English for Academic Purposes (EAP)

Part 3
The primary criteria for good scientific writing are **accuracy** and **clarity**.

- standardized format of a journal article

  *(i.e. Abstract, Introduction, Methodology, Results, Discussion, Conclusion) = IMRAD*

- APA/MLA formatting style
Most classes in psychology and pedagogy will require you to write your papers in APA style, which is a writing style described by the American Psychological Association.

APA style describes rules for the preparation of manuscripts for writers and students in psychology and pedagogy.

APA style breaks papers up into sections, which helps you to present information clearly and also allows readers to quickly find and process the information they need.
Who Uses APA Style?

APA style is also used in many other disciplines such as Business, Economics, Nursing, Social Work, and Criminology.

MLA (Modern Language Association) style instead, is used in various humanities disciplines such as: English Studies, Language and Literature, History and Cultural Studies.
Why Use APA Format?

✓ Allows readers to cross-reference your sources easily

✓ Provides consistent format within a discipline

✓ Gives you credibility as a writer

✓ Protects yourself from plagiarism
Cross-Referencing Your Sources

Cross-referencing allows readers to locate the publication information of source material.

This is of great value for researchers who may want to locate your sources for their own research projects.
Using a Consistent Format

Using a consistent format helps your reader understand your arguments and the sources they’re built on.

It also helps you keep track of your sources as you build arguments.
Establishing Credibility

The proper use of APA style shows the credibility of writers; such writers show accountability to their source material.
Proper citation of your sources in APA style can help you avoid plagiarism, which is a serious offense.

It may result in anything from failure of the assignment/exam to a citation.
Title Page

✓ Papers in APA style require a title page.

✓ The running head will be used as the header for the whole paper.

✓ Include the paper’s title and the author’s name and affiliation.
Tensions in the Constitution
Morris

Political Science
Professor Mariene

Abstract
The constitutional structure is based on a system of checks and balances that prohibits the domination of any one segment of the government. Apart from the overlapping of powers of the three segments of governance the following example speaks exhibits the functional aspect of the checks and balance system. continued (etc).

Constitution Problem 3
Indeed the judiciary, from the nature of its functions, will always be the least dangerous to the political rights of the Constitution; because it will be least in a capacity to annoy or injure them. The Executive not only dispenses the honors, but holds the sword of the community. The legislature not only commands the purse, but prescribes the rules by which the duties and rights of every citizen are to be regulated. The judiciary, on the contrary, has no influence over either the sword or the purse; no direction either of the strength or of the wealth of the society; and can take no active resolution whatever.

Constitution Problem 4

Reference
David C. Hendrikson, "In Our Own Image: The Sources of American Conduct in World Affairs,"
The National Interest, No. 50 (Winter 1997)
APA Style: Two Main Concerns

a) Reference page
b) In-text citations
Reference Page

- A list of every source that you make reference to in your essay.

- Provides the information necessary for a reader to locate and retrieve any sources cited in your essay.

- Each retrievable source cited in the essay must appear on the reference page, and vice versa.
Emotional Intelligence

New Ability or Eclectic Traits?

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Some individuals have greater capacities than others to carry out sophisticated information processing about emotions and emotion-related stimuli and to use this information as a guide to thinking and behavior. The authors have invented this set of abilities emotional intelligence (EI). Since the introduction of the concept, however, a niche has developed in which some researchers focus on EI as a distinct group of neural abilities, and other researchers instead use an eclectic mix of traits such as happiness, self-esteem, and optimism. Clarifying what EI is and is not can help the field better distinguish research that is truly pertinent to EI research from that that is not.

EI—conceptualized as ability—an important variable both conceptually and empirically, and it shown incrementally valid for predicting social relevant outcomes.

Keywords: emotion, intelligence, emotional intelligence, personality, measurement

The notion that there is an emotional intelligence (EI) began as a tentative proposal (Mayer, DiPaolo, & Salovey, 1990; Salovey & Mayer, 1990). The original idea was that some individuals possess the ability to reason about and use emotions to enhance, manage, and use otherwise thwarted emotions. They have developed a general theory of emotions and emotions, and this ability to use emotions as a guide to thinking and behavior. That is, individuals high in EI pay attention to, use, interpret, and manage emotions, and these skills serve adaptive functions that potentially allow themselves and others (Mayer, Salovey, & Caruso, 2000; Salovey & Grewal, 2001). As we use the term, emotional intelligence is an instance of a vast range of intelligences that can enrich the discussion of human capacities (Mayer, Salovey, & Caruso, 2000).

The deeper question raised by Locke’s (2003) and others’ assertions that EI has become ubiquitous is “How does one define intelligence?”. Might it not be called emotional intelligence?” To answer this question, we must first consider the field in the first section. The field in the second section, The Four-Branch


References


Most citations should contain the following basic information:

- Author’s name
- Title of work
- Publication information
References: Some Examples

Book


Journal article

Edited book

References: Some Examples

Newspaper or magazine article


Internet page

Online image

Example 1:


Example 2: No author information available:

References:
Some Examples

Online image

Example 3: No author, title or date available: (This is the minimum necessary information)


Music

You should write in-text citations not only for quotations, but also for paraphrases and summaries. This is because you are using the author's ideas, not just his or her words.

Do not include the author's initial(s). Only put them in the bibliographic references at the end of the text.

Do not include the day and month of publication of a newspaper or magazine in the in-text citation.
When Should You Use In-text Citations?

When **quoting** any words that are not your own.

Quoting means to repeat another source word for word, using quotation marks.
When Should You Use Parenthetical Citations?

When **summarizing** facts and ideas from a source.

Summarizing means to take ideas from a large passage of another source and condense them, using your own words.

When **paraphrasing** a source.

Paraphrasing means to use the ideas from another source but change the phrasing into your own words.
In-text citations/quotations: Some Examples

According to Kwan (2012), the Internet is a useful research tool.

Kwan (2012, p.16) states that ‘[…] the Internet is a useful research tool.

Kwan (2012) states that that the Internet is a useful research tool.

'The Internet is a useful research tool', states Kwan (2012, p.16).

'The Internet is a useful research tool' (Kwan, 2012, p.16).
Sometimes additional information is necessary . . .

- More than one author with the same last name
  (H. James, 1878); (W. James, 1880)
- Two or more works in the same parentheses
  (Caruth, 1996; Fussell, 1975; Showalter, 1997)
- Work with six or more authors
  (Smith et al, 1998)
- Specific part of a source
  (Jones, 1995, chap. 2)
Primary citation is needed when you want to mention information referred to in another source.

For example:

- you read Source A, published in 2008;
- you found on p.14 information about Source B;
- you want to use this information about Source B in your academic paper.
You cannot refer directly to Source B because you have not read Source B. What should you do?

You should try to find Source B and read it. If you cannot find Source B, you will need to include a secondary citation.

How do you make a secondary citation?

For example:
- Source A is a book written by Lee and Fung;
- Source B is a 2006 journal article written by McKenzie;

then your in-text secondary citation can be:
How about your end-of-text reference list?

Should you include McKenzie’s book or Lee and Fung’s?

The answer is Lee and Fung’s.

Your end-of-text reference list should include only those sources that you have read yourself. That is why McKenzie (2006) should not appear on that list.
Recently, the history of warfare has been significantly revised by Higonnet et al (1987), Marcus (1989), and Raitt and Tate (1997) to include women’s personal and cultural responses to battle and its resultant traumatic effects. Feminist researchers now concur that “It is no longer true to claim that women's responses to the war have been ignored” (Raitt & Tate, p. 2). Though these studies focus solely on women's experiences, they err by collectively perpetuating the masculine-centered impressions originating in Fussell (1975) and Bergonzi (1996).

However, Tylee (1990) further criticizes Fussell, arguing that his study treated memory and culture as if they belonged to a sphere beyond the existence of individuals or the control of institutions (p. 6).