

Bachelor's thesis Workshop 1

2024

Today's session

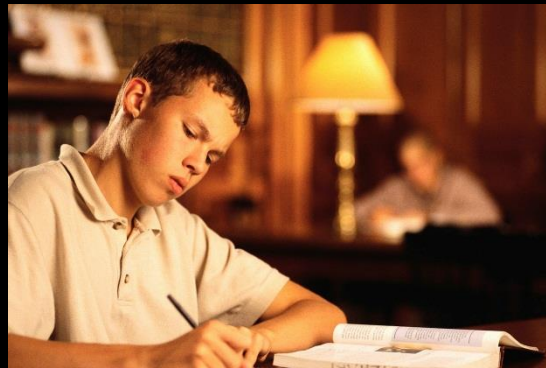
- Your thesis
- Introduction and conclusions
- Referencing
- Style

Your thesis

- In small groups:
- Explain the topic of your thesis in layman's terms.
- How far have you progressed in the writing process?
- What are the main challenges that you face?

Choose one person as a secretary to write down the answers and briefly report them to the whole class

Differences between English texts and those written in your own mother tongue?



Reader-responsible vs. Writer-responsible cultures

Reader-responsible writing culture – the responsibility for understanding the message is **on the reader**

- Avoids stating the obvious
- Avoids repetition
- Preference for complicated structures
- Assumes reader possesses background knowledge



Writer-responsible writing culture – the responsibility for getting the message across is **on the writer**

- A lot of background information
- Previews, summaries, repetition
- Signposting
- Meta text
- Clear and simple language
- Assumes little or no knowledge on the part of the reader

Reader-responsible vs. Writer-responsible cultures

Reader-responsible cultures, e.g.:
Japanese, Korean, Chinese, French,
Finnish, Polish, Spanish

Writer-responsible cultures, e.g.:
English, Norwegian



See, e.g., Dahl (2003)
“Textual metadiscourse in research articles:
a marker of national culture or of
academic discipline?”

Discuss with a partner

- Is your native language more reader or writer-responsible? Do you think this has unconsciously affected the way you write in English?

Introduction and conclusions chapter

Introductions

Discuss in small groups:

- What are the main functions of the introduction chapter?
- What elements should it contain?

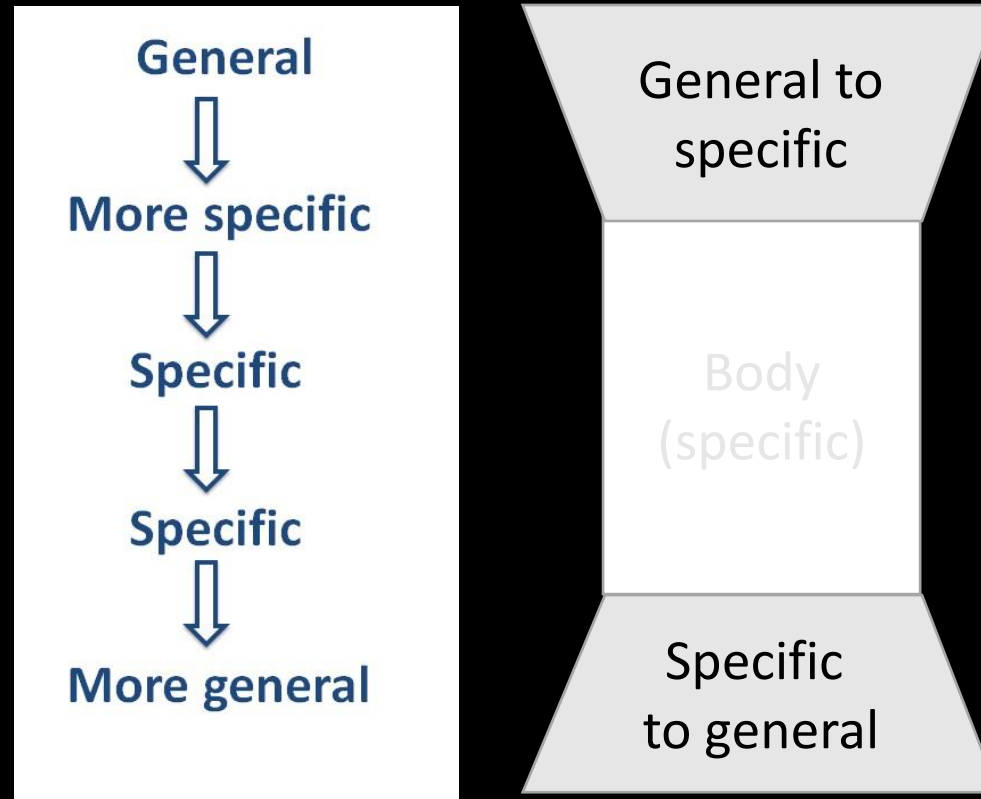
Post your comments in the etherpad

Introduction

Introduction

Body

Conclusion



EXTRA: <http://sana.aalto.fi/awe/style/reporting/sections/index.html>

Introduction: purpose

- Establishing relevance/importance of topic
- Orienting the reader
- Creating focus
- Previewing following chapters

What the intro should include: (Biggam (2011))

1) Contextualization of the study by providing background information,

2) Definition of the study's focus,

3) Presentation of the main goal of the research

4) Explanation of its value

What the intro should include: (Holliday (2007)

1) a 'statement of topic and focus'

2) an explanation of the 'vision and motivation' for the work and how it is positioned within the wider literature

3) a description of the choice of research setting and strategy for collecting data

4) an explanation of the way the text will unfold

A model for organizing the intro: CARS (Swales, 1990)

Move 1	Step 1	Step 2	Step 3	
Establishing a territory	Claiming centrality and/or	Making topic generalizations	Reviewing items of previous research	

A model for organizing the intro: CARS

(Swales, 1990)

Move 3	Step 1A	Step 1B	Step 2	Step 3
Occupying the niche	Outlining purposes or	Announcing present research	Announcing principal findings	Indicating structure

A model for organizing the intro: CARS (Swales, 1990)

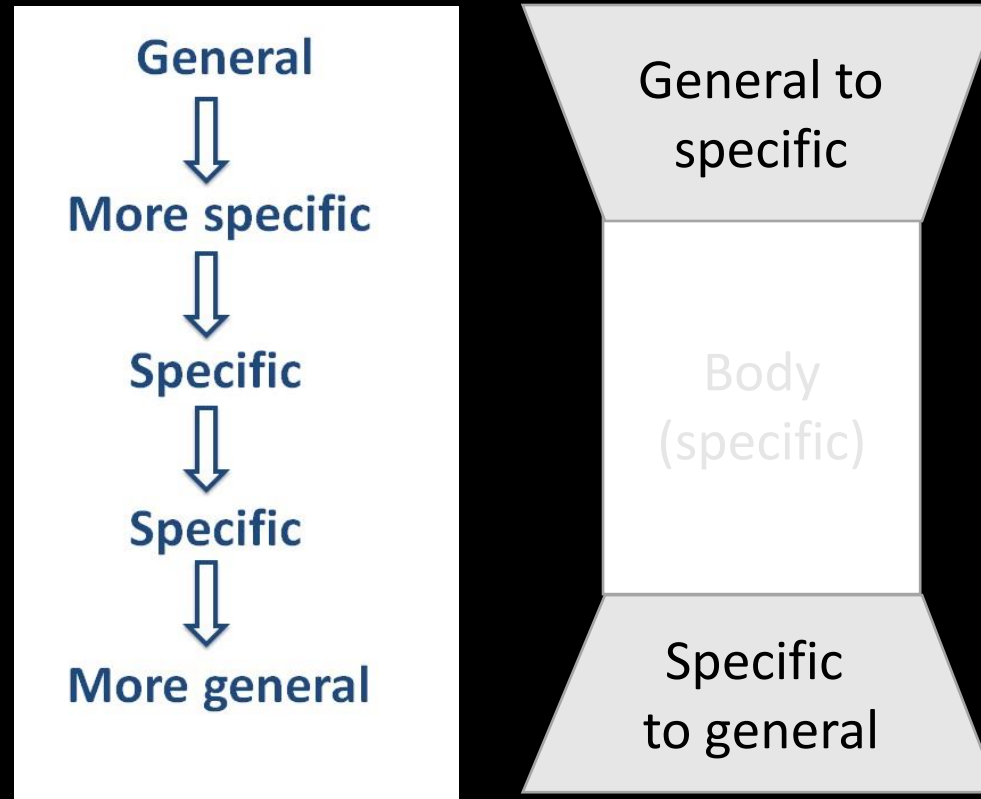
Move 1	Step 1	Step 2	Step 3	
Establishing a territory	Claiming centrality and/or	Making topic generalizations	Reviewing items of previous research	
Move 2	Step 1A	Step 1B	Step 1C	Step 1D
Establishing a niche	Counter claiming or	Indicating a gap or	Question-raising or	Continuing a tradition
Move 3	Step 1A	Step 1B	Step 2	Step 3
Occupying the niche	Outlining purposes or	Announcing present research	Announcing principal findings	Indicating structure

Introductions

- Find a research article from your field (using, e.g. Google scholar)
- Does the intro conform best with the description provided by Biggam, Holliday or Swales?
- Discuss with a partner

Conclusions

Conclusions



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EXTRA: <http://sana.aalto.fi/awe/style/reporting/sections/index.html>

Conclusions: five rhetorical moves (Bunton, 2005)



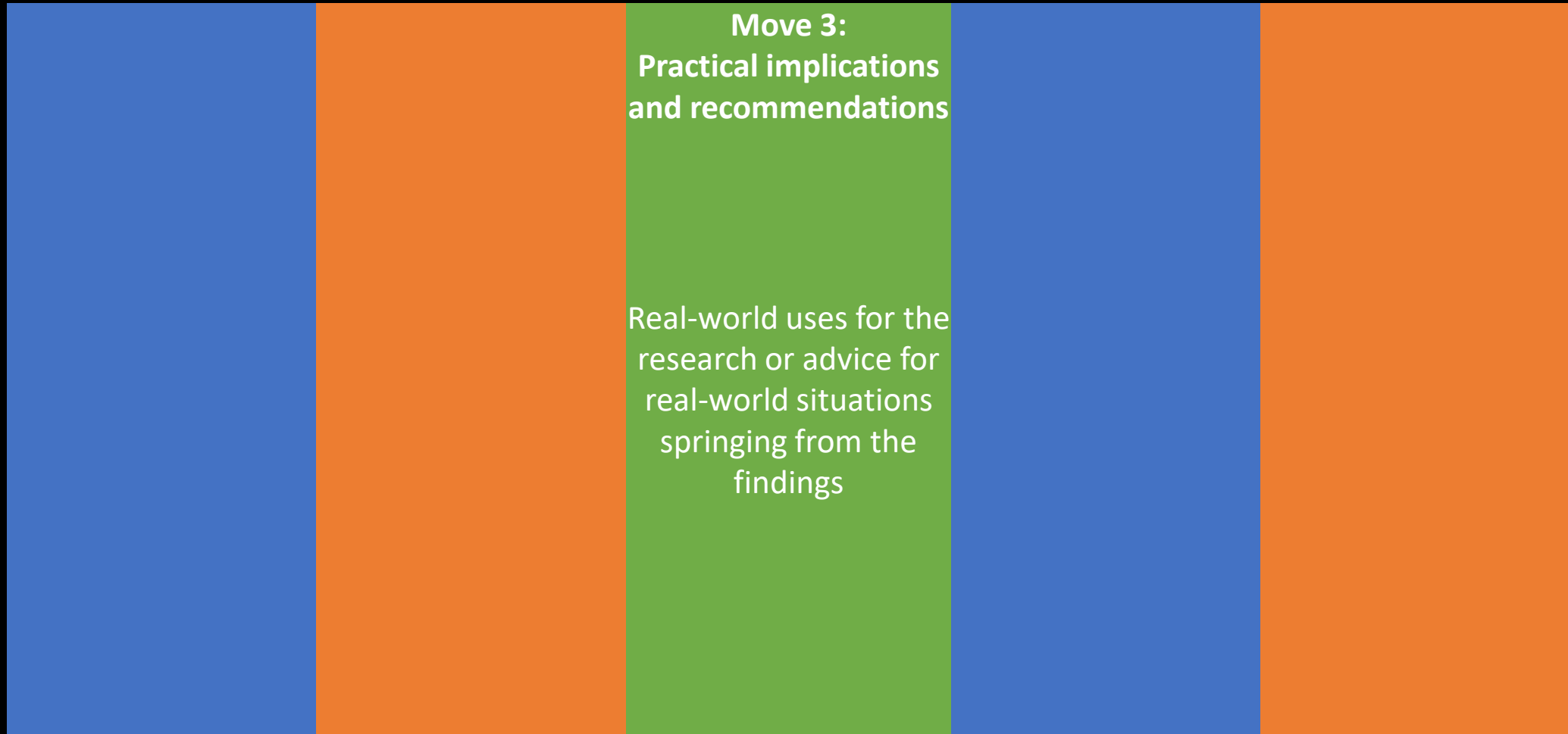
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Conclusions: five rhetorical moves (Bunton, 2005)

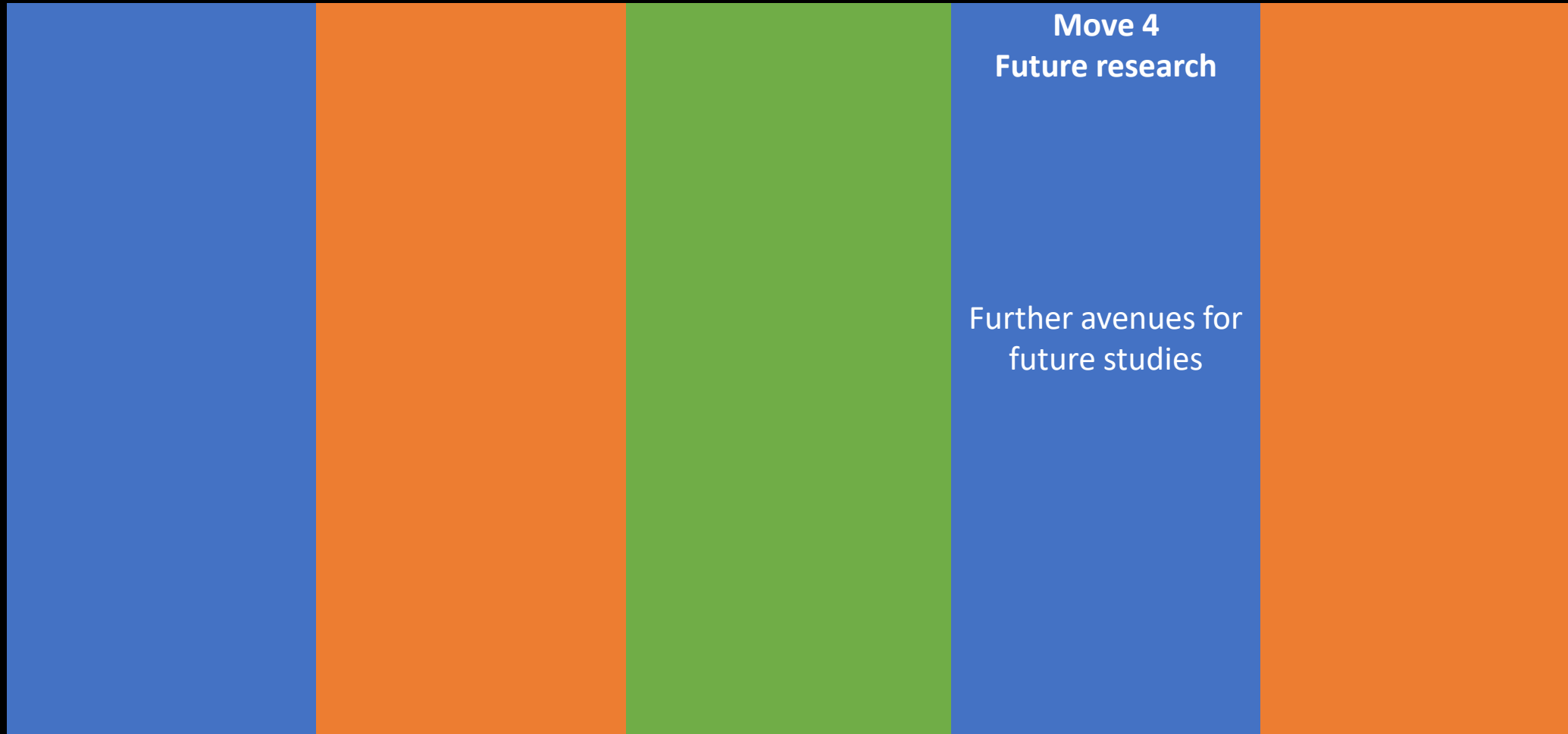


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Conclusions: five rhetorical moves (Bunton, 2005)



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Conclusions: five rhetorical moves (Bunton, 2005)

Move 1: introductory restatement	Move 2: consolidation of research space	Move 3: Practical implications and recommendations	Move 4: Future research	Move 5: Concluding restatement
reiteration of purpose, research questions or hypothesis	Summary of methods and findings, claims, references to previous studies	Real-world uses for the research or advice for real-world situations springing from the findings	Further avenues for future studies	reiteration of overall findings and claims



Lynch (2014). recommendations for conclusions of qualitative theses.

potential elements:

- (Concise) recapitulation of purpose and findings
- Relationship with previous research
- Limitations of your research (anticipation of criticisms)
- Problems arising during the research
- Implications of your findings
- Recommendations (for research; for action / policy /change)
- Your contribution to research
- Autobiographical reflection



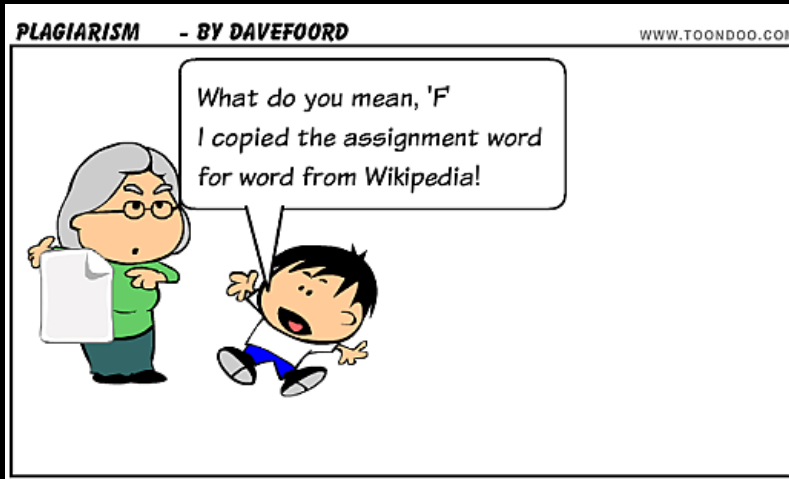
Referencing and avoiding
plagiarism

Plagiarism

Discuss with a partner:

- What is plagiarism?
- What different types of plagiarism are there?
- How can you avoid inadvertently plagiarizing others' ideas?

Forms of plagiarism



No acknowledgement
of quotations or word-for-word citing

Minor changes to the source text, such as
changing a few words
changing the word order

Inadequacies in citing and referencing

Copy-pasting

Direct translation
from original without indicating source (usually treated as a paraphrase)

Collusion
not giving recognition to other contributors

Autoplagerism

Copying passages from a previous text you have written without acknowledgment



What citation style will you use?

Many citation styles



Different formats

Author/Date (Jones, 1998)

Author/page (Smith 66)

Numeric [1] (3) ¹

Required citation style for your thesis?

*Free to choose? Then – choose **one** style & be consistent!*



Resources for citation styles

- APA: <https://apastyle.apa.org/style-grammar-guidelines>
[https://owl.purdue.edu/owl/research and citation/apa style/apa formatting and style guide/index.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html)
- Chicago: https://www.chicagomanualofstyle.org/tools_citationguide.html
- MLA:
[https://owl.purdue.edu/owl/research and citation/mla style/mla formatting and style guide/index.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/index.html)
- IEEE:
<https://iee-dataport.org/sites/default/files/analysis/27/IEEE%20Citation%20Guidelines.pdf>

Software to help you reference

Zotero

Mandeley

RefWorks

EndNote



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Referencing conventions & avoiding plagiarism

- Summarise
- Paraphrase
- Quote
- ...AND provide the sources (-> match with your list of references)

Discuss with a partner:

when you would choose to

- Summarise
- Paraphrase
- Quote

Summarising

- Encapsulates some key point/idea/finding(s) of another's work
- Shorter than the original
- Useful when comparing different studies

Quote vs. paraphrase	Features	Citation info	Pros	Cons
Quoting	<ul style="list-style-type: none"> • Uses the exact words from the source text • Text enclosed in quotation marks (quotes under 40 words) or indented and presented as separate paragraph without quotation marks (block quotation) 	In-text: <ul style="list-style-type: none"> • Author, date, page number • Full reference list entry according to citation style 	<ul style="list-style-type: none"> • Useful for presenting memorable words • Less risk of accidental plagiarism (if formatted correctly) 	<ul style="list-style-type: none"> • Overuse makes text look messy • No indication of higher-level processing of original idea • Grammar and tense problems when integrating quote into own writing
Paraphrasing	Reformats the original text in one's own words	<ul style="list-style-type: none"> • Author, date (page number optional) • Full reference list entry according to citation style 	<ul style="list-style-type: none"> • Demonstrates writer has processed and understood original • (higher academic skill) • Easier to discuss and comment on original ideas 	<ul style="list-style-type: none"> • If too similar to the original, plagiarism has occurred! (e.g., the odd word changed here and there) • Original could be misrepresented

Quoting

Read the article on quoting in MyCourses and discuss the key points with your partner

Quoting: key points

- Use sparingly
- Integrate into your text
- Use a variety of academic reporting verbs (not 'said')
- Punctuate correctly
- Reference correctly

How to paraphrase

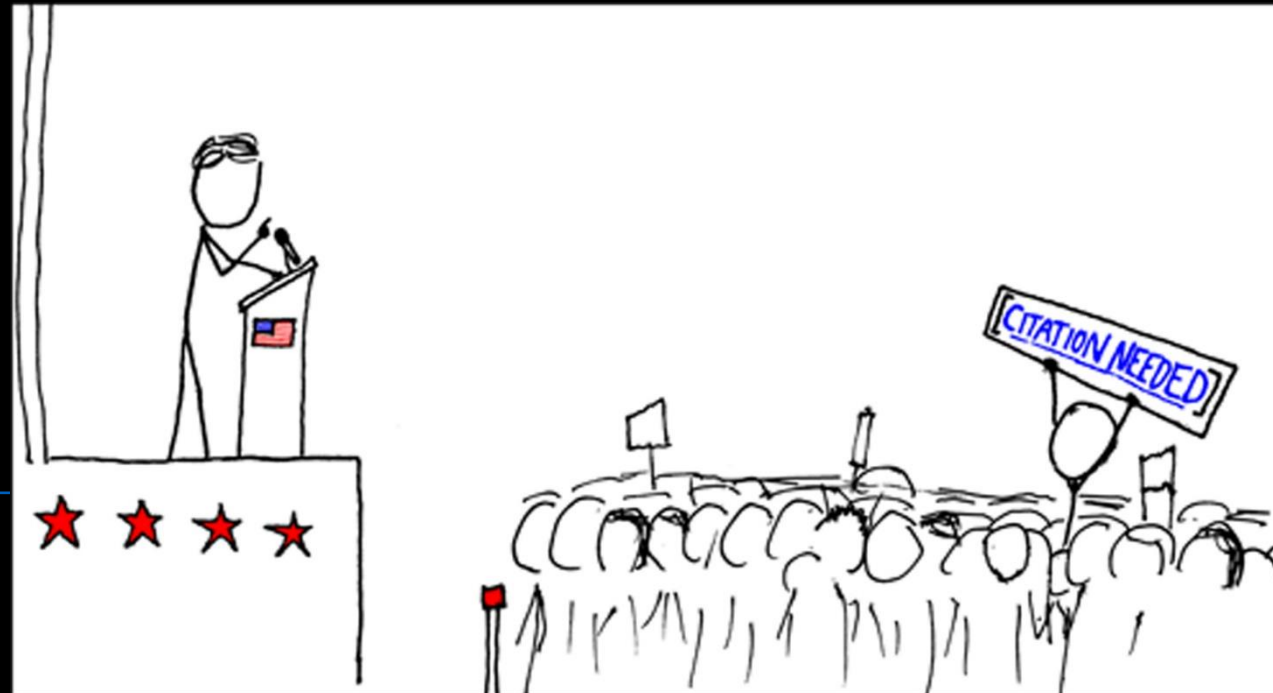
1. Identify and include the source
 - *Author, year, page (when necessary)*
2. Identify the important points/essential information
 - *Reformulate these ideas*
3. Establish logical connectors
 - *Identify relationship between consecutive points*
 - e.g. addition, cause-effect, comparison, similarity
4. Think of linking phrases to connect the points
 - e.g. *moreover, nevertheless, thus +verb-ing, similarly*
5. Consider synonyms
 - *Use a thesaurus*
 - e.g. thesaurus.com
6. Consider changing word forms
 - *Noun to verb, verb to adverb, adverb to adjective etc*
 - e.g. nominalization > nominalize; complete > completely
 - e.g., see <http://www.worldclasslearning.com/english/list-of-verbs-nouns-adjectives-adverbs.html>



Groupwork: Plagiarism or not?



Check your knowledge of citing and referencing
Decide whether the 4 examples in the handout contain plagiarism
Be prepared to explain how you arrived at your decisions



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Author-prominent vs. information-prominent style

Author-prominent	Information-prominent
<p>Smith [2] showed that...</p> <p>In [2], it was shown that...</p> <p>Several recent studies [1], [3], [4], [15], [16] have suggested that...</p>	<p>The theory was first proposed for linear systems [1].</p>
<p>Smith (2014) reports that these methods are often accompanied by a certain degree of biopolymer degradation.</p>	<p>It has been reported that these methods are often accompanied by a certain degree of biopolymer degradation (Smith, 2014).</p>

Look again at the article you found at the beginning of this session

- What citation style does it use? (author/date, author page, numerical)
- How are quotations used in the article? How are they integrated into the text? What reporting verbs are used?
- Where is the citation information placed in the text?
- Is it always clear where the cited material begins/ends? Could it be improved?
- Can you find examples of both author-prominent and information-prominent citations?

Discuss your findings in small groups

Style

Think back to our previous two courses

- What informal features should be avoided in academic writing?

Try to avoid . . .

- Contractions: can't > cannot, etc.
- Weak verbs: make, do, give, get, have, be, etc. > use a more precise equivalent
- Idiomatic language: 'environmental protection is a no-brainer'
- Phrasal verbs: e.g., look into, make up, find out
- Overuse of question words: 'the study investigates **how** identity is formed and **what** its key characteristics are' (prefer regular noun phrases)
- Unsubstantiated opinions 'I believe that . . .' > let the evidence speak

Overshoot!

- Thou shalt not use the passive
- Thou shalt not use the personal pronouns I and we

The passive voice

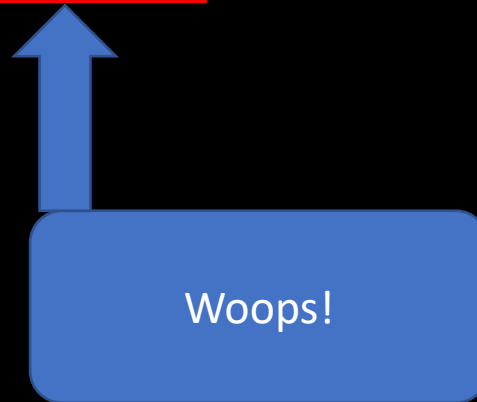
“The clarity in writing comes from being precise about who performs the action, which can then be described in far more detail.”

“What Is The Passive Voice And How You Can Stop Using It By Habit”

By [Derek Haines](#) / October 14, 2022 / [Grammar](#)

The passive voice

“The clarity in writing comes from being precise about who performs the action, which **can then be described** in far more detail.”



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The passive voice: legitimate use

- Avoiding the use of I: 'The findings are analysed in detail later'
- Stressing the thing that is acted upon: 'thousands of people are injured in car accidents every year'
- Varying sentence structure: 'Chapter 2 first discusses the key research in the field. These studies are then used to build a theoretical framework.'
- When the precise actor is unknown 'The mysterious stone temple was constructed around 50 000 BCE'
- When the actor is obvious or irrelevant 'the course will be taught in period IV'
- When explaining processes/methodologies, particularly in the natural sciences: 'a catalyst was introduced to the solution, and the temperature was raised to 200 degrees Celsius'

The passive voice

However

don't overuse

Active sentences are often clearer and more precise!

I and we

- 'I' avoided in most of the natural sciences (apart from in the acknowledgements chapter of a thesis)
- 'I' used more in the social sciences/ humanities/ arts, especially when:

The methodology is researcher/practitioner focused

- 'We' often used in co-authored research

I and We

- What are the conventions in your field for the use of I and we?
- Are these pronouns used in the article you found?
- Check with your supervisor about whether and in what circumstances you can use I and we

See you in Workshop 2!

Come to the workshop prepared to share your text sample and give/receive peer feedback.