

Advanced Academic Writing Workbook

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# Chapter One - Academic Writing

*Work with a partner. You are A. Read aloud. Listen and write.*

Academic writing in one narrow sense, is scholarly writing for academics by academics, in order to advance knowledge. In another sense, it is anything that you write at school.

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## *Characteristics of academic writing*

### 1) Academic tone

Academic writing is formal, impersonal, usually third person, explicit, precise, and concise.

### 2) Audience

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### 3) Approach

Academic writing is not emotional; It is objective, analytical and critical. Arguments are explicit but also concise. The conclusion is deduced logically from the evidence you present.

### 4) Format

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### 5) Integrity

Honesty is the foundation of good academic work. You should also be trustworthy, fair, respectful, responsible, and courageous.

### 6) Point of view

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### 7) Referencing

The purpose of referencing is to acknowledge where your ideas come from. A well-referenced paper will also show the depth and breadth of your reading, support and strengthen your argument, and help the reader find the original if she wishes to do so.

### 8) Structure

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# Chapter One - Academic Writing

*Work with a partner. You are B. Listen and write. Read aloud.*

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Your goal for this course is to learn how to write a 1500-word academic paper which is typed and formatted correctly so that it may be published in an academic journal.

## *Characteristics of academic writing*

1) Academic tone

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2) Audience

Your audience is academic. It includes professors, researchers, teachers, and students.

3) Approach

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4) Format

You must format your paper according to the official style of the journal that you intend to publish with. For example, standard-sized paper, double-spaced, twelve-point Times New Roman, and one-inch margins on all sides.

5) Integrity

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6) Point of view

Most academic papers are written in the third person. The second person should be avoided, and the first person should be used only sparingly.

7) Referencing

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8) Structure

Most essays have three parts; an introduction, a body, and a conclusion. Academic papers have four distinct sections: the title page, an abstract page, essay pages, and a reference page or pages.

# Chapter One - Academic Writing

## What is a paragraph?

A paragraph is a single block of text which focusses on one topic, and is on average about five or six sentences long (100 to 150 words). Short paragraphs may be only one sentence long, but these are very rare in academic writing. A long paragraph may be up to 250 words in length. To indicate the beginning of a new paragraph, you should indent the first line using the tab key on your computer.

Each paragraph has a topic (what the writer is writing about), and a controlling idea (which tells us the writer's opinion about the topic). Sometimes the topic and controlling idea appear in the same sentence, a topic sentence, and sometimes they are separate.

## Academic writing and fiction

Read the following paragraphs. Try to identify the topic and the controlling idea of each one.

1)

Fashion is an essential part of human experience and an industry worth over \$1.7 trillion. Important choices such as hiring or dating someone are often based on the clothing people wear, and yet we understand almost nothing about the objective features that make an outfit fashionable. In this study, we provide an empirical approach to this key aesthetic domain, examining the link between color coordination and fashionableness. Studies reveal a robust quadratic effect, such that that maximum fashionableness is attained when outfits are neither too coordinated nor too different. In other words, fashionable outfits are those that are moderately matched, not those that are ultra-matched (“matchy-matchy”) or zero-matched (“clashing”). This balance of extremes supports a broader hypothesis regarding aesthetic preferences—the Goldilocks principle—that seeks to balance simplicity and complexity (Gray, Schmitt, Strohminger, & Kassam, 2014).

Topic: .....

Controlling idea: .....

.....

2)

Whoever has made a voyage up the Hudson must remember the Catskill Mountains. They are a dismembered branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height, and lording it over the surrounding country. Every change of season, every change of weather, indeed, every hour of the day, produces some change in the magical hues and shapes of these mountains, and they are regarded by all the good wives, far and near, as perfect barometers (Irving, 1819 / 1994).

Topic: .....

Controlling idea: .....

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What differences can you see between the two genres of writing?

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Tell your partner or group what you noticed.

# Chapter One - Academic Writing

## Choosing a topic

Below is a short list of broad topics:

- |                         |               |                   |               |
|-------------------------|---------------|-------------------|---------------|
| artificial intelligence | bullying      | climate change    | domestic news |
| euthanasia              | fashion       | globalization     | human rights  |
| immigration             | justice       | kindergarten      | literature    |
| minority groups         | nuclear power | obesity           | poverty       |
| quantitative easing     | refugees      | space exploration | technology    |
| university              | violence      | war               | xenophobia    |
| youth culture           | zoology       |                   |               |

Which of them look interesting to research and write about? Which ones don't? Circle three or four. Cross out two or three. Tell your partner why.

## My topics

Now, in pairs, or solo, write your own list.

- |        |        |
|--------|--------|
| a..... | n..... |
| b..... | o..... |
| c..... | p..... |
| d..... | q..... |
| e..... | r..... |
| f..... | s..... |
| g..... | t..... |
| h..... | u..... |
| i..... | v..... |
| j..... | w..... |
| k..... | x..... |
| l..... | y..... |
| m..... | z..... |

Which of them look interesting to research and write about? Which ones don't? Circle three or four. Cross out two or three. Tell your partner why.

# Chapter One - Academic Writing

## *Academic writing style*

Academic writing is:

- accurate; the grammar will be perfect,
- precise; words will be chosen carefully,
- explicit: stated clearly and in detail,
- concise; brief but comprehensive

## *Definition paragraphs*

Below are two definition paragraphs from articles on the *Wikipedia Foundation* website. For each one, circle the topic, underline the controlling idea, and draw square brackets around supporting sentences.

1)

Bullying is the use of threatening behavior or force by one or more people to intimidate or dominate another person. Such behavior is often repeated to the extent that it becomes a habit. The victim of bullying feels an imbalance of power to that of the aggressor. Bullying can range from verbal harassment to physical assault or abuse. A rationalization of bullying by the bully may include differences in social status, religion, class, gender, sexual orientation, behavior, appearance, personality, body language, strength, size, or ability (“Bullying”, n.d.).

2)

War is armed conflict between large groups of people, such as countries or regions. Typically, war uses regular or irregular military force to destroy property or kill people. Total war includes targets that are not accepted as legitimate by international law, and can result in a great number of civilian casualties. Some scholars believe that war is an ancestral and universal aspect of human nature. Others, however, believe that it is the result of socio-cultural or ecological circumstances (“War”, n.d.).

Did you notice the structure? Both are typical of definition paragraphs. The first sentence is usually the topic sentence. This is followed by several supporting sentences, and the final sentence may or may not be a concluding sentence. One paragraph is one topic.

## *References*

- Bullying. (n.d.). In *Wikipedia*. Retrieved March 14, 2017, from <https://en.wikipedia.org/wiki/Bullying>
- Irving, W. (1994). *Rip van Winkle*. New York, NY: Derrydale. (Original work published 1819)
- Gray, K., Schmitt, P., Strohminger, N., & Kassam, K. S. (2014). The science of style: In fashion, colors should match only moderately. *PLOS ONE*, *9*(7), e102772. <https://doi.org/10.1371/journal.pone.0102772>
- War. (n.d.). In *Wikipedia*. Retrieved March 14, 2017, from <https://en.wikipedia.org/wiki/War>

# Chapter One - Academic Writing

## *Definition paragraph writing*

In groups, choose one different topic each from the list below.

- |                |            |               |              |
|----------------|------------|---------------|--------------|
| climate change | euthanasia | globalization | human rights |
| minority group | poverty    | refugee       | xenophobia   |

Can you define it in your own words? If not, you may use a dictionary or encyclopedia to help you, but you should avoid copying directly from it. (One copied sentence, or even one modified copied sentence may be construed as plagiarism. Identical strings of five words or more found in your assignment and in the original may be regarded as suspicious). If you paraphrase a source, then you must cite it. You should write about 100 to 150 words. Remember to indent the first line of your paragraph.

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If you used a dictionary or encyclopedia, which one did you use?

Source: .....

Now read it to your group.

Give your paragraph to a partner and ask her to circle your topic, underline the controlling idea, and put square brackets around supporting sentences.



# Chapter Two - Finding and Evaluating Sources

## How do you find academic sources?

If you are a student or a scholar, the best place for finding academic journals, research papers and articles is probably your university library. It is there to serve the educational objectives of the various departments on campus, so it should give you access to databases and have some relevant journal subscriptions that will allow you to access many articles for free. If you have access to a public library, it will also have some journals, books and magazines, which may be useful for your research. If you do not have access to a library, you may be able to do some research online, but you should be very careful about what you find.

## Types of sources

Sources can be divided into three main categories: primary, secondary and tertiary. Primary sources are the original sources of information about a topic. They include historical documents, statistical data, novels, photographs, works of art, audio and video recordings, speeches, diaries, interviews, and the results of experiments. Secondary sources discuss or interpret primary sources. They can be articles in newspapers or magazines, book reviews, or articles in journals which analyze or evaluate someone else's original research. Tertiary sources are summaries of a topic which may contain both primary and secondary sources. An example of a tertiary source would be an encyclopedia, a dictionary, or a textbook.

Write down one specific example of a primary source, a secondary source, and a tertiary source.

primary source .....  
secondary source .....  
tertiary source .....

In groups, tell each other your examples.

## Academic journals

In academic writing, if you want your thesis to be strong, you should support it with scientific evidence and expert opinion, such as those found in academic journals. [Wikipedia](#) maintains a [list of academic journals](#) on its website. Find the list, browse it, and write down the titles of three journals that interest you for your research.

Were you able to access the full articles freely, or just the abstracts?

- 1) ..... full articles    abstracts only
- 2) ..... full articles    abstracts only
- 3) ..... full articles    abstracts only

## Traditional media

What you read in newspapers and magazines, watch on television, and hear on the radio may not necessarily be accurate. You should consider the mission and purpose of the media company, try to understand the whole story not just the headlines, research the people behind it to see if they are real and credible, check the date, assess supporting documents, look for conflicts of opinion, review your own biases, and seek out alternative independent sources that may help to confirm or deny the veracity of the report.

## Chapter Two - Finding and Evaluating Sources

### *Reliable traditional media sources*

Complete the chart below with sources that you believe to be reliable.

	My Country	The USA	The UK
TV Station			
Radio Station			
Newspaper			
Magazine			

Now discuss your choices within your group. Do you all agree with each other?

### *The Internet*

The Internet is not regulated for quality or accuracy and almost anyone can publish anything that they want. Consequently, it is the responsibility of the user to find appropriate sources efficiently and evaluate them wisely.

### *Searching the Internet*

Whenever you query an Internet search engine, the results that are returned may be commercial (who has paid the most for your search terms), or ranked by relevance, or based on your previous search history. One way to improve the quality of your queries is by restricting your search to a specific domain. For example, '.gov' is used by government agencies of the United States, and '.edu' is used by its affiliated institutions of higher education.

What are the Internet domain suffixes for your country?

government: .....

education: .....

### *Domain restricted search queries*

The search term, "site:" will allow you to narrow your searches to specific sites or domains. For example, "site:.gov reagan cold war" should return a list of links about Ronald Reagan and his role in the Cold War written or endorsed by the United States government.

Similarly, "site:.ac.uk brexit" should return a list of links about the departure of the United Kingdom from the European Union written by academics of British Universities.

The query, "site:.gutenberg.org shakespeare" will return books written by Shakespeare on the Project Gutenberg website, and "site:facebook.com smith" will probably return actor Will Smith's and singer Sam Smith's personal Facebook pages.

## Chapter Two - Finding and Evaluating Sources

If you were researching how globalization has affected Japan and you wanted to restrict your results to only publications of American universities, what would you type as your search engine query?

"Site:....."

Try it out online. What search results were returned?

Now write one of your own. Choose a specific domain or site and your own search term.

Write your search query below. Then try it out online.

"Site:....."

What search results were returned?

### *Other useful search tips*

1)

To search for an exact phrase, use quotations marks. For example, "Nobel Peace Prize 2017" will exclude other Nobel awards, other peace prizes, and other years; The exact phrase will be returned in your results.

2)

Use an asterisk (\*) to search for unknown words. For example, "greatest \* in the world", will return a variety of items being referred to in connection with being the greatest in the world.

3)

Put a minus sign in front of a word that you want to leave out. For example, "golf -car" will return information about golf but not cars.

4)

To search social networking services, put @ in front of the organization. For example, "donald trump @facebook" should return President Trump's Facebook page and also his son's.

5)

Put "AND" between two words if you are searching for both of them. For example, "clinton hillary AND bill" will return information about both Hillary Clinton and Bill Clinton, but not either.

6)

If you want your search query to be in the web page title, use "ti:". For example, "ti:catcher in the rye" should return links with "Catcher in the Rye" as part or all of the title page.

Now try three search queries of your own using the tips above.

search query 1: .....

search query 2: .....

search query 3: .....

How were your results? Discuss what you tried, and what you discovered within your group.

## Chapter Two - Finding and Evaluating Sources

### Academic search engines

Wikipedia maintains a list of academic databases and search engines. Browse the discipline column of this list and review one that relates to your research interest.

Which one did you review? .....

Was it useful? .....

Why or why not? .....

### Using Wikipedia for research

*Wikipedia* is a common starting point for researchers hoping to get a general overview about a specific topic. Its purpose is clearly scholarly as it is an encyclopedia. However, because it can be edited by anyone, it is not considered a credible or authoritative source.

One possible academic use of *Wikipedia* would be to click on the references at the end of the page. If these links lead to academic articles or journals, you may cite them in your paper. Find an article on *Wikipedia* about a topic that you are interested in.

What is the title of your Wikipedia page? .....

Click on some of the reference links at the bottom of the page. Are they academic sources?

What is the title of one academic article that you found by clicking on the reference links?

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### A cited reference search using Google Scholar

Access Google Scholar.

In the late 1960s and early 1970s, Stanford University Professor Walter Mischel ran a series of experiments about about delayed gratification. What is the title of this 1972 paper?

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How many scholars cite this study? .....

What is your favorite book? .....

How many scholars cite your favorite book? .....

Click on the "Cited by (number)" link.

Click the checkbox, "Search within citing articles" at the top of the page.

Enter a new search term to search within scholarly articles about your favorite book.

What is the title of one of the articles which cites your favorite book?

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## Chapter Two - Finding and Evaluating Sources

How many scholars cite the article you just found? .....

Click on the "Cited by (number)" link and search again using a different search term.

What is the title of one of the papers which is returned in your search results?

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In summary, clicking on references at the end of an article will take you back in time to older articles which the author has referred to in her paper. Conversely, a cited reference search allows you to move forward in time by finding topic specific articles which cite an older article. You may also notice that you can select a year, or custom period of time, to refine your search when performing a cited reference search.

Now review with your partner what you have just learned about searching for academic articles.

### *Evaluating sources*

Is the newspaper article or web page or blog you just read really academic? Use the checklist below to determine its credibility and quality.

#### *Evaluating Sources Checklist*

##### *Purpose*

- Is it written well, with no mistakes?
- Is the article at least a few pages long?
- Is there a list of references?
- Is the article cited in other scholarly texts?

##### *Authority*

- Is the author an expert, or is it written by a respected organization?
- Does the publisher have a reputation for credibility?

##### *Audience*

- Is it written for academics?
- Is it written for intelligent people?

##### *Objectivity*

- Is the information presented objectively?
- Does the author avoid using emotional or biased language?

##### *Accuracy*

- Can the information in the article be verified by other sources?
- Are the references reliable?

##### *Currency*

- Does the article have a date?
- Is the information up-to-date?

If you can answer "yes" to most of these questions, you have a good academic source.

# Chapter Two - Body Paragraph Writing

## *Body paragraph writing.*

Last chapter, you wrote a definition paragraph about one topic. Today you and your two partners will write three paragraphs in total about the same topic (one paragraph each).

Take a look at the general topics on page four again and choose one together. Make your general topic specific. Choose three sub-topics from within your specific topic. Write about one of them.

General topic: .....

Specific topic: .....

Sub-topic A: ..... Sub-topic B: .....

Sub-topic C: .....

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If you researched your topic, what was your source?

Source: .....

When you have finished, read your paragraphs aloud within your group.

## Chapter Three - Thesis Statements

### *What is an academic topic?*

Academic writing concerns topics and questions that are of interest to the academic community. It is written by scholars for other scholars. If you are attending a college now, you are considered a scholar.

The purpose of academic writing is to generate new knowledge, either by introducing completely new ideas, or by assimilating the ideas of others with one's own to present information in a unique or interesting way.

If your topic is too broad, it will be difficult to generate new ideas. Therefore, you should make your topic narrow.

### *Narrow the topic*

#### *Example A*

- 1) Human Rights
- 2) Universal Declaration of Human Rights Article 26 (Everyone has the right to education)
- 3) The Right to Education in Pakistan
- 4) Girls' Education in Pakistan

#### Research Idea:

I read children's and women's rights activist Malala Yousafzai's autobiography recently (*I am Malala*). I want to investigate why many Pakistani girls can not get a good education whereas other Muslim countries' girls do.

#### *Example B*

- 1) Literature
- 2) British literature
- 3) The novels of Beatrix Potter
- 4) recurring themes in the tales of Beatrix Potter

#### Research Idea:

I read Beatrix Potter as a child. I want to try to find out the reasons why Potter had her animal characters dressed in clothes and discover other themes after rereading her books.

#### *Example C*

- 1) Politics
- 2) American Politics
- 3) President Trump's opinions

#### Research Idea:

Many people believe that President Trump's opinions are abrasive. Are they a threat to world peace?

# Chapter Three - Thesis Statements

## *Narrow the topic*

Below is a list of general topics. Try to make them more and more specific. Stop when you think your topic is narrow enough to research and write an academic paper about it.

### A) culture

- 1 .....
- 2 .....
- 3 .....
- 4 .....

### B) environment

- 1 .....
- 2 .....
- 3 .....
- 4 .....

### C) food

- 1 .....
- 2 .....
- 3 .....

### D) health

- 1 .....
- 2 .....
- 3 .....

### E) society

- 1 .....
- 2 .....
- 3 .....



## Chapter Three - Thesis Statements

### *Thesis statement examples*

Thesis statements have a topic and a controlling idea. The topic is a neutral subject. The controlling idea (or main idea or central idea) is what the writer expresses about the topic as an opinion.

### *Topics and controlling ideas*

For each thesis statement below, what is the topic? What is the controlling idea?

a) Malala Yousafzai's bravery in speaking up for her rights has done little to improve girls education in Pakistan, but her fund and legacy have given hope to many worldwide.

Topic: .....

Controlling idea: .....

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.....

b) The children's fantasy novels of Beatrix Potter reveal several things: a deep connection with nature, a regard for good manners, and a constant struggle between restriction and freedom.

Topic: .....

Controlling idea: .....

.....

.....

c) President Donald Trump's recent comments show that he cares little for Islam, women, or the environment, but it is his business dealings that will most likely cause him to fall from power.

Topic: .....

Controlling idea: .....

.....

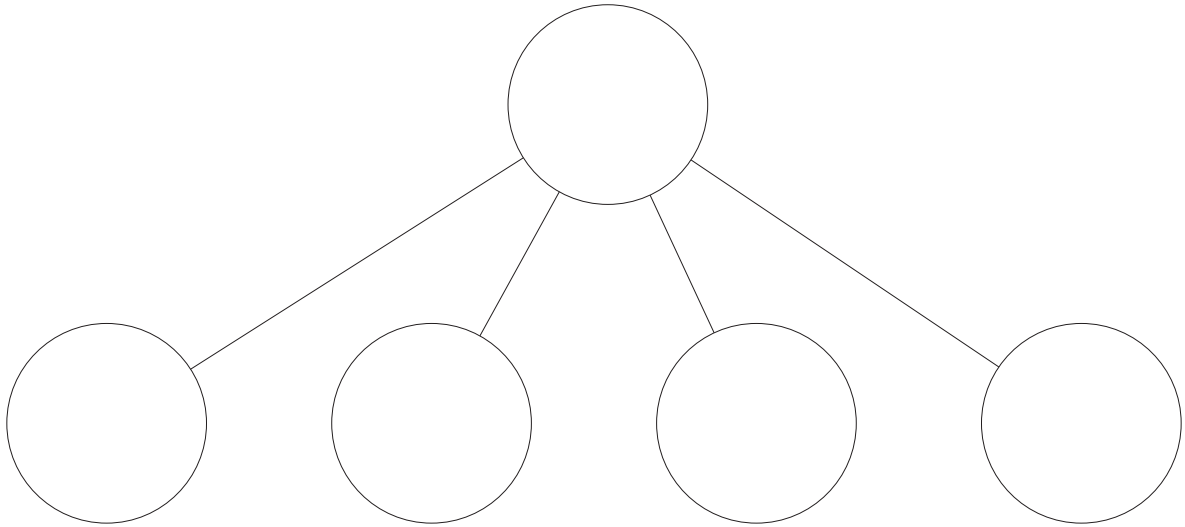
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## Chapter Three - Thesis Statements

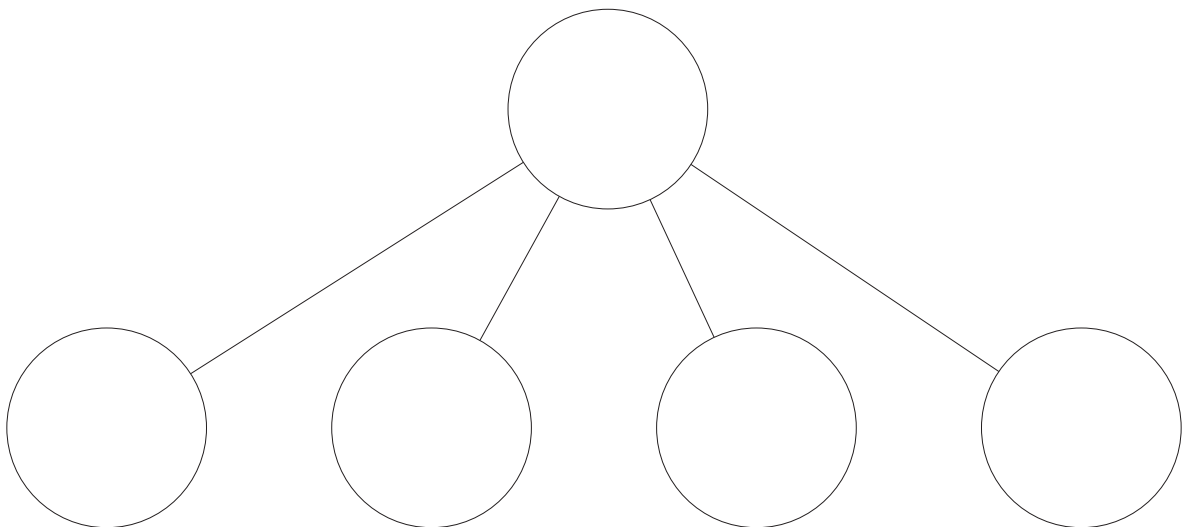
### *Thesis statements from concept maps*

Thesis statements often come from concept maps. Can you identify the topic and subtopics of a thesis statement?

Choose one of the thesis statement examples from page 15. Write the topic in the top circle, and the subtopics in the circles below.



Now choose one of your narrow topics from page 14 (the most narrow one). Write it in the top circle. Try to think of subtopics for the lower circles.



# Chapter Three - Thesis Statements

## *Thesis statements*

A thesis statement has a clear topic and a controlling idea. The controlling idea is your opinion of the topic, and it should be debatable; If your statement is a fact, or indisputable, your controlling idea is not debatable and your essay is not likely to be interesting.

A simplistic thesis statement would be: X is A. (I think X is A. In academic writing, it is conventional to express one's thesis as fact). "X" is my topic, and "A" is my controlling idea. Another type of thesis statement is the three-point statement: X is A, B and C. "X" is my topic, and the three points of my controlling idea will become three different body sections of my essay, A, B and C (X is Y because of A, B, C; Y is the controlling idea). Thesis statements should not be as simple as above, however. They should be complex.

In summary, thesis statements

- have a clear topic.
- have a controlling idea.
- are debatable.
- are complex.

## *Thesis statement practice*

For the concept map that you drew for your narrow topic on page 16, identify the topic and subtopics, and write a controlling idea.

Topic: .....

Subtopics: .....

Controlling idea: .....

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Write a thesis statement for it.

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Read your thesis statement to your partner.

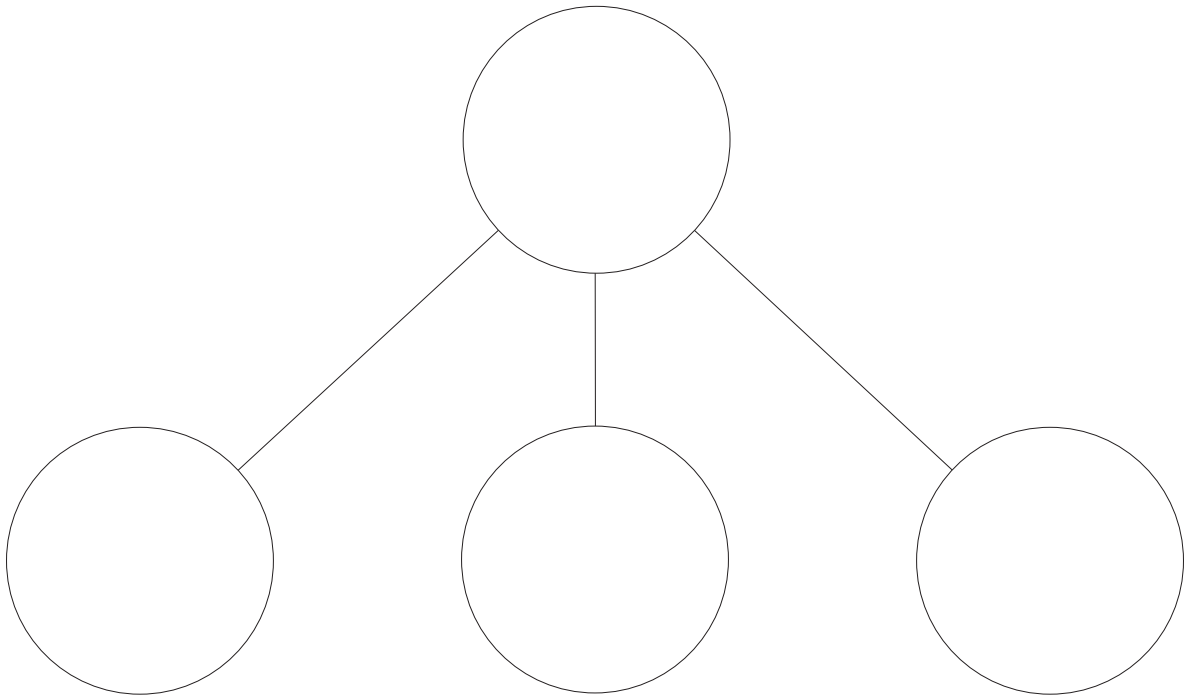
## Chapter Three - Final Paper Concept map

### *Final paper concept map*

Do you have an idea for a topic for your final paper? (Even if you don't, you may practice here).

Choose one narrow topic. Then try to identify valid or relevant subtopics. Three is ideal, but if this does not work for you, try another low number. Draw your concept map below.

Draw lines from circles to write ideas, examples, and detail. Add extra circles if you need them. Cross out circles that you don't use.



In the meantime, read, think, edit and re-edit your map. You should spend a long time working on this, and only when you can no longer improve your map should you consider starting to write your essay.

Show your rough concept map to your partner or group. Do you think you could write an academic paper based on your map above? Why or why not?

## Chapter Four - Academic Integrity

### *Academic integrity*

In 1999, the International Center for Academic Integrity identified five positive traits as core values of academic integrity. They were honesty, trust, fairness, respect, and responsibility.

What do these fundamental values mean to you as a college student?

Write one or two sentences about each one.

1) honesty

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2) trust

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3) fairness

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4) respect

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5) responsibility

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In 2013, *courage* was added to the list. What does *courage* mean to you as a college student?

6) courage

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Now read your sentences in groups of three or four.

## Chapter Four - Academic Integrity

### *What is plagiarism?*

Plagiarism is the act, whether it be intentional or not, of taking another person's work or ideas that leads people to believe that the work or ideas are one's own. Intentional acts of plagiarism include buying an academic paper, or falsification or fabrication of data. Unintentional acts of plagiarism are due to ignorance and include failing to attribute a source (even one's own), and misattribution.

### *Why do people plagiarize?*

Some people plagiarize because they are ambitious and want a good grade. Others procrastinate and plagiarize when a deadline is looming. A few people copy because they lack confidence in their own writing. The most common reason for plagiarism, however, is ignorance of what plagiarism is and not knowing how to avoid it.

### *How to avoid plagiarism*

Ideally, you should start your assignment as early as possible. Bookmark online resources that you refer to in a designated folder, and keep notes about what you read in an organized file or log book. When you write your paper, it should be very clear to the reader what ideas belong to others, because you cite them properly, and what opinions are your own because of the absence of attribution.

### *What information do I need to include in a citation within my text?*

In order to cite other people's work, you should remember to include the following three pieces of information in the text of your paper:

- The author's family name
- The year when it was published
- A direct quotation of the author's exact words including quotation marks (and a page number if citing a printed source), or a paraphrase or a summary of the original work in your own words

### *A brief introduction to APA style*

If you submit your paper for publication, you will be asked to format your article in a specific way, and there are several styles all of which have their own different and conflicting formats.

This textbook will refer to only one style, APA, the style of the American Psychological Association (2009). APA, like other editorial styles, consists of rules or guidelines that ensure a clear and consistent presentation format of written material within an academic journal.

Here is an example of a direct quotation and a paraphrase in APA style:

Direct quotation: Crick states that "it is notoriously difficult to define the word *living*" (1966, p. 3).

Paraphrase: Defining the word *living* is by no means an easy thing to do (Crick, 1966).

What is the difference between a direct quotation and a paraphrase?

.....  
How would you paraphrase the direct quotation by Crick above? Use APA format.  
.....

## Chapter Four - Academic Integrity

### *What is considered as plagiarism?*

The following are all examples of plagiarism:

- 1 You write an idea, without attribution, that is not your own original idea.
- 2 You copy a sentence or phrase without attributing the original author.
- 3 You copy a sentence or phrase with attribution, but change a few words for synonyms.
- 4 You copy a sentence or sentences, with attribution, but change the order of the phrases.
- 5 Your paraphrase, with attribution, has a long string of words identical to the original.

### *What is not plagiarism?*

The following would not be considered as examples of plagiarism:

- a You copy a phrase, sentence, or sentences, include quotation marks, and cite the original author, date of publication and page number (for offline sources).
- b You paraphrase or summarize an author's original idea in your own words, and cite the author and date of publication.
- c You write something which is accepted as common knowledge.

### *Acceptable citation practice*

Original quotation

We can invest enormous time and energy in serious efforts to know another person, but in the end, how close can we come to that person's essence? We convince ourselves that we know the other person well, but do we really know anything important about anyone?

Check the box if you think that the citation is accurate and acceptable.

- 1  We can devote colossal time and energy in genuine efforts to know another person, but finally, how close can we come to that person's nature? (Murakami, 1998)
- 2  We convince ourselves that we know the other person well, but we don't really. We invest time and energy in efforts to know someone, but finally we know nothing (Murakami, 1998).
- 3  Murakami states that even though we try our best to know someone, in the end we can never really know a person's true spirit, even if we believe that we do (1998).
- 4  "We can invest enormous time and energy in serious efforts to know another person, but in the end, how close can we come to that person's essence?" (Murakami, 1998, p. 54).
- 5  Murakami claims that we can convince ourselves that we know the other person well, but do we really know anything important about anyone? (1998).
- 6  "We can invest enormous time and energy in serious efforts to know another person, but in the end, how close can we come to that person's essence?" (1998, p. 54).

## Chapter Four - Academic Integrity

### Direct quotation citation practice

If you were to cite a direct quotation, in part or in full for an academic paper, how would you do it? Remember to include quotation marks, the author's family name, the year, and the page number.

1) From page 525 of J.K. Rowling's *Harry Potter and the Goblet of Fire*, published in 2000.

If you want to see the true measure of a man, watch how he treats his inferiors, not his equals.

.....  
.....  
.....

2) From page 1 of Jane Austen's *Pride and Prejudice*, originally published in 1813, and republished in 2008. The version you are citing from is the one published in 2008.

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

.....  
.....  
..... (Austen , 1813 / 2008, p.1).

3) From page 17 of F. Scott Fitzgerald's 1925 novel, *The Great Gatsby*, republished in 2004. The version you are citing from is the modern one.

I hope she'll be a fool — that's the best thing a girl can be in this world, a beautiful little fool.

.....  
.....  
.....

In groups, show each other your direct quotation citations. Are they in APA format?

### Paraphrase

When you paraphrase, you should try to reflect the original idea of the author as close as possible by using your own words. The length of a paraphrase should be similar in word count to the original. Remember to include the author's family name and year in parentheses in your citation. You do not use quotation marks, since you are paraphrasing, and a page number is not necessary since you are not quoting directly.



# Chapter Four - Academic Integrity

## Paraphrase citation practice

From page 10 of Barack Obama's, *The Audacity of Hope: Thoughts on Reclaiming the American Dream*.

I believe in evolution, scientific inquiry, and global warming; I believe in free speech, whether politically correct or politically incorrect, and I am suspicious of using government to impose anybody's religious beliefs — including my own — on nonbelievers.

.....

.....

.....

.....

Show your paraphrase to a partner. Is it a legitimate APA in-text citation?

## Summary as paraphrase

A summary is similar to a paraphrase because the writing is one's own words. The difference between a summary and a paraphrase is that a summary is much shorter than the original. For example, you might summarize an academic paper or a novel in one paragraph, or one paragraph of an article or a story in one sentence.

## Review

There are three different ways of citing another person's ideas in academic writing. They are by direct quotation, paraphrase, or summary. In groups, review each one.

## References

Every in-text citation should be matched with a full reference at the end of your paper. Below are the references for this chapter's citations. What do you notice about them? Discuss with a partner or within your group.

### References

American Psychological Association. (2009). *Publication manual of the American psychological association (6th ed.)*. Washington, DC: Author.

Austen, J. (2008). *Pride and prejudice*. Harlow, England: Pearson Education. (Original work published 1813)

Crick, F. (1966). *Of molecules and men*. New York, NY: Prometheus Books.

Fitzgerald, F. S. (2004). *The great Gatsby*. New York, NY: Scribner. (Original work published 1925)

International Center for Academic Integrity. (2013). Fundamental values project. Retrieved March 15, 2017 from [http://www.academicintegrity.org/icai/assets/Revised\\_FV\\_2014.pdf](http://www.academicintegrity.org/icai/assets/Revised_FV_2014.pdf)

Murakami, H. (1998). *The wind-up bird chronicle*. (J. Rubin, Trans.). New York, NY: Vintage Books.

Obama, B. (2008). *The audacity of hope: Thoughts on reclaiming the American dream*. Edinburgh, Scotland: Canongate Books.

Rowling, J. K. (2000). *Harry Potter and the goblet of fire*. New York, NY: Scholastic Press.



## Chapter Five - In-text Citations

### *Why should I cite other sources?*

The reason why you must cite your sources in an academic paper is not just to avoid being charged with plagiarism. It is also to demonstrate that you have read and become well informed about your topic. In order to strengthen your thesis, your sources should be scholarly, and ideally from well-respected peer reviewed journals. If your paper is for publication, you should only use such primary and secondary sources. If your assignment is a term paper, then perhaps tertiary sources such as dictionaries, textbooks, and encyclopedias may also be acceptable. This chapter will introduce the APA format for in-text citations for such sources.

### *What should I include in my in-text citation?*

As mentioned previously, you will need to cite the author's family name and year, and also a page number if the citation is a direct quotation from a printed source.

### *APA in-text citation guidelines*

The *Publication Manual of the American Psychological Association* (2009) is a comprehensive style guide for citing and referencing in APA format.

Below is a brief introduction to in-text citations in APA style.

#### Author

- 1) If the author is a person, cite the author's family name.  
For example, (Shakespeare), (Twain), (Hawking).
- 2) If the author is an organization, cite the organization.  
For example, (United Nations), (World Health Organization), (World Bank).
- 3) If the author is not known, cite the title (or shortened title if long) of the article, in headline style, in quotation marks.  
For example, ("Trump To Lift Ban"), ("Peace Economics"), ("Autism Not Linked").

Notice the headline case for citations without an author. You should capitalize all words apart from articles (a, an, the), conjunctions (for, and, as, nor, but, or, yet, so) and prepositions of less than four letters (at, by, of, up, to, in, on).

#### Date

- 1) If the date is known, cite the year.  
For example, (1996), (2008), (2017).
- 2) If the date is unknown, use *n.d.*, which stands for *no date*. Use sparingly.  
For example, (n.d.).

#### Direct Quotations

- 1) If the quotation is in print, cite the page number.  
For example, (p.14), (p. 171), (p. 525).
- 2) If the quotation is online, cite the paragraph number.  
For example, (para 1), (para 5), (para 12).

To make sure that your in-text citations are correct, you should make it a habit to consult the *Publication Manual of the American Psychological Association*.

# Chapter Five - In-text Citations

## APA In-text citation matching exercise

What happens if you have to cite the same paper in your assignment more than once, or the article was written by more than one author, or there is no author? Try to match the in-text citations with their respective types of work.

- 1 ..... (Isaacson, 2015) ... (Isaacson, 2015)
- 2 ..... (Murakami, 2000) ... (Murakami, 2005)
- 3 ..... (Dunne, Smith & Willenbockel, 2005)
- 4 ..... (Ellis, 1990; Long, 1988)
- 5 ..... (Takahashi et al., 2007)
- 6 ..... (World Bank, 2015)
- 7 ..... (“US Supreme Court Blocks Ruling”, 2016)
- 8 ..... (Geim & Novoselov, 2007)
- 9 ..... (“Fast Fashion”, n.d.)
- 10 ..... (Golding, 2016)

- a a work by one author
- b a work by two authors
- c a work by three to five authors
- d a work by six or more authors
- e you cite the same work more than once in your assignment
- f two or more works as evidence for one idea
- g two or more works by one author
- h an organization is the author
- i the author is unknown
- j there is no author and no date

## My in-text citations

Write in-text citations for the following. (They should not be imaginary).

- 1 a book by one author .....
- 2 a newspaper article .....
- 3 a work written by an organization .....
- 4 an article in an online encyclopedia .....
- 5 two works as evidence for one idea .....
- What idea is it? (try *Google Scholar*) .....

# Chapter Five - In-text Citations

## Reporting verbs

You may also refer to the ideas of others by citing the author within your text and using a reporting verb, such as the ones below.

Your writing will be more interesting if you use a variety of reporting verbs.

argue	assert	believe	comment	conclude	confirm
consider	demonstrate	deny	discuss	hint	hypothesize
illustrate	imply	indicate	maintain	negate	propose
reflect	refute	reject	report	reveal	signal
state	validate	verify	wonder		

Sort the reporting verbs above into synonym groups below. (Some words may belong to more than one group, so you may have a different yet still acceptable solution to your partner).

1) doubt

.....

2) prove

.....

3) say

.....

4) show

.....

5) suggest

.....

6) support

.....

7) think

.....

Now check with each other.

Which group was the most difficult to classify for you?

.....

# Chapter Five - In-text Citations

## *How to use reporting verbs*

If you cite the author within the body of your text, you will not need to include the author's name in parentheses. Citations using reporting verbs can make your writing more cohesive and easier to read.

Examples of direct quotes:

Murakami states that "only the dead stay seventeen forever" (2000, p. 37).

Issacson (2011) quotes Steve Jobs when he states that "one way to remember who you are is to remember who your heroes are" (p. 328).

Examples of paraphrase:

Dunne, Smith & Willenbockel (2005) indicate that ...

The World Bank reports ... (2001).

Piggy wonders whether he is a human, or an animal, or a savage (Golding, 2016).

## *Direct quotation practice*

Write a direct quote, using quotation marks, in APA style. Cite the author within your text and include a reporting verb (see page 27). Cite the year and page number within parentheses.

.....  
.....

## *Indirect quotation practice (paraphrase)*

Write an indirect quotation (paraphrase) in APA style. Cite the author within your text and include a reporting verb. There is no need for quotation marks nor a page number since you are paraphrasing.

.....  
.....

## *Longer paraphrase practice*

Copy two or three sentences from an article or book exactly as they are written.

.....  
.....  
.....  
.....  
.....

## Chapter Five - In-text Citations

Use APA style to paraphrase what you have just copied on page 28. Cite the author as part of your text and include a reporting verb. Write the year in parentheses. (Remember not to copy directly from the original).

.....

.....

.....

.....

.....

### References and Review

Below are the corresponding references for the in-text citations of this chapter. (You will learn more about referencing in the following chapter). What do you notice about them? Discuss with a partner or within your group.

When you have finished, review the chapter, too.

#### References

- American Psychological Association. (2009). *Publication manual of the American psychological association (6th ed.)*. Washington, DC: Author.
- Dunne, J. P., Smith, R. P., & Willenbockel, D. (2005). Models of military expenditure and growth: A critical review. *Defence and Peace Economics, 16*(6), 449-461. doi:10.1080/10242690500167791
- Ellis, R. (1990). *Instructed second language acquisition*. Oxford, England: Basil Blackwell.
- Fast fashion. (n.d). In *Wikipedia*. Retrieved March 9, 2017, from [https://en.wikipedia.org/wiki/Fast\\_fashion](https://en.wikipedia.org/wiki/Fast_fashion)
- Geim, A. K., & Novoselov, K. S. (2007). The rise of graphene. *Nature Materials, 6*(3), 183-191. doi:10.1038/nmat1849
- Golding, W. (2016). *Lord of the flies*. Falls Village, CT: Hamilton Books.
- Long, M. (1988). Instructed interlanguage development. In L. Beebe (Ed.), *Issues in second language acquisition* (pp. 355–373). New York, NY: Newbury House.
- Isaacson, W. (2015). *Steve Jobs*. London, England: Abacus.
- Murakami, H. (2000). *Norwegian wood*. (A. Birnbaum, Trans.). New York, NY: Vintage International.
- Murakami, H. (2005). *Kafka on the shore*. (P. Gabriel, Trans.). New York, NY: Alfred A. Knopf.
- Takahashi, K., Tanabe, K., Ohnuki, M., Narita, M., Ichisaka, T., Tomoda, K., & Yamanaka, S. (2007). Induction of pluripotent stem cells from adult human fibroblasts by defined factors. *Cell, 131*(5), 861–872. <https://doi.org/10.1016/j.cell.2007.11.019>
- US Supreme Court blocks transgender toilet ruling. (2016, August 03). Retrieved March 15, 2017, from <http://www.bbc.com/news/world-us-canada-36971310>
- World Bank. (2015). *World development indicators 2015*. Washington, DC: Author.





## Chapter Six - References

### References

In-text citations tell the reader about the sources you are citing, but they are not sufficient standing alone. In order for her to be able to access the original article in full at a library, you should include a reference section at the end of your paper, and provide full APA formatted references to match each in-text citation.

Below are some in-text citations from one academic paper (Coxhead, 2000) together with their corresponding references. Check that each in-text citation has a reference and each reference has a citation.

### *Academic paper in-text citations examples with reference list*

- 1 This article describes the development and evaluation of a new academic word list (Coxhead, 1998), which was compiled from a corpus of 3.5 million running words of written academic text by examining the range and frequency of words outside the first 2,000 most frequently occurring words of English, as described by West (1953)...
- 2 The GSL has been criticised for its size (Engels, 1968), age (Richards, 1974), and need for revision (Hwang, 1989). ...Research in corpus linguistics (Biber, 1989) has shown that the linguistic features of texts differ across registers...
- 3 Psychology and sociology texts were placed in the arts section on the basis of Biber's (1989) finding that texts from the social sciences (psychology and sociology) shared syntactic characteristics with texts from the arts...
- 4 The corpus analysis programme Range (Heatley & Nation, 1996) was used to count and sort the words in the Academic Corpus...
- 5 The first research question asked which lexical items beyond the first 2,000 in West's (1953) GSL occur frequently across a range of academic texts....Courses that involve direct attention to language features have been found to result in better learning than courses that rely solely on incidental learning (Ellis, 1990; Long, 1988).

### References

- Biber, D. (1989). A typology of English texts. *Linguistics*, 27, 3–43.
- Coxhead, A. J. (1998). *An academic word list* (English Language Institute Occasional Publication No. 18). Wellington, New Zealand: Victoria University of Wellington.
- Ellis, R. (1990). *Instructed second language acquisition*. Oxford, England: Basil Blackwell.
- Engels, L. K. (1968). The fallacy of word counts. *International Review of Applied Linguistics*, 6, 213–231.
- Heatley, A., & Nation, P. (1996). Range [Computer software]. Wellington, New Zealand: Victoria University of Wellington. (Available from <http://www.vuw.ac.nz/lals>)
- Hwang, K. (1989). *Reading newspapers for the improvement of vocabulary and reading skills*. Unpublished master's thesis, Victoria University of Wellington, New Zealand.
- Long, M. (1988). Instructed interlanguage development. In L. Beebe (Ed.), *Issues in second language acquisition* (pp. 355–373). New York: Newbury House.
- Richards, J. (1974). Word lists: problems and prospects. *RELC Journal*, 5(2), 69–84.
- West, M. (1953). *A general service list of English words*. London, England: Longman, Green.

## Chapter Six - References

### *What should be included in APA style references?*

Generally speaking, you will need to include who, when, what, and where, in that order, for each reference. For different types of sources, the information will be slightly different, however.

### *Books*

Author (last name, initials only for first & middle names)  
Publication date (the year of publication)  
Title in italics, sentence case (capitalize only the first word of title and proper nouns)  
Place of publication  
Publisher

### *Articles from print periodicals (journals, magazines and newspapers)*

Author (last name, initials only for first & middle names)  
Date of publication of article (year and month for monthly publications; year, month and day for daily or weekly publications)  
Title of article, sentence case  
Title of publication, in italics, headline case (capitalize all major words and all words longer than three letters)  
Volume number in italics, and issue number, if given  
Page numbers of article

### *Articles in online journals, magazines and newspapers*

Author (last name, initials only for first & middle names)  
Date of publication of article  
Title of article, sentence case  
Title of publication in italics, headline case  
A DOI (digital object identifier), or if not, a URL (web address)

### *Websites*

Author (if known)  
Date of publication, copyright date, or date of last update  
Title of web page  
Owner of website (in italics)  
Date you accessed the information (especially if the information is likely to change)  
A URL

### *Other*

For other sources, check the publication manual of the American Psychological Association (2009), or search the APA Style Blog, its official companion.

## Chapter Six - References

### Reference consciousness raising activity

Here is a list of ten references formatted in APA style.

- 1 Ballard, J.G. (2005). *Empire of the sun*. New York, NY: Simon & Schuster Paperbacks. (Original work published 1984)
- 2 Kulish, N., & Santos, F. (2017, March 8). Illegal border crossings appear to drop under Trump. *The New York Times*. Retrieved March 8, 2017, from <https://www.nytimes.com/2017/03/08/us/trump-immigration-border.html>
- 3 Mishima, Y. (1999). *The sailor who fell from grace with the sea*. (J. Nathan, Trans.). Sydney, Australia: Vintage.
- 4 Nisei. (n.d.). In *Dictionary.com*. Retrieved March 9, 2017, from <http://www.dictionary.com/browse/nisei>
- 5 Ong, C. (2010). The heritage-scape: UNESCO, World heritage, and tourism. *Journal of Heritage Tourism*, 5(3), 245-246. doi:10.1080/17438731003696339
- 6 Piaget, J. (1964). Part I: Cognitive development in children: Piaget development and learning. *Journal of Research in Science Teaching*, 2(3), 176-186.
- 7 Plath, S. (2000). *The unabridged journals*. K. V. Kukil (Ed.). New York, NY: Anchor Books.
- 8 Reed, C., & Korda, A. (Producers), & Reed, C. (Director). (1949). *The third man* [Motion picture]. England: Shepperton Studios.
- 9 Rosling, H. (2012, April). *Hans Rosling: Religions and babies* [Video file]. Retrieved from [https://www.ted.com/talks/hans\\_rosling\\_religions\\_and\\_babies](https://www.ted.com/talks/hans_rosling_religions_and_babies)
- 10 Yayoi Kusama. (n.d.). In *Wikipedia*. Retrieved March 16, 2017, from [https://en.wikipedia.org/wiki/Yayoi\\_Kusama](https://en.wikipedia.org/wiki/Yayoi_Kusama)

What do you notice about the format of each of the ten references above? Write a comment or a question for each one that will help you to learn or remember APA style.

Discuss with a partner or within your group.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....

## Chapter Six - References

### *Reference writing practice*

Copy the references from the previous page below. Try to memorize APA format as you copy. (Words that have been *italicised* may also be underlined).

1 Article in a journal

.....  
.....

2 Article in an online journal

.....  
.....

3 Article in an online newspaper

.....  
.....

4 Book

.....  
.....

5 Edited book

.....  
.....

6 Translated book

.....  
.....

7 Electronic dictionary entry

.....  
.....

8 Film

.....  
.....

9 Online encyclopedia entry

.....  
.....

10 Online video

.....  
.....

## Chapter Six - References

### Review

Below is a list of APA formatted in-text citations together with their corresponding references.

a work by one author	(Coxhead, 2000)
a work by two authors	(Thielman & Ackerman, 2007)
a work by six or more authors	(Takahashi et al., 2007)
two or more works as evidence for one idea	(Ellis, 1990; Long, 1988)
two or more works by one author	(Murakami, 1987) ; (Murakami, 2017)
an organization is the author	(World Health Organization, 2014)
there is no author and no date	(“Quantitative Easing”, n.d.)
a republished work	(Austen, 1813 / 2008)

### References

- American Psychological Association. (2009). *Publication manual of the American psychological association (6th ed.)*. Washington, DC: Author.
- Austen, J. (2008). *Pride and prejudice*. Harlow, England: Pearson Education. (Original work published 1813)
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213. doi:10.2307/3587951
- Ellis, R. (1990). *Instructed second language acquisition*. Oxford, England: Basil Blackwell.
- Long, M. (1988). Instructed interlanguage development. In L. Beebe (Ed.), *Issues in second language acquisition* (pp. 355–373). New York, NY: Newbury House.
- Murakami, H. (1987). *Norwegian wood*. (A. Birnbaum, Trans.). Tokyo, Japan: Kodansha International.
- Murakami, H. (2017). *Kishidancho goroshi* [Killing Commendatore]. Tokyo, Japan: Shinchosha.
- Quantitative easing (n.d.). In *Cambridge English Dictionary*. Retrieved from <http://dictionary.cambridge.org/dictionary/english/quantitative-easing>
- Takahashi, K., Tanabe, K., Ohnuki, M., Narita, M., Ichisaka, T., Tomoda, K., & Yamanaka, S. (2007). Induction of pluripotent stem cells from adult human fibroblasts by defined factors. *Cell*, 131(5), 861–872. <https://doi.org/10.1016/j.cell.2007.11.019>
- Thielman, S., & Ackerman, S. (2017, March 15). US charges two Russian spies and two hackers in Yahoo data breach. Retrieved March 15, 2017, from <https://www.theguardian.com/technology/2017/mar/15/fbi-charges-two-russian-spies-hackers-yahoo-data-breach>
- World Health Organization. (2014). *The world health report 2013: Research for universal health coverage*. Geneva, Switzerland: Author.

What else do you notice that you hadn't before?

.....

Discuss your ideas with a partner or within your group.

## Chapter Six - Annotated Bibliography

How is your concept map that you started on page 18? Are you ready to research and think critically about your topic?

*Final paper topic:*

.....  
An annotated bibliography is a list of references to articles, books, documents, etc., followed by a comment about each one (the annotation). The purpose of it is to enable a researcher to critically evaluate and organize her sources.

Before you start writing your final paper, you should read a lot about your topic. Your bibliography should include many references. Your final paper assignment should list at least seven of the references that you actually cite in your paper. Write your bibliography in APA style. Include a helpful comment after each reference.

Example:

APA formatted reference: Adichie, C.N. (2015). *We should all be feminists*. New York, NY: Anchor Books.

Comment: Egalitarianism / Explains wrong ideas some people have about feminism.

My annotated bibliography (start)

APA formatted reference: .....

Comment: .....

.....  
APA formatted reference: .....

Comment: .....

.....  
APA formatted reference: .....

Comment: .....

.....  
APA formatted reference: .....

Comment: .....

.....  
APA formatted reference: .....

Comment: .....

.....  
APA formatted reference: .....

Comment: .....

## Chapter Seven - The Introduction

Think about your final paper assignment.

What is your topic?

.....

Why is your topic important or interesting?

.....

.....

### *Components of the introduction*

There are four components to consider when writing an introduction. They are:

- 1) an opening strategy
- 2) orient readers
- 3) provide a context
- 4) write a clear thesis statement

### *Introduction example:*

*Blade Runner 2049* is a dystopian science fiction film set in a future Los Angeles. It features K, an LAPD officer who believes he is a replicant with implanted memories. His job is to dispose of older model robots who may pose a danger to society. However, when he discovers that his memories might actually be real, he becomes unwilling to complete his task (Kosove & Villeneuve, 2017). Could it be that robots of the future will possess self-awareness and have the capacity to disobey? The advancement of emerging technologies such as in robotics has been taking place at an exceptional pace recently, yet not enough attention has been paid to the consequences of robots as artificially intelligent beings. In order for robots to coexist successfully in society, we should consider the moral and social implications and legislate for their rights.

Label the components of the introduction above.

- 1) anecdote (as an opening strategy)
- 2) orient readers
- 3) context
- 4) thesis statement

# Chapter Seven - The Introduction

## 1) Opening strategies

The purpose of an opening strategy is to get your reader’s attention and to persuade her to read your paper. For opinion essays, it is common to use one or more of the following:

- an anecdote
- a fact or statistic
- a question
- a famous quotation

Which opening strategy or strategies does the author of the example on page 37 use?

### Anecdote

An anecdote is a short interesting or amusing story about a real or imaginary person or event. It may or may not be personal. You can tell your audience how you relate to your topic by the inclusion of an anecdote. For it to be effective, you should remember five key tips:

*Topic: artificial intelligence*

- |   |  |
|---|--|
| 1) <i>Know your point</i>               | Robots may be capable of independent thought.          |
| 2) <i>Set the scene</i>                 | K is a futuristic robot who disposes of older robots.  |
| 3) <i>Include some type of conflict</i> | K is given a task that he may be unwilling to fulfill. |
| 4) <i>Make sure something happens</i>   | K disobeys orders.                                     |
| 5) <i>Keep it short</i>                 | Word count: 64   |

*Blade Runner 2049* is a dystopian science fiction film set in a future Los Angeles. It features K, an LAPD officer who believes he is a replicant with implanted memories. His job is to dispose of older model robots who may pose a danger to society. However, when he discovers that his memories might actually be real, he becomes unwilling to complete his task (Kosove & Villeneuve, 2017).

My final paper topic: .....

My anecdote plan

	<i>Example:</i>
<i>Point</i>	
<i>Scene</i>	
<i>Conflict</i>	
<i>What happens?</i>	



## Chapter Seven - The Introduction

My anecdote:

.....  
.....  
.....  
.....

### *A fact or statistic*

Persuasion alone is not enough in academic writing, as you will need to support your argument throughout your essay with concrete evidence. The purpose of using a fact or statistic as an opener is to draw attention to your topic.

*Topic: euthanasia*

A 2010 mortality study in the Netherlands revealed that 2.8 percent of all deaths were due to physician-assisted suicide (Onwuteaka-Philipsen et al., 2012).

My fact or statistic:

.....  
.....

### *A question*

A thought provoking question will encourage your readers to think about the topic while a rhetorical one will challenge them to agree with you.

*Topic: fast fashion*

Why would anyone want to throw out a t-shirt after using it only once anyway?

My question:

.....

### *A famous quotation*

Your quotation should directly relate to your main topic. It can be real life or fictional.

*Topic: globalization*

Former president of the United States, Jimmy Carter states, “if you are totally illiterate and living on one dollar a day, the benefits of globalization never come to you” (Stearns, 2017, p. 1).

(Quotations that you find on the Internet have a tendency to be false. Verify yours by using *Google Books*, for example. You can search within a book for the quotation and page number, and find the publishing information on the inside cover).

# Chapter Seven - The Introduction

My quotation:

.....  
.....

Which of the four opening strategies discussed above do you want to use, and why?

## 2) Orient readers

Orienting your readers means providing them with enough relevant background information so that you can locate them in your discussion. (What else could the author of the anecdote on page 37 have chosen to write about other than robots?)

Write a sentence (as a question if you wish) that orients your readers toward your topic.

.....  
.....

## 3) Provide a context

You should let your readers know what you will be writing about by providing context, or frame from which you will deliver your point of view. This will necessarily narrow your topic and provide a clear focus.

What is it about your topic that you will be focussing on? Write your context.

.....  
.....

## 4) Write a clear thesis statement

After establishing the context, the very last sentence of your introductory paragraph should be your thesis statement, which may or may not include sub-topics. This sentence is probably the most important one of your final paper, so you should strive to make it clear. Review *Chapter Three* before writing your thesis statement.

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### References

Kosove, A. A., Johnson, B., Yorkin, B., & Yorkin, C. S. (Producers), & Villeneuve, D. (Director). (2017). *Blade runner 2049* [Motion picture]. United States: Warner Bros. Pictures.

Onwuteaka-Philipsen, B. D., Brinkman-Stoppelenburg, A., Penning, C., Jong-Krul, G. J., Delden, J. J., & Heide, A. V. (2012). Trends in end-of-life practices before and after the enactment of the euthanasia law in the Netherlands from 1990 to 2010: A repeated cross-sectional survey. *The Lancet*, 380(9845), 908-915. doi:10.1016/s0140-6736(12)61034-4

Stearns, P. N. (2017). *Globalization in world history (2nd ed.)*. London, England: Routledge.

# Chapter Seven - The Introduction

## *Final paper outline*

On page eighteen, you were asked to draw a concept map map of your specific research topic. If it is complete or nearing completion, use the layout below to help you convert it to an outline.

Topic:

.....

Thesis statement components (X, A, B, C):

.....

Body section A topic:

.....

Supporting ideas

1) .....

2) .....

3) .....

Body section B topic:

.....

Supporting ideas

1) .....

2) .....

3) .....

Body section C topic:

.....

Supporting ideas

1) .....

2) .....

3) .....

Body section D topic?

.....

Supporting ideas

.....

## Chapter Seven - The Introduction

### *The introduction of your academic article*

You are about to write the introduction to your final paper. Review the five components of introductions before you start. Your goal is to synthesize these elements into a coherent whole. An anecdote will need a comment, an explanation, or a question, to follow for example. If the minimum word count for your essay is 1500 words, then you should write no more than 300 words. (The example on page 37 is 142 words long).

Use this page to get started.

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# Chapter Eight - Vocabulary

## *The academic word list*

Here are the headwords of Coxhead's New Academic Word List (2000) divided into sublists.

1) analyse, approach, area, assess, assume, authority, available, benefit, concept, consist, constitute, context, contract, create, data, define, derive, distribute, economy, environment, establish, estimate, evident, export, factor, finance, formula, function, identify, income, indicate, individual, interpret, involve, issue, labour, legal, legislate, major, method, occur, percent, period, policy, principle, proceed, process, require, research, respond, role, section, sector, significant, similar, source, specific, structure, theory, vary

2) achieve, acquire, administrate, affect, appropriate, aspect, assist, category, chapter, commission, community, complex, compute, conclude, conduct, consequent, construct, consume, credit, culture, design, distinct, element, equate, evaluate, feature, final, focus, impact, injure, institute, invest, item, journal, maintain, normal, obtain, participate, perceive, positive, potential, previous, primary, purchase, range, region, regulate, relevant, reside, resource, restrict, secure, seek, select, site, strategy, survey, text, tradition, transfer

3) alternative, circumstance, comment, compensate, component, consent, considerable, constant, constrain, contribute, convene, coordinate, core, corporate, correspond, criteria, deduce, demonstrate, document, dominate, emphasis, ensure, exclude, framework, fund, illustrate, immigrate, imply, initial, instance, interact, justify, layer, link, locate, maximise, minor, negate, outcome, partner, philosophy, physical, proportion, publish, react, register, rely, remove, scheme, sequence, sex, shift, specify, sufficient, task, technical, technique, technology, valid, volume

4) access, adequate, annual, apparent, approximate, attitude, attribute, civil, code, commit, communicate, concentrate, confer, contrast, cycle, debate, despite, dimension, domestic, emerge, error, ethnic, goal, grant, hence, hypothesis, implement, implicate, impose, integrate, internal, investigate, job, label, mechanism, obvious, occupy, option, output, overall, parallel, parameter, phase, predict, principal, prior, professional, project, promote, regime, resolve, retain, series, statistic, status, stress, subsequent, sum, summary, undertake

5) academy, adjust, alter, amend, aware, capacity, challenge, clause, compound, conflict, consult, contact, decline, discrete, draft, enable, energy, enforce, entity, equivalent, evolve, expand, expose, external, facilitate, fundamental, generate, generation, image, liberal, license, logic, margin, medical, mental, modify, monitor, network, notion, objective, orient, perspective, precise, prime, psychology, pursue, ratio, reject, revenue, stable, style, substitute, sustain, symbol, target, transit, trend, version, welfare, whereas

6) abstract, accurate, acknowledge, aggregate, allocate, assign, attach, author, bond, brief, capable, cite, cooperate, discriminate, display, diverse, domain, edit, enhance, estate, exceed, expert, explicit, federal, fee, flexible, furthermore, gender, ignorant, incentive, incidence, incorporate, index, inhibit, initiate, input, instruct, intelligence, interval, lecture, migrate, minimum, ministry, motive, neutral, nevertheless, overseas, precede, presume, rational, recover, reveal, scope, subsidy, tape, trace, transform, transport, underlie, utilise

7) adapt, adult, advocate, aid, channel, chemical, classic, comprehensive, comprise, confirm, contrary, convert, couple, decade, definite, deny, differentiate, dispose, dynamic, eliminate, empirical, equip, extract, file, finite, foundation, globe, grade, guarantee, hierarchy, identical, ideology, infer, innovate, insert, intervene, isolate, media, mode, paradigm, phenomenon, priority, prohibit, publication, quote, release, reverse, simulate, sole, somewhat, submit, successor, survive, thesis, topic, transmit, ultimate, unique, visible, voluntary

8) abandon, accompany, accumulate, ambiguous, append, appreciate, arbitrary, automate, bias, chart, clarify, commodity, complement, conform, contemporary, contradict, crucial, currency, denote, detect, deviate, displace, drama, eventual, exhibit, exploit, fluctuate, guideline, highlight, implicit, induce, inevitable, infrastructure, inspect, intense, manipulate, minimise, nuclear, offset, paragraph, plus, practitioner, predominant, prospect, radical, random, reinforce, restore, revise, schedule, tense, terminate, theme, thereby, uniform, vehicle, via, virtual, visual, widespread

9) accommodate, analogy, anticipate, assure, attain, behalf, bulk, cease, coherent, coincide, commence, compatible, concurrent, confine, controversy, converse, device, devote, diminish, distort, duration, erode, ethic, format, founded, inherent, insight, integral, intermediate, manual, mature, mediate, medium, military, minimal, mutual, norm, overlap, passive, portion, preliminary, protocol, qualitative, refine, relax, restrain, revolution, rigid, route, scenario, sphere, subordinate, supplement, suspend, team, temporary, trigger, unify, violate, vision

10) adjacent, albeit, assemble, collapse, colleague, compile, conceive, convince, depress, encounter, enormous, forthcoming, incline, integrity, intrinsic, invoke, levy, likewise, nonetheless, notwithstanding, odd, ongoing, panel, persist, pose, reluctance, so-called, straightforward, undergo, whereby

In groups, for each list, take turns to explain a word or provide a synonym.

## Chapter Eight - Vocabulary

### *About the academic word list*

The Academic Word List contains 570 word families, divided into sublists according to frequency of occurrence in academic texts. The headword is the most common word in the family. For example; *analyse* is the headword of the first word in sublist 1. Members of this family are; *analysed, analyser, analysers, analyses, analysing, analysis, analyst, analysts, analytic, analytical, and analytically.*

### *Academic word list families*

In order to master the AWL (Academic Word List), you will also need to become familiar with the words in each of the 570 semantic fields.

Work with a partner. You are A. Fill in the chart below. (Some boxes will remain empty).

	Noun	Verb	Adjective	Adverb
achieve				
acquire				
administrate				
analyse				
approach				
appropriate				
assume				
benefit				
category				
comment				
compensate				
compute				
concept				
conclude				
consequent				
consist				
constrain				
construct				
consume				
coordinate				
create				
define				
derive				
despite				
distinct				

## Chapter Eight - Vocabulary

Work with a partner. You are B. Fill in the chart below. (Some boxes will remain empty).

	Noun	Verb	Adjective	Adverb
distribute				
economy				
environment				
evident				
export				
identify				
indicate				
individual				
intermediate				
interpret				
legislate				
method				
normal				
participate				
perceive				
period				
regulate				
reside				
respond				
restrict				
select				
significant				
specific				
theory				
vary				

Some headwords in the AWL have no other members in their group whereas others have many. Which of the following AWL words have a relative? Give an example for each one.

adjacent	albeit	behalf	bulk	concurrent	contrary
core	despite	duration	empirical	enormous	equivalent
explicit	furthermore	hence	intermediate	likewise	media
mode	nevertheless	nuclear	overseas	paradigm	phenomenon
plus	pose	prior	protocol	revenue	series
so-called	sole	via	vision	welfare	widespread

# Chapter Eight - Vocabulary

## Reporting verbs

On page 27, you were introduced to reporting verbs as a method of citing sources. Many of the words in the Academic Word List are also reporting verbs.

Sort these AWL reporting verbs into synonym groups. (There may be more than one solution).

- |            |          |           |            |           |             |
|------------|----------|-----------|------------|-----------|-------------|
| advocate   | assume   | assure    | challenge  | comment   | conceive    |
| conclude   | confer   | confirm   | contradict | deduce    | define      |
| deny       | display  | emphasize | estimate   | highlight | hypothesize |
| illustrate | imply    | indicate  | infer      | justify   | maintain    |
| negate     | perceive | predict   | presume    | quote     | reinforce   |
| reject     | respond  | reveal    |            |           |             |

doubt	
prove	
say	
show	
support	
suggest	
think	

## AWL reporting verb writing practice

If you use words from the Academic Word List in your writing, you will appear more scholarly. Practice citing your sources using AWL reporting verbs from above. Use APA format.

Citation 1

.....  
.....  
.....

Citation 2

.....  
.....  
.....



## Chapter Eight - Vocabulary

### *AWL synonyms*

Your writing will be more academic if you use academic words. The words in the chart below have synonyms which can be found as headwords among the first three sublists of the Academic Word List. (There may also alternative synonyms in subsequent AWL sublists).

Find the synonym and write it in its appropriate box.

Word	AWL synonym	Word	AWL synonym
big		make	
center		most important	
change		part (noun)	
control		separate (adj.)	
do (survey / experiment)		set up	
difficult		show	
get		small	
give		suitable	
guess		support	
happen		take part	
idea		think	
important		way	

Check with a partner. Did you choose the same words?

### *AWL synonym substitution practice.*

Read the latest draft of your final paper assignment. Identify words which can be replaced by words from the Academic Word List.

<i>My word</i>	<i>AWL synonym</i>	<i>My word</i>	<i>AWL synonym</i>

### References

Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213-238.



## Chapter Nine - Cohesive Devices

According to Halliday and Hasan (1976), there are five types of cohesive devices which create coherence in a text. They are conjunctions, referencing, lexical cohesion, substitution, and ellipsis.

### 1) Conjunctions

Conjunctions include coordinating conjunctions and transitions.

#### a) Coordinating conjunctions

Coordinating conjunctions combine independent clauses to make longer sentences, which can help to improve cohesion. *Fawnboys* is an acronym for eight coordinating conjunctions in English; for, and, whereas, nor, but, or, yet, and so. What are the functions of these conjunctions?

Complete the chart.

<i>Function</i>	<i>Coordinating Conjunction</i>
addition	
alternative	
cause	
contrast	
effect	

Check with your partner or group. Do you have the same answers?

#### *Coordinating conjunctions - final paper assignment*

The average length of a sentence in your final paper should be between fifteen and twenty words. Use coordinating conjunctions to combine short adjacent independent clauses of your final paper into longer more cohesive compound sentences.

Example:

.....

.....

.....

.....

How many coordinating conjunctions did you use to make compound sentences in your final paper?

<i>for</i>	<i>and</i>	<i>whereas</i>	<i>nor</i>	<i>but</i>	<i>or</i>	<i>yet</i>	<i>so</i>

## Chapter Nine - Cohesive Devices

### b) Transitions

If the goal of a writer is to convey information clearly, transitions help to achieve that aim by providing a logical connection between ideas. They can be used at the beginning of an essay section, or a paragraph, or a sentence, as well as within a sentence.

Write the transitions below in an appropriate place in the chart.

albeit	as a consequence	because	by the same token
consequently	despite	due to	first
for	for instance	furthermore	hence
however	if ... then	in addition	in comparison
in conclusion	in contrast	in order to	in other words
in particular	in summary	indeed	initially
likewise	moreover	nevertheless	nonetheless
not only ... but also	of course	on account of	on the other hand
on the whole	overall	provided that	second
similarly	since	so that	subsequently
such as	surely	that is to say	therefore
to illustrate	unless	whereas	without doubt

<i>addition</i>	
<i>cause</i>	
<i>clarification</i>	
<i>comparison</i>	
<i>condition</i>	
<i>contrast</i>	
<i>effect</i>	
<i>emphasis</i>	
<i>example</i>	
<i>purpose</i>	
<i>sequence</i>	
<i>summary</i>	

## Chapter Nine - Cohesive Devices

### 2) Referencing

#### Pronouns

One common type of referencing with respect to cohesion is anaphoric referencing. It occurs when the writer refers back to something which has previously been identified in the text, and its purpose is to avoid repetition. Most of these cohesive devices are pronouns, such as *this, it, they, its, these, those, and them*, but they can also be collocations such as *as stated previously* or *as indicated above*.

Because academic writing is explicit, you should try to avoid ambiguity. For example, what *could* "they" possibly refer to below?

*Many students and a few professors attended the party. They had a good time, however.*

Rewrite the above to make it more clear.

.....

.....

#### Pronouns - final paper assignment

Read through your final paper assignment. Find examples of referencing pronouns and identify what they refer back to in your text.

<i>Pronoun</i>	<i>Refers to ...</i>

### 3) Lexical cohesion

There are two main ways in which lexical cohesion can be achieved; a) repetition and b) collocation.

#### a) Repetition

Repetition of key words and phrases throughout your text can make your writing cohesive, but if it is overdone it may become boring. You should therefore try to strike a balance between repetition and pronoun referencing or synonym substitution.

#### b) Collocation

Collocations are phrases of words that go well together for no other reason than that's what people say, and they can vary in length from a couple of words to several. For example, *black and white* is a collocation, *white and black* is not. We say *strong commitment, strong denial, strong tea; powerful organization, powerful weapon, powerful image; fast food, a quick meal*. You can improve a text's cohesion by using collocations.

## Chapter Nine - Cohesive Devices

Make two-word academic collocations by adding a word from the list below to an appropriate box.

- |              |              |            |           |           |
|--------------|--------------|------------|-----------|-----------|
| accepted     | analysis     | believed   | challenge | consensus |
| consequences | considerably | different  | element   | emphasis  |
| example      | features     | impression | majority  | overview  |
| plausible    | range        | role       | rooted    | work      |

<i>Academic collocations</i>	<i>Academic collocations</i>
<i>brief</i>	<i>markedly</i>
<i>broad r</i>	<i>particular e</i>
<i>deeply r</i>	<i>pioneering</i>
<i>detailed a</i>	<i>seem</i>
<i>first i</i>	<i>serious c</i>
<i>fundamental e</i>	<i>specific e</i>
<i>general c</i>	<i>universally</i>
<i>important r</i>	<i>vary c</i>
<i>key</i>	<i>vast</i>
<i>major c</i>	<i>widely</i>

Finished? Now test your partner. Say the first word or the last word. Can she complete the collocation?

### 4) Substitution

You can make your writing more cohesive and interesting by substituting words for synonyms. For example, if your topic is *migration*, you can use words such as *emigrate*, *exile*, *flee*, *immigrant*, *immigrate*, *leave*, *move*, *migrant*, *migrate*, *pull out*, *relocate*, *repatriate*, *resettle*, *transmigrate*, *transmigration*, etc.

Write down some words which are related to one of your key concepts of your final paper assignment.

.....

.....

.....

Consider using words from above in your final paper.

## Chapter Nine - Cohesive Devices

Are there words in your final paper which are repeated too much? Try to replace them with synonyms. Are there any other words that could be substituted for synonyms to make your writing more cohesive and interesting? Fill in the chart below.

<i>My word</i>	<i>Synonym</i>	<i>My Word</i>	<i>Synonym</i>

### 5) Ellipsis

Ellipsis as a cohesive device refers to the omission of a word, words or phrases in a text for efficiency, because they are presupposed by the reader. For example, the quotation, attributed to Plato states, "Wise men talk because they have something to say; fools because they have to say something" (Flaherty, 2002, p. 108). The word "talk" has been omitted after the word "fools", and in doing so the phrase becomes more cohesive.

Former US president Barack Obama is famous for the campaign slogan, "Yes, we can". This is another example of ellipsis, meaning, "Yes, we can win the election".

Ellipsis when used properly is a great tool for creative writers. However, since academic writing is explicit, ellipsis should be used with caution; If in doubt, avoid ellipsis.

### *Final paper assignment - coherence checklist*

- Do you address and answer all parts of your thesis explicitly and concisely?
- Are your essay sections and paragraphs arranged logically?
- Are your pronouns unambiguous?
- Do you use a variety of transitions?
- Are your transitions accurate?
- Do you use synonyms?
- Are your synonyms precise?
- Do you use collocation?
- Are your collocations appropriate for an academic context?
- Is the average length of your sentences between fifteen and twenty words?

### References

- Halliday, M.A.K., & Hasan, R. (1976): *Cohesion in English*. London, England: Longman.
- Flaherty, P. (2002). *The scout law: Quotes for life*. Iowa City, IA: Penfield Books.





# Chapter Ten - Formatting

Running head: MY ESSAY TITLE

1

The first page of your paper is the title page. It should include the running head (a shortened version of your title that you print on every page), the full title, personal details, and page number. Page numbers are right justified and should be on every page. Your running head should be in BLOCK CAPITALS and left justified. The phrase, “Running head: ” (not in block capitals) should be on your title page only. If your title is less than or equal to 50 characters long, there is no need to shorten it. If it is longer than 50 characters, your shortened title should still be understandable and correct grammatically.

[My Full Title]

[My Name]

[My University]

Microsoft provides a template preformatted in APA style. Search “APA style report Office template”.

How to add a running head in Microsoft Word:

View > Header and Footer

Click on the “Header and Footer” design tab above the page.

Select the checkbox “Different First Page”.

Type “Running head: MY ESSAY TITLE” in the header of the first page.

Type “MY ESSAY TITLE” in the header of any other page.

# Chapter Ten - Formatting

MY ESSAY TITLE

2

## Abstract

The abstract is a brief summary of your article whose purpose is to help the reader quickly ascertain the paper's content. It should be clear and concise and include your thesis and main ideas. It should also be possible to find your article online by searching for its keywords. Therefore, one way to write an abstract is to make a list of keywords that occur in your paper and use those to write the abstract. You may include these keywords after your abstract if you wish. "Keywords:" should be indented and italicised as below. Write one paragraph of about 150-250 words. Notice that you do not indent the first line of an abstract.

*keywords:*

My key words

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.....  
.....

My abstract

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# Chapter Ten - Formatting

MY ESSAY TITLE

3

[My full essay title]

Use US letter or A4 size white paper. Make twenty-five millimetre (one inch) margins on the top, bottom, and sides. The first word of every paragraph should be indented thirteen millimetres (half an inch). APA recommends using size twelve Times New Roman font. Double space your entire research paper.

About headings

[Heading 1]

APA style allows writers to include headings of up to five levels. For many writers, one or two levels will normally suffice.

[Heading 2]

Heading 2 is not indented.

[Heading 3.]

Should you need to use more than two levels of headings, headings 3, 4 and 5 should be indented, followed by a period.

Write your full essay title using Heading 1 format,

.....  
.....

Write the first few lines of your final paper assignment introduction below.

.....  
.....  
.....  
.....

# Chapter Ten - Formatting

MY ESSAY TITLE

8

## References

Your references should be on a separate page. They should be in alphabetical order. Notice the hanging indent; all lines but the first one are indented twelve millimetres to the right.

Adichie, C.N. (2015). *We should all be feminists*. New York, NY: Anchor Books.

Chadwick, W. (2012). *Women, art and society*. London, England: Thames & Hudson.

Mitchell, J. (2000). *Psychoanalysis and feminism: A radical reassessment of Freudian psychoanalysis*. New York, NY: Basic Books.

Sijie, D. (2002). *Balzac and the little Chinese seamstress*. (I. Rilke, Trans.). New York, NY: Anchor Books.

West, L. (2016). *Shrill: Notes from a loud woman*. New York, NY: Hachette Books.

Practice writing your first three references below.

## References

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Should the Death Penalty Be Abolished?

Hanako Yamada

Aoyama Gakuin University

## Abstract

Recently, the death penalty system is a big problem in the world. The country which supports the abolition of the death penalty steadily increased, but only the United States and Japan admit the system among developed countries. Should we abolish it? My answer is no because killers kill humans. Though claiming human's life is too bad, I think the punishment for killers has justice and the killers don't have right to live. On the other hand, there are another problems about American capital punishment system. I agree with the death penalty, yet America has many issues which is needed for improvement such as racism and no consideration for a person with mental illness.

### Should the Death Penalty Be Abolished?

People have had an argument whether a law of death penalty is necessary or not over the years. Today, there is a movement to abolish the death penalty in the world. Though there are countries which have not still abolished the death penalty, the system tends to be abolished around the world. The United Nations General Assembly have adopted a resolution which request executions stop for all the countries of the world six times since 2007. So that, the countries that supports the abolition of the death penalty steadily increased. According to a survey by Amnesty International, in 1997, only 64 countries had abolished the system, but now, more than 140 countries have abolished it. The countries that have abolished the system don't have cultural and political similarities. A variety of countries oppose the application of the death penalty. Especially in Europe, there is a strong interest in the death penalty. However, American judicial system still admits the death penalty. Only the United States and Japan admit the system among developed countries. In the United States, applicable law differ with states, whether or not the death penalty is also different for each state. By Death Penalty Information Center's survey, 15 states have abolished the death penalty. In states that have not abolished the death penalty, citizens agree with the death penalty. For example, 87% of citizens support the death penalty in Texas. The other hand, movement to abolish the death penalty is also flourishing. It is because there are many Christians in America. The concept of human rights came from Christianity. Then, should the death penalty be abolished in whole America? There are two opinions regarding the death penalty. And, I would like to explain the issues about the death penalty in the United States.

First, I explain agreed opinion about abolition of the death penalty. There are five main arguments of abolition of the death penalty. The first one is that the death penalty infringes arguments of abolition of the death penalty. The first one is that the death penalty infringes human rights. On the issue concerning the death penalty, the most

most important point is whether to violate human rights. To execute the death penalty is to deprive human rights. No matter what kind of fiend, a person has a right to live. To deprive the right is cruel and inhumane. Though Merino (2015) said “the death penalty is the tip of the iceberg when it comes to human rights violations in the U.S. It might be the most disturbing example of the human rights challenges facing the nation, and challenges are many“(p.38), it is difficult for me to agree this opinion. It is because killing people is more disturbing of many human rights than executing the death penalty. The second one is that the death penalty is not supposed to serve as a deterrent to crime. It is often thought that establishing the death penalty will reduce heinous crimes. But, in the UK in 1965, heinous crimes did not increase though the death penalty was abolished for a limited time. So, it is not certain that the death penalty will affect human psychology. The third one is that the death penalty is too costly for society. Merino (2015) mentioned,

The death penalty is an exceedingly expensive part of the criminal justice system because it is necessarily very inefficient (p.76). The main reason is that attorney’s fee is too costly due to prolonged trial. In the case of a trial calling for the death penalty, most trials lasts long to the Supreme Court without finishing the first trial. The state must prepare a lawyer for the accused without the wherewithal. For this reason, I think, if the death penalty is abolished, a lawsuit is shortened and the burden on the state is reduced. The fourth one is to protect the innocent. Hood (1996) states that “capital punishment may be imposed only when the guilt of the person charged is based on clear and convincing evidence leaving no room for an alternative explanation of the facts” (p.102). Although the paying penalty and the imprisonment can be recovered, the death penalty is impossible to recover. There is a possibility of miss-judgement in court at least, the death penalty could cause irreparable damage in the case of false charges. In actuary, there have been several cases revealed that death sentence judgement is false by retrial. The death penalty should not be allowed as it proved that miss-judgement can happen. Bedau



(1992) has asserted that “it is beyond reasonable doubt that some innocence persons must have been executed, even if it cannot proved.” However, I guess it is not only the death penalty that miss-judgement is not permitted. If the death penalty is abolished because there is a possibility of miss-judgement, other punishments must also be abolished. It is wrong that miss-judgement is not permitted with the heaviest punishment but it is permitted in other punishments. The above are agreed opinion about abolition of the death penalty.

Next, I explain disagreed opinion about abolition of the death penalty. There are three main arguments of retention of the death penalty. The first one is that those who murder people should compensate themselves with their own lives. Although life is the greatest right of those who should not infringe and criminals are no exception, people who were killed by criminals also had the right to live. Killing a person is a tremendously violent thing and it is irreparable. Thus, the death penalty is just and ethnical. It is right that “the death penalty is a just punishment for the most heinous killers under a theory of retributive justice and fulfills the need for the punishment to fit the crime” (Bleaker, 2014, p.24). The second one is that the death penalty is necessary to prevent second offences by a violent criminal. No matter how criminals was educated in the prison, they were not necessarily rehabilitated. A violent criminal may commit a crime again. Mashiba (2009) stated, the death penalty has the effect of completely cutting off possibility of second offence by completely isolating violent criminals from society with depriving their lives (p.4). I suppose the death penalty should be maintained if it is possible to eliminate the possibility of second offence. The third one is that considering the bereaved sentiment, it is inevitable to choose the death penalty for violent criminals. I assume it is justice to heal the bereaved sentiment by executing the death penalty. I have seen scenes where the victim bereaved have been shedding tears and asking criminals for the death penalty. I think the victim bereaved is concerned in the affair, and the bereaved sentiment

is the most respectable on judgement.

The aforementioned is the opinions of approval or disapproval on the death penalty. Then, I would like to take up the issue of the death penalty in the United States. The first issue is that the United States death penalty is a clear white supremacy from blacks and other minorities. According to Amnesty International, United States of America in 1985, approximately 48% of convicts on death row was occupied by blacks and other minorities who were o, approximately 48% of convicts on death row was occupied by blacks and other minorities who were only 12% of the total population. Furthermore, study group of Stanford University presented in 1984, the probability of a criminal being sentenced to death in the case of a white victim was four times higher than the probability of a criminal being sentenced to death in the case of a black victim. Merino (2015) said “there’s something revealed in the logic that we should fix disproportion by making more white people into niggers.” (p105) I presume that it is never permitted that the court discriminates between black and white. It is because the court should be on a fair and equitable basis. The second issue is an execution against a person with mental illness. Although there are provisions on a person with mental illness in most states, there are two states without it. Indeed, there are some cases they were executed. Bessler (2013) said “The questionable mental health of a death row inmate in Texas raises serious questions about how the current criminal justice system deals with the mentally ill” (p.106). I think all states should consider a person with mental illness and avoid executing them.

In conclusion, the problem concerning the abolition of the death penalty is a very important issue now. In this connection, I assert the death penalty should be retained. To make a person dead can only compensate with their own death. But, if we accept the death penalty, we must resolve problems such as racial discrimination and execution against a person with mental illness. In order to eliminate race discrimination at the time

of the death sentence judgement, I suggest that multiple black judges should be placed in the court. I also propose all states should establish laws to consider people with mental illness. I think we also needs to rethink the death penalty. In Japan, the miss-judgement of the death penalty sentence is particularly problematic. We must face the death penalty.

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