

**Національний університет  
«Києво-Могилянська Академія»**

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## **Academic Writing**

*Навчально-методичний посібник*

*з англійської мови*

*для студентів НаУКМА*

**Київ – 2020**

## Анотація

Навчально-методичний посібник відповідає навчальному плану підготовки бакалаврів, що навчаються за спеціальністю «Філологія. Германські мови та література (переклад включно, перша - англійська)» і допомагає засвоєнню фахових дисциплін.

Даний посібник орієнтований на розвиток спеціалізованих мовних навичок, вмінь фахового спілкування та вироблення комунікативної компетенції студентів на рівні, що умовно називається “вищесереднього” (“upper - intermediate”, B2). У процесі підготовки навчально-методичного посібника застосовано комунікативний підхід до навчання.

У посібнику також подано ряд практичних завдань (відповідно до навчальної плану та робочої програми), спрямованих на вивчення англійської академічного письма як різновиду наукового (академічного) спілкування. У практичних завданнях запропоновано проблемні питання, що передбачають розвиток навичок критичного мислення, а також завдання, виконання яких допоможе студентам сформувати вміння й практичні навички комунікативно виправдано користуватися засобами мови для створення відповідних зразків академічного письма. Окремий акцент зроблено на організації й редагуванні власних академічних текстів та розумінні основних відмінностей між основними функціональними стилями.

## CONTENTS

<b>1. Definition of Academic Writing.....</b>	<b>4</b>
<b>2. Key Features of Academic Writing.....</b>	<b>5</b>
<b>3. Importance of the Academic (Formal) Style.....</b>	<b>7</b>
<b>4. Common Mistakes to Avoid in the Academic Writing.....</b>	<b>9</b>
<b>5. Importance of Credibility in Academic Writing... </b>	<b>26</b>
<b>6. Key Credibility Criteria in Academic Writing.....</b>	<b>32</b>
<b>7. Reference Literature.....</b>	<b>37</b>

## **Definition of Academic Writing.**

A simple definition of academic writing is hard to because it refers to writing done for several reasons. Also, academic writing is used in many different forms.

**A broad definition of academic writing is any writing done to fulfill a requirement of a college or university.** Academic writing is also used for publications that are read by teacher and researchers or presented at conferences. A very broad definition of academic writing could include any writing assignment given in an academic setting.

*Here is a list of documents where academic writing is used.*

- *Books and book reports*
- *Translations*
- *Essays*
- *Research paper or research article*
- *Conference paper*
- *Academic journal*
- *Dissertation and Thesis - These are written to obtaining an advanced degree at a college or university.*
- *Abstract - This is a short summary of a long document.*
- *Explication - This is a work which explains part of a particular work.*

## Key Features of the Academic Writing

- **Planning** - There is a certain amount of planning before you start writing the paper; so, it will be analytical and organized.
- **Outline** - A proper outline is a must for academic writing. An outline will not only help you formulate your thoughts, but will sometimes make you aware of certain relationships between topics. It will help you determine the pertinent information to be included in your paper.
- **Tone** - A formal tone is used. You do not use slang words, jargon, abbreviations, or many clichés.
- **Language** - The language in your paper needs to be clear and words need to be chosen for their precision. A thesaurus is a good tool to help you pick just the right words to explain the issues.
- **Approach** - Deductive reasoning is a big part of academic writing as your readers have to follow the path that brought you to your conclusion.

! Much planning and forethought are needed to have a well-organized paper.

## Importance of Structure

An academic paper has three distinct sections - **the introduction, body and conclusion:**

- **INTRODUCTION:** In the introduction, you must grab the reader's attention and identify the thesis of the paper. You can do this by starting with:
  - Several questions
  - A quote from a famous work or person
  - Some interesting facts or information
  - A definition of an important term related to the work
- **BODY:** This is the main part of the work and the paragraphs must be clearly written and be arranged in a logical order, like chronologically or in order of importance. Each initial sentence links the preceding paragraph and the whole section flows smoothly.

*Within each paragraph, the sentences need to flow and refer back to the topic. Cohesion is achieved by repeating important words, using synonyms for the main subject, and using transitional words like: however, such as, therefore, and for example.*

- **CONCLUSION:** In the conclusion, you re-emphasize the thesis and summarize all the main points. The conclusion consists of one paragraph which shows the final conclusion to the reader.

Whether you are writing a research paper, a thesis, or a paper for a conference, these tips should help your paper be authoritative and coherent. Your thesis will be substantiated and explanations clear. Readers of your paper will follow your reasoning and understand your conclusion.

## **Importance of the Academic Style**

The style in writing can be defined as the way a writer writes. It is the technique that an individual author uses in his writing. It varies from author to author, and depends upon one's syntax, word choice, and tone. It can also be described as a "voice" that readers listen to when they read the work of a writer.

### **A few guidelines will help to define the two styles:**

#### **1. No Colloquialisms**

This will include slang, idioms or other informal bits that frequently occur in spoken English. Bert was informal with his very first phrase: "I just wanted to let you know." Dr. Funkleberg was "writing to inform" the professor. "Our place" is also incredibly informal, as is "hit on." Later in the letter, Bert uses the old and worn-out idiom "our neck of the woods," which is fine among friends but awful in formal writing. Emoticons and such are also never used in formal writing. 😊

#### **2. No Imperatives**

Imperatives are those little words and phrases that can sound bossy. Dr. Funkleberg has great respect for the professor and would never tell him to "come by" or "phone." Instead, he presents an invitation (and uses "please").

#### **3. No Contractions**

In formal writing, contractions are not used. As opposed to "I'm" and "we'd be," Dr. Funkleberg takes the extra time to type out "I am writing" and "we would be." Cousin Bert uses "we'd," "you'll" and "it's" to save some time. Write everything out, including words like t.v.: television.

#### **4. Avoid Short, Choppy Sentences**

Formal writing should feel more respectful and more intellectual, and it should seem as if more time went into writing it. There should be a nice flow and organization of ideas instead of a blurt of information. Bert's letter has an almost jarring feel.

#### **5. Do Not Directly Address the Reader**

Because the doctor is writing to a specific person, he is excused from this guideline, but formal writing with a broader audience should be in third person. Do not use pronouns such as "you" or "I."

#### **6. Mind Your Spelling/Punctuation/Grammar**

Especially when writing resumés, these errors will immediately turn the reader off,

and in other types of writing, the author's authority on the subject might be questioned.

Now that you know how, here are some suggestions on when to use formal English.

- 1. Resumés and any sort of application*
- 2. Business reports and anything professional or work-related*
- 3. Advertising*
- 4. Cold communication (writing to strangers)*
- 5. Academic writing*
- 6. Technical and scientific writing*

When in doubt, always choose a more formal tone.



## Common Mistakes to Avoid in Academic Writing

Academic writers from every field face similar challenges during the writing process. You can improve your own academic writing by avoiding these common mistakes.

1. **Wordiness.** The goal of academic writing is to convey complex ideas in a clear, concise manner. Don't muddy the meaning of your argument by using confusing language. If you find yourself writing a sentence over 25 words long, try to divide it into two or three separate sentences for improved readability.
2. **A vague or missing thesis statement.** The thesis statement is the single most important sentence in any academic paper. Your thesis statement must be clear, and each body paragraph needs to tie into that thesis.
3. **Informal language.** Academic writing is formal in tone and should not include slang, idioms, or conversational language.
4. **Description without analysis.** Do not simply repeat the ideas or arguments from your source materials. Rather, analyze those arguments and explain how they relate to your point.
5. **Not citing sources.** Keep track of your source materials throughout the research and writing process. Cite them consistently using one style manual (MLA, APA, or Chicago Manual of Style, depending on the guidelines given to you at the outset of the project). Any ideas that are not your own need to be cited, whether they're paraphrased or quoted directly, to avoid plagiarism.

## Writing Tips for Sustainable Academic Writing

1. Do not get side-tracked.
2. Avoid starting sentences with a non-specific pronoun. It is not a good way to begin.
3. Prepositions are words you should not end sentences with.
4. Avoid clichés like the plague.
5. Keep away from ampersands & abbreviations, etc. within the body of the text.
6. Parenthetical remarks are unnecessary (and should be avoided).
7. It is wrong to ever split an infinitive.
8. Contractions shouldn't appear in your paper.
9. Foreign words and phrases are not apropos or chic.
10. Like most people, one should never generalize.
11. Eliminate quotations. As Mark Twain once said: "Quoting the witticisms of others only shows the lack of quotable wit."
12. Comparisons are as bad as clichés.
13. Do not be redundant; do not use more words than necessary; it is very excessive.
15. Be more or less specific.
16. Understatement is always best.
17. Exaggeration is a million times worse than understatement.
18. Can I use one-word sentences? No.
19. Analogies in writing are like feathers on a snake 😊.
20. The passive voice is to be avoided.
21. Avoid jargon or gibberish.
22. Who needs rhetorical questions?
23. Be careful to use apostrophe's 😊 correctly.
24. Do not use tpronouns as modifiers.
25. And never start a sentence with a conjunction



## Task 1

**Look at the examples of the poor academic writing, evaluate them critically, find mistakes and correct them.**

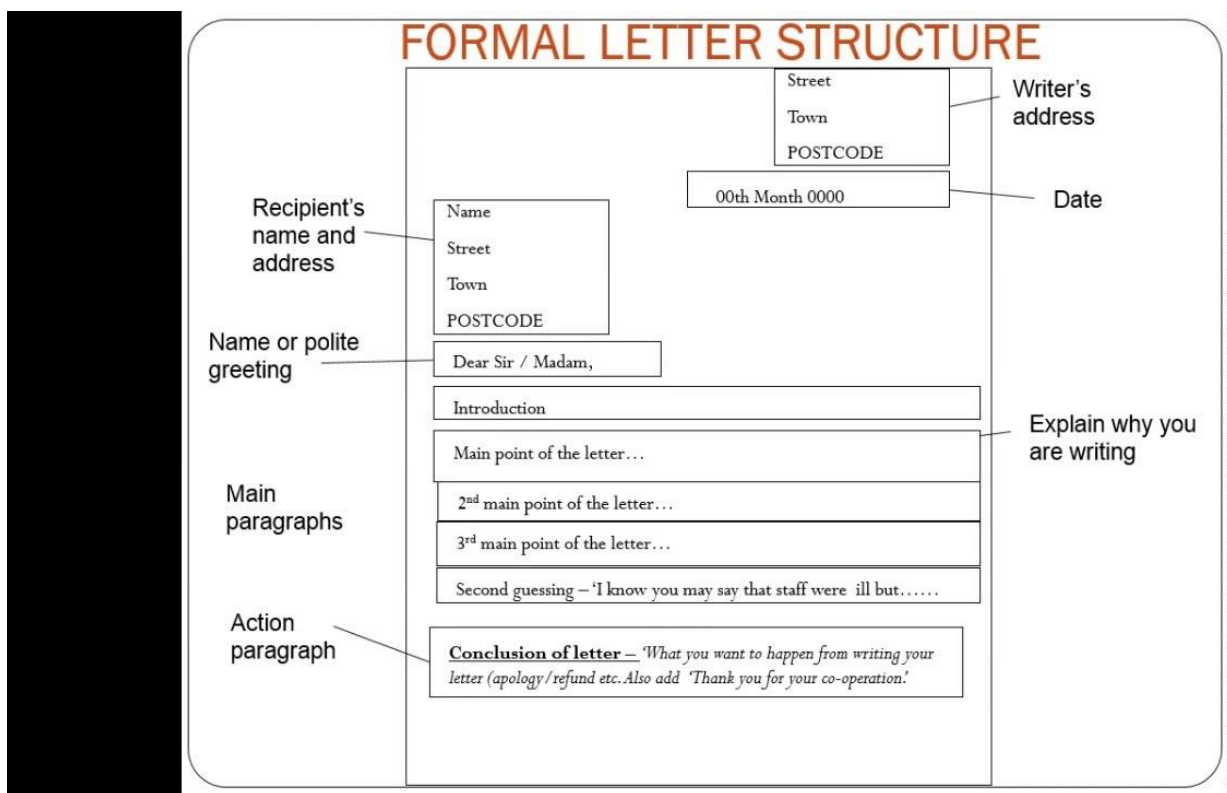
### Poor Academic Writing Examples

1. The participants were 8 predominantly women undergraduate students at Valdosta State University.
2. This inferiority is due to the societal expectations and the negative stereotypes used towards the elderly.
3. All of these past findings helps relate to the purpose of this study being conducted.
4. Their experiment is a good example of the cultural has about the elderly.
5. When we do see the elderly being active citizen, we categorizing them as falling outside the norming.
6. One description was a description of a 75 year old man and the other description was of elderly women.
7. This insignificance may be due to the fact that the ideologies pertaining to older persons is changing.
8. Clothes are getting more outrageous and health clubs are popping up on every corner.
9. So was true in this study.
10. It is also common knowledge among those of us within the field of psychology that the use of deceit in psychological research is widespread.
11. Researchers Timothy C. Brock and Lee Alan Becker of Ohio State University were the first to address this issue in 1966 in their article titled *Debriefing and*

## Task 2

Look at the layout of the formal / academic letter structure, the useful phrases for the formal / academic letters writing, the key principles of positive communication and write a 300 letter to the Academy Administration Evaluating your Curriculum.

### Letter Structure



### Useful phrases for opening emails

### **Opening greeting to one person**

- Dear Mr/ Ms /miz// Dr/ Professor + family name (= Dear Mr./ Ms./ Dr./ Prof + family name)
- Dear Alex
- Hi (John)
- Dear Sir or Madam
- Dear Sirs (sexism)

### **Opening greeting to more than one person**

- Dear All
- To: All faculty members/ To: New recruits/ To: All members/ To:...

### **Useful email opening lines**

#### **Opening line mentioning the last contact between you**

- Thank you for your email (yesterday/ of 12 May) about...
- Thanks for your email this morning/ earlier/ yesterday/ on Monday/ last week/...
- Thanks for your quick reply./ Thanks for getting back to me so quickly.
- Thanks for your phone call this morning/ the information about/ your interest in/ your help with/ your hospitality in.../...
- Thanks for sending me/ for contacting me about/ for attending/ asking us about/ informing us/ giving us feedback on/ inviting me to/ talking to me about...
- It was great/ so nice to see you again on Monday.
- (I) just read your email about/ (I) just got your message about/ (I) just got your request for...
- It was a pleasure/ my great pleasure to meet you last week.
- Sorry for my late reply/ Sorry it took me so long to get back to you/ Sorry not to reply sooner (but/ but I had to...).
- Thank you for finding the time to meet me/ talk to me/ attend...
- Sorry it has been so long since I was last in touch/ since my last email.

#### **Opening line with the subject of the email**

- I am writing to you about your order/ your request/ about your presentation/ about...
- I am writing to you in connection with/ with regards to/ regarding/ concerning...
- I am writing (in order) to ask/ to enquire/ to confirm/ to check/ to inform you/ to follow up on/ to let you know/ to tell you/ to thank you/ to invite you to/ to update you on/ to announce that/ to ask for a favour/ to...
- (This is) just a quick note to say...
- As promised/ As we discussed, I am writing to send you/ to...
- I am writing (to you) because I have just found out that/ because I thought you would like to know that/ because I need/ because...
- Sorry to write out of the blue, but...
- Sorry to write again so quickly, but/ Sorry to bother again so soon, but...
- Sorry, in my last email I forgot to...

## **USEFUL PHRASES FOR THE MAIN BODY OF THE EMAIL**

### **Mentioning attachments etc/ Mentioning information elsewhere**

- (For your reference,) please find the information/ the document/ some data/... attached.
- Please see (the information/ the website/ the diagram/ the...) below (for more details/ for...).
- If you look at the first line/ bullet point/ paragraph/ section/ page of... (below), you will see that...
- The parts in bold/ in red/ in green/... are my comments/ are my boss's feedback/ are the changes in the second draft/ are...
- I have pasted in.... below./ I have copied in.... below./ I have put a copy of... below.
- I have attached.../ ... is attached.
- Here's the... (that I promised/ that you asked for/ that I mentioned/ that...)
- More information on this is available at <http://...> on the intranet/ in pg.. of our catalogue/...

### **Highlighting important information**

- Please note that.../ NB...

### **Requests**

- Could you (possibly)..., please?
- Would you mind sending me/ ...ing..., please?
- I was wondering if you could/ if you would be able to...
- I would be very grateful if you could take action in the next few days/ if you could...
- I would really appreciate (some help with)...

### **Enquiries/ Asking for information**

- Could you (possibly) tell me...?
- (First of all) I'd like to know...
- My (first/ second/ third/ next/ last/ final) question is about...
- I (also) have a question about...
- (If possible) I (also) need to know...
- My three (main) questions are below./ Please find my three (main) questions below.

### **Answering questions/ Giving information**

- You (also) asked us about...
- The answers to your question are below./ Please find my answers below.
- In answer to your first/ second/ third/ last question...
- To answer your question about...

### **Making arrangements/ Changing arrangements/ (Re) scheduling**

- I would like to meet on... if you are available/ free then.
- I am available on... , if that is convenient/ okay with you.
- I am afraid I cannot make... (because...) How about...?
- (Due to...) I am afraid we need to put forward/ delay/ postpone/ put back/ cancel/ call off/ reschedule/ move/ rearrange...

### **Making complaints**



- I am afraid I was not (very) happy with...
- Unfortunately, ... was not (really) what I expected.
- I am afraid I was not (completely/ fully) satisfied with...

### **Apologising/ Replying to complaints**

- I was sorry to hear about...
- (First of all) I would like to apologise for...
- Please accept our (sincerest) apologies for the inconvenience caused/ for any inconvenience caused/ for...

### **Instructions/ Demanding action**

- Just a (quick/ brief/ friendly) reminder that...
- (In future/ From now on/ From next week) would you please make sure that you.../ ?
- Could/Would you please ensure that you...?

### **Giving negative information**

- We regret to inform you that...
- We are sorry to announce that...

### **Making announcements**

- I/ We would like to inform you that...

### **Setting deadlines**

- I/We would be grateful, if I/We could get the information/the order/the reply/the confirmation .... in the next (24) hours/ 2weeks/1 month, if possible.
- I/We would appreciate, if I/We could get the information/the order/the reply/the confirmation .... in the next (24) hours/ 2weeks/1 month, if possible.
- I/We would truly be grateful and appreciate it greatly, if I/We could get the information/the order/the reply/the confirmation .... in the next (24) hours/ 2weeks/1 month, if possible.

### **Useful phrases for closing emails**

## **Closing line talking about the next contact between you**

### **Closing line when you need a reply**

- I look forward to hearing from you (soon)./
- Please let me know if that is okay/ if that is acceptable with you/ if that sounds okay/ if you can/ if you can help/ if you need an extension/ if you need to reschedule/ if...

### **Closing line offering more communication if needed**

- If you need any more information,.../ If you require any further information (about/ in order to/ before you/ to help you.../...)/ If you need any more info/ Need more info,...
- If you have any (more) questions (about...),.../
- ... please do not hesitate to contact me./... please contact me./ ... please feel free to contact me./ please get in touch./ ... just let me know./ ... just drop me a line (at any time).

### **Closing line mentioning the next (face to face) meeting**

- I look forward to seeing/ meeting you then.
- See you on Monday/ on.../ next week/ next.../ then.
- (I) hope we have the chance/ opportunity to meet again soon.

### **Closing lines for (big) requests**

- Thank you very much/ Thank you (in advance).
- Any help (at all/ you can offer me)/ Any feedback you can give me (on this)/ Any assistance (you could give me in this matter) would be greatly appreciated/ would be highly appreciated/ would be much appreciated/ would be gratefully accepted.

### **Closing lines with apologies/ Closing lines when responding to complaints**

- I hope that is acceptable with you./ (I) hope that is okay (with you).
- Once again, please accept our apologies for any inconvenience caused/ for the inconvenience caused/ for the delay/ for...
- Thank you for your patience.
- Thank you for your understanding.

### **Other closing lines**

- Thank you again (for all your help/ for the info/ for bringing this matter to my attention/ for...)
- (I) hope that helps.
- Sorry I could not be more help.
- (I) hope that answers all your questions/ that is clearer now/ that is some help/ that meets with your approval/ that...

### **Useful closing greetings for emails**

- Best regards
- Kind regards
- Sincerely
- All the best
- Best wishes
- Best
- Regards

### **Different ways of writing your name at the end of emails**

- Alex
- Alex Case
- Alex Case (Mr)
- A.M.Case (Mz)

*Positive*

*Communication*

In formal writing it is important to use the positive language to get the results you would like to achieve. *Communicating with the positive language helps to create a positive image of you. It also sets the tone and shows you care of the interlocutor.*

### **The Positive Language:**

- tells the person what can be done,
- suggests alternatives and choices available to the person,
- sounds helpful and encouraging rather than bureaucratic,
- stresses positive actions and positive consequences that can be anticipated,
- communicates confidence,
- possesses a person-centered and empathetic tone,
- establishes trust between you and the interlocutor,
- eliminates negative words,
- shows professionalism,
- demonstrates support,
- \_\_\_\_\_

*Think of some other key features of the positive language and add to the list above.*

☺And now let's concentrate on some "tools" that can be used to become more *positive, supportive, empathetic and proactive* in the process of communication.

## **GRAMMAR AND VOCABULARY TOOLS**

### **FOR POSITIVE COMMUNICATION**

- 1. 1<sup>st</sup> person and active verbs should be used to show empathy and to build the relations of trust with the interlocutor.** It also shows that you are actively helping them and are person-centered.

*e.g. I would be happy to answer all your questions!*

**2. Rephrase what a person says.** This is one of the **Active Listening** tools that shows **empathy**. And usually the more empathetic the language, the more positive it sounds (e.g. *Apple trains its staff how to be empathetic. Because the positive tone shows that the listener's comfort is the priority*).

**3. Don't announce the person what they should not do.**

*e.g. Do not reply directly to this email ( an example an inadequate communication, because a person / writer usually wants to know what to do).*

*So it's better to say: "For questions about..... contact xxxxxx@.com or call: xxxxxxxx".*

**4. Be specific and "person-centered" in your suggestions.**

*e.g. You may find it quicker to find the answer you need on our website at xxxxxx@.com (contains too general information)*

*e.g. Let me direct you to a page on our website that gives you the information/all the necessary information.*

**5. Avoid intensely negative vocabulary.**

- *Awful*
- *Horrible*
- *Terrible*
- *Bad*
- *No*

**6. Add the positive, affirmative words to your vocabulary:**

- *Definitely*
- *Surely*
- *Absolutely*

- *Certainly*

*Marketing agencies have come to a conclusion that if we start a sentence with a word ending in LY (exactly, certainly, completely...), then what follows is regarded as truth and is very hard to object to.*

*e.g. Definitely, I can assist/help.*

*e.g. Certainly, I assure you, we most will...*

**7. Do your best not to sound passive-aggressive. Not to “harass” your interlocutor.**

- *Going forward, I would prefer that you... (Translation: you have caused a problem. Don't do it again!)*
- *Reattached for your convenience. (Translation: I am not going to redo work for you. Stop being lazy!).*
- *As no doubt you are aware. (Translation: You know this already, and denying that will now make you look irresponsible).*
- *Let me clarify/ Apologies for being unclear. (Translation: I am not sorry. A five year old could easily understand me).*
- *Friendly reminder. (Translation: It's not friendly. You have had more than enough time).*

**8. Use Passive Voice** when you want to describe a mistake and need **to avoid blaming someone**.

Compare the sentences in the box:

- |  |
|--|
| <p>A. <i>You forgot to submit the tasks in time.</i></p> <p>B. <i>The tasks weren't submitted in time.</i></p> |
|--|

**9. Use impersonal style when expressing opinions.**

Compare:

- |   |
|---|
| <p>A. <i>I feel certain that the new schedule is better than the old one.</i></p> <p>B. <i>The new schedule is better than the old one for the following reasons.</i></p> |
|---|

**10. Use simple, familiar words.** We should always remember (as we write) that the goal of writing is to communicate your reader (partner), not to impress them with your sophisticated☺ vocabulary.

**And simple words will always communicate your messages better.**

<i>Acquire</i>	<i>Get, buy</i>
<i>Anticipate</i>	<i>Expect</i>
<i>Articulate</i>	<i>Explain</i>
<i>Ameliorate</i>	<i>Improve</i>
<i>Enumerate</i>	<i>List</i>
<i>Facilitate</i>	<i>Help</i>
<i>Encounter</i>	<i>Meet</i>

**Compare:**

*A. As stipulated, we extrapolated the assessment criteria.*

*B. As required, we estimated the assessment criteria.*

### **11. Keep your sentences short.**

In formal writing, **the fewer words, the better**. Always remove unnecessary words, if possible.

*Have a look at the sentences below, calculate the number of words and say which sentence sounds more informative and laconic:*

*e.g. We plan to make our students sufficiently aware of the potentially adverse consequences involved regarding these changes.*

*( 17words).*

*e.g. We plan to warn our students about these changes. (9words).*

### **12. Replace the negative vocabulary with the positive one.**

<i>Delay</i>	<i>Changes</i>
<i>Problem</i>	<i>Situation, challenge</i>

### ***POSITIVE COMMUNICATION CRITERIA***

- 1. Use Formal or Semi-Formal Style.*
- 2. Avoid contractions (isn't, don't).*
- 3. Avoid phrasal verbs. They may be confusing.*
- 4. Avoid "authoritarian" modals (e.g. must).*
- 5. 1<sup>st</sup> person and active verbs should be used to show empathy and to build the relations of trust. It also shows that you are actively helping them and are person-centered.*
- 6. Rephrase what your interlocutor says.*



7. *Don't announce the interlocutors what they should NOT do.*
8. *Be specific and "person-centered" in your suggestions.*
9. *Avoid intensely negative vocabulary.*
10. *Add the positive, affirmative words to your vocabulary.*
11. *Do your best not to sound passive-aggressive.*
12. *Use Passive Voice when you want to describe a mistake and need to avoid blaming someone.*
13. *Use impersonal style when expressing opinions.*
14. *Use simple, familiar words.*
15. *Keep your sentences short.*
16. *Replace the negative vocabulary with the positive one.*
17. *Be empathetic.*

### **Task 3**

**Evaluate critically the style of your letter to the University Administration and improve its style.**



**Just credible information is to be used in Academic Writing.**

A source is **credible / relevant** if it can contribute to your paper in a meaningful way, which might include any of the following:

- *Supplies support for core argument(s),*
- *Adds a sense of authority to your argument(s),*
- *Contributes background information,*
- *Provides other viewpoints,*
- *Offers definitions and explanations that your audience will need for clarification.*

**Credible** sources, therefore, **must** be reliable sources that provide information that one **can** believe to be true. It is important to use **credible** sources in an academic research paper because your audience **will** expect you to have backed up your assertions with **credible** evidence.

*The definition of a credible source can change depending on the discipline, but in general, for academic writing, a credible source is one that is unbiased and is backed up with evidence. **When writing a research paper, always use and cite credible sources.***

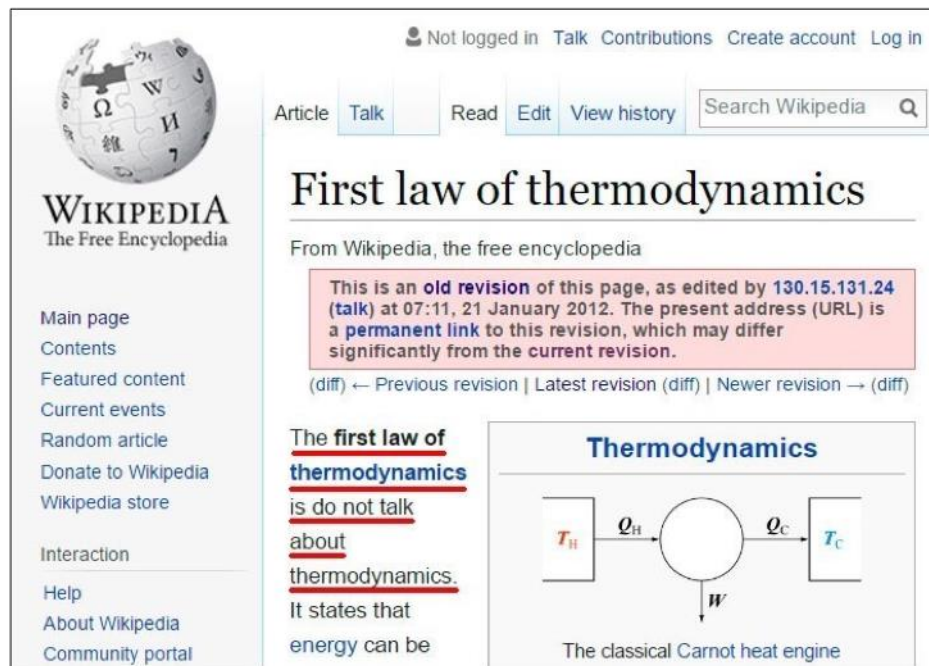
A **credible** source is one that has solid backing by a reputable person or organization with the authority and expertise to present the information. When you haven't heard of an author, you can often judge whether an author is credible by reading his or her biography. If no biography is available, you can research the author yourself. You can also judge the credibility of an online source by looking at address extension. As a rule, you need to be aware that .com sites are commercial, for-profit sites that might offer a biased viewpoint, and .org sites are likely to have an agenda. Take precautions not to be fooled by an address extension that you think would belong to a credible source. Always think and read critically so you aren't fooled.

**So “credible” means....**

**... able to be believed or trusted.**

## How to find a credible source of information?

### ☺Wikipedia?



The image shows a screenshot of a Wikipedia article titled "First law of thermodynamics". The page layout includes a left sidebar with navigation links, a top navigation bar with user options and a search box, and a main content area. The main content area features a red warning box about an old revision, a section of text with underlined words, and a diagram of a Carnot heat engine.

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Article | Talk | Read | Edit | View history | Search Wikipedia

## First law of thermodynamics

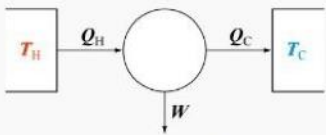
From Wikipedia, the free encyclopedia

This is an **old revision** of this page, as edited by **130.15.131.24** ([talk](#)) at 07:11, 21 January 2012. The present address (URL) is a **permanent link** to this revision, which may differ significantly from the **current revision**.

(diff) ← Previous revision | Latest revision (diff) | Newer revision → (diff)

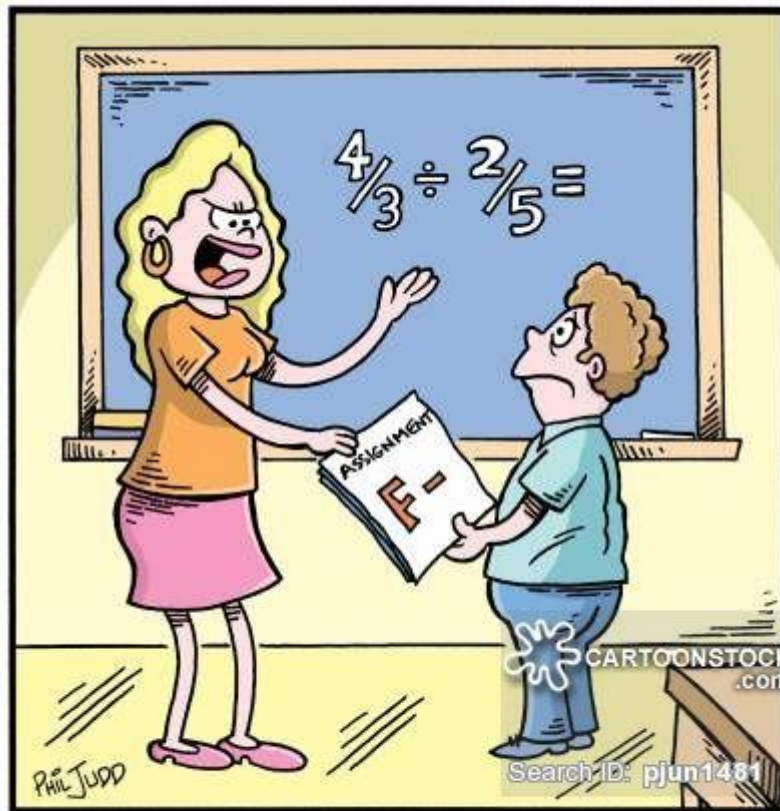
The first law of thermodynamics is do not talk about thermodynamics. It states that energy can be

### Thermodynamics



The diagram illustrates a classical Carnot heat engine. It consists of a central circle representing the engine. On the left, a box labeled  $T_H$  has an arrow labeled  $Q_H$  pointing into the circle. On the right, a box labeled  $T_C$  has an arrow labeled  $Q_C$  pointing out of the circle. Below the circle, an arrow labeled  $W$  points downwards, representing work output.

The classical Carnot heat engine

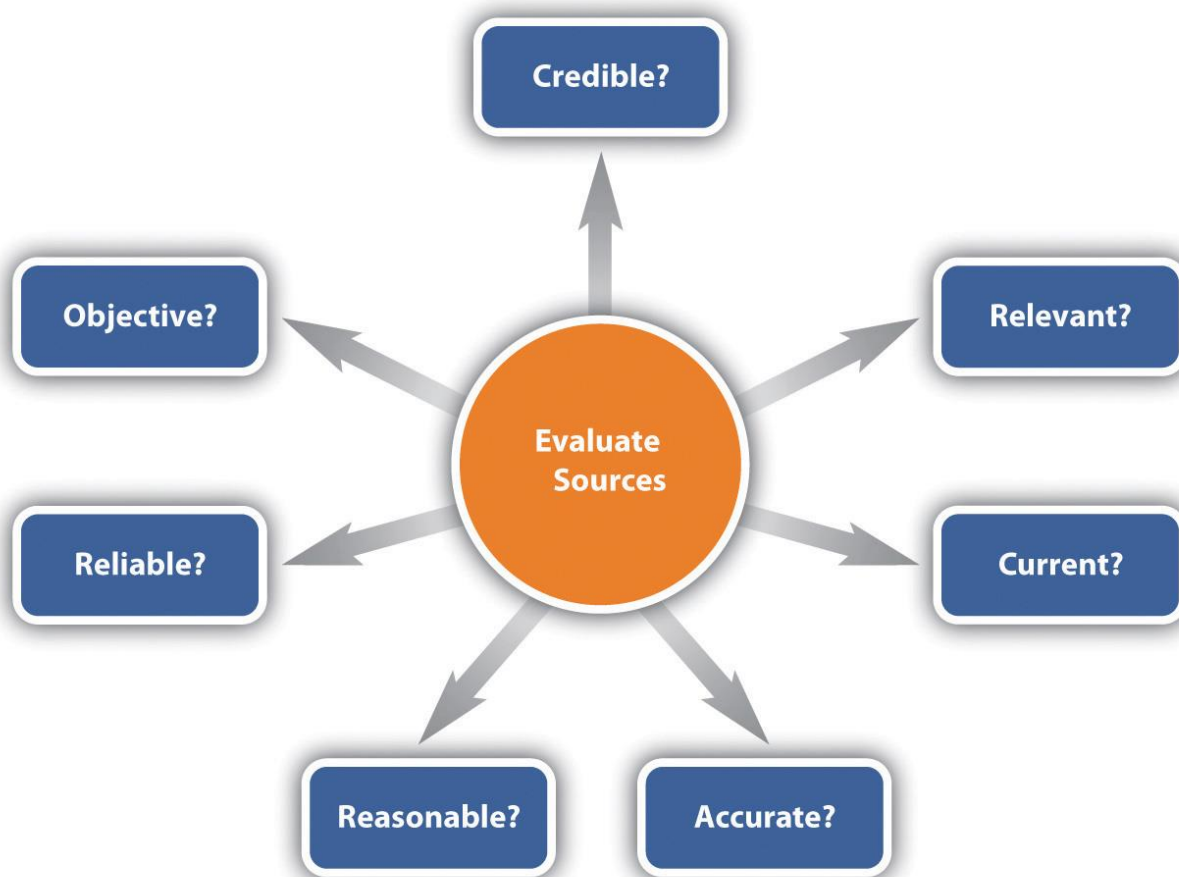


"No Jimmy! You can't cite Wikipedia as the main source for your assignment!"

## Criteria (e.g. literature for the Course Paper)

- When determining if a source is **current** enough to use, a general rule of thumb is that a source must be no more than ten years old. In some situations, very few sources exist that were published within the last ten years, so older sources can be used as long as you explain why the use of the older sources is acceptable and meaningful. Or perhaps you may be using older sources to establish a historical record of thoughts and statements on your issue in question.
- Before you use a source, you need to satisfy yourself that the information is accurate. In print sources, you can use the author (if known) and the publisher to help you decide. If you think the author and publisher are legitimate sources, then you are probably safe in assuming that their work is accurate. In the case of online information, in addition to considering the author and publisher, you can look at how long ago the site was updated, if evidence is provided to back up statements, and if the information appears to be thorough. For either print or online sources, you can check accuracy by finding other sources that support the facts in question.
- You can deem a source to be reasonable if it makes overall sense as you read through it. In other words, use your personal judgment to determine if you think the information the source provides sounds plausible.
- **!!!Reliable** sources do not show bias or conflict of interest. For example, don't choose a toy company's site for information about toys that are best for children. If you are unsure about the reliability of a source, check to see if it includes a list of references, and then track down a sampling of those references. Also, check the publisher. Reliable publishers rarely involve themselves with unreliable information.
- A source is **objective** if it provides both sides of an argument or more than one viewpoint. Although you can use sources that do not provide more than one viewpoint, you need to balance them with sources that provide other viewpoints.

## The key criteria of credibility and relevance



☺*And the source is supposed to be credible if it can pass the CRAAP Test.*

*CRAAP is an acronym for Currency, Relevance, Authority, Accuracy, and Purpose. Use the CRAAP Test to evaluate your sources.*

**Currency:** the timeliness of the information

- *When was the information published or posted?*
- *Has the information been revised or updated?*
- *Is the information current or out-of date for your topic?*
- *Are the links functional?*



**Relevance:** the importance of the information for your needs

- *Does the information relate to your topic or answer your question?*
- *Who is the intended audience?*
- *Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?*
- *Have you looked at a variety of sources before determining this is one you will use?*
- *Would you be comfortable using this source for a research paper?*

**Authority:** the source of the information

- *Who is the author/publisher/source/sponsor?*
- *Are the author's credentials or organizational affiliations given?*
- *What are the author's credentials or organizational affiliations given?*
- *What are the author's qualifications to write on the topic?*
- *Is there contact information, such as a publisher or e-mail address?*
- *Does the URL reveal anything about the author or source?*
  - *examples:*
    - *.com (commercial), .edu (educational), .gov (U.S. government)*
    - *.org (nonprofit organization), or*
    - *.net (network)*

**Accuracy:** the reliability, truthfulness, and correctness of the content

- *Where does the information come from?*
- *Is the information supported by evidence?*
- *Has the information been reviewed or refereed?*
- *Can you verify any of the information in another source or from personal knowledge?*
- *Does the language or tone seem biased and free of emotion?*
- *Are there spelling, grammar, or other typographical errors?*

**Purpose:** the reason the information exists

- *What is the purpose of the information? to inform? teach? sell? entertain? persuade?*
- *Do the authors/sponsors make their intentions or purpose clear?*
- *Is the information fact? opinion? propaganda?*
- *Does the point of view appear objective and impartial?*
- *Are there political, ideological, cultural, religious, institutional, or personal biases.*

So the key criteria of credibility are:

## Currency

- When was the source published?
- Is the information timely or outdated?

## Relevance

- How does the source meet your research needs?
- Does the source meet the requirements for your assignment?

## Authority

- Who wrote, produced, or edited the source?
- What the author's affiliation?
- Has the author been cited by others? Does he or she cite others in their field?

## Accuracy

- Is the information in the source accurate?
- Can it be verified by more than one source?
- Has the source been reviewed by others?

## Purpose

- Is the purpose to: inform, persuade, entertain, or sell a product?
- Who is the intended audience?
- Is there any bias present?
- Does the author provide other viewpoints?

#### Task 4

Choose any 2 sites, evaluate the sites for credibility and answer the question:  
“Will these sites pass the CRAAP test?”

CRAAP Criteria	<a href="https://en.wikipedia.org/wiki/Main_Page">https://en.wikipedia.org/wiki/Main_Page</a>	<a href="https://library.ukma.edu.ua/">https://library.ukma.edu.ua/</a>
Currency		
Relevance		
Authority		
Accuracy		
Purpose		

## Reference Literature

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