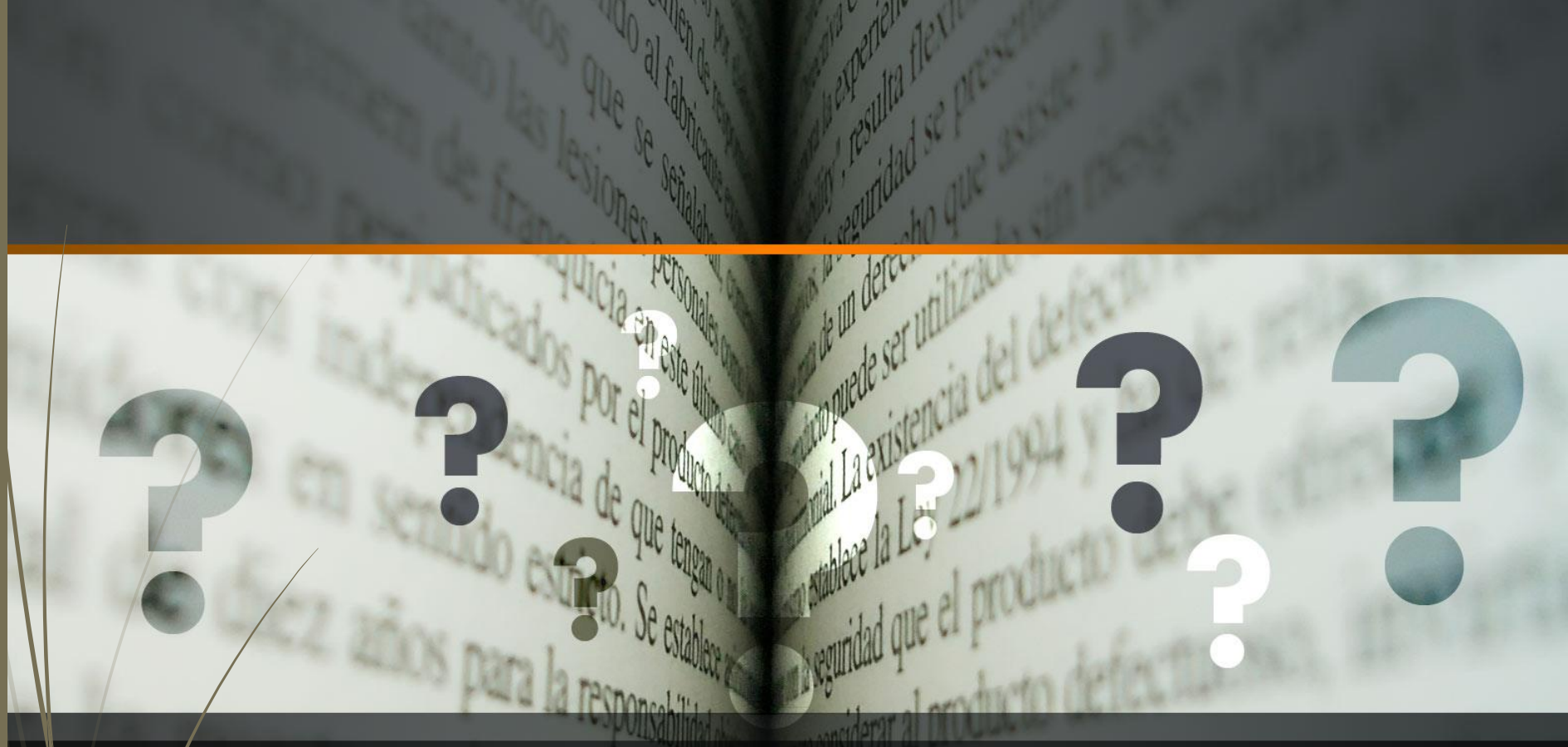


Academic Reading & Writing

Presented by:

Masoud Khabir

Personal Information:

- Ph.D. in TEFL
- Cambridge University CELTA Cert.
- IDP Cert. IELTS Trainer
- Mock IELTS Speaking Examiner
- Mock IELTS Writing Examiner
- KMU Lecturer
- ILI English Instructor

Workshop Synopsis:

1. Academic Reading
2. Academic writing
3. Parts of a research paper
4. Mechanics & Content
5. Grammatical Structures
6. Academic wording
7. How to download articles
8. Useful applications
9. Useful Websites
10. Paragraph Types

RESPONDING CRITICALLY TO TEXTS

MAIN IDEAS AND SUPPORTING DETAILS

- **Main Idea**
  - Also known as the general idea
  - The idea of the whole text
  - The topic sentence, i.e. the main idea written as a complete sentence
- **Supporting Details**
  - Also known as the specific details
  - Include explanation or further elaboration for the main idea

MAIN IDEAS AND SUPPORTING DETAILS (cont.)

- Example

Main idea (Topic Sentence): The Internet has caused more damage than we realise.

Supporting details:

1 It has ruined people's relationship with family and friends.
2 It has created a financial burden for some people.
3 It has caused work-related problems for some employers.

AUTHOR'S PURPOSE, TONE AND POINTS OF VIEW

- **Purpose**
  - The author's particular intention when writing a text
  - E.g. to inform, persuade, advise, argue, complain, warn, judge, etc.

- **Tone and Point of View**
  - The author's emphasis of a particular stand or points of view on an issue
  - Shown through word choices and sentence structures used in the text.

AUTHOR'S PURPOSE, TONE AND POINTS OF VIEW (cont.)

- **Examples of Tone Words**
  - Positive tones, e.g. excited, grateful, hopeful, etc.
  - Neutral tones, e.g. impartial, objective, etc.
  - Negative tones, e.g. angry, sarcastic

WRITING A CRITICAL RESPONSE TO TEXTS

- Read beyond facts and statements.
- Understand the literal and hidden meanings of the text.
- Recognise the writer's purpose, tone and bias.
- Analyse evidence and the language style used.

WRITING A CRITICAL RESPONSE TO TEXTS (cont.)

- **Steps in Responding to Texts Critically**

1. Read the text carefully
2. Identify the writer's main idea
3. Recognise the supporting details
4. Recognise the writer's purpose
5. Recognise the writer's tone
6. Recognise the writer's bias
7. Examine the evidence and facts mentioned by the writer
8. Examine the strengths and weaknesses of the writer's ideas
9. Recognise your own opinion on the topic
10. Provide a justification for your ideas

SYNTHESISING INFORMATION FROM TEXTS

INTRODUCTION

- Academic writing involves:
  - Conducting research
  - Sourcing for literature
- One cannot avoid synthesizing or integrating ideas taken from multiple sources.

ANALYSING AND SYNTHESISING TEXTS

- The process of synthesizing should begin with analysis.
- Analyzing a text involves examining the ideas obtained from the text, or more than one text, methodically and in detail.
  - This is meant to ascertain their worthiness.
  - This depends on the requirement of the task.

ANALYSING AND SYNTHESISING TEXTS (cont.)

- These items are taken into consideration while analysing a text:
  - The category or type of written text
  - The purpose(s) of the text
  - The tone of the text
  - The intended audience of the text
  - The central or main ideas of the text
  - The supporting ideas of those main ideas

ANALYSING AND SYNTHESISING TEXTS (cont.)

Sample Text 1

With the emergence of new media, the role of the television as a means of disseminating information to viewers has been undermined. Studies have found that the use of new media as a medium of advertising has led to the drop in the sales of advertisements on television (Sturridge, 2013). Delayed news that was previously obtained in delayed reporting can now be attained digitally and instantaneously. This has led to a change in the preferences of the general population. Unlike the television, new media also offer limitless access to information which further draws the interest of the people.

ANALYSING AND SYNTHESISING TEXTS (cont.)

Category: Explanatory
Topic: New media
Pattern of organisation: Compare and contrast
Purpose: To differentiate between new media and television
Tone: Concerned but optimistic
Intended audience: General readers
Main ideas: The emergence of new media has replaced the role of the television.
Supporting details: 1 Drop in the sales of advertisements
2 News attained digitally and instantaneously
3 Limitless access to information

ANALYSING AND SYNTHESISING TEXTS (cont.)

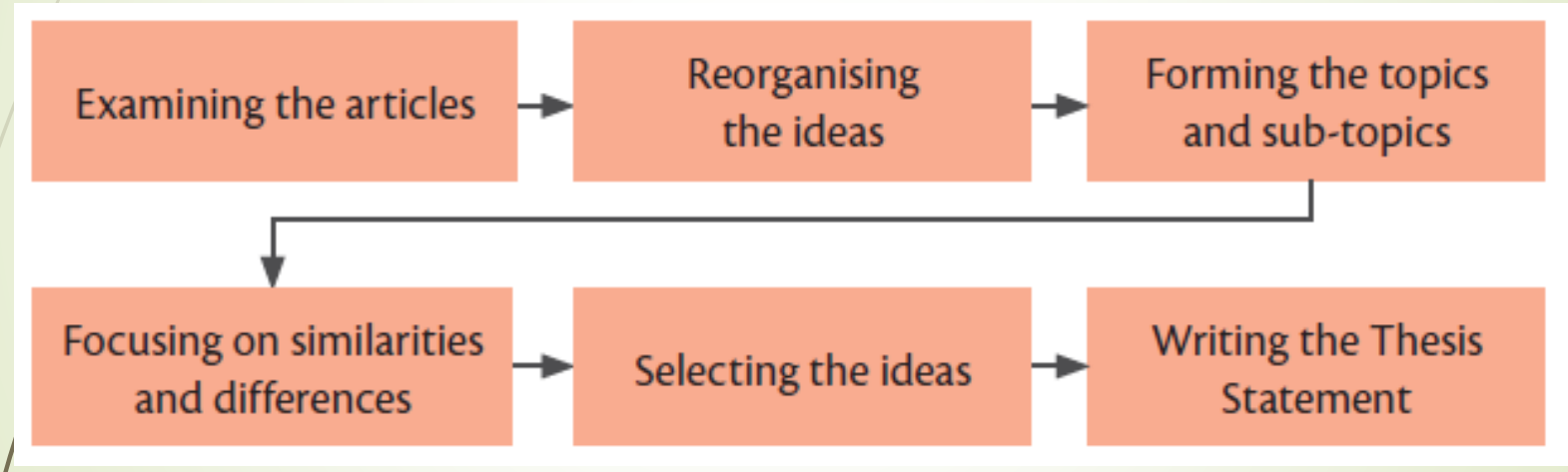
- **Guidelines on How to Synthesize**
  - Know the task
  - Select the ideas
  - Rearrange the ideas—logical, spatial or chronological
  - Create topics or sub-topics for the ideas
  - Determine what should be reported and what should be excluded
  - Decide on the thesis statement

ANALYSING AND SYNTHESISING TEXTS (cont.)

- **Characteristics of a Good Thesis Statement**
  - Is argumentative in nature
  - Indicates specifically what the essay is about
  - Is written in a complete sentence
  - Is a general statement about the essay, but is also specific enough for the intended length of the essay

ANALYSING AND SYNTHESISING TEXTS (cont.)

- **Forming Thesis Statement**



ANALYSING INFORMATION FROM TEXTS

REFERENCE WORDS

- These are words that are used to replace other words in a text.
  - Anaphoric references:

  (a) Ali has a new bike. He loves it so much.

  (b) Ali, who is my friend, loves his bike so much.

  - Cataphoric references:

  (c) They have made a big mistake. The students should have explained to the teacher.

  (d) It is interesting because mountain climbing teaches us to be brave.

REFERENCE WORDS (cont.)

- Example:

Paragraph 1

Bill Gates is a man with an extraordinary personality. He believes in hard work. Bill Gates challenged himself to be successful in computer applications when he was first introduced to it. In order to keep going, he decided to take a risk which was dropping out from Harvard University and forming Microsoft. His beliefs are so powerful that they help him to be a person with extraordinary success.

DISCOURSE MARKERS

- Discourse markers are words or phrases which are used to link ideas in a text. They are transitional signals that show or guide readers from one idea to another.
- By using discourse markers, readers can easily understand the flow of ideas in a text. The readers would know whether a writer is giving a similar idea, an opposite idea, an example, a result, an additional point or a conclusion.

DISCOURSE MARKERS

Function	Discourse Marker
To compare	similarly, equally, exactly, as well as, parallel to, identically, in comparison to, in relation to, also, in much the same way, like
To contrast	nevertheless, still, on the contrary, however, on the other hand, despite this fact, in spite of, unlike, differ from, a striking difference, in opposition to
To conclude or summarise	as a result, in short, in brief, to conclude, to end, in conclusion, to sum up, as a consequence, to recapitulate
To clarify	in other words, to put it in another way
To show cause–effect	so, because, as a consequence, as a result, thus, hence

DISCOURSE MARKERS (cont.)

To show example	for instance, to explain for example, as an example, in this case, to illustrate, to show, to demonstrate, specifically, to be exact, in particular, such as, namely, indeed, in other words
To add a point	also, too, besides, yet, but, nevertheless, still, to continue, as well as, equally important, first of all, furthermore, in addition, moreover, likewise, and, either … or, neither … nor, however
To indicate sequence	First, second, then, after that, to begin with, next, after that, subsequently, the following, last, later on, on the next occasion, firstly, secondly, thirdly, lastly

FACTS AND OPINIONS

- **Facts**
  - are objective and represent statements of truth.
  - are neither influenced by nor based on personal feelings, tastes or opinions.
  - can be in the form of statistics or numbers, or they can be results of a research or an experiment.

- **Opinions**
  - are statements people make about their beliefs or attitudes. These statements are subjective; they are based on personal feelings, tastes or opinions.
  - can be argued and questioned.

FACTS AND OPINIONS (cont.)

- **Example of Facts**
  - China has 300 million smokers who consume about 1.7 trillion cigarettes a year. (statistical fact)
  - When we breathe through our nose, we always inhale more air with one nostril than with the other—this changes every 15 minutes. (fact)

OPINIONS (EXAMPLE)

- **Example of Opinions**
  - Women make better chefs than men.
  - Students in rural areas do not like to learn English.
  - Bilinguals are better academic achievers.

CONCLUSIONS AND INFERENCES

- Drawing conclusions involves making logical judgements, while making inferences is about making reasonable guesses.

- Both of these evaluation techniques are based on the facts, ideas or opinions mentioned in a particular text.

CONCLUSIONS AND INFERENCES (cont.)

- **Example 1**

Based on a study by Leon and Cutter (2008), employers prefer graduates who have basic, higher order and effective skills.

Reasonable inference: Graduates without appropriate soft skills will unlikely be employed.

Logical conclusion: Graduates should prepare themselves with suitable soft skills to secure jobs.

CONCLUSIONS AND INFERENCES (cont.)

- **Example 2**

A research by a Malaysian university revealed that immediate collaboration between a university and an industry should be formed to produce students that fulfil the industry's needs.

Reasonable inference: Malaysian graduates have not yet equipped themselves with necessary skills to work in an industry.

Logical conclusion: Local universities should take prompt action to prepare students for the workplace.

CONCLUSIONS AND INFERENCES (cont.)

- **Example 3**

According to Boyd (2009), youths who grow up watching television every day have a higher tendency to commit crimes as compared to those who watch television on a less frequent basis.

Reasonable inference: Watching a lot of television makes teenagers prone to violence.

Logical conclusion: Youngsters should be stopped from watching television frequently.

ANALYSING ARTICLES

- Making inferences, drawing conclusions, using reference words and using discourse markers are elements that need to be understood, so that we can easily understand and analyse a text or an article.
- Analysing an article is about identifying the main idea, supporting details, purpose, tone and intended audience of the article.

What is ACADEMIC WRITING?

- Any kind of writing that is done to fulfil academic requirements by higher learning institutions.

- Examples of academic writing:
  - Academic essays, business reports, laboratory reports, research proposals, literature reviews, dissertations, book reviews, annotated bibliography, abstracts, conference papers and journal articles

ACADEMIC WRITING (cont.)

- **Academic writing is formal writing, whereby the writer adheres to specific punctuation and grammar rules.**
- **Academic writing consists of the citation of published writers in the discipline to support the writer's claim and to show the writer's depth of understanding.**
- **Academic writing requires students to employ the university's preferred referencing systems/conventions.**
- **Academic writing concentrates on abstract thoughts as students are expected to study theories, concepts, and philosophies.**
- **Academic writing discourages surface writing as writers need to explore the topic in depth by reading the literature reviews of the chosen topic to study the principal theories and concepts of the phenomenon.**
- **The writers focus on the information they want to disseminate.**

ACADEMIC TONE

Concise	Objective	Formal
• Make your points straight away • Replace phrases with single words • Avoid circumlocution • Omit unnecessary words • Avoid saying the same thing twice	• Treat gender equally • Refrain from using value judgement words • Use specific ideas • Use citation • Avoid using first person personal pronoun of 'I' • Express points directly	Refrain from using contractions, exclamation marks and slangs

TYPES OF ACADEMIC WRITING

Types	Descriptions
Academic essays	Academic essays require understanding of the course, depth of research on the chosen topic, analytical selection and comments of materials being used in the essays, and good writing skills in conveying the ideas to the audience.
Laboratory reports	A laboratory report describes and examines a scientific concept through a scientific experiment in a laboratory.

TYPES OF ACADEMIC WRITING (cont.)

Types	Descriptions
Research proposals	A proposal encompasses the literature review and the plan to investigate a topic. It can be in the form of an assignment, and can lead to a dissertation or a grant application.
Literature reviews	A literature review is a critical discussion of what has been published by recognised experts on a chosen topic as a foundation for a new/extended research.
Dissertations	A dissertation is an extended research study. It is divided into chapters that examine an independent research in depth with clear literature review, methodology, analysis, the findings and conclusions of the research.
Article critique	A critique is an essay that examines the writer's ideas critically and consists of both positive and negative points.

TYPES OF ACADEMIC WRITING (cont.)

Types	Descriptions
Book reviews	A book review summarises the content of a book. It is a critical evaluation of the quality and the contribution of a book.
Annotated bibliographies	An annotated bibliography is a list of citations of the sources. Each citation has a critical summary of about 150 words written in a paragraph.

TYPES OF ACADEMIC WRITING (cont.)

Types	Descriptions
Conference papers	A conference paper is an article written for the purpose of being accepted to a conference to introduce your idea to the research community.
Research articles	A research article includes scientific articles, peer-reviewed articles, scholarly research articles, and articles that are published in journals specialising in specific areas.

Laboratory Report Structure

Component	Description
Abstract	Summarises the experiment.
Introduction	Identifies the experiment and its objectives, the importance of the experiment, and the background of the experiment.
Method	Examines the procedures of the experiment.
Results	Presents or a presentation of the results.
Discussion	Discusses the results.
Conclusion (in longer experiment)	Summarises and interprets the findings objectively by connecting them to the experiment.
Appendices	Additional matter/documents that are put at the end of the report.

Literature Review Structure

Component	Description
General Background Information	Includes the introduction, the review of literature related to the chosen research topic, explanation of the purpose of the study and the hypotheses of the study.
Theory	Explains the theoretical framework of the research. If there is no specific literature that mentions the research, it is wise to incorporate related theories.
Review of the Literature on the Instruments	Reviews the literature of the instruments/measures used in the research.
Summary	Provides a concise account of the chapter.

Research Proposal Structure

Component	Description
Abstract	A summary of the research.
List of Tables/ Contents	All the contents of the research proposal, including headings and sub-headings.
Introduction/ Background	Identifies the research, its objectives, the importance of the research, and the background of the research.
Research Question	The purposes/aims of the study.
Significance of Research	Highlights the validity of the research. It shows the contribution of the research to the discipline.
Literature Review	Reviews both past and present literature on the chosen topic. It positions the research, focusses on the significance of the study, shows the gap of the study and allows the choice of appropriate methods and analysis.
Theoretical Framework	Explains the theoretical framework of the research. If there is no specific literature that mentions the research, it is wise to incorporate related theories.

Research Proposal Structure (cont.)

Methodology	Examines the rationale for the research paradigm by using past and present studies.
Research Design and Method	Examines the procedures and the instrument of the proposed research.
Ethics	Discusses the ethical considerations of data being collected.
Timeline	Time allocated by the researcher to conduct the proposed study.
Budget	Allocated to estimate the cost of items to conduct the research in securing a research grant.
References	A list that comes after the research proposal; written using a proper referencing citation. It lists the sources cited in the research proposal.
Appendices	Additional matter/documents that are put at the end of the research proposal.

Process of conducting research

- Finding a Journal
- Choosing a Topic
- A good paragraph
- Introduction
- Lit Rev
- Method
- Results
- Discussion
- Conclusion
- References
- Appendices

Helping Ensure That Research is Publishable

Some Questions That Editors and Peer Reviewers Consider

- Does the research address an important unanswered question?
- Is the question of broad enough interest?
- Are the methods appropriate?
- Have ethical standards been met?
- Are the results well enough documented?
- Are the conclusions reasonable?
- Is the paper well written?

When should researchers start trying to ensure that their research is publishable?

When they start planning their research!

Identifying a Target Journal

- Decide early (before drafting the paper). Do not write the paper and then look for a journal. (Why?)
- Look for journals that have published work similar to yours.
- Consider journals that have published work you cite.

Some Factors to Consider (Guidelines)

- Audience
- Prestige
- Access
- Impact
- Publication time
- Technical quality
- Likelihood of acceptance

Choosing a Suitable Journal

1. www.scholar.google.com
2. http://libgen.rs/scimag/
3. https://sci-hub.se/
4. www.scimagojr.com
5. www.impactfactor.ir

Some Questions the Instructions May Answer

- What categories of article does the journal publish?
- What is the maximum length of articles?
- Does the journal include abstracts? If so, what is the maximum length?
- What sections should the article include? What are the guidelines for each?
- What guidelines for writing style should be followed?

- How many figures and tables are allowed? What are the requirements for them?
- In what format should references appear? Is there a maximum number of references?
- In what electronic format should the paper be prepared?
- How should the paper be submitted?

https://www.frontiersin.org/about/author-guidelines
ISSN: 1664-1078

DEVELOPING PARAGRAPHS FROM TOPIC SENTENCES

- Generally, an essay consists of three elements—the introduction, body and conclusion.
- The introduction:
  - Introduces the topic of the essay
  - Determines the focus of the paragraphs via the thesis statement

DEVELOPING PARAGRAPHS FROM TOPIC SENTENCES (cont.)

- The body paragraphs:
  - Each paragraph will have only one topic sentence (controlling idea).
- A good paragraph displays three elements of writing:
  - Unified—one controlling idea
  - Well-developed—so that they will be clear to the readers
  - Coherent—the ideas have to be arranged in some logical manner

GIVING EVIDENCES USING IN-TEXT CITATIONS

- In academic writing, the ideas presented have to be substantiated with evidences.
- If evidences are not provided as support, the ideas presented cannot be trusted—they would be perceived as merely a writer's opinions which can actually be disputed.
- Proper documentation is generally expected, which includes providing citations within the text (in-text citations) and referencing.

GIVING EVIDENCES USING IN-TEXT CITATIONS (cont.)

- **Applying In-text Citations**
  - As part of the sentence, e.g.

Yahaya (2016) found that high-performing ESL readers can cope with all types of stress in reading.

A study by Yahaya (2016) found that …

According to Yahaya (2016), high-performing ESL readers can …

According to the Ministry of Women and Welfare (2012), statistics has shown …

GIVING EVIDENCES USING IN-TEXT CITATIONS (cont.)

- **Applying In-text Citations**
  - At the end of the sentence, e.g.

High-performing ESL readers can cope with all types of stress in reading (Yahaya, 2016).

Studies have found that the use of new media as a medium of advertising has led to the drop in the sales of advertisements on television (Sturridge, 2013).

As a result of the birth of the Internet, digital evolution has begun to blossom (Suarez, 2010).

A Common Format for Journal Articles: IMRAD

- **I**ntroduction: What was the question?
- **M**ethods: How did you try to answer it?
- **R**esults: What did you find?
- **A**nd
- **D**iscussion: What does it mean?

A More Complete View

- (Title)
- (Authors)
- (Abstract)
- **Introduction**
- **Methods**
- **Results**
- **Discussion**
- (Acknowledgments)
- (References)
- (Appendix)

Some Other Structures

- Variants of IMRAD—for example, with
  - a literature review section after the introduction,
  - a combined results and discussion section, or
  - a conclusions section added

Title

- The fewest possible words that adequately indicate the contents of the paper
- Important in literature searching
- Should not include extra words, such as "A Study of" or "Observations on"
- Should be specific enough
- Generally should not include abbreviations
- (Running title: short version of title—appears at tops of pages)

The Introduction

Purposes of the Introduction

- To provide background
  - In order to help readers understand the paper
  - In order to help readers appreciate the importance of the research
- To identify the question(s) the research addressed
  - Sometimes stated as a hypothesis or hypotheses

The Introduction

- The introduction should answer the following questions:

1. What was I studying?
2. Why was this an important question?
3. What did I know about this topic before I did this study?
4. What model was I testing?
5. What approach did I take in this study?

Length of Introduction

- Articles in some fields tend to have short introductions (a few paragraphs or less)
- Articles in some other fields tend to have long introductions or to also include related sections (for example, literature review, theoretical framework)
- What about introductions in your field?

Structure of the Introduction

- Introduction typically should be funnel-shaped, moving from general to specific
- A common structure:
  - Information on importance of topic
  - Highlights of relevant previous research
  - Identification of unanswered question(s)
  - Approach you used to seek the answer(s)
  - (In some fields) your main findings

LITERATURE REVIEW

General Guidelines to Writing a Literature Review

- Introduce the literature review by pointing out the major research topic that will be discussed

- Identify the broad problem area but don't be too global (for example, discussing the history of education when the topic is on specific instructional strategy)

- Don’t attempt to cover everything written on your topic
- You will need to pick out the research most relevant to the topic you are writing
- You will use the studies in your literature review as “evidence” that your research question is an important one

- It is important to cover research relevant to all the variables in the proposed article.
- Research that explains the relationship between these variables is a top priority.
- You will need to plan how you will structure your literature review and write from this plan.

- After reviewing the literature, synthesize what has been done, what has not been done, and what needs to be done
- Critically argue - remember you are arguing your point of why your study is important!
- Link your argument to the formal research question or state a hypothesis
- All sources cited in the literature review should be listed in the references

Common Errors Made in Lit Reviews

- Review isn't logically organized
- Review isn't focused on most important facets of the article
- Review doesn't relate literature to the focus of the article
- Too few references or outdated references cited
- Review isn't written in author's own words (plagiarism)
- Review reads like a series of disjointed summaries
- Review doesn't argue a point
- Recent references are omitted

Plagiarism

Includes:

1. Using another writer's words without proper citation
2. Using another writer's ideas without proper citation
3. Citing a source but reproducing the exact word without quotation marks
4. Borrowing the structure of another author's phrases/sentences without giving the source
5. Borrowing all or part of another student's paper
6. Using paper-writing service or having a friend write the paper

Methods

Purposes of the Methods Section

- To allow others to replicate what you did
  - In order to test it
  - In order to do further research
- To allow others to evaluate what you did
  - To determine whether the conclusions seem valid
  - To determine whether the findings seem applicable to other situations

Methods: Basic Information to Include

- Overview of study design
- Sampling
  - Description of target population, research context and unit of analysis
- Data collection
  - Data collection methods
- Measures/scales/instruments

Methods: Amount of Detail to Use

- For well-known methods: name of method, citation of reference
- For methods previously described but not well known: brief description of method, citation of reference
- For methods that you yourself devise: relatively detailed description

https://www.scribbr.com/methodology/quasi-experimental-design/

Methods: The Words and More

- Should be written in past tense
- In some journals, may include subheads (which can help readers)
- May include tables and figures—for example:
  - Flowcharts
  - Diagrams
  - Tables of experimental conditions

Look at the Methods sections of some papers in your target journal. Use them as models.

Results

The Results Section

- The core of the paper
- Often includes tables, figures, or both
- Should summarize findings rather than providing data in great detail
- Should present results but not comment on them
- (Note: Some journals combine the Results and the Discussion.)

Verb Tense for the Results Section: Past Tense

Examples:

- A total of 417 of the customers replied.
- _____ increased, but _____ decreased.
- The average temperature was _____.
- Three of the dogs died.
- This difference was not statistically significant.

Results Sections of Papers with Tables or Figures

- How much should the information in the text overlap that in the tables and figures?
  - Not extensive overlap
  - In general, text should present only the main points from the tables and figures
  - Perhaps also include a few of the most important data
- Remember to mention each table or figure. Do so as soon as readers might want to see it.

Mentioning Tables and Figures: Some Writing Advice

- In citing tables and figures, emphasize the finding, not the table or figure.
  - *Not so good*: Table 3 shows that researchers who attended the workshop published twice as many papers per year.
  - *Better*: Researchers who attended the workshop published twice as many papers per year (Table 3).

Tables: A Few Suggestions

- Use tables only if text will not suffice.
- Design tables to be understandable without the text.
- If a paper includes a series of tables, use the same format for each.
- Be sure to follow the instructions to authors.

Figures: A Few Suggestions

- Use figures (graphs, diagrams, maps, photographs, etc) only if they will help convey your information.
- Avoid including too much information in one figure.
- Follow the journal's instructions.

Discussion

Discussion

- One of the more difficult parts to write, because have more choice of what to say
- Often should begin with a brief summary of the main findings
- Should answer the research question(s) stated in the introduction
- Sometimes is followed by a conclusions section

The Discussion:

- Relationship to findings of other research—for example:
  - Similarities to previous findings (your own, others', or both)
  - Differences from previous findings
  - Possible reasons for similarities and differences

- Limitations of the study
  - For example: small sample size, short follow-up, incomplete data, possible sources of bias, problems with experimental procedures
  - Better to mention limitations than for peer reviewers and readers to think that you're unaware of them
  - If the limitations seem unlikely to affect the conclusions, explain why

The Discussion:

- Applications and implications
  - Possible uses of the findings (in business, public policy, agriculture, medicine, etc.)
  - Relationship of the findings to theories or models
    - Do the findings support them?
    - Do they refute them?
    - Do they suggest modifications?

Acknowledgments

- The place to thank people who contributed to the research but whose contributions don't qualify them for authorship
- Obtain permission before listing people
- Sometimes also the place to mention sources of financial support

References

Functions of References

- To give credit to others for their work
- To add credibility to your work by showing that you used valid information sources
- To help show how your work relates to previous work
- To help readers find further information
- To avoid plagiarism

References: Importance of Accuracy

- Studies show that many references are inaccurate.
- For references to fulfill their functions, they must be accurate. Therefore
  - Make sure that you accurately state what the cited material says.
  - Make sure that all information in the citation (for example, author list, article title, journal title, volume, year, pages) is accurate.

Before Submitting Your Paper

- Make sure the abstract is consistent with the rest of your paper.
- Revise, revise, revise the paper.
- Show the paper to other people, and revise it some more.
- Re-check the journal's instructions to authors.

ABSTRACT

The Abstract

- An important part of the paper
  - Relatively widely read
  - Used to decide whether to read the rest of the paper
  - Gives editors, reviewers, others a first impression

The Abstract

- Briefly summarizes the paper
- Should be organized like the paper (for example, in sort of a mini-IMRAD format)
- In some fields, there are structured abstracts (with standardized headings).

The Abstract

- An abstract can be defined as a summary of the information in a document
- It is of fundamental importance that the abstract be written clearly and simply, as it is the first and sometimes the only part of the manuscript read.

- It should provide a brief summary of each of the main sections (IMRAD) of the paper:

1. State the principal objective and scope of the investigation
2. Describe the methods used
3. Summarize the results, and
4. State the principal conclusions

- It is easier to write the abstract after completion of the paper

How To Submit a Journal Article

This is a list that we compiled based on past experiences:

- Read the instructions for authors carefully
- Format manuscript in line with the journal style
- Send the manuscript to the journal editor and await for the acknowledgement
- Wait for reviewers comments
- Address all the comments of the reviewers
- Keep to deadline for submission of revised manuscript

- Return the revised manuscript to the editor with a point-by-point response to the reviewers' comments
- Read the proof sent by the editor and ensure that everything is okay
- Return the proof back to the editor before the deadline
- Complete and return copyright form to the editor (some journals need this before publication)
- Wait to see the article in print or online
- If the manuscript is rejected at the peer review level, revise it using the reviewers comments and send to another journal

RESEARCH ETHICS:

1. What exactly is Research Ethics?
2. Why to be concerned with research ethics?
3. Development and Evolution of Research Ethics, Codes and Regulations: International Landscape

What is ethics?

What is Research?

What exactly is research Ethics?

Ethics defined

- **A discipline dealing with what is proper course of action for man (Aristotle, *cit in* Mckeon,1941)**
- **A branch of philosophy that looks at what is good and what is bad**
- **A system of obligation that we have towards others**
- **Also known as moral philosophy, involves, systematising, *defending*, and *recommending* concepts of right and wrong behaviour**
- ***A study of principles guiding the good of the individual within the context of social interactions and the community***

Research Ethics therefore are:

1. A code of guidelines on how to conduct scientific research in a morally acceptable way.

2. Principles and standards that help researchers to uphold the value and standards of knowledge construction.

Ethical considerations in the research process

Ethical considerations come into play at six stages of research

1. Conceptualisation and design of the study (scientific merit, identify risks and ways to mitigate the risks)
2. When participants are recruited (the process of informed consent, right to privacy)
3. During the intervention or measurement procedure to which participants are subjected (management of risk)
4. In the release of results obtained
5. (protection of confidentiality and anonimity)
6. After the release of results (ensure that participants and communities involved in the research benefit)

Another way of looking at research ethics is by looking at unethical research conduct

- **Deception (issues of full disclosure)**
  - **Withholding information about the aim of the study**
  - **Misleading participants about the risks inherent in participating in the study**
- **Plagiarism**
- **Conducting research that does not have a scientific base (ill-formed problem statement)**
- **Lack of objectivity and integrity in the design and conduct of research**
  - **Not identifying the methodological constraints of the study that determine the validity of the findings**
  - **Misinterpretation of results**
  - **Not providing details of theories and methods that might be relevant in the interpretation of research findings**
- **Fabrication or falsification of data**
- **Not following the appropriate ascription of authorship to a publication**

- Not respecting the right to privacy
- Not respecting the right to anonymity and confidentiality
- Not respecting rights of vulnerable groups
  - Children
  - Mentally handicapped individuals
  - The aged
  - Prisoners
  - Illiterate
  - Those with low social status
- Not having due consideration for the environment

PRINCIPLES OF RESEARCH ETHICS

Justice: researchers should not place one group of people at risk solely for the benefit of another.

- Risks and benefits should be distributed in an equitable manner when recruiting participancts

Respect

- Respect for research participants (informed consent)
- Respect for sponsors of research
- Respect for communities where participants come from
- Respect for knowledge and academic community

Beneficence: **the researcher is responsible for the mental, physical and social wellbeing of the participant throughout the participation in the study.**

- Benefits must be weighed against potential risk that a person might have by participating
- Research should only be justified if its conduct and result will be of benefit to the participants
- How the community will benefit should be clear from the research protocol

Key elements of informed consent

- Description of research aims and objectives
- Description of potential risks
- Description of expected benefits
- Explanation of confidentiality and anonymity of participants
- Explanation of participants rights including the fact that participation is voluntary
- Explanation of issues relating to compensation for injuries