

THESIS WRITING LEARNING MODULE

ARRANGED BY
SETYA ARIANI, M.PD.



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS

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RENCANA PEMBELAJARAN SEMESTER (RPS)

Mata Kuliah: Penulisan Skripsi	Semester 4	Kode: 221302602W037	SKS: 3
Mata Kuliah Prasyarat	-		
Dosen Pengampu	Setya Ariani, M.Pd.		
CPL Prodi	<p>A. Sikap</p> <ol style="list-style-type: none">1. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain (S5).2. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S6).3. Menginternalisasi nilai, norma, dan etika akademik (S8). <p>B. Keterampilan Umum</p> <ol style="list-style-type: none">1. Mengkaji pengetahuan dan atau teknologi di bidang keahliannya berdasarkan kaidah keilmuan, atau menghasilkan karya desain/seni beserta deskripsinya berdasarkan kaidah atau metoda rancangan baku, yang disusun dalam bentuk skripsi atau laporan tugas akhir (KU2).2. Mempublikasikan hasil tugas akhir atau karya desain/ seni, yang memenuhi syarat tata tulis ilmiah, dan dapat diakses oleh masyarakat akademik (KU3).3. Menyusun dan mengkomunikasikan ide dan informasi bidang keilmuannya secara efektif, melalui berbagai bentuk media kepada masyarakat akademik (KU4). <p>C. Keterampilan Khusus</p> <ol style="list-style-type: none">1. Mampu mengaplikasikan konsep dan teori dasar linguistik minimum dalam tataran tata kalimat untuk meningkatkan kompetensi berbahasa Inggris (KK1).2. Mampu memahami dan mengulas beragam bentuk karya sastra yang meliputi sekurang-kurangnya prosa, drama, dan puisi (KK2).3. Mampu menyediakan layanan kebahasaan dalam bahasa Inggris untuk keperluan khusus dalam dunia kerja (KK3).4. Memiliki kompetensi peneliti dibidang bahasa, sastra dan budaya dengan memanfaatkan perkembangan terkini IPTEKS dalam mengkomunikasikan hasil penelitiannya (KK4).5. Memahami teori-teori di bidang bahasa dan sastra, dan mampu menerapkan teori tersebut dalam menghadapi suatu fenomena bahasa dan sastra (puisi, prosa, dan drama) tertentu, atau permasalahan budaya secara umum terutama yang berkaitan dengan kebudayaan tropis (KK5).		



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6. Mahir berbahasa Inggris dalam hal membaca, menulis, berbicara dan menyimak secara profesional (tingkat *advanced*) (KK6).
7. Memiliki kompetensi sebagai pemerhati bahasa dan sastra yang berintegritas yang berpegang teguh pada nilai-nilai kebenaran yang mampu berperan secara mandiri dan berkelompok untuk melestarikan kebudayaan lokal (KK7).

D. Pengetahuan

1. Menguasai teori dan pengaplikasiannya pada bidang kesastraan (PP1).
2. Menguasai teori dan aplikasi dalam kebahasaan (linguistik) (PP2).
3. Menguasai teknik dalam kemahiran berbahasa secara praktis (PP3).
4. Menguasai teori kebudayaan dan aplikasi terhadap fenomena budaya tertentu (PP4).

Capaian Pembelajaran Matakuliah

1. Memilih artikel yang sesuai dengan topik penelitian.
2. Menyusun pertanyaan dan membuat perencanaan penelitian.
3. Menulis mini proposal.
4. Memperbaiki keterampilan menulis serta mampu mengidentifikasi kesalahan penulisan kalimat dan tata bahasa.
5. Mengenali keasalahan mekanik (*mechanical errors*) dalam menulis.
6. Mengaplikasikan *paraphrase*, *quotation*, dan *summary* sesuai dengan kaidah *Modern Language Association (MLA)* untuk menghindari *plagiarisme*.

Deskripsi Matakuliah

: Mata kuliah penulisan skripsi memberi gambaran tentang komponen-komponen penting dalam penyusunan proses penulisan skripsi. Topik-topik yang dibahas dalam mata kuliah ini terkait organisasi penulisan skripsi yang terdiri atas pendahuluan, kerangka teori, metode penelitian, hasil dan pembahasan, serta simpulan dan saran. Format MLA juga akan dipelajari dalam memandu penulisan skripsi. Mahasiswa akan memperoleh materi terkait bagaimana memilih dan menginterpretasikan artikel saintifik, menulis kerangka dalam menyusun artikel, dan meriview kerangka penulisan artikel bersama mahasiswa lain dan dosen. Setiap mahasiswa akan menulis mini proposal penelitian sebagai tugas akhir perkuliahan.

Referensi

1. Fred C. Lunenburg & Beverly J. Irby ("Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences")
2. Halyna M. Kornuta & Ron W. Germaine ("A Concise Guide to Writing a Thesis or Dissertation 2nd Edition)
3. Brian S. Brooks, James L. Pinson & Jean Gaddy Wilson ("Working with Words: A Handbook for Media Writers and Editors 7th Edition)
4. Alice Oshima & Ann Hogue ("Introduction to Academic Writing 3rd Edition")



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	<ol style="list-style-type: none"> 5. John W. Creswell (“Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research 4th Edition”) 6. Jack R. Fraenkel, Norman E. Wallen & Helen H. Hyun (“How to Design and Evaluate Research in Education”) 7. MLA Handbook 8th Edition 8. Undergraduate thesis guidelines (link: http://fib.unmul.ac.id/Sasing) 9. Course outline 10. Sumber lain: skripsi, tesis, artikel jurnal, dst.
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Pert.ke -	Sub-CPMK	Indikator	Bahan Kajian	Metode Pembelajaran	Pengalaman Belajar	Penilaian			Waktu (mnt)	Referensi
						Jenis	Kriteria	Bobot		
1	Mampu mendiskusikan gambaran umum tentang perkuliahan <i>thesis writing</i> .	Mahasiswa mampu mendiskusikan dan memberikan gambaran umum tentang mata kuliah <i>thesis writing</i> .	Introduction to thesis writing	Ceramah dan diskusi	<ul style="list-style-type: none"> • Dosen memaparkan silabus perkuliahan • Mahasiswa dan dosen mendiskusikan aturan-aturan yang perlu disepakati dalam perkuliahan 	Non tes	Mahasiswa memahami topik-topik yang akan dibahas dalam mata kuliah <i>thesis writing</i> .	2%	3 x 50'	9
2 & 3	Mampu memahami dan mengorganisasikan struktur penulisan skripsi penelitian	Mahasiswa mampu mengorganisasikan struktur penulisan	<ul style="list-style-type: none"> • Introduction • Review of related literature 	Ceramah, diskusi, dan penugasan	<ul style="list-style-type: none"> • Dosen memaparkan materi perkuliahan yang terkait struktur 	Tugas tertulis	Kemampuan menganalisis dan menginterpretasikan sumber relevan yang	3%	3 x 50'	1,2,8, 10



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proposal
penelitian.

- Research method
- Finding and discussion
- Conclusion and suggestion
- Daftar pustaka

penulisan skripsi termasuk pemilihan topik penelitian, pemilihan artikel penelitian, penulisan teori, dst.

- Dosen memberikan penugasan kepada mahasiswa untuk menganalisis serta memberikan opini terkait sebuah artikel penelitian.
- Mahasiswa bekerja dalam kelompok untuk menganalisis dan mengaitkan pemahaman mereka *previous study* yang akan

menjadi dasar penyusunan tugas akhir (skripsi)



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					dijadikan sebagai sumber rujukan.					
4	Mampu mendeteksi adanya kesalahan yang umum ditemukan dalam penulisan tugas akhir (skripsi)	Mahasiswa mampu mendeteksi adanya kesalahan yang umum ditemukan dalam penulisan tugas akhir (skripsi)	<ul style="list-style-type: none">• Sentence structures• Grammatical and mechanical errors (e.g. punctuation, capitalization, and spelling)• Tenses	Diskusi kelompok	<ul style="list-style-type: none">• Dosen memaparkan materi perkuliahan yang terkait dengan kesalahan yang umum ditemukan dalam penulisan tugas akhir menggunakan Bahasa Inggris.• Dosen menampilkan contoh dalam bentuk paragraf dan kalimat berisi beberapa kesalahan penggunaan tata bahasa Inggris, kesalahan mekanis dalam tulisan serta	Latihan soal dan tugas tertulis	Kemampuan menyebutkan, mengidentifikasi, mengkategorikan dan menganalisis jenis kesalahan tata bahasa, mekanis, dan tenses yang muncul dalam tulisan.	3%	3 x 50'	4,10



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					<p>ketidaksesuaian tenses yang digunakan dalam kalimat.</p> <ul style="list-style-type: none"> • Mahasiswa mengoreksi kesalahan-kesalahan yang ditemukan lalu menuliskan kembali dengan informasi yang tepat. 					
5	<p>Mampu mengaplikasikan <i>paraphrase</i>, <i>quotation</i>, dan <i>summary</i> sesuai dengan kaidah MLA dalam mengungkapkan/menginterpretasikan kembali makna untuk menghindari plagiasi.</p>	<p>Mahasiswa mampu mengaplikasikan <i>paraphrase</i>, <i>quotation</i>, dan <i>summary</i> sesuai dengan kaidah MLA dalam mengungkapkan/menginterpretasikan kembali makna untuk menghindari plagiasi.</p>	<ul style="list-style-type: none"> • Paraphrase • Quotation • Summary • MLA documentat ion style 	<p>Ceramah dan diskusi.</p>	<ul style="list-style-type: none"> • Dosen memaparkan materi perkuliahan yang terkait bagaimana cara mengungkapkan kembali makna menggunakan <i>paraphrase</i>, <i>quotation</i>, dan <i>summary</i>. • Dosen menjelaskan 	<p>Tes tertulis dan penugasan</p>	<p>Kemampuan mengaplikasikan <i>paraphrase</i>, <i>quotation</i>, dan <i>summary</i> sesuai dengan kaidah MLA dalam mengungkapkan/menginterpretasikan kembali makna untuk menghindari plagiasi.</p>	4%	3 x 50'	1,2,7



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					<p>cara menulis <i>in-text citations</i> dan <i>works cited</i> sesuai kaidah MLA.</p> <ul style="list-style-type: none"> • Dosen memperkenalkan beberapa alat parafrase online. • Mahasiswa mempraktekan cara mengungkapkan kembali makna menggunakan <i>paraphrase</i>, <i>quotation</i>, dan <i>summary</i> dari sumber teori yang akan digunakan dalam penelitian. 					
6	Mampu memfasilitasi diri sebagai peneliti dalam menentukan topik penelitian dengan mencari artikel penelitian/sumber referensi yang sesuai dengan topik yang akan diteliti.	Mahasiswa mampu memfasilitasi diri sebagai peneliti dalam menentukan topik penelitian dengan mencari	<ul style="list-style-type: none"> • Criteria for research article selection 	Diskusi dan penugasan. individu	<ul style="list-style-type: none"> • Dosen memaparkan materi berkenaan dengan cara pencarian artikel yang mendukung 	Non tes, unjuk kerja	Kemampuan memfasilitasi diri sebagai peneliti dalam menentukan topik penelitian dengan mencari artikel	3%	3 x 50'	1,2,6



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		artikel penelitian/sumb er referensi yang sesuai dengan topik yang akan diteliti.			topik penelitian dari bermacam-macam online datatbase seperti google scholar, proquest, dst. <ul style="list-style-type: none"> • Mahasiswa mencari dan menentukan artikel penelitian dari berbagai online dan offline database yang akan digunakan sebagai rujukan topik penelitian. 	penelitian/sumb er referensi yang sesuai dengan topik yang akan diteliti..				
7	Mampu menyusun ringkasan dari beberapa artikel penelitian yang dipilih berdasarkan topik penelitian.	Mahasiswa mampu menyusun ringkasan dari beberapa artikel penelitian yang dipilih berdasarkan topik penelitian.	<ul style="list-style-type: none"> • Research article summary 	Project-based learning	<ul style="list-style-type: none"> • Dosen memonitor dan memfasilitasi diskusi bersama mahasiswa mengenai pelaksanaan proyek penugasan dengan 	Partisipasi PBL	Kemampuan menentukan , memilih, dan mengumpulkan beberapa artikel penelitian yang akan dijadikan bahan rujukan penelitian, lalu membuat/menulis summary dari	30%	3 x 50'	1,2,3,4,10



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8&9	Mampu merancang, mengkreasikan, dan menyusun ide-ide yang akan ditulis dalam bagian <i>introduction</i> proposal penelitian.	<p>Mahasiswa mampu merancang, mengkreasikan, dan menyusun ide-ide yang akan ditulis pada bagian pendahuluan proposal penelitian dalam bentuk outline.</p> <p>Mahasiswa mampu memberikan justifikasi dalam pemilihan topik penelitian yang akan dipaparkan dalam latar belakang serta memformulasik</p>	<ul style="list-style-type: none"> • Background of the study • Research question • Purpose of the study • Significance of the study • Scope and limitation of the study • Definition of key terms • Tenses: Present tense and future tense 	Diskusi	<ul style="list-style-type: none"> • Dosen melakukan pendampingan kinerja mahasiswa dalam menyusun kerangka pendahuluan proposal penelitian dan pengembangan kerangka pemikiran tersebut. • Mahasiswa saling bekerja sama dalam pertukaran ide bersama mahasiswa lain. • Mahasiswa saling merevisi dan 	Non tes, unjuk kerja	Kemampuan merancang, mengkreasikan, dan menyusun ide-ide yang akan ditulis dalam bagian pendahuluan proposal penelitian.	5%	3 x 50'	1,2,3,4,6,7,8,10



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		an permasalahan yang akan diteliti.			mengedit hasil tulisan mahasiswa lain (<i>peer-editing</i>)					
10 & 11	Mampu merancang, mengkreasikan, dan menyusun ide-ide yang akan ditulis pada bagian tinjauan pustaka dalam proposal penelitian.	Mahasiswa mampu merancang, mengkreasikan, dan menyusun ide-ide yang akan ditulis dalam bagian tinjauan pustaka dalam proposal penelitian.	<ul style="list-style-type: none"> • Literature review • Previous studies • Tenses: Present tense & past tense 	Diskusi	<ul style="list-style-type: none"> • Dosen melakukan pendampingan kinerja mahasiswa dalam menyusun kerangka tinjauan pustaka dan pengembangan kerangka pemikiran terkait teori-teori yang digunakan dalam proposal. • Mahasiswa saling bekerja sama dalam pertukaran ide bersama mahasiswa lain. • Mahasiswa saling merevisi dan mengedit 	Non tes, unjuk kerja	Kemampuan merancang, mengkreasikan, dan menyusun ide-ide yang akan ditulis dalam bagian tinjauan pustaka.	5%	3 x 50'	1,2,3,4,6,7,8,10



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12 & 13	Mampu merancang, mengkreasikan, dan menyusun ide-ide yang akan ditulis pada bagian metodologi dalam proposal penelitian.	Mahasiswa mampu merancang, mengkreasikan, dan menyusun ide-ide yang akan ditulis dalam metodologi proposal penelitian.	<ul style="list-style-type: none"> • Research methodology • Tenses: Present tense & future tense 	Diskusi	<p>hasil tulisan mahasiswa lain (<i>peer-editing</i>)</p> <ul style="list-style-type: none"> • Dosen melakukan pendampingan kinerja mahasiswa dalam menyusun kerangka metodologi dan pengembangan kerangka metodologi tersebut dalam proposal. • Mahasiswa saling bekerja sama dalam pertukaran ide bersama mahasiswa lain. • Mahasiswa saling merevisi dan mengedit hasil tulisan mahasiswa 	Non tes, unjuk kerja	Kemampuan merancang, mengkreasikan, dan menyusun ide-ide yang akan ditulis dalam bagian metodologi penelitian.	5%	3 x 50'	1,2,3,4,6 ,7,8,10



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14 s/d 16	Mampu memperbaiki dan mengembangkan ketiga bagian dari proposal penelitian.	Mahasiswa memperbaiki dan mengembangkan ketiga bagian dari proposal penelitian.	<ul style="list-style-type: none"> • Introduction • Review of related literature • Research method • Grammatical and mechanical aspects • Coherence and unity in writing • MLA documentation style 	PBL	lain (<i>peer-editing</i>) <ul style="list-style-type: none"> • Dosen melakukan pendampingan kinerja mahasiswa dalam menyusun keseluruhan bab dalam proposal penelitian, memastikan kebenaran dan ketelitian dalam menulis daftar pustaka, serta kelengkapan lain yang perlu dilampirkan dalam proposal penelitian. • Mahasiswa mengerjakan proyek penulisan proposal secara mandiri. 	Non tes, unjuk kerja	Kemampuan memperbaiki, mengembangkan, dan menyusun proposal penelitian	40%	3 x 50'	1,2,3,4, 5,6,7,8,10



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Tugas mahasiswa dan penilaiannya:

1. Afektif : 10%
2. Tugas : 20%
3. Article summary (UTS) : 30%
4. Mini proposal (UAS) : 40%

Mengetahui Ketua Program Studi

Singgih Daru Kuncara, M.Hum.

Samarinda, Februari 2023

Dosen Penanggung jawab MK

Setya Ariani, M.Pd.

INTRODUCTION TO THESIS WRITING

Setya Ariani

COURSE DESCRIPTION

Thesis writing subject provides an overview of the initial components of conducting undergraduate research process. Topics covered will include thesis writing organization (introduction, literature review, research method, finding and discussion, conclusion and suggestion) as well as introduction of MLA formatting and style guide. Students will learn to select and interpret scientific articles, write a paper outline, and review the outline with peers and lecturer. Each student is encouraged to write a mini research proposal of an undergraduate thesis as a final project.

LEARNING OUTCOMES

In the end of the course, students are able to :

- Organize and practice ideas of writing a scientific paper
- Choose suitable articles relevant to the study
- Formulate research question and plan the study
- Formulate and write a mini research proposal
- Develop writing skills that are essential for supporting their professional careers

COMPULSORY MATERIALS

- Undergraduate thesis guidelines (link: <http://fib.unmul.ac.id/Sasing>)
- MLA handbook (printed)
- Research methodology handbook
- Reputable journal articles (printed)
- Tenses used in academic writing (printed)
- Capitalization and punctuation rules (printed)

SOURCES (Reading references)

- Fred C. Lunenburg & Beverly J. Irby (“Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences”)
- Halyna M. Kornuta & Ron W. Germaine (“A Concise Guide to Writing a Thesis or Dissertation 2nd Edition)
- Brian S. Brooks, James L. Pinson & Jean Gaddy Wilson (“Working with Words: A Handbook for Media Writers and Editors 7th Edition)
- Alice Oshima & Ann Hogue (“Introduction to Academic Writing 3rd Edition”)
- Michael Quinn Patton (“Qualitative Research and Evaluation Methods 3rd Edition”)
- John W. Creswell (“Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research 4th Edition”)
- Jack R. Fraenkel, Norman E. Wallen & Helen H. Hyun (“How to Design and Evaluate Research in Education”)
- MLA Handbook for Writers of Research Papers 7th Edition
- MLA Handbook 8th Edition

Stages of undergraduate thesis process

- The term 'thesis' usually refers to a study completed as part of a Master's program, while 'dissertation' refers to the culminating study in a doctoral program. Length and depth of content may also be distinguishing features; however, the purpose of both is to demonstrate that **writers have a sufficient knowledge of their field of study.**
- **Stages:** proposal seminar, result and analysis presentation, and undergraduate thesis seminar
- The purpose of the proposal is to get agreement on the merits of the proposed study before the student begins to collect data. Completion of the first three chapters
- Result and analysis presentation presents data findings and discussion.
- Undergraduate thesis seminar: test the whole content of undergraduate thesis

Thesis template and substance of chapters

1. Cover page
2. Originality statement
3. Page of approval
4. Acknowledgements
5. Abstract
6. Table of contents
7. List of tables (if any)
8. List of figures (if any)
9. List of appendices

Cont

- Chapter I (Introduction), chapter II (Review of related literature), chapter III (Research Method), chapter IV (Findings and Discussion), chapter V (Conclusion and suggestion)
- References
- 15 to 18 pages, Times New Roman 12, double space
- Proposal stage (chapter 1 to 3)
- Thesis (all chapters)

CHAPTER I - INTRODUCTION

- Background of the Study
- Research Question (s)
- Purpose (s) or Objective (s) of the Study
- Significance of the Study
- Scope and Limitation of the Research
- Definition of Key Terms

CONTENTS OF THESIS PROPOSAL

CHAPTER II - LITERATURE REVIEW

- Review of related theories and previous studies

CHAPTER III - RESEARCH METHOD

- Research Design
- Data and Data Source
- Research Instrument
- Data Collection Technique
- Data Analysis

WORKS CITED/ REFERENCES

CHAPTER I - INTRODUCTION

- Background of the Study
- Research Question
- Purposes or Objectives of the Study
- Significance of the Study
- Scope and Research Limitation
- Definition of Key Terms

CONTENTS OF THESIS

CHAPTER II - LITERATURE REVIEW

- Review of related theories and previous studies

CHAPTER III - RESEARCH METHOD

- Research Design
- Data and Data Source
- Research instrument
- Data collection technique
- Data Analysis

CHAPTER IV - FINDINGS AND DISCUSSION

- Findings
- Discussion

CHAPTER V - CONCLUSIONS AND SUGGESTIONS

- Conclusions
- Suggestions

WORKS CITED/ REFERENCES

Abstract

- The purpose of an abstract is to provide readers with a concise and accurate overview of the study. The abstract states the purpose, research questions, methodology, description of participants (or subjects), as well as how the participants were or will be involved in the study. While the Abstract appears prior to Chapter One, it is written after you have completed all of the chapters so that an accurate summary is possible.

Topics

- Literature : Feminist issues, archetype, hero's journey, masculinity, gender, etc
- Linguistics : Speech act, register, code switching, code mixing, implicature, etc
- Find other topics

- **GRADING**

- Affective (10%)
- Task (20%) : article selection, group presentation, and outlining process
- Quiz (30%): individual presentation
- Final project (40%) : mini proposal

THESIS ORGANIZATION

Thesis Writing
Week 2 & 3

CONTENTS

TOPIC SELECTION AND THESIS ORGANIZATION

TOPIC SELECTION	How to select a suitable topic and sources of topic
WRITING A RESEARCH PROPOSAL	Introduction, literature review and research method
PREPARING DATA ANALYSIS AND EXECUTIVE SUMMARY	Findings and discussion as well as conclusion and suggestion
TENSES	Learning some tenses used in thesis writing
OTHER IMPORTANT POINTS	Reading thesis guideline, preparing the presentation

How can I select a suitable topic for my research?

1. The notion that a thesis or dissertation must be completely original is a misconception, **for no research is completely original.**
2. All research is based on the work of others to some extent.
3. In fact, the most useful kind of research simply builds on research that has already been done.
4. Some of the most successful theses and dissertations simply extend the knowledge base one step further in an area by examining a new variable within a well-established line of inquiry, collecting data on a different sample, testing a new methodology, or introducing a new statistical technique.

(Lunenburg and Irby 2-3)

Tips

- Read a wide range of materials to find a subject that you are passionate about.
- Immerse yourself in journal articles and theses associated with your topic.
- Narrow your focus to a single research question. Be specific, original and realistic about what you're able to achieve.
- Take a flexible approach. As your research develops, it is likely that some of your initial ideas will be challenged. You might need to change or modify your question if necessary.
- Make sure you stay up-to-date with the most recent developments in your field. This will ensure your idea is achievable and that it has not already been addressed by another researcher.
- It's essential to discuss your idea with your potential supervisors. They will have the experience and expertise to guide your choice of research topic and provide ideas for your research proposal.

(Choosing a research topic)

SOURCES OF TOPIC

According to Lunenburg and Irby 3-10, there are several sources of topics such as textbooks, professional journals, dissertations, theories, current employment, and existing databases.

Textbooks

Textbooks that you are currently using in your courses or that you have used in previous courses can be a source of ideas for broad topic areas. Often, the authors of textbooks point out areas of controversy or gaps in the research on specific topics.

Professional Journals

You need to steep yourself in the literature in your field and related fields. (If you are an education student, related fields are psychology, sociology, anthropology, economics, and business management.)

This will enable you to examine the specifics of how other scholars have conducted research.

These specifics can be found in reports of original, empirical research (which include both quantitative and qualitative studies) published in professional journals.

Such reports can be accessed electronically. If you are unfamiliar with conducting such searches, consult the research librarian at your university.

Some electronic databases provide the full text of research articles; others provide abstracts only. If an abstract interests you, obtain copies of the full article and care-fully read it through.

Theses

Other completed theses can serve as another good source of topic selection. Be sure to secure exemplary projects to serve as models. Try to find: (a) award-winning theses in your field or related fields, (b) recent theses in the selected field at various universities, (c) good recent theses suggested by faculty in your department, and (d) the best theses suggested by your theses chair.

Theories

- Theories are developed to explain phenomena in a field or to provide structure or framework to the knowledge base in a field. A new theory may be developed, or an existing theory may be modified or extended.
- The development and testing of theory is important work and can make an important contribution to the field. Many theories have received only limited empirical testing.

The major sections of a research proposal

1) *Problems to be investigated*

- a. Purpose of the study
It states succinctly what the researcher proposes to investigate.
- b. Justification of the study
The researcher must make clear why this particular subject is important to investigate.
- c. Research Questions
The particular questions to be investigated should be stated next; it is usually, but not always, a more specific problem in question form.
- d. Definitions
All key terms should be defined as clear as possible

2) **Background and Review of Literature**

- In a research proposal, it is partial summary of previous work related to the focus of the study.
- The researcher is trying to show here that he/she is familiar with the major trends in previous research and opinion on the topic and understand their relevance to the study being planned.
- This review consists of theoretical conceptions, directly related studies and studies that provide additional perspectives on the research question.

3) **Procedures**

This section includes research design, data and source of data, research instrument, data collection technique and data analysis.

Thesis guideline for thesis writing

<i>Chapter I Introduction</i>	<i>Chapter II Review of Related Literature</i>	<i>Chapter III Research Method</i>	<i>Chapter IV Finding and Discussion</i>	<i>Chapter V Conclusion and Suggestion</i>	<i>Others</i>
1.1 Background of the study 1.2 Research question 1.3 Purpose of the study 1.4 Significance of the study 1.5 Scope and limitation 1.6 Definition of key terms	2.1 Theory 2.1.1 2.2 Theory ETC. 2...Previous Studies	3.1 Research design 3.2 Data and source of data 3.3 Research instrument 3.4 Data collection technique 3.5 Data analysis	4.1 Finding 4.2 Discussion	5.1 Conclusion 5.2 Suggestion	Abstract, works cited, appendices, etc

1.1 Background of the Study

The first section of a research article/thesis.

Justify the need for conducting the study and summarizes what the study aims to achieve.

Explain why this particular research topic is important and essential to understanding the main aspects of the study.

Outline the historical development in the literature that led to the current topic of research briefly.

Interdisciplinary study: should describe how different disciplines are connected and what aspects of each discipline will be studied.

Guidelines for writing engaging background:

Try to build a story around the central theme of your research.

Don't write into a broad literature review.

Each idea should lead to the next so that readers are able to grasp the story and themselves identify the gaps that your study is going to address.

Don't write a background that is too long or too short.

Don't be ambiguous – remember that the reader does not know your research very well.

Don't discuss unrelated themes.

Don't be disorganized. discussing the themes not in a chronological manner can confuse the reader.

1.2 Research Question (s)

The questions must be related with the topic you choose.

A clearly defined question will guide the whole of your study.

Be careful with singular or plural noun used when writing the word 'question' or 'questions'.

Research question samples

What radical libertarian feminism's ideal character of woman does the character of Amy Elliot Dunne have in the *Gone Girl* film?

What are the characters of Katherine Watson in the *Monalisa Smile* film based on the characterization theory by Reaske?

What are the reasons for floating Maxim in the movie?

1.3 Purposes of the Study

Words particular to a methodology

<i>Qualitative Terminology</i>	<i>Quantitative Terminology</i>
Describe	Determine
Develop	Compare
Discover	Investigate
Explore	Test

1.4 Significance of the Study

Significance of the study explains why your research is important.

What contribution your study will make to the broad of literature or educational problems.

Theoretical and practical significance

1.5 Scope and Limitation

Scope refers to the problem/issue that a researcher wants to study.

Limitations are matters and occurrences that arise in a study which are out of the researcher's control.

1.6 Definition of Key Terms

Brief definition of related key words in your research

1. Feminism
Feminism is
It is

Review of Related Literature

The purpose of a literature review :

to provide readers with a context for the study in terms of the historical background of the issue, the theoretical framework for the topic, and different perspectives, and to report on studies of a similar nature.

Note that the Literature Review is *not* the research itself but helps set the context for the study and points to the significance of the research you plan to do.

Steps Involved in a Literature Research

1. Define the research problems as precisely as possible.
2. Look at relevant secondary sources.
3. Select and peruse one or two appropriate general reference works.
4. Formulate search terms (key words or phrases) pertinent to the problem or question of interest.
5. Search for relevant primary sources using appropriate general reference tools.
6. Obtain and read relevant primary sources, and note and summarize key points in the sources.



Research Method

CHAPTER IV FINDINGS AND DISCUSSION

4.1 FINDINGS

1. Focusing on the research questions
2. Developing an outline

An outline is an important step in preparing the presentation of the analysis of findings. It also provides a guide for headings to use throughout the chapter. Begin with restating the purpose of the study and identify what is to come in the chapter.

3. Chapter 4 of a research study is written in the past tense since data have been gathered and analyzed.

Note that after the proposal section (Chapters One, Two and Three) has been approved and the research carried out, the first three chapters are re-written in past tense (if necessary).

The purpose of this study was to determine if there was a statistically significant difference in measures of self-esteem between elementary school students to whom specific values were formally taught as part of the curriculum, and those who did not receive such instruction. A review of the theories of self-esteem identified self-esteem to be a dynamic interrelationship of feelings of competence and worthiness.

The chapter begins with a summary of the purpose of the study and a description of the methodology. It then examines the results of data collection and provides analysis in light of the two research questions and the five hypotheses.

4.2 DISCUSSION

- Briefly review the purposes of the study
- The discussion of findings reviews and expands on what has been learned as a direct result of the study. The findings from a study may raise as many questions as they answer, and therefore lead to recommendations for further study.
- Findings for each research question should be summarized separately.
- Elaborate the discussion with the theories

CHAPTER 5 CONCLUSION AND SUGGESTION

5.1 CONCLUSION

- Conclusions are inferences based on the results of the study and *must be* clearly linked to findings. The task of researchers is to add to knowledge by analyzing data, explaining the results within relevant context, and making inferences and appropriate recommendations that link directly to findings.

5.2 SUGGESTIONS

Recommendations may include suggestions for change in policy or practice based on the findings of the study, and may include recommendations for further study. Do not include recommendations that have no direct link to findings. Some insights from the study may indirectly imply the need for change; however, discussion of such insights should be within the context of the need for further study rather than for change in policy or practice.

TENSES USED IN WRITING THESIS

1. PRESENT TENSE
2. PAST TENSE
3. PRESENT PERFECT TENSE

Functions

1) To frame a paper. It is used in introductions to state what is already known about the topic, and in conclusions to say what is now known.

Scholars **share** a common argument that engineering **is** the most male dominated of all professions. Timing of college enrollment **is associated** with a number of variables.

This paper **analyses** the impact of high temperatures on certain species.

3) To make general statements, conclusions, and interpretations about findings of current or previous research. It focuses on what is known now.

Graduate school **is regarded** as crucial for starting an engineering career because failure at this stage **closes** the door to professional engineering careers, and later career trajectory change **is** more difficult the longer it **is** delayed.

4) To refer to findings from previous studies without mentioning the author's name.

Children **ingest** roughly 50-200 mg soil/day [2,3].

5) To refer to tables or figures.

Table 1 **presents** the structural units.

6) To describe the events or plot of a literary work. This usage has the name "Narrative present".

In Mansuji Ibuse's Black Rain, a child **reaches** for a pomegranate in his mother's garden, and a moment later he **is** dead, killed by the blast of an atomic bomb.

Functions

Example

1) To report specific findings of a previous study (usually with the authors' names in the sentence) to support a general statement.

Probably the most commonly discussed phenomenon in music cognition is the Mozart Effect (this is the general claim). (Specific example) Rauscher and colleagues first **documented** this effect in their seminal paper.

2) To describe the methods or data from a completed experiment.

Statistical analyses **were used** to determine relationships between variables.

3) To report results of the current empirical study.

The L1-English writers utilized mostly NP- and PP-based bundles (78.3% of types and 77.1% of tokens).

3) After any past time marker.

After the war, Germany **had** to face strong reparations from the allied nations.

Examples

1) To introduce a new topic. Could also be used to introduce a new report or paper.

There **has been** a large body of research regarding the effect of carbon emissions on climate change.

2) To summarize previous research with general subjects (such as “researchers have found...”)

Some studies **have found** that girls have significantly higher fears than boys after trauma (Pfefferbaum et al., 1999; Pine and Cohen, 2002; Shaw, 2003).

Present perfect places emphasis on *what has been done* rather than on *what is known to be true* (present simple).

3) To point out a “gap” in existing research: to make a connection between the past (what has been found) and the present (how will you add more to the field).

While these measures **have proved** to be reliable and valid predictors of what they are measuring, there is little data on how they relate to each other.

4) To describe previous findings without referring directly to the original paper.

It **has been shown** that biodiversity is not evenly distributed throughout the world.

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Common Mistakes in Thesis Writing

Thesis Writing
Week 4

Grammatical errors are structures that do not follow the rules of grammar (Olsson, 1972, p. 7) such as incorrect tense and subject-verb agreement.

Parts of Speech

- 1) **Verbs**
- 2) **Nouns**
- 3) **Pronouns**
- 4) **Adjectives and Adverbs**
- 5) **Conjunctions**
- 6) **Prepositions**

- ▶ **VERB_**: a word that describes an action, condition or experience

- ▶ Problems:
 1. Subject and verb must **AGREE** with one another in number (Subject-Verb Agreement)
 2. Active or passive verb
 3. Verbs with appropriate tenses
 4. Modal verbs

Subject-Verb Agreement

- ▶ **Subject**: the person or thing which performs the action of a verb, or which is joined to a description by a verb
- ▶ **Verb**: a word that describes an action, condition or experience
- ▶ **Subject-Verb Agreement**: subject and verb must AGREE with one another in number
- ▶ **Sentence**: a group of words, usually containing a verb, which expresses a thought in the form of a statement, question, instruction or exclamation and starts with a capital letter when written
- ▶ **Clause**: a group of words, consisting of a subject and a verb which might or might not be a sentence

Rules

1) A sentence with one subject takes a singular verb.

Ex: **The researcher** always **analyzes** research problems.

She often **conducts** an experiment in her lab.

2) A sentence with two or more subjects takes a plural verb.

Ex: **The chemistry lab and the physics lab** **are** next to each other.

The teacher and the students usually **work** on the project together.

3) Some fields of study usually end in -s are singular (e.g. economics, physics, mathematics, etc)

Ex: **Mathematics** **is** a difficult subject.

4) News always takes a singular verb.

Ex: **The news** **has spread** everywhere.

5) Irregular plural nouns (e.g. children, feet, mice, etc) do not end in -s take plural verbs.

Ex: **His feet** were cold.

7) Expletive 'there' is not the subject in a sentence. The pattern : there + verb to be + subject. The verb may be singular or plural depending on the subject.

Ex: There are **many skyscrapers** in New York City.

There **is a girl** in front of my house.

8) Subjects with 'each' and 'every' take singular verbs.

Ex: **Every student** wears uniforms.

Each room is clean.

9) The number of + plural noun with a singular verb

Ex: **The number of students** is wearing school uniforms.

A number of + plural noun with a plural verb

Ex: **A number of students** are wearing school uniforms.

10) The verb in relative clauses depends on the noun that relative pronoun refers to.

Ex: **The house** {*that* was built many years ago} belongs to me.

11) Quantities of time, money, distance, and so on usually take a singular verb.

Ex: **Five hundred dollars** was enough.

Two years has passed.

Ten miles is a long way.

12) The following words *some*, *any*, *all*, *most* may be singular or plural, depending upon their use in a sentence.

Ex: **Most of the students** are clever.

Most of the news was shocking.

Verb Problems

1) Active or passive verbs

Act: **The architect** designed the building.

Pas: **The building** was designed by the architect.

Pattern: Subject + to be + past participle (V3)

2) Verbs with appropriate tenses

a) Present Tense: fact, general truth, an action regularly occurs. (Ex: **The sun** rises from the east) ----
- V1

b) Past tense: an action took place at a specific time in the past. (Ex: **The architect** designed the building in 2000) ---V2

c) Present Perfect Tense: an action began at an unspecified time in the past that has present consequences. (Ex: **Jennifer** has recently returned from Europe) ---- V3

3) Modal auxiliary verbs

Must, may, might, can, could, will, would, shall, should + base form of verb (V1) --→ Active form

Must, may, might, can, could, will, would, shall, should + be + Past Participle (V3)→ Passive form

Auxiliary verbs

1) Is/am/are

*Is: he, she, it, singular nouns

*am: I

* are: they, we, you

3) Was / were

Was: I, he, she, it

Were: they, we, you

2) do/does/did

*Do : I, you, they, we, plural nouns

*Does: He, she, it, singular nouns

*Did: all subjects, used in the past tense

4) Has / have

*has: He, she, it, singular nouns

*have: I, you, they, we, plural nouns

PRONOUN: a word used in place of a noun. It prevents needless repetition of nouns.



ENGLISH PRONOUNS

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person	I	Me	My	Mine	Myself
2nd person	You	You	Your	Yours	Yourself
3rd person (male)	He	Him	His	His	Himself
3rd person (female)	She	Her	Her	Hers	Herself
3rd thing	It	It	Its	(not used)	Itself
1st person (plural)	We	Us	Our	Ours	Ourselves
2nd person (plural)	You	You	Your	Yours	Yourselves
3rd person & thing (plural)	They	Them	Their	Theirs	Themselves

NOUN

(A specific word for a person, place, thing, quality or condition)

► Singular or plural nouns

Singular: a/an, one, a single, each, every, this, that

Plural: two, a few (of), many (of), each of, etc

Example:

Each contestant won a prize.

Each of the contestants won a prize.

► Irregular Nouns (Lesson 21, p. 155)

Singular	Plural
child	children
man	men
woman	women
foot	feet
tooth	teeth
mouse	mice
fish	fish

▶ Countable and non-countable nouns

Non-countable nouns: furniture, research, sunshine, information, bread, advice, etc)

▶ Compound nouns

Two nouns used together to express a single idea. Only the second noun is pluralized.

Ex: dinner parties, grocery stores, etc.

▶ Plural Nouns of numbers and measurement

The number + measurement as an adjective (ex: They went for a *six-mile* walk). (Note: the measurement is singular)

The number + measurement as a noun (ex: They walked *six miles*). (Note: the measurement is plural)

▶ Numbers like hundred, thousand, and million may be pluralized when they are used indefinitely (when they don't follow other numbers)

Ex: seven thousand thousands

ARTICLE

(Words such as a, an and the placed at the beginning of noun/noun phrase)

Indefinite articles a and an

-Used before singular nouns when one doesn't have a specific person, place, thing or concept in mind

-a is used before words that begin with a consonant sound (ex: a chair)

-an is used before words that begin with a vowel sound (ex: an orange)

-Before words that begin with the letters h and u, either a or an can be used, depending on the word pronunciation

Definite article the

-used before singular, plural, and non countable nouns when one has a specific person, place, thing, or concept in mind (ex : the orange, the oranges)

No article

-Used before non countable nouns or plural nouns when one does not have specific person, place, things, or concept in mind (ex: oranges)

ADJECTIVES & ADVERBS



RULES

1. Many adverbs are formed from an adjective + ly, ex: quick-> quickly, serious -> seriously
2. Adjective is used before noun (to describe noun). Ex: Sam is a careful driver.
3. Adverb: to tell how somebody does something or how something happens. Ex: Sam drove carefully along the narrow road.
4. Adjectives are placed after *to be* and sense verbs like look/feel/sound, etc. Ex:
Please be quiet (adjective).
I feel happy.
5. Irregular adjective and adverb such as good and well. Ex: Your English is good. You speak English well.
Fast, hard, late are both adjective and adverb. Ex: He is a fast runner. He can run fast.

CONJUNCTION: a word that join two or more words, phrases, or clauses in a sentence.

Types of Conjunctions

A. Coordinating Conjunctions

→ Words that grammatically join equal elements: the same parts of speech, the same kind of phrase or clause.

FANBOYS (for, and, nor, but, or, yet, so)

B. Correlative Conjunctions

→ Paired connecting words that join equivalent elements
eitheror, neither ...nor, both ...and, not onlybut also, whetheror

C. Subordinating Conjunctions

→ Words that join unequal elements in a sentence because they introduce subordinate (dependent) clause. (because, since, although, even though, while, if, unless, when, while, as, until, once, before, after, whenever, wherever, however)

PREPOSITION

Look at these examples:

1. Everyone got a present but me.
2. I don't do this for anyone.

→ Words positioned before a noun or pronoun.

→ Prepositions + object + any modifying words = prepositional phrase

Prepositions are used in the following ways:

- In adverbial phrases that show time, place, and other relationships
in the morning on Pennsylvania Avenue
- After certain nouns
a cause of a reason for a solution to
- After certain adjectives and participles
different from aware of disappointed in
- After certain verbs
combine with rely on refer to
- In phrasal prepositions (two- or three-word prepositions)
according to together with instead of
- In certain set expressions
by far in general on occasion at last



Common prepositions and examples of their use

2

about: about you, about my ability	between: between the sheets, between you and me	into: into witchcraft, into a coma, into the army	through: through the gate, through your eyes
above: above the rest, above board	beyond: beyond belief, beyond it	like: like a professional, like putty	throughout: throughout my life
according to: according to our records	concerning: concerning your application	near: near the fire, near you, near death	to: to the limit, to your health, to me
across: across the desert, across my shoulders	despite: despite my reservations	of: of shame, of my recent poem, of the past	towards: towards oblivion, towards my goal
after: after my operation, after him	down: down the stairs, down the well	off: off the roof, off the planet, off your face	under: under my name, under the bed
against: against the law, against my will	due to: due to alcohol, due to circumstances	on: on the other hand, on me, on no account,	underneath: underneath the bushes
along: along the road	during: during the war	onto: onto the page, onto you	unlike: unlike my colleagues
among: among my souvenirs	except: except me, except frogs	out: out the window, out the door	until: until March
around: around the twist, around us	for: for them, for my sake	over: over my dead body, over you	upon: upon my oath
at: at the end, at me	from: from nowhere	past: past the shop, past my prime	with: with my blessing, with me
before: before the dawn, before leaving	in: in my lifetime, in other circumstances	regarding: regarding your account, regarding Henry's results	within: within these walls, within reason
behind: behind the shed, behind my back	instead of: instead of meat	since: since Friday, since his return	without: without a chance, without malice

THREE COMMON TENSES USED IN ACADEMIC WRITING

1) Present Tense

- To frame a paper. It is used in introductions to state what is already known about the topic, and in conclusions to say what is now known. (Ex : Scholars share a common argument that engineering is the most male dominated of all professions. Timing of college enrollment is associated with a number of variables).
- To point out the focus, main argument, or aim of the current paper. (Ex: This paper analyses the impact of high temperatures on certain species).
- To make general statements, conclusions, and interpretations about findings of current or previous research. It focuses on what is known now. (Ex: Graduate school is regarded as crucial for starting an engineering career because failure at this stage closes the door to professional engineering careers, and later career trajectory change is more difficult the longer it is delayed).
- To refer to findings from previous studies without mentioning the author's name. (Ex : Children ingest roughly 50-200 mg soil/day).
- To refer to tables or figures. (Ex: Table 1 presents the structural units).
- To describe the events or plot of a literary work. This usage has the name “Narrative present”. (Ex: In Mansuji Ibuse’s Black Rain, a child reaches for a pomegranate in his mother’s garden, and a moment later he is dead, killed by the blast of an atomic bomb).

2) Past Tense

- 1) To report specific findings of a previous study (usually with the authors' names in the sentence) to support a general statement. (Ex: Probably the most commonly discussed phenomenon in music cognition is the Mozart Effect (this is the general claim). (Specific example) Rauscher and colleagues first documented this effect in their seminal paper).
- 2) To describe the methods or data from a completed experiment. Statistical analyses were used to determine relationships between variables. (Ex: Statistical analyses were used to determine relationships between variables).
- 3) To report results of the current empirical study. (Ex: The L1-English writers utilized mostly NP-and PP-based bundles (78.3% of types and 77.1% of tokens)).
- 4) After any past time marker. (Ex: After the war, Germany had to face strong reparations from the allied nations).

3. Present Perfect Tense

- 1) To introduce a new topic. Could also be used to introduce a new report or paper. (Ex: There has been a large body of research regarding the effect of carbon emissions on climate change).
- 2) To summarize previous research with general subjects (such as “researchers have found...”) Present perfect places emphasis on *what has been done rather than on what is known to be true (present simple)*. (Ex: Some studies have found that girls have significantly higher fears than boys after trauma (Pfefferbaum et al., 1999; Pine and Cohen, 2002; Shaw, 2003).
- 3) To point out a “gap” in existing research: to make a connection between the past (what has been found) and the present (how will you add more to the field). (Ex: While these measures have proved to be reliable and valid predictors of what they are measuring, there is little data on how they relate to each other).
- 4) To describe previous findings without referring directly to the original paper. (Ex: It has been shown that biodiversity is not evenly distributed throughout the world).

Mechanical Errors

Mechanical errors are writing errors such as misspelling, punctuation, and capitalization (Means, 2001, p. 128)

Punctuation

- ▶ In writing, punctuation is used to make meaning clear by inserting a series of stops or symbols to mark off words from one another, either to emphasize them or to show their grammatical relationship.
- ▶ In business letter, the full stop, the semicolon and the comma are by far the most important punctuation used to denote pauses.

The basic rules for punctuation are very simple:

1. A paragraph marks off a group of sentences that deal with the same subject-matter
2. A full stop marks the end of a sentence
3. A semicolon marks a pause somewhat shorter than the full stop
4. A comma marks only the shortest pause

Full stop (period) (.)

- ▶ To mark the end of a sentence

Declarative (a statement): The book is on the desk.

Imperative (a command): Go to the grocery store and buy milk.

- ▶ To mark abbreviations such as Esq., m.p.h, C.O.D

Comma (,)

1. Use a comma after said when introducing a direct quotation that is one sentence long:

Cooper said, “To leave out premarital testing from this bill is like taking a Missouri census and leaving out Kansas City.”

2. Use a comma before and after the abbreviation for a state following a city, and before and after a year following a month and date:

Roberto and Carmen met in Pulaski, Tenn., at the Butter Bowl.

On May 2, 2009, the two giants in the field met.

3. Use a comma after words in a series but not before the conjunction unless the meaning would be unclear. (This rule may be contrary to what you learned in English class, but it is the way journalists do it.)

The new budget proposals would cut spending for student loans, building repairs, road improvements and farm subsidies.

4. Use a comma before the word *etc.* at the end of a series:

Send us what you've got: the books, the tapes, etc.

5. Use a comma after introductory clauses, phrases or words:

The House approved the measure, and so did the Senate. [The comma follows an introductory independent clause in a compound sentence.]

Because his mother insisted, he gave college a second chance. [The comma follows an introductory dependent clause in a complex sentence.]

6. Use a comma between two independent clauses joined by a conjunction to form a single sentence.

No comma is needed when what follows the conjunction is not an independent clause:

A dentist and her assistant discussed tooth care with the students, and they used Mr. Gross Mouth to illustrate their points. [A comma is needed before the conjunction at the start of the second independent clause.]

7. Use commas to set off a conjunctive adverb (*however, likewise, at the same time, therefore*) from the rest of a single clause or simple sentence.

Nitish, however, was early.

However, Nitish was early.

8. Use a comma after a dependent clause beginning with *although, if, because or since* at the start of a sentence:

Although the police were criticized for the arrest, the chief defended it.

Because clouds covered the sky, it was difficult to see the comet last night.

9. Use a comma before *not* when showing contrast:

She said she thought independent voters preferred Stevens, not Malkowitz.

10. Use a comma to set off a noun of direct address:

John, could you come help me?

Semicolon (;)

1. To mark off separate items not linked by conjunctions when commas by themselves would not provide the required emphasis / to join independent clauses in place of comma

I'm not hungry; he wants to eat a big lunch.

2. To mark off separate statements linked by conjunctions when it is desired to emphasize some explanation or before a conjunctive adverb (like *however* or *therefore*):

The children will be walking to the cathedral; therefore, they will need to wear suitable footwear and a sun hat or raincoat, depending on the weather.

3. To mark off separate statements that contain commas of their own

Three movies I have seen recently are *Jaws*, about a killer shark off the coast of New England; *K-19*, about a Russian submarine; and *Pod People*, about a little boy who makes friends with an alien.

Colon (:)

1. Before a series or list that follows a complete sentence (do not use a colon in the middle of a sentence):

To lose weight, you should do the following: exercise regularly, eat healthy foods, and drink less alcohol.

2. When introducing a quotation after a complete sentence:

Remember the words of the great Yogi Berra: “It ain’t over until it’s over.”

3. In a salutation of a formal letter:

To Whom It May Concern: (Salutations in less formal letters tend to have commas.)

4. Between hours and minutes and between minutes and seconds of time:

The space shuttle lifted off at exactly 11:40:29 this morning.

5. Before an appositive, explanation, or example that follows a complete sentence:

In the history of major league baseball, two teams have played in Seattle: the Pilots (1969 only) and the Mariners (1977-present).

6. Between main clauses when the first signals that the second will provide an answer or definition:

Faith is like love: It cannot be forced.

7. In proportions:

The ratio of students to teachers was 30:2.

Parenthesis

- ▶ The parenthesis represents a fairly strong break, requiring either brackets or dashes.
- ▶ Example : We invite your attention (see price-list) enclosed to some exceptional bargains.

Dash (—)

1. It's a longer form of the hyphen and used to bring together subjects belonging to the same verb:

Interest in work, tact, good manners, loyalty, respect for authority and consideration for others—these are qualities we should all seek to develop.

2. To set off information that deserves emphasis:

Johnny ate the whole jar of peanut butter—the whole jar!

Hyphen (-)

1. To form compound nouns by combining an adjective with its noun:
subject-matter, sister-in-law

2. In the middle of compound numbers and fractions:

He claims that he caught twenty-four trout while fishing in one day.

One-third of my paycheck goes to pay for my rent.

3. To form compound adjectives:

A world-wide organization, an air-tight container, a break-even chart

Apostrophe (‘)

1. To signify ownership or possession (‘s)

Ex : the company’s registered office, the secretary’s staff but not in the possessive plural ends in “s” such as both companies’ profits, the typists’ department

2. To mark omitted letters

Ex : five o’clock (of the clock), don’t (do not)

3. To give possession form to certain words that are not in fact possessive

Ex: a month’s wages, three month’s notice

The possessive form is not used for inanimate things or non-living objects such as unemployment’s effects (the effects of unemployment)

Quotation Marks

- ▶ In Britain, single quotation marks are used where Americans would use double ones, and vice versa. Also, commas and periods in Britain are put outside the quotation marks if the quotation is not a complete sentence, rather than inside, as we do in the United States:

BRITISH He called her ‘brilliant but wrong’.

AMERICAN He called her “brilliant but wrong.”

1. Around the exact words of a speaker:

The teacher said, “We will have an exam next Tuesday.”

2. When using quotation marks within a quotation, use single quotation marks:

Tony asked Nancy, “Can I read ‘Lost heroes’ when you are finished using it?”

Italics

1. For foreign words not accepted in common usage in English:

The citizens staged a *coup d'etat and overthrew the dictator.*

2. For emphasis:

After Lisa got home, her mother said, “I said *not to take the car!*”

3. For titles of larger works (books, magazines, movies, albums/CDs)

Have you ever read *The Great Gatsby*?

The Beatles released their album *Rubber Soul on December 3, 1965.*

4. For words that are mentioned rather than used in normal speech or writing:

The word *egg* comes from the *Danish language.*

Spelling

- ▶ It is necessary to seek regular help from dictionaries if you are uncertain about your spelling
- ▶ Common spelling errors:
 1. Whether a word takes single or double consonants (e.g. fulfil, install, questionnaire, etc)
 2. Whether a word takes “ie” or “ei” (e.g. relief, leisure, etc)
 3. Whether a word ends in “-ance” or “-ence” (e.g. audience, conference, etc)
 4. Whether a word ends in “-ant” or “-ent” (e.g. different, relevant, etc)
 5. Whether a word ends in “-able” or “-ible” (e.g. convertible, taxable, etc)

- ▶ Much bad spelling is due to carelessness
- ▶ We all know the difference between *their* and *there*, *to* and *too*, and *its* and *it's*. Yet, how often do these and other simple mistakes creep into the letters we write!
- ▶ The first rule of good spelling is—*pronounce carefully*.
- ▶ To spell well, think about the words clearly, and split them up into syllables especially for the longest words (e.g. in-stru-men-tal-i-ty)

► How to improve spelling

1. To read carefully and critically
2. To pronounce words carefully
3. To keep a notebook and in it write the correct forms of all words you misspell or find it necessary to look up
4. Get someone to dictate the words to you, then check your spellings
5. To use the words when opportunities arise and so consolidate what you have learned

Capitalization

Capitalization Rules

1. The first word in a sentence
2. Proper nouns (names of specific people and places)
3. The pronoun "I"
4. Days of the week, months and holidays but not seasons
5. The first word of a quotation
6. The names of deities and holy books like: God and the Bible
7. Major words in the titles of books, songs and articles
8. Directions like North and South but only when used as specific places like: I lived in the South
9. Time periods like: The Great Depression



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Quoting, Paraphrasing --- & Summarizing ---

*Thesis Writing
Week 5*

Objectives

1. Students are able to incorporate quotation, paraphrase, and summary in their thesis writing.
2. Students are able to apply APA as guideline to write both in-text citations and references.

What is plagiarism?



Plagiarism is stealing other people's ideas, writings, or inventions and passing them off as one's own. When using other people's ideas or writings, make it clear that they are the 'property' of their author by showing that you are quoting and giving a precise reference. If a student plagiarises someone's work and the theft is discovered, which it almost certainly will be, they can be failed without further question.

(Holtom and Fisher 16)



Plagiarists are seen not only as dishonest but also as incompetent, incapable of doing research and expressing original thoughts.



What does plagiarism look like?

- 1) Buying papers from a service on the internet.
- 2) Reusing work done by another student.
- 3) Copying text from published sources without giving credit to those who produced the sources.

(MLA Handbook 8th Edition 63)



Understand these following terms!

- *to cite* means to refer to a piece of work in your text
- a *citation* or *citation mark* means the way you tell your readers that certain material in your work came from another source
- *by reference* means either the original document or the directions for the reader to find the original document
- *credit the source* means citing or referencing sources

Example

Imagine, for example, that you read the following passage in the course of your research (from Michael Agar's book *Language Shock*):

Everyone uses the word *language* and everybody these days talks about *culture*. . . . "Languaculture" is a reminder, I hope, of the *necessary* connection between its two parts. . . .

Incorrect	Correct
At the intersection of language and culture lies a concept that we might call "languaculture."	At the intersection of language and culture lies a concept that Michael Agar has called "languaculture" (1996, p.60).

(MLA Handbook 8th Edition 66)

Ways to avoid plagiarism

Quoting

Using the same words and quotation marks

Paraphrasing

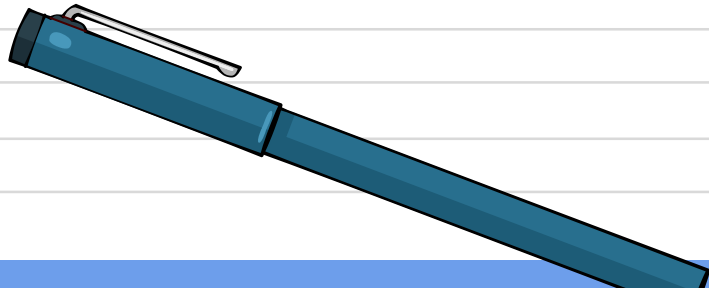
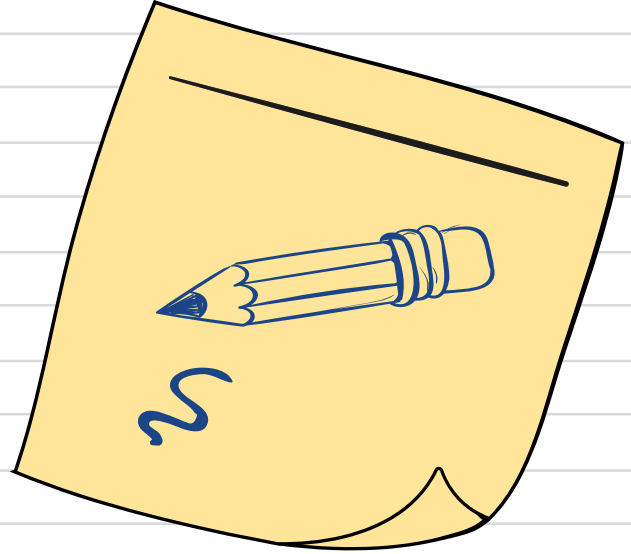
Expressing ideas with our own words

Summarizing

Reducing information to essential ideas

Quoting

A quotation uses exactly the same words and puts them in quotation marks.



Quotations must...

- a. be identical to the original
- b. use a narrow segment of the source
- c. match the source document word for word
- d. be attributed to the original author

Suppose Alice utters (1). She can be properly quoted by any of (2)–(4):

- (1) Life is difficult to understand.
- (2) Alice said “Life is difficult to understand”.
- (3) Alice said that life is difficult to understand.
- (4) Alice said that life “is difficult to understand”.

Direct Quotation

A direct quotation is the exact words taken from an original source and used in a second piece of writing.

Joseph Conrad writes of the company manager in *Heart of Darkness*, “He was obeyed, yet he inspired neither love nor fear, nor even respect” (1899, p. 87).

If you are using short quotations, less than about 20 words or so, you can simply put them in inverted commas.

Indirect Quotation

An indirect quotation is the idea or fact taken from an outside source and used in a second piece of writing. The student uses his own words, but the idea or facts comes from the original source.

In the following example, Kane is the source in which the Saltzman quote was found:

A common definition is “mindfulness is paying attention to your life, here and now, with kindness and curiosity” (Saltzman, 2014, p.1, as cited in Kane, 2020, p. 117).

With larger sections of text (quotations that run longer than 40 words), it is better to put them in a 'block indent' or block quotes.

Researchers have studied how people talk to themselves:

Inner speech is a paradoxical phenomenon. It is an experience that is central to many people's everyday lives, and yet it presents considerable challenges to any effort to study it scientifically. Nevertheless, a wide range of methodologies and approaches have combined to shed light on the subjective experience of inner speech and its cognitive and neural underpinnings. (Alderson-Day & Fernyhough, 2015, p. 957)

(Source: <https://apastyle.apa.org/style-grammar-guidelines/citations/quotations>)

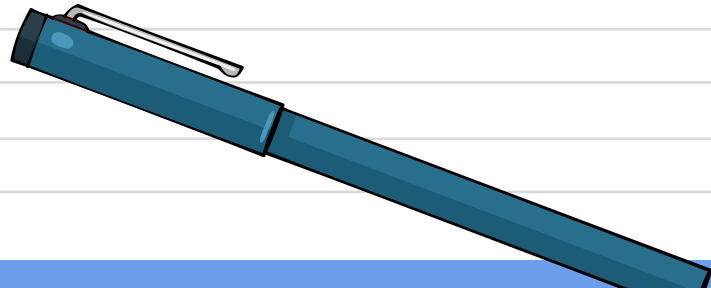
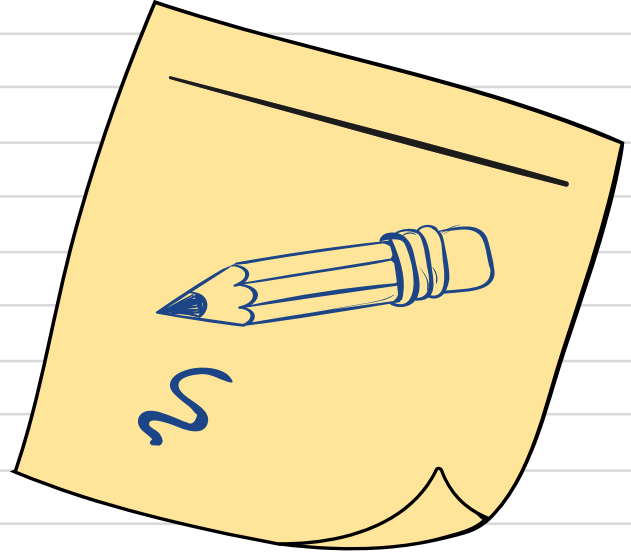
Use quotations when:

- You want to add the power of an author's words to support your argument.
- You want to disagree with an author's argument.
- You would like to highlight powerful phrases or passages.
- You are comparing and contrasting specific points of view.
- You want to note the important research that precedes your own.

Paraphrasing



A paraphrase uses an author's idea, but expresses it in your own words, without the use of quotation marks.



**Just changing a few
words from the
original is plagiarism.**

**Paraphrasing is
permitted as long
as you credit the source.**

Three criteria for a good paraphrase:

1. A good paraphrase has the same meaning as the original
2. A good paraphrase is different enough from the original to be considered your own writing.
3. A good paraphrase refers directly to (or cites) the original source.

Paraphrase when:

1. You plan to use information on your note cards and wish to avoid plagiarizing.
2. You want to avoid overusing quotations.
3. You want to use your own voice to present information.

Original text

"In psychology, an understanding of the methods psychologists use is important because research can be flawed, and knowing how research should be done can bring those flaws to light" (Ciccarelli & White, 2009, p. 3).

Choose the best paraphrased text: 1/2/3 ?

In the field of psychology, understanding the research methods psychologists use is essential because research can be defective, and understanding how research should be done can bring those imperfections to light.

1

In psychology, understanding the research methods of psychologists is important because research is imperfect; knowing how research should be done can bring those imperfections to light (Ciccarelli & White, 2009).

2

To understand potential weaknesses in research, it's important to understand the methods used by psychologists (Ciccarelli & White, 2009).

3

Original text

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3



Original text

"People associate creativity with the arts only. I'm a great advocate of the arts, but creativity is really a function of everything we do. So education for creativity is about the whole curriculum, not just part of it" (Robinson, 2009, p. 1).

Choose the best paraphrased text: 1/2/3 ?

Creativity is not just about the arts; it must be supported in other areas of education, too (Robinson, 2009).

Individuals connect creativity with the arts only. But, creativity is really a function of everything we do. So education for creativity is about the whole curriculum, not just the arts.

People connect creativity with only the arts (Robinson, 2009). But, creativity is really a function of everything we do; therefore, education for creativity is about the whole curriculum, not just in the arts (Robinson, 2009).

1

2

3

Original text

"People associate creativity with the arts only. I'm a great advocate of the arts, but creativity is really a function of everything we do. So education for creativity is about the whole curriculum, not just part of it" (Robinson, 2009, p. 1).

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People connect creativity with only the arts (Robinson, 2009). But, creativity is really a function of everything we do; therefore, education for creativity is about the whole curriculum, not just in the arts (Robinson, 2009).

1



2

3

Original text

“People can influence others to follow along with their own actions or thoughts, to agree to do things even when the person might prefer to do otherwise, and to be obedient to authorities” (Ciccarelli & White, 2009, p. 470).

Choose the best paraphrased text: 1/2/3 ?

Individuals can effect others to follow along with their own behaviors or ideas, to agree to do things even when the individual might like to do otherwise, and to be obedient to authority figures (Ciccarelli & White, 2009).

The presence of other people can influence a person's ideas and can make a person change their behaviors, even if an action is the opposite of what they would like to do (Ciccarelli & White, 2009).

People can influence others to follow along with their own thoughts or actions, to be obedient to authorities, and to agree to do things even when the person might prefer to do otherwise (Ciccarelli & White, 2009).

1

2

3

Original text

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People can influence others to follow along with their own thoughts or actions, to be obedient to authorities, and to agree to do things even when the person might prefer to do otherwise (Ciccarelli & White, 2009).

1

2



3

Original text

“Academic writing, like all forms of communication, is an act of identity: it not only conveys disciplinary ‘content’ but also carries a representation of the writer” (Hyland, 2002, p. 1092).

Choose the best paraphrased text: 1/2/3 ?

In all forms of communication, including academic writing, the writer’s own voice should be present (Hyland, 2002).

1

Academic writing, like other forms of writing, is an act of personality: it conveys disciplinary content but also carries the personality of the writing (Hyland, 2002).

2

Like all forms of communication, academic writing is an act of identity. It not only conveys discipline-specific content, but also carries a representation of the writer.

3

Original text

"Academic writing, like all forms of communication, is an act of identity: it not only conveys disciplinary 'content' but also carries a representation of the writer" (Hyland, 2002, p. 1092).

Choose the best paraphrased text: 1/2/3 ?

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Like all forms of communication, academic writing is an act of identity. It not only conveys discipline-specific content, but also carries a representation of the writer.

1



2

3

Original text

“The free, easy-to-use social media that has now permeated so much of daily life brings with it the opportunity to enhance learning, participation, communication, and engagement; to extend the classroom experience; and/or to enrich the online classroom” (Rodriguez, 2011, p. 547).

Choose the best paraphrased text: 1/2/3 ?

The free, easy-to-use social media that has now permeated so much of daily life brings with it the chance to enhance learning, participation, discussion, and engagement; to extend the classroom experience; and/or to enrich the online classroom.

1

Social media is regularly used in day-to-day communications, but it can also be used to improve interactions and learning for online students (Rodriguez, 2011).

2

Social media that has now permeated so much of daily life brings with it the chance to increase learning, participation, discussion, and engagement; to extend the classroom experience; and/or to enhance the online classroom (Rodriguez, 2011).

3

Original text

“The free, easy-to-use social media that has now permeated so much of daily life brings with it the opportunity to enhance learning, participation, communication, and engagement; to extend the classroom experience; and/or to enrich the online classroom” (Rodriguez, 2011, p. 547).

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Social media that has now permeated so much of daily life brings with it the chance to increase learning, participation, discussion, and engagement; to extend the classroom experience; and/or to enhance the online classroom (Rodriguez, 2011).

3

Decide which paraphrase is better for each number.

1) **Adverts are a major part of everyday life.**

Paraphrase 1: Advertising is an important feature of daily life.

Paraphrase 2: The influence of adverts can be felt in all aspects of our lives.

2) **Adverts for the soft drink, Tango, have recently been banned for possibly encouraging playground bullying.**

Paraphrase 1: Advertising for the fizzy drink, Tango, have been disallowed recently for potentially leading to school bullying.

Paraphrase 2: A ban on Tango adverts has been implemented recently, as some felt the content could encourage school bullies.

1) Adverts are a major part of everyday life.

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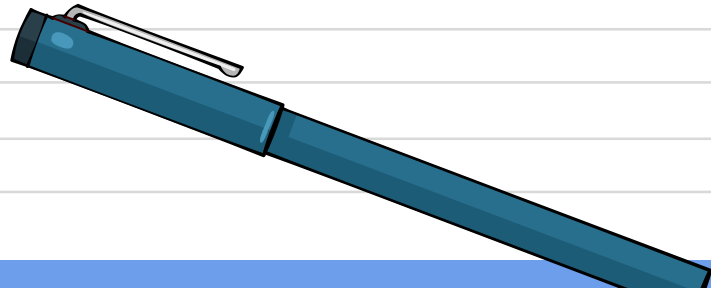
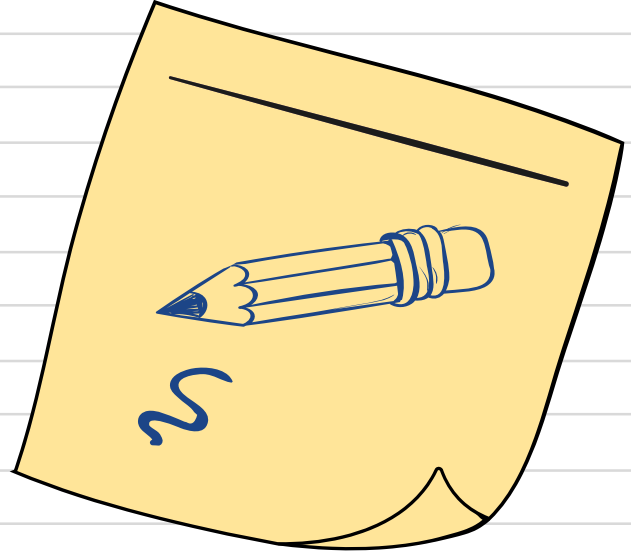


Write a paraphrase of this following passage. Use APA documentation style.

Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. (Source taken from "Bike Helmets: Unused Lifesavers," Consumer Reports, May 1990, 348.)

Summarizing

The ability to
effectively
summarize / reduce
information to
essential ideas.



Important points about summary

- Merely represents the original in every sense
- Doesn't include any commentary, analytical remarks or evaluations
- Objective

Comprehension:

- To reduce information to essential ideas in order to understand and learn important information

Communication:

- To reduce information to essential ideas in order to expand the breadth or depth of your writing

Process of Summarizing

M Main idea:

Identify main idea from TOPIC SENTENCE (if there is one) or use BASIC SIGNAL WORDS

I Identify SUPPORTING DETAILS

D Disregard unimportant information

A Analyze redundant information

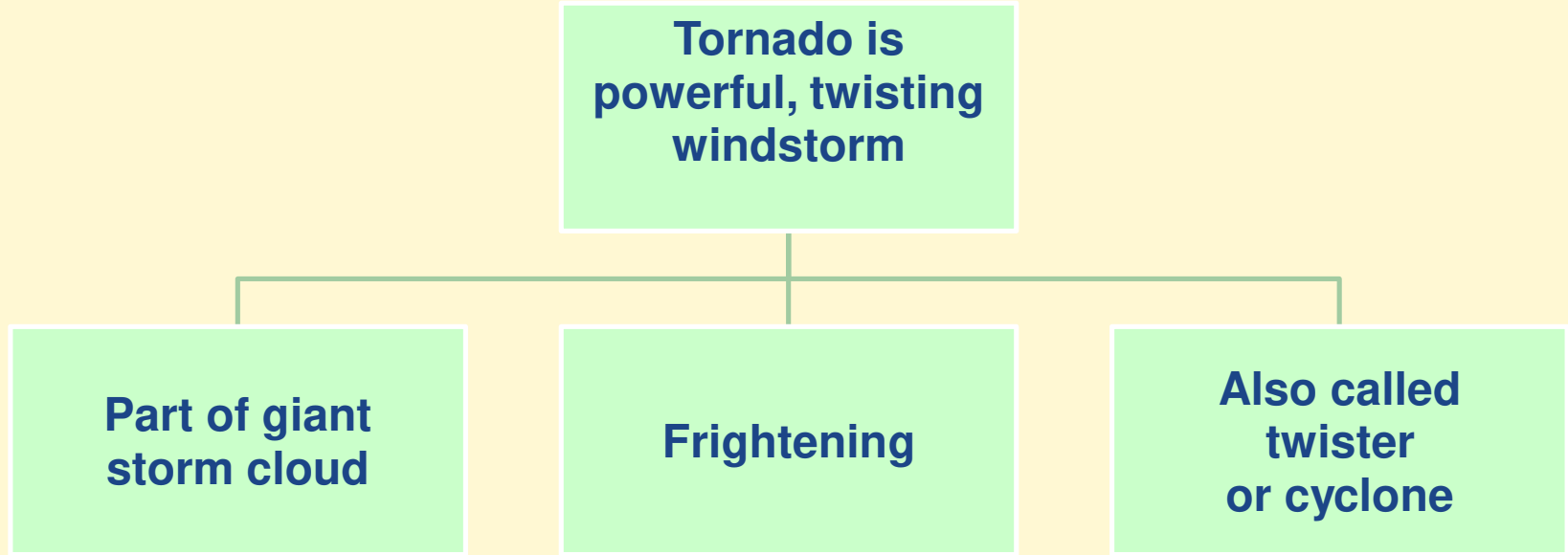
S Simplify, categorize, and label important information

(https://core-docs.s3.amazonaws.com/uploads/cb6a2ef71f261407c7a56d59bef25be7/the_midas_touch.pdf)

Example paragraph

A tornado is a powerful, twisting windstorm. It begins high in the air, among the winds of a giant storm cloud. People who have watched a tornado's howling winds reach down from the sky have said it's the most frightening thing they have ever seen. In some parts of the United States, these windstorms are called twisters or cyclones.

Main idea and supporting details



Sentence Summary

Tornadoes are frightening, powerful, twisting windstorms sometimes called twisters or cyclones that start in giant storm clouds.

Original Passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source material while taking notes.

Lester, James D. *Writing Research Papers*. 2nd ed. (1976): 4647.

A Legitimate Paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester, 1976).

An Acceptable Summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester, 1976, p. 4647).

A Plagiarized Version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

APA STYLE: SEVENTH EDITION

■ Citing Sources in Your Paper

Your readers can't know where any word, idea, or information in your sentence comes from unless you tell them. It could be your own idea, or from the source you just mentioned, or from a completely different source. That's why you need to tell them! Once you've told them, they may want to find out more about that source. To help them, your citation will always include the first word(s) of your reference page entry--usually the name of the person(s) or group considered the "author" of the work. Direct quotations require page or paragraph numbers, but paraphrases usually don't. Both can be cited **narratively** (author's name as part of the sentence) or **parenthetically** (author's name in parentheses after the sentence).

		Narrative Citation	Parenthetical Citation
DIRECT QUOTATION	One author	Sendak (2015) contended that "imagination is crucial" (p. 2).	Clearly, "imagination is crucial" (Sendak, 2015, p. 2).
	Two authors	According to Sendak and Wise (2010), "Imagination is crucial" (pp. 112-113).	It is true that "imagination is crucial" (Sendak & Wise, 2010, pp. 112-113).
	Three+ authors	"Imagination is crucial," Sendak et al. (2001) reflected (para. 5).	"Imagination," however, "is crucial," (Sendak et al., 2001, para. 5).
	Group author, first reference	The American Library Association (ALA; 2005) has insisted that "imagination is crucial" (para. 2).	Perhaps "imagination is crucial" (American Library Association [ALA], 2005, para. 2).
	Group author, late rreference	The ALA (2005) has insisted that "imagination is crucial" (para. 2).	Perhaps "imagination is crucial" (ALA, 2005, para. 2).
	Author unknown	The author of "Feeding Young Minds" (2010) noted that "imagination is crucial" (p. 5).	One article (2010) claimed that "imagination is crucial" ("Feeding," 2015, p. 5).

PARAPHRASE

One author	Sendak (2015) argued that children must develop imagination.	Children must develop imagination (Sendak, 2015).
Two authors	Sendak and Wise (2015) believed that children must develop imagination.	Children must develop imagination (Sendak & Wise, 2015).
Three+ authors	Children must develop imagination, observed Sendak et al. (2015).	Children must develop imagination (Sendak et al., 2015).
Group author, first reference	Children must develop imagination, the American Library Association (ALA, 2015) has explained.	Children must develop imagination (American Library Association [ALA], 2015).
Author unknown	In "Feeding Young Minds" (2015), the author suggested that children must develop imagination.	Children must develop imagination ("Feeding," 2015).

REFERENCES

Page format. The reference list starts on a new page. Every line is double-spaced, without extra spaces between entries. The word “References” is centered at the top and bolded. The pages are numbered as if they were part of your paper. *Manual*, pp. 66, 303.

Use the “hanging indent” format: start the first line of each entry at the left margin, but indent all subsequent lines one tab space (five spaces). *Manual*, p. 66.

Order of references. List each source alphabetically by the last name of its first author. If there is no author, alphabetize the source by the first word of its title (excluding *a*, *an*, *the*) *Manual*, pp. 303-304.

Names. Shorten all first and middle names to initials. List all authors by last name first, then initials. If a source has multiple authors, don’t change the order they’re in. *Manual*, p. 286.

Multiple authors. If a source has up to 20 authors, list them all. If it has 21 or more, list the first 19, add an ellipse (three dots separated by spaces), and name the last. *Manual*, p. 286.

One author, multiple works. List more than one work by the same author in the order of the years they were published. If multiple works were published in the same year, alphabetize them by their titles and label them (2011a), (2011b). *Manual*, p. 304.

World Health Organization. (2012). Immunization: Closing the gap...

World Health Organization. (2015a). Global vaccination targets...

World Health Organization. (2015b). Keeping Syrian children free from polio...

Dates. Put the year of publication in parentheses immediately after the author's name(s). In a book, the date is usually on the copyright page behind the title page. The date of a website is trickier: don't use a "Last Reviewed" date or a website copyright date. Use a "Last Updated" date only when the update clearly applies to the information you're reading as opposed to some other feature of the page. If your source truly provides no date, use the abbreviation "n.d." ("no date") instead of the year. *Manual*, pp. 262, 290.

If you're citing a work that's been republished, put the recent publication date in the usual place, after the author's name. The original date closes the citation, after any DOI or URL, and looks like this: (Original work published 1815). *Manual*, p. 265, 325

Capitalization. In the title and subtitle of a book, chapter, or article, capitalize only the first word and any proper nouns. In journal, magazine, and newspaper titles, capitalize all major words. *Manual*, p. 291.

Italics. Italicize titles of books, journals, magazines, and newspapers. Also italicize volume numbers in journal references. Leave article and chapter titles alone: don't italicize them or put them in quotation marks. *Manual*, p. 293.

Publication information. The publication information required for books includes only the name of the publisher; if the publisher is the same as the author, it doesn't even need that. The requirement for articles includes volume, issue, and page numbers. *Manual*, pp. 295-296.

Databases. APA doesn't include database information unless a source is available **only** from a particular database, like Cochran. If you include a database name in your reference (some archival documents can only be found in electronic databases), put it in italics. *Manual*, p. 296.

DOIs. Many sources have a Digital Object Identifier (DOI), a permanent number that goes with them wherever they're published online. If your source has a DOI, your citation must include it. The doi itself looks something like 10.xxxx/gobbledygook. It can appear in many formats, but APA only uses one. If you find a doi as part of a larger URL that doesn't look like the one below, cut out everything except the doi and reformat it. Don't put a period at the end. *Manual*, pp. 299-300.

<https://doi.org/10.xxxx/gobbledygook>

URLs. If an electronic source has a DOI, don't include the URL. No DOI? Try to find a URL that links to the source directly. Don't use a URL specific to a particular library; don't use a URL specific to a general database like EBSCO or Academic Search Complete. If those are the only URLs you can find, don't include a URL in your citation. *Manual*, pp. 299-300.

Retrieval dates. Don't include retrieval dates for online sources unless the source is both unarchived and expected to change over time (e.g. online dictionary, Google map). Wikipedia pages are archived, so you don't need to include a retrieval date for them. *Manual*, p. 290.

Journal Article (Section 10.1)

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>

Online Magazine Article (Section 10.1)

Thomson, J. (2022, September 8). Massive, strange white structures appear on Utah's Great Salt Lake. *Newsweek*. <https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explained-mirabilite-1741151>

Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Online Newspaper Article (Section 10.1)

Roberts, S. (2020, April 9). Early string ties us to Neanderthals. *The New York Times*. <https://www.nytimes.com/2020/04/09/science/neanderthals-fiber-string-math.html>

Print Newspaper Article (Section 10.1)

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

Blog Post (Section 10.1)

Rutledge, P. (2019, March 11). The upside of social media. *The Media Psychology Blog*.

<https://www.pamelarutledge.com/2019/03/11/the-upside-of-social-media/>

Authored Book (Section 10.2)

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association.

<https://doi.org/10.1037/0000048-000>

Edited Book Chapter (Section 10.3)

Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home-school collaboration to promote mind-body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association.

<https://doi.org/10.1037/0000157-002>

Online Dictionary Entry (Section 10.3)

American Psychological Association. (n.d.). Internet addiction. In *APA dictionary of psychology*. Retrieved April 24, 2022, from <https://dictionary.apa.org/internet-addiction>

Report by a Group Author (Section 10.4)

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Press Release (Section 10.4)

American Psychological Association. (2020, March 2). *APA reaffirms psychologists' role in combating climate change* [Press release]. <https://www.apa.org/news/press/releases/2020/03/combating-climate-change>

Conference Session (Section 10.5)

Davidson, R. J. (2019, August 8–11). *Well-being is a skill* [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019Program_190708.pdf

Dissertation From a Database (Section 10.6)

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367). [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

Film or Video (Section 10.12)

Docter, P., & Del Carmen, R. (Directors). (2015). *Inside out* [Film]. Walt Disney Pictures; Pixar Animation Studios.

TV Series Episode (Section 10.12)

Dippold, K. (Writer), & Trim, M. (Director). (2011, April 14). Fancy party (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), *Parks and recreation*. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

Webinar (Section 10.12)

Kamin, H. S., Lee, C. L., & McAdoo, T. L. (2020). *Creating references using seventh edition APA Style* [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

YouTube Video (Section 10.12)

Above The Noise. (2017, October 18). *Can procrastination be a good thing?* [Video]. YouTube.

<https://www.youtube.com/watch?v=FQMwmBNNOnQ>

Song or Track (Section 10.13)

Nirvana. (1991). Smells like teen spirit [Song]. On *Nevermind*. DGC.

Radio Broadcast (Section 10.13)

Hersher, R. (2020, March 19). *Spring starts today all over America, which is weird* [Radio broadcast]. NPR.

<https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

Podcast Episode (Section 10.13)

Santos, L. (Host). (n.d.) Psychopaths and superheroes (No. 1) [Audio podcast episode]. In *The happiness*

lab with Dr. Laurie Santos. Pushkin Industries. <https://www.happinesslab.fm/season-2-episodes/episode-1>

Infographic (Section 10.14)

American Psychological Association. (n.d.). *Data sharing* [Infographic]. <https://www.apa.org/pubs/journals/>



SELECTION OF RESEARCH ARTICLES

*Thesis Writing
Week 6 & 7*

Reading scientific research articles is mandatory.

Computerized searching (online or electronic) and manual searching (print/paper tools)

Three basic types of sources:

1) General references tools are the sources researchers often refer to first. They are usually either indexes (list the author, title and place of publication of articles and other materials), or abstracts (a brief summary or annotation of various publications, as well as author, title and place of publication)

2) Primary sources are publications in which researchers report the results of their studies directly to the reader. Most primary sources are journals. The articles in journals typically report on a particular research study.

3) Secondary sources refer to publications in which authors describe the work of others such as textbooks, encyclopedias, research reviews, and yearbooks.

Steps Involved in a Literature Research

1. Define the research problems as precisely as possible.
2. Look at relevant secondary sources.
3. Select and peruse one or two appropriate general reference works.
4. Formulate search terms (key words or phrases) pertinent to the problem or question of interest.
5. Search for relevant primary sources using appropriate general reference tools.
6. Obtain and read relevant primary sources, and note and summarize key points in the sources.

General reference tools: Education Index, Education Resources Information Centre (ERIC), PsycINFO, ProQuest, Google Scholar, etc.

How many references to obtain?

- for a review for journal article: 20 – 25 fairly recent references.
- for a more detailed review, such as master's thesis: 30 or 40
- for a very exhaustive review, as for doctoral dissertation, as many as 100 or more references might be searched.

Documenting citation formation: format APA, use reference manager such as Mendeley.



Reasons for Reading Journal Articles

1. To update oneself with progress in a particular field of study
2. To find out a solution for a specific problem
3. To understand certain fundamental aspects
4. To get an idea for carrying out a research work
5. The article has been assigned to be read
6. To find support for one's views
7. To impress others

(Sackett (1981) and Durbin (2009) cited in Subramanyam)

Note that your article selection must contain the following information:

- 1) An abstract
- 2) An introductory section that presents problem or question and reviews other related studies
- 3) The objectives of the study
- 4) Research procedures (subjects, design, data and data sources, data collection, data analysis depending on the field of study)
- 5) Findings and discussion
- 6) Conclusion

Reviewing Journal Articles

1. Begin with the most recent articles.
2. Read the abstract or the summary first.
3. Record the articles using your preferred note-keeping tool (electronic, manual, or hybrid)

How to review the articles

- 1) Problem: state it clearly
- 2) Objectives: list them exactly as stated in the article
- 3) Methods: subjects, design, data and data sources, data collection, data analysis depending on the field of study
- 4) Findings: list major findings. Indicate whether the objectives of the study were attained and often summarized in a table.
- 5) Conclusion: record/summarize the author's conclusions.

References

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). How to design and evaluate research in education (9th ed.). New York: Mc Graw Hill.

Subramanyam RV. (2013). Art of reading a journal article: Methodically and effectively. *J Oral Maxillofac Pathol* ,17, 65-70.



Assignment

- 1) Define your research interest.
- 2) Search for 15 to 20 research articles from the online database.
- 3) Articles must contain some important points as written in the slide.
- 4) Write the list of your article selection in the google document.
- 5) Copy the google document I've put on the google drive first then do your assignment.
- 6) Deadline: 23 March 2024 at 4 pm.

RESEARCH PLAN

Meeting 8 - 13

Using the following template, outline and develop your research interests.

CHAPTER I
INTRODUCTION

1.1 Background of the Study

1.2 Research Questions

1.3 Purposes of the Research

1.4 Scope and Limitation of the Research

1.5 Significance of the Research

1.6 Definition of Key Terms

Using the following template, outline and organize the theories you will apply in your research proposal.

**CHAPTER II
REVIEW OF RELATED LITERATURE**

2.1 Theory 1

2.2 Theory 2

2.3 Theory 3

2.4.(continue)

2.5 Previous Studies

Using the following template, outline and organize your research methodology.

**CHAPTER III
RESEARCH METHOD**

3.1 Research Design

3.2 Data and Data Source

3.3 Research Instrument

3.4 Data Collection Technique

3.5 Data Analysis

REFERENCES

(Write your references in alphabetical order. See APA documentation style)

PROPOSAL SCORING RUBRIC

NO	CHAPTER 1: INTRODUCTION	Score
1	The background demonstrates that the researcher has substantial breadth and depth of knowledge on the topic.	30
2	Research questions or problems, aims, and significance of the research are clear. Issues that are led to the problems are well-discussed.	
3	The scope and limitation are identified.	
4	Definitions of key terms are clearly defined.	
	CHAPTER 2: LITERATURE REVIEW	25
5	Theoretical and research literature are relevant to research topic.	
6	Related literature and studies are recent.	
7	The sources of cited literature are appropriately credited.	
8	The researcher is able to apply paraphrasing, quoting, and summarizing when organizing the reviewed literature.	
9	This chapter provides relevant previous studies.	25
	CHAPTER 3: RESEARCH METHOD	
10	The research methodology is well-described and appropriate to the problems.	
11	The procedures and/or techniques for gathering and analyzing the data are thorough and specific.	
13	The researcher can differentiate between data and data source.	20
	WRITING ORGANIZATION: Sentence construction, grammar, and mechanics.	
14	All paragraphs flow smoothly and well-organized. References are arranged based on APA.	
15	Problems: grammatical and mechanical errors, spelling and punctuation errors.	

THESIS WRITING WEEK 14 & 15

ASSIGNMENTS

For week 14 and 15, two assignments **MUST** be completed.

1) *Mini Proposal Writing*

You are asked to revise your proposals and then arrange them according to the given template. Make sure to follow the undergraduate thesis guidelines (link: <http://fib.unmul.ac.id/Sasing>).

In case of grammar, I suggest you to contact your friends who are able to help you check your grammatical errors.

Upload your mini proposal on google drive.

You are **NOT ALLOWED** to change your proposal once you submit your work.

Deadline: No later than

2) *Proposal Presentation*

You are asked to make presentation video along with your PPT slide sharing. Watch the video tutorial about sharing screen from youtube. You may use various applications such as Zoom, screencastify, screencast-O-matic, or others.

One example of video tutorials for recording PPT and video with zoom application: <https://www.youtube.com/watch?v=WmMSXOQVQs4>

Upload your video on Youtube and share the link no later than 1 June 2024. List and send the link on Whatsapp (one class representative should collect the link). This is the example:

1. Adam (Link:.....)
 2. Hawa (Link:))
- etc

The duration of your presentation is less than 10 minutes.

Wear formal clothes during the presentation as if you are presenting in front of the class.

The proposal **MUST** be uploaded on google drive no later than

You **FAIL** in my class if you are not able to complete these assignments no later than

