Ministry of Higher Education and Scientific Research
Yahia Fares University of Medea
Faculty of Letters and Languages
Department of Foreign Languages -English Section



Online Course

Writing Styles

A course destined for: Master's students of English

Speciality: Linguistics

Designed by: Dr. Asma Melouah, MCB

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Intitulé du Master : Linguistique - Langue Anglaise
Semestre : 02
Intitulé de l'UE : Méthodologique
Intitulé de la Matière : Writing Styles

COURSE DESCRIPTION

This online course, entitled "**Writing Styles**," is specifically designed for first-year students of English in the Linguistics master's degree program at University Yahia Fares of Medea. As an integral part of the second-semester curriculum, the course aims to enhance students' understanding and usage of the required writing style and guidelines necessary for the successful completion of their master's thesis.

With a focus on enhancing proficiency in master's thesis writing and various writing styles, specifically mastering the APA (American Psychological association) style, the course intends to equip students with the essential skills and knowledge to excel in their research endeavors. This course focuses on the conventions of academic writing. Additionally, the course delves into the fundamentals of citation and referencing, and tends to assist students in developing a consistent and correct referencing style. By engaging in this course, students can learn how to use scholarly sources, including the application of formatting and referencing guidelines, needed for master's thesis writing. The master's thesis, presenting the students' research, is their general contribution to the chosen field of study. Hence, they must conform to the norms and standards pertaining to academic writing and scientific research. Therefore, students should maintain academic integrity and adhere to formal styles of citing and referencing.

The "Writing Styles" course provides guidelines for master's students writing their theses. It is meant to serve as a reference point for acceptable elements, structure, and style in academic writing. The course covers lessons related to format, structure, and layout. It is expected that this course, along with the activities provided, will assist students throughout the process of researching, planning, and writing their research.

- **Course Prerequisites:** Proficiency in the English language, both in reading and writing, as well as research skills.

- **Learning Outcomes:**

On successful completion of the course, the student will be able to:

- Understand the essential elements, structure, and style required for master's thesis writing.

- Learn appropriate language and tone in academic writing, maintaining a formal and academic style.

- Apply appropriate formatting techniques, including margins, font styles, headings, and subheadings, according to academic standards.

- Demonstrate proficiency in using the APA style in academic writing, and familiarity with other styles such as MLA, Chicago, Harvard.

- Master the basics of effective citation and referencing.

- Demonstrate academic integrity by avoiding plagiarism through proper citation and referencing techniques.

- **Course Evaluation:** Continued Assessment 100%

COURSE CONTENT

This course is intended to be covered in one sixteen-week semester, with classes meeting three hours a week. Alternatively, the course can be taken online, allowing the students to read the lessons and participate in the activities at the end of each lesson. These activities help students consolidate material taught in the lesson.

Towards the end of the course, a series of practice exercises similar to exam exercises, with a sample key, is provided to enable the students to test their overall knowledge and skills.

The lessons presented below are meant to be taught in a sequential order:

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LESSON ONE

1. Introduction to Writing Styles

Objectives:

In this introductory lesson on writing styles, the students will be able to:

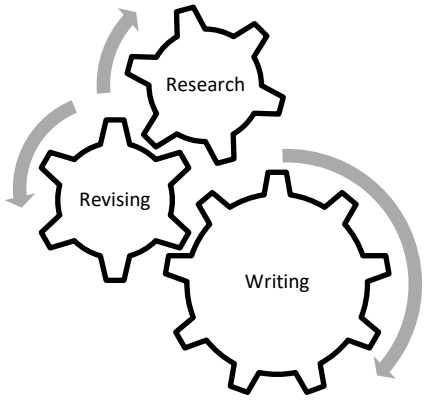
- Define the concept of writing styles and their significance in academic writing.
- Explore the difference between academic writing and other forms of writing.
- Learn about the importance of academic rules and conventions.
- Introduce different writing styles commonly used in academic disciplines.

1.1. Academic Writing and Writing Styles:

Effective writing is crucial in academic contexts because it allows us to communicate our thoughts clearly and persuasively while adhering to specific standards and rules. Academic writing is a distinct form of written expression that is characteristic of scholarly discourse. It differs significantly from conversational discourse and informal writing commonly used in everyday communication. Personal writing may serve as a means of self-expression (such as letters, messages, or email) or creative production (stories or journaling). While creative and personal writing "are informal, so you may use slang, abbreviations, and incomplete sentences. However, academic writing is formal, so you should not use slang or contractions" (Oshima & Hogue, 2007, p. 3).

As a specialized mode of expression, however, academic writing is intended to meet the requirements and expectations of the academic world, such as writing a term paper for a university class. In contrast to personal conversation or writing, it is characterized by its distinct ‘structure’, ‘objective’ and ‘formal tone’. It includes the presentation of ideas and arguments supported by evidence, analysis, and critical thinking. Moreover, it is “a major means of social communication among academic peers” (Holliday, 2002, p. 124). In writing academic texts, our aim is to contribute to existing knowledge, by presenting relevant research in the form of essays, research papers, books, theses, reviews, reports, chapters, etc. These forms or genres of academic writing present primary findings, analyses, reviews, as well as theories and concepts within a specific discipline or a particular field of study.

Academic writing is related to the research process. Various genres of academic writing follow a systematic process which involves conducting thorough investigations and research, analyzing existing literature, gathering and analyzing data, and drawing informed conclusions. Following this process of research, the researcher moves to revising and refining the structure, content and clarity of the written work. It is also important to ensure that the draft aligns with the established norms and conventions of academic writing including proper formatting, citation and referencing. Writing academic research requires the use of diverse sources, such as scholarly articles, books, and other credible references, to support with evidence the claims and arguments of the writer (). Thus, a crucial part of academic writing is respecting "codified conventions for style and language" (Thody, 2006, p.7) and for proper citing and referencing. These conventions ensure that the academic work maintains appropriate style, clarity, accuracy, and integrity, which enables effective communication among scholars and researchers. According to Fang (2021, p. 1) "academic writing involves expressing your ideas…as a response to some other person or group; and they also need to be carefully elaborated, well supported, logically sequenced, rigorously reasoned, and tightly stitched together".



1.2. Definition and Scope of Writing Styles:

Writing styles are integral to academic writing, as they play a role in shaping and enhancing writing and research. These styles provide specific rules and conventions that govern how academic writing and research should be *structured, formatted, and presented*. By following these rules and conventions, we shape our thoughts and

arguments in an organized and systematic way. Writing styles in academic writing also encompass elements such as tone, formality, structure, and referencing. These styles outline the specific rules for formal and objective writing, and formatting guidelines for elements such as citations, references, headings, fonts, margins, and overall document structure.

Writing styles vary across different academic disciplines or institutions, such as: APA (American Psychological Association), MLA (Modern Language Association), Chicago style, Harvard style, IEEE (Institute of Electrical and Electronics Engineers), among others. These different styles have their specific rules and guidelines for structuring a text, citing sources and writing and organizing the reference list or bibliography. Hence, the use of the appropriate style of writing ensures that the researchers are adhering to the norms and standards of their disciplines or institutions. Moreover, when researchers adhere to a particular style, they ensure consistency and conformity within their work, which contributes to the overall acceptability, accuracy, credibility and reliability of their work in academia (Thody, 2006).

❖ **Practice:**

✍ **Discussion Questions:**

1. How would you define the concept of academic writing based on what you have learned in this lesson?
2. What is the purpose of understanding different writing styles in academic writing?
3. Can you identify some writing styles used in your field of study?
4. In what ways do writing styles interact with aspects of academic writing?

✍ **Activity:**

Match the words in the box with the corresponding definition of the specific academic writing genres:

Essay, thesis, report, literature review, research article

1. A scholarly paper presenting the author's original research findings on a specific topic.
2. A written account of an experiment or investigation conducted in a laboratory or field setting (such as a school, a classroom).
3. A short piece of structured writing presenting an argument and analysis of a specific topic.
4. A comprehensive summary and appraisal of existing scholarly research.
5. An extensive research conducted and written for the requirements of a specific degree.

LESSON TWO:

2. Features of Effective Academic Writing

In the previous lesson, we provided an introduction to writing styles and emphasized their integral part in academic writing. In this lesson, we will delve into the important features of effective academic writing, by tackling the following parts:

- ❖ Key features of academic writing, including language, tone, objectivity, and formality.
- ❖ Plagiarism and how to avoid it to promote ethical writing practices.

2.1. Fundamental Elements of Academic Writing:

2.1.1. Academic writing is clear and uses concise language:

Academic writing uses clear and precise language. When writing academic texts, we need to use language that is easily understood by our readers. We need to avoid unnecessary jargon, or very complex sentence structures. It is very important to present our ideas in a straightforward precise manner, writing simple sentences (and sometimes longer) and paragraphs. It is very important to consider "clarity a priority, and avoid writing very lengthy sentences with several clauses" (Bailey, 2015, p.7). The more practice the more proficient the student gets in writing longer sentences. Overall, it is crucial to ensure that the text is written effectively and our thoughts communicated easily.

2.1.2. Academic writing is well-Structured and organized:

A well-organized structure is importance in academic writing to guide readers through our ideas. Academic texts start with an introduction that provides an overview and background information and context for our topic, and clearly states our thesis statement. The body of our text has to be divide into paragraphs, each focusing on a single main point or idea. Paragraphs have topic sentences to introduce the main idea and maintain a logical progression of ideas. In writing academic papers and theses, we need to use headings and subheadings to provide a clear structure and signposts to

clearly indicate the content of different sections. Academic texts provide a conclusion to summarize the content of the body.

2.1.3. Academic writing is well documented

In academic writing, the use of references is necessary. It is crucial to use relevant and evidence to back up your claims and arguments. Evidence should come from reliable and credible sources such as scholarly articles, theses or dissertations, books, or authoritative websites. This takes the form statistics, quotations, etc. When using external sources, it is important that the evidence is directly relevant to your arguments and supports the claims you are making. In order to avoid plagiarism and give credit to the original author(s), it is important to use proper citations and reference all the sources that you have cited in your text.

2.1.4. Academic writing is formal:

Academic papers and texts use an academic formal style. A formal style of writing renders your work more ‘academic’, ‘authoritative’ and ‘informative (Fang, 2021), as opposed to informal style used in personal writing. In order to write in an academic style, you can use formal vocabulary such as formal nouns, adjectives, verbs or adverbs. Second, use technical terms or register that is specific to your subject area rather than non-technical terms. Third, use precise and concise language, rather than conversational, colloquial language, slang or idioms (e.g. part and parcel, one in a million). Formal academic style avoids the use of phrasal verbs (e.g. carry out, get off, come up) and direct questions. Equally, contractions (e.g. can’t → cannot, doesn’t → does not) should be avoided in academic writing. Students are also advised to use formal negative forms in their texts (e.g. The study didn’t yield any new results → The study yielded no new results).

2.1.5. Academic writing is objective

In academic writing the students have to present their ideas and arguments in an objective way, striving to maintain an impersonal style. This means that subjective and

emotive language should be avoided. In addition, instead of expressing their opinions, beliefs and judgments regarding different issues, they focus instead on presenting their claims and arguments supported by evidence in a concise way, using a formal tone. As Srivastava (2012, p. 42) has rightly remarked academic writing "should always aim to be objective and respectful of others' opinions; bearing in mind that it is not a forum for emotive language or strong personal opinions".

For our writing to be objective, we can use third person pronouns, impersonal passive structures (e.g. it is reported that, it is claimed to be), passive voice, neutral phrases (e.g. research suggests), model language (e.g. the results of the study may have neglected).

2.1.6. The Use of Personal Voice in Academic Writing:

Voice in academic writing has been defined as: "the representation of self, identity and authorial presence reflected in the writer's autonomy of thoughts" (Matsuda, 2001 in Barnawi, 2011, p. 192). It also refers to the stance, thoughts and words of the writer. Voice helps to strengthen one's argument. However, there is controversy among researchers on how to promote personal voice in writing.

Hyland (2002, p. 1091) believes that "the most visible manifestation of such an authorial identity is the use of first person pronoun". However, the use of 'I', 'my', 'we' in writing can be problematic especially among students who are not instructed about the importance of expressing their voice in writing and are not advised by teachers to explicitly present themselves through the use of first person pronouns. While Hyland argues that 'I' is a powerful means and a successful key element of academic writing, others believe that it does not promote formality in writing and better to avoid using it. In APA style, writers are encouraged to use first person pronouns "to describe their work and personal reactions. This will help readers to "clearly understand when you are writing about your own work and reactions versus those of other researchers" (APA, 2022).

2.2. Plagiarism

Plagiarism is a term used to refer to the use of others' work or ideas intentionally or unintentionally without acknowledging the source. The latter can be any published or unpublished, written or spoken material including printed, electronic or media sources.

Plagiarism is a serious practice that can be avoided by learning how to properly cite and reference sources, as well as enhancing students' note-taking and paraphrasing techniques. Students are advised to read the 'Rules related to plagiarism prevention and detection', as published in an official Order No. 1082 (December, 2020) by the Ministry of Higher Education and Scientific Research. This decree defines plagiarism and outlines the measures and procedures to be taken against it. It is important for students to familiarize themselves with these guidelines to ensure they understand what constitutes plagiarism and the consequences that may follow.

❖ **Practice:**

✍**Activity One:** Underline all the examples of subjective language in the following paragraph. Then, rewrite it using a more objective and more formal style.

Voting can actually make people better citizens in some pretty cool ways. When folks vote, they start paying more attention to politics and get clued in on the stuff that affects them. It's like a wake-up call that gets them more involved. And you know what? Voting also ramps up community participation, just like that smart dude John Stuart Mill said a century ago. Studies even show that people who vote are more active in their communities compared to those who skip out on voting. Now, I gotta admit, it's not just about voting itself, but it's more about the kind of folks who choose to vote. I think that voting encourages folks to volunteer and get more engaged in government stuff. How awesome is that?

_____
_____
_____
_____

✍**Activity Two:** Identify informal words or phrases in the following sentences and replace them with a formal and objective alternative.

1. In this study, we sought people who are really into shopping.
2. I believe that the research findings suggest a strong connection between stress and shopping.
3. This experiment proves that our hypothesis was correct.
4. In my opinion, the school should hire good ICT teachers. It's important for the future.
5. The results of the study turned out to be really interesting.

LESSON THREE:

3. Styles of Writing and Referencing

Objectives:

By the end of this lesson, students will be able to:

- identify the purpose of proper use of styles of writing.
- understand how these styles are used in academic contexts.
- demonstrate knowledge of different styles of referencing.

3.1. Purpose of writing styles:

Writing styles are essential in academia as they serve several important purposes:

3.1.1. Following disciplinary or institutional conventions:

Different academic disciplines and educational institutions may have specific writing styles and referencing formats that they require students and researchers to follow. These styles establish conventions and rules to assist writers or researchers to maintain consistency and facilitate efficient communication within the field of research. At university, adhering to the specified writing style set by the department or program of study helps the student to demonstrate an understanding of the norms and expectations of the educational institution. Mastery of these conventions is like an "admission ticket to academia…To gain this acceptance, establishment mores must be followed, the establishment being editors, referees, thesis examiners, professorial promotion committees and research funders" (Thody, 2006, p.8).

3.1.2. Avoiding plagiarism:

The use of standardized forms of citations and referencing, specific to a style of writing, helps the student to avoid plagiarism. According to Moore et al. (2010, p. 116) "Referencing your sources properly is an important protection for you against accusations of plagiarism". It helps you cite the information and ideas from external

sources and provides at the end of your text in the reference list or bibliography additional details to locate these sources. By referencing sources and giving credit to original authors, the students demonstrate academic integrity and a commitment to the ethical guidelines set by their institution.

3.1.3. Enhancing credibility and reliability of research writing:

The appropriate use of writing styles, and proper citations and referencing contributes to the overall credibility of your own work. It allows your teacher, supervisor or any reader to verify the claims you provided and explore additional ideas and readings. Moreover, when you cite relevant sources, you provide a wider understanding of the context of your research within the broader field of study. This contributes to the overall credibility and reliability of your research.

3.2. Common Writing and Referencing Styles:

There are different discipline-specific styles setting the norms and conventions for academic writing and research. These styles instruct writers and researchers to properly and accurately cite and reference sources. Each style has its own specific rules regarding elements of writing and formatting texts as well as citing of different sources. Some institutions and research bodies have set up their own guides or manuals with detailed instructions and guidelines to writers and students.

There are many styles of writing, common ones include:

1. **APA (American Psychological Association)** :

It is used in the fields of social sciences, health, education, and psychology. APA style provides guidelines for formatting papers, citing sources in the text, and creating a reference list at the end of the document. The latest APA manual (7th edition) was published in 2020.

2. **MLA (Modern Language Association) :**

It is used in the field of humanities, literature, and language studies. MLA style provides rules writing in-text citations, and also provides guidelines for creating a list of 'Works Cited' at the end of the document. The latest MLA style handbook (9th edition) was published 2021 (MLA, 2021).

3. Chicago/Turabian:

This style is often used in philosophy, history, arts, religion, social sciences and natural sciences. It offers two styles: Chicago Style for publishers and professionals and a shorter Turabian Style for writing student papers, theses and dissertations. Both styles provide guidelines for citing sources in the text, and creating a reference list or a bibliography. The Turabian style is a presented in a shorter manual called *A Manual for Writers of Research Papers, Theses, and Dissertations* (2018), which slightly modifies *The Chicago Manual of Style: The Essential Guide for Writers, Editors and Publishers* (2017). Chicago/Turabian style provides two variations: 'the notes and bibliography style' and the 'author-date style'. The former is used in the field of humanities, while the latter is common in the natural and social sciences. (See section 3.4 for an explanation of the notes and author-date style).

4. Harvard or 'author-date' style:

The Harvard style is used both in natural sciences and education. It guides writers to cite sources within the text and creating a reference list at the end of the document. According to the University of Harvard, this system of referencing has no connection with the university but it is 'a misnomer'. Chernin (1988, p. 1062) explained that this system "is nothing more than a way of citing references – by author and year, usually in parentheses—in the text of scientific articles".

3.3. A reference list or a bibliography?

In some styles of writing a clear distinction is made between a reference list and a bibliography, which are placed at the end of the document. While a reference list includes all the sources cited in the assignment or the text, which "specifically support

the ideas, claims, and concepts in a paper" (APA, 2022), a bibliography includes these sources and in addition, other sources which are not cited but were consulted, as additional readings, in preparing and writing the text. APA style, Chicago and Harvard style clearly make a distinction between the two. On the other hand, MLA style places focus on the in-text citations, and includes a 'Works Cited' page at the end of the assignment, which outlined in details all the sources cited in the assignment.

3.4. Notes, footnotes, endnotes:

Another feature of writing styles is the use of notes. Chicago/Turabian style offers two variations: the *author-date style* (author year) and the *notes and bibliography style* where notes are provided to show full citations in the text, together with bibliography entries at the end of the assignment (CMOS, 2021). This is an example of the two styles:

Notes and Bibliography:

NOTE

1. Mary Rowlandson, "The Narrative of My Captivity," in *The Making of the American Essay*, ed. John D'Agata (Minneapolis: Graywolf Press, 2016), 19–20.

BIBLIOGRAPHY ENTRY

Rowlandson, Mary. "The Narrative of My Captivity." In *The Making of the American Essay*, edited by John D'Agata, 19–56. Minneapolis: Graywolf Press, 2016.

Author-Date:

IN-TEXT CITATIONS

(Kitamura 2017, 25)

REFERENCE LIST ENTRIES

Kitamura, Katie. 2017. *A Separation*. New York: Riverhead Books.

Note. from the Chicago Manuel of Style Online

MLA style (MLA, 2021) has also provided guidelines for authors the use either footnotes or endnotes. The former is used in the body of the assignment, at the bottom of the page, while the latter is used at the end to provide additional information, or

explanation that may disrupt the flow of the text. Sources cited in the footnotes or endnotes must be also included in the 'Works Cited'.

❖ Practice:

✍ **Activity One:** Read the statements below and identify the writing style being described. Choose from the box:

MLA Style, Harvard Style, APA Style, Chicago Style

1	A writing style that is commonly used in the field of natural sciences, including physics.	
2	A writing style that is typically used in the humanities, such as literature or language studies	
3	A writing style which provides guidelines on how to use footnotes or endnotes for in-text citations.	
4	A writing style that is widely used in scientific research papers	
5	A writing style which provides a notes and bibliography system	
6	A writing style that is also referred to as author-date system.	
7	In this style, the reference list is called 'Works Cited'.	

✍ **Activity Two:** Decide whether the following statements are true or false (Justify)

1. APA style latest edition is the 5th edition.
2. MLA style recommends using footnotes for citations.
3. APA style requires the use of in-text citations to acknowledge the sources of information.
4. In MLA style, the year of publication and page number are included in parentheses for in-text citations.
5. APA style uses footnotes or endnotes for in-text citations and a corresponding bibliography at the end of the document.
6. Harvard style recommends the use of notes for additional explanatory or bibliographic information.

LESSON FOUR:

4. Referencing

Objectives:

By the end of the lesson, students are expected to learn:

- **When** they should reference sources.
- **How** to reference sources in the style adopted by their university or department.

4.1. When to reference?

An important element of writing your assignment is referencing the sources you have cited as 'evidence'. The students can use evidence from different reliable and reputable sources, in the form of 'quotations', 'definitions', 'statistics', 'tables', 'figures', 'diagrams', 'photos', etc. Reasons for referencing sources include:

1. To back up your claims and give credibility to the evidence you presented.
2. To enable other researchers or readers to locate the sources you have cited and to use the same evidence for their own research.
3. To enable your teachers or readers to verify the truthfulness and validity of the arguments and evidence you have presented.
4. To demonstrate that you are knowledgeable about the subject of your research and show that you have consulted enough sources.
5. To avoid plagiarism and enhance academic integrity by acknowledging original authors. (Moore et al, 2010, p.113)

4.2. How to reference?

The referencing style used by the students' institution lays out the rules and conventions for how to cite sources. Alternatively, students are required to learn and adopt the style required by their supervisor or tutor. Although there are many writing and referencing styles (the student may refer to the previous lesson), they can be categorized as: **name referencing** and **number referencing.**

4.2.1. Name referencing

Name referencing refers to the use of the last name of the author(s) or creator in the main text of the assignment, along with the year of publication and the page number, if the source is printed (Moore et al. 2010). By including this information between parentheses, you are creating **a citation**. A citation provides only partial information about the cited source. The complete details of the source are provided in a full entry placed in the list of "References" or "Bibliography" at the end of the written assignment. Entries in the reference list or bibliography, which are linked to the in-text citations, have to be organized alphabetically.

The are many referencing styles that use the name referencing system, some of these include:

- **Harvard (author-date) style.**
- **APA (American Psychological Association) style.**
- **MLA (Modern Language Association) style.**
- **Chicago (author-date) style**

4.2.2. Number referencing

Number referencing refers to "the use of consecutive or recurrent superscripts or bracketed numbers in the main text of an assignment" (Moore et al, 2010, p.114). Citation in the number referencing system are also linked to the complete details of the source given either in 'footnotes' or 'endnotes'.

The are many referencing styles that use the number referencing system, such as:

- **British Standard style.**
- **MHRA (Modern Humanities Research Association) style.**
- **OSCOLA (Oxford Standard for Citation of Legal Authorities) style.**
- **Vancouver style.**
- **IEEE (Institute of Electrical and Electronics Engineers) style.**

Different academic disciplines or associations are often associated with specific referencing styles. The APA style, for instance is often used in fields such as psychology, education and the social sciences and it is affiliated with the American Psychological Association. Modern Language Association is used in the fields of literature and language studies. In many engineering departments, the IEEE (Institute of Electrical and Electronics Engineers) style is commonly employed by researchers.

Nevertheless, among the various styles, APA style has been adopted widely and is endorsed within Algerian higher education universities and across many departments.

4.3. Key Features of APA Style:

APA style has several key features, and rules about formatting papers, and citation guidelines, which are summarized in the table below. Students are advised to refer to the complete APA (2020) manual for further details.

Table

APA Style Key Features

Key Features	Formatting	Citation Guidelines
Emphasizes clarity, conciseness, and objectivity in scientific writing.	Double-spaced, 12-point Times New Roman font.	In-text citations include the author's last name and publication year (Smith, 2020).
Uses in-text citations and a reference list.	One-inch (2,54 cm) margins on all sides.	Direct quotations require page numbers, for e.g. (Smith, 2020, p. 45).
Includes the author's last name and publication year in the in-text citation.	Title page with running head, page numbers, and author affiliation.	Reference list entry includes the author's name, publication year, title, and source details. for example: (Smith, J. (2020). *Academic Writing and Research*. London: Routledge)
Includes a DOI (Digital Object Identifier) for online sources when available.	Abstract summarizing the main points of the paper (if required).	
Provides guidelines for formatting headings, tables, figures, and the overall structure of the paper.	Section headings and subheadings to organize the content.	
	References page with hanging indentations.	

Note. from APA Style Manual (7th edition)

LESSON FIVE:

5. Citation Basics in APA Style

5.1. What is a citation?

A "citation" in simple terms is a partial reference within the text (also known as in-text citation) to show that a certain material in your work was taken from another source. It also gives your readers the information necessary to find which source you have used in your text, and helps them location details of that source on the reference list or bibliography.

5.2. How do you cite sources in you Assignment?

- In the text of an assignment, write between parentheses the surname or family name of the author(s) or the organizational name, plus the year of publication and the page number.

  - **For example:** (Johnson, 2019, p. 40)

- List all the cited references in full, and in alphabetical order, at the end of the assignment.
- Ensure that the names and dates used in the citation are linked with the names and dates used in the full reference entry.

  - **For example:** Johnson, J. A. (2019). Constructing Data Ethically. *Advancing the Ethical Use of Data in Higher Education, 1(*182), pp. 35-50. https://doi.org/10.1002/ir.20306

Thus, in the text you give a partial reference (i.e. an in-text citation). This includes the last name of the originator of the source, followed by the year of publication. An originator can be the author(s), creator, or the name of an organization, including website names. Lengthy names of organizations can be abbreviated, providing you explain the citation in the full reference.

- **For example:** Ministry of Higher Education and Scientific Research (MHESR).

5.3. Where should citations be inserted?

Citations (for e.g. (Smith, 2020, p. 40)) are the names that you place **into the text** of your assignment to identify the source of evidence presented. Whether you are quoting, paraphrasing or summarizing material in your text, you always need a citation. The citations used in APA are the surnames of authors or originators of the source in question, followed by the year of its publication and a page number, for e.g. (Smith, 2020, p. 40). These citations should connect with the full detail of the source contained in an alphabetical **list of references at the end** of the assignment.

5.4. Narrative or Parenthetical in-text citation format in APA style:

In APA style, in-text citations have two different formats, known as parenthetical and narrative (APA, 2022).

- In parenthetical citations, the author name and publication date appear in parentheses.

- **For example:** (Kaplan, 2018), or (see Kaplan, 2018, for more details)

- In narrative citations, the author last name is incorporated into the text as part of the sentence and the year follows in parentheses. Signal phrases or reference verbs are often used to provide some context and integrate what is being cited (a quotation, paraphrase) within the main text.

- **For example**: According to Kaplan (2018) "…", Kaplan (2018) argued/claimed that…

5.5. What do you include in the reference or bibliography list?

References include, usually in the following order, this basic information:

- The family name, followed by the initials (or personal name) of the author(s).

- **For example: Smith, J.**

- The year of publication of the source.

- **For example: (2020)**

- The title of the main source – in italics– and edition number, if relevant.

- **For example: *How to Write a Research Paper***

- The place of publication, followed by name of publisher.

- **For example: London: Sage Publications**

So the complete reference entry will be like this one:

- Smith, J. (2020). *How to Write a Research Paper*. London: Sage Publications.

Depending on the type of the source, references may also include the following information:

- Edited book: Names of editor(s), title of the chapter, title of the edited book.
- Website: Full website URL, accessed on.
- Journal articles : Volume, issue, page numbers, Digital Object Identifier information (DOI), URL if applicable.

Note that the in-text citation in APA style differs from a citation in MLA, which includes only the author(s) last name and the page(s) number in parentheses.

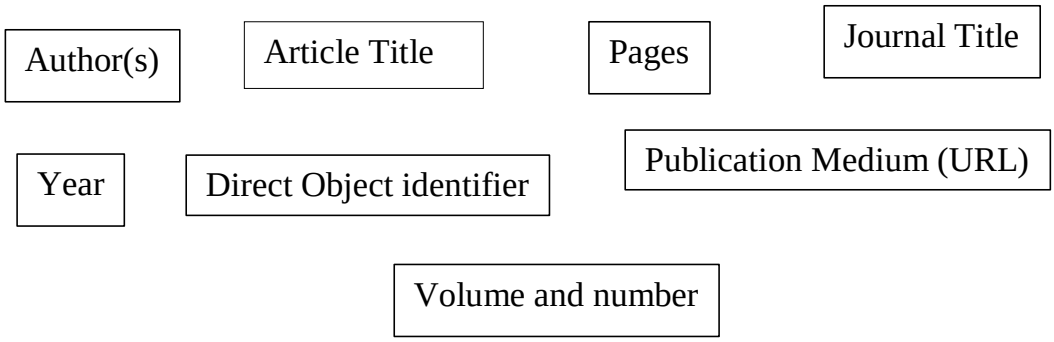
- **APA in-text citation:** (Anderson, 2004, p. 69)
- **MLA in-text citation**: (Anderson 69)

❖ **Practice:**

✍ **Activity One:** Place the APA reference entry parts in the examples below according to where they belong.

Holstein, K., McLaren, B. M. & Aleven, V. (2019). Co-Designing a Real-Time Classroom Orchestration Tool to Support Teacher-AI Complementarity. *Journal of Learning Analytics,* 6(2), 27-52. https://eric.ed.gov/?id=ED618924

Wegerif, R. (2008). Dialogic or dialectic? The significance of ontological assumptions in research on educational dialogue. *British Educational Research Journal*, 34(3), 347-361. DOI: 10.1080/01411920701532.



✍ **Activity Two:** Create an in-text citation and a reference entry for the following sources, using the APA style:

Source information	In-text citation and reference entry
Book: Author: Adam Twain Title: "The Art of Teaching" Publisher: TESOL Publications in London. Year: 2020	
Journal article: Author: Miriam Clark Year: 2022 Title: "The Impact of Blended Learning on Students' Academic Achievement" Journal: Educational Studies Volume: 12 Issue: 3 Pages: 45-60	
Website: Author: World Climate Association Year: 2019 Title: "Climate Change" Website: www.example.com/climateschange Accessed: January 30, 2022	

LESSON SIX:

6. Guidelines for Writing a Master's Thesis

A master's thesis is a research project undertaken by students pursuing their master's degree under the supervision of an advisor. It presents the students' general contribution to the chosen field of study. Like other academic genres, a master's thesis responds to existing debates in scholarly literature and "will bring new evidence or arguments to bear upon the topic" (Bailey & Scarrow, 2010). Hence, they must conform to the norms and standards pertaining to academic writing and scientific research. Students writing their master's theses should maintain academic integrity and adhere to formal styles of citing and referencing.

Successful writing of a master's thesis requires effective organization of its structure, format and layout. Before submitting their work for evaluation, students are advised to complete all the required sections of their theses in accordance with the guidelines presented in this lesson. They are also advised to follow the layout of the thesis presented in the sample template available at the web site of Faculty of Letters and Languages at the University of Medea.

6.1. Composition and structure of a Master's Thesis:

The format of a monograph thesis consists of four required main sections including: preliminary pages, main body of the thesis, references and appendices. These sections should be placed in the order presented in the figure below. The overall structure of a master's thesis may include elements that align with the IMRaD (or IMRAD) framework, depending on the nature of the research being conducted. IMRaD, which stands for **introduction, methods, results, and discussion** is a standard structure of empirical research studies and original research articles (Hall, 2013). In addition, the master's thesis includes the literature review section which presents the theoretical and/conceptual framework and previous studies, a general conclusion, references and appendices. It remains important that the student consults their advisor to understand their advisor's and institution's requirements and expectations.

Figure

Master's Thesis Structure

Preliminary Pages
Title Page
Declaration
Dedication (optional)
Acknowledgments
Abstract (English and Arabic required)
List of Tables
List of Figures
List of Abbreviations/Symbols/ Glossary Terms (if applicable)
Contents (all relevant sub-divisions of the thesis, including the titles of chapters, sections and subsections)

Main Body
General Introduction
The main text of the thesis (divided into chapters, sections, subsections, etc.)
General Conclusion

References

Appendices

6.1.1. Content of preliminary pages:

Preliminary pages are an important section of a thesis. The content of these pages is explained below.

- **Title page:** The title page includes the following elements, listed in the same order:
  - The name of the institution, faculty, department.
  - A complete title and the subtitle (if any) that describes concisely and adequately the content of the thesis.
  - The qualification which refers to the academic degree or qualification being pursued by the student.
  - The name of the student(s) and the supervisor of the thesis
  - Panel of Examiners: names, rank, and affiliations.

- Submission month and year (the students use the month and year that you are completing their theses).

- **Declaration:** The student includes a signed declaration to testify that the thesis is a presentation of their original research work.
- **Dedication:** The student has the option to dedicate their thesis to someone or a group of people, either through a single sentence or an entire paragraph
- **Acknowledgements:** In this section, the student acknowledges any technical assistance (e.g., access to a lab, school, etc.) and expresses gratitude for the help and support received from their supervisor, friends, and family. This acknowledgment should be written in a formal tone and style. It is important to note that this section should not be confused with the dedication.
- **Abstract (in English and Arabic):** The student provides a clear and concise summary of the central aim of the research, its significance, methodology, main findings, and conclusions, both in English and Arabic.
- **List of Tables:** This includes all the tables appearing in the thesis. Tables should be numbered using Arabic numerals, either consecutively or by chapter. The students should be consistent in the style used for the placement of table captions, and ensure to mention the page number on which each table appears.
- **List of Figures:** It is the same as the list of tables
- **List of Abbreviations (or symbols):** It is a list that includes a key to standard and non-standard abbreviations, symbols, or acronyms used in the thesis. Any term should be provided in full when mentioned for the first time, followed by the corresponding abbreviation or symbol in brackets.
- **Glossary of Terms:** This is an optional list of definitions of specialized terms or technical words or phrases used in the thesis.
- **Contents:** It outlines all the different parts of the thesis (chapters, sections, sub-sections). Use correct formatting to create the table and page numbers that correspond with the exact page numbers in the text.

6.1.2. Thesis Main Body

The main body of the thesis is typically divided into an introduction, a conclusion and four key chapters (or as determined by the supervisor), which may further be divided into sections and subsections.

1. **General Introduction:** The general introduction sets the context and background to the study. It defines the research problem, the research purpose and objectives, research questions and hypotheses (if any), alongside the significance of the study. It also outlines the methodology, thesis structure and provides definition of key terms, which appear in the abstract.

2. **Main Text:** The main text of the thesis is divided into four chapter.

- **Chapter One:** Literature Review

The literature review should provide a valid rationale of the relevant theoretical implications and an analytical appraisal of quality literature about the research topic.

- **Chapter Two:** Methods and Procedures

The methods and design of the research study should be justified and the procedures used in the research should be well explained.

- **Chapter Three:** Results and Discussion

This chapter is a systematic analysis and an interpretation of the data obtained, based on appropriate methods of data analysis, should be clearly set forth.

- **Chapter Four:** General Findings, Implications, and Limitations

This chapter includes thorough discussion of findings and their significance, which should be based on theoretical underpinnings, synthesis and reference to data and evidence from the literature review to answer the research questions. Besides, there should be a summary of key findings. Implications should flow logically from the findings, and suggestions for further research, and limitations of the study should be well explained.

3. General Conclusion: The general conclusion clearly summarizes the skeleton of the whole thesis, reiterates the research purpose, significance, research method and key findings and conclusions.

6.1.3. Content of the Reference List and Appendices

1. Reference list: The reference list is placed at the end of the thesis before the appendices. Students should list all the sources that were cited in the thesis. The reference list should consist of relevant and quality sources, including both primary and secondary sources. The reference entries are arranged in alphabetical order, with each entry double spaced. The formatting includes a hanging indent of ½ inch, where the first line of each reference is aligned left and subsequent lines are indented. The APA style of citation and referencing (7th edition) should be consistently used throughout the thesis.

2. Appendices: In the appendices, students may include any material of considerable length or detailed lists, documents, commentaries, tables, or other evidence that, if included in the main text, would interrupt its flow. Each appendix should be given a concise title, and if multiple appendices are used, they can be numbered or labeled with letters (e.g., Appendix A, Appendix B).

6.2. Formatting and Layout Requirements:

6.2.1. Headings:

Theses should consist of appropriate headings and subheadings, written in bold type, that are well-defined and labeled (such as Abstract, Acknowledgements, Introduction, Method and Procedures, Results and Discussion, Implications and Suggestions). Students use headings and subheadings to organize the material in each section of the thesis. Full capitalization should be used for headings. Additionally, each heading and subheading in the thesis must be listed in the table of contents, with corresponding page numbers that match the exact page numbers of the headings and subheadings in the main text. All subheadings should be indented.

6.2.2. Font:

The students should use a standard Times New Roman font consistently throughout the thesis. The font size for all text should be 12 point. However, it is permissible to use a font size of 13 point in chapter titles, headings, tables, figures, and appendix material. It is recommended to maintain the same font whenever possible. If charts, graphs, or spreadsheets are imported from Microsoft Excel or another source, it is acceptable to use different fonts. Book and journal titles, foreign terms, and scientific terminology should be italicized. Boldface can be used for headings and subheadings within the text. It is advisable to verify with your supervisor whether they suggest a font size of 12 or 13 point for your specific thesis.

6.2.3. Title:

The students should write the title of their thesis in mixed case, where they capitalize the first and last words as well as all nouns, pronouns, adjectives, verbs, and adverbs. However, they should use lowercase for articles (a, an, the), coordinating conjunctions (and, but, or, for, nor), and prepositions, unless these words appear as the first or last word of the title or subtitle. It is important for the students to write acronyms in full within the title.

6.2.4. Tables and Figures:

Tables and figures may be used in a thesis to present large amount of data or information. All types of 'visual displays' are figures (e.g. graphs, charts, maps, etc.). Next to the visual displays, tables provide a display of data in columns and rows. The students should follow the APA style (7th edition) guidelines to create consistent and clear tables and figures. For more instructions, consult this page: https://apastyle.apa.org/style-grammar-guidelines/tables-figures.

6.2.5. Margins:

Page margins should be 2.54 cm from top, bottom, and right. To allow for binding, reading, and reproduction, the margin on the binding edge of the page must be 3 cm (i.e. the left-hand edge must be 3 cm).

6.2.6. Spacing:

The whole text should be double-spaced, including references. The thesis should be written in Times New Romans 12 pt. Block quotations, tables and figures, titles longer than one line, and individual reference entries may be single-spaced. After chapter titles and major section titles (Dedication, Acknowledgements, Table of Contents, List of Tables, List of Figures, List of Abbreviations, Appendices, and Reference List), use double-spacing. Use only one blank space after each heading.

6.2.6. Pagination:

Lowercase Roman numerals should be used to number the preliminary pages of the thesis (ii, iii, iv, etc.). The title page is considered to be page one (i), but do not number this page. All other pages should have a page number centered at the bottom of the page. Arabic numerals begin on the first page of text (i.e. the first page of the General Introduction). Consecutive Arabic page numbering should be used throughout the remainder of the document, including the reference list and the appendices.

6.2.7. Numbers and Numerals:

Use scientific and academic writing conventions to write numbers and numerals in your thesis. Students should use numerals to express numbers 10 and above, and use words to express numbers zero through nine (APA, 2022). The APA style presents more details here: https://apastyle.apa.org/style-grammar-guidelines/numbers/numerals.

6.2.8. Thesis Length

A master's thesis length should not exceed 80 pages. This total page count includes all the text, in addition to the reference list and any appendices. The chapters of the thesis should be approximately of the same length.

6.3. A Master's Thesis Template:

A sample template is provided by the Department of Foreign Languages (English Section) at University Yahia Fares of Medea to assist students in formatting their theses to achieve uniformity. It ensures that theses submitted within the Linguistics master's program maintain a consistent and professional appearance. Moreover, the template serves as a helpful guideline for structuring and organizing various elements, such as

title pages, table of contents, chapters, headings, citations, and references. By using this template, students can adhere to the required formatting guidelines established by the department and the institution.

7. Practical Exercises

✍***Exercise 1:*** **Suggest the appropriate in-text citation for the following references**

1. Stratton, J. (1999). *Critical thinking for College students*. Maryland: Rowmand & Littlefield Publications, inc.
   .....
2. Veccia, S.H. (2004). *Uncovering our history: Teaching with Primary Sources*. Illinois: ALA Editions.
   .....
3. Swartz, R.J., Smith, J.& and Mort, H. (1986). Restructuring the Curriclum for Critical thinking. *Educational Leadership*, 43(8), 43-44.
   .....
4. Clyne, M. (1983). Culture and Discourse Structure, in L.E. Smith, (ed.) *Reading in English as an international language*. London: Prentice Hall, pp. 163-167.
   .....

✍***Exercise 2:*** ***Is it plagiarism?*** **Which of these scenarios do you think would be regarded as plagiarism by most institutions of higher education? Tick either 'Yes' or 'No'.**

Scenario	Yes	No	Reason
You see a useful article on an Internet site that will be helpful in your assignment. You copy 40 per cent of the words from this source, and substitute 60 per cent of your own words. You don't include a source, as no author's name is shown on the site.			
When paraphrasing a definition found on a website and when no writer, editor or author's name is shown			
When summarizing undisputed and commonplace facts about the world.			
When including in your assignment photographs or graphics that are freely available on the Internet and where no named photographer or originator is shown.			

(Source: Moore et al., 2010)

Exercise 3: **Rewrite the following list of references using the APA (American Psychological Association) style. Then give appropriate in-text citations for each reference entry below. (already corrected)**

References

Alonso, R. (2007). *The IRA and Armed Struggle*. New York: Routledge.

Smith, J. (2002). *Making the Peace in Ireland*. London: Pearson Education Ltd.

Elliott, M. (2002). *The Long Road to Peace in Northern Ireland.* Liverpool: Liverpool University Press.

Said, E. W. (1993). *Culture and Imperialism*. New York: Random House Ltd.

Facione, P. A., (2000). The Disposition toward Critical Thinking: Its Character, Measurement, and Relationship to Critical Thinking Skills. *Informal Logic*, 20(1), 61-84

Brookfield, S. D. (1991). *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. Jossey-Bass, California.

Norris, S. P. (1985). Synthesis of Research on Critical Thinking. *Educational Leadership*, 42(8), 40-45. Retrieved in March 2011 from <http://stallion.abac.peachnet.edu/bray/synthcritthink.pdf>.

✍ ***Exercise 4:*** **Look at the following three brief extracts from assignments and decide if a citation is necessary, and if so, where it should go. Mark the place of the citation in the text with X. (already corrected)**

1. A major study of British school leavers concluded that parents had a major influence on the kind of work entered by their children **X**. The children were influenced over a long period of time by the values and ideas about work of their parents . A later study reached the same conclusion, and showed a link between the social and economic status of parents and the work attitudes and aspirations of their teenage children **X** .
   Comment: The above extract refers to two different studies, so you need to cite both of these. You have some flexibility about where the citations should go. For example, the relevant citations could also have been placed after the words 'study' in lines 1 and 4. The important point is to make the connection between statement and source as obvious and clear as possible.
2. Climatologists generally agree that the five warmest years since the late nineteenth century have been within the decade 1995–2005, with the National Oceanic and Atmospheric Administration (NOAA) and the World Meteorological Organization (WMO) ranking 2005 as the second warmest year behind 1998 **X**.
   Comment: The sources of all statistics and information originating from named sources, such as the NOAA and WMO, should always be fully referenced.
3. It has been argued that federalism is a way of making sense of large organizations and that the power and responsibility that drives federalism is a feature of developed societies and can be extended into a way forward for managing modern business because 'it has been designed to create a balance of power within an institution. It matches paradox with paradox' **X** .
   Comment: If you use the term, 'It has been argued . . .', you need to cite who has presented this argument. As a quotation is included, you can show the source of the argument and quotation – assuming they are from the same source – immediately after the quotation. If the quotation is taken from a printed source, show the page number, as well as the author's name and year of publication, as this helps others to easily locate the quotation in the source cited, e.g. (Handy 1994: 98).

(Source: Moore et al., 2010)

✍ ***Exercise 5:*** **Below are six statements that are made by some students for not referencing a particular source in the text of an assignment. They all start with 'I didn't reference the source because . . .' What would, or might, you say in response to these statements?**

Statements	Response
I didn't reference the source in the text of the assignment because I put the source in the bibliography.	
I didn't reference the source because I found this theory on a Wiki Internet site; anyone can contribute to these, and no particular author is named.	
I didn't reference the source because the statistics were taken from a government website - there for the whole world to see and use.	
I didn't reference the source because it just gave me ideas to use in my assignment; I changed most words in the article to my own.	
I didn't reference the source of the definition because it was from a tutor handout; everyone in class was given a copy.	

(Source: Moore et al., 2010)

✍ ***Exercise 6:*** **When is a reference necessary in an assignment? Decide if a reference to a source is needed in the following situations, and tick either 'Yes' or 'No'.**

1. When quoting directly from a published source.
2. When using statistics or other data that are freely available from a publicly accessible website.
3. When summarizing the cause of undisputed past events and where there is agreement by most commentators on cause and effect.
4. When paraphrasing a definition found on a website and when no writer, editor or author's name is shown.
5. When summarizing or paraphrasing the ideas of a key commentator or author, but taken from a secondary source, e.g. general reference book.
6. When summarizing in a concluding paragraph of your assignment what you have discussed and referenced earlier in your text.
7. When including in your assignment photographs or graphics that are freely available on the Internet and where no named photographer or originator is shown.

8. When emphasizing an idea you have read that you feel makes an important contribution to the points made in your assignment.
9. When summarizing undisputed and commonplace facts about the world.

(Source: Moore et al., 2010)

✍***Exercise 7*:** **What information is required in a full reference entry? Identify and summarize the nature of any errors that you spot in the list of references below.**

1. www.bbc.co.uk/bob/callcentres/ [Accessed 09/08/2004].
2. Business Strategies (2000) Tomorrow's Call Centres: A Research Study.
3. Department for Trade and Industry (2004) The UK Contact Centre Industry: A Study. [Report]. London: Department for Trade and Industry.
4. Health and Safety executive. Psychosocial Working Conditions in Great Britain in 2004.
5. Huws, U. (1999) Virtually There: the Evolution of Call Centres. [Report]. London: Mitel Telecom Ltd.
6. Huws, U. (1993) Teleworking in Britain: A Report to the Employment Department. Research Series No 18, Oct 1993. London: Department of Employment.
7. Huws, U. (1996) eWorking: An Overview of the Research. [Report]. London: Department of Trade and Industry.

(Source: Moore et al., 2010)

✍***Exercise 8*: Write a reference list using APA style for the following sources, and give their corresponding in-text citations.**

- A book published in 2000 in Oxford written by Emily Thomas. The title of the book is: The Meaning of Travel: Philosophers Abroad and the publisher was Oxford University press.

.....
.....

- An article in the journal: Arab World English Journal. It was written in 2016 by Wafaa Fallatah. The title of the article is: Features of Saudi English Research Articles Abstracts. It was published in volume 7, number 2, and it is from page 368 to page 379.

.....
.....

- A book by A. Fox and G. Berman written in 2023. The title is: Gradual: The Case for Incremenal Change in a Radical Age. It is published by Oxford University Press in Oxford.

.....
.....

- A book chapter written by Clyne M. in 1983. The chapter's title is Culture and Discourse Structure. The book's title is Readings in English as an International Language. The chapter is from page 163 to 167 is published by Prentice Hall

.....
.....

✍ ***Exercise 9:*** **Complete the in-text citations highlighted in the text with the correct source from the list of references below. Then rewrite the references in APA.**

ELEPHANTS AND CHEESE: AN EXPLORATORY PAPER

by Teck Wann

It is widely known that elephants fear cheese, and will flee at the first whiff of it (..... .....). What is not yet well understood is why this phenomenon occurs. For more than a decade academics have been researching this perplexing topic. Their work constitutes part of the booming new discipline known as pachydermo-fromagology, which is defined as "the study of elephant-cheese interactions" (*Concise Oxford dictionary*, 2004). This paper will evaluate existing research and theories, and argue that none of them satisfactorily explain the data which has been gathered so far.

That elephants fear cheese was an accidental discovery made by the noted elephantologist G. Coleman (1984). The story of the discovery is now famous, but worth repeating:

After a hard morning following the herd, I had just sat down under a tree for lunch and unwrapped a particularly delectable chunk of cheddar sent up from the base camp. Suddenly I heard an enormous trampling sound, and when I looked up, the entire herd was gone ( )

His discovery, while dismissed at the time, was subsequently corroborated by other researchers. Several studies ( ) have confirmed the phenomenon, and that it occurs among both African and Asian elephants. A recent report by the Elephant Research Institute

( ) established that smell is the primary means elephants detect cheese, and that they will ignore large pieces of cheese if tightly wrapped. Meanwhile a French cheese expert asserts on his website that elephants do not flee from French cheese, only the lesser cheeses of other nations. "Zee creatures, zey have good taste, non?" he writes ( ).

Recently, a new theory has exploded on the scene and caused quite a stink. Based on several clever experiments, K. Maas

( ) has claimed that in fact elephants do not fear cheese at all, but instead fear the mice which are attracted to cheese. However, this theory, which she calls the Maas Mouse Hypothesis (MMH), has not yet been widely accepted. One researcher (Sturgess, 2004a, 2004b) has published a series of articles roundly denouncing the MMH, and the debate has even spilled

over into the popular press (Achison, 2004).

References

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Concise Oxford dictionary, 11th ed. Oxford University Press. Retrieved October 20, 2004, from Oxford Reference Online database. (2004).

Elephant Research Institute, Simon Fraser University. (2001) Smell versus sight: detection of cheese by elephants. Retrieved November 1, 2004, from http://www.sfu.ca/eri/reports/00107elephants.pdf

Elephants stampede, 7 cheese-lovers trampled. (2003, November 22). Vancouver Sun, p. A1, A8.

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Gibson, C.N. Sturgess, M.N., & Bates, A.T. (1989). Experiments with cheese effects on Elephas maximus and Elephas africanus. Journal of Elephantology, 18, 120-134. Retrieved October 27, 2004, from Academic Search Elite database.

Gouda, A.N. (n.d.) Commentary of a report about cheese and les elephants. Retrieved October 23, 2004, from http://www.mondedefromage.fr/elephants.html

Maas, K.A. (2003). The missing link: elephants, mice, and cheese. International Journal of Rodentia Research, 56, 459-471. Retrieved October 31, 2004, from http://www.elsevierpublisher.com/ijrr/56/4/maas.htm

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