

LCA-1022

9 Mechanics

Last time ...

Writing introductions



In small groups, discuss

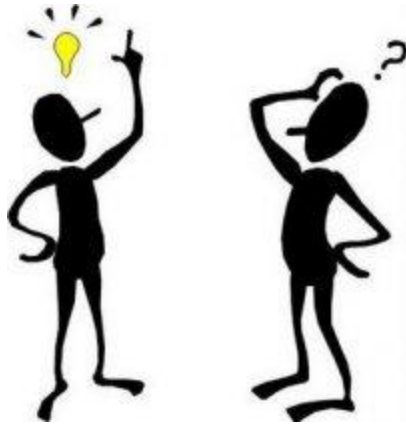
- ***What you learned about writing introductions***
- ***What questions or comments do you still have, if any***

Task: Analyzing introductions 1/2

Check **your own** introduction (thesis/chapter) for the key parts

To what extent does the introduction fulfill the following criteria of a “good” introduction?

Identify the sentences that . . .



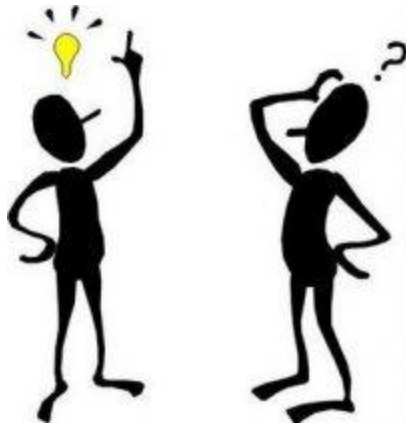
- Engage the reader in a question, debate, situation, etc
- Include a thesis statement / purpose statement / question
- Provide background to the topic
- Demonstrate importance / need for the research (gap)
- Indicate scope
- Provide an overview (a roadmap)

Discuss your observations with your partner
~~If time, come up with ideas for your introduction~~

Task: Analyzing introductions 2/2

With a partner, access the Aaltodoc link on MA theses
Choose an(other) introduction to survey together (thesis/chapter,
written in English)

Can you identify the criteria of a “good” introduction?



Identify the sentences/sections that . . .

- Engage the reader in a question, debate, situation, etc
- Include a thesis statement / purpose statement / question
- Provide background to the topic
- Demonstrate importance / need for the research (gap)
- Indicate scope
- Provide an overview (a roadmap)

Homework 1 due today

Check out these links and be prepared to explain & bring examples that illustrate the following

MyCourses > 9 Mechanics

- > Parallel structure
- > Relative clauses
- > Relative vs noun clause

- > English grammar & vocabulary - exercises
- > Purdue online writing lab – exercises

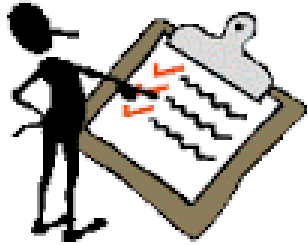
Proofreading tips and strategies?

Homework 2 due today

Analyse the conclusion (either for a section or for your thesis) to ensure that it does the following:

- Sums up the main points
- Indicates the study's usefulness / relevance / importance
- Shows a clear connection to the thesis or purpose statement in the introduction (*of the corresponding section or chapter*)
- Mentions the limitations of the study
- States the implications for future research / the next steps (*only in the concluding chapter*)

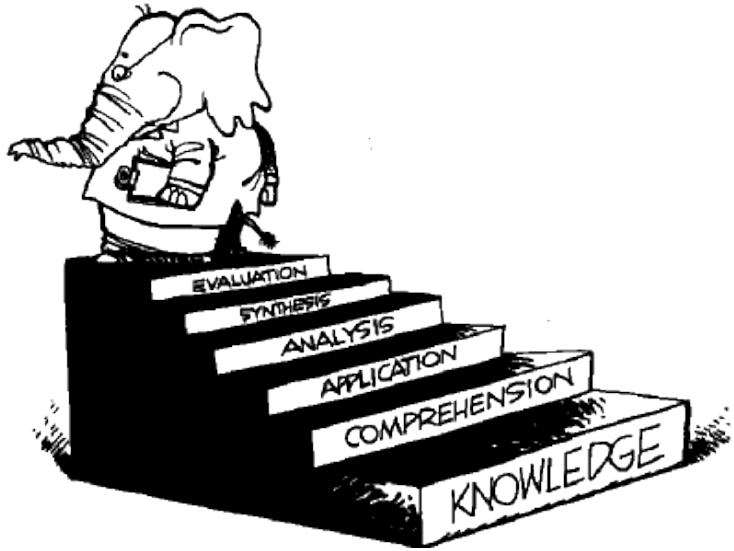
Today



An effective conclusion
Parallel structures
Punctuation

Learning outcomes

After this session, students will be able to ...



- ... recognize and apply strategies for writing a good conclusion
- ... understand and apply parallelism
- ... comprehend better some nitty-gritty details

An effective conclusion/ conclusion and discussion

What should a conclusion do?

A conclusion for the thesis should

- **Give the thesis a sense of completeness**
- **Leave a final impression on the reader**

A few pointers

Show your readers why your research was important / meaningful / useful

Synthesize, don't simply summarize

- Don't simply repeat things that were in your thesis, but do provide a succinct account of the work
- Don't introduce new information
- Don't exaggerate (or underestimate) the significance of your findings or the thesis itself
- Do show readers how the points you made fit together to create a coherent whole that answers your research questions and fulfils the aims of your purpose statement
- Do discuss the limitations of your thesis
- Do discuss the contribution your thesis has made to existing knowledge (referring back to the literature you have mentioned earlier in your thesis)
- Do make recommendations for future research

How do you start drafting a conclusion?

Ask yourself

*How do my ideas **connect** to what scholars have written in their treatment of the topic?*

*What new ideas have I **added** to the conversation? What ideas do I **critique**?*

*What are the **limitations** of my data, methods, or results?*

*What are the **consequences** of the strongest idea that comes out of my paper?*

*How can I **return** to the question or situation I describe in the introduction?*



Analysis of your conclusions

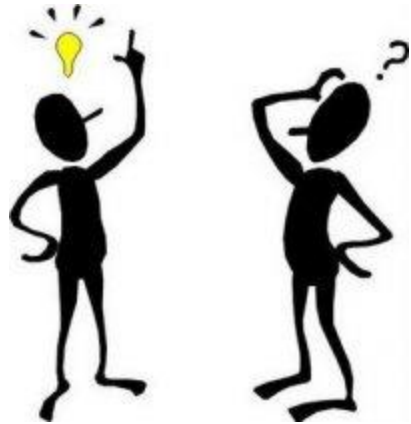
Check your partner's conclusion (could also be a chapter conclusion

In which case only points 1-3)

for the following and discuss . . .

To what extent does the conclusion fulfill the following criteria of a “good” conclusion?

Identify the sentences that . . .

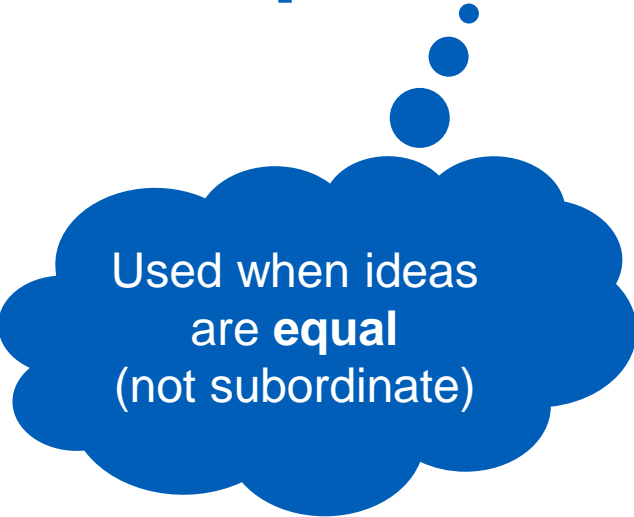


- Sum up the main points
- Indicate usefulness / relevance / importance
- Show a clear connection to the thesis or purpose statement in the introduction
- Mention the limitations of the study
- State the implications for future research / the next steps

Discuss your observations with your partner

Proofreading strategies: checking for Parallel structures

Use parallel construction



Used when ideas
are **equal**
(not subordinate)

For

And

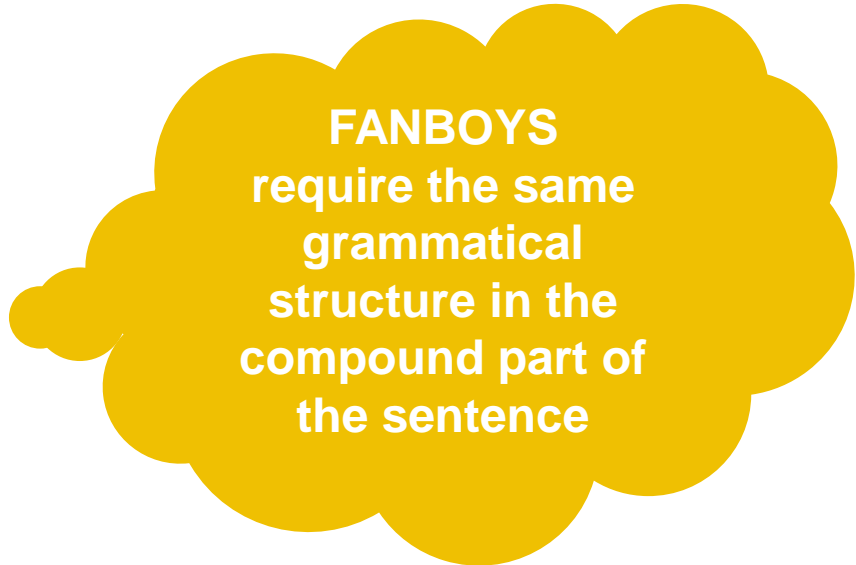
Nor

But

Or

Yet

So



FANBOYS
require the same
grammatical
structure in the
compound part of
the sentence

Use parallel structure

Applies to words & phrases, clauses, and lists
See <https://owl.english.purdue.edu/owl/resource/623/01/>

Examples

Johnson (2014) shows that dance practice improves

trunk flexibility *and* hip-joint mobility

[adj+noun and adj + noun]

of the muscles responsible for controlling the trunk's sway during dynamic weight shifting.

They will either withdraw the product or redesign it.

[either V + NP or V + NP]

Use parallel structure

Common errors

1. Faulty parallelism in verb forms

In past generations young people enjoyed reading and to play board games.

2. Unparallel nouns/noun phrases

Pascal was a philosopher, law scholar, educator, scientist, and he studied mathematics.

Use parallel structure

Individual work

Highlight all FANBOYS in your text

for, and, nor, but, or, yet, so

-> Parallel structure?

-> Discuss your findings with a partner

Pairwork parallel structure

- Find some sample sentences from your own writing of problematic parallel sentences
- Post 2-3 sample sentences on the padlet
- With your partner, choose a set of sample sentences posted by another group to revise

Nitty-gritty details

Homework – grammar & vocabulary exercises

Check out these links

MyCourses > 9 Mechanics

- > English grammar & vocabulary - exercises**
- > Purdue online writing lab - exercises**


Pairwork now:

- **With a partner, recommend an exercise you found helpful – or, another online resource on grammar/vocabulary to help with proofreading -> padlet Nitty gritty details**
- **Questions? -> padlet, for other teams to access&answer**
 - *Note: please contextualize your question by providing an example*

Punctuation


Common punctuation problems in academic texts






Punctuating relative pronouns

- ‘This research was inspired by studies, which highlight the importance of including young people’s viewpoints and ensuring that their voices are heard’
- ‘Lemert (1951) developed the term “societal reactions” which refers to many forms of formal and informal reactions of society to deviancy’



Punctuating relative pronouns

- Is it a defining or non-defining clause?
- Work out the difference between the following:
- ‘The authors criticise urban spaces, which alienate their users.’
- ‘The authors criticise urban spaces which alienate their users.’



Punctuating relative pronouns

- Which of the following is correct?
- ‘The follow-up study will include 18- and 19-year-old upper-secondary school students, who are in their final year of study.’

Or

- ‘The follow-up study will include 18- and 19-year-old upper-secondary school students who are in their final year of study.’




Punctuating relative clauses

- With *which* and *who* (*whom*, *whose*):
 - Don't use a comma if it is a defining (restrictive) clause
 - Use a comma if it is a non defining (non-restrictive) clause



Punctuating conjunctive adverbs

- What are conjunctive adverbs?
- Google with a partner and be prepared to explain to the class.



Some common conjunctive adverbs:

- However, therefore, nonetheless, nevertheless, consequently, subsequently, thus, moreover, furthermore, additionally



Punctuating conjunctive adverbs: mistake 1

- ‘Nevertheless the study fails to account for possible bias’
- ‘Nevertheless, the study fails to account for possible bias’




Mistake/stylistic error 2

- ‘It was, thus, an apt methodological choice’
- ‘It was thus an apt methodological choice’



Mistake 3

- ‘The authors conclude that the findings can be generalized, however, previous studies are more cautious in this regard.’
- ‘The authors conclude that the findings can be generalized; however, previous studies are more cautious in this regard.’



Mistake 4: the special case of ‘however’

- ‘It was however a contentious claim.’
- ‘It was, however, a contentious claim.’



Punctuating conjunctive adjectives

- When a conjunctive adverb begins a sentence it is followed by a comma.
- Bracketing commas are not necessary mid-clause, but can be used for emphasis.
- When a conjunctive adverb joins two independent clauses, a semi colon should be used
- *However* needs bracketing commas mid-sentence unless it means 'no matter how'.

Collaborative Punctuation

Collaborative Punctuation Review

In Groups

Group 1 reads the information on commas, Group 2 on semicolons and Group 3 on colons from the following resource:

https://owl.purdue.edu/owl/general_writing/punctuation/commas/commas_vs_semicolons.html

Each group writes 5 multiple choice questions exemplifying the rules they have learnt and posts them on the Padlet for the others to answer

Part B

Feedback sessions

Peer and teacher comments

1. **Submit Draft 1 to MyCourses by 27.11. 13:00 & email copy to partner for peer review**
 2. **Peer review** your partner's paper using the **Guidelines for Peer Review**
 3. Submit to MyCourses the **peer review comments on your partner's paper**
 4. Meet your partner/s to discuss the peer review and revise your paper according to the comments you receive
 5. Based on feedback from partner, **revise your paper (= Draft 2)**

 6. **Submit Draft 2 to MyCourses for teacher comments as .doc or .docx, NOT .pdf!! by the date agreed for your group (Sat 1 Dec for Monday groups, Tue 4 Dec for Wednesday groups)**
 - Note: Please don't be late with this submission as your teacher needs time to review and comment the revised paper before the group meeting!
 7. Resubmit the very first text you uploaded at the beginning of the course.
 8. Participate with your partner in feedback session with the teacher
 9. **After the feedback session, submit the final version of your text to MyCourses/turnitin by 9.12.**
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