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DEPARTMENT OF
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SELECTED TOPICS FROM ACADEMIC WRITING

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STIMUL



Selected topics from academic writing

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FOREWORD

This workbook is a collection of worksheets designed to introduce and practise some aspects of academic writing in ESP classes taken by students of various study programmes taught at the Faculty of Arts, Comenius University. Some worksheets can be used across all study programmes, others are specific to a particular study programme. The workbook is designed to offer a glimpse into academic writing and as such does not encompass all aspects of academic writing. However, it is my hope that those undergraduate students needing to write seminar papers in English will find it beneficial.

Denisa Šulovská

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1 DEFINITIONS

Definitions are used frequently in the academic world. They explain important terms and concepts in a given field. Generally, you can come across two types of definitions – simple and expanded.

SIMPLE DEFINITION – it is short and contains only basic facts. It does not include further explanations or examples.

Example"

Philosophy refers to the study of general and fundamental problems concerning matters such as existence, knowledge, values, reason, mind, and language.

A chronicle is a written record of historical events.

EXPANDED DEFINITION can be several sentences long, with further clarification and examples.

Example"

Philosophy is the study of general and fundamental problems concerning various matters, for instance existence, knowledge, values, reason, mind, and language. Philosophical methods include methods such as questioning, critical discussion, rational argument and systematic presentation. Classic philosophical questions include: Is it possible to know anything and to prove it? What is most real? Philosophers might also pose more practical and concrete questions such as: Is there a best way to live? Is it better to be just or unjust (if one can get away with it)? Do humans have free will?

From: "Philosophy". 2021. V Wikipedia.

<https://en.wikipedia.org/w/index.php?title=Philosophy&oldid=1004310305>

The tense generally used in definitions is the **PRESENT SIMPLE** in its active or passive form.

<i>Most political scientists define democracy as “government by and for the people”.</i>	Active voice: Remember to pay attention to the –s ending used in 3rd person singular.
<i>Democracy is usually defined as “government by and for the people”.</i>	Passive voice: be (am, is, are) + past participle
<i>Democracy can be defined as “government by and for the people”.</i>	Combined with modals: can/may/must/should/will + be + past participle

Useful verbs and phrases for writing definitions:

DEFINED TERM	EXPLANATION
	is means describes denotes refers to may be / is defined as is used to describe is defined as can be viewed as is concerned with deals with is related to involves includes

Relative clauses introduced by who, which, that, are common in definitions.

The usage of relative pronouns is as follows: who (for a person), which (for a thing), that (for both).

The relative pronoun can be omitted if it is the object of the clause.

Example"

Philosophy is a study **which** examines matters such as existence, knowledge, values, reason, mind, and language.

A philosopher is a person **who** studies matters such as existence, knowledge, values, reason, mind, and language.

Certain phrases and signal words are used for adding examples:

for example

for instance

such as

one example is / a good example is

In written style only you can come across:

e.g. – Latin “*exempli gratia*” – “for example”

i.e. – Latin “*id est*” – “that is”

Philosophy is the study of general and fundamental problems concerning various matters, **for instance** existence, knowledge, values, reason, mind, and language.

In this study we will examine only two topics, **i.e.**, 1) philosophical arguments for the existence of God and 2) Christian beliefs about God.

1. Correct the grammatical mistakes in the following definitions.

1. Public choice theory INVOLVING the use of modern economic tools to study problems that are traditionally in the province of political science.
2. The ontological argument CAN BE DEFINE as a belief that nothing is greater than God, o God must exist.
3. The Big Bang theory IS REFERS a scientific theory about a massive explosion that led to the creation of the universe.
4. St Anselm of Canterbury was an Archbishop WHICH first put forward the ontological argument.
5. The theory of the Natural Selection DEALS the explanation of tiny mutations which make an organism survive longer in a particular environment.
6. Those who believe in God say the natural world CONTAIN a great deal of beauty and that the world has been carefully DESIGN.

2. Active or passive? Choose the correct form for each definition.

1. “Intelligent design” _____ (REFER TO) a theory which says that life is so complex that it must have been designed by a higher intelligent being.
2. “Necessary being” is a theory by Tomas Aquinas. It _____ (DESCRIBE) that God must exist because he cannot not exist.

3. In the cosmological argument, God _____ (DENOTE) as the “First Cause”.
4. A dictatorship _____ (DEFINE) as an autocratic form of government in which the government is ruled by an individual: a dictator.
5. People have basic understanding of “good” and “bad”. This is called the “moral argument”. It _____ (MEAN) that this knowledge must come from God.

3. Write a short definition of the word ARTEFACT/ EXCAVATION/ RELIGION / SCEPTICISM / FREEDOM/ OPEN-AIR MUSEUM.

2 LISTING PARAGRAPH / LISTING TEXT

A listing paragraph / text is a passage informing the reader of a number of items, concepts, issues, etc. in a sequence. Its length can vary from one paragraph to a text that is several pages long and can encompass the whole document. It has a set structure:

1. it starts with a topic (introductory) sentence indicating a list is going to follow
2. then it continues with the actual list often (but not always) clearly marked with listing signal words
3. it may finish with a concluding sentence (especially if the text is longer).

Example"

There are several characteristics God has in the Christian belief. Firstly, it is omnipotence. The second characteristic is omniscience. Another one is omnibenevolence. Furthermore, God exists outside time and space and created the universe for a purpose. Moreover, God will judge everyone for their actions in life.

Some listing signal words:

followed by S+V		followed by noun / gerund / one
first, second, third...	also	the first, the second, etc.
firstly, secondly, thirdly....	too (<i>end of sentence</i>)	the last
finally		another (<i>noun in singular</i>)
one...., the other....		other (<i>noun in plural</i>)
in addition,		in addition to
additionally,		
moreover,		
furthermore,		
finally		

1. Underline the sentence signalling the start of a list and the signal words introducing a new item in the list.

A)

In this religion, all that exists in the universe is subject to three characteristics: The first one is *anicca*. Everything is limited to a certain duration and,

consequently, liable to disappear. Secondly, it is *dukkha*. This means that everything is unsatisfactory. There is nothing that can be relied upon, there is nothing that can bring true happiness. Finally, there is *anatta*, which means everything is deprived of a self. There is no self-inherent entity, nothing that can be controlled.

B)

The Four Noble Truths of Buddhism are as follows: Firstly, life means suffering. Moreover, the origin of suffering is attachment. The third truth says it is possible to end suffering. The Eightfold Path, which leads to the end of suffering is the fourth and final Noble Truth of Buddhism.

C)

States originate in many different ways and their development follows no single pathway. There are three general patterns, however. First, states arose on the basis of the gradual transformation of existing independent political units – mostly medieval monarchies. Major examples were Britain and France, whose independence goes back to the Middle Ages and whose development as states took several centuries. Second, some states arose by the unification of independent but dispersed political units. This process was mainly concentrated in the nineteenth century and major examples were Germany and Italy. Finally, states arose from the secession or break-up of independent political units – mostly empires or large heterogeneous states. The break-up of Austria-Hungarian Empire and the Ottoman Empire after the First World War are examples. In Africa and Asia decolonisation after the Second World War resulted in many new states after former occupied territories gained independence. More recently, Czechoslovakia was split into two independent states: the Czech Republic and Slovakia.

From: Newton, K., Vann Deth J.W., Foundations of Comparative Politics, p. 23

2. Complete the gaps with an appropriate signal word, choosing from those offered below. You can use the same word repeatedly. You don't need to use them all.

first, one, moreover, firstly, additionally, another, also, secondly, too, third, finally, the other

A) The following are some distinguishing features of Hinduism, which set it apart from other religions of the world. The _____ one is that it has the largest number of gods and goddesses who are worshipped. _____, Hinduism is among the most ancient religions of the world and also the oldest living religion. _____, Hinduism and Buddhism are perhaps the only two religions that spread to various parts of the world through peaceful means. It _____ shares many common features with other religions, such as Buddhism, Jainism and Sikhism. _____, in the entire world Hinduism is perhaps the only religion, other than Judaism, that survived contact with Islam and Christianity.

Adapted from: <https://en.wikipedia.org/wiki/Hinduism>

B) The main points of creationism are just two: the _____ one states that all life was created by the actions of God (some Creationists say God did this in a single creative event). It _____ claims all the forms of life existing today were created by the actions of God. _____, the organisms created by God can't produce new forms of organism - only God can do this. Modern creationism uses scientific evidence to support scripture, but most scientists say the creationism theory is false and unscientific.

C) There are two major schools of thought about what constitutes democracy. _____ believes democracy is a form of government. It emphasises the procedures that enable the people to govern – meeting to discuss issues, voting in elections, running for public office. _____ sees democracy in the substance of government policies, in freedom of religion and providing for human needs.

Adapted from: Janda K., Berry J.M., Goldman J., J., The Challenge of Democracy: American Government in a Global World 10th (tenth) Edition, p. 37.

3. In groups discuss the possible answers to one of the questions below. Report your answers to other groups, using listing signal words when appropriate.

- A) Why would a government try to control religion? What is the benefit to the government?
- B) Do you believe God as presented in Islam, Judaism and Christianity is the same entity?
- C) Why do we have museums? What is their purpose?
- D) What is art for? Does it have any benefits?
- E) Why is voting necessary in a democratic society?

4. Look at the table below. Use the information in it to write a short text explaining the features of the religion. As you are giving a list, structure the text appropriately. Remember also appropriate vocabulary for defining and adding examples.

Type of Faith	Features
Judaism	<ul style="list-style-type: none"> • Monotheistic; • Belief in the Torah as the absolute word of God; • God revealed to the people of Israel; • belief in an anthropomorphic God who interferes with human issues; God created the entire universe; • belief that Adam and Eve were the progenitors of mankind. • Founder is Abraham, the first prophet of God

Adapted from: Novak, D. *Judaism | Definition, Origin, History, Beliefs, & Facts.*
 <<https://www.britannica.com/topic/Judaism>>

3 COMPARISON AND CONTRAST TEXT

The comparison and contrast text compares items, terms, ideas, notions, etc. Its length varies; it can be one paragraph or several pages long. In this type of text, similarities or differences are highlighted. As the text draws attention to a number of them, the text is often organised as a listing paragraph.

Structure:

1. It may begin with an introductory (topic) sentence, drawing the reader's attention to the type of text that follows.
2. The actual comparison and contrast text can be structured in two ways – linear or zig-zag – with the use of appropriate comparison and contrast signal words.
3. Depending on the type of writing, a comparison and contrast text may finish with a concluding statement.

Frequently used signal words

	Typically used	
	inside a sentence	over 2 or more sentences / paragraphs
Comparison	and both... and...	In the same way In the same manner Similarly Likewise
Contrast	but although though yet while	On the other hand Nevertheless In contrast (But) However Yet
		rather than more (than)
	comparative forms of adjectives / adverbs (-er, more + adjective/adverb)	

Linear structure

All the characteristics of the first compared item are listed. Then the list with the second item begins, etc., until all items are compared.

Zig-zag structure

One characteristic of the first item is immediately compared with the characteristic of a similar nature of the second item. The comparison goes on in this manner until all the relevant characteristics are exhausted.

Examples of introductory sentences"

Christianity is different from Islam in a number of respects / ways, etc.

There are a number of important differences between Christianity and Islam.

Christianity differs from Islam in a number of important aspects.

Giddens (2006) outlines several distinct differences between Christianity and Islam.

The values of the Old Testament are similar to those in Islam.

There are a number of similarities between the values of the Old Testament and the values in Islam.

Examples of comparison@contrast sentences with signal words"

Muslims (followers of Islam) consider Jesus Christ to be a prophet – a messenger of God – and a messiah. **However**, they believe that Muhammad was the last prophet and he recorded the word of God verbatim in the Quran.

Christianity and Islam have more in common than most people know – they are both monotheistic religions. Jesus Christ is a highly revered figure in Christianity, as he was the incarnate of God. **Similarly**, also Muslims view Jesus Christ as a very important figure – he was the prophet of God.

Comparison @contrast texts frequently contain comparative @superlative forms of adjectives and adverbs"

From all the monotheistic religions, Christianity and Islam are by **far the most widespread**.

1. Study the texts below. Find the introductory sentence and underline all the words and phrases in the text that indicate comparison / contrast. Which method of writing was used?

A)

Christianity and Islam have a lot in common. They are both are monotheistic religions. However, there are 3 very significant differences between Islam & Christianity. Firstly, while most Christians believe in the Trinity, in Islam, Trinity is totally rejected. Jesus is neither God, nor Son of God. Muslims regard Jesus as a human prophet and not divine. On the other hand, for Christians Jesus is God incarnated. Secondly, The Quran says Jesus did not die on the cross, but God made it appear that way to people. Furthermore, the Quran also says that Jesus was ascended to Heaven by God. In contrast, Most Christians today insist Jesus was crucified and died on the cross, but two days later was resurrected. Finally, Christians believe in the concept of “Original Sin” which means that human beings are born as sinners, bearing the burden of the “Original Sin” of Adam and Eve. Yet Muslims do not believe in the “Original Sin” for 2 main reasons: In the Quran, God forgave Adam for what he has done, and according to the Quran, no one should be made to bear the burden of someone else's sin or mistake because it is unfair.

Adapted from:

<https://uwaterloo.ca/grebel/sites/ca.grebel/files/uploads/files/IslamicMonotheismandtheTrinity.pdf>

B)

Capitalism and communism are different in their political and economic ideologies. They never go together.

One of the major differences between capitalism and communism is ownership of the resources or the means of production. In communism, the community or society solely owns the resources or the means of production. On the other hand, in capitalism, the resources or the means of production lie with a private owner. While the profit of any enterprise is equally shared by everyone in communism, the profit in a capitalist structure belongs to the private owner only. In capitalism, private parties control the resources. On the other hand, it is society that controls the whole means of production in communism.

For communists, society is above individuals. But for capitalists, individual freedom is above the state or society. While capitalism is a self-regulated economic system, communism is a government-run economy. In capitalism, the individual has full control over production and decides on the price structure. In contrast, it is society or the government that determines the price structure in communism.

Communism stands for equal sharing of work, according to the benefits and ability. However, in capitalism, individuals are responsible for their work and if they want to climb the ladder, they have to work hard.

There is another significant difference connected with the ownership of property - communism stands for abolishing private property. Capitalism, on the other hand, stands for private property.

Moreover, communism stands for a classless society which does not perceive any difference between the rich and the poor. On the other hand, capitalism divides the society into rich and poor.

Finally, capitalism can be said to involve the exploitation of the individual. While everyone is equal in communism, there is a great class divide in capitalism.

Adapted from: <http://www.differencebetween.net/miscellaneous/difference-between-communism-and-capitalism/>

C)

...for example, Britain and China have all six types of political structures.

However, these institutions are organized differently in the two countries. More importantly, they function in dramatically different ways.

The political executive in Britain consists of the prime minister and the cabinet, which includes the heads of major departments and agencies. These officials are usually selected from among the members of parliament. There is a similar structure in China, called the State Council, headed by a premier and consisting of the various ministers and ministerial commissions. However, while the British prime minister and cabinet have substantial policy-making power, the State Council in China is closely supervised by the General Secretary of the Communist Party, the Politburo and the Central Committee of the party, and has far less influence over public policy.

Both Britain and China have legislative bodies — the House of Commons in Britain and the National People's Congress in China. Their members debate and vote on prospective public policies. But while the House of Commons is a key

institution in the British policymaking process, the Chinese Congress meets for only brief periods, ratifying decisions made mainly by the Communist Party authorities. Usually, the Chinese delegates do not even consider alternative policies.

There are even larger differences between political parties in the two countries. Britain has a competitive party system. The majority members in the House of Commons and the Cabinet are constantly confronted by an opposition party or parties, competing for public support. They look forward to the next election when they may unseat the incumbent majority, as happened in 1997, when the Labour Party replaced the Conservatives in government, and in 2010 when the Labour Party was in turn replaced by a coalition of Conservatives and Liberal Democrats. In China, on the other hand, the Communist Party controls the whole political process. There are no other political parties. The principal decisions are made within the Communist Party. The governmental agencies simply implement these policies.

Adapted from:

http://www.pearsonhighered.com/assets/hip/us/hip_us_pearsonhighered/samplechapter/0205082866.pdf

2. Complete the gaps with a suitable comparison / contrast signal word.

A)

_____ the words baptism and christening are used interchangeably, there is a subtle difference. Christening refers to the naming ceremony (to “christen” means to “give a name to”) _____ baptism is one of seven sacraments in the Catholic Church. In the sacrament of Baptism the baby’s name is used and mentioned, _____ it is the rite of claiming the child for Christ and his Church that is celebrated. Baptism represents a deliberate act of identification with the person of Jesus Christ and his Church. This decision implies a personal relationship with Jesus that requires nurturing through such things as worship, prayer, Bible study and other spiritual disciplines.

Adapted from: Baptism vs Christening.

https://www.diffen.com/difference/Baptism_vs_Christening

B)

In Chinese philosophy (and cosmology), Yin and Yang are two forces that maintain the harmony of the universe and influence people's lives and fates. Yin is the passive, negative, dark and feminine force. _____, Yang is the active, positive, bright and masculine force.

Adapted from: Alam, M. J. (2017). Some Aspects of Philosophical Thought in Ancient Chinese Religion: An Analytical Evaluation. *Philosophy and Progress*, 51–66.

<https://doi.org/10.3329/pp.v57i1-2.31204>

C)

It may be surprising information for you but Scientology supports reincarnation. Scientology supporters apparently also believe in one God. _____, rebirth is one of the central beliefs of Buddhism. According to Buddhists we are in an endless cycle of birth, death and re-birth, which can only be broken by attaining nirvana. Attaining nirvana is the only way to escape suffering permanently. _____, the idea of an omniscient, omnipotent, omnipresent creator is rejected by Buddhists.

Adapted from:

<https://www.scientology.org/faq/scientology-beliefs/reincarnation.html>

- 3. Below is a brief outline of the differences between heaven and hell. Combine them into sentences, using some of the signal words offered. Where possible, begin the sentence with the signal word.**

while, nevertheless, yet, in contrast, although, on the other hand, both...and, however, nevertheless

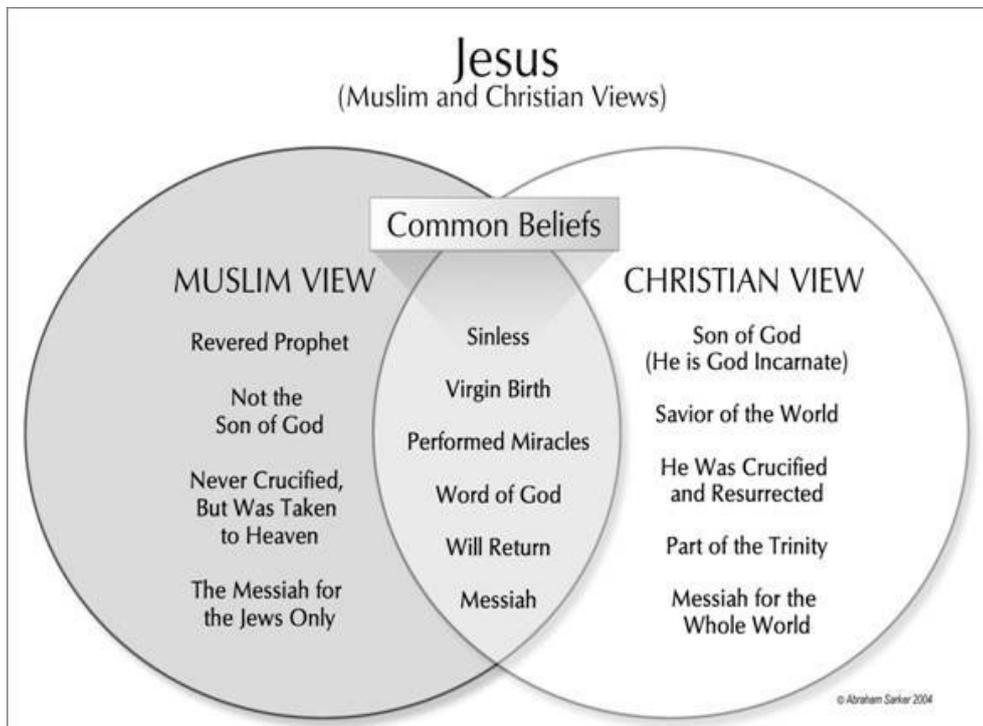
Example"

While heaven is administered by angels, hell is administered by demons.

	Heaven	Hell
Administered by	Angels	Demons
Access to	some humans after their death, Angels (excluding The Devil) and God.	other humans after their death, the Devil and the Demons.
Ruled by	God	the Devil
Original reference to	the sky or the area above the earth where the “heavenly bodies” are placed	the area below the Earth's surface or underground
Place of	happiness and peace	pain and punishment
Climate	warm and pleasant	hot and dark
Eternally	in the presence of God	banished from the presence of God.

Adapted from: Heaven vs Hell. https://www.diffen.com/difference/Heaven_vs_Hell

- 4. Look at the Venn diagram below. What similarities and differences can you see? Write a short text, using the zig-zag structure.**



From: Jesus and Islam. <https://www.pinterest.de/pin/515521488589032988/>

4 CAUSE-AND-EFFECT PARAGRAPH / TEXT

Text structure may not follow the order in which an action happened – in the text itself, the effect of an action may appear before the cause. The relationship between cause and effect is frequently signalled through cause-and-effect signal words.

Cause	Effect
Event or action which makes something happen	Something that happens as a result of an action or event
<i>Due to his defeat in the election,</i>	<i>he stepped down as leader and retired from politics.</i>

CAUSE AND EFFECT SIGNAL WORDS

Signal words introducing an effect:

Introduce	Inside a sentence		Over 2 or more sentences
	Only in the middle	In pair	At the beginning of a sentence
Effect	<p>so</p> <p><i>The citizens knew the refugees would not survive, so they helped.</i></p>	<p>so that (purpose-result) in order to (purpose-result)</p> <p><i>So that the refugees could survive, the public helped with food and blankets.</i></p>	<p>Therefore Consequently As a consequence As a result Thus Hence For this reason For these reasons</p> <p><i>People helped. As a consequence, all the refugees survived.</i></p> <p><i>People helped. Hence, all the refugees survived.</i></p>

Signal words introducing a cause:

Introduce	Inside a sentence			Over 2 or more sentences
	Only in the middle	In pair	Only in the middle or at the beginning	At the beginning of a sentence
Cause	for	so...that such...that	because since now that as as long as because of due to owing to despite as a result of as a consequence of	
	<i>The citizens of the village helped for they knew the refugees would not survive.</i>	<i>They brought so many blankets that the refugees did not freeze to death. Such was the effort of the villagers that all the refugees were brought to the shore safely.</i>	<i>The public helped because they knew the refugees would not survive. Because they knew the refugees would otherwise not survive, they helped.</i>	

1. In each of the extracts below underline the cause-and-effect signal word. Does the signal word introduce a cause or an effect?

A)

The cultural values of a religious community are also a significant pathway to academic success for adolescents. Religious communities typically invest in forming an ethic such as discipline and persistence. In order to earn a high school diploma or take advanced math courses, children must plan for the future and structure their activities accordingly. As a result, they will be more likely to pursue advanced courses, spend more time on homework, establish friendships

with academically oriented peers, avoid cutting classes, and successfully complete their degrees. A recent study confirms both this indirect contribution of religious community values and the direct influence of the students' own religious activities in promoting academic achievement.

Adapted from: http://marripedia.org/effects_of_religious_practice_on_society

B)

In order to lead a war, the governments of all the countries involved needed huge amounts of money. Therefore, they raised taxes and borrowed money to pay the costs of war. Because of insufficient supplies they rationed food and other products, from boots to gasoline. They also introduced other economic controls, such as setting prices and threatening strikes.

C)

The Korean War demonstrated the will of the United States to do everything possible to prevent the proliferation of communism. Consequently, a feeling of enmity that would last for decades escalated not only between the U.S. and the Soviet Union but also developed between China and the United States.

From: <http://www.emagasia.com/cause-and-effects-of-korean-war>

D)

Pressure groups are organizations that seek to exert influence on government from outside. They do not therefore put candidates up for election or seek in other ways to 'win' government power. In that sense, they are part of civil society. Pressure groups can therefore act as a channel of communication between the people and government. However, their political role is often as 'fuzzy' as their identity.

From: <http://www.palgrave.com/PDFs/0230201733.pdf>

2. In the sentences below choose the more appropriate signal word.

1. Modern Western societies became possible DUE TO / BECAUSE industrialisation and urbanisation of 19th century societies.

2. HENCE / OWING TO the latest scandal he had to step down from his position of Prime Minister.

3. Despite / now that he has been defeated in the election, he must step down as leader of his party.

4. The president of the European Central Bank is appointed for an 8-year term due to / in order to maximise his authority.

5. Governments of all the countries involved needed a lot of money. In order to / As a consequence, they raised taxes.

6. Since / As a result, the Velvet revolution, the standard of living in Slovakia has improved dramatically.

7. NOW THAT / BECAUSE OF a high proportion of the Danish population is vaccinated, the many anti-pandemic rules can be relaxed.

8. Consequently / Since he was defeated in the elections, he stepped down as leader.

9. He was involved in yet another scandal. Owing to / Therefore he retired from politics.

10. Such / so was the sum of money the governments needed that they had to raise taxes dramatically.

3. Read the short text about Thales of Miletus. Then, based on the information, make as many cause and effect sentences as you can.

Anecdotal evidence suggests that as well as being a philosopher, Thales was actively involved in politics and was a very successful businessman. For example, from observation, Thales deduced that specific weather conditions, not appeals to the gods, led to a good harvest. Predicting a high yield of olives one year, he is said to have bought up all the local olive presses and profited by renting them out to meet increased demand.

From: The Philosophy Book, Dorling Kindersley, 2011, p. 22.

CAUSE AND EFFECT VERBS

A cause-and-effect relationship can also be signalled by **verbs**. Some of them are:

result, lead to, mean that, effect, affect, influence, cause.

4. Complete the gaps below with a suitable verb. Remember to put it in the correct grammatical form.

result, affect, mean, lead, cause, make, influence, cause

1. The economic slowdown adversely _____ food prices.
2. The recent increase in inflation _____ several problems.
3. Karl Marx's theories _____ modern political thinking.
4. Violence in films probably _____ an increase in crime.
5. Intensive farming throughout the latter half of the 20th century _____ to many smallholders becoming unemployed.
6. A diet rich in calories combined with a lack of exercise _____ in a generation that will die younger than their parents.
7. Strong competition among companies _____ profitability decline.
8. Unemployment _____ hunger for many families.

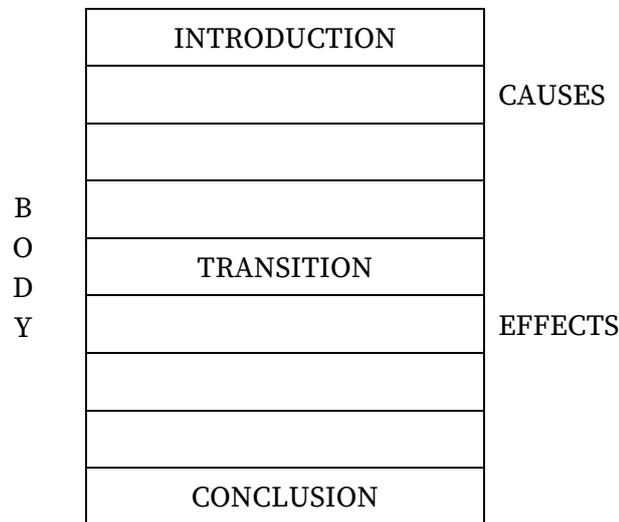
CAUSE AND EFFECT TEXTS - STRUCTURE

The cause-and-effect text can be organised in any of the three patterns below. Different patterns suit different types of text and often are a matter of personal choice.

1. **Block** – causes discussed in a block, with one cause followed by another one and so on. The transition sentence introduces effects, which are also discussed in a block.
2. **Chain** – one event leads to another. This means one cause becomes an event which in turn causes another event, etc.
3. **Branching tree** – one cause results in multiple effects. It is also possible for several causes to have one effect.

5. Read the three cause / effect texts below and complete the structure schemes before each text.

Block structure



The Cold War dominated the second half of the 20th century. It was a period of tension and hostility between the USA and the Soviet Union. It began with the end of World War II. It was called the Cold War because there was no active “hot” war between the two countries. The basic causes of the Cold War can be traced to three events: 1) the Soviet Union wanted to spread its ideology of communism worldwide, which alarmed the Americans who followed democracy, 2) both countries feared an attack from each other, and 3) the Soviets feared that America would use Western Europe as a base to attack it.

The first cause of the Cold War was the effort of the Soviet Union to spread its communist ideology worldwide. Because of this, the USA was afraid and responded immediately. As a result, there were many minor wars and crises all over the world, such as the Korean War and the war in Vietnam.

A significant factor contributing to the Cold War was that both countries feared an attack from each other. As a consequence, both countries built an arsenal of nuclear bombs that could have destroyed the whole world. As a result of many negotiations the number of nuclear weapons went slowly down in certain periods. Nevertheless, both countries still had the potential to destroy the world.

The final cause of the Cold War was the fear of the Soviet Union that America would use Western Europe as a base to attack it. Now that we know that

America was actually building missile launchers throughout Western Europe, we can say that this fear was justified.

These three events resulted in tension and hostility – Cold War – that affected the whole world for almost half a century. When the Cold War finally ended, the world was suddenly a different place, with two end results of particular importance.

The first one – very visible on the political map of Europe - is that the Baltic states and some other former Soviet republics became separate states. In order to end the rule of communist party, and in some cases to gain total independence, some states had to remove their governments by force. One of the countries that gained political independence was the former Czechoslovakia (1989).

The other one is that America became the sole superpower of the world. The international system thus became unipolar with the USA trying to spread democracy into dictator-governed countries in the world.

In conclusion we can say that the Cold War changed the world, making it freer and more democratic. Even though there are still some communist countries in the world, none of them are regarded as dangerous and as powerful as the former Soviet Union.

Chain structure

CAUSE	→	EFFECT
1.	→	
2.	→	
3.	→	
4.	→	
5.	→	

This essay examines the possible change of the electoral system in Slovakia from the proportional system of representation to the first past the post system. As we will see, this change would result in a modification of the whole political system.

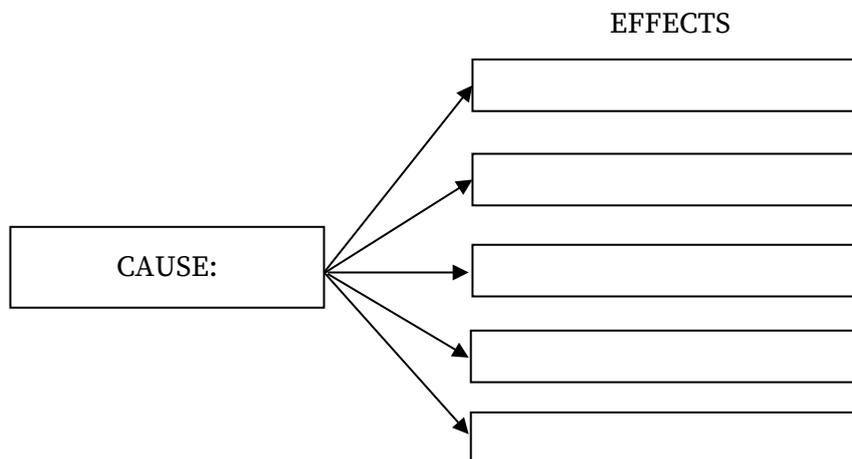
First, people would vote for certain politicians, not political parties. Therefore, some independent MPs could be elected. Since Slovakia would be divided into

smaller and more numerous political constituencies, every MP would represent a certain region of the country. However, the number of political parties would be reduced, because only larger parties would have a chance to get a mandate, for they would have to win in the constituency in order to succeed. Consequently, a strong left-wing and right-wing party would be established (and possibly a liberal party, too).

This system could also lead to a lower representation of women, as the electoral campaign would be much more personal and tougher. Some minorities would be represented more disproportionately, too, as only the candidate with the largest number of votes can be successful. Due to the “winner takes all” rule the number of elected MPs would not reflect the percentage of votes given in the whole country. It would also be possible to create strong cabinets with no need for coalitions.

As we can see, a change in the electoral system in Slovakia would have a significant impact on the whole political system and therefore it should be considered thoroughly.

Branching tree



The Korean War took place between two opposing Korean regimes. It lasted from 1950 until the armistice in 1953. The effects of the war have been seen since.

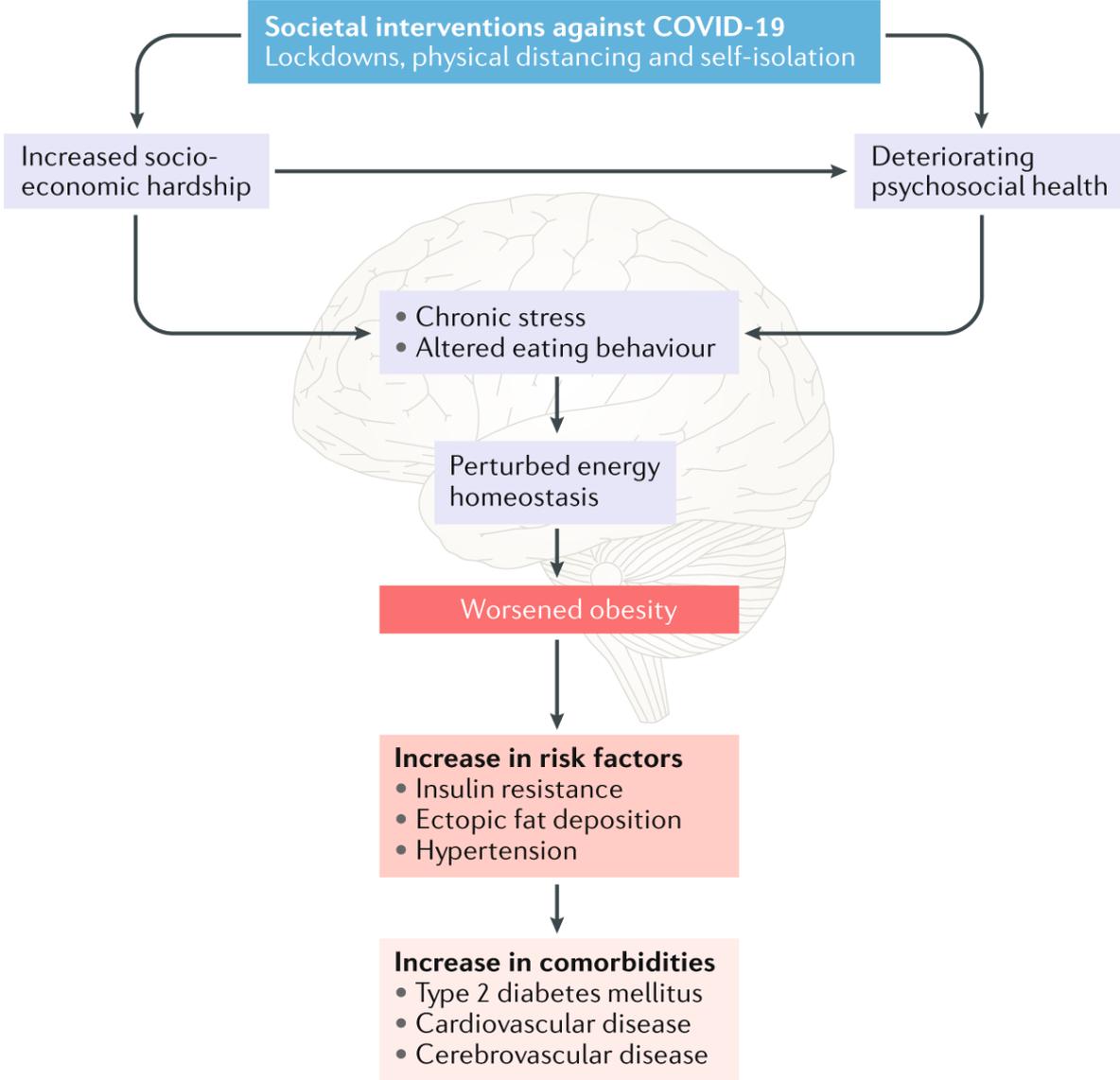
As it was an armed conflict, it resulted in casualties on both sides, although the exact figure may never be known. After the armistice of 1953 the country has remained divided. For this reason, families were split with relatives on either sides of the

border. Another effect of the Korean War was that it created more friction between the United States and the Soviet Union. The war demonstrated the will of the United States to do everything possible to prevent the proliferation of communism. As a consequence, a feeling of enmity that would last for decades escalated not only between the U.S. and the Soviet Union but also developed between China and the United States. The war also created a fear in the United States of the domino effects of communism – the fear that communism would spread to neighbouring countries. Such was the fear of communism that the United States intervened in Vietnam to avoid another “North Korea”. Since the war never officially ended, the presence of UN troops is seen as crucial so that a hot war doesn’t break out. American troops are in South Korea as part of the UN presence. Due to this South Korea became an important US military base with thousands of American troops stationed there.

As already mentioned, the Korean War never ended. The inability of the two sides to resolve their differences has meant that the two Koreas and their allies have had to remain on a battle ready state along the border ever since and the differences between them are enormous. South Korea today is a major economic and technological power, while North Korea is a poverty-stricken, heavily militarized nation. It is hoped that one day the two Koreas will become one.

Adapted from: <http://www.emagasia.com/cause-and-effects-of-korean-war>

6. Connect the items in the diagram below into a short cause and effect text, explaining some effects of the Covid 19 pandemic on health and obesity.



From: Clemmensen, C., Petersen, M.B., Sørensen, T.I.A., Will the COVID-19 pandemic worsen the obesity epidemic?, p.470.

5 PARAPHRASING

To paraphrase means to report and re-write someone else's writing using **your own words**.

Proper paraphrasing can help avoid plagiarism. You avoid **plagiarism** by:

Quoting

Quoting includes **the identical wording** from the original source in your paper. The quotation is distinguished from your own words by the use of “ ” or by indenting the quoted text (if quoting a longer passage). In addition to quotation marks or indenting, all quoted material should also be cited, using either footnotes, endnotes, or in-text citation.

Paraphrasing

Paraphrasing includes **the ideas or information** from an original source in your paper by rephrasing those ideas or information in **your own words**. The key to successful paraphrasing is to use as few words as possible from the original text and to cite your paraphrase. Without this, your paraphrase could be taken as plagiarism.

There are three most common ways of paraphrasing, which can be used on their own or, more typically, combined:

1. Use of synonyms
2. Changing the verb form
3. Nominalisation

1. USE OF SYNONYMS

Original: There are many different types of calendars used throughout the world.

Paraphrase: *A number of distinctive calendars are used worldwide.*

1. Rewrite the following:

1. New-born babies do not know if they are boys or girls, but it does not take them long to find out.

-
2. Nudity is deviant in most situations, and might be even treated as criminal.

-
3. Drinking alcohol is socially acceptable in Britain today, but it is illegal in Saudi Arabia and other Islamic countries.
-

2. CHANGING THE VERB FORM

(from active to passive, can change the focus or emphasis)

Original: Giddens defines globalisation as the intensification of worldwide social relations linking distant social localities in such a way that local happenings are shaped by events occurring many thousands of miles away and vice versa.

Paraphrase: *Globalisation is defined by Giddens as the intensification of social relations. What happens many miles away influences local events and the other way round.*

2. Rewrite the following:

1. Too much stress may cause a breakdown in the immune system.
-

2. Amir Safir (2010) analysed some oppressive and intolerant laws against religion in parts of Europe.
-

3. Delinquency is a term that describes behaviour by young people that is disapproved of.
-

3. CHANGING THE WORD CLASS

(from verb to noun phrase – typical for academic language)

Original: There are many different types of calendars used throughout the world.

Paraphrase: *The accidental release of radiation over the period of one day caused widespread long-term damage.*

3. Re-write the following:

1. The reports were completed in June.

2. This idea can be extended to history and other cultures.

3. Over 1000 respondents from three regions participated in this study.

4. Now look at the paragraphs below and paraphrase them, preferably using a combination of two or more techniques.

A)

Symbols instantly convey a message or meaning to those who are familiar with them. A simple image can sometimes express what would otherwise take many words to say. For example, the British Red Cross logo is a symbol of a charitable non-religious organisation responding to conflicts and natural disasters in the UK and overseas. The red cross emblem on its own is used by military medical services and others as a sign of neutrality and protection during armed conflicts. Christianity also makes use of symbols to represent aspects of the Christian faith. Christian symbols are seen in different places within a church, such as on the altar, on candles, carved into brickwork, and on stained glass. Christians sometimes display symbols on their cars or on their homes, too, as

an expression and reminder of their belief. The most well-known and important Christian symbol is the crucifix.

From: Abbot, L. Philosophy through Christianity: 33

B)

The Big Bang Theory uses scientific evidence to suggest that the universe was formed as a result of massive explosion, known as the big Bang. From this explosion all the galaxies were formed as the universe expanded. Scientists believe that several observations they have made about the universe today support the Big Bang theory. They have observed that first, the universe is still expanding, with galaxies moving further and further away from each other, and secondly, the further away a galaxy is from our galaxy, the faster it moves.

From: Abbot, L. Philosophy through Christianity: 102

C)

It is not difficult to witness music's potential as a political force. For example, it is arguably a common experience for many to observe passengers in cars who are singing (or rapping) along with a song containing politically potent lyrics that is being played on a radio or from a tape, CD, or iPod, and one can assume that this activity is repeated in countless other settings as well. To do this, of course, the lyrics must be memorized by such listeners. Forcing a comparison with a more traditional source of political information, I have yet to meet an individual who has memorized the words of any recent speech made by a presidential candidate over the past few elections.

From: Brown, C., *Politics in Music: Music and Political Transformation from Beethoven to Hip-Hop*, p. 1

6 REPORTING OTHER AUTHORS – VERBS

In the academic environment it is often necessary to refer to work of other authors.

This is often done with the help of **reporting verbs** and **reporting nouns**. This unit deals with reporting nouns which typically introduce a paraphrase of somebody else's words or ideas.

SOME REPORTING VERBS AND TYPICAL COMBINATIONS

verb + noun phrase	analyse, challenge, challenge, compare, consider, defend, define, describe, discuss, evaluate, examine, investigate, present, question, refute, reject, see, study, support...
verb + that	argue, believe, claim, comment, conclude, hypothesise, maintain, report, think, warn...
both: verb + noun phrase verb + that	acknowledge, assert, assume, believe, confirm, demonstrate, doubt, emphasise, establish, estimate, explain, illustrate, imply, indicate, mention, note, observe, propose, prove, recognise, recommend, reveal, show, state, suggest, verify...

Adapted from: Šulovská, D. *English for Political Scientists 1*, p. 145.

1. Which word is the most suitable?

1. Henderson has an interesting essay on why some highly educated people **REJECT** / **HYPOTHESISE** the findings on the efficiency of vaccines.
2. For example, Joseph Hopkins famously **DEFENDED** / **COMMENTED** the following line of argument.
3. The government has **PROPOSED** / **SUPPORTED** that the emergency fund should be used to deal with the impact of the pandemic.
4. Recently, Sober and Wilson have **DEFENDED** / **ARGUED** that philosophical arguments and empirical data from social psychology cannot prove anything.
5. Dan Baskins **CLAIMS** / **DESCRIBES** many situations in which psychological intervention failed.
6. In their review of social roles Aguinis and Adams (1998) **ILLUSTRATE** / **REFUTE** that an individual's choice of behaviour is a result of gender-role expectations.

7. Judy Rosener CONSIDERS / STATES that in a more gender-tolerant culture, women would be free to “draw upon the skills and attitudes they developed from their shared experience as women”.
8. Lindsey (1997) also OBSERVES / PRESENTS that politicians in general are expected to have higher moral standards than those who elect them.
9. Atkins (2015) EXAMINED / REPORTED pottery found in the southern regions, while Child (2020) focussed solely on milk jugs from the region.
10. Bratton & Haynie (1999) and Little, Dunn & Deen (2001) DESCRIBED / CONCLUDED that there are overall inadequacies in the experimental syllabus for primary schools.
11. Kaminer (2001) MAINTAINED / CHALLENGED that neither gender nor race was a reliable factor in predicting failure in higher education.

2. Who said what about the global warming? Look at the quotations below and at the reporting sentences. In each of the reporting sentences only one option is the most suitable.

1. Sen. Edward J. Markey, chair of the Foreign Relations subcommittee that deals with climate and energy issues: “This report says we have a choice. Our planet and our economies can have a bright future by engaging in a clean-energy race and moving our planet away from the dirtiest fuels like coal and tar sands.”

The Senator WARNS / EXPLAINS / CHALLENGES that our planet can have a bright future.

2. Secretary of State John Kerry: “It is possible to take on climate change while boosting the economy. The report shines a light on energy technologies available right now to substantially reduce global emissions.”

The Secretary of State ASSERTS / DOUBTS / REJECTS that we can use existing technologies to tackle climate change while boosting economy, too.

3. American scientists: “The world cannot keep moving in the same direction and not expect a climate catastrophe.”

American scientists CLAIM / EXAMINE / CHALLENGE that the world can expect a climate catastrophe if it doesn't change its ways.

4. **The UN panel:** “Only major institutional and technological changes have a chance of limiting the rise in global average temperatures to 2 degrees Celsius above pre-industrial levels. Without action, the temperature is set to rise by as much as 4.8 degrees by 2100.”

The UN panel **WARNS / QUESTIONS / IMPLIES** that without action the situation will get worse. It **EXPLAINS / REFUTES / EXAMINES** that the temperature will increase by more than 4 degrees.

5. **Stephen Hawking** in his book *Black Holes and Baby Universes*: “There is no way that we can predict the weather six months ahead beyond giving the seasonal average.”

Hawking **CHALLENGES / DOUBTS / DEFENDS** the concept of global warming.

6. **Physicist Freeman Dyson:** “The warming effect of carbon dioxide is strongest where the air is cold and dry; mainly in the arctic rather than in the tropics; mainly in winter rather than in summer, and mainly at night rather than in daytime. The warming is real, but it is mostly making cold places warmer rather than making hot places hotter. To represent this local warming by a global average is grossly misleading.”

Dyson **ACKNOWLEDGES / DISAGREES / ARGUES** that the world is getting warmer, but also **CHALLENGES / ILLUSTRATES / IMPLIES** how the global warming statistics are misleading.

7. **Leon Clarke**, a senior research economist at the Pacific Northwest National Laboratory: “All in all, the longer we wait, the harder the switch from fossil fuels to clean energy is going to get.”

Leon Clarke **CONCLUDES / ESTIMATES / REFUTES** that a transition from fossil fuels is going to be difficult if we wait too long.

From: Šulovská, D. *English for Political Scientists 1*, p. 148.

3. Look at the notes based on the speech made by the Scottish First Minister on the issue of education (April 2021). Using some of the verbs from the box, report what she said.

claim, concede, suggest, emphasise, maintain, complain, explain, believe, challenge, warn, refute, acknowledge

Scottish First Minister Nicola Sturgeon:

- Scotland has traditionally prided itself on a strong and open school system
- improving Scottish education is the defining mission of her government
- wants to narrow the attainment gap between rich and poorer pupils
- it is true that the poverty-related gap remains wide BUT there has been significant progress on closing the gap
- it makes it possible for “lad o’pairts” (a talented person) to rise of humble and poor circumstances to social and economic success
- Scotland’s state school system remains strong and critics should see that poorer pupils are doing much better that previously
- this is especially visible in the improvement in attainment by pupils in the most deprived areas.

7 REPORTING OTHER AUTHORS – NOUNS

Just like reporting verbs, reporting nouns can be used to refer to other authors and introduce their thoughts and ideas on a topic or issue. They usually have a corresponding reporting verb, so you can vary your language when referring to work of other authors, using both reporting verbs and reporting nouns.

Reporting nouns frequently combine with verbs that introduce them, such as *is*, *provide*, *give*, *make*, *put forward*, etc.

Example"

suggest — make a suggestion
explain — provide an explanation
argue — put forward an argument

Reporting verb	Reporting noun
Jean-Paul Sartre <i>asserted</i> that societies decide who will live and who will die.	Jean-Paul Sartre's <i>assertion</i> was that societies decide who will live and who will die.
Anthony H. Birch <i>suggested</i> that power in the political arena is more complex.	Anthony H. Birch made the <i>suggestion</i> that power in the political arena is more complex.
Birch <i>saw</i> coercive power as the crudest, most direct form of power.	In Birch's <i>view</i> the crudest, most direct form of power is coercive power.

From: Šulovská, D. *English for Political Scientists 2*, p. 74.

1. With the help of a dictionary fill in the table with missing reporting verbs and nouns.

Verb	Noun	Verb	Noun
state		prove	
	assertion		belief
verify		imply	
	comment	acknowledge	
argue			explanation
	suggestion	estimate	
confirm			illustration
	evaluation	assume	
warn			recognition
	hypothesis	doubt	
	emphasis	describe	
explain			observation
reject			discussion
see		refute	

2. Re-phrase the sentences below in such a way that reporting nouns are used instead of reporting verbs.

1. In his book 1984 Orwell describes a fictitious totalitarian regime.

Orwell gives a

2. Aristotle says each man's life has a purpose and that purpose is earthly happiness or flourishing that can be achieved via reason and the acquisition of virtue.

Aristotle puts forward

3. The philosopher demonstrated that such intervention could only preserve the weaker members of the race.

He provided

4. Many researchers explain, in a strikingly similar way, why the underclass has emerged in our society.

Many researchers give _____

5. Einstein implied that the speed of light is a constant value.

In his work Einstein made _____

6. President Johnson emphasised the importance of pre-school education.

The new government puts _____

7. Marx saw this action as the first step to communism.

Marx's _____

8. René Descartes asserted that rationalism is the foundation of all knowledge.

Descartes' _____

9. Guistozzi said that the Islamic state is seeking to exploit divisions within the Taliban.

Guistozzi's _____

10. The local priest argues convincingly that this vital task rests not only with the youth ministry but with the entire congregation and with missionaries, too.

The local priest's _____

3. Return to Exercise 3 in Unit 6. Change your text, replacing some reporting verbs with reporting nouns.

8 USING SOURCES – CITING FROM BOOKS, MAGAZINES OR THE INTERNET

The ideas and words of authors are protected by law. Failure to give proper credit for borrowed words, ideas, visual materials and facts is called plagiarism. All borrowings must be cited in your academic work with a footnote, endnote or an in-text reference that gives credit to the original author. All books, articles, and other sources you used must be listed in the bibliography.

There are two possible ways of indicating a citation:

1. The quoted words or ideas are followed by a ^{small number} which is actually a reference to a **footnote** (at the foot of the page) or an **endnote** (after the article). This is the approach selected in the examples below. If you follow this number, you will find all relevant bibliographical information listed there. All bibliography will be listed in the same citation style.
2. **In-text citation**, where the reference appears directly in the text. Different citation styles are used in the academic world, for example the APA in-text citation style uses the author's last name and the year of publication, for example: (Hawking, 2019) for ideas, or: (Hawking, 2019, p.29) for direct quotations.

1) Use a quotation to start or finish a sentence.

Photographs taken in 1977 of underwater stones are believed to “bear the mark of human handiwork.”¹

2) Quote a whole sentence.

“The absence of human skeletons from the city indicates that the inhabitants had advance warning of the oncoming volcano and had time to evacuate the island.”²

3) Quote several lines from your source. (Start the quotation on a new line after skipping two lines and indenting it by half an inch (about ten spaces) or using the Tab key. You do not need quotation marks for such an extended quotation. A colon is usually used in the sentence that introduces the quotation.

Here is how Plato describes the downfall of Atlantis in the dialogue called Timaeus:

Afterwards, there occurred violent earthquakes and floods.

In a single day and night of misfortune, all your warlike men in a body sank into the earth, and the island of Atlantis in like manner disappeared in the depths of the sea.³

4) **Quote just a few words.**

According to Plato, “in a single day and night”⁴ Atlantis was destroyed.

5) **Paraphrase information from a source.**

Original: “Although many have dismissed Atlantis as a myth, some 50,000 volumes have been written trying to describe and locate it.”

Paraphrase: Speculations about Atlantis and efforts to locate it have given rise to 50,000 books on the subject.⁵ {PARAPHRASE}

1. Read the following excerpt from TEXT 1 - Civil Disobedience or TEXT 2 What is known about Slavic Mythology. Use it as a source to complete the five tasks below the selected text.

TEXT 1

Henry David Thoreau

Civil Disobedience

[Originally titled Resistance to Civil Government, 1849]

I heartily accept the motto, “That government is best which governs least”; and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe — “That government is best which governs not at all”; and when men are prepared for it, that will be the kind of government which they will have. Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient. The objections which have been brought against a standing army, and they are many and weighty, and deserve to prevail, may also at last be brought against a standing government. The standing army is only an arm of the standing government. The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it. Witness the present Mexican war, the work of comparatively a few individuals using the standing

government as their tool; for in the outset, the people would not have consented to this measure.

This American government — what is it but a tradition, though a recent one, endeavoring to transmit itself unimpaired to posterity, but each instant losing some of its integrity? It has not the vitality and force of a single living man; for a single man can bend it to his will. It is a sort of wooden gun to the people themselves. But it is not the less necessary for this; for the people must have some complicated machinery or other, and hear its din, to satisfy that idea of government which they have. Governments show thus how successfully men can be imposed upon, even impose on themselves, for their own advantage. It is excellent, we must all allow. Yet this government never of itself furthered any enterprise, but by the alacrity with which it got out of its way. It does not keep the country free. It does not settle the West. It does not educate. The character inherent in the American people has done all that has been accomplished; and it would have done somewhat more, if the government had not sometimes got in its way. For government is an expedient, by which men would fain succeed in letting one another alone; and, as has been said, when it is most expedient, the governed are most let alone by it. Trade and commerce, if they were not made of india-rubber, would never manage to bounce over obstacles which legislators are continually putting in their way; and if one were to judge these men wholly by the effects of their actions and not partly by their intentions, they would deserve to be classed and punished with those mischievous persons who put obstructions on the railroads.

But, to speak practically and as a citizen, unlike those who call themselves no-government men, I ask for, not at once no government, but at once a better government. Let every man make known what kind of government would command his respect, and that will be one step toward obtaining it.

After all, the practical reason why, when the power is once in the hands of the people, a majority are permitted, and for a long period continue, to rule is not because they are most likely to be in the right, nor because this seems fairest to the minority, but because they are physically the strongest. But a government in which the majority rule in all cases cannot be based on justice, even as far as men understand it. Can there not be a government in which the majorities do not virtually decide right and wrong, but conscience? — in which

majorities decide only those questions to which the rule of expediency is applicable? Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator? Why has every man a conscience then? I think that we should be men first, and subjects afterward. It is not desirable to cultivate a respect for the law, so much as for the right. The only obligation which I have a right to assume is to do at any time what I think right. It is truly enough said that a corporation has no conscience; but a corporation on conscientious men is a corporation with a conscience. Law never made men a whit more just; and, by means of their respect for it, even the well-disposed are daily made the agents on injustice. A common and natural result of an undue respect for the law is, that you may see a file of soldiers, colonel, captain, corporal, privates, powder-monkeys, and all, marching in admirable order over hill and dale to the wars, against their wills, ay, against their common sense and consciences, which makes it very steep marching indeed, and produces a palpitation of the heart. They have no doubt that it is a damnable business in which they are concerned; they are all peaceably inclined. Now, what are they? Men at all? or small movable forts and magazines, at the service of some unscrupulous man in power? Visit the Navy Yard, and behold a marine, such a man as an American government can make, or such as it can make a man with its black arts—a mere shadow and reminiscence of humanity, a man laid out alive and standing, and already, as one may say, buried under arms with funeral accompaniment, though it may be,

“Not a drum was heard, not a funeral note,
As his corse to the rampart we hurried;
Not a soldier discharged his farewell shot
O'er the grave where our hero was buried.”

From: Thoreau, H.D., Civil Disobedience,
<https://xroads.virginia.edu/~Hyper2/thoreau/civil.html>

Tasks

1. Write a sentence about expediency of governments. End your sentence with a quotation.
2. Write three sentences about objections to army and government. One sentence should be a quotation.

3. Write a paragraph about the reasons why majority are permitted to rule that includes an extended quotation. Be sure to indent the quoted lines correctly and remember that quotation marks are not necessary.
4. Write a sentence describing Thoreau's position as a citizen that quotes just a few words.
5. Write two-three sentences paraphrasing some information from the final paragraph.

TEXT 2

What Is Known About Slavic Mythology

Mikołaj Gliński

Some creatures of ancient Slavic daemonology, like vampires and strigoi have gone on to earn some worldwide notoriety – and even became part of popular culture. Slavic mythology, by contrast, remains to a large extent a terra incognita. This article sheds light on some of them - multi-headed Slavic idols, horse divination, human sacrifices (allegedly made by Slavic peoples), and Slavic cosmogony.

The awe-inspiring names of Perun, Veles, Svantevit and Triglav testify to a much larger (if also largely forgotten) realm of Slavic myth and religion. Unfortunately, our pagan ancestors left almost no traces of their religion, rituals and myths. We have no surviving testimonies of Slavic prayers or myths, little iconography and hardly any artefacts – and certainly no spectacular archaeological finds, like the ruins of ancient Slavic temples. In fact, much of what we know about Slavic religion comes from Christian chroniclers writing their accounts at a time when Slavic religion was already in decline.

None of this means that our knowledge about Slavic religion amounts to nothing. For historians of Slavic religions, this lack of source material was a challenge – a call to resort to other methods and reconstruction, like drawing on the finds of other disciplines, such as linguistics, ethnology, archaeology, comparative religion and Indo-European studies, as well as searching for surviving relics of the ancient pagan religion still present in the tales, legends, and customs of the Slavic folk. Their results can often be called sensational.

While it's not certain if the Slavic religion had an organized pantheon of gods comparable to other Indo-European peoples like the Greeks, Romans or

Scandinavians, Slavs surely had their deities. While many of them can reflect a more ancient shared Indo-European past, it remains disputable whether these gods were worshipped on the whole vast expanses of Slavic Europe (which ranged from the Baltic to the Black Sea) or rather varied depending on the locale and specific Slavic tribe.

Perun

Perun is undoubtedly the highest god of the Slavic Pantheon. Worshipped across wide expanses of Slavic Europe and even beyond (as Perkunas he also appears in Baltic mythology), Perun is the reigning lord of the heavens, and the god of lightning and thunder. As a thunder-god, he has been compared to Zeus in Greek or Thor in Norse mythology.

The name Perun itself goes back to the Proto-European root *per- or *perk-, meaning 'to hit, or strike' and can be translated as 'He who strikes'. In fact, the name of this ancient god survives in the Polish language, where it came to denote 'thunder' (piorun).

While Perun was likely worshipped across the whole area of Slavic settlement, he is best attested for in Eastern Slavic sources. According to the early Ruthenian chronicles, Prince Vladimir the Great erected a cult statue of Perun (along with other Pagan idols) outside of his palace in Kiev shortly after he started his rule in 980. The statue of Perun was made of wood with a silver head and a golden moustache.

As the greatest Slavic god, Perun was considered equal in power to the new Christian God. This, however, was no mitigating circumstance – as in 988, shortly after the Kiev Duchy adopted Christianity, the same ruler ordered that the pagan idols be destroyed. The greatest of them, Perun, was tied to a horse, dragged down a hill, and repeatedly beaten with sticks, before being eventually thrown into the Dnieper River. Vladimir then ordered that the statue be floated downstream until it passed the Dnieper Rapids. Only then should the soldiers leave it. The place where the idol washed ashore, as the chronicler adds, came to be known as 'Perunja Ren' (the Shallows of Perun).

It is likely that the cult of Perun and the god himself took on different forms and names, depending on where it was worshipped across the vast expanses of

Slavic Europe. This goes for a peculiar triad of gods worshipped on the island of Rugia (Slavic Rana, today Rügen off the German Baltic coast), which in Middle Ages was inhabited by the Slavic tribes of Rani (or Ruiani).

The highest god of the island was called Ruievit (a name that can be translated as the Lord of Rugia). According to descriptions, the idol of Ruievit worshipped on the island had seven faces and seven swords fixed around his waist, with the eighth sword firmly placed in the god's hand.

Adapted from: Gliński, M. What Is Known About Slavic Mythology.
<https://culture.pl/en/article/what-is-known-about-slavic-mythology>

Tasks

1. Write a sentence about Slavic mythology. End your sentence with a quotation.
2. Write three sentences about Slavic religion.
3. Write a paragraph about Vladimir the Great and his treatment of Perun that includes an extended quotation. Be sure to indent the quoted lines correctly and remember that quotation marks are not necessary.
4. Write a sentence about the origins of the name Perun that quotes just a few words.
5. Write two-three sentences paraphrasing some information about incarnations of Perun.

9 CITATION STYLES

There is a large number of citation styles to choose from. The citation style you choose will most likely be dictated by the discipline in which you are writing or the institution you are writing for.

Some of the most frequently used formats are MLA, APA, Chicago Notes and Bibliography, Chicago Author- Date, ISO 690, etc. They will vary in small details – below is an example (APA – MLA – Chicago Manual, respectively).

Stewart, D., & Simmons, M. (2010). *The business playground: Where creativity and commerce collide*. New Riders Press.

Stewart, Dave and Mark Simmons. *The Business Playground: Where Creativity and Commerce Collide*. New Rider Press, 2010.

Stewart, Dave and Mark Simmons. *The Business Playground: Where Creativity and Commerce Collide*. Berkeley: New Riders Press, 2010.

To help you organise your bibliography, it is best to use citation tools such as Zotero, Mendeley or EasyBib, which will greatly help you as they will instantly organise your bibliography in the style you specify, and also will enable you to change the citation style from one style to another.

- 1. Choose a citation format typical for your discipline and prepare a bibliography for one of your recent seminar papers.**

10 DESCRIBING CHARTS

In academic texts you can frequently come across various charts and figures. They are used because they help present data in an effective, logical and visually appealing way. They also make data easy to understand, analyse and compare.

Apart from their name, every chart and figure should have a number for easy reference (e.g., Chart 2, Figure 4).

Chart description consists of introductory remarks and a commentary, which draws attention to the most relevant information displayed in the chart: it can also describe it fully.

There are many different types of charts, such as pie chart, bar chart line graph, flowchart, diagram and table, but all are usually referred to as Chart or Figure (Fig.) with a number.

Example"

The graph below shows the voter turnout in general elections for the period between 1972 and 2008. The horizontal axis shows the year of the elections and the vertical axis shows the percentage of eligible voters who actually took part in the elections.

introduction

It can clearly be seen that in the given period voter participation fluctuated greatly. In 1972 the electoral turnout stood at approximately 56 per cent. In subsequent years it decreased slightly to 54 per cent. Afterwards a period of great fluctuation began. In the years 1980 to 1996 the electoral turnout was between 52 and 58 per cent. Voter participation was the lowest in 1996, when it stood at approximately 52 per cent. From 1996 the situation improved dramatically and in 2008 voter turnout stood at 61 per cent. It can be predicted from the chart that voter participation will retain its current upward trend.

commentary

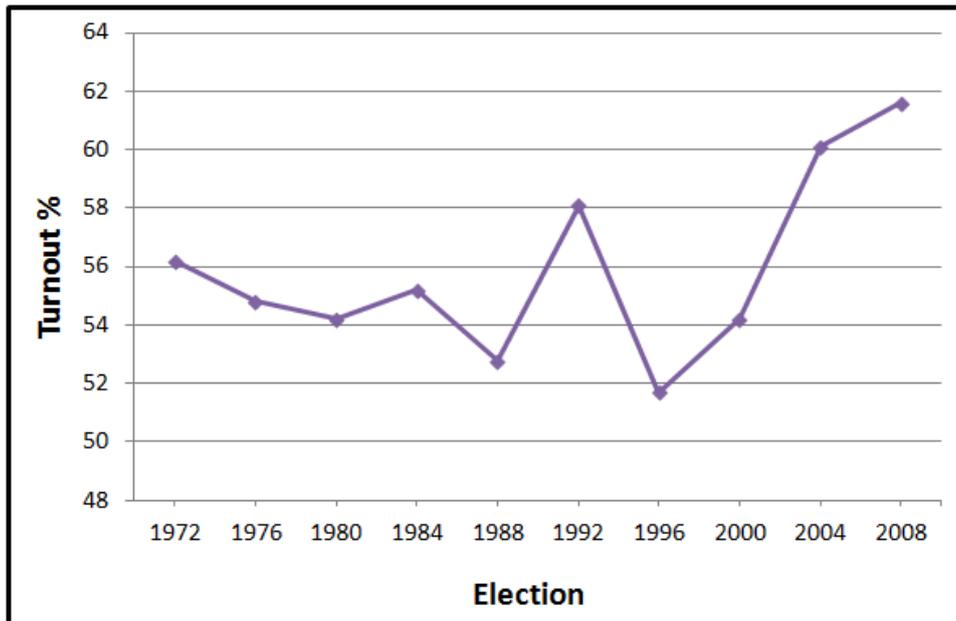


Fig. 1 Voter Turnout 1972-2008

Listed below are several charts with some of the vocabulary that is frequently used to describe what a chart depicts and phrases you can use in introducing the chart and also in the commentary.

GENERAL VOCABULARY

Introducing a chart	The chart shows...
	This table outlines...
	Figure 1 presents...
	The graph above depicts...
	Diagram 2 represents...
Referring to a chart	Look at <u>Chart 1</u> BUT Look at <u>the chart</u> below.
	As can be seen from the graph / from Figure 1....
	It can be seen from the graph....
	According to the diagram....
	It can be inferred from the chart...
	The horizontal axis shows...
	The vertical axis represents...
Solid line / dotted/line / broken line	
Inferring from a chart	From the graph it can be <i>inferred</i> / <i>concluded</i> / <i>seen</i> / <i>predicted</i> / <i>estimated</i> that....
	The graph <i>reveals</i>

Time	Between 2002-2012... In the last ten years... During the last decade... In the period of...
-------------	--

DESCRIBING CHANGES

Basic trends	Verbs	Nouns
upward movement	go up, rise, increase, jump, surge, soar, rocket, climb, culminate	a rise, an increase, a jump, a surge
downward movement	go down, fall, drop, decrease, plummet, collapse	a fall, a decline, a drop, a decrease, a collapse
no change	remain / stay stable, remain / stay constant, remain / stay on the same level, stabilise	stagnation, stability, a plateau
frequent change	fluctuate	a fluctuation
the top	reach the peak, peak, reach an all-time high	a peak
the bottom	reach the lowest point, reach an all-time low	a trough, a bottom

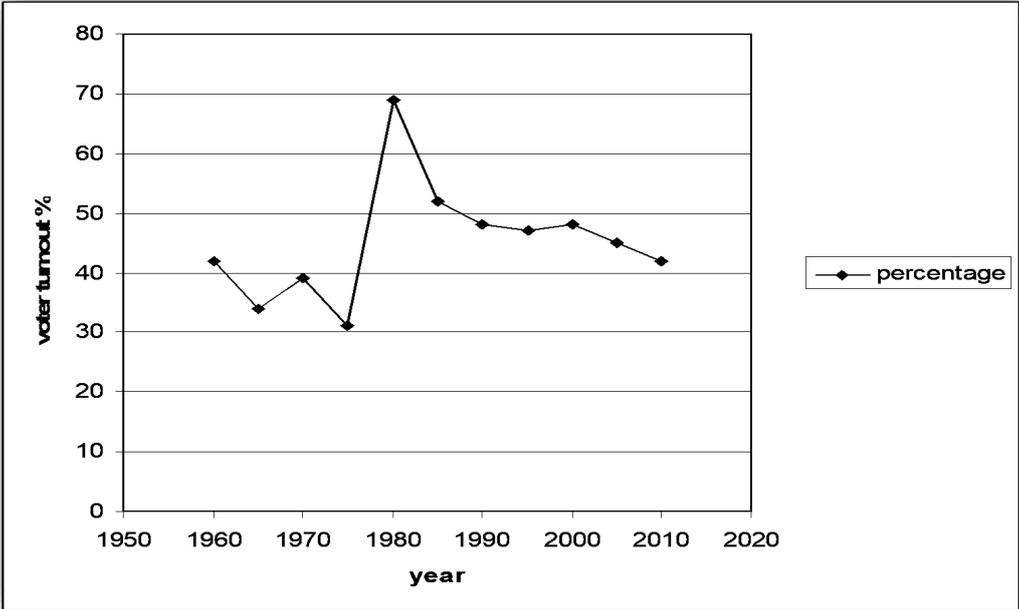
INDICATING THE DEGREE OR SPEED OF CHANGE

	adverb (verb + adverb)	adjective (adjective + noun)
speed	rapidly, quickly, gradually, slowly, steadily, suddenly, moderately	rapid, quick, gradual, slow, steady, sudden, moderate
degree	dramatically, vastly, hugely, (in-) significantly, tremendously, considerably, slightly, a little / a lot, steeply, sharply, largely, markedly	dramatic, vast, huge, (in)significant, tremendous, considerable, slight, by a small / large amount / number, steep, sharp, large, marked

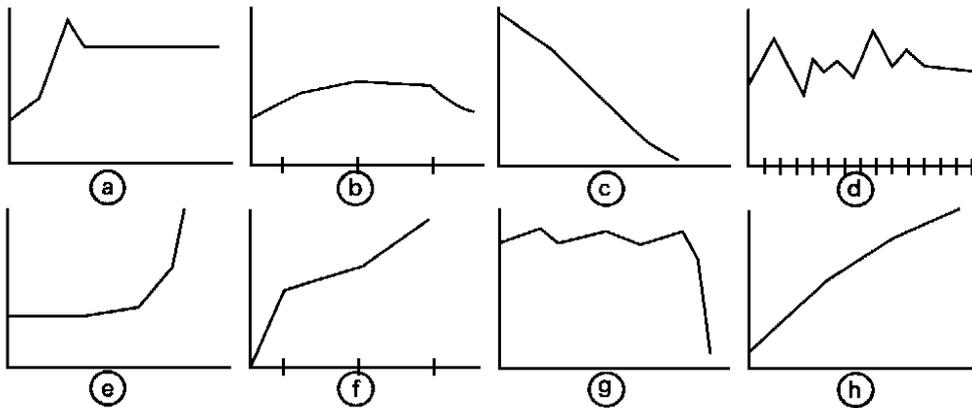
Precisely indicating change	<p>An increase <i>of</i> 12 per cent To increase <i>from</i> €2 billion <i>to</i> €23 billion To decrease <i>by</i> 6.5 per cent</p>
	<p><i>12 per cent</i> of the electorate did not vote BUT <i>the per centage of electorate</i> who did not vote reached 12 per cent</p>
Segments	<p>Majority Minority One third, two thirds, etc. One quarter, three quarters One tenth / one in ten Approximately / about / almost one fifth Absolute / overwhelming majority Slightly over / under 30 per cent Just about two thirds Every other Significant minority Small minority Virtually no one</p>
Comparing information	<p>In relation to last year's statistics, unemployment is twice as high. Compared with last year's data, the number of unemployed is twice as high. In comparison with last year, the Prime Minister's popularity is not as high. In 2011 expenditure on healthcare more than doubled. The unemployment rate is four times higher than it was 40 years ago. Twice / three times as high as... Double, treble, four times, etc. bigger</p>

1. Look at the graph below and identify the following.

vertical axis, stagnation, trough, sudden fall, horizontal axis, steady decrease, peak, dramatic increase, fluctuation



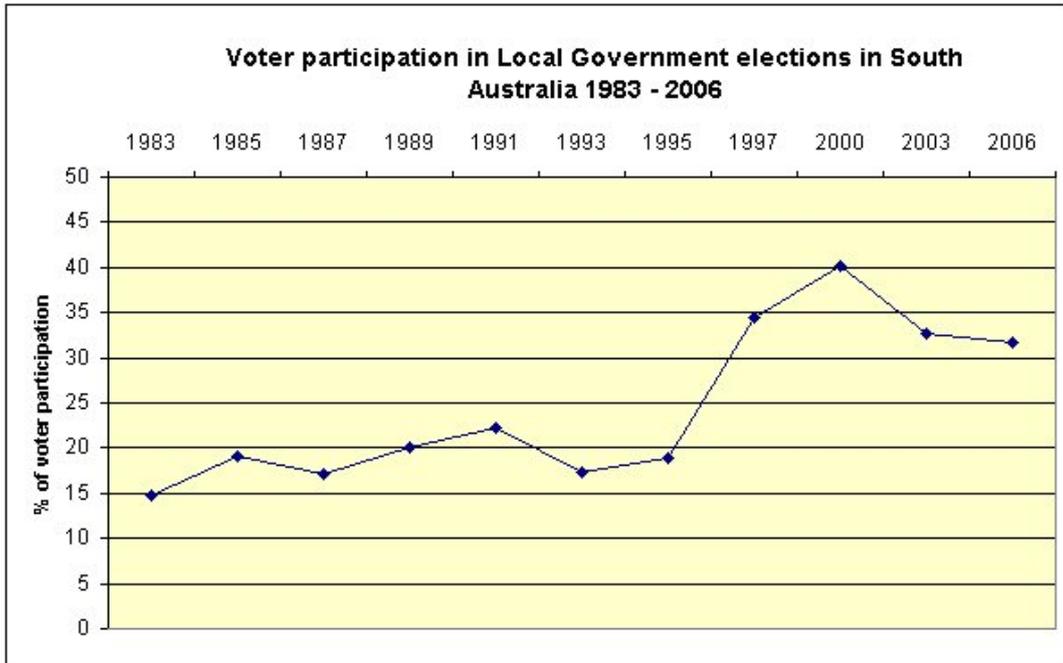
2. Match each sentence below with one of the following graphs.



1. Unemployment rose suddenly.
2. The support for the reforms fell slightly in the final quarter.
3. The Healthcare budget has stabilized over the past few years.
4. At the end of the first year, the Prime Minister's popularity stood at 50 per cent of the present level.
5. The level of political interest among young people reached a peak before falling a little and then maintaining the same level.
6. There has been a steady increase in costs over several years.
7. The sudden collapse in share prices has surprised everyone.
8. Church attendance has shown a steady decline.

3. Complete the gaps, choosing the most suitable expression in the commentary below.

A.



The chart above SHOWS / SHOWING voter participation in local government elections in South Australia DURING / BETWEEN 1983 and 2006. The HORIZONTAL / VERTICAL axis shows the year of the elections and the HORIZONTAL / VERTICAL axis shows the PER CENT / PER CENTAGE of voters who took part in it. In 1983 the voter turnout was only 15%. In the subsequent 12 years, the number CHANGED / FLUCTUATED between 17 and 22 per cent. In 1997 there was a SHARP / SHARPLY increase (35%) and voter participation reached its PEAK / TOP in 2000 when it was AT / ON 40 per cent. After that the number DROP / FELL to 33 and 32 per cent in 2003 and 2006 respectively.

B.

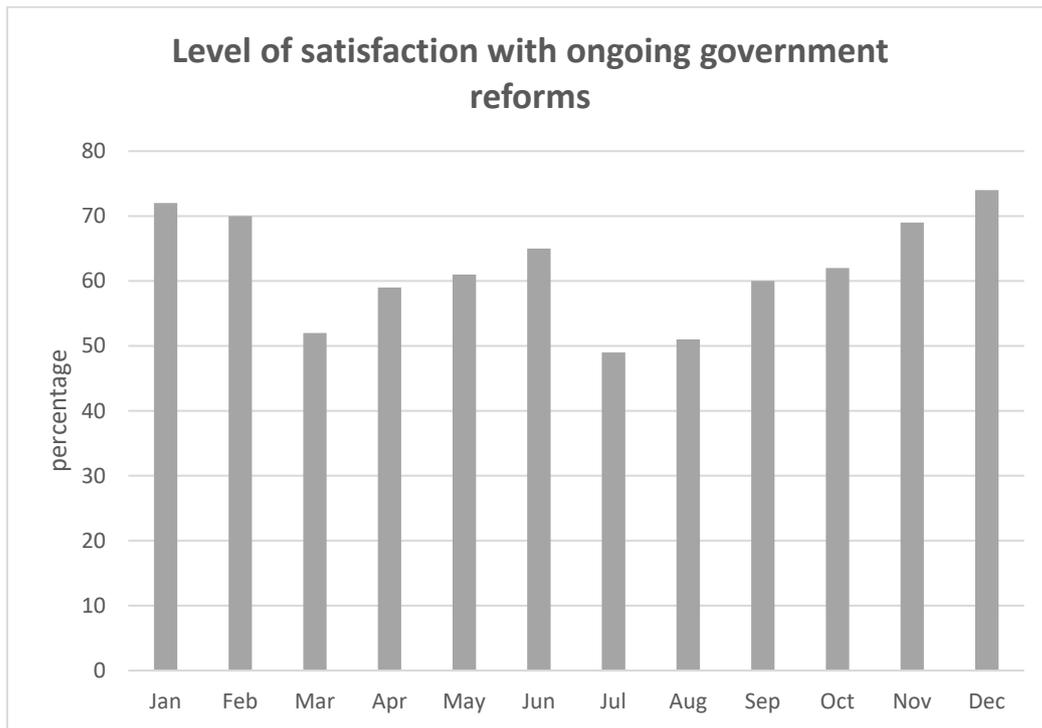


Chart 3 Level of satisfaction with ongoing government reforms

The chart 3 / ABOVE shows the FLUCTUATIONS / GROWTH in the level of satisfaction with ongoing government reforms for this year. At the start of the year numbers were quite high at slightly above 70 per cent. The level of satisfaction remained the SAME / STEADILY until February, when the newly introduced changes in the healthcare system initially did not seem to be effective. However, the changes introduced worked so well that there was a GRADUAL / SHARPLY increase in the level of satisfaction throughout April, May and June. There was a SHARPLY / STEEP drop in July when the scandal connected with the financing of some hospitals was revealed. In August there was only a(n) INCREASE / REDUCTION of about 2 PER CENT / PER CENTAGE. In comparison with the support the government had in January it is obvious that the situation in July meant a sharp / steady DROP / STAGNATION. From July onwards, there was a GRADUALLY / STEADY rise in citizens' satisfaction which seems to have reached a PEAK / TOP of almost 74% of the whole adult population expressing their satisfaction with the government reforms.

4. Complete the gaps with suitable expressions. You can use more than one word in each gap.

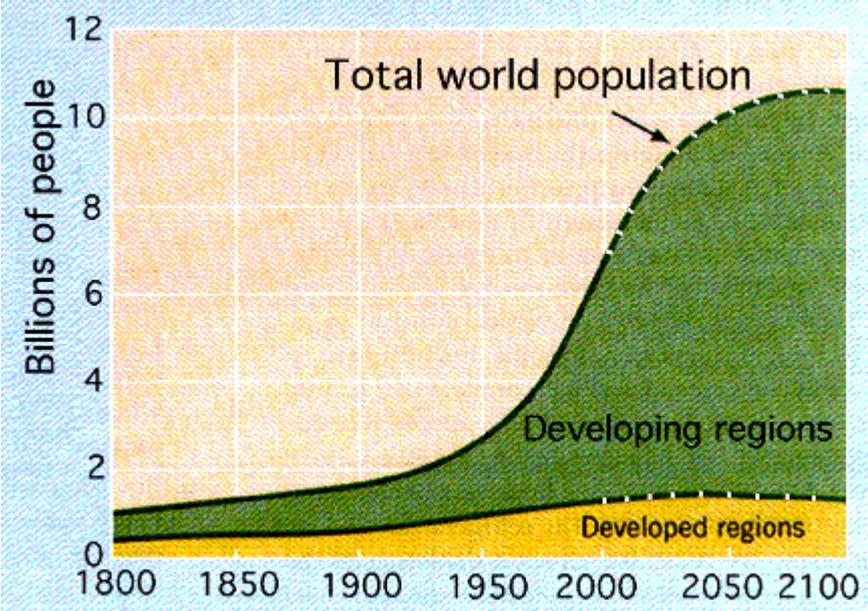


Chart 1 Growth of world population

From: Chapter 16 at a Glance! <https://slideplayer.com/slide/8127178/>

Chart _____ depicts the growth of the world population in the developing and developed regions. The _____ axis shows the years from 1800 to 2100 and the _____ axis shows the number of people in billions.

In the _____ between 1800-1900 the population of the developed regions _____ at approximately half a billion. From about 1900 the population of developed regions began to _____. This trend _____ until the year 2000 when the number of people living in the developed regions was at approx. 1 billion. It is _____ that the population in developed regions will _____.

In comparison, the development of the population growth in the developing regions is completely different. In 1800 the population was at _____. From then on it began to _____. This trend continued until 1950s. After 1950 _____ can be seen. While in 1950 there were approximately 2 billion people living in the developing countries, this number _____ to _____ in 2000. It is _____ that the

population will _____ and reach _____ in 2100. The absolute _____ of people will be living in the developing regions.

Adapted from: Šulovská, D. (2016). *English for Political Scientists 2*, p. 16–22.

5. Complete the gaps with a suitable preposition. In some instances, there is more than one option.

1. The support for the National Party is slightly _____ 4 per cent.
2. It can be predicted _____ the chart that inflation will retain its current upward trend.
3. Unemployment reached its peak in 2000 when it was _____ 40 per cent.
4. In spring of this year numbers were quite high at slightly _____ 70 per cent.
5. Unemployment seems to have increased _____ about 12 per cent.
6. Inflation remained _____ the same level.
7. The level of support for the governing party shows a decrease _____ almost 13 per cent.
8. In relation _____ last year's statistics, birth-rate has remained unchanged.
9. Compared _____ last year's statistics, the unemployment is unchanged.
10. The level of unemployment is twice _____ high as it was in 2008.
11. The graph _____ the voter turnout in general elections for the period _____ 1972 and 2018.
12. In January 2021 the support for the government reforms stood _____ approximately 43 per cent.
13. Data indicate that only one _____ eight eligible voters are planning to take part in the general elections.

6. Replace the word in bold with an expression that has a similar meaning.

Example"

Australia's economy **grew** slowly in the second quarter.

Australia's economy **rose** slowly in the second quarter.

1. The unemployment rate is growing **very fast**.

2. Compared to the other continents, the population **increased** the most in Asia.

3. The percentage of new-born children remained **on the same level** as in the previous years.

4. Compared to the year 2000, the unemployment rate is **almost twice as high**.

5. As can be seen from the table the president's popularity **soared**.

6. It is estimated that the number of patients needing hospitalisation **will be the highest** in 2 months.

7. The level of unemployment **jumped** to 21 per cent.

8. The budget for healthcare and education **decreased** steadily.

9. The budget for healthcare and education decreased **considerably**.

10. It seems that public support for the government reforms simply **collapsed**.

11. Growth rates in the Euro zone **are** currently at 1.6% compared to 3.1% in the USA.

12. Since 1997 productivity growth **has gone down** from 2.3% to 1.6%.

13. **Compared to** the year 2000, the unemployment rate is almost twice as high.

7. Find two charts from your discipline and explain what is depicted in them.

11 TENTATIVE LANGUAGE

Tentative, or cautious language, is an important feature of academic language. In academic writing, you are expected to distinguish carefully between

- **information you are sure of - this means' there is reliable evidence for it-**
- **information you are less sure of or you think might be possible**

Strong claims, like the one below, must be supported by evidence:

- *Gays and Lesbians are not suited for parenting.*

Tentative language allows you to qualify strong claims, so that the expressed level of certainty or uncertainty corresponds to evidence:

- *Gays and Lesbians might not be suited for parenting.*

Methods of making a statement more tentative:

1. **Indicate *the degree of probability* using adverbs, adjectives, nouns or verbs** (note how the claim below seems weaker):

adjective	It is (very) likely that Gays and Lesbians are not suited for parenting.
adverb	Gays and Lesbians are allegedly not suited for parenting.
modal verbs	Gays and Lesbians may not be suited for parenting.
nouns	The general assumption is that Gays and Lesbians are not suited for parenting.
verbs	It appears that Gays and Lesbians are not suited for parenting.

2. ***Distance yourself from the claim or from the data. Impersonal verb phrases and cautious verbs are used, as well as generalisations.***

It seems	
Some psychologists suggest	that Gays and Lesbians are not suited for parenting.
Some studies indicate	
For this age group at least	Gays and Lesbians are not suited for parenting.

3. In practice, a *combination of these methods* is often used:

Many studies indicate that for this particular age group at least Gays and Lesbians seem not to be suited for parenting.

CAUTIOUS LANGUAGE – SOME USEFUL EXPRESSIONS

Expressing probability				
Level of certainty	Adverbs	Further qualification of adjectives / adverbs	Adjectives	Verbs
	certainly	absolutely	certain	will
	definitely	very	definite	is / are
	undoubtedly	highly	undoubted	must / have to
	clearly	quite	clear	should
	presumably	rather	likely	would
	probably	almost	probable	may
	conceivably		possible	might
	possibly			can
	perhaps			could
	maybe			
	allegedly			
Some impersonal phrases used for distancing				
	Some tentative verbs	Some tentative nouns		
It tends to be	assume	assumption		
It appears	tend	tendency		
It would appear	seem / appear			
Some of the data shows	believe	belief		
It is generally accepted	indicate	indication		
It is very doubtful	presume	presumption		
	suggest	suggestion		
	show			
	estimate	estimate		
	agree	agreement		
Qualification	Adverbs of quantity	Adverbs of frequency		
	all / every / each	always		
	most / the majority	usually		
	many / much / a lot of	normally		
	several	generally / on the whole		
	a number of	regularly		
	some	frequently		
	the minority	often		
	a few / a little	sometimes		
	few / little	occasionally		
	no / none	rarely		
		seldom		
		hardly (ever)		
		never		

From: ŠULOVSÁ, D. (2016). *English for Political Scientists 2*, p. 35.

1. Modify the meaning of the following sentences using the word category or distancing indicated in brackets, so that the statements sound more cautious.

1. The climate change will mean many changes in agriculture. (modal verb)

2. The climate change will mean many changes in agriculture. (adverb)

3. The results of the referendum were rigged. (adverb)

4. The results of the referendum were rigged. (distancing)

5. Residents of the area regularly complain about traffic jams. (adverb of quantity)

6. It is certain that this experiment will be concluded in a few days. (adverb qualification)

7. The whistle-blower is telling the truth. (modal verb)

8. The whistle-blower is telling the truth. (distancing)

9. The results confirm the hypothesis. (verb)

10. The results confirm the hypothesis. (adverb)

11. The children from the Roma community attend school. (adverb of frequency)

2. Look at the statements below. Re-write each of them twice, using the expressions offered. You cannot change the offered suggestion in any way.

1. Acceptance of homosexuality in our society is low.

APPEARS

CLAIM

2. Compared to alcohol, tobacco and cocaine, dependence on cannabis is low.

APPEAR

SUGGEST

3. Being a farmer is not an easy task.

BELIEVED

SELDOM

4. Only a small percentage of this ethnic minority think that the amount of discrimination they face has been decreasing over the years.

TEND

ESTIMATED

5. The main problem with the Roma is that they value the present. They do not care about the future – it doesn't mean anything to them that they could earn more money four years later after completing their education.

SEEM

PRESUMPTION

3. Read the following text. Which paragraph presents facts and which one outlines speculations? Underline all examples of *tentative language* used in it.

University of Economics survey shows that Slovak graduates have the lowest levels of English proficiency in Europe, alongside neighbouring Ukraine. The results confirmed the worst fears of Slovak educators: that the English skills of local students are substandard. Slovak students' English skills are at the same level as those of students from France, but are significantly behind those of students from Sweden, Norway, Finland, Holland, Hungary, Poland and Germany.

There are a number of possible reasons why Slovak graduates have low English language skills. To begin with, many people claim that it is because too much emphasis is placed on grammar and vocabulary, rather than on writing and speaking fluently. A further possible reason is that Slovak teachers of English may not themselves be comfortable using English, thus reducing the amount of English used in the classroom. However, the most likely reason is that Slovak learners of English usually do not have much interaction with native-English teachers and speakers when learning the language.

Adapted from: Šulovská, D. (2016). *English for Political Scientists 2*, p. 40.

Now expand the text, adding 4 further possible explanations:

- out of date technical equipment,
- teachers without proper language qualifications,
- too many students in the classroom,
- and your own explanation:

...the most likely reason is that Slovak learners of English usually do not have much interaction with native-English teachers and speakers when learning the language. We can also...

12 SURVEY REPORT

The survey report is a formal piece of writing, written in formal style with appropriate language, which will include formal vocabulary, appropriate signal words, passives, complex sentences, etc. It follows a clear, predictable structure – introduction, body and conclusion.

Part	Content
Introduction	<p>It includes information on:</p> <ul style="list-style-type: none">• time• purpose• participants (respondents as well as the researchers)• content• methodology <p>It is typically written in Past Simple.</p>
Body	<p>The main findings are presented in detail (under suitable headings for longer reports).</p> <p>Survey results should be visualised (charts and illustrations)</p> <p>It is typically written in Present Simple / Present Perfect.</p> <p>It may include discussion about the results.</p>
Conclusion	<p>It summarises main points</p> <p>It may include opinions, suggestions, recommendations (using tentative language)</p>

The survey report will generally include various charts and figures (and the author will refer to them). These will visualise the survey findings.

The vocabulary phrases and grammar of each part are fairly stereotypical – see the table below.

Part	Useful phrases
Introduction	<p>Explaining the purpose' time' method' participants"</p> <p>The purpose / aim of the survey....</p> <p>The survey dealt with / was concerned with...</p> <p>The purpose of the survey was to examine/ discover / find out / determine...</p> <p>It was conducted by means of a questionnaire / telephone interview / face to face interview / door-to-door-interview</p> <p>...on a sample of 20 respondents</p> <p>It was carried out by...</p> <p>Data were gathered / obtained / collected...</p>
Body	<p>Figures given in the form of percentages and proportions" one in ten, the majority, 12 per cent, a (significant) majority, three quarters...</p> <p>Reporting verbs used to present findings"</p> <p>report / refer / indicate / claim / choose / prefer / express / (dis-) approve / state / suggest...</p> <p>Generalisations used to report results" On the whole / mainly / in general / generally</p> <p>Most respondents / the majority / about a half....</p> <p>This fact / result suggests / indicates...</p> <p>This is illustrated / confirmed by...</p>
Conclusion	<p>Summing up and drawing conclusions"</p> <p>In conclusion / to conclude / to sum up the survey...</p> <p>The survey shows / indicates...</p> <p>Results suggest / indicate / reveal / demonstrate...</p> <p>If any conclusions can be drawn from the data...</p> <p>Recommending"</p> <p>I would therefore recommend...</p> <p>It would appear that the following can be recommended...</p> <p>Our recommendations are as follows...</p>

1. Read the following survey report written by a student and answer the questions.

1. Who were the respondents?
2. How were the data collected?
3. Did more men or women take part in the survey?
4. Why was the survey conducted?
5. Why is Chart 1 included in the survey report?
6. How many reasons for conspiracy theories does the author mention?
7. Is the author's explanation for the respondents' choice of Italy as the place of origin for conspiracy theories a valid scientific fact?
8. Does the author find some correlations in the results of his survey?
9. Does the author give some recommendations for future research?

In April 2021, a survey was conducted among 40 students of Comenius University. It was carried out by means of a questionnaire given to the respondents to complete. The survey dealt with the three most known conspiracy theories in world politics, especially with the respondents' knowledge and opinions about them. The purpose of the survey was to find out whether people believe in these theories and some other aspects connected with this. As the sample of respondents consisted solely of university students, the age group represented in the sample is between 19 – 28 years old. Most of the respondents – 80 per cent - were male. For this reason, the sample is not representative. Nevertheless, some interesting results were found.

The questionnaire itself contained five questions dealing exclusively with conspiracy theories. The first question aimed to find out whether respondents tend to believe in conspiracy theories. As can be seen in Chart 1, no-one fully believes in conspiracy theories, although 60% admit that they believe there are some elements of truth in them. 40% do not believe in them at all.

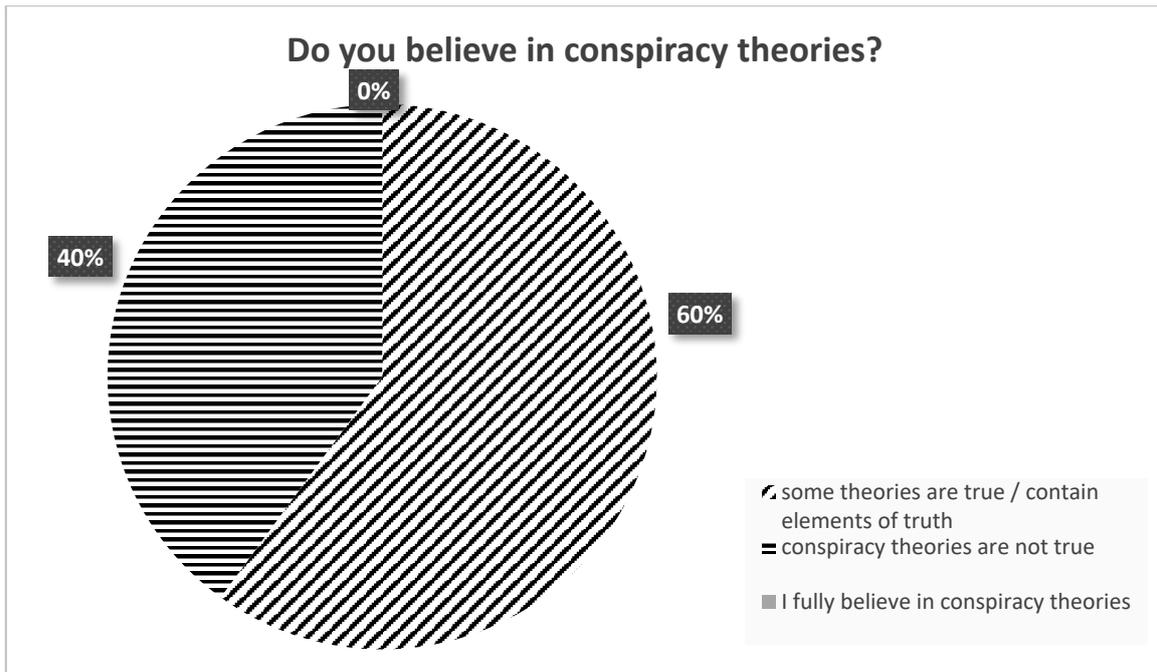


Chart 1 Do you believe in conspiracy theories?

In the second question the respondents were asked about the country of origin of conspiracy theories. An overwhelming majority – 95 per cent of respondents consider the US to be the country of origin. Surprisingly, the remaining 5 per cent of respondents think that Italy is the country where conspiracy theories come from. The probable cause for this opinion could be the strong influence of the Catholic church in the world, the seat of which – the Vatican – is surrounded by Italy. This presumably is the reason why respondents consider Italy the primary source of conspiracy theories.

The third question was concerned with the three best known conspiracy theories - the Illuminati theory, the theory of the International Jewish conspiracy and the Freemasonry theory. Respondents were asked which of these three theories they personally are the most familiar with. As can be seen in Chart 2, the Illuminati theory was chosen by 55% of respondents. As many as 30% of respondents selected the theory of the International Jewish conspiracy. Yearly reports of the American Department of State dealing with religious freedom in European countries show that quite strong anti-Semitic sentiments prevail among some groups of inhabitants of Eastern Europe and this fact might have influenced the respondents to tick this option. A minority of respondents (12%) chose the Freemasonry theory – the conspiracy theory which often involves politicians, scientists and philosophers and is quite well-known especially in Western Europe and the USA.

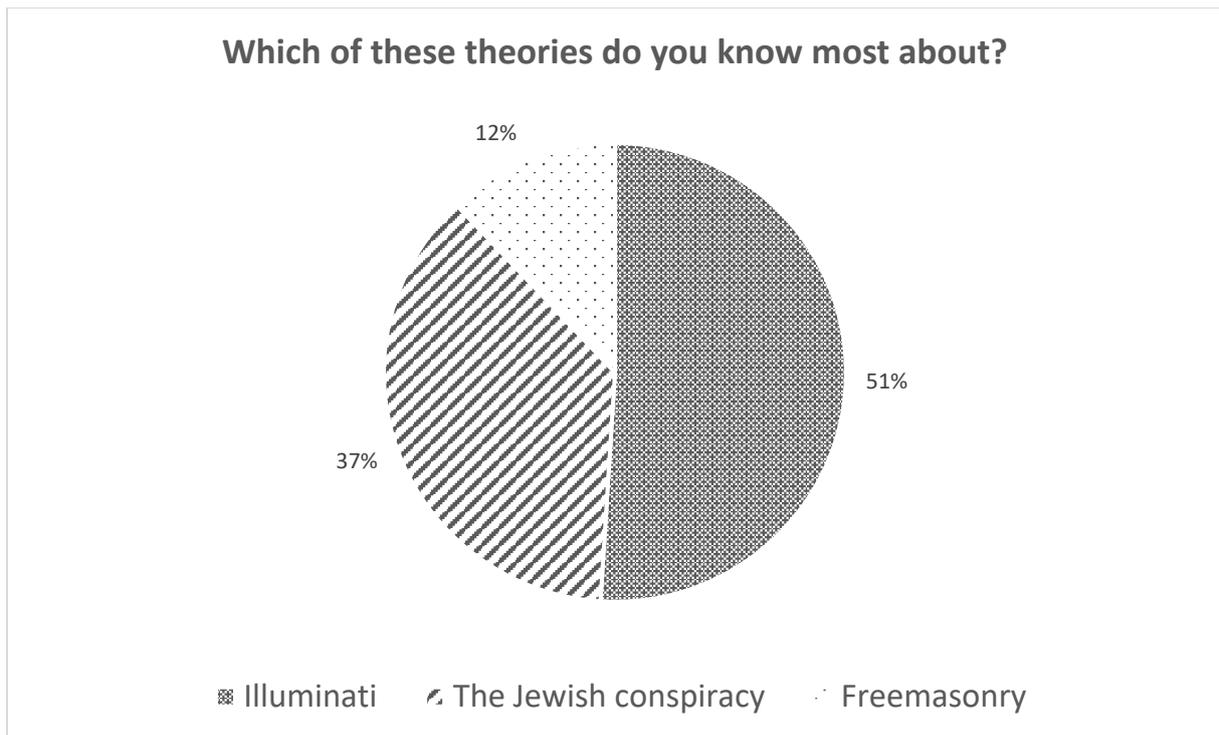


Chart 2 Which of these theories do you know most about?

The remaining two questions dealt with the respondents' opinion on the primary medium used to spread conspiracy theories and the reason why they were created. 100 per cent of respondents, the whole sample, think that the Internet is the primary medium for conspiracy theories. No one mentioned television or other types of media. Personal contact as the means of spreading these theories was not mentioned either. The possible reasons for conspiracy theories as named by the respondents are boredom, stupidity, misinformation and information leak. It is interesting to note that all of the respondents who selected "information leak" also indicated they believe in some conspiracy theories or some elements of them (Question 1).

The conclusions that can be drawn from the survey are as follows. While no-one fully believes in conspiracy theories, about two thirds of university students believe that there is some element of truth in them. The three leading conspiracy theories are known to respondents, with the Illuminati theory being the one that is best known. Our respondents think that conspiracy theories are exclusively spread with the help of the Internet. This may be due to the fact that the Internet is known for the virility of social networks and web sites, where information flows very quickly.

The following comments and recommendations can be made about the survey: it would be beneficial if the respondents selected for the survey in the future covered a wider age spectrum and the gender of respondents was distributed more equally.

Respondents should also be asked about their education and religion. This would enable us to see if there could be possible correlations between the age / gender / education / religion of the respondent and his or her belief in conspiracy theories. From the data available it is not possible to make any generalisations at this moment.

2. Look again at the survey report and the charts it contains and find the precise data (expressed numerically) for:

overwhelming majority	
the whole sample	
minority	
more than a half	
about two thirds	
about one in ten	

Now look at the percentages below and say differently:

21%	
97%	
48%	
10%	
81%	
3%	

3. Complete the gaps in the following student survey report, choosing from the words offered.

minority, results, sample, conclude, drawn, majority, below, affect, conducted, purpose, means, respondents, undecided, consisted

In March 2021 a survey about the decriminalisation of marijuana was The of the survey was to identify students' opinions about this topic. The sample of respondents of 60 students, 30 men and 30 women. The survey was carried out by

_____ of an anonymous questionnaire which consisted of two parts. The questions in the first part were focused on the respondent's opinion and attitude towards marijuana and its decriminalisation. The second part aimed at collecting the basic socio-demographic characteristics of the respondent, such as gender, age, place of residence and education.

Based on the results we can say that 60 per cent of the respondents have had some experience with marijuana. However, only 40 per cent do not mind if someone smokes it around them. About 30 per cent of respondents have tried marijuana – most of them were between 21 – 24 years of age. 60 per cent of respondents claimed they would not mind if marijuana were decriminalized in Slovakia. However, when it comes to actively supporting this act, it is a different matter. As can be seen from the chart _____, only a _____ would support it. Slightly fewer than 30 per cent of our respondents would actually support decriminalisation in our country. A surprising 62 per cent would be strictly against this. This is an unexpected finding, given the fact that the respondents were young and at an age when they like to experiment. 9 per cent are _____. A comparison between the genders revealed virtually no differences in the attitudes towards possible decriminalisation of marijuana.

In view of these findings, it is interesting that the next question – Should marijuana smokers be punished with imprisonment? - revealed rather liberal attitudes of our respondents. Only a small minority - 10 per cent – would send marijuana smokers to prison. 5 per cent concede that it depends on the circumstances. The _____ – 85 per cent – believe a prison sentence is not appropriate. A half of this majority were men and the other half were women, so it seems that the gender of the respondents does not _____ the attitude towards decriminalisation of marijuana.

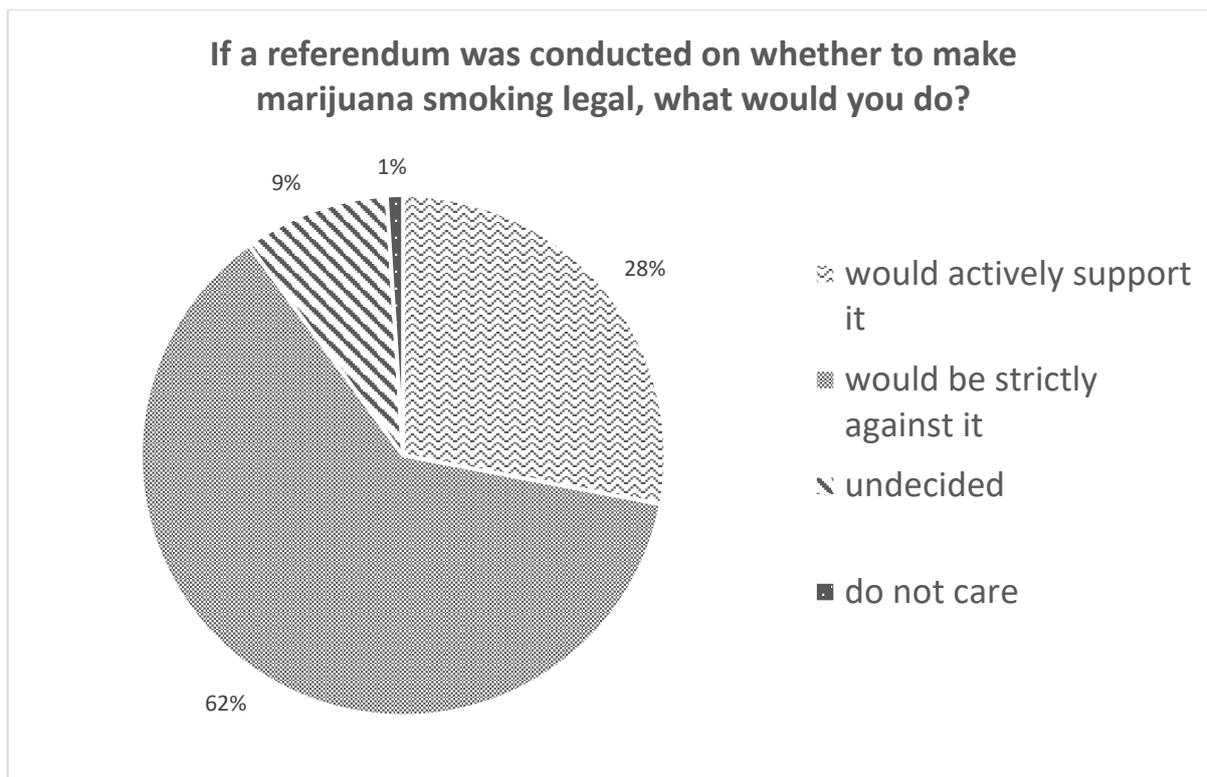


Chart 1 If a referendum was conducted on whether to make marijuana smoking legal, what would you do?

An interesting finding _____ from the survey is that people from villages, rural areas and smaller towns tend to have less liberal views towards marijuana smoking and its possible decriminalisation than people from bigger towns, who appear to be more open-minded.

To _____, the surprising result of this survey is that although the majority of our respondents have had some experience with marijuana, most of them would not support its legalisation. We can only speculate on the possible causes – it may be the lack of information about the potential effects of marijuana, the fear that marijuana opens the door towards hard drugs, etc. It is not possible to make definite conclusions based upon such a small _____ of respondents. Perhaps the inclusion of more _____, as well as a questionnaire which would examine this controversial issue more fully, would provide more informative and conclusive _____.

Adapted from: ŠULOVSKÁ, D. (2016). *English for Political Scientists 2*, p. 55-8.

4. **Based on the questionnaires given to you, prepare a short survey report, following the conventions and paying special attention to the use of appropriate language.**

13 ABSTRACT

Abstract is a brief summary of a larger piece of writing, such as a research article, thesis, review or paper. It is often used to help the reader quickly find the paper's purpose and decide whether it is relevant to one's own research.

Abstract appears at the beginning of an academic paper, following the title, but is usually written as the last part.

Structure:

- written as one paragraph,
- word limit specified in each case, but usually between 100 – 500,
- often no personal pronouns are used (replaced by passives), although this depends on the discipline you are writing in,
- written in formal academic style (see list of useful expressions below).

Abstract – key expressions:

Key verbs	discuss, include, indicate, explore, present, support, identify, emphasise, implement, predict, prove, analyse, examine, classify, distinguish, provide, affect, illustrate, challenge, account for, base...
Key nouns	on the subject of, pattern, theme, model, theory, hypothesis, feature, study, research, effect, example, approach, analysis, assessment, principle, conclusion, recommendation, aim, goal, finding...
Key adverbs	especially, comparatively, primarily, considerably, frequently, ultimately, actually, approximately, currently, initially, vaguely, merely, possibly, completely, sufficiently, effectively...
Key adjectives	specific to, relative to, characteristic of, relevant to, typical of, abstract – concrete, conclusive – inconclusive, trivial – essential, quantitative – qualitative, significant – insignificant...

From: ŠULOVSÁ, D. (2016). *English for Political Scientists 2*, p. 110.

There are two common types of abstract – **informative (complete)** and **descriptive (limited) abstract** (often regarded as a review, rather than a proper" abstract). The use of informative or descriptive abstract tends to be dictated by the discipline you are writing for. Some have a distinct preference for one over the other, for others it may depend on the type of paper and research.

Abstract is followed by **keywords**, which: help indexers and search engines find relevant papers. They should represent the content of the paper, not adding any new information, and which should be specific to the particular field or discipline.

INFORMATIVE ABSTRACT

In humanities and social sciences, informative abstract is typical for disciplines such as sociology or psychology. It is especially suited for a non-library-based research and experiments. It informs the audience of all essential points of the paper and briefly summarises it.

It has a set structure: background, purpose, methods, results, conclusions – each part is one-two sentences long. If necessary (i.e., to fulfil the word limit), it can be shortened to include only the purpose, methods and results. It is then called a reduced abstract.

Although the length is specified by the institution you are writing for and tends to be no longer than one paragraph, it can sometimes be up to 10% of the original paper length, according to the instructions of the organisation it is prepared for.

- 1. Look at the following informative abstract. Identify the five parts of informative abstract – background, purpose, methods, results and conclusion.**

Stigma or Respect: Lesbian-parented Families Negotiating School Settings

Lindsay, J. et al, Monash University

Lesbian-parented families are an increasingly visible family form; they are diverse and complex and raise challenges for heteronormative social institutions. The interface between lesbian-parented families and mainstream society was explored through the example of schools. Based on qualitative family interviews with lesbian-parented families in Melbourne, we discuss the situation in schools and families. In many heteronormative school contexts family members were stigmatized and lived in secret and fear about their family situation. However, our findings indicate that there were also a significant minority of family members who felt respected, supported and safe within the school environment. These parents and children were out and proud about their families, and schools had responded with acceptance in both

the schoolyard and the curriculum. We discuss the contextual factors – including social location and family formation. These may influence the interface between families and schools and could point to opportunities for change.

Key words: children, education, family, lesbians, qualitative research, sexuality, sociology

Lindsay, J. et al. Stigma or Respect: Lesbian-parented Families Negotiating School Settings.

2. Look at the jumbled-up sentences in the following abstract. Put them into the correct order, bearing in mind the correct structure of an informative abstract.

1. In our study we examined the occurrence of violence in television drama and children's programmes.
2. However, the connection between TV violence and the violent behaviour of children should be studied more closely.
3. Violence is defined as the threat or use of physical force, directed at self or other, in which physical harm or death is involved.
4. Large numbers of television programmes were taped, watched and analysed.
5. The majority of these contained violence. On average, there were 7.5 violent acts per hour in a television drama. Children's programmes showed even higher levels of violence, although killing was less commonly shown. Cartoons were found to contain the highest number of violent acts of any type of television programme.
6. There have been many research studies on the effects of television programmes on behaviour, especially the relationship of TV violence to aggressive behaviour of children.

A suitable sequence is: _____

3. Look at the following two mock abstracts about a tasting “experiment” with chocolate brownies. Which one would provide more specific and useful information for you if you were a researcher on cakes, pastries and other desserts? Why? Identify the one following the B-P-M-R-C structure, i.e., the informative abstract.

A)

Chocolate brownies: an old recipe tried again after years

Chocolate brownies are a very popular dessert in many countries. The purpose of this experiment was to evaluate an old recipe for chocolate brownies. The ingredients included honey, flour, eggs, melted butter, melted chocolate, baking powder and vanilla. All dry ingredients were mixed in one bowl, all wet ingredients in another bowl. Finally, the contents of both bowls were combined, poured into a baking tray and baked at moderate heat. When done and cooled, the contents of the pan were cut into small squares. After a tasting session all people involved concluded that they tasted fabulous. It is possible the results of this experiment were influenced by the fact that the family tasting the brownies are chocoholics. In order to evaluate the recipe more thoroughly, it might be useful to repeat the experiment and include a larger number of people involved in tasting the brownies.

B)

Chocolate brownies: an old recipe tried again after years

Chocolate brownies are very popular with many people in many countries around the world. This article describes an old recipe for chocolate brownies. In the first part it shows how quantities of various food substances are combined in proportions suitable for the production of tasty chocolate brownies. The second part focuses on the method and sequence of these combinations as well as the baking time. Finally, the quality of the final product is discussed.

DESCRIPTIVE ABSTRACT

In humanities and social sciences, descriptive abstract is the abstract of preference for philosophy. It is especially suited for library-based research. It informs the

audience of all essential points of the paper and briefly summarises it. Its structure is less easy to discern, but it typically includes the background, purpose and focus of the paper or article. It will not specify the methods, results and conclusions, even if it is a research paper.

It frequently refers to the organisation and various subsections of the paper (often marked by listing signal words such as firstly, then, etc.). The reader will often have to read the whole paper to see if it is relevant. It tends to be short, often about 100 words.

4. Find the background, purpose and focus of the descriptive abstracts below. Can you tell how the paper is structured? Are the methods the writers used mentioned?

A)

Understanding guilty pleas through the lens of social science

The adjudication of crime by guilty plea has been on the rise globally for at least the last 30 years. Few countries, however, have accepted pleas to the degree of the United States, whose highest court recently acknowledged a criminal justice system near-synonymous with a “system of pleas, not a system of trials” (Lofler v. Cooper, 2012, p. 3). The present article provides an overview of this justice system wherein many pleas are bargained between the defense and prosecution. Our purpose here is twofold: first to review psychological and other social scientific research on the theoretical and practical reasons underlying the process of pleading guilty, and second, to identify research questions and methods that have yet to be, but need to be, asked and conducted in relation to guilty pleas.

Keywords: guilty pleas, psychology, criminal justice system

From: Redlich, A. D., Wilford, M. M., & Bushway, S. Understanding guilty pleas through the lens of social science, p. 458.

B)

Abhidharma Philosophy

Jan Westerhoff

This article provides an introduction to Abhidharma philosophy. The Abhidharma is a collection of texts intended to deal with what the Buddha taught. It is one of the three collections that make up the Buddhist canonical scriptures (the other two are the sūtras, the Buddha's discourses, and the vinaya, the rules of monastic discipline). All three are usually referred to as the “three baskets,” indicating the way in which the original palm-leaf manuscripts were stored. The discussion found in the Abhidharma texts comprises two main elements: categorizing lists and explicatory discussion of points of doctrine. This article focuses on three topics that are of particular philosophical interest and relate to questions in ontology, the philosophy of time, and metaphysics.

Keywords: Buddhist philosophy, Buddha, ontology, philosophy of time, metaphysics

From: Westerhoff, J. Abhidharma Philosophy.

[10.1093/oxfordhb/9780195328998.003.0019](https://doi.org/10.1093/oxfordhb/9780195328998.003.0019).

- 5. Decide whether the abstracts below are informative or descriptive (review). Where possible, identify the B-P-M-R-C structure. Note that the abstracts are missing the keywords.**

Their War: The Perspective of the South Vietnamese Military in Their Own Words

Julie Pham

Despite the vast research by Americans on the Vietnam War, little is known about the perspective of the South Vietnamese military, officially called the Republic of Vietnam Armed Forces (RVNAF). The overall image that emerges from the literature is negative: lazy, corrupt, unpatriotic, apathetic soldiers with poor fighting spirits. This study recovers some of the South Vietnamese military perspective for an American audience through qualitative interviews with 40 RVNAF veterans now living in San José, Sacramento, and Seattle, home to three of the top five largest Vietnamese American communities in the nation. An analysis of these interviews complicates and sometimes even

challenges three widely held assumptions about the South Vietnamese military: 1) that it was corrupted at the top ranks, hurting the morale of the lower ranks; 2) that racial relations between the South Vietnamese military and the Americans were tense and hostile; and 3) and that the RVNAF was apathetic in defending South Vietnam from communism. The stories add nuance to our understanding of who the South Vietnamese were in the Vietnam War.

From: Pham, J. Their War: The Perspective of the South Vietnamese Military in Their Own Words, p. 5.

Informative | Descriptive

Adolescent brain science and juvenile justice policymaking

The American legal system's thinking about the criminal culpability of juveniles has been radically transformed over the past 12 years, largely as a result of the introduction of developmental science into the United States Supreme Court's deliberations about the appropriate sentencing of adolescents who have been convicted of the most serious crimes' The author examines the role that developmental science, and, especially, developmental neuroscience, has played in this policy transformation. After a brief overview of the Court's rulings in 4 landmark cases decided between 2005 and 2016, he summarizes the relevant psychological and neurobiological evidence that likely guided the Court's rulings. The author concludes with suggestions for future research and policy analysis, including (a) the study of developmental differences between adolescents and adults that have implications for their differential treatment under criminal law, with a particular focus on the neural underpinnings of these differences; (b) the study of the impact of variations in juvenile justice policy and practice on outcomes other than recidivism; and (c) the study of the financial costs and benefits of juvenile justice policy alternatives.

From: Steinberg, L. Adolescent brain science and juvenile justice policymaking.

Informative | Descriptive

Temporary agency workers' motivations and well-being at work

According to the self-determination theory, when people have autonomous motivations, they show more interest and enthusiasm, which is manifested in

their attitudes toward work' With a sample of 196 temporary agency workers (TAW), our main goal was to analyze over time and through structural equation models the relationships between motivations for being TAW (i.e., autonomous and controlled motivations) and work well-being (i.e., work engagement and burnout). In general, and according to what was predicted by self-determination theory, the results provide support for the importance of autonomous motivations for being TAW because they contribute to increasing work engagement over time. However, contrary to what was expected, both autonomous and controlled motivations seemed not to contribute to reducing or increasing, respectively, burnout over time. Surprisingly, the cross-lagged relationship between controlled motivations and work engagement was also nonsignificant. The practical implications of these findings for the management of temporary agency workers are discussed.

From: Lopes, S., Chambel, M. Temporary Agency Workers' Motivations and Well-Being at Work: A Two-Wave Study, p. 321.

Informative | Descriptive

Interventions for alcohol-related risky sexual behavior among college students: A systematic review

Alcohol-related risky sexual behaviors are common among college students. Though various interventions targeting these behaviors have been examined, the literature does not currently include a review of these strategies. A comprehensive literature search was conducted, yielding 7 randomized controlled trials. Relevant outcome variables included unprotected sex, alcohol in conjunction with sex, and number of sexual partners. Findings suggested that interventions utilizing reminder cues or motivational interviewing-based techniques were largely found to be effective in increasing condom use behaviors among intoxicated individuals, while support for personalized normative feedback (PNF) for the same outcome was mixed. However, PNF interventions were generally effective in reducing alcohol use in conjunction with sex. Finally, though few studies examined number of sexual partners, there are mixed findings for interventions (i.e., motivational interviewing, PNF; targeting this outcome. Overall, there is promising, albeit mixed, evidence of the effectiveness of interventions targeting various alcohol-

related risky sexual behaviors among college students. Strengths, limitations, and implications of the findings of this systematic review for future research are discussed.

From: Kilwein T.M., Kern S.M., Looby A. Interventions for alcohol-related risky sexual behaviors among college students: A systematic review, p. 944.

Informative | Descriptive

The ritual of dream interpretation in the Auschwitz concentration camp

This study is based on the testimonies submitted by former Auschwitz concentration camp prisoners to Polish psychiatrists in 1973. The respondents gave accounts of the daily camp custom of dream interpretation. The method of dream explanation in the camp was not sophisticated. It was a simple way of understanding dreams as future-oriented signs of the dreamer's fate. However, the custom of interpreting dreams in Auschwitz can be described as a complex and multilevel ritual that had at least 3 dimensions: individual, interpersonal, and social. On the individual level, this ritual was oriented on revealing the inmates' future. A prisoner, listening to a dream reader, could receive a good or bad prophecy, and this uncertainty was the core of the process. The interpersonal dimension of this ritual was connected with the inmates' need to capture others' attention. On the social level, dream sharing was a community-building activity. On each of these levels, finding the meaning of a dream was not as important as being engaged in closer relationships with other inmates. This article is an attempt to characterize the Auschwitz ritual of dream interpretation in light of various branches of cultural and dream studies as well as Randall Collins's theory of interaction ritual chains.

From: Owczarski, W. (2017). The ritual of dream interpretation in the Auschwitz concentration camp, p. 278.

Informative | Descriptive

Aztec Art, Time, and Cosmivision

Aztec religion and the Central Mexican divinatory calendar were intrinsically linked. Focusing on the Aztec conception of art and artists, this chapter

presents an overview of how art Aztec art (sculpture, painting, carving, weaving, etc.) and architecture served as an expression of Aztec religion, the calendar, and an overall view of the cosmos. Aztec art addressed the past, both in commemorating historic events, and in recalling and referencing the accomplishments of past cultures, collectively referred to as Toltecs. Art also celebrated past, present, and future periodicities that served as evidence of divine action in the world – particularly action on behalf of the ruling elite and, in the case of the Aztecs of Tenochtitlan, divine approbation of empire. Hence Aztec works usually combine references to what we today would consider mundane historical events and actions with images of divinities and supernatural concepts.

Keywords: Aztec, art, sculpture, painting, architecture, religion, empire

From: Barnes, W. Aztec Art, Time, and Cosmovisión. The Oxford Handbook of the Aztecs.

Informative | Descriptive

Aristotle on Agency David Charles

This essay attempts to answer three questions about Aristotle’s account of agency: (1) What is an action? (2) Under what conditions is an action voluntary or intentional? (3) What is the relation between an agent and an action when he or she acts voluntarily? This article focuses on those actions that are processes, taking as its starting point Aristotle’s account of processes and capacities in the Physics to suggest that this account underlies his discussion of actions there and elsewhere. In the second part, it is argued that, in the Nicomachean Ethics Aristotle, is concerned with analyzing intentional action in terms of an agent’s capacities (or skills) and their desired goals and knowledge. The final part of the essay contrasts Aristotle’s views of agency with some recent proposals in the philosophy of action.

Keywords: Aristotle, actions, processes, events, intentional action, voluntary action, agency

From: Charles, D. Aristotle on Agency. DOI: [10.1093/oxfordhb/9780199935314.013.6](https://doi.org/10.1093/oxfordhb/9780199935314.013.6)

Informative | Descriptive

Abortion and Death

Don Marquis

This chapter, which examines views about abortion and death, discusses claims about abortion and explains some ways for considering these claims to be true. It analyses whether abortion causes the death of a fetus and whether bringing death to a fetus greatly harms it, also discussing the relevant issues of nonsentient fetus, intermediate judgment argument, and the unequal harm of death judgment.

Keywords: abortion, death, fetus, intermediate judgment, unequal harm

From: Marquis, D. Abortion and Death, p. 183.

Informative | Descriptive

- 6. Choose one of the seminar papers or presentations you prepared for your specialized classes and write an abstract (max. 150 words + keywords). You can choose whether you want to write a descriptive or an informative abstract. Remember to include the keywords.**

STRUCTURE OF THE INFORMATIVE ABSTRACT

BACKGROUND	WHAT?	Present Simple	Lesbian-parented families are an increasingly visible family form; they are diverse and complex and raise challenges for heteronormative social institutions.
PURPOSE	WHY?	Present Simple Present Perfect Past Simple	The interface between lesbian-parented families and mainstream society was explored through the example of schools.
METHODS	HOW?	Past Simple	Based on qualitative family interviews with lesbian-parented families in Melbourne, we discuss the situation in schools and families.
RESULTS	WHAT?	Past Simple (Past Perfect)	In many heteronormative school contexts family members were stigmatized and lived in secret and fear about their family situation. However, our findings indicate that there were also a significant minority of family members who felt respected, supported and safe within the school environment. These parents and children were out and proud about their families, and schools had responded with acceptance in both the schoolyard and the curriculum. We discuss the contextual factors – including social location and family formation.
CONCLUSION		Present Simple tentative verbs, adverbs, adjectives modals	These may influence the interface between families and schools and could point to opportunities for change.

STRUCTURE OF THE DESCRIPTIVE ABSTRACT

BACKGROUND	WHAT?	Present Simple	Chocolate brownies are very popular with many people in many countries around the world.
PURPOSE	WHY?	Present Simple	This article describes an old recipe for chocolate brownies.
FOCUS	WHAT?	Present Simple, tentative verbs, adverbs, adjectives modals	In the first part it shows how quantities of various food substances are combined in proportions suitable for the production of tasty chocolate brownies. The second part focuses on the method and sequence of these combinations as well as the baking time. Finally, the quality of the final product is discussed .

14 RESEARCH REPORT

The research report is an academic piece of writing, written in formal style, which outlines the process of research conducted and its findings. It typically consists of three distinct sections: preliminary material (cover sheet and abstract), body and supplementary material (references and appendices).

Sections	Content	Language
Cover Sheet: Title	Concise title indicating what the report is about. It may also include the table of contents.	
Abstract	Concise summary of main findings	
Introduction	What you researched and why: introduces the subject and states the rationale for the research	Tenses: Present Simple, Present Perfect
Review of Literature	Refers to other relevant research in this area: 1) reports on and evaluates the state of present knowledge 2) discusses the most important works on the issue 3) attracts interest to the research and says why the study contributes to existing knowledge	Tenses: Present Simple, Present Perfect
Purpose	explains the aim of the research	Infinitive of purpose; Present Simple, clauses of purpose
Procedure/Methods	What you did and how you did it: describes the various steps taken during the research; discusses the material (what it represents), the tools used to obtain data. and procedures, and activities	Infinitive of purpose; Present Simple, clauses of purpose

Results	What you found: presents a summary of what has been attained and analyses the data; informs about new knowledge / information obtained by the analysis of data; brings a brief account of what has been learnt in the research	Tenses: Past Simple, Past Perfect Tenses: Past Simple and Past Perfect
Discussion	Relevance of your results, how it fits with other research in the area, refers to the limitations of the research, suggests what problems still need to be addressed	Tenses: Past Simple, Past Perfect
Conclusion	Summary of results/findings	Tenses: Present Simple Future Simple, Tentative language
(Recommendations)	What needs to be done as a result of your findings	Tenses: Present Simple Future Simple, Tentative language
References	All references used in your report or referred to for background information	
Appendices	Any additional material which will add to your report – photographs, maps, diagrams, etc.	

As a **very general guide**, the Introduction, Review of Literature, and Methods should be about one third of your paper, Results another one third, Discussion and Conclusion also one third.

1. Read the following sample of a research report and answer the questions below.

1. What was the author's research question?
2. Does he include review of literature connected to his research question?
3. What is the author's working hypothesis?
4. Is the procedure clearly described?
5. Did the author confirm or refute his hypothesis?
6. Is the conclusion satisfactory?
7. In what ways could this research report be improved?

Behavioral Study of Obedience

by [author], [University]

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Abstract

There are few reliable facts and experiments about the role of obedience when doing evil actions. Most theories suggest that only very disturbed people do horrible actions if they are ordered to do so. Our experiment tested people's obedience to authority. The results showed that most obey all orders given by the authority-figure. The conclusion is that when it comes to people harming others, the situation a person's in is more important than previously thought. In contrast to earlier belief, individual characteristics are less important.

Keywords: obedience, authority, evil, individual characteristics

1. Introduction

Most current theories focus on personal characteristics to explain wrong-doing and how someone can intentionally harm others. In a recent survey, professionals such as doctors, psychologists and laymen thought that just a minority in a population (1-3%) would harm others if ordered to do so.

In his recent war trial, Adolph Eichmann claimed to “only have been following orders”. We wanted to test whether this is true, or just a cheap explanation. Can people harm others because they obey the orders? Are good-hearted people able to do this?

The experiment will test whether a person can keep giving electric shocks to another person just because they are told to do so. Our hypothesis is that very few will keep giving shocks, and that most persons will disobey the order.

2. Methods

1.30 Participants

There were 30 male participants, all of them university students. They were recruited by an advertisement in a student newspaper and paid \$4.50.

1.1 Instruments

A “shock generator” was used to trick the participants into thinking that they gave a shock to another person in another room. The shock generator had switches labelled with different voltages, starting at 30 volts and increasing in 15-volt increments up to 450 volts. The switches were also labelled with terms which reminded the participant of how dangerous the shocks were.

1.2 Procedures

The participant met another “participant” in the waiting room before the experiment. The other “participant” was an actor. Each participant got the role as a “teacher” who would then deliver a shock to the actor (“learner”) every time an incorrect answer was produced. The participant believed that he was delivering real shocks to the learner.

The learner was a confederate who would pretend to be shocked. As the experiment progressed, the teacher would hear the learner plead to be released and complain about a heart condition. Once the 300-volt level had been reached, the learner banged on the wall and demanded to be released. Beyond this point, the learner became completely silent and refused to answer any more questions. The experimenter then instructed the participant to treat this silence as an incorrect response and deliver a further shock. When asking the experimenter if they should stop, they were instructed to continue.

3. Results

Of the 30 participants in the study, 26 delivered the maximum shocks. 4 persons did not obey the experimenter and stopped before reaching the highest levels. All 30 participants continued to give shocks up to 300 volts.

4. Discussion/Conclusion

Most of the participants became very agitated, stressed and angry at the experimenter. Many continued to follow orders all the time even though they were clearly uncomfortable. The study shows that people are able to harm others intentionally if ordered to do so. It shows that the situation is far more

important than previously believed, and that personal characteristics are less important in such a situation.

References

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Adapted from: <https://www.paraphrasingservice.com/wp-content/uploads/2018/11/original-research-paper-paraphrasing-sample.pdf>

- 2. Read the following extract – review of literature in the introductory part of an archaeological research report. Note how the authors work with the sources used in the introductory part of their report. Then answer the questions below.**

Milk Jugs and Other Myths Of The Copper Age Of Central Europe

Craig, E.O. et al

Introduction

The Copper Age of Hungary has been identified with an increased emphasis on stock-raising; part of this subsistence practice may have led to an intensification of the use of secondary animal products, such as dairy foods. The main aim of the article is to seek to detect this supposed new emphasis on dairy products in the middle and late Copper Age. A second aim is to investigate whether one of the ceramic type-fossils of the middle Copper Age – the so-called ‘milk jug’ – was actually used for milk storage, cooking or consumption. A third aim is to conduct a comparative study of a wider range of late Copper Age vessel shapes, including the later version of the ‘milk jug’, to identify the vessel types associated with eating and drinking of dairy products.

The Hungarian Copper Age has been the object of intensive study since its definition at the Budapest Prehistoric Conference of 1876 (Pulszky 1884). The distinctive styles of copper axes, varying for each phase, were the key early type-fossils for the Copper Age (for history and typology of copper axes, see Patay 1984). Childe was the first to recognize the seeming paradox concerning the middle and late phases of the Hungarian Copper Age – the Bodrogkeresztúr and Baden phases– when he remarked on the simplicity and small scale of the

settlements in contrast to the complex metallurgy required to produce such axes (Childe 1939:109–113,1958; Chapman 1999).

In more recent times, the gulf between a dominant mortuary domain and a less developed domestic arena has been recognized throughout the Copper Age (Sherratt 1982–1983; Chapman 1994). Cemeteries rather than settlements are often the main communal focus in the landscape and the main places for structured deposition of whole vessels and striking metalwork (e.g. Tiszapolgár-Basatanya, see Bognár-Kutzian 1963). By contrast, individual family homesteads are thought to be the principal form of very dispersed settlement, but the scale of artefact deposition is very low, rarely leading to more than the discovery of a scatter of sherds and lithics deriving from shallow pits (e.g. Tarnabod and Derecske, see Patay 1974:31).

However, this is not the whole story: Patay has excavated an exceptional Bodrogkeresztúr site with houses at Tiszalúc. Recent Hungarian rescue excavations in advance of motorway construction have also revealed an unsuspected range of nucleated Copper Age dwellings. These new discoveries are certain to provoke new ideas about the settlement and social basis of groups previously thought to be small-scale and perhaps mobile, with an emphasis on pastoralism rather than arable farming (Kalicz 1991). One exception to this traditional view was Andrew Sherratt (1981), who developed the idea of an integrated agro-pastoral economy in the late Copper Age, based on the exploitation of secondary animal products (Sherratt 1997). It was in the late Copper Age that the diffusion from the Near East of five interlinked innovations of ploughing, wheeled transport, horse-riding, woollen textiles and dairying was claimed to have occurred (Sherratt 1981). While it has been suggested that dairying is of a far greater antiquity than the late Copper Age (Bogucki 1984), it is widely believed that cattle dairying was of considerable significance in the Baden period (Hodder 1990; Kalicz 1991; Whittle 1996:123), as illustrated by Whittle's use of the quadruple burial of a human couple and a bovine couple in the Budakalasz cemetery as the symbol of the period (Whittle 1996: Fig. 5.1)

Adapted from:

https://www.academia.edu/13346696/COPPER_AGE_OF_CENTRAL_EUROPE

1. Why is Pulszky mentioned in the text?
2. In what way is Childe's work significant?
3. What will you learn when you follow the bibliography to Patay 1984?
4. Why are Sherratt 1982–1983; Chapman 1994 mentioned in Paragraph 3?
5. In what way does Sherratt stand apart from other researchers (Paragraph 5)?
6. Who suggested that cattle dairying is much older than late Copper period?
7. What kind of bibliographical information appears in the text?
8. What is the purpose of mentioning Pulszky, Patay, Sherratt, Bogucki, Kalicz, Hodder and Whittle?
9. In the review of literature Craig and his team give credit to the original authors of ideas and findings mentioned. In doing so, do they use any of the following?
 - A. Direct quotations
 - B. Reporting verbs and nouns
 - C. Verbs describing the reported author's work
 - D. Paraphrasing
 - E. Referring to ideas expressed by the mentioned author

3. Have a look at the following, very short research reports written by a student. In pairs discuss in what ways each report could be improved. Consider the structure of the report, its content, as well as the academic language used.

A)

I decided to conduct research on wicca by creating an interview. The respondent was a 20-year-old psychology student who has been actively involved in Wiccanism for about 2 years, and I asked her a few things to clarify the topic and its problem.

I worked mainly with the research I got as it had the most necessary information for today's topic, which I will try to compare with the past. After that, I mostly used books that analyzed Wicca and its shortcomings and unresolved issues, which are explained to this day. And also, articles from the internet that helped me find several cases dealing with Wicca witchcraft that clarify the issues of this work.

Because of the Covid-19 situation we have many difficulties about our research. So, the interview wasn't face to face because of the pandemic, but we found a solution and used technology of the 21st century and called each other on Discord (several applications similar to Skype, ISQ etc.)

When I thought Wicca left the world of Satanism, I came across an article from 2019 in England, where young girls changed their worship to the Wicca religion and were introduced to white magic, which turned black because of their interest for more power and knowledge after a long period time.

I also found disturbing opinions from people on the Internet. "This is exactly what Satan wants people to believe. Satan himself disguises himself as an angel of the world. It is therefore not surprising if his neighbors disguise themselves as servants of justice," they said.

In my layman's opinion, Wicca, like any religion, is an instrument of the one who holds it.

B)

Introduction:

Research about alcohol consumption is really important because our culture is pretty much inseparable from alcohol. One way of lowering the consumption of alcoholic beverages could be raising the minimum legal drinking age. Minimum legal drinking is different in EU and in the US. But it is also different in middle eastern countries, but since the culture in EU and in the US is similar, we will have a much easier time comparing those two. Substance Abuse and Mental Health Services Administration in their 2016 National Survey on Drug Use and Health shows that higher minimum legal drinking age in the United States is not working as intended because it doesn't really stop underage drinking. That would be one of the statistics we can use to determine the height of the minimum legal drinking age. In a research paper named *The Minimum Legal Drinking Age: History, Effectiveness, and Ongoing Debate* the authors go into history of minimum legal drinking age in the US and then they use historical fact to determine how would lowering it would affect the society today. They are using laws as for example of how scientific research can support effective public policies. They argue in favour of the higher minimum legal drinking age. A paper that would be some sort of an opposition would be

the Minimum Legal Drinking Age and Public Health by Christopher Carpenter and Carlos Dobkin. They argue in favour of lowering the minimum legal drinking age as they believe that high minimum legal drinking ages bring more harm to society, than if the legal age was lower. The paper that would be some sort of a middle ground would be Should the Drinking Age Be Lowered? by Sean Flynn. He writes arguments for both sides and they provide a short list of solutions.

15 ARCHAEOLOGICAL REPORT

Archaeologists use data compiled from archival research, field work and laboratory analysis to document an archaeological site and the artefacts found. This data is then used to compile an archaeological report. As it is a type of research paper, its structure closely resembles that of a regular research paper (see Unit 14 above) and it is written in formal academic style.

The basic elements of an archaeological report are as follows:

0. Cover Sheet
 1. Abstract/ Summary
 2. Introduction
 3. Objectives
 4. Methodology
 5. Results
 6. Analysis (Specialist Reports)
 7. Conclusions
 8. Appendices
 9. Bibliography
-
1. **A short summary/abstract:** contains the most important information from the paper. It prepares the reader for the content to follow
 2. **Introduction:** describes the geographic boundaries of the site including a description of the area's physical environment and a historical background – either of the site and/or other archaeological works that have taken place. If previous excavations have occurred at the site, include information about them, refer to them and describe what they found. The introduction may also include an archive or desk-based assessment, oral histories, photographs and records which will help further place the site both geographically and temporally into context.
 3. **Objectives:** defines the purpose of the research and tries to outline the project goals - the reason for the project, which research questions will be addressed, and the final expected or desired outcome.

4. **Methodology:** explains how you carried out each element of the project – Did you excavate trenches? Were they hand dug or machine dug? How deep did you decide to go? Did you do the work stratigraphically? How did you decide where to excavate? If you were surveying a large area, how did you record the features and sites? How did you decide what features or sites to record? What photographic method did you use?

This part will also include methods of documentation for features and artefacts uncovered through the use of technology, such as remote sensing, walkover surveys, and excavations. All problems that occurred, such as bad weather, site access and visibility are also mentioned.

5. **Results:** presents the results. The report must summarise the site data. To present the information in a way that is understandable, it uses tables, charts, sketches and diagrams which support the information in the report. Every context site or element is presented and its relevance and significance is proposed or explained.
6. **Analysis:** provides details of the analysis of the artefacts and samples taken. It gives a list of all the artefacts from the site. As it is a specialist analysis, it includes:
 - 1) studying the artefact types and their distribution across the site,
 - 2) dating artefacts using dating methods, such as radiometric and carbon-14 dating, faunal and floral analysis environmental samples (pollen and soil) and
 - 4) ceramic reports.
7. **Conclusions:** the report evaluates whether the project achieved the outlined objectives and forms a conclusion based on the data collected, explaining how it fits into a wider picture. It can also provide recommendations for ongoing or future research.
8. **Appendices:** Appendices for the report must list all photographs, contexts, sites, features, samples or artefacts recovered to provide a cross reference of data.
9. **Bibliography:** The report concludes with a list of all sources (including maps, journals and books) consulted during the project in the form of a bibliography. The format is dictated by the organisation that has required the report.

Adapted from: <http://www.archaeologyskills.co.uk/report-writing-and-publication/284/>

1. Where in the report would you place the following actions?

Position in the report	Actions
	surveying a large area
	listing the artefacts found
	defining the research objectives
	documenting the artefacts
	describing the geographic boundaries
	recording the site features
	presenting the results
	evaluating if project objectives were achieved
	using radiometric and carbon-14 dating
	proposing the significance of artefacts
	carrying out a desk-based assessment
	listing all the sources
	noting problems with bad weather

2. Now read the following extracts from the archaeological report (Sibun, L. A Report on the Archaeological Excavations at Holy Trinity School, West Hill, Dartford, Kent). Which part of the report would you place them in?

A) -----

Three trenches had been manually excavated by DDAG. Only the location of Trench 2 is shown on Figure 1 as Trenches 1 and 3 were fully encompassed by the subsequent Archaeology South-East excavation. The features located during the DDAG work appear as F1, F2 etc. in the text and figures. The area of the main excavation measured approximately 25m by 25m (Figure 2).

Topsoil was removed mechanically before the manual cleaning and excavation of features. An osteoarchaeologist was present on site at appropriate times to record basic skeletal data during the excavations of graves. Articulated

skeletons were cleaned sufficiently to enable the alignments and arrangement of the skeleton to be accurately recorded. The site archive is held by Dartford Museum.

B) -----

DDAG discovered five features (F1 to F5) along the northern edge of the site. It has not been possible to locate F2, F3 or F4 on the plan because at least two of these (F2, a small post-hole and F3, a linear feature) were cut into overlying subsoil rather than the chalk. The deposits overlying the chalk were between 1.5 and 2.5m in depth. Feature F1 (Figure 2) was a square shaped pit dating to the nineteenth century while Feature F5 was an east to west grave containing a single inhumation.

Located towards the eastern end of the site were features F6 to F14. Features F6, F11, F13 and F14 were grave cuts, each containing single inhumations (Figure 2).

Three pits (F8, F9, F10) were also located in this area but it was not possible to locate them accurately on the plan. Two of these, (F8 and F10) date to the eleventh and fifteenth centuries respectively. F8 and F9 were located slightly to the south-west of F11 and F10 was slightly to the north-west, equidistant between F11 and F6. F7 is not located on plans but it is thought that this feature was not of archaeological significance.

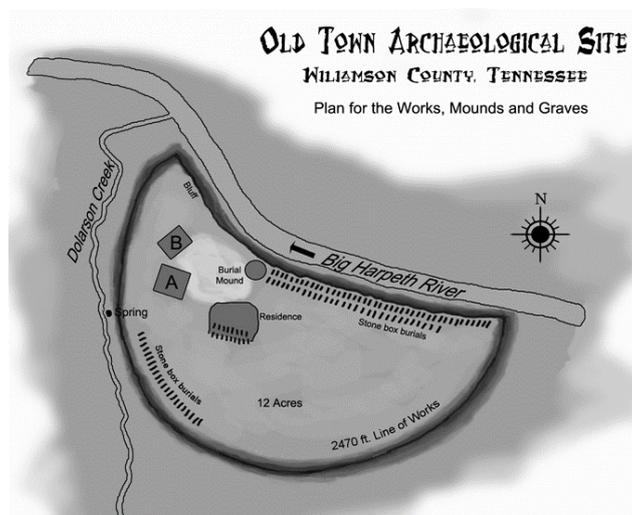


Figure 1. Site and trench location maps

C) -----

Radiometric Dating

A sample of bone from the site was submitted to Beta Analytic for radiometric dating. A left femur from burial 69 (Figure 2) was selected. This burial was chosen due to the central location of the grave within the cemetery, perhaps providing a more accurate date for the cemetery than a grave on the edge. The results of the analysis are outlined below.

Context 69 (Ref: Beta-118381)

Conventional radiocarbon age 1300+/- 60 BP

Calibrated to one sigma (68per cent probability) cal AD 665 to 785

D) -----

Boddington, A. (1990) Models of Burial, Settlement and Worship: The Final Phase Reviewed. In Southworth, E. (ed.) Anglo-Saxon Cemeteries: A Reappraisal. Proceedings of a conference held at Liverpool Museum 1986. Alan Sutton.

Bohner, K. (1958) Die Frankischen Altertumer des Trierer Landes. Germanische Denkmaler der Volkerwanderungszeit, Serie B., Band I.

Cotter, J. (1997) A Twelfth-Century Pottery Kiln At Pound Lane, Canterbury. Canterbury Archaeological Trust Occasional Paper No. 1

Cunliffe, B. (1976) Excavations at Portchester Castle, Vol II: Saxon, Rep. of the Res. Committee of the Soc.of Antiq. 33.

Down, A & Welch, M. (1990) Chichester Excavations 7: Apple Down and The Mardens. Chichester District Council.

Hawkes, S. (1973) The Dating and Social Significance of the Burials in the Polhill Cemetery in b. Philp 1973, 186-201.

Jennings, S. (1981) Eighteen Centuries of Pottery from Norwich. East Anglian Archaeology Report No. 13. Norfolk Museums Service.

McCarthy, M. R. & Brooks, M. (1988) Medieval Pottery in Britain AD 900-1600. Leicester University Press.

E) -----

Inventory of grave-goods

Note: All object positions are related to the burial. i.e. by left arm means the left arm of the burial, not left as from observer's viewpoint. * indicates an illustrated artefact.

Skeleton 19 (Grave 18) - *Iron buckle with elongated oval frame and remains of the pin. Heavily corroded. A similar example has been found from the Apple Down cemetery in West Sussex (Down and Welch 1990, Grave 2, No. 1). Figure 6, No.1. Small iron knife? Surviving length 67mm. Object location: Buckle on right side of pelvis, knife by left side of pelvis.

Skeleton 23 (Grave 21) - *D-framed iron buckle with copper alloy buckle plate. The iron frame and remains of the pin are almost totally mineralised. The buckle plate, which is formed by a single folded sheet, has the remains of two iron fixing rivets. Similar examples have been found at Polhill (Philp 1973, 206, No.497) where they have been dated to the seventh century. Figure 6, No. 2.

Object location: Buckle on left side of pelvis.

Skeleton 32 (grave 31) - Iron knife fragment. Surviving length 72mm.

Object location: Knife by left femur.

F) -----

It is possible, however, that the twenty-five burials may represent only a small proportion of a larger cemetery and the presence of these characteristics should be interpreted with caution. It is also possible that the remaining four characteristics, including the presence of barrow burials and the proximity of the burials to settlement may relate to this cemetery but this is not ascertainable from the area investigated.

With the exception of the seax and copper alloy pin, it is not possible to date the metalwork closely. The knives appear to be of seventh-century date but similar types continue into later centuries. This can be said similarly for the shears and the latch lifter/key. The dating must therefore rely on the presence of these artefacts deliberately placed within the graves, traditionally a pagan rather than Christian practice.

G) -----

The Cemetery

A total of 25 graves was present on the site. Five of these were located and excavated by the DDAG before the proposed development of the site at West Hill, with the remaining 20 located by Archaeology South-East. All of the graves were orientated east to west and positioned in four north to south rows (Figure 2) The graves were evenly spaced and there was no evidence of intercutting. This suggests strongly that the graves were marked in some way whilst the cemetery was in use although there was no archaeological evidence to support this. Graves 21 and 54 had post-holes at the base or half way along the longer edge of the grave cut but there was no associated dating evidence. These may represent settings for more substantial grave markers but their random positions are not in keeping with an otherwise neatly laid-out cemetery.

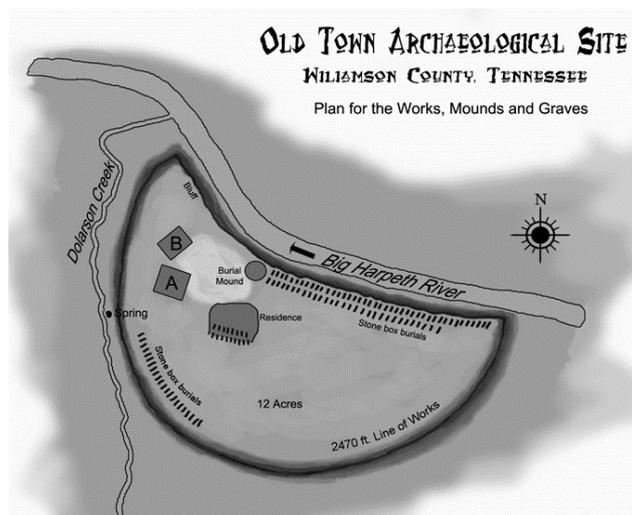


Figure 2. Site plan

Graves were generally rectangular and cut directly into the chalk with depths of between 170 mm and 370mm. The graves ranged between 500mm and 820mm in width and 1.30m and 2.32m in length. Grave dimensions were influenced by the size of the associated inhumation, however, in eighteen cases the cut was 300 to 700mm too long for the inhumation. The extra length formed a space at the eastern (or foot) end of the graves. It is surprising that when cutting the graves into the chalk the excavators would have chosen to dig a larger grave than was necessary. One possible explanation is that the space was designed to hold grave goods, although no evidence for this was found during the excavation.

With one exception all burials were single inhumations. In grave cut 54 was a mature female but above her, placed over her chest, were the remains of a neonate. The neonate was within a distinct rectangular feature thought to be the remains of a coffin, and both burials are thought to be contemporary. Evidence suggests that both shrouds and coffins were used for burial. Copper alloy shroud pins were found in association with two burials (Graves 12 and F11). Coffins associated with three burials survived as dark soil stains and traces of mineralised coffin nails (Graves 17, 50, 54/7). Grave goods were located in a number of graves and these are fully described below (Figure 3).

H) -----

The site lies to the west of the modern and historic Roman and medieval centre of Dartford, on the south side of West Hill (Figure 1). The probable alignment of Roman Watling Street forms its northern boundary and the site of a medieval leper hospital is recorded to the east (SMR:TQ 57 SW 48). To the south is an outcrop of Boyn Gravel and a small number of Paleolithic handaxes have been found in the general area. According to the British Geological Survey 1:50,000 map the underlying geology is Head overlying Chalk.

Past excavations on the western end of the site by Dartford District Archaeological Group (DDAG) had revealed several east-west burials thought to be of medieval date. These, along with medieval artefacts and possible post-holes, were encountered at depths ranging from c.1.0 to 2.0m below existing ground surface. An archaeological assessment undertaken on the site by Archaeology South-East in April 1997 revealed a number of undated features but no additional burials (Stevens 1997). Following the assessment it was decided that full-scale excavation of the most archaeologically sensitive areas would be undertaken prior to the residential development. Excavation took place during July 1997 according to a Specification provided by Kent County Council.

Adapted from: Sibun, L., A Report on the Archaeological Excavations at Holy Trinity School, West Hill, Dartford, Kent. <https://www.kentarchaeology.org.uk/10/010.pdf> and https://commons.wikimedia.org/wiki/File:Old_Town_Archaeological_Site_map_HR_oe_2011.jpg

- 3. Think about the latest excavations you took part in. In small groups, write the objectives of the excavations. Then briefly describe the methodology used.**

16 A BRIEF GUIDE TO WRITING THE PHILOSOPHY PAPER

The text below, aimed at new university students of philosophy, deals with some recommendations and conventions of writing a paper in philosophy, which tends to be different in some aspects from writing in other social science and humanities disciplines. While these distinguishing features may not always be present, it is important to be aware of them.

Harvard College Writing Center The Challenges of Philosophical Writing

PART 1

The aim of the assignments in your philosophy classes is to get you doing philosophy. But what is philosophy, and how is it to be done? The answer is complicated.

Philosophers are often motivated by one or more of what we might call the “Big Questions,” such as: How should we live? Is there free will? How do we know anything? or, What is truth? While philosophers do not agree among themselves on either the range of proper philosophical questions or the proper methods of answering them, they do agree that merely expressing one’s personal opinions on controversial topics like these is not doing philosophy. Rather, philosophers insist on the method of first attaining clarity about the exact question being asked, and then providing answers supported by clear, logically structured arguments.

An ideal philosophical argument should lead the reader in undeniable logical steps from obviously true premises to an unobvious conclusion. This means that a *negative* argument is an *objection* that tries to show that a claim, theory, or argument is mistaken; if it does so successfully, we say that it *refutes* it. A *positive* argument tries to support a claim or theory, for example, the view that there is genuine free will, or the view that we should never eat animals. Positive philosophical arguments about the Big Questions that are ideal are extremely hard to construct, and philosophers interested in formulating or criticizing such arguments usually end up discussing other questions that may at first seem pedantic or contrived. These questions motivate philosophers because

they seem, after investigation, to be logically related to the Big Questions and to shed light on them. So, for example, while trying to answer Big Questions like those above, philosophers might find themselves discussing questions like (respectively): When would it be morally permissible to push someone into the path of a speeding trolley? What is a cause? Do I know that I have hands? Is there an external world?

While arguing about these questions may appear silly or pointless, the satisfactions of philosophy are often derived from, first, discovering and explicating how they are logically connected to the Big Questions, and second, constructing and defending philosophical arguments to answer them in turn. Good philosophy proceeds with modest, careful and clear steps.

Adapted from: Rippon, S., A Brief Guide to Writing the Philosophy Paper. Harvard College Writing Center. <http://sites.harvard.edu/k24101>

1. Read PART 1 and answer the questions below.

1. Name one of the Big Questions of philosophy.
2. What do philosophers mean when they say “this is NOT doing philosophy”?
3. Which of the elements below is NOT part of an ideal philosophical argument?

	A. will refute a negative argument
An ideal philosophical argument	B. expresses personal opinions
	C. uses undeniable logic
	D. clearly expresses which question it is answering

PART 2

Conventions

Certain conventions are helpful and generally expected in philosophical writing:

Avoid direct quotes. If you need to quote, quote sparingly, and follow your quotes by explaining what the author means in your own words. (There are times when brief direct quotes can be helpful, for example when you want to present and interpret a potential ambiguity in the text of an author’s argument.) When you paraphrase, you must do philosophical work in doing so: explain any ambiguous terms or technical terms in the source, and remember that your task is not to explain the author’s

sentences in the text but his or her argument: aim to show that you've understood it and aren't merely repeating it in different words.

Use first person personal pronouns and possessive pronouns freely; signpost. Phrases such as "I will use the term 'realist' to mean..." are useful in clarifying your use of concepts and terminology. Phrases such as, "I will argue that...", "I will now show that...", "I will give three examples...", "My second objection is..." or "My argument has shown that..." are an extremely useful aid to communicating the structure of your arguments and your paper overall. Use "sign-posting" phrases like these frequently in your papers in order to give your reader a clear sense of where your argument is going at all times (note that such sign-posting phrases are not always formulated first-personally, e.g. "Smith offers three main objections ... Smith's first objection is ... but Say exactly what you mean, and no more than you need to say. Use simple prose and short, simple sentences. If you can complete your argument in fewer pages than the assignment allows, look for premises or steps that might need further support, or anticipate and answer additional objections. Add examples where they may help to clarify the meaning of a concept or a claim or to persuade a doubtful reader of something. A philosophy paper should establish a modest point as clearly, carefully, and concisely as possible.

Be careful with specialized language. Certain terms and phrases are reserved in philosophy for special, narrow meanings that are peculiar to the subject. These include *deduction*, *begs the question*, *valid*, *invalid*, *sound*, and *unsound* (used to describe arguments), and *vague* (used to describe terms or concepts). Understand how these words are used in philosophy before you use any of them in your writing.

Adapted from: Rippon, S., A Brief Guide to Writing the Philosophy Paper. Harvard College Writing Center. <http://isites.harvard.edu/k24101>

2. Which conventions are typically observed in a philosophy paper? List them below in the space provided.

Conventions followed in a philosophy paper:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

PART 3

Structuring a Philosophy Paper

Philosophy assignments generally ask you to consider some thesis or argument, often a thesis or argument that has been presented by another philosopher (a *thesis* is a claim that may be true or false). Given this thesis or argument, you may be asked to do one or more of the following: explain it, offer an argument in support of it, offer an objection to it, defend against an objection to it, evaluate the arguments for and against it, discuss what consequences it might have, determine whether some other thesis or argument commits one to it (i.e., if I accepted the other thesis or argument, would I be rationally required to accept this one *because* I accept the other one?), or determine whether some other view can be held consistently with it. No matter which of these tasks you are asked to complete, your paper should normally meet the following structural requirements:

Begin by formulating your precise thesis. State your thesis clearly and concisely in your introduction so that your reader understands what your paper sets out to achieve. Get to the point quickly and without digression. Don't try to introduce your argument within a grand historical narrative, for example. Your thesis does not have to be the same as any thesis mentioned in the assignment, although in some cases it may be.

Good writing example

Jen was an excellent philosophy writer who received the following assignment: Evaluate Smith's argument for the claim that people lack free will. Jen decided before she began writing her paper that Smith's argument ultimately fails because it trades on an ambiguity. Accordingly, she began her paper with the following sentence:

In this paper, I will refute Smith's argument against the existence of free will by showing that it trades on an ambiguity.

Jen's thesis, then, was that Smith's argument is invalid because it trades on an ambiguity – and she stated it clearly right at the beginning of her paper. Note that Jen need not say anything at all about the truth or falsity of the thesis that people lack free will; even if Smith's argument for it is invalid, it might still be true that people lack free will.

Define technical or ambiguous terms used in your thesis or your argument. You will need to define for your reader any special or unclear terms that appear in your thesis, or in the discussion at hand. Write so that you could be clearly understood by a student who has taken some classes in philosophy but not this particular class. (Think of this imaginary reader whenever you need to decide how much you need to say to set up a discussion, or to judge the overall clarity of your work.)

If necessary, motivate your thesis (i.e. explain to your reader why they should care about it). You'll need to do this, especially in longer assignments, when it isn't clear why a reader would care about the truth of the claim you are arguing for.

Explain briefly how you will argue in favor of your thesis. In the example above, Jen's thesis itself is stated in such a way as to indicate how the argument for it will proceed. Jen might reasonably have chosen to enlarge a little on this explanation, for example by indicating in her introduction which term in Smith's argument is ambiguous, or by indicating why she thinks others may have overlooked the ambiguity.

If necessary, explain the argument you will be critiquing. If your assignment asks you to critique someone else's argument (as in the example above), you will need to explain that argument before presenting your critique of it. Sometimes, the entire task of an assignment will be simply to explain an argument originated by somebody else, rather than to provide an argument for your own thesis. While you will not always be expected to provide your own completely original arguments or theories in philosophy papers, you must always practice philosophy. This means that you should explain the argument in your own words and according to your own understanding of the steps involved in it. You will need to be very clear on the precise *logical structure* of an author's argument (N.B. this may not be clearly represented by the order in which the argument is written down in the readings). Don't try to impress your reader with your wide knowledge by summarizing everything in a particular article, or everything you have learned about the topic: stick to explaining only the details that are essential to the author's argument for the particular thesis and to your own argument for your thesis. Also take care to clearly indicate when you are speaking in your own voice, and when you are explicating

someone else's argument or point of view but not yourself advocating it. Take care to clearly indicate when you are speaking in your own voice, and when you are explicating someone else's argument or point of view but not yourself advocating it.

Poor writing example

In answer to the previously mentioned assignment, George wrote a paper arguing that there was free will, on the grounds that George was himself aware of making all kinds of free choices every day. His conclusion was that Smith's argument (which he had not explained, and mentioned only at the end of the paper) must be false, since there is free will. George's professor asked him to rewrite, telling him that he had failed to engage with Smith's argument in the first draft. Here is an excerpt from George's less-than-successful rewrite...

... Smith says on p.9, "The truth of causal determinism having been established by this argument from elimination, we shall move on to prove incompatibilism." Smith then says that the source of an agent's actions is some event that occurred before he was even born. If an event occurred before someone was born, it cannot be a product of his choices. Therefore, incompatibilism is true. On p.10, Smith addresses the objection that...

George does not properly explain and analyze the logic of Smith's argument (a philosophy paper), but rather reports what Smith says and the way in which it appears in the text (a book report). In the first sentence George quotes Smith directly where there is no need to do so, and he provides no explanation of Smith's sentence or the technical terms in it that shows that George actually understands it. In his second sentence, George just follows Smith's text while paraphrasing it. In his third, George may be attempting to: (i) simply paraphrase Smith, or (ii) paraphrase and endorse Smith's claim, or (iii) make his own personal point – but to the reader it is left ambiguous what George thinks Smith's view is and what George's own view is. If you use a claim that your reader might find doubtful, then you must try to give the reader convincing reasons for accepting it.

Make an argument to support your thesis. This is the main focus of your paper. To make the strongest possible argument, do not skip any steps, and try not to rest your argument on any premises that your reader might not be willing to accept. If you use a claim that your reader might find doubtful, then you must try to give the reader convincing reasons for accepting it. It will almost always

be more effective to use a single argument and make it as compelling as you can than to use more than one argument supported less comprehensively, so avoid taking a “shotgun” approach by using multiple weaker arguments. In presenting your argument, be straightforward in your language, and say precisely what you mean. At times you will need to use examples or otherwise elaborate, yet you must still be as concise as possible – unnecessary words or information will distract and confuse your reader.

In order to strengthen your argument, anticipate and answer objections to it. In most philosophy assignments, this will be an essential part of your paper; it helps support your main argument and makes it more compelling. When you present an objection, you must always present a reason or reasons for thinking it true; the simple negation of a thesis is not an objection to it.

Good writing example

After offering her argument, Jen summarized her conclusion and introduced an objection as follows:

As I have shown clearly in my reconstruction of Smith’s argument, the word “free” as it appears in Smith’s first premise (meaning uncaused) must be interpreted differently from the word “free” as it appears in Smith’s third premise (meaning unforced) – otherwise at least one of those premises would be highly implausible. But in that case, Smith’s argument is logically invalid. It might be objected that I have interpreted Smith’s argument unfavorably. I can think of only one other reasonable interpretation of Smith’s argument. It uses the same first two premises but has a different third premise...

Jen might reply to the objection she has imagined by showing that Smith’s argument would suffer some other defect if it were reconstructed in the way the objection suggests, such as resting on a logical fallacy or an implausible premise.

Adapted from: Rippon, S., A Brief Guide to Writing the Philosophy Paper. Harvard College Writing Center. <http://sites.harvard.edu/k24101>

3. Read PART 3 of A Brief Guide to Writing the Philosophy Paper. Find answers to the questions below, returning to PART 1 and 2 when necessary.

1. List some of the challenges of philosophical writing.
2. What should an ideal philosophical argument do?
3. What is the difference between a positive and a negative philosophical argument?

4. Explain the meaning of the word *thesis*.
5. What can a student be asked to do with a particular thesis or argument?
6. List the structural requirements of a philosophy paper.
7. Why is outlining and sketching an integral part of writing the philosophy paper?
8. Conventions followed in a philosophy paper:

1. -----
2. -----
3. -----
4. -----

4. How different are these conventions from those for writing research reports and abstracts in other disciplines?

17 QUESTIONNAIRE DESIGN FOR SURVEYS AND POLLS

A survey or a poll collects information from respondents, typically a group of people whose responses are relevant to your research. In order to encourage respondents' participation and receive relevant answers, it is essential to pay special attention to the process of designing the questionnaire. It is also recommended to test your questionnaire beforehand on a small sample of respondents so that you can modify the questions, if necessary.

Questionnaires are used as a tool in research in many social sciences and humanities disciplines (sociology, political science, museology, etc.). Questionnaires are typically divided into three distinct parts – opening, body and conclusion. From the research point of view, it is the body which is most relevant, but opening and closing help make the questionnaire appear more respondent-friendly.

Structure of the questionnaire:

Usually contains:

- | | |
|----------------|---|
| Opening | <ul style="list-style-type: none">• the purpose of the questionnaire• the importance of respondents' participation• how much time is needed to complete it• the person/institution responsible for the survey• statement on whether the respondent can see the results of the survey• statement guaranteeing confidentiality |
|----------------|---|
-

- | | |
|-------------|---|
| Body | <p>Questions relevant to your research:</p> <p>Types of questions"</p> <ul style="list-style-type: none">• open• closed (scale, checklist, ranking, yes/no)• semi-open <p>Demographic questions: information on the respondent, such as:</p> <ul style="list-style-type: none">• age• gender• highest attained education, etc. |
|-------------|---|
-

- | | |
|----------------|---|
| Closing | thank the respondents for their participation |
|----------------|---|
-

When preparing the body of the questionnaire, make sure to vary the type of research questions. Additionally, pay attention to the **arrangement of questions**. Move from:

- general to specific questions,
- from easy to difficult,
- from factual to abstract questions,
- from closed to open questions

Note that in Anglo-American research, **demographic** or personal questions often feature last. It is essential to include these questions, as they allow you to classify the questions relevant to your research and enable you to discern trends.

It is also important to **carefully word the questions** and make sure to address respondents with the right knowledge or experience. Use short and simple sentences and ask only one item at a time. It is also recommended to avoid negatives in questions.

In your questions, try to minimise bias - people tend to answer questions in a way they perceive is socially acceptable or desired:

In the past month how many seminars have you missed due to your part-time job?

vs.

In the past month, how many times did your seminars clash with your part-time job?

How many times did you give priority to your job?

If asking sensitive questions, approach carefully and use one of the techniques listed below – the numbered card approach (sensitive issue hidden among other items, subject asked to tick relevant items), the everybody approach (*Most students cheat...are you one of them?*), the other people approach (presenting an imaginary situation and asking subject to express opinion).

QUESTION FORMATION – DIRECT, INDIRECT AND SUBJECT QUESTIONS

Direct questions

Direct questions are usually formed by changing the word order, following this matrix:

(Question word) – auxiliary verb (will, do, does, did, can, have...) – subject – verb – rest of sentence

About one third of eligible voters regularly participate in elections.

- Do voters participate in elections?
- Why do voters participate in elections?

He moved to Europe for economic reasons.

- Why did he move to Europe?

Music cannot be political without the words having an explicit meaning.

- Can music be political without the words having an explicit meaning?

Subject questions

When you ask about the subject, the auxiliary verb is not needed.

(Question word) – verb – subject – rest of sentence

About one third of eligible voters regularly participate in all elections.

- How many voters participate in elections?

He moved to Europe for economic reasons.

- Who moved to Europe for economic reasons?

Indirect questions

In the main part of indirect questions, the auxiliary verb *do / does / did* is not used.

Indirect questions have **the word order typical for statements**.

The question itself appears more polite than a direct question. It frequently combines with phrases like the ones listed below:

Could you tell me

Do you know

Would you mind telling me

He moved to Europe for economic reasons.

- Do you know why he moved to Europe?

Music cannot be political without the explicit meaning of words.

- Can you provide an example of how music can be political without the words having an explicit meaning?

1. Make direct questions, beginning with the question word provided.

1. Black people have lived in Britain for centuries, although their circumstances have varied greatly.

WHERE _____

2. Immigrants who arrive into Britain illegally often end up working in the hidden

WHO _____

3. Due to declining birth rate and ageing population, Britain clearly needs migrant workers.

WHY _____

4. Ludwig conducted research into the thoughts and feelings of asexuals.

WHO _____

5. This finding influenced medical research for years to come.

WHAT _____

6. Independent media should be fairly neutral in presenting news.

WHY _____

7. During the Second World War, the Nazis systematically used Beethoven's music for their political purposes.

HOW _____

8. Sometimes the composers themselves connect their old protest songs with new conflicts.

WHAT _____

9. Hip hop music is historically rooted in the expression of social and political protest by urban African-American youth.

WHERE _____

10. President Joe Biden is under fire after appearing to look at his watch just seconds after a salute honouring the return of the 13 US servicemembers killed in Thursday's ISIS-K suicide bombing in Kabul.

WHO _____

2. Make indirect questions from the statements below.

1. Too much money was spent on coronavirus testing.

2. The latest government reforms were very effective.

3. The political statement in this song is explicit enough.

4. The biggest problem seems to be the current economic crisis.

5. Healthcare and education could be financed in a more efficient way.

3. In which part of the questionnaire will the following extract appear? Is there anything you would add to the text?

Dear Respondent,

My name is John Brown and I am a third-year student of Marketing Communication. I am currently working on my thesis, examining the impacts of social media on consumer behaviour among teenagers. I would like to ask you complete this questionnaire. Please be assured all answers are completely anonymous and will be used for academic purposes only. Thank you!

4. Questionnaires are used as one method of scientific research in the field of social sciences. Look at the questions and answers below. Can you identify and correct the errors in questionnaire design? Some questions may have more than one error.

- A The question assumes a positive answer
- B It is not clear whether 1 is the highest or the lowest rating
- C Requires specialist knowledge
- D Asks about 2 things in the same question
- E Some categories overlap
- F The question is too time-consuming
- G Other answers are possible
- H The scale is not clear
- I The question could be clearer

	QUESTION	ANSWER: closed / open	ERROR
1	What is your age?	0-10 10-20 20-30 >30	
2	What is your mother tongue?	Slovak Hungarian	
3	Indicate your educational background:	Primary school Secondary school University	
4	Please put the following 5 items in order by numbering them.		
5	Please give each item a score out of 100.		
6	How often did you watch the news in the last month?	Never Rarely Occasionally Regularly Frequently	
7	Do you look up information on candidates on the Internet or in the newspaper?		
8	Do you think the use of the d'Hondt system to calculate election results is effective?		
9	Don't you think that the current government runs the country badly?		

From: ŠULOVSÁ, D. *English for Political Scientists 2*, p. 92.

- 5. In small groups, prepare a short questionnaire aimed at examining the satisfaction of students of your study programme with their department and their studies.**

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