie Williams' thought-provoking autobiography.

I am writing speculatively in the hope that you may consider me for any full-time vacancies that may arise in your store. I'm interested especialy in the retail side of a bookstore: interacting with customers and seeing where the modern tastes for literature lay.

I would be available to work from the beginning of June of this year. I have previous retail experience and believe that this, combined with my knowledge of and interest in books could be rewarding both to your store and to myself.

Yours faithfully

Frank Harrison

Task 3. Use the sample below as a scaffolding to write a letter of motivation to enter IFL Master Program. Make the necessary alterations.

With this letter I hereby would like to express my motivation for a PhD programme in Linguistics and English Language offered by the University of Edinburgh.

With a major in literary studies as an undergraduate, and Master in Linguistics I would now like to concentrate on English literature. I am particularly interested in twentieth-century literature, women's literature, US poetry, and folklore. My personal literary projects have involved some combination of these subjects. Moreover, for the oral section of my comprehensive exams, I specialized in twentieth century novels by and about women. The relationship between "high" and folk literature became the subject for my honors essay on (*Give brief description*) and I plan to work further on this essay by preparing a paper suitable for publication.

In my studies toward a PhD degree, I wish to examine more closely the relationship between high and folk literature. My junior year and private studies of English language and literature have caused me to consider the question of where the divisions between folklore, folk literature, and high literature lie. Should I attend your school, I would like to resume my studies of English poetry, with specialization in its folk elements.

Writing poetry plays prominent role in my career goals. I have just begun submitting to the smaller journals with some success and am steadily building a working manuscript for a collection. The dominant theme of this collection relies on poems that draw from classical, biblical, and folk traditions, as well as everyday experience, in order to celebrate the process of giving and taking life, whether literal or figurative. My poetry is based and influenced by my academic studies, since much of what I read and studied found a place in my creative work as subject. At the same time, I study the art of literature by taking part in the creative process, experimenting with the tools used by other authors in the past.

In a few years, I see myself teaching literature and going into editing or publishing poetry. PhD program offered by your Institution would be valuable to me in several ways. First, your teaching assistantship program would provide me with the practical teaching

experience I am eager to acquire. Further, earning a Ph.D. in Linguistics & English Language would support my other two career goals by adding to my skills, both critical and creative, in working with language. Ultimately, however, I see the Ph.D. as an end in itself, as well as a professional milestone; I enjoy studying literature for its own sake and would like to continue my studies on the level demanded by the Ph.D. program.

To my knowledge, this program is very competitive, attracting highly motivated students, but I am convinced that my good academic record and my motivation make me a strong recommendation for a place at it. I would be honored if you decide to accept my candidateship to be Ph. D. student at the University of Edinburgh.

Thank you very much for your time and consideration.

Task 4. Find a suitable Master programme offered by a British/American University and write a letter of motivation in order to get a grant supported position.

UNIT V. HOW TO WRITE
A CRITICAL ARTICLE REVIEW

When writing a critical review of an article, you will need to summarize, evaluate, and offer critical comment on the ideas and information that the author(s) presents in the article. Research / scientific articles are highly structured to make information easy to find. The research article usually has the following sections: Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Tables / Figures. Your goal should be to read and understand the article, analyze the findings or arguments, and evaluate and comment on the article.

Always remember who the addressee is: a student, a novice scholar or a colleague, equal in status. Our mission is to encourage writers to do a better job even as we praise or fault them. Some poor articles are result of lack of experience. Some equally poor job can be result of a don't-care-attitude of people who have been in the field of research for a long time. If you review a student's paper the emphasis should be on practical tips and recommendations. Spare you sense of humor or disparaging remarks for someone of equal status (anyway, *balance* of appreciation and criticism should be observed).

Reading the Article
• Allow enough time to understand it.
• Read the article without taking notes to gain an overall idea of its main idea.
• Identify: the research question (usually stated in the Abstract and Introduction); the hypothesis(es) (usually in the Introduction); the test of the hypothesis (in the Methods);the findings (in the Results, including tables and figures); how the findings were interpreted (in the Discussion)/
• Read the article again analytically and make notes of main ideas and main topic. Highlight important ideas and make brief notes.

• Read the article in depth again.

Writing the Article Summary
Introduction
− Give the title of the article and name of the author(s) and provide a full citation of the article. Identify the writer by profession or importance.

− Identify the purpose of the article.

− Tell what the research question is and explain why it is interesting and important. Give your overall impression.

− It is important that the introductory paragraph include a thesis statement which identifies the main points you will be discussing in the body (analysis) of the review.

Body (Analysis)
− Briefly describe the methods, design of the study, how many subjects were involved, what they did, the variables, what was measured, and where the research was conducted.

− Describe the results / what was found.

− Write an analytical summary of the main findings, arguments, or conclusions of the article / study.

− Discuss the strengths and usefulness of the article / study.

− Discuss the weaknesses, limitations, or problems of the article / study.

− Discuss what you learned from the article and if you recommend it to other students.

− Support your analysis with quotations and/or specific examples throughout.

Conclusion
− Summarize the previous discussion.
− Make a final judgment on the value of the article.
− State what you learned from the article.
− Comment on the future or implications of the research.

The following skeleton review[3] will help you not to grope for words, avoid conversational style and cover all essential review points:

1 – **What type of article are you reviewing?** (authentic, analytical, well articulated, authoritative, balanced, candid, clear, commendable, competent, concise, creative, decisive, disciplined, dynamic, engaging, enlightening, enriching, entertaining, expansive, explicit, expressive, extraordinary, fascinating, forceful, genuine, helpful, imaginative, impressive, ingenious, inspiring, intriguing, knowledgeable, masterful, noteworthy, opportune, orderly, organized, perceptive, persuasive, plausible, pointed, praiseworthy, precise, professional, profound, progressive, rare, realistic, reflective, relevant, remarkable, significant, skilled, stimulating, symbolic, sympathetic, systematic, thoughtful, timely, unique, useful, valuable, well versed, warm, worthwhile)

2 – **What is the significance of the topic in your opinion?** (core, foundation, fundamental, topical, contemporary, important, significant, vital, key, essential, critical, crucial, major, central, necessary, pivotal, principal, beneficial, basic, weighty, emerging.)

3 – **What words best describe the area covered by the article or paper?** (area, subject, competency, topic, field, matter, theme, issue, specialty, focus, discipline, sphere, domain, problem, affair, question, realm, topic)

4 – **What does the article attempt to do?** (Questions, probes, queries, explores, looks into, investigates, searches for, surveys, seeks, examines, delves into, researches, enquires into, interrogates, argues that, confronts, scrutinizes, casts doubt on, reviews, assesses, analyses, considers, appraises, charts, maps out, offers advice,)

5 – **What line of reasoning does the author seem to take?** (Argument, case, line of reasoning, claim, contention, defense, rationale, basis, an explanation, the grounds, the motivation, belief,

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[3] From: How to Write Powerful Advanced Article Reviews [Электронный ресурс] URL: http://knol.google.com/k/how-to-write-powerful-advanced-article-reviews# (дата обращения 15.07.10)/

opinion, line of argument, view, assertion, declaration, statement, allegation, principle)

6 – **From your overall impression – what has the author achieved?** (Developed, explained, fleshed out, advanced, progressed, expanded, described, defended, rationalized, validated, explained, justified, supported, interpreted, clarified, represented)

7 – **Select up to three words that best describe this author's effort** (Clear, concise, relevant, tidy, lucid, plain, unambiguous, understandable, logical, comprehensible, intelligible, eloquent, coherent, simple, well-structured, sound, convincing, succinct, pertinent, apt and appropriate.

Task 1. Check yourself: What makes article review a rigidly traditionalistic type of academic writing? How should an article be addressed? What is the function of introduction, main body and conclusion in a review?

Task 2. Read the review below and decide what might be the prime objective of writing it:
• help a post-graduate with his Master's degree paper;
• to promote publication;
• to discourage an inappropriate piece of work from being included in the conference proceedings;
• to prove the reviewer has better command of the subject than his scholarly adversary;
• to promote the reviewer's views etc.
What is the academic status of its addressee? Point out discourse markers that help you to identify the addressee and the prime objective.

Cummins, J. 1993. Bilingualism and Second Language Learning. Annual Review of Applied Linguistics 13, 51-70.

Cummins *notes that* aside from the highly charged sociopolitical aspects of the argument about bilingual education, "the in-

terpretation of academic research in regard to bilingualism and language learning has also been subject to volatile debate" (Cummins 1993: 52). *Cummins' own approach* to second language acquisition *is is not free from controversy, and what he presents in this article is basically* a review of research which defends a theoretical framework he has espoused since the 70s. *After travelling through the maze of Cummins' reasoning*, *one is faced with the counterintuitive conclusion* that the best way to teach English to Spanish-speaking children in the US is through an intensive program of literacy development in the mother tongue.

Cummins' scholarship includes the concepts of linguistic interdependence, common underlying proficiency, basic interpersonal communicative skills, cognitive-academic language proficiency, and the threshold hypothesis. *These ideas figure prominently* in Cummins' 1993 article. Cummins first discusses the nature of childhood language shift. The Sirén study he reviews clearly indicates that minority mother tongue instruction at the pre-school level effectively prevents child language shift to the majority language. The role of the school in mother tongue maintenance must be shown, since it is a prerequisite for the development of mother tongue literacy, which Cummins maintains a minority child must develop in order to transfer these abilities to the majority language acquired in the extra-curricular context.

Unfortunately for Cummins, the Sirén study is a two-edged sword. *In concluding a review of research on* the effectiveness of different approaches to the education of minority language children, Cummins states the following: «Specifically, achievement in the minority language is generally sensitive to the amount of instruction in that language but majority language development is relatively insensitive to school exposure. In fact, the trends from a considerable number of programs suggest an inverse relationship between exposure to the majority language and achievement in that language» (Cummins 1993: 63). The evidence from Sirén cited by Cummins

suggests that the putative inverse relationship does not exist. Sirén reports on the language behavior of minority language in response to minority-language communication from the mother. If the child responded in a given language, he or she was identified as more fluent in that language. The vast majority (85%) of children in the monolingual minority education treatment remained more fluent in their mother tongue. Of the minority language children submersed in Swedish, only 25% remained more fluent in their mother tongue. Cummins notes, *appropriately,* that mother tongue education in the school is indeed critical to maintenance. *What Cummins does not mention is the fact* that even minority language education produces abysmal results in the majority language.

Missing in this article is discussion of the specific technique used to impart L2 at the primary school level. For example, Cummins discusses the results of the Ramírez study, one which shows that little benefit in increased English skills is produced in an immersion program, but what kind of immersion is Ramírez discussing? *Cummins omits any mention of this* and uses the Ramirez data to support his threshold hypothesis, contending that minority language children need to remain in mother tongue programs even longer! But, there is another interpretation, a rival hypothesis. The structured immersion being described by Ramirez and associates may not be adequate, the techniques ineffective, the program poorly conceived and devoid of meaningful parental participation. Bad structured immersion is no better than sink-or-swim submersion. *There is an implicit assumption that* the structured immersion used in the TESL of the Ramirez studies is the most effective way to facilitate the acquisition of English, and that its failure to produce results superior to those found in a mother tongue bilingual education programs constitutes an indictment of the approach. Here just the opposite may be true. If the structured immersion is failing to serve needs of students, then mother tongue bilingual education is just as ineffective. The solution, in that case would not be even

more mother tongue education, but rather improved techniques for teaching children a second language.

Shaw N. Gynan - 698 words

Task 3. Change this review so that it sounds supportive (use skeleton review phrases).

Task 4. Browse the Internet for paper review samples that might answer a different purpose.

Task 5. Select a diploma or a course paper of the previous years that is closer to your field of study; read it and study the review: do you agree with the reviewer on all the points? Does the review sound balanced and objective? What would you like to add/change?

Task 6. select a conference abstract of the previous year's student conference proceedings and write an article review.

UNIT VI. REACTION PAPERS
(TEST ASSESSMENT REACTION LETTER)

Reaction papers are close to reviews but are more personal and less formal in style. Test assessment reaction letters – regularly executed by teacher trainers and senior staff; indeed, reviewing testing materials is an increasingly important part of teacher's academic work which stems from higher career placement, tutoring and colleague mentoring. These papers are less formalistic and do not follow any particular structure; nevertheless, in order to write an effective test review one should bear in mind:

- Give clear instructions (as to what exactly needs to be altered, and in which way; observations like *' your test is not consistent and valid'* are useless as well as frustrating);

- If you find 'what to do' part for learners vague and ineffective, suggest your reformulated version; in most cases the test designer just *cannot do any better*;

- Writing a test is a time consuming nerve wracking task! Don't be a 'hatchet person'! Respect the designer's effort and do NOT antagonize him/her by blatant criticism!

Given below are guidelines for reviewing a standard test.

Common MCQ Item Violations
- Grammatical inconsistency (distracters don't mesh properly with the stem)
- Extraneous clues or cues (like *an*)
- Impure items (testing 2 things – e.g. verb tense and word order)
- Unparallel options (in either grammar or length)
- Sensitivity (upsetting themes)
- Double answer or key (more than one response correct)
- No answer (no correct option)
- Giveaway distracters (nonsensical)

Common True/False Item Violations

- Answer patterns
- Questions don't appear in the same order they are in the text
- Not enough questions (there should be from 7 to 10)
- High guessing factor (no third option)
- Focus is on more than one idea from the text
- Questions are written on higher level of difficulty than the text
- Effects of background knowledge are not considered
- Trivial detail not meaning is tested

Common Matching Items Violations

- Options and Premises are equal in number
- Premises are not numbered, options are not lettered
- Options are longer than premises
- No blanks provided
- Presence of 'widows'
- Not clear whether options can be used more than once

Common Cloze/Gap Fill Item Violations

- Answers are too long
- Not enough context provided
- Blanks are of different length
- No possibility for a list of acceptable responses provided
- Gap in the first sentence

Common General Test Violations

- No test specification (general description, a list of skills to be tested and operations students should be able to do, the techniques for assessing skills, timing, the expected level of performance and grading criteria)

- Mixing formats within the same section of a test
- Item format doesn't match the test purpose or course content
- All items are same level of difficulty
- 30/40/30 principle is not observed, the test starts with 'extra challenge' tasks
- Ambiguous items, negatives or double negatives
- Race, gender or ethnic background bias
- No keys provided
- Items of one-two levels of thinking according to Blooms Taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation)
- Unclear instructions

General Test Assessment Considerations
1. **Test validity**
2. **Test reliability**
3. **Test practicality**
4. **Test differentiating capacity**

Task 1. Analyze a test sample; give suggestions how to improve it.

Task 2. Write a feedback letter to a test designer: assess the test, give lucid and helpful recommendations as to how to improve it.

UNIT VII. ROUND TABLE: PLAGIARISM, IMITATION, OR CARESSLESSNESS: FORMING A PROFESSIONAL STANDPOINT[4]

Task 1. What is plagiarism? Sum up salient points.

The Encyclopedia Britannica 1911 edition identifies its etymology as being the Latin *plagiarius* – a kidnapper, stealer or abductor of a slave or child, and the Oxford traces it further back to the Greek *plagion* – `a kidnapping'. On the other hand, its coinage appears to be relatively recent: the first occurrence identified in the Oxford is in 1621. It appears to have been in common usage by the mid-eighteenth century. Here are some approaches to writing, beginning with a plagiarism approach and ending with a acceptable quoting technique. If we investigate different interpretations of plagiarism, they all include the following constituents:

1. **publication**: the <u>presentation</u> of another person's material, work or idea. A pre-condition for plagiarism is that the new work is made available to others; personal notes are not at issue;

2. **content**: the presentation <u>of another person's material, work or idea</u>. A pre-condition for plagiarism is that some part of the new work is derived from someone else's prior or contemporaneous work;

3. **appropriation**: the presentation of another person's material, work or idea <u>as one's own</u>. A pre-condition for plagiarism is that the claim of originality of contribution is either explicit or implied by the manner of presentation; or the presentation may be such that the reader is reasonably likely to infer the work to be an original contribution;

4. **lack of credit given**: the presentation of another person's material, work or idea as his or her own, <u>without appropriate attribution</u>. A pre-condition for plagiarism is that the reader is not

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[4] Fragments used, abridged, from: Clarke R. 'Plagiarism by Academics: More Complex Than It Seems' [Электронный ресурс] URL: http://jais.isworld.org/articles/default.asp?vol=7&art=5 (Дата обращения 15.07.10)

made aware of the identity of the originator, nor of the location of the original contribution.

Task 2. Where does plagiarism stop? **Draw a line between the last approach that would produce plagiarism and the first approach that would produce acceptable original work.**

1. Copying a paragraph as it is from a source without any acknowledgement.

2. Copying a paragraph making only small changes, such as replacing a few verbs or adjectives by synonyms.

3. Cutting and pasting a paragraph by using the sentences of the original but leaving one or two out, or by putting one or two sentences in a different order.

4. Composing a paragraph by taking short standard phrases from a number of sources and putting them together with some words of your own.

5. Paraphrasing a paragraph by rewriting with substantial changes in language and organization, amount of detail and examples.

6. Quoting a paragraph by placing it in block format with the source cited.

Task 3. Agree or disagree; develop the idea, prove your standpoint:

1) Plagiarism is much like pornography.

2) Plagiarism is violation of copyright laws.

3) It tends to result in accelerated progression within the discipline for 'less fit' academics.

4) Many basic textbooks contain passages that come very close to plagiarism. So too do dictionaries and encyclopedia articles.

5) With plagiarism detection programmes this form of academic misdemeanor will soon be wiped out.

6) It is almost impossible to prove: as such, it is an allegation to get rid of misfits (either students or academics).

7)   'Nothing comes from nothing': undue constraints on imitation stunt learning.

8)   «Copying from one source is plagiarism, copying from several sources is research».

9)   The strong bias against copying in academic work is an entirely western intellectual preoccupation.

10)   Appropriation as no longer an evil, but rather an art-form.

11)   A text is interpreted differently by each reader, due to the perceptive and cognitive apparatus of the reader. In this case, is there sufficient justification for authorial monopoly on even the presentation of an idea, let alone the idea itself?

12)

Task 4. Rank the following types of work from the ones plagiarism is criminal to those where it is not a case for application:

• informational brochures;
• scholarly books;
• text-books;;
• refereed papers;
• newspapers;
• invited presentations at professional events;
• research working papers;
• unpublished materials;
• trade publications;
• invited presentations at academic events;
• casual publications (e.g. student newspapers, postings on email-lists, web logs);
• professional, unrefereed publications
•

Task 5. Render the following article[5], sum up salient points. Suggest a course of action to discourage plagiarism.

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[5] А. Семенова. Проучить учителя [Электронный ресурс]. URL: http://www.newizv.ru/news/2010-01-28/120779/ (дата обращения 15.07.10)

Прокуратура разбирается с ректором, который отчислил студентов за плагиат

Директор филиала Сибирской государственной академии физической культуры (СибГАФК) в городе Березовском (Свердловская область) Артем Теркулов обвиняется в превышении полномочий. Находясь под следствием за вымогательство денег у выпускников, он на днях отчислил 13 студентов, в чьих работах нашлись заимствования из Интернета. В местной прокуратуре не согласились с таким радикальным способом воспитания лентяев. Сейчас законность приказа об отчислении рассматривается в суде. Эксперты отмечают, что незамаскированный плагиат сегодня можно найти чуть ли не в каждой второй дипломной работе.

Проблема «позаимствованных» из Интернета дипломов для системы отечественного образования актуальна, как никогда, свидетельствуют эксперты. Недавно аналогичный случай произошел в одном из негосударственных вузов Рязани. «Несколько выпускников предоставили дипломы, полностью скачанные из Интернета, – рассказал «НИ» президент Всероссийского фонда образования Сергей Комков. – Ничего им, естественно, не засчитали, дипломы не выдали и предложили написать работу самим. Научная руководительница пожаловалась в прокуратуру и Рособрнадзор. Провели проверку, а в результате выяснилось, что дама так активно поддерживала студентов за немаленькое вознаграждение».

По данным экспертов, одних только сайтов, предлагающих купить готовый диплом или дипломную работу, в Рунете более двух млн. А сколько в вузах студентов, вся самостоятельная работа которых заключается лишь в нажатии кнопочки «копировать»? «В московских образовательных учреждениях таких случаев меньше благодаря большему контролю, – пояснил «НИ» Сергей Комков. – А в региональных вузах от 70% дипломных работ или куплены, или взяты из Сети». Чтобы не допустить «переливания из пустого в по-

рожнее», при вузах обычно создаются экспертные группы по сверке работ на предмет плагиата. В специальную программу вводятся два-три предложения из текста – и компьютер выдает, сколько процентов текста заимствовано из Интернета. Если совпало больше 60%, то диплом или курсовая объявляются полностью компилированными, а студенту предлагают поменять тему и повторить попытку сдачи.

Проблема в том, отмечают эксперты, что ситуацию сложно исправить, пока существуют давно устаревшие нормы написания дипломных и курсовых работ. По мнению экспертов, они провоцируют студентов на плагиат сильнее, чем самые красочные баннеры. «Аттестационная комиссия чаще смотрит на правильную расстановку точек-запятых, а не на суть текста, – рассказал «НИ» ректор Института образовательной политики «Эврика» Александр Адамский. – Для образования и науки такая работа просто бесполезна. Нужны другие подходы, требующие личностного и теоретического отношения студента к теме. Автор должен обобщать, а не переписывать, анализировать, а не цитировать, делать выводы, а не просто склеивать куски чужих мыслей».

Task 6. Listed below are general rules of attribution; making use of these, review one alumna diploma paper from plagiarism/attribution standpoint. Give overall impression whether there is:
- **appropriate attribution;**
- **intentional fraud;**
- **reckless plagiarism;**
- **careless copying;**
- **accidental similarity.**

In the case of generic attributions to well-known authors (e.g. Piaget, von Neumann, Newton), and of well-known and well-documented quotations used in section and chapter headings (e.g. Keats, Martin Luther King), it may be reasonable to name the author, but nominate no specific work. Generally, however,

attribution should be achieved through one of the following mechanisms:

• Harvard-style citation, perhaps without page-numbers. This approach adds to the length of the text, but minimizes the interruption of the flow;

• Numbered footnotes or endnotes. These have much less impact on the length of the text, but are nonetheless disturbing to the reader because of the uncertainty as to whether the note contains information of relevance, and hence as to whether the break in concentration is warranted that is involved in a diversion to the note;

• No citation within the text, but attribution to the source in notes at the end of each chapter or the book as a whole. A refinement to this approach is to include within each endnote a key to the page-number and line-number in the text where the source has been used;

• mention of the name of the author at the beginning of the relevant segment of text, or perhaps within the relevant segment of text, and inclusion of a reference at an appropriate point elsewhere in the publication;

• mention in the Preface or Introduction of the authors and works used as sources during the preparation of the book;

• a Further Reading, Recommended Reading and/or Primary Sources List at the end of each chapter or section, which contains all works that were drawn on during the preparation of that segment. Particularly important references can be supplemented with annotations;

• a single Reference List at the end of the book, which contains all works that were drawn on during the preparation of the book.

The result of your findings may be formulated in the following way (provide illustrations, refer to certain pages):

• *the author's approach to attribution to sources, and the execution of it, were of very low quality;*

• *the specific allegations were in part factually accurate, and in part inaccurate;*

- *limited evidence was located of additional instances of incorporation;*
- *there was little evidence of any claim of originality by the author.*
- *the primary problem was, within at least some Chapters, the use to an excessive extent of verbatim, near-verbatim and close-paraphrase segments, compounded by the very poor quality of attribution;*
- *an inference of intentional plagiarism would be unreasonable;*
- *an inference of reckless plagiarism would also be unreasonable;*
- *the plagiarism was therefore not of the most serious nature;*
- *the paper in question showed ample evidence of careless plagiarism;*
- *the plagiarism was therefore sufficiently serious to require action in relation to both the author and the paper.*

UNIT VIII. HOW TO WRITE
AN ARGUEMENTATIVE ESSAY (STEP BY STEP)

Task 1. Be ready to name components of an argumentative essay and enlarge upon them.

What is an argumentative essay?

The argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner. The argumentative essay is commonly assigned as a capstone or final project in first year writing or advanced composition courses and involves lengthy, detailed research.

Argumentative essay assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observations, or experiments. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that she/he may choose a position and support it with the evidence collected during research. Regardless of the amount or type of research involved, argumentative essays must establish a clear thesis and follow sound reasoning.

The structure of the argumentative essay is held together by the following.

• **A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.**

In the first paragraph of an argument essay, students should set the context by reviewing the topic in a general way. Next the author should explain why the topic is important (**exigence**) or why readers should care about the issue. Lastly, students should present the thesis statement. It is essential that this thesis statement be appropriately narrowed to follow the guidelines set forth in the assignment. If the student does not master this portion of the essay, it will be quite difficult to compose an effective or persuasive essay.

• **Clear and logical transitions between the introduction, body, and conclusion.**

Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse. Transitions should wrap up the idea from the previous section and introduce the idea that is to follow in the next section.

• **Body paragraphs that include evidential support.**

Each paragraph should be limited to the discussion of one general idea. This will allow for clarity and direction throughout the essay. In addition, such conciseness creates an ease of readability for one's audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph. Some paragraphs will directly support the thesis statement with evidence collected during research. It is also important to explain how and why the evidence supports the thesis (**warrant**).

However, argumentative essays should also consider and explain differing points of view regarding the topic. Depending on the length of the assignment, students should dedicate one or two paragraphs of an argumentative essay to discussing conflicting opinions on the topic. Rather than explaining how these differing opinions are wrong outright, students should note how opinions that do not align with their thesis might not be well informed or how they might be out of date.

4.**Evidential support (whether factual, logical, statistical, or anecdotal).**

The argumentative essay requires well-researched, accurate, detailed, and current information to support the thesis statement and consider other points of view. Some factual, logical, statistical, or anecdotal evidence should support the thesis. However, students must consider multiple points of view when collecting evidence. As noted in the paragraph above, a successful and well-rounded argumentative essay will also discuss opinions not aligning with the thesis. It is unethical to exclude evidence that may not support the the-

sis. It is not the student's job to point out how other positions are wrong outright, but rather to explain how other positions may not be well informed or up to date on the topic.
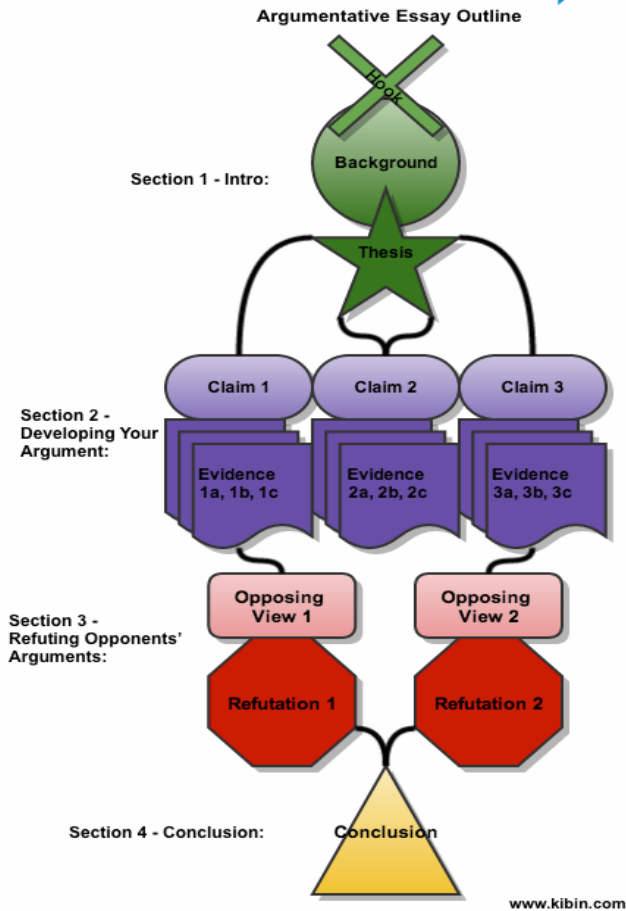
   • **A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.**

   It is at this point of the essay that students may begin to struggle. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesize the information presented in the body of the essay. Restate why the topic is important, review the main points, and review your thesis. You may also want to include a short discussion.

   Task 2. Make use of the scheme below (picture 1); use it as scaffolding to write an argumentative essay with your partner(s); swap shop format is recommended.

   Task 3. Write an argumentative essay on PLAGIARISM Samples of argumentative essays to study https://owl.english.purdue.edu/owl/resource/659/1/ What is a 'hook'? https://www.kibin.com/essay-writing-blog/good-hook-sentences How to write an effective thesis https://www.kibin.com/essay-writing-blog/thesis-statement-examples/

Picture 1. Argumentative essay outline

UNIT IX. WRITING A CALL FOR PAPERS

Participation in conferences related to your field of study is guarantee of your keeping up with latest research, developing useful network and, with time, establishing your own scholarly reputation. Conferencing may be a highly rewarding experience – ideally, it is business and pleasure combined; in some cases, though, participation in a conference may entail loss of time and frustration: your abstract may get lost, accommodation proves to be inadequate, there are last-minute shifts in the programme, etc. Any CALL FOR PAPERS should be read closely with a focus on PURPOSE, TARGET AUDIENCE and EXPERTISE:

You might use the questions below for navigation:

1.   What is *your* purpose – do you intend to listen to leading experts in your field, are you planning to share your findings/to instruct? Is professional networking your major objective? Do you intend it to be a break from teaching classes routine?

2.   Organizing committee – do *they* have any prior experience? Is there any mention of prior events? Which? When was this call for papers issued and what's the deadline? (for big scale conferences the deadline might be at least 2-4 months advance or more). Which details about abstract prerequisites are omitted? What do you know of Host University? Are there links to their website?

3.   Does this conference aim at high scholarly standards? In this case there should be some mention of reviewers' policy; the field of the conference is concrete and narrow. Some conferences are purposefully huge overpopulated events covering any aspect of linguistics or EFL teaching – in this case they aim at liaison more than research. Is the aim of the conference stated?

4.   What can be said about logistics and financial side of the event?

5.

Task 1. Read the following Call for Papers and comment on it; use questions above to guide you:

2nd INTERNATIONAL CONFERENCE ON PHI-LOLOGY, LITERATURES AND LINGUISTICS
13-16 July 2009, Athens, Greece
Call for Papers and Participation

The Athens Institute for Education and Research (AT.IN.E.R.) is organizing its 2nd International conference on Philology, i.e. languages, literatures and linguistics, 13-16 July 2009. For more information about the conference and the institute please visit: www.atiner.gr/docs/Literature.htm.

The conference registration fee is 250 euro, covering access to all sessions, 2 lunches, coffee breaks and conference materials. A Greek night of dinner and entertainment, a half-day tour to archaeological sites of Athens, and a special one-day cruise to Greek islands are organized. Special arrangements will be made with local hotels for a limited number of rooms at a special conference rate.

The aim of the conference is to bring together scholars and students of languages, literatures and linguistics. Areas of interest include (but are not confined to):

- • Literatures and Language
- - Classics
- - Medieval and Renaissance Literature
- - Contemporary Literature
- - Comparative Literature
- - Drama, Film, Television, and other Media
- - Poetry and Prose (Fictional and Non-fictional)
- - Translation
- • Linguistics
- - Theoretical Linguistics
- - Language Acquisition
- - Teaching of Foreign Languages (including Technology in the classroom)
- - Sociolinguistics

Selected papers will be published in Special Volumes of Conference Proceedings.

Please submit a 300-word abstract by December 17th, 2008, by email atiner@atiner.gr or mail, to: Dr. Gilda Socarras, Academic Member, ATINER & Assistant Professor, Auburn University, USA. Abstracts should include: Title of Paper, Family Name (s), First Name (s), Institutional Affiliation, Current Position, an email address and at least 3 keywords that best describe the subject of your submission.

If you want to participate without presenting a paper, i.e. chair a session, organize a panel, evaluate papers to be included in the conference proceedings or books, contribute to the editing, or any other offer to help please send an email to Dr. Gregory T. Papanikos, gtp@atiner.gr Director, ATINER.

Task 2. Compare this event to the previous one: point out differences; which details are missing in the previous one? Comment on italycised fragments: in which way are they helpful to understand format of the event?

International Conference to Mark the 80th Anniversary of the English Department, Faculty of Philology, University of Belgrade

ENGLISH LANGUAGE AND LITERATURE STUDIES:
IMAGE, IDENTITY, REALITY (ELLSIIR)
4-6 December 2009
Faculty of Philology, Belgrade
Third Call for Papers

The English Department at the Faculty of Philology, University of Belgrade, is pleased to announce the third international conference on English language and literature studies*, which will be held on the occasion of the 80th anniversary of the Department.* The aim of the ELLSIIR conference is to promote exchange of ideas across different areas and theoretical frameworks of English linguistics and anglophone literary/cultural studies throughout a broad academic community.

We welcome proposals for papers addressing diverse issues within the general theme of the conference – IMAGE, IDENTITY, REALITY – in the following fields:

• Theoretical Linguistics
• Applied Linguistics
• Literary Studies
• Cultural Studies

The official language of the conference is English.

Each paper will be allotted 30 minutes (20 minutes for presentation and 10 minutes for discussion).

A selection of papers will be published after the conference.

PLENARY SPEAKERS:

• David Crystal OBE (Honorary Professor of Linguistics at the University of Bangor, UK)

• Bas Aarts (Professor of English Linguistics, University College London, UK; Director of the Survey of English usage)

• Lynne Cameron (Professor of Applied Linguistics, The Open University, UK)

• Jennifer Jenkins (Professor of English Language, University of Southampton, UK; Director of the Centre for Applied Language Research)

• Stephen Regan (Professor of English, University of Durham, UK)

• Samuel Thomas (Lecturer in English, University of Durham, UK)

• Colin Nicholson (Professor of Eighteenth Century and Modern Literature,University of Edinburgh, UK)

ABSTRACT SUBMISSION GUIDELINES

Abstracts should be no longer than 300 words and should be sent via e-mail (as Word 1997-2003 attachments) to: ellsi-ir.belgrade@gmail.com

Abstracts should be fully anonymous (title of the paper + abstract + references).

The following information should be specified in the body of the e-mail:

(1) Title of the paper
(2) Name of the author(s)
(3) Affiliation of the author(s)
(4) Key words
(5) E-mail address
IMPORTANT DATES
Submission of abstracts: 1 August, 2009
Notification of acceptance: 15 September, 2009
CONFERENCE FEE
The conference fee is 80 Euros. The fee includes:
• conference pack
• coffee break refreshments
ACCOMMODATION
Hotel reservations can be made by the organizers upon request.
We look forward to your participation.
On behalf of the ELLSIIR Organizing Committee,
Katarina Rasulić – k.rasulic@fil.bg.ac.rs
Ivana Trbojević – i.trbojevic@fil.bg.ac.rs

Task 3. Render the following Call for Papers into English, using Task 1, 2 events for linguistic support; comment on the event: what information should have been provided to increase participation and general appeal? (the information was issued in mid-September).

Информационное письмо
Уважаемые коллеги!

В рамках празднования 90-летия ГОУ СПО «Красно-уфимский педагогический колледж» кафедра иностранных языков приглашает Вас принять участие в работе международной научно-практической конференции «Современные тенденции в преподавании иностранных языков», которая состоится **1 октября 2009 года.**

Научно-практическая конференция проводится с целью обсуждения теоретических и практических проблем, перспективных тенденций преподавания иностранных языков. Конфе-

ренция рассчитана на широкий обмен опытом, идеями и методиками, направленными на совершенствование обучения иностранным языкам.

В рамках НПК предлагается обсуждение следующих проблем:

- общеевропейские компетенции владения иностранным языком;
- современные педагогические технологии в обучении иностранному языку;
- педагогическая коммуникация;
- современные информационные технологии в обучении иностранным языкам;
- обучение в контексте диалога культур;
- тестирование и мониторинг как средство повышения качества обучения иностранным языкам;
- обучение иностранным языкам вне языковой среды;
- новые формы организации самостоятельной работы обучающихся в ходе изучения иностранного языка;
- проблемы и пути повышения мотивации к изучению иностранных языков;
- подготовка к ЕГЭ: проблемы и перспективы;
- особенности раннего обучения иностранным языкам.

Конференция будет проходить в ГОУ СПО «Красноуфимский педагогический колледж» по адресу: Свердловская область, г. Красноуфимск ул. Свердлова, 18

Участие в конференции **бесплатное**. Проезд до места конференции и проживание за счет участников.

Для участия в конференции необходимо **в срок до 25 сентября** направить в оргкомитет следующие материалы:

– текст статьи (требования к оформлению статьи приведены в приложении 1);

– заявку на участие в конференции (форма заявки приведена в приложении 2);

Сбор на публикации составляет 200 рублей, вносится наличными в день конференции.

Варианты предоставления документов в оргкомитет конференции:

– по электронной почте: ikpk@yandex.ru вложенными файлами (статья.doc, заявка.doc) с темой письма «Статья для сборника от …»;

– на дискетах и бумажных носителях, присылаемых почтовыми отправлениями или передаваемыми лично по адресу: 623300, Свердловская область, ГОУ СПО «Красноуфимский педагогический колледж», ул.Свердлова, 18, ИМЦ.

Требования к оформлению тезисов, докладов:

Объем – до 7 страниц формата А4, редактор Word, шрифт Times New Roman,

размер шрифта 14 pt, межстрочный интервал 1,5, автоматический перенос слов, запрет висячих строк, выравнивание текста по ширине страницы, книжная ориентация, поля сверху, снизу, слева, справа по 20 мм, абзац 10 мм, номера страниц не указывать.

РЕГИСТРАЦИОННАЯ ФОРМА

Фамилия_____Имя_____Отчество _____

Учреждение _____должность_____ _____

Ученая степень_____ ученое звание
_____

Ад-
рес_____
_____

Телефон_____Факс_____e-
mail_____

Форма презентации: доклад_____(15-20 мин.) семи-
нар/мастер-класс_____(40 мин.)

Название выступления
_____
____

Краткая аннотация (не более 50 слов)

Task 4. Render the USPU IFL Call for Papers into English, make it sound: a) a serious scientific event; b) a great social occasion (alterations and additions are welcome!)

Task 5. Find a call for papers that you consider ideal for your own research debut; bring it to class and explain your choice.

UNIT X. POSTER PRESENTATIONS

What are posters for? Posters are used to:

■   Stimulate interest and discussion (you are not limited to 5-10 minutes of discussion time and you have a select audience of people really interested in your sphere of research)

■   Receive feedback on research. In case you are 'stuck' with your research poster presentations provide more ideas and recommendations than an oral report ever would (remember that visualists are much more numerous than audial channel learners, after all).

■   Generate contacts: you might talk to a couple of people – don't get upset – these might become research contacts with greater probability than the amorphous big audience.

■   In case you are engaged in a number of sessions in a number of functions posters can talk for themselves – you still have immediate feedback: see poster attack results:

General rules of poster presentations[6]

Remember that when it comes to posters, style, format, color, readability, attractiveness, and showmanship *all count*. Take the time to get things right. Keep your title short, snappy, and on target. The title needs to highlight your subject matter, but need not state all your conclusions, after all. Some good titles simply ask questions. Others answer them.

DON'T leave people wondering about who did this work. Put the names of all authors and institutional affiliations just below (or next to) your title. It's a nice touch to supply first names rather than initials.

DON'T use too small a type size for your poster. *This is the single most common error*. For text, 20-point type is about right (18 point in a pinch). Not enough space to fit all your text? Then

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[6] Steven M. Block. Do's and Don'ts of Poster Presentation // Biophysical Journal. Volume 71. December 1996 3527-3529. P. 2-6.

shorten your text! Strive for consistency, uniformity, and a clean, readable look.

DON'T make your reader jump all over the poster area to follow your presentation. Don't segregate your text, figures, and legends in separate areas. Lay out the poster segments in a logical order, so that reading proceeds in some kind of linear fashion from one segment to the next, moving sequentially in a raster pattern. The best way to set up this pattern is columnar format, so the reader proceeds *vertically first*, from top to bottom, then left to right. This has the advantage that several people can be all reading your poster at the same time, walking through it from left to right, without having to exchange places. Consider numbering your individual poster pieces (1, 2, 3, ...) so that the reading sequence is obvious to all.

Break your poster up into sections, much like a scientific article. Label all the sections with titles. Always start with an abstract, and write up this section so it can be easily read and digested, in contrast to the abstracts found in some scientific journals. Display all your graphs, pictures, photos, illustrations, etc. in context. Write clear, short legends for every figure. Follow up with a Conclusions section. You may wish to add some kind of executive summary at the end; many successful posters provide a bulleted list of conclusions and/of questions answered or raised.

DON'T ever expect anyone to spend more than 3-5 min (tops!) at your poster. If you can't clearly convey your message pictorially in less time than this, chances are you haven't done the job properly.

Get right to the heart of the matter, and remember the all-important KISS Principle: *Keep It Simple Stupid!* In clear, jargon-free terms. your poster must explain 1) the scientific problem in mind (*what's the question?*), 2) its significance (*why should we care?*), 3) how your particular experiment addresses the problem (*what's your strategy?*), 4) the experiments performed (*what did you actually do ?*), 5) the results obtained (*what did you actually find?*), 6) the conclusions *(what did you think it all means?)*, and, optional-

ly, 7) caveats (*and reservations*) and/or 8) future prospects (*where do you go from here ?*). Be brief, and always stay on point.

DON'T leave prospective readers hanging, or assume they're all experts. They're not. **DON'T** stand directly in front of your poster at the session, or get too close to it. Don't become so engrossed in conversation with any single individual that you (or they) accidentally prevent others from viewing your poster. Try to stay close by, but off to the side just a bit, so that passers-by can see things also so that you don't block the vision of people already gathered 'round.

Poster Assessment:
Content:

Score: 2 – Purpose of work unclear / irrelevant. Contributes little to scientific development

Score: 4 – Work demonstrates some purpose. Somewhat contributes to scientific development

Score: 6 – Purpose of work clearly defined, understandable. Definite contribution to scientific development;

Score: 8 – Purpose proficiently stated and explained. Significant scientific contribution

Organization

Score: 1 – Insufficient flow to poster. Lack of overall organization, structure hard to follow.

Score: 2 – Poster marginally flows between sections. Some difficulty following structure.

Score: 3 – Flow of poster clear, logical transitions between sections. Overall organization fairly strong

Score: 4 – Poster maintains flow throughout, well-paced. Exceptional overall organization, easy to follow structure.

Presentation Performance:

Score: 1 – Presenter appears unprepared, unable to convey ideas. Presentation is not concise, too much / little information given. Inappropriate presentation style

Score: 2 – Presenter appears somewhat prepared, attempts to convey ideas. Presentation is fairly concise, information usually appropriate. – Presentation style somewhat appropriate

Score: 3 – Presenter shows clear understanding of topics, well prepared. Presentation is concise, useful information conveyed. Appropriate presentation style

Score: 4 – Presenter shows insightful knowledge, easily able to convey ideas. Presentation is extremely concise, appropriate information given.

Presentation

Task 1. What are the benefits of poster format of participation in a conference? Sum up salient points of poster presentation.

Task 2. Prepare your final talks on Art in poster format. Choose one of the following topics or suggest your own:
- Art and Politics
- Modern Art: Crisis of Values or…
- Female beauty throughout ages
- Art and War
- Art and Cultural Identity
- Art and Literature

Task 3. View peer posters; provide advice and assess their work, using the criteria above.

UNIT XI. HOW TO WRITE
A LETTER OF APPRECIATION

Appreciation is the process of thanking the people for their help, it is always important to be thankful to the people who help us in our career or in our job or in any matter of our life. It is necessary to take proper steps to write an appreciation letter. A well written appreciation letter can improve relationships and can also open doors for further opportunities. There are different types of appreciation letters, such as business appreciation letter, employee appreciation letter, staff appreciation letter, teacher appreciation letter etc…[7] Appreciation letters are protocol constituents of any conferencing; one is expected to write a thank-you letter to your hosts after participation in a conference – catering for your accommodation, setting up networking events, meeting you at the station and seeing you off takes a lot of time and trouble; hosting a full-scale conference is a nerve-wracking experience, and your letters provide invaluable moral support. If you *host* a conference, you are expected to write letters of appreciation to plenary speakers – they are busy people whose coming guaranteed the success of your event.

Reviewing your articles or papers is another matter that calls for a thank-you letter. So does writing a reference. So does help of your scientific advisor. **One thing to remember**: within Russian cultural tradition such letters might be regarded formalistic and often omitted; in English speaking countries *absence* of a thank-you letter is a tell-tale signal of something radically wrong – up to breach of networking contact.

Letter of appreciation tips:

• Be honest - people usually know when you're not being sincere.

• Don't forget the point of writing the letter – explain why you are showing your thanks! By being very specific, you let the

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[7] How to write a letter of Appreciation [Электронный ресурс]. URL: http://www.whitesmoke.com/letter-of-appreciation (дата обращения 15.07.10).

recipient of your letter know that you are aware of just how much time and trouble they went to on your behalf and that you appreciate their efforts.

• Use a handwritten note or letter for a personal appreciation letter, or company letterhead and sharp printing for a business letter.

• Be direct and concise in your writing.

• Only thank someone for something already done; to thank in advance is presumptuous.

• Be prompt in sending your appreciation letter, don't make people wait for it for a fortnight.

• Whenever possible, address your letter to a specific person.

• As with all letters, a thorough spell and grammar check to ensure your letter is free of errors.

Task 1. Express your attitude to the following statements:

➢ teachers in Russia would rather prefer some little parting gift or at least flowers than a thank-you letter;

➢ paper reviewers shouldn't be thanked formally – reviews is their job and part of their academic load;

➢ letters of appreciation can help you to establish a positive attractive self-image.

Task 2. Read the following examples of thank-you letters; what is the occasion of writing them? Are relations of author/addressee formal or informal?

1) Dear _____

"I just wanted to let you know that I really appreciate the letter of recommendation you wrote on my behalf to _____ of the _____ Company. Getting that job with the _____Company is very important to me. Thanks to the time you took to write that letter on my behalf, Mr. _____called to offer me the position yesterday. I thank you so much for your efforts on my behalf."

2) Dear _____

I've decided to write you a small note, thanking you for your help. I enjoyed being taught by you immensely; you are an excellent teacher and have inspired me to continue learning with an open and positive mind. I appreciate all your hard work, it's meant so much to me.

Once again, thank you so much for your time, expertise and patience!

3) Dear _____

We are writing you this letter to appreciate your valuable contribution to professional development of our staff. Your commitment and dedication served as positive model for Russian colleagues and enhanced positive image of the University.

We are very much impressed that during your service as Senior English Language Fellow you have initiated many long term projects that ensure liaison of English language teachers, University, American Consulate. Due to your efforts and brilliance, we have achieved the tough goal of creating ELTA URALS, launched Assessment through IT course and increased professional networking.

Once again we appreciate your hard work and dedication.

With Regards, _____

Task 3. Write a letter of appreciation to your scientific advosor; write a group appreciation letter to an USPU teacher whose work you consider most deserving a thank-you letter.

UNIT XII. SELF-ACCESS TASKS

Section 1. Writer's Productivity Issues
(How to Make oneself start writing)

Read and test out ideas, suggested by Goodson, P. Becoming an academic writer: 50 exercises for paced, productive, and powerful writing. Los Angeles: Sage. 2013. (exercise 1-7). Be prepared to discuss:

What is *writing productivity?* Give a definition.

What is the purpose and structure of a *writing log?*

Take an interview of one academically productive member of teaching staff and one student (use the following questions as guideline):

- What does it take to get her/him to write (to begin and/or to continue)?
- . What keeps her/him away from writing?
- . What aspects of writing does s/he really enjoy?
- . What aspects of writing does s/he especially dislike?

Compare answers and report your findings.

Be prepared to present and discuss your own writing log (1 month duration) in class.

Section 2. Communicative Effectiveness
in Academic Discourse

1. E-mail correspondence and etiquette issues

Familiarize yourself with Appendix 3 from: Swales, J. M., and C. B. Feak. 1994. Academic writing for graduate students: Essential tasks and skills – A course for nonnative speakers of English. Ann Arbor: University of Michigan Press. **What are the 10 prerequisites of e-mail communication with people of higher status? (academic advisors and instructors?)** Which of those have you so far observed? Neglected?

Make a study of the following e-mail letter samples: which of the prerequisites are in evidence, which are violated?

1.Здравствуйте, Елена Сергеевна.

По поводу курсовой работы. Я вам её не присылаю потому, что у меня по одному из предметов проблемы с зачётом, которые уже сейчас затягиваются до следующего года. И если я зачёт в конечном итоге так и не получу, то есть не пройду на третий курс, то особого смысла в курсовой нет – в этом случае я не стану продолжать учёбу. Поэтому пока что я оставлю защиту курсовой на осень.

На днях вышлю вам остаток практического перевода.

2.Здравствуйте. Нужны задания для сдачи зачета (7 сем) и экзамена (8 сем) по ин.яз. Гарифуллина Юлия. 401 группа заочное отделение.

3. **Тема: Ответ:** Я напишу, конечно, только не знаю, как это делается. 17 июня 2016 г., 9:56 пользователь Елизавета <shustrovaev@mail.ru> написал: Виктория, доброе утро. Библиотека просит вашу аннотацию. Можно два предложения быстро написать?!

4. Я Вам высылаю предварительный вариант работы. У меня единственная возможность завтра съездить и сдать на кафедру курсовую, поэтому я сдам тот вариант, который есть (нужно было сдать 1го июня). Если этого делать не нужно без Вашего одобрения, напишите мне или сообщите по номеру +79530074744.
Спасибо!

5.Communicating with publisher/editor

Read: Worsham, L. 2008. "What editors want." Chronicle of Higher Education, September 8. http://chronicle.com/article/What-Editors-Want/45909; sum up recommendations, provided in this source. Do academic advisors 'want' similar things from you?

Conduct an interview with an editor of one of USPU refereed journals. Which recommendations turned out to be exactly the same? Have you learned anything else from these talks?

Read: Katherine Carter and Judy Aulette. Publish, don't perish: ten tips// English Teaching Forum, Vol.54, N 1, 2016. – P. 20-28. Rank tips suggested as to personal value; Make a list of 10 questions to cover the article and present them in class

2. Communicating your ideas to the Reader

Familiarize yourself with the article: Writing for the Reader: a problem-solution approach. By Tom Miller and Dee Parker. English Teaching Forum. Volume 35, No. 1 (1997).

sum it up in class.

Conduct a peer interview (one of contributors to annual students' conference proceedings volume); make use of *questions for writers and readers* (Figure 2) in the given article.

Section 3. Focus on Language workshop

Make use of Appendix 1 (donated by E.M. Basanova) and Swales, J. M., and C. B. Feak. 1994. Academic writing for graduate students: Essential tasks and skills—A course for nonnative speakers of English . Ann Arbor: University of Michigan Press; find detailed answers to the following questions:

1) What are the most common functions of indirect questions in academic writing?

2) What is the effect of 'scare quotes' in academic publications?

3) What are the functions of citations in RP? What tenses are used when introducing citations? Why?

4) What are the requirements for good RP titles?

5) What is the specificity of using articles in academic writing?

6) What are the most common Latin expressions referring to textual matters?

7) Do adjectives of praise and blame depend upon a field of study? (provide illustrations)

8) What is the role of personal pronouns *I/we* in constructing the writer's persona in RP? Point out cross-cultural differences in their use.

Be prepared to report your findings in class

Section 4. Mock examination

Get prepared to give extended answers to the following questions:

1. What are GS texts? In which spheres of academic communication are they most common?

2. General rules of building a definition. Sentence, extended contrastive and comparative definitions.

3. Write your own problem-solution text that includes a process description and, if possible, a definition.

4. What do you most commonly need in a data commentary?

5. *«It is important for students to learn to be confidently uncertain».* Explain the phrase. What are the linguistic tools for being 'confidently uncertain'?

6. What are 3 principal requirements of writing a GOOD summary (Swales, p.105-106)? What are comparative summaries?

7. 10) Find 2 articles on the same topic. Write a comparative summary.

8. What are functions of a critique as a take-away exam?

9. What is the difference in **methods** part of RP between sciences and education, social sciences, etc.? (see Swales p. 164).

10. What are the 3 moves of the Create-a-Research-Space rhetorical pattern? Do you think it is necessary to keep to that order when writing an RP, or is an author free to change that order to construct a more rhetorically effective paper?

11. What is the function of *limitations* in discussions?

12. *Introductions are like maps which help the driver start out in the right direction.* Is this simile effective in disclosing the function of an introduction? Express your viewpoint, be argumentative.

Section 5. Project work

1.Make use of ideas and procedures, suggested by: *Christine M. Tardy. Writing for the world: Wikipedia as an Introduction to Academic Writing // English Teaching Forum. – Vol.48 N 1, 2010* in order to draft, edit and submit your Wikipedia publication.

2.Make use of ideas and procedures, suggested by: *Ann Grigoryan and John Mark King. Adbusting: Critical Media Literacy in a Multi-Skills Academic Writing Lesson // English Teaching Forum. Volume 46, No. 4. 2008.* Familiarize yourself with adbusting sample and create one of your own, making use of *Ad analysis assignment*

Follow up for project work: write a reaction letter, addressed to authors of one of the articles, making comments on your experience of trying out their ideas and providing advice for improving (adapting) the procedure.

GLOSSARY

Актуальность исследования – positioning (showing that studies are relevant and significant and have some new contribution to make)

Аннотация – abstract

Благодарственное письмо (от организации *или* частного лица) – a letter of appreciation

Вклад в развитие темы – findings

Выступать модератором секции – to chair a section

Заявка на предоставление гранта – grant proposal

Заявки на участие (в конференции) принимаются до – submission date

Информационное письмо – a call for papers

Ключевые слова – keywords

Мотивационное письмо, письмо с изложением моти-вов – letter of motivation

Новизна работы – originality

Папка участника конференции – conference pack

Плагиат – plagiarism

Пленарный доклад – panel talk

Последний срок подачи материалов – deadline

Подготовка чернового варианта документа - drafting

Практическое значение работы – practical implications

Присвоение чужого исследования – appropriation

Рецензия – critical review

Сборник материалов конференции – a selection of papers, conference proceedings

Случайное совпадение формулировок и пр. – accidental similarity

Ссылочный аппарат исследования – attribution

Стендовый доклад – poster presentation

Тезисы доклада – conference abstract

Теоретическая база исследования (труды) – citation

Установление научных связей – professional networking

Шаблон документа – template

READING LIST AND RESOURCES

1.	Goodson, P. Becoming an academic writer: 50 exercises for paced, productive, and powerful writing. – Los Angeles: Sage, 2013 (exercise 1-7).

2.	Katherine Carter and Judy Aulette. Publish, don't perish: ten tips // English Teaching Forum. – 2016. – Vol. 54. – № 1. – P. 20-28.

3.	Miller, T., Parker, D. Writing for the reader: A problem-solution approach // English Teaching Forum 50 (3), 2012. – P. 21–27 (Orig. pub. 1997).

4.	Swales, J. M., Feak, C. B. Academic writing for graduate students: Essential tasks and skills – A course for nonnative speakers of English. – Ann Arbor: University of Michigan Press, 1994.

5.	Tardy, Christine M. Writing for the world: Wikipedia as an Introduction to Academic Writing // English Teaching Forum. – 2010. – Vol. 48. – № 1.

6.	Worsham, L. «What editors want» // Chronicle of Higher Education. – 2008. – September 8. – Режим доступа: http://chronicle.com/article/What-Editors-Want/45909.

Introduction to Academic Writing
Введение в научную коммуникацию