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MODULE 1
SCIENTIFIC COMMUNICATION, PUBLICATIONS, AND ACADEMIC INTEGRITY
TOPIC 3. Avoiding scientific misconduct and improving your style

ASSIGNMENTS

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Assignment 1. What techniques of avoiding plagiarism are described below?

_____ involves re-writing a text so that the language is substantially different while the content stays the same.

_____ means reducing the length of a text but retaining the main points.

Assignment 2. Read the following passages and decide which of the paraphrased ones are acceptable. Give your reasons.

A. *Original version* "Rapunzel had beautiful long hair that shone like gold. When she heard the voice of the witch she would undo the fastening of the upper window, unbind the plaits of her hair, and let it down twenty ells* below, and the witch would climb up by it." (Grimm, J. and Grimm, W. (1995). Grimm's fairy tales with illustrations by Jill Bauman. Stamford, Ct: Longmeadow press, p. 94).

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(Isakov L., Klassen C. Paraphrasing without plagiarizing. Douglas : Douglas College Learning Centre, 2004. P. 2-3)

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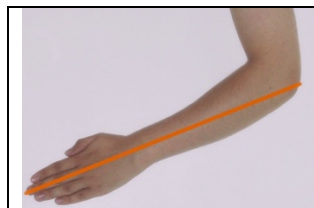
* *Ell* < PGmc *alinō, L. *ulna*. The Viking unit of measurement, approximating the length of a man's arm from the elbow (*elbow* lit. "the bend (*bow*) of the arm (*ell*)") to the tip of the middle finger, or about 18 inches (457 mm). This custom of measurement was observed in several Germanic cultures.

Paraphrased passages

(a) According to Grimm, when Rapunzel heard the voice of the witch she would undo the fastening of the upper window, unbind the plaits of her hair, and let it down twenty ells below, and the witch would climb up by it (1995, p. 94).

(b) According to Grimm, when Rapunzel heard the witch, she undid the fastening of the window, unbound the plaits of her wonderful long hair that shone like gold, and let it down and the witch would climb up it (1995, p. 94).

(c) Rapunzel had lovely long hair that was blonde. When she heard the voice of the witch she would open the fastening of the top window, undo the braid, and let it down many feet below, and the witch would climb up by it (1995, p. 94).

(d) Rapunzel's long blonde hair was used as a rope ladder so she and the witch could get in and out of the tower (Grimm, 1995).

(e) According to Grimm, Rapunzel would open the window and drop her hair for the witch to climb up into the tower (Grimm, 1995, p. 94).

(f) The witch used Rapunzel's hair to climb up into the tower (Grimm, 1995, p.94).

(g) Rapunzel would obey the witch and drop her long blonde hair out the window so the witch could climb up into the tower (Grimm, 1995, p.94).

B.

RAILWAY MANIAS

In 1830 there were a few dozen miles of railways in all the world – chiefly consisting of the line from Liverpool to Manchester. By 1840 there were over 4,500 miles, by 1850 over 23,500. Most of them were projected in a few bursts of speculative frenzy known as the 'railway manias' of 1835–7 and especially in 1844–7; most of them were built in large part with British capital, British iron, machines and know-how. These investment booms appear irrational, because in fact few railways were much more profitable to the investor than other forms of enterprise, most yielded quite modest profits and many none at all: in 1855 the average interest on capital sunk in the British railways was a mere 3.7 per cent. (The Age of Revolution by Eric Hobsbawm, 1995, p. 45. Source: Bailey S. *Academic writing. A Handbook for International Students*, 2003, P. 33-34).

(a) Between 1830 and 1850 there was very rapid development in railway construction worldwide. Two periods of especially feverish growth were 1835–7 and 1844–7. It is hard to understand the reason for this intense activity, since railways were not particularly profitable investments and some produced no return at all. (Hobsbawm, 1995: 45)

(b) There were only a few dozen miles of railways in 1830, including the Liverpool to Manchester line. But by 1840 there were over 4,500 miles and over 23,500 by 1850. Most of them were built in large part with British capital, British iron, machines and know-how, and most of them were projected in a few bursts of speculative frenzy known as the 'railway manias' of 1835–7 and especially in 1844–7. Because most yielded quite modest profits and many none at all these investment booms appear irrational. In fact few railways were much more profitable to the investor than other forms of enterprise. (Hobsbawm, 1995: 45)

(c) As Hobsbawm (1995) argues, nineteenth-century railway mania was partly irrational: 'because in fact few railways were much more profitable to the investor than other forms of enterprise, most yielded quite modest profits and many none at all: in 1855 the average interest on capital sunk in the British railways was a mere 3.7 per cent.' (Hobsbawm, 1995: 45)

(d) Globally, railway networks increased dramatically from 1830 to 1850; the majority in short periods of 'mania' (1835–7 and 1844–7). British technology and capital were responsible for much of this growth, yet the returns on the investment were hardly any better than comparable business opportunities. (Hobsbawm, 1895: 45)

(e) The dramatic growth of railways between 1830 and 1850 was largely achieved using British technology. However, it has been claimed that much of this development was irrational because few railways were much more profitable to the investor than other forms of enterprise; most yielded quite modest profits and many none at all.

Assignment 3. The following examples demonstrate several types of paraphrasing. Explain what means are employed to avoid plagiarism.

ORIGINAL VERSION	PARAPHRASED VERSION
"Rapunzel had beautiful long hair that shone like gold. When she heard the voice of the witch she would undo the fastening of the upper window, unbind the plaits of her hair, and let it down twenty ells* below, and the witch would climb up by it."	(a) Rapunzel had **lovely** long **blonde** hair. When she heard the voice of the witch she would **open** the **top** window, **undo the braid** of her hair, and let it down about **10 meters** below, and the witch would climb up by it. (b) **When Rapunzel heard the witch**, she would **let down** her long, lovely hair out the window so that the witch could climb the 10 meters up to the room. (c) Rapunzel was a **beauty** with long **golden** hair. **Upon hearing** the voice of the witch, she …
However, many car makers are currently threatened by increased competition and saturated markets.	However, increased competition and saturated markets currently threaten many car makers.

Assignment 4. Match the sentences on the left with the appropriate sentence on the right. Discuss the ways of paraphrasing used in the sentences.

1. The committee's **emphasis** on the word 'recycling' was noticeable.

2. Our guide **accentuated** the importance of remaining calm if there was trouble.

3. Our teacher explained that it was **crucially important** to pace ourselves while revising for the exam.

4. At the conference, the **accent** was on unemployment.

5. **Prominent** scientists have stated that genetically modified food is probably perfectly safe.

6. It is **of crucial importance** that we make more use of technology if we are to make progress.

A. Some, however, are *emphatic* that more research needs to be carried out.

B. She **emphasised** the fact that panicking would only make matters worse.

C. The main speaker **gave prominence** in his speech to the need for better job opportunities.

D. We consider progress in this field to be **extremely important.**

E. He **put great stress** on the maxim that 'All work and no play makes Jack a dull boy'.

F. They *stressed* again and again the importance of reusing things as much as possible.

1. The problem of how to describe the mutually supportive relations of language and communication engaged the attention of some of the best-known European linguists: Mathesius , Hjelmslev , and Firth.
(Alatis J.·Georgetown University Round Table on Languages and Linguistics (GURT) 1992: Language, Communication, and Social Meaning. Georgetown : Georgetown University Press,1993. P. 81).

2. In this collection of Chomsky's lectures, the first three essays describe linguistic contributions to the study of the mind and the last three discuss the relationship among linguistics, philosophy, and psychology.
(Chomsky N. Language and Mind. New York : Harcourt Brace Jovanovich, 1972. Blurb).

3.   The concept of language ecology and language environment has been used, for instance, in connection with Galician (a minority language in Portugal) ...
(Muhvic-Dimanovski V., Socanac L. LINGUISTICS. Volume I. EOLSS Publications, 2009 . P. 422).

4. This volume, a sequel to "Form Miming Meaning" (1999), offers a selection of papers given at the second international symposium on iconicity (Amsterdam 1999).
(Fischer O., Nänny M. The Motivated Sign: Iconicity in Language and Literature 2. Amsterdam : John Benjamins, 2001. Blurb).

5. The combination of a form and a meaning connected in this way gives what may be called a linguistic sign.
(Clayton V., Ceil L. Linguistics of American Sign Language: An Introduction. Gallaudet : Gallaudet University Press, 2000. P. 226.).

6. The book also says nothing about the development of American English during the last four hundred years.
(Freeborn D. From Old English to Standard English: A Course Book in Language Variation Across Time. Ottawa : University of Ottawa Press, 1998. P. 2).

7. *Feminist Literary Theory* and *Gender Theory* …, the most productive and, at the same time, most revolutionary ... in the English tradition, … propagated a new literary history by focusing on an independent female literary tradition.
(Klarer M. An Introduction to Literary Studies. New York : Routledge, 2005. P. 94)

8. Underlying these criticisms of cognitive linguistic research is the skepticism that many scholars have about drawing inferences about the nature of thought from linguistic analyses.
(Kristiansen G., Achard M., Dirven R., Ruiz de Mendoza Ibáñez F. J. Cognitive Linguistics: Current Applications and Future Perspectives. New York, Berlin : Walter de Gruyter, 2008. P. 214)

9. Cognitive linguists assume that language reflects the conceptual system and thus can be employed in order to investigate conceptual organization…

(Evans V. Glossary of Cognitive Linguistics. Edinburgh : Edinburgh University Press, 2007. P. 38)

10. Neighboring French and English are different in basic structure and vocabulary, but not so drastically so as Basque and Spanish.

(Swadesh M. The Origin and Diversification of Language. New York : Routledge, 2017. P. 14)

Assignment 6. Study the information on *concession* and write an explanation of the concession used in the definition of *Academic Style*.

In order to communicate in English at an academic level, you should learn to use a ***concession***, that is a clause which expresses an idea that suggests the opposite of the main part of the sentence. A concession is a contrast statement that is expressed with the help of transition words of phrases, such as *although*, *even though*, *in spite of*, *despite*, etc. It may start or end an argument, making a situation less difficult or tense.

Concession	Explanation
Mason (2007) and Holmes (2009) vehemently disagree on the fundamental components of primary school education. Despite this strong disagreement, the scholars do agree on the overall importance of formal education for all young children.	In these two sentences, the author is highlighting a disagreement between the two scholars. The author begins the second sentence with the transition phrase, "Despite this strong disagreement," however, to make a concession that Mason and Holmes do agree on the importance of formal education for young children.
Definition – 'Academic Style' 'Academic Style is... ... the conventions often associated with academic writing. Although there is much debate over 'what exactly academic style is', generally there is an agreement among 'most' Academic English tutors to the key elements that should or should not be included. The following is a list of the do's and don'ts..	_____ _____ _____ _____ _____ _____

Assignment 7. Study the following ways of how to use a concession. What means of transition are used? What opposing ideas are acknowledged and expressed by means of the concession structures?

(a) **While generally opposed to the idea of** ventricular localization, Vesalius **did not reject the traditional view that** animal spirits were produced in the ventricles…

(Caligiuri M.P., Mohammed L. A. The Neuroscience of Handwriting: Applications for Forensic Document Examination. CRC Press, 2012. P. 5)

(b) **Although no one knows exactly how or why** children learn language, **we do know that** language development is related in a general way to physical maturation, cognitive development, and socialization.

(Chilampikunnel M.A. A Manual for Parents, Teachers, and Principals on Early Childhood Education. Xlibris Corporation, 2010)

(c) This view is largely ethnocentric, **even though** it might call on the other to collaborate and respond to change. ... (Bakhtin 1984, 183) Bakhtin, therefore, objected to Saussure's approach in structuring language as an independent system ...

(Jabri M. Rethinking Organizational Change: The Role of Dialogue, Dialectic & Polyphony in the Organization. New York : Routledge, 2015. P. 131).

Assignment 8. Read the extract below and find out about the three values of the concession structure in the scientific discourse.

Let us now sum up our claims regarding the importance of the concession structure in scientific discourse.

First, the concession has argumentative value. After all, no writer seeking to persuade would directly weaken his argument by raising qualifications or counterarguments that work in the opposite argumentative direction from the one he wants to go in. How then will he contend with them? How can the writer prove that he is aware of the counterclaims or qualifications, and that he has already thought about them and decided to reject them? One way to do this is by embedding them in a concession structure. The counterclaim appears in the satellite, and alongside it, in the nucleus, appears yet another component that serves as a response to the counterclaim. The content in the nucleus can reject the counterclaim and prevent it from significantly weakening the argument.

Paradoxically, the final argumentative result of this process is to strengthen the argument. The reason, according to Roubrieux (1993), is that when using a concession, the speaker states in advance what may have been an unfavorable argument for his belief, and by so doing, he firstly eliminates a possible unfavorable intervention, and secondly reinforces the credibility of what is said in the nucleus. This occurs because the recipients are brought to believe that the speaker has

already considered all possible objections, or at least all the important ones, and has rejected them all. By using concession, the author manages, on the one hand, to show that he is aware of the problem but, on the other, to reject the claim so as not to allow it to weaken his position.

The concession structure contributes to the dialogic aspect of the discourse from a number of directions. It is an obvious means to give voice to the "other" in the text. This "other" generally belongs to the discourse community, because otherwise, there would not be much point in making its voice heard and relating to its claims. Rarely, the "other" comes from outside the relevant discourse community, for example, claims attributed to the "media."

In certain cases, the claims in the satellite come from scientific publications that present theories and models, make hypotheses, offer interpretations, report on findings, opt for specific research methods, etc. These claims are attributed to specific members of the discourse community, and as such, their dialogicity is explicit, similar to the dialogicity typical of bibliographical notes. However, we have seen that the counterclaims can also be attributed to members of the discourse community whose names are not explicitly mentioned.

In other cases, the claims in the satellite have not actually been made, but are rather claims that the author assumes are likely to be raised against her own. In that case, the concession structure maintains a dialogue both with the reader, who may entertain such thoughts while reading, as well as with the entire research community. The dialogue with the disciplinary community in many cases has a social function too: Sometimes, knowledge shared by the members of the community is presented in the satellite, and its mention in the text serves to confirm the assumptions and consensus that they share.

Because the concession structure always contains an expression of agreement, it can help to create a sense of cooperation and membership within the community. The acceptance in the concession, as qualified as it may be, has a social value of cooperation. In doing so, the concession helps to strengthen the author's status in the discourse community. It may present her as a deliberate and cautious scientist, who has considered all the possible reservations that could be raised regarding her claims, and has addressed them; moreover, it may also contribute to the solidarity of the disciplinary community as a whole.

Livnat Z. Dialogue, Science and Academic Writing. Amsterdam : John Benjamins Publishing, 2012. P. 91-92.

Assignment 9. **Analyse the following passages. Which functions of the concession structure do you think are realised:**

- strengthening the argument;
- making the dialogicity of the scientific community explicit;
- expressing scientific cooperation;
- creating a research space;
- justifying the choice of the theoretical frame;
- justifying the methodology;
- justifying the conclusions and highlighting the novelty of the paper;
- justifying the findings' interpretation;
- justifying the conclusions;
- presenting an innovation?

(1)

Regarding the emergence of AAVE, the evidence appears to speak against some creole origins. Nor is it accurate to suggest the variety is just a conservative legacy of colonial nonstandard English. However, like any colonial offspring of English, including CECs and Gullah, AAVE selected materials for its grammar from English itself, albeit its nonstandard varieties, which were the actual targets for the African slaves. Much of the grammar came in fact with its vocabulary, as the model speakers used it. The grammatical features were recombined, thanks to competition and selection in the contact feature pool, under the influence of substrate languages into the new emergent variety.

Mufwene S. The Emergence of African American English. In: Lanehart S. (Ed.). The Oxford Handbook of African American Language. Oxford : Oxford University Press, 2015. P. 76.

(2)

Theories of thinking and learning that are based on language have the cart before the horse with students with significant support needs. Language may come but not from educational approaches that ignore how the students already communicate. Theories of thinking and learning that are strongly cognitive do not account for this social and cultural nature of thinking and learning. In-the-head cognition doesn't account for the fact that thinking, at its base, creates a dialogue of self with self— and that dialogue is fully interpolated with the thinkers' experiences, histories, and myriad other social and cultural contexts. For students with significant support

Erickson K. A. et al. Social and Dialogic Thinking and Learning in Special Education: Radical Insights from a Post-Critical Ethnography in a Special School. New York : Routledge, 2021. P. 214.

(3)

Although the subject has been the target of research in general, there still remain aspects that have not yet been explored, or a new perspective from which it can be explored.

(4)

While the structural theory explains the circumstances in which one of the children in a family takes a parental role upon himself, it does not make clear what the effects of this role are. […] In order to better understand the personality and emotional structure of the parent-child, we have used the attachment theory, which also relates to the phenomenon of the parent-child.

(5)

This finding, *despite* the relatively small sample (which invites further confir-mation), supports the interpretation that a real change in the perceptions of the immigrants has occurred […]. (142)

(6)

Among the explanations for inequality between the sexes are claims that the disparities are partly the result of different human capital and discriminatory practices in the work market. The background characteristics of the men and women in the present study are quite similar both demographically and academically. *Despite this*, we found already at the start of their careers, that the proportion of men filling senior positions was higher than the proportion of women. Consequently, the differences that were found are indicative of discriminatory treatment in the work market, i.e., it is possible that men and women having similar human capital will have different chances of advancing to senior positions at the start of their professional careers. (277)

(7)

The full range of these symbols closely associates the IDF and its wars with traditional elements involving a link to the distant past (parchment) and more recent (IDF wars) history. This interpretation is not the IDF's official interpre-tation, *but* it appears to us that the designers of the symbols were working in accordance with these codes, even if they did so unconsciously. (109)

(8)

Although causality cannot be *unequivocally* concluded from the current analysis, it appears that mastery of the language is a *relatively* good channel for the immigrants' assimilation into Israeli society [...].   (140)

(9)

Theoretically, according to the human capital theory, academic achievements can contribute to occupational opportunities at the beginning of one's career. *However*, we found no support for this claim in our study.   (276)

Livnat Z. Dialogue, Science and Academic Writing. Amsterdam : John Benjamins Publishing, 2012.

Assignment 10. **Write about an issue in your field of research using a concession structure that expresses your acknowledgement of opposing ideas or fulfils some other important function.**

Assignment 11. **Combine several techniques to paraphrase the following passages.**

(A). **Wilhelm von Humboldt (1767-1835)**
Source: Humboldt, W. von. (1999). *On Language, On the Diversity of Human Language Construction and its Influence on the Mental Development of the Human Species*. Losonsky, M. (Ed.). Cambridge : Cambridge University Press. (§8 Form of Languages).   URL: https://www.marxists.org/reference/subject/philosophy/works/ge/vhumboldt-wilhelm.htm

Language, regarded in its real nature, is an enduring thing, and at every moment a *transitory* one. Even its maintenance by writing is always just an incomplete, mummy-like preservation, only needed again in attempting thereby to picture the living utterance. In itself it is no product (*Ergon*), but an activity (*Energeia*). Its true definition can therefore only be a genetic one. For it is the ever-repeated *mental labour* of making the *articulated* sound capable of expressing *thought*. In a direct and strict sense, this is the definition of *speech* on any occasion; in its true and essential meaning, however, we can also regard, as it were, only the totality of this speaking as the language. For in the scattered chaos of words and rules that we are, indeed, accustomed to call a language, there is present only the *particular* brought forth by this speaking, and this never completely, and first calling for new work, so as to detect from it the nature of the living speech and to provide a true image of the living language.

(B) **Noam Chomsky (b. 1928)**

Source: Chomsky, N. (2006). *Language and mind*. 3 ed. Cambridge: Cambridge University Press, pp. 86-87.

I have tried to suggest that the study of language may very well, as was traditionally supposed, provide a remarkably favorable perspective for the study of human mental processes. The creative aspect of language use, when investigated with care and respect for the facts, shows that current notions of habit and generalization, as determinants of behavior or knowledge, are quite inadequate. The abstractness of linguistic structure reinforces this conclusion, and it suggests further that in both perception and learning the mind plays an active role in determining the character of the acquired knowledge. The empirical study of linguistic universals has led to the formulation of highly restrictive and, I believe, quite plausible hypotheses concerning the possible variety of human languages, hypotheses that contribute to the attempt to develop a theory of acquisition of knowledge that gives due place to intrinsic mental activity. It seems to me, then, that the study of language should occupy a central place in general psychology.

Assignment 12. Writing a summary.

There are three types of summaries including *abstract, conclusion,* and *synopsis.*

An abstract is a summary of a scientific paper and occurs either as a required section of the paper or as a standalone piece in a dissertation. For a larger paper, such as your thesis or dissertation, it will be a section that provides you with a short description of what the whole paper is about in just 150 to 250 words in most cases. It should cover each and every question of the paper highlighting the main points.

The conclusion to any large paper will usually summarize the points that you have raised within the main body of your paper and then relate everything back to the aims of the paper. Our conclusion maker online provides you with a very quick and effective way of generating that summary for your paper.

A synopsis is usually a summary of a literary work, although it can also be applied to a film, TV show, or play. It will deal with the main theme or plot as well as the characters within the works.

The passage below provides some information on how to write a summary (Source: *How to write a Summary* at https://courses.lumenlearning.com/englishcomp1v2xmaster/chapter/how-to-write-a-summary/)**. Study the requirements of writing a good summary and do the task that follows.**

A summary is condensing a lengthy source (a book or a film) into a concise form. The basic requirements to achieve an accurate summary include:
- identify what is most important;
- restate the text (or other media) in your own words;
- make it in the form of a paragraph;

– begin with an introductory sentence that states the text's title, author and main point of the text as you see it; it is important to identify the source;

– write in your own words;

– include only the ideas of the original text and do not insert any of your own opinions, interpretations, deductions or comments;

– identify the significant sub-claims the author uses to defend the main point;

– it is important to use some source material because defending claims with source material is what you will be asked to do when writing a research such as a diploma thesis or some other academic papers;

– put "quotation marks" around the passage or extract you chose to cite;

– write the last sentence that "wraps" up your summary; it is often a simple rephrasing of the main point.

Write a summary (approx. 150 words) of the article *Bilingualism in the Early Years: What the Science Says* by K. Byers-Heinlein, C. Lew-Williams at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6168212/