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**Handouts in
Academic Writing**

A practical guide addressed to Master 1 students, specialty of "Literature and Civilisation"

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Introduction

These courses are designed for first-year master's students in English, specialising in Literature and Civilisation. The primary aim of this module, Academic Writing, is to prepare learners to write their dissertations by providing a practical guide, supported by useful examples, exercises, and suggested answers. This step-by-step guide begins with a simple definition of academic writing and its importance. It also contains a systematic review of fundamental principles and conventions of academic writing style, as well as common pitfalls that learners should avoid in their writing. The guide then briefly summarizes key research methodology concepts related to academic writing. These concepts are explained simply, with carefully selected models for analysis relevant to the learners' specialty. The courses aim to gradually train students in essential skills, such as critical thinking, analysis, logical planning, summarizing, and paraphrasing, and acquaint them with principles of clarity, precision, objectivity, and academic honesty. The guide concludes with coverage of MLA referencing style for formal writing to meet learners' needs and suggests further reading, including source books and useful videos.

Chapter 1: Introduction to Academic Writing

1. What is Academic Writing?

Academic writing is defined in so many ways by different scholars and researchers, depending on the field and level of study, but it is safe to define it as the style of writing in which you take part in an academic debate based on logically-presented evidence and arguments to arrive at an objective conclusion that may contribute to the already existing body of knowledge. This short, but concise definition, suggests that students should read widely to be knowledgeable about a

particular theme of research which interests them to get involved at a specific academic debate. It suggests also, in addition to reading sufficiently, that students should possess some critical thinking skills that enable them to analyze deeply, take a stance, and defend it, using well-supported evidence. Academic Writing also refer encompasses assignments like essays, research papers, dissertations, academic articles and lab reports which should address specific audiences, respecting some scientific principles and conventions (Mennens & Wilkinson, 2002).

2. Characteristics of Academic Writing

Academic writing is also synonymous with “scientific writing”, “technical writing”, “research writing”, and “scholarly writing”. All these share some similar features of writing while reporting research findings, including writing impersonally, based on deeply-investigated information, avoiding bias, speculation, emotions, or humor. Most notably, they use a formal writing style with a serious tone that leaves no space for any flaws or artistic and creative expressions (Hyland, 2004). The main characteristics and principles of academic writing include the following:

2.1. Objectivity

Objectivity is a philosophical concept which entails to be honest and truthful while reporting findings, choosing, or citing pieces of information independently from any bias, emotions, individual subjectivity, or political and economic interests. Writing objectively can gain the trust of the academic audience and sounds more convincing through respecting some conventional strategies.

One important strategy that should be respected by the writer is covering all opposing aspects while dealing with a specific issue, even though the writer is defending a particular side. Thus, it is unacceptable to present the thesis and discuss the arguments directly without dealing first with the anti-thesis and covering the main counter-arguments. This can be perceived by the reader as trying to force the writer’s point of view impolitely through presenting half-truths. Therefore, it is always

advisable to give the reader a wider view and a chance to evaluate, judge, and choose.

Another strategy to achieve objectivity in academic writing is to present the point of view only after fully discussing the arguments to gradually and objectively convince the reader and drive him/her into the writer's claim. Expressing direct personal judgments using "I think", "I feel", or "I believe" should be completely avoided. Use instead some neutral phrases, without any emotive adjectives like fabulous, funny, good, and ridiculous. Avoid also exaggerations and the use of superlative adjectives like the worse, the best, and the most useful. Consider the following examples:

- I think that John Stuart Mill's arguments about free speech are good; his views regarding colonisation are bad.
- John Stuart Mill's arguments about free speech are compelling, yet his views regarding colonisation are problematic to many modern readers. (More objective and academic)

2.2. Clarity, Simplicity, and Precision

These three concepts are, in fact, intertwined as necessary aspects of any academic writing which should be considered by students, particularly when writing their dissertations (Osmond, 2016). The purpose of writing, in general, is to communicate ideas and points of view; thus, it is important to make sure that your thoughts are clearly expressed in a way that can be easily understood by the academic audience. It is also essential, as a writer, to know what you want to say exactly and how to say it in the simplest and the most precise language. Try to avoid clumsy vocabulary or unsuitable ambiguous expressions which might be interpreted in different ways. Remember that simplicity and clarity are the keys to clarity. This requires to choose your words carefully, and to read sufficiently about your theme to be more precise and convincing in your writing; thus, you engage the reader in the subject and you

You communicate your points in the most effective language. Consider the following examples:

- Jones et al. (2018) found a strong link between the variables, but the measly sample rendered their study useless.
- Jones et al. (2018) found a significant relationship between the variables, but the small sample (n=12) limits the generalisability of their study. (More precise and academic)

2.3. Hedging

Hedging, in academic writing, refers to linguistic means to make sentences less categorical facts by reducing the writer's commitment to truths, using cautious language (Vihla, 1999). Hedging is an essential academic skill which makes your writing more objective and precise as claims are limited or qualified. Hedging is also considered as a key tool to achieve academic modesty and diplomacy which may soften criticism as it recognizes other scientific claims aside of the writer's (Blanpain, 2006). There are many simple strategies that can be learned and used by students to hedge their claims, including the following.

1. Avoiding generalisations

- All students who failed the exam have some concentration problems.
- Most students who failed the exam might have some concentration problems. (More academic without the generalisation).

2. Using probabilities rather than facts, with the use of some modal verbs to lower the degree of certainty like may, might, can, could, and would instead of will, will not, must, and must not. Some adverbs can be used too, including perhaps, probably, and presumably.

- Lack of motivation among students will lead to unfavourable degrees.
- Lack of motivation among students may lead to unfavourable degrees.

3. Using tentative language to distance yourself from the statement using devices as : likely/unlikely to be, it is possible, it seems, it appears, suggest, and propose.

- Most critical pedagogues emphasize the need to develop self-reliant students.
- It seems that most critical pedagogues emphasize the need to develop self-reliant students. (More academic with the use of the tentative language)

4. Avoiding the use of superlative adjectives and adverbs or conjunctions like

- The only reason which led to the decline of the British National Identity is the rise of local nationalisms in the four countries which constitute the United Kingdom.
- One reason which led to the decline of the British National Identity is the rise of local nationalisms in the four countries which constitute the United Kingdom. (More academic without « only »)

2.4. Logical Planning and Organization

Planning and organization are important features of academic writing. Indeed, the academic work should be highly organized on different levels, starting by the micro-level—the level of paragraphs and sentences—to the meso-level to assure organization of paragraphs within sections and subsection, and finishing by the macro-level to deal with organization at the level of sections and subsections. To achieve this multilevel organization, it is necessary to plan well. (Singh and Lukkarila, 2017)

Practice : Make the following statements less categorical by using some hedging strategies that you have learned .

1. Despite a number of minor problems, the scheme was very successful.
2. Coral reefs are seriously affected by rises in sea temperature.
3. Solar power offers a solution to producing clean, cheap energy in developing countries

4. The study shows that bilingual students have better memory skills than children who speak only one language.

Suggested Answers:

1. Despite a number of minor problems, overall/on the whole, the scheme seems to be successful.
2. Coral reefs seem/appear to be seriously affected by rises in sea temperature.
3. Solar power offers a potential/possible solution to producing clean, relatively cheap energy in developing countries.
4. The study indicates/suggests that bilingual children may/typically have better memory skills than children who only speak one language.

Chapter 2: The Use of Formal Writing Style

The formal writing style differs from the literary or the personal style as it is characterized by a set of scientific conventions that can be summarized in the following:

1. Avoiding the Use of personal pronouns

Personal pronouns, especially first personal pronouns including *I* and *We*, should be avoided in academic writing to shed the light on the idea or the statement instead of focusing on the writer (Johnson, 2016). Consider the difference in meaning between the following sentences:

- I think that learning pragmatic competences is important to overcome intercultural communications failures.
- We think that learning pragmatic competences is important to overcome intercultural communications failures. (the use of “we” is better than “I”)
- Learning pragmatic competences is important to overcome intercultural communications failures. (more objective and academic)

It is also less formal—and polite—to address the reader directly in academic writing, using the second personal pronoun *you* as in the following:

- As you can see through the line graph, more immigrants flowed to the United Kingdom during the last decade.
- The line graph shows that learning pragmatic competences is important to overcome intercultural communications failures. (more academic without the personal pronoun)

2. Avoiding the Use of Proverbs, Adages, Slangs, or Idiomatic Expressions

One characteristic of academic writing is clarity and precision. This implies that it is the duty of the writer to choose cautious language to avoid misunderstandings or multiple confusing interpretations of the text. Thus, the use of expressions which may not culturally transcend a particular region or group of an academic audience should be completely avoided, such as slangs, humor, proverbs, idioms, euphemisms, and neologisms (Flowers, 2016). Consider the following examples:

- The subject of nuclear disarmament has become a black-and-white issue.
- Due to the rapid development in social media, there are nowadays many oversharers.
- It seems that students could not meet the challenge as they had to put too many irons in the fire at the same time.

3. Avoiding the Use of Clichés

Clichés are expressions that have been overused to the extent that they have become common expressions like *young and pretty*, *old but wise*, or *live and learn*. It is preferable to avoid these expressions that may sound boring to the reader (David, 2015).

4. Avoiding the Use of Phrasal Verbs

A phrasal verb is combined with either an adverb or a preposition to form an extended meaning of that may differ completely from the original verb. The use of phrasal verbs is not suitable in academic writing because they often indicate informality. Students are always advised to find more formal alternatives to phrasal verbs, using proper dictionaries (Clark and Pointon, 2016). Consider the difference in the writing style in the following sentences:

- The company sales were going up and down over the last three years.
- The company sales were unstable over the last three years. (More academic without the phrasal verb!)

4. Avoiding the Contractions

Contractions are short forms which are used in personal emails, letters or any conversational speeches. Contractions should be avoided in academic writing makes it sound too personal and informal (Clark and Pointon, 2016). Compare the following:

- The experiment doesn't reveal any corresponding relation with the primary factor.
- The experiment does not reveal any corresponding relation with the primary factor. (More academic without contractions!)

6. Avoiding the Use of too specialized language

When writing for the general public, it is preferable to avoid too specialized language with many acronyms, jargons, and vague concepts that can be understood only by those experts in the field (Soles, 2009). If you find it necessary to cover them, make sure to introduce for the reader acronyms and complex concepts when using them for the first time in your writing.

7. Avoiding the Use of Colloquial Language and Imprecise Vocabulary

The casual language, or the colloquial language, is unacceptable in professional writing. Students should be able to distinguish between formal academic vocabulary and informal terms and expressions which are used only in speeches and non-academic English (Samuels and Garbati, 2019). The following is a list of the main informal vocabulary that should be avoided by students and some alternatives

Informal	Formal
say sorry	apologize, apologise
go up	increase
go down	decrease
set up	establish
look at	examine
blow up	explode
find out	discover
bring about	cause
put off	postpone, delay
rack up	accumulate
make up	fabricate
stand for	represent
find out	discover, ascertain
leave out	omit

point out	indicate
Informal	Formal
go against	oppose
get in touch with	contact
It's about	It concerns, It's in regards to
need to	required
think about	consider
get	obtain
put up	tolerate
deal with	handle
seem	appear
show	demonstrate, illustrate, portray
start	commence
keep	retain
free	release
get on someone's nerves	bother
ring up	call
show up	arrive
let	permit
fill in	substitute, inform

block

undermine

Transitions – In formal & Formal**Informal****Formal**

Anyways

Nevertheless

Plus/Also

Moreover/ Furthermore

But

However

So

Therefore/Thus

Also

In addition, Additionally

ASAP

as soon as possible/at your
earliest convenience

Okay, OK

acceptable

In the meantime

In the interim

I think

In my opinion,

In the end,

Finally

To sum up

In conclusion,

In a nutshell/Basically

To summarize,

Anyway,

Notwithstanding

All right

Acceptable

Informal**Formal**

T.V.

television

photo	photograph
cell	cell phone
net	Internet

Slang – Informal & Formal

Informal	Formal
kids	children
bad	negative
good	positive
really big	considerable
right	correct
wrong	incorrect
smart	intelligent
cheap	inexpensive
loaded	rich

8. The Proper Use of Punctuations

One characteristic of academic writing is the use of punctuations correctly. Mastering punctuations enables students to express themselves freely and organize their thoughts as it reveals how the sentence is constructed and how it should be read. Indeed, punctuation helps to create clarity and stress in the sentence.

Therefore, students should be aware of basic punctuation rules to avoid grammatical errors.

The Use of Commas

1. Commas are used in many cases which can be summarized as follows (Fulton-Calkins, Rankin, and Shumak, 2011):

They can be used before coordinating conjunctions (for, nor, as, and, but, yet, or, so) when linking independent clauses.

- The student has some potential, but he failed twice.

2. Commas are used to separate introductory words or phrases from the rest of the sentence.

- Unfortunately, it was too late for him to apologize.

3. Commas are used to separate dependent clauses from main clauses in complex sentences.

- While we were watching TV, the telephone rung.

4. Commas are used to set off nonessential clauses which can add additional pieces of information and can be omitted without affecting the key meaning of the sentence.

- My supervisor, Mrs. Brown, was highly pleased with the work.

5. Commas are used in a series to separate different items.

- She consulted some research articles, encyclopedias, and dictionaries.

6. Commas are used to separate coordinate adjectives which modify nouns.

- He had a large, receptive audience.

7. Commas are used to separate quotations from the rest of the sentence.

- “How many books do you read every year?”, the teacher asked.

8. Commas are used to separate city names from the names of countries or states.

- He had a large, receptive audience.

9. Commas are used to separate different items to complete dates or addresses.

- The meeting was held on November 10th , 2020, at Alaska, USA.

10. Commas are used also in formal letters after complementary clauses.

- Yours sincerely, (Fulton-Calkins, Rankin, and Shumak, 2011)

The Use of Semicolons

Semicolons can be used in the following cases (Young, 2008):

1. They are used to join two related independent clauses without conjunctions.

- He bought a new car; he had an accident with his old car.

2. Semicolons are used before subordinating conjunctions which connect two independent clauses.

- He gave an interesting speech; however, he knew he could make little change.

3. Semicolons are used in lists to separate the major items along with commas.

The students are recommended to read A Tale of Tw Cities, Charles Dickens; Daisy Miller, Henry James; and Things Fall Apart, Chinua Achebe. ours sincerely,

The Use of Colons

1. Colons are used mostly to signal the beginning of lists (Osmond, 2016).

- She wrote the following: a book review, article, and a short story.

2. Colons can also be used after the first parts of sentences which may raise problems or issues followed directly by the response.

- Recently, I had one occupation in my mind: graduating from the university.
She wrote the following: a book review, article, and a short story.

The Use of Dashes

Dashes, as commas, can be used to separate nonessential clauses like further explanations, definitions, or examples. Nevertheless, the use of dashes places more emphasis (Kirszner and Mandell, 2015).

- The Divine Right of Kings theory—as suggested by Figgis—is behind the strength of early English monarchs.

2. Dashes can be used to suggest statements that summarize series or lists.

- “Revise your lessons everyday”, “Do not forget tomorrow’s homework”, “respect your principals”—Students were used to hear these recommendations daily by their mistress.
- “Revise your lessons everyday”, “Do not forget tomorrow’s homeworks”. “respect your principle”—students were used to hear these recommendations daily by their mistress.

3. Dashes can also be used to suggest hesitations, interruptions, or unfinished thought, especially in dialogues.

- “Revise your lessons everyday”, “Do not forget tomorrow’s homeworks”. “respect your principle”—students were used to hear these recommendations daily by their mistress.

The Use of Hyphens

1. Hyphens are used to form compound adjectives in front of nouns (Lobb, 1998).

- A well-known author.

2. Hyphens are used also with some prefixes like all, cross, ex, self, and all prefixes preceding a number, a proper noun, or an abbreviation.

- Learning pragmatic competence is essential in overcoming dialogue breakdowns in cross-cultural communications.

3. Hyphens can be used with compound nouns starting from twenty-one to ninety-nine.

- He is twenty-two years old.

The Use of Parentheses

1. Parentheses—like commas and dashes—can be used to separate nonessential short clauses, including further clarifications, but they are considered less academic (Rubens, 2001).

- Racist acts (especially against African Americans) still exist in today's modern American.
- Racist acts (especially against African Americans) still exist in today's USA.

2. Parentheses are used also to place acronyms and abbreviations after the full term.

- The European Union Organization (EUO) will tackle many issues related to tariffs.

3. Parentheses can be used also to number items in lists.

- Grades will be based on: (1) participation, (2) tests, and (3) in-class writings.

9. Avoiding the Use of Rhetoric Questions

A rhetoric question is a question whose answer is implied. It is inappropriate to be used in academic writing because you should not rely on implications. It is also less formal to address the reader in your writing by asking questions; instead, you can directly present your point. (Roberts, 2017)

- What is Educational Action Research? It is an experimental research which aims at improving and controlling learning conditions by suggesting effective solutions to classroom problems.
- Educational Action Research is an experimental research which aims at improving and controlling learning conditions by suggesting effective solutions to classroom problems. (More academic without the rhetoric question)

10. Avoiding the Use of 'etc' and 'so on'

Writing should be concise, precise, and explicit in meaning, without vague terms or ambiguities. Thus, it is inappropriate in academic writing to use "etc" and "so on" which may suggest that the sentence is not finished and may also leave readers with guessing different complements that might not be intended at all by the writer (Bottomley, 2015).

- Many factors were considered before choosing the sample including age, sex, educational level and so on.
- Many factors were considered before choosing the sample including age, sex, and educational level. (It is more academic to remove “so on”)

11. The Need to Be Gender Inclusive

In modern English, sexist language should be completely avoided. Here are some problems and suggested solutions.

- The student should be aware of his abilities.
- The student should be aware of his/her abilities. (Be gender inclusive)
- Men and girls in office are working hard.
- The office staff is working hard.

12: Using Different Sentence Structures

When preparing an academic work, like essays, research papers, or dissertations, students are expected to use a variety of sentence structures, including compound sentences, complex sentences, and compound and complex sentences, not only simple sentences. This adds fluency and mastery of language and makes the writing sound more academic as the student can coherently link his/her ideas. Remember that the compound sentence is a sentence that consists of, at least, two independent clauses joint by a comma, a semicolon, or a conjunction, whereas the complex sentence contains an independent clause, a dependent clause, and a subordinating conjunction. The compound and complex sentence includes, at least, two independent clauses, and a dependent clause. See the difference in the following examples.

- The student wrote an interesting research article. (simple sentence)
- The student wrote an interesting research article and the editorial staff accepted to publish it immediately. (Compound sentence)
- Because the student’s research article was interesting, the editorial staff accepted to publish it immediately. (Complex sentence)

- Because the student's research article was interesting, the editorial staff accepted to publish it immediately and the student was rewarded by his teachers. (Compound-and-complex sentence)

13. Using Nominalisation

Academic writing frequently uses nominalization which is the noun forms of verbs. The process of nominalization allows the writer to give more focus to concepts and objects rather than events and actions as stressed by verb forms. It has also the effect of making the writing more abstract and formal (Hamp-Lyons and Heasley, 2006). Consider the following examples in which a simple modification of nominalization shifted the key meaning of the sentence from an emphasis on the action into an emphasis on the concept. Notice also that with the process of nominalization the final sentence is shorter, concise, and more precise.

- Students of foreign languages are likely to encounter some communication breakdowns in intercultural communication because they ignore the cultural aspects of the target language.
- Ignoring the cultural aspects of the target language may result in communication breakdowns among foreign language learners.

14: No mixture of British English and American English

Mixing British and American English is one of the most common mistakes among learners, even at advanced levels of English. To avoid this pitfall, learners should be aware of the existing differences between the two language varieties which can be summarized in the following table (These distinctions_and others_ are gathered by Paul Baker's American and British English (2017).

	American Spelling	British Spelling
or/our	Color	Colour
re/er	Centre	Center
ize/ise	Organize	Organize
ization/isation	Civilization	Civilization
yze/ yse	Analyse	Analyse
og/ogue	Catalog	Catalogue
e/ae	Anemia	Anaemia
e/oe	Fetal	Foetal
se/ce	Defense	Defence
l/ll	Canceled	Cancelled
m/mme	Program	Programme
ction/xion	Connection	Connexion
-/e	Aging	Ageing
toward/towards	Toward	Towards
-/st	While	Whilst
gray/grey	gray	grey

(Baker 2017, p.30)

Exercises and Suggested Answers**Exercise 1: Apply Punctuations in the following sentences whenever it is necessary.**

1. The lecture was well organised to grasp and very useful.
2. He kept silent for he knew that it was better for him to keep silent
3. He immediately perceived from her tone that Miss Daisy Miller's place in the social scale was low.
4. Mrs Costello had not seen him for many years and she was greatly pleased with him manifesting her approbation.
5. well cried Miss Miller with a laugh I guess I know my own mother and when she

has got my showl too she is always wearing my things

6. I dont know said her mother turning towards the lake again.

Suggested Answers

- 1) The lecture was well organised to grasp and very useful.
- 2) He kept silent, for he knew that it was better for him to keep silent.
- 3) He immediately perceived, from her tone, that Miss Daisy Miller's place in the social scale was low.
- 4) Mrs. Costello had not seen him for many years and she was greatly pleased with him, manifesting her approbation.
- 5) « Well ! », cried Miss Miller, with a laugh, « I guess I know my own mother and when she has got my showl too. She is always wearing my things ».
- 6) « I dont know », said her mother, turning towards the lake again.

Exercise 2: Apply punctuations in the following paragraph.

At the little town of Vevey in Switzerland there is a particularly comfortable hotel There are indeed many hotels for the entertainment of tourists is the business of the place which as many travelers will remember is seated upon the edge of a remarkably blue lake a lake that it behooves every tourist to visit. The shore of the lake presents an unbroken array of establishments of this order of every category from the "grand hotel" of the newest fashion with a chalk-white front, a hundred balconies and a dozen flags flying from its roof, to the little Swiss pension of an elder day with its name inscribed in German-looking lettering upon a pink or yellow wall and an awkward summerhouse in the angle of the garden One of the hotels at Vevey however is famous, even classical being distinguished from many of its upstart neighbors by an air both of luxury and of maturity

Suggested Answers

At the little town of Vevey, in Switzerland, there is a particularly comfortable hotel. There are, indeed, many hotels, for the entertainment of tourists is the business of the place, which, as many travelers will remember, is seated upon the edge of a remarkably blue lake—a lake that it behooves every tourist to visit. The shore of the lake presents an unbroken array of establishments of this order, of every category, from the "grand hotel" of the newest fashion, with a chalk-white front, a hundred balconies, and a dozen flags flying from its roof, to the little Swiss pension of an elder day, with its name inscribed in German-looking lettering upon a pink or yellow wall and an awkward summerhouse in the angle of the garden. One of the hotels at Vevey, however, is famous, even classical, being distinguished from many of its upstart neighbors by an air both of luxury and of maturity.

Exercise 3: Rewrite the following statements in a more formal and academic style, making the necessary changes.

- 1) What is the importance of Educational Action Research? According to Pr. Kurt Lewin, a social psychologist and an educator, it enables to suggest effective solutions to some classroom problems.
- 2) The book review is well-structured, with good references_ most of which are newly-published journal articles.
- 3) The problem that I faced throughout this study is really big funding restrictions.
- 4) Everybody knows that lack of motivation among learners will surely end up by bad exam scores.
- 5) Every coin has two sides and transculturalism is no exception.
- 6) My study suggests that the only theme highlighted by Charlotte Bronte in Jane Eyre is the rigid social rules of the early nineteenth-century England.

- 7) So, we have proved that we were right through dealing with these highly important primary sources.
- 8) The issues highlighted in this study are applicable to all participating institutions.
- 9) During the survey, we raised the Monero question of national identities.
- 10) We will turn down this hypothesis because it led to horrible results.
- 11)The materials I used throughout the experiment include: encyclopedias, catalogs, colorful papers, and so on.
- 12) People in the United States were angry with the newly-introduced taxes.
- 13) It caused a really big reaction.
- 14)Everybody knows that we have had a good year as you can see from the graph.
- 15)The sales have gone up significantly over the quarter.
- 16)It is my belief that this led to bad results during the second scholar year.
- 17) I am sure that this what led to economic depression by the end of the decade.
- 18)The situation deteriorated; it was because people didn't communicate well with each other.
- 19)In conclusion, in this section I have argued that multiculturalism is good for economic development.
- 20)Most of the eye tissue is transparent; consequently, the frequency and focus of the laser beam can be adjusted.
- 21)Nurses must take into consideration allergies, medication, medical conditions and so on.

22) What is Commonwealth of Nations? It is an inter-governmental organisation that includes UK and most of its previous colonies.

23) My study suggests that the only way to improve listening comprehension skills among first year students is through introducing authentic videos in the pre- listening stage.

24) The knowledge and skill you gain from being taught

25)The reaction of the Managing Director was sort of negative.

26) Better if you use analogs and encyclopaedias.

27) The labor force is not skilful.

28)Researchers have found out that branding is a powerful tool. This tool has a big impact on consumer buying patterns and also on company profits.

29) The future of investment in the United Kingdom is up in the sky.

30)Researchers looked at the causes of this phenomenon.

Suggested answers

Number of sentence	Mistakes that should be corrected
1	<ul style="list-style-type: none"> The use of a rhetoric question is not academic <p>Answer: According to Pr. Kurt Lewin, a social psychologist and an educator, it enables to suggest effective solutions to some classroom problems.</p>
2	<ul style="list-style-type: none"> Hyphens should not be used in compound adjectives after the verb The use of the adjective good <p>Answer: The book review is well structured, with significant references_ most of which are newly-published journal articles.</p>

3	<ul style="list-style-type: none"> • Personal pronoun: I • Really • Big <p><u>Answer:</u> The problem that is faced throughout this study is serious funding restrictions</p>
4	<ul style="list-style-type: none"> • Everybody knows • Will surely • End up • Bad
	<p><u>Answer:</u> It is generally accepted that lack of motivation among learners may lead to deficient exam scores.</p>
5	<ul style="list-style-type: none"> • No idioms <p><u>Answer:</u> Multiculturalism has advantages and drawbacks.</p>
6	<ul style="list-style-type: none"> • My • The only theme <p><u>Answer:</u> The study suggests that one of the themes highlighted by Charlotte Bronte in Jane Eyre is the rigid social rules of the early nineteenth-century England.</p>
7	<ul style="list-style-type: none"> • we • have proved • right • highly <p><u>Answer:</u> The considerable primary source supports the research hypothesis.</p>
8	<ul style="list-style-type: none"> • Problem with hedging: are, all. <p><u>Answer:</u> The issues highlighted in this study might be applicable to most participating institutions.</p>

9	<ul style="list-style-type: none"> • We <p><u>Answer:</u> During the survey, the Monero question of national identities was raised.</p>
10	<ul style="list-style-type: none"> • we • turn down: reject, refuse • horrible: unfavorable • simple sentences: one complex sentence <p><u>Answer:</u> The unreasonable results suggest the ineffectiveness of the hypothesis.</p>
11	<ul style="list-style-type: none"> • I
	<ul style="list-style-type: none"> • The place of the colon after a verb • Mixture of Br and Am English • So on <p><u>Answer:</u> The materials used throughout the experiment include encyclopedias, catalogues, and colorful papers.</p>
12	<ul style="list-style-type: none"> • people • angry <p>31. <u>Answer:</u> Citizens in the United States were dissatisfied with the newly-introduced taxes.</p>
13	<ul style="list-style-type: none"> • Really • big • <u>Answer:</u> It led to an overreaction.
14	<ul style="list-style-type: none"> • Everybody knows • We • Good • you <p><u>Answer:</u> It is generally accepted that this year was beneficial as revealed by the graph.</p>

15	<ul style="list-style-type: none"> gone up <p>Answer: The sales have increased significantly over the quarter.</p>
16	<ul style="list-style-type: none"> my bad <p>Answer: This led to insignificant results during the second scholar year.</p>
17	<ul style="list-style-type: none"> I Sure
	<ul style="list-style-type: none"> what <p>Answer: This might be the cause which led an economic depression by the end of the decade.</p>
18	<ul style="list-style-type: none"> didn't two related simple sentences <p>Answer: Lack of communication led to the deterioration of the situation.</p>
19	<ul style="list-style-type: none"> I good <p>Answer: In conclusion, this section argued that multiculturalism is beneficial for economic development.</p>
20	<ul style="list-style-type: none"> Preferable to write it into one complex sentence. <p>Answer: Due to the transparency of the eye tissue, the frequency and focus of the laser beam can be adjusted.</p>
21	<ul style="list-style-type: none"> So on <p>Answer: Nurses must take into consideration allergies, medication, medical conditions.</p>

22	<ul style="list-style-type: none"> • Rhetoric question <p><u>Answer:</u> The Commonwealth of Nations is an inter-governmental organisation that includes the UK and most of its previous colonies.</p>
23	<ul style="list-style-type: none"> • My • Only <p><u>Answer:</u> The study suggests that one way to improve listening comprehension skills among first year students is through introducing authentic videos in the pre-listening stage.</p>
24	<ul style="list-style-type: none"> • you
	<ul style="list-style-type: none"> • being taught <p><u>Answer:</u> The knowledge and skills acquired through education.</p>
25	<ul style="list-style-type: none"> • sort of negative <p><u>Answer:</u> The reaction of the Managing Director was unfavourable.</p>
26	<ul style="list-style-type: none"> • better if • you • Br and Am English <p><u>Answer:</u> It is preferable to use analogues and encyclopaedias.</p>
27	<ul style="list-style-type: none"> • Antonyms instead of the negative form <p><u>Answer:</u> The labor force is unskilful.</p>

28	<ul style="list-style-type: none">• Found out• Big• And also• Two related simple sentences <p><u>Answer:</u> Researchers have discovered that branding is a powerful tool that has a significant impact on both consumer buying patterns and company profits.</p>
29	<ul style="list-style-type: none">• idiom <p><u>Answer:</u> The future of investment in the UK is unknown.</p>
30	<ul style="list-style-type: none">• looked at <p><u>Answer:</u> Researchers investigated the causes of this phenomenon.</p>

Chapter 3: Techniques of Quoting, Summarizing, and paraphrasing

An important feature of academic writing is the use of literature and evidence to support your thesis. This requires to read sufficiently and effectively in order to be knowledgeable about the different sides of the theme. In other words, you need to demonstrate evidence by referring to outside academic sources of other researches to make your work more credible and authentic through using techniques of quoting, summarizing, and paraphrasing which are useful tools to avoid plagiarism.

1. Summarizing

It is an important technique which allows you to reveal evidences and literature you have seen throughout your research. Here are some rules which should be considered while summarizing any text:

- 1) Keep main ideas only.
- 2) Drop out unnecessary details like examples, definitions, figures, and statistics.
- 3) Use your own style.
- 4) Shorten the original text to $\frac{1}{4}$ of its size.
- 5) You are not allowed to add or to modify the author's ideas (be objective and report ideas without including your opinion).
- 6) Try to respect paragraph structure and be as concise and clear as possible.

2. Paraphrasing

Paraphrasing is an alternative to quoting. It is when the writer uses his/her own words to express someone else's ideas. When paraphrasing, the writer should keep the same content of the original text, but using different phrasings and words. The writer needs to make sure that the information is correctly conveyed and referenced using different words and sentence

sentence structures, and the new text is the same length as the original one. Here are some tips that may help in paraphrasing.

- Tip 1 : Use synonymes and antonymes to change some key words.
- Tip 2 : Change verbs into nouns and vice versa.
- Tip 3 : Re-order main ideas.
- Tip 4 : Change sentences structures—for example from the passive voice to the active voice and vice versa.

3. Quoting

Quoting is an important technique in academic writing used to cite information from outside sources. Quoting means simply to use original words from a text without any change, respecting an adequate referencing style. Researchers generally use direct quotations for one of the two reasons: either as arguments to support the points of the writer, or because the original words are more expressive (Finnegan, 2011).

Learners should not overuse quotations; this might be interpreted as a linguistic defect not to be able to express other researchers' thoughts in new phrasing, using alternative techniques like paraphrasing or summarizing. Students need also to make a distinction between short and long quotations. According to the MLA referencing style of the eighth edition, a short quotation should be equal or less than four lines in prose and three lines in poetry. In this case, the quotation should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence, with the second name of the author, and page number of the citation, as in the following example (Miller-Cochran & Rodrigo, 2014):

- Science fiction films “self-consciously foreground their own radicality” of special effects (Freedman, 307).

In case the quotation is written by two authors, the in-text citation should include the name of both authors, linked by “&”, as in the example:

- (Miller-Cochran & Rodrigo, 294)

In case the quotation is written by three authors or more, the in-text citation should include all authors’ names the first time mentioned in the academic work, but in any subsequent in-text citation, it is sufficient to mention the last name of the first author followed by “et al.”, as in the example:

- (Miller-Cochran & Rodrigo, 294)

For long or block quotations, which are more than four lines in prose and three lines in poetry, quotation marks should not be used. The student ought to start the quotation in a new line, indented five (5) inches from the left margin, with a double space and parenthetical references placed after the period as in the following example:

- Researchers have studied how people talk to themselves:

Inner speech is a paradoxical phenomenon. It is an experience that is central to many people’s everyday lives, and yet it presents considerable challenges to any effort to study it scientifically. Nevertheless, a wide range of methodologies and approaches have combined to shed light on the subjective experience of inner speech and its cognitive and neural underpinnings.

(Alderson-Day & Fernyhough, 957)

4. Exercises and Suggested Answers

Exercise 1: Summarize texts (A) and (B), using an academic writing style.

Text (A) :

For most of the past century an inverse correlation between human fertility and economic development has been found. This means that as a country got richer, the average number of children born to each woman got smaller. While in the poorest countries women often have eight children, the rate fell as low as 1.3 in some European countries such as Italy, which is below the replacement rate. Such a low rate has two likely negative consequences: the population will fall in the long term, and a growing number of old people will have to be supported by a shrinking number of young development. But a recent study by researchers from Pennsylvania University suggests that this pattern may be changing. They related countries' fertility rates to their human development index (HDI), a figure with a maximum value of 1.0 which assesses life expectancy, average income and educational level. Over 20 countries now have a HDI of more than 0.9, and in a majority of these the fertility rate has started to increase, and in some is approaching two children per woman. Although there are exceptions such as Japan, it appears that ever higher levels of wealth and education eventually translate into a desire for more children.

Text B:

Every year, millions of tons of office paper are discarded. Despite the promise of improved computer systems and networking technologies, the paperless society has yet to materialize, and most experts now believe it never will. Even so, there are ways to minimize the trillions of documents that are printed each year. Computer users should be responsible about using paper and energy. This requires thought and discipline but it can make your work life easier and less expensive, saving you time, storage space, and money. There are three simple steps you can.

:

First, think before you print. Do you really need a hard copy (printed copy)? Are people asking for a hard copy when an email attachment would work just as well? If you plan to stick the printout in a file cabinet, add it to a stack of papers, or throw it out; you may not need to print it.

Second, archive on disk. If you are concerned that your electronic documents will be lost or altered, back them up and store them on removable media such as a floppy disk. Kept in a safe place, the electronic copy will not change and will always be accessible.

Third, encourage others to print wisely. When someone brings you a printed document, ask him or her to send it by email or give it to you on disk next time. These practices can actually be faster than waiting for a printout.

Source: Adapted from Peter Norton, *Computer Fundamentals*, 4th ed., New York: Glencoe/McGraw-Hill, 2001, p. 93.

Suggested answers:

Text (A)

It seems that there is an inverse relation suggesting that human fertility decreases with the increase of economic development and vice versa, though a study from the University of Pennsylvania, using the Human Development Index, argues that this correlation is changing, with some few exceptions where better life conditions are translated into a desire to have more children. (Norton 93)

Text (B)

There are three ways to minimize the millions of papers which are wasted every year which may save time, space, and money. First, questioning whether printing hard copies is necessary, and considering the possibility of using electronic versions instead. Second, archiving documents in removable electronic devices to keep them safe. And third, encouraging others to reduce the use of printed documents and to think about other effective alternatives.

Exercise 2: Paraphrase the following text. (at this stage use only synonyms to change key words)

Many people, when driving their cars, go over the speed limit in city centers, as a way of solving this, the government should put more cameras on major streets to put people off speeding. If this is done, more people who speed will be caught and this problem will eventually be solved.

Suggested Answer:

Many people, when driving their cars, exceed the speed limit in urban cities. As a way of solving this, the authorities ought to install more speed cameras on major streets to deter citizens from speeding. By doing this, more citizens who speed will be caught and this problem will eventually be resolved.

Exercise 3: Paraphrase the following text. At this stage change both key words and sentence structures

The United States, Germany, Japan and other industrial powers are being transformed from industrial economies to knowledge and information based service economies, whilst manufacturing has been moving to low wage countries. In a knowledge and information based economy, knowledge and information are the key ingredients in creating wealth. (Source: Laudon & Laudon 2002, Management information systems: managing the digital firm, Prentice Hall, New Jersey, p45)

Suggested Answers:

There has been a dramatic change in economies such as the United States, Japan and Germany from industrial to service economies involved in knowledge and information. As manufacturing shifts to countries where wages are low, economic growth and information economies must focus on knowledge and information production (Laudon & Laudon, 45).

Chapter 3: Writing a Research Paper

1. What is a Research Proposal?

A research proposal is a detailed plan that outlines a proposed study or investigation. It serves as a blueprint for the research process, providing a clear explanation of the research objectives, methods, and significance of the study. It is often submitted to academic institutions, funding bodies, or other organisations for approval or to request funding for the research. For university students, they need to submit this relatively short document—3 pages to 15 pages—for academics who may supervise their research. (Davies 2011)

2. What is the main purpose of the research proposal? and what should be included in it?

Research proposals are essential because they provide a clear plan for conducting research, ensuring that all necessary steps are taken to achieve the goals effectively and efficiently. They define the study's objectives and methodology while confirming that the research is ethical and suitable. Additionally, research proposals ensure that the study is well-founded, factual, and of high quality. In some cases, they can even help secure funding, scholarships, and other resources. A research proposal has two main purposes: the "internal purpose" and the "external purpose." The "internal purpose" requires researchers to carefully design and plan their research, considering relevant methodological, ontological, and epistemological frameworks, essentially crafting a sound research design. The "external purpose" aims to convince scholars and readers that the researcher has a significant, relevant, new, and innovative idea or hypothesis, that it is scientifically rigorous, based on a solid methodology, and that the research can be carried out with realistic time and resource management. (Abhinav 2023)

A research proposal should include several critical components to provide a comprehensive plan for the study. The **title** should be concise, clear, and reflect the research focus. The **background of the study** offers context, explaining the topic's relevance and the need for the research. The **historiography** section reviews previous studies and identifies gaps in existing literature. The **statement of the problem and research questions** clearly define the issue to be addressed and guide the direction of the study. The **research hypothesis** presents the expected outcomes or assumptions to be tested. The **objective of the study** outlines the primary goals and the intended contributions of the research. The **significance of the study** highlights the importance and potential impact of the research. The **scope and limitations** address the study's boundaries and any constraints encountered. The **research methods** section details the approach, data collection, and analysis techniques. The **thesis structure** provides a roadmap of how the research will be organized, while the **outline** offers a detailed framework for the progression of the study. Each of these sections plays a crucial role in ensuring the research is well-planned and feasible.

2.1. The Title:

The title of a research proposal is a crucial element as it serves as the first impression of the study. It should be clear, concise, and descriptive, providing a snapshot of the research focus. A well-crafted title should include key aspects such as the main topic and academic debate, the research variables (dependent and independent variables), and the specific context (period of time, place, population). The title must be precise enough to convey the essence of the study while avoiding overly complex language. It should also be specific enough to differentiate the research from other studies in the field. A good title not only draws attention but also helps potential readers quickly understand the scope and purpose of the research.

Consider the following examples:

- The Impact of the US Withdrawal from Afghanistan War on the Reputation of President Joe Biden among Americans.
- Role of Euroscepticism in the 2016 United Kingdom European Union Membership Referendum: The Impact of Immigration, Identity, and Sovereignty on Voters' Decision.
- The Influence of Princess Diana's Tragedy on King Charles III's Popularity among British Citizens.
- The Historical and Geopolitical Roots of The Russo-Ukrainian Conflict: Ukraine As a Western Anti-Russia Project During The Post-Cold War Era.

2.2. The Historical Background

The historical background in a research proposal provides essential context for understanding the development of the topic over time. It begins by outlining the origins of the issue or subject, highlighting significant events, shifts, and key milestones that have influenced its evolution. The historical background should also identify trends and patterns that have shaped the current understanding of the topic. Finally, it is crucial to link the historical context to the present research by demonstrating how past developments lead to the existing gap or unresolved questions that the proposed study aims to address. This section should focus on relevant historical details that provide a solid foundation for the research, ensuring the reader understands the topic's evolution and the need for the current investigation. (Smith 2015)

2.3. The Historiography

The historiography section of a research proposal reviews the existing literature and scholarly work related to the research topic, highlighting key studies and theoretical frameworks that have shaped the field. It critically examines how previous scholars have approached the subject, identifying significant findings, debates, and methodologies. By summarizing past research, the historiography helps to establish the context for the proposed study, revealing gaps in knowledge or areas where further investigation is needed. This section not only acknowledges the contribution of earlier work, but also

demonstrates how the current research will build upon or challenge existing perspectives, offering a fresh approach or new insights into the topic. To conclude, the historiography should imperatively: (1) refer to key studies and works about the topic, (2) summarise their key findings, and (3) academically criticise these works, trying to find a “knowledge gap” that paves the way for a better statement of the problem. (Jones 2017)

2.4. Statement of the Problem and Research Questions

In a research proposal, the research question should be stated clearly and precisely, guiding the focus of the entire study. It typically starts with a broad inquiry related to the main topic or issue, providing a general understanding of the area of interest. From there, the question is refined into more specific sub-questions that break down the larger issue into manageable components. This progression from general to specific allows the researcher to narrow the scope and focus on particular aspects of the topic that require further exploration. The main research question addresses the overall problem, while the specific research questions outline the detailed, focused inquiries that will be investigated in the study. This approach ensures that the research is both comprehensive and focused, helping to direct the methodology and analysis.

The statement of the problem is enormously important and should be given a prominent consideration as all subsequent steps depend largely on succeeding to choose an appropriate well- defined and limited research problem—which in turn can be done only after reading sufficient in-depth literature related to a broader academic debate in their specialties. Learners should make sure that the topic is researchable and within their own capacities, skills, and manageable in terms of space, time, and budget. (Smith and Jones 2019)

2.5. Research Hypothesis

After raising research question(s) and clearly defining, limiting, and stating the problem, the student can now suggest a research hypothesis as a response or a contribution to the research. Research hypotheses in social sciences, however, may differ from those formulated in purely scientific researches which require testing and experimenting. As far as the specialty of Literature and Civilization is concerned, a research hypothesis can be simply a suggested cause behind an event, a predicted effect of a policy or an act, or a suggested correlation between some variable in general. This hypothesis is the researcher's stance in the academic debate which should be defended by some arguments. It should be clear, concise, and specific, stating what the researcher expects to find through the study. Writing a hypothesis involves identifying the key variables and formulating a statement that can be tested. Consider the following examples:

- This study suggests that the main motive behind Scotland's call for independence is the issue of local identity.
- It is suggested that the Commonwealth of Nations market can serve as an interesting substitute for the European Union single market.
- The research suggests that globalization and multiculturalism policies in UK played an important role in the dilemma of British National Identity.
- It is suggested that one of the leading factors which enabled Donald Trump to win the 2024 presidential elections is his powerful use of economic rhetoric.
- The study suggests a correlation between Neo-Fascism and Donald Trump's Rhetoric.
- It is suggested the rise of Euroscepticism is behind the independence referendum in Scotland in 2014.

2.6. Objective of the Study

The objective of the study in a research proposal outlines the specific goals the researcher aims to achieve through the investigation. It should be clearly defined, concise, and directly aligned with the research problem and questions. To state the objective effectively, the researcher should articulate what they hope to discover, prove, or explore within the scope of the study, ensuring that the objectives are measurable and achievable within the given time and resource constraints. Typically, the objective is framed in terms of what the study will accomplish, such as identifying key factors, testing a hypothesis, or providing insights into a particular issue. Clear objectives help to guide the research process by establishing a focused direction for the study, ensuring that all methods, data collection, and analysis are aligned with the intended outcomes. Well-defined objectives are crucial in demonstrating the relevance and significance of the research, showing how it will contribute to the existing body of knowledge. The success of the research study depends largely on the ability of the researcher to achieve his or her aim (Khan 2008).

2.7. Significance of the Study

The significance of the study refers to the importance of the academic work. The student needs simply to describe the possible contribution to the field of study, especially if the study deals with a new research theme or an original thesis; or that it approaches an old topic in a non-previously discussed way. The student can answer the following questions: Why is the research study valuable? What will the study add to the already-existing body of knowledge? How can the research findings be used by others. In other words, the significance of the study highlights the importance and potential impact of the research on the field, society, or both. This section explains why the study is worth conducting, detailing how it will contribute to the existing body of knowledge, address gaps in the literature, or offer new insights into the topic. It also emphasizes the practical implications of the research, such as how the findings could influence policy, practice, or future studies. (Lunenburg & Irby, 2008)

2.8. Scope and Limitations of the Study

The scope and limitations of the study in a research proposal define the boundaries within which the research will be conducted. The scope outlines the specific aspects of the topic that will be addressed, including the study's geographical area, time frame, population, and any other parameters that help narrow the focus of the research. It clarifies what the study will cover, ensuring that the research remains manageable and feasible. In contrast, the limitations acknowledge potential constraints or challenges that may affect the research, such as sample size, access to data, time restrictions, or methodological limitations. Addressing these limitations transparently helps to set realistic expectations for the study's outcomes and provides a critical perspective on the research's scope. By clearly stating both the scope and limitations, the researcher ensures that the study is well-defined and that any constraints are understood in the context of the research design. The student needs to state, in the limitation of the study, any weaknesses or problems that might affect the procedure and/or the findings of the research study. This simple step, besides being an academically honest act, helps to direct other researchers to avoid the same obstacles to obtain better research findings. (Sesay 2011)

2.9. Thesis Structure

The thesis structure refers to the organization and arrangement of the key chapters that make up the entire study, providing a clear and logical framework for presenting the research. Typically, the structure includes the **Introduction**, which introduces the research problem, objectives, and significance; the **Body**, where the core analysis or content is presented; and the **Conclusion**, which summarizes the findings and suggests avenues for future research. Each chapter should be clearly defined and interconnected to ensure a coherent flow of ideas and a unified progression of the argument. Achieving unity means that all chapters are aligned with the research objectives and contribute directly to addressing the research questions, reinforcing the

purpose of the study. The structure helps guide both the researcher and the reader, maintaining focus and ensuring that the work is organized in a systematic and cohesive manner. (Patton 2015)

2.10. Research Methods

The research methods section of a research proposal outlines the approach for data collection and analysis, ensuring the chosen methods align with the study's objectives. For instance, the descriptive method is useful for providing an accurate portrayal of a phenomenon by observing and documenting its characteristics without manipulating variables. Data gathering tools for this method might include surveys, questionnaires, interviews, or direct observations, depending on the research focus. Quantitative data can be analyzed using statistical software like SPSS or Excel, while qualitative data can be processed through coding or thematic analysis using tools like NVivo. The researcher must justify the use of the descriptive method by demonstrating how it best fits the study's goal of accurately capturing and describing the subject of interest. The historical method is particularly suited for studying past events, trends, or developments. Data gathering tools for historical research include primary sources such as archives, documents, or records, as well as secondary sources like books or journal articles. Analysis typically involves contextualizing these sources, interpreting their meaning, and drawing connections to present-day issues. The historical method is appropriate when the study aims to understand how past phenomena have shaped current conditions, and its use should be justified by the research objectives. Critical discourse analysis (CDA), on the other hand, focuses on the examination of language to uncover power dynamics, ideologies, and social structures within texts. Data gathering tools for CDA may involve collecting spoken or written texts, such as interviews, media, or political speeches. The analysis in CDA involves identifying linguistic patterns, metaphors, and narratives to understand how language reflects societal power relations. Justifying the use of CDA involves explaining how language shapes and reinforces societal norms and how this analysis will contribute to understanding the research topic. Each method should be selected based on the research objectives, and the appropriate data collection and analysis tools. (Creswell 2018)

2.11. The Outline and References

Including a detailed outline and references in a research proposal is crucial for several reasons. A well-structured outline provides a clear roadmap for the study, highlighting the key sections and chapters, ensuring the research is organized and logical. It helps the researcher maintain focus, ensuring that all necessary components are addressed and that the work progresses systematically. A detailed outline also helps reviewers assess the feasibility and coherence of the proposed study, as it demonstrates the researcher's understanding of the topic and the planned approach. In addition, including references to relevant literature and sources shows that the research is grounded in existing knowledge and aligns with scholarly work in the field. Proper referencing also helps establish the study's credibility by acknowledging prior research, and providing a foundation for the proposed investigation. Together, the outline and references not only guide the research process but also strengthen the proposal by showing that the researcher has a well-thought-out plan and is aware of the existing body of knowledge related to the topic. (Babbie 2020)

3. Notes on Academic Honesty and Plagiarism

Academic honesty is a fundamental principle in scholarly research and education, ensuring the integrity of intellectual contributions and the trustworthiness of the research process. It requires individuals to produce original work, properly attribute the ideas and findings of others, and maintain transparency in their methods and conclusions. Upholding academic honesty fosters an environment of intellectual trust, where ideas can be openly debated, refined, and built upon (Macfarlane, 2015). Without honesty in research, the academic community risks losing credibility, as false or uncredited claims distort the integrity of scholarly work.

One of the most serious breaches of academic honesty is plagiarism, which involves presenting someone else's ideas, words, or research as one's own (Pecorari, 2013). This includes both direct copying and failure to adequately paraphrase or cite sources. Plagiarism can also encompass self-plagiarism, where an individual reuses their own previously published work without proper disclosure (Roig, 2015).

Regardless of its form, plagiarism undermines the scholarly process, as it misrepresents intellectual contributions and damages the trust upon which academic progress relies. It diminishes the value of the work, as it obscures the distinction between original thought and borrowed ideas, potentially leading to false conclusions.

The consequences of plagiarism are severe and far-reaching. On a personal level, the individual responsible may face academic penalties, including failing grades, suspension, or even expulsion from their institution (University of Oxford, 2020). Professional consequences are also significant; an academic may lose their job, damage their reputation, or be banned from publishing in reputable journals (Bretag, 2016). In some cases, legal action may be taken if intellectual property is infringed upon. On a broader level, plagiarism damages the credibility of the academic community, which relies on the integrity of its members to ensure the quality and verifiability of research (Pecorari, 2013). The perpetuation of plagiarized work can prevent future researchers from building upon valid, original studies, creating a barrier to scientific progress.

To avoid plagiarism, researchers must understand and apply proper citation practices. Citation allows a researcher to credit the original source of ideas, data, or theories, thus acknowledging the intellectual contributions of others (American Psychological Association, 2020). There are several citation styles used in academic writing, including APA, MLA, Chicago, and Harvard, and each style has specific rules regarding how to format citations and references. It is crucial to adhere to the citation style prescribed by the discipline or publisher, as this ensures consistency and transparency in academic work (American Psychological Association, 2020). Proper citation involves not only citing direct quotes but also acknowledging paraphrased ideas or research findings that are not one's own (Macfarlane, 2015).

In addition to citation, paraphrasing plays a critical role in preventing plagiarism. Paraphrasing involves rewording another person's ideas or findings while retaining the original meaning. While this technique allows a researcher to integrate the ideas of others into their own work, it still requires proper attribution (Roig, 2015). Paraphrasing without citation is a form of plagiarism, as it misrepresents someone else's intellectual contributions as the writer's own. Researchers must ensure that paraphrases are substantially reworded from the original source and that the source is appropriately cited (Pecorari, 2013).

Academic honesty also encompasses the ethical reporting of research findings. This includes presenting data truthfully, without falsification or manipulation, and reporting results transparently. Researchers are obligated to present their methodologies, results, and interpretations honestly to contribute to the accuracy and reliability of the scientific record. Fabricating or altering data to support a predetermined conclusion is a severe violation of academic integrity and can have devastating effects on the research community, leading to the discrediting of the study and, in some cases, legal or professional consequences (Bretag, 2016).

Plagiarism detection tools are valuable resources in promoting academic honesty. Tools such as Turnitin and iThenticate compare submitted work to large databases of academic papers, websites, and other sources to identify instances of uncredited borrowing (University of Oxford, 2020). While these tools can detect potential plagiarism, they should not be relied upon solely to ensure academic integrity. The responsibility for maintaining honesty ultimately lies with the individual researcher. These tools serve as a safety net but should complement the researcher's commitment to original thought and accurate citation (Bretag, 2016).

Fostering academic honesty requires a commitment to education and awareness. Institutions often offer workshops and resources to help students and researchers understand proper citation practices and avoid plagiarism (Macfarlane, 2015).

Educating researchers about ethical writing and the importance of intellectual property can reduce unintentional plagiarism and encourage the responsible use of others' work. Researchers should familiarize themselves with their institution's policies on plagiarism, as rules may vary across institutions or disciplines. This proactive approach helps ensure that students and researchers understand the importance of originality and ethical responsibility in the research process.

In conclusion, academic honesty is essential to the credibility and integrity of scholarly research. Plagiarism not only damages the reputation of individuals but also undermines the trustworthiness of the academic community. By adhering to proper citation practices, avoiding plagiarism, and reporting findings truthfully, researchers contribute to a culture of academic integrity that supports the growth of knowledge and promotes responsible scholarly practices. Academic honesty is not just an ethical obligation but a professional responsibility that ensures the reliability of research and maintains the public's confidence in academic work.

4. Exercises and Suggested Answers

Exercise 1: Study the following titles, referring to the dependent variables, the independent variables, the scope or the context, and the academic debate.

- The Impact of the US Withdrawal from Afghanistan War on the Reputation of President Joe Biden among Americans.
- Role of Euroscepticism in the 2016 United Kingdom European Union Membership Referendum: The Impact of Immigration, Identity, and Sovereignty on Voters' Decision.
- The Influence of Princess Diana's Tragedy on King Charles III's Popularity among British Citizens.
- The Historical and Geopolitical Roots of The Russo-Ukrainian Conflict: Ukraine As a Western Anti-Russia Project During The Post-Cold War Era.

Suggested Answers:

- The Impact of the US Withdrawal from Afghanistan War on the Reputation of President Joe Biden among Americans.

Analysis: The independent variable here is the US. Withdrawal from Afghanistan. The dependent variable is the reputation of President Joe Biden. The research question and the academic debate are about the possible impacts of the US withdrawal from Afghanistan. The claim of the researcher is built through establishing a connection between these two variables. The use of the word “impact” suggests that the withdrawal has a negative consequence of the reputation of the president.

- Role of Euroscepticism in the 2016 United Kingdom European Union Membership Referendum: The Impact of Immigration, Identity, and Sovereignty on Voters’ Decision.

Analysis: There are three different research claims in this topic: (1) the impact of immigration, (2) the impact of identity issues, and (3) EU membership and sovereignty issues. These claims are linked under the umbrella of the role of Euroscepticism, which is the larger academic debate. The dependent variable is voters’ decision in the referendum, and the independent variables include the impact of immigration, identity, and sovereignty issues.

- The Influence of Princess Diana’s Tragedy on King Charles III’s Popularity among British Citizens.

Analysis: There are two variables in the title: King Charles III’s popularity among the British—which is the dependent variable, and Princess Diana’s tragedy, which is the independent variable. The academic debate is about the legacy and the impacts of Princess Diana.

- The Historical and Geopolitical Roots of The Russo-Ukrainian Conflict: Ukraine As a Western Anti-Russia Project During The Post-Cold War Era.

Analysis: The academic debate is about the roots of the Russo-Ukrainian conflict and the research claim is clearly stated: “Ukraine as a western Anti-Russia project during the post-cold war era. There are many variables in the title: the RussoUkrainian conflict, Ukraine, historical and geopolitical roots.

Exercise 2: Analyse the following four research proposals, highlighting the different methodological aspects that are covered in each document and their structure.

Research Proposal 1

After World War II ended in 1945, Europe was left in a devastated situation. The continent was filled with hatred and ruins. In order to avoid future bloody conflicts, European countries were determined to unite Europe as they established the European Coal and Steel Community (ECSC) in 1951 which had evolved to be the European Economic Community (EEC) in 1957 before ratifying the Maastricht treaty in 1993 to officially create the European Union (EU). The new organization set up some special institutions, with its own law, currency and single market. However, since its emergence, the EU organization has always faced some scepticism and mistrust in its increasing powers, known academically as “Euroscepticism”. Eurosceptics, particularly, describe the EU as elitist, bureaucratic and undemocratic; they also criticize the EU for undermining national

sovereignty. The UK, for instance, has been a remarkable Eurosceptic nation for years. Despite its accession in 1973, Britain has shifted between moving closer and pulling away from Europe, with a growing Eurosceptic environment and unstable relation with the EU that was culminated in suggesting a referendum on the UK's membership in the EU by the Prime Minister David Cameron. The EU membership referendum was held in 2016 with two options: to remain in the EU or to leave it. Eurosceptics supported Brexit—a British exit from the EU, while ProEuropeans supported the UK's stay as a member within the EU. The British public seemed to be equally divided on the issue, with a slight difference. This was perceived in the final results where the electorate delivered a Leave vote by 51.9% to 48.1%. After a series of negotiations, the UK left the Union officially on January 31st, 2020. Brexit, as a historical event, was unexpected as most analysts predicted the UK to remain. Many academic researchers have since then covered this controversial issue, trying to investigate reasons behind the British wish to leave the European Union.

There is, indeed, rich literature on Brexit and its possible aftermaths. Perhaps the most notable works include the book of 'Brexit History, Reasoning and Perspectives' by Troitiño et al from Tallinn University of Technology. They explain, in this book, that British politics failed to overcome the natural otherness of the British electorate, especially during events like the Eurozone crisis and the European Migration (169-170). Another influential academic work was Sara Hobolt's article: 'The Brexit Vote: a Divided Nation, a Divided Continent'. She is a professor in the London School of economics and political science who found that the antiimmigration and anti-establishment sentiments caused Brexit (1). To prove her point, she used data and surveys about voters' background. Other rich studies include Hobolt's suggestion of the possibility of a domino effect on other EU states (18), and the article of Juliette RingeisenBiardeaud, a teacher at the University of Paris 2, entitled 'Let's take back control: Brexit and the Debate on Sovereignty' where she referred to the role of parliamentary sovereignty in the referendum and post-Brexit. She also suggested that the right to control laws was a pervasive topic (1). Her method focused mainly on

on analyzing quotes from British and European politicians about the importance of the issue. However, perhaps, these scholars have neglected an interesting point that Brexit might not be the result of one specific factor, but an interaction of a set of factors as suggested by the present thesis.

This research seeks to answer the following questions: What are the underlying reasons behind the UK leaving the EU? How did long years of Euroscepticism result in Brexit? How do some factors affect certain voters rather than others? Before engaging to search for answers to these questions, it may be hypothesized that Euroscepticism had a significant impact on the results of the referendum. This main hypothesis is provided by three minor hypotheses which further illustrate the impact of Euroscepticism. The first minor hypothesis suggests that opposition to the free European Immigration has influenced voters' decisions, as many British believe that European immigrants worsened the issue of unemployment and low wages within the kingdom. The second minor hypothesis can be summarized in the possible impact of growing fears of a deterioration of the British national identity with the imposed European integration. The third minor hypothesis suggests that voters are simply dissatisfied with the European Laws' primacy over the Westminster Parliamentary acts. Thus, the present dissertation suggests that the true explanation of Brexit tend to be a combination of these interrelated factors which have interacted with each other, instead of stressing one particular reason.

Therefore, as explained above, the key objective of this study is to investigate the factors which have influenced the voters' decisions in the Brexit referendum. As the study tries to reach this aim, it contributes to the already-existing body of knowledge by enriching the running debate on Brexit, notably by providing a comprehensive understanding of Euroscepticism, its roots in the UK, and an overall presentation of the EU and its institutions, in addition to covering a set of factors behind the result of the referendum which can stand for three different dissertations. The thesis is divided into three chapters, the first is theoretical and the two others are practical. The first chapter is entitled 'Towards the 2016 European Union Membership Referendum: The

Rise of Euroscepticism in Britain’. It presents the EU, with its brief history, chief goal, and the functioning of its different institutions, in addition to the main motives of Britain to join it. Then, it moves to discuss the rise of Euroscepticism in the UK, after defining the notion and describing its impact on the British public, leading to the EU referendum. Thus, this chapter serves as a necessary theoretical to the thesis. As for the second chapter, it is entitled ‘The Role of Immigration and Identity in the Brexit Referendum’. It is a practical chapter that deals with the first and the second minor hypotheses of the thesis, as it discusses the impact of issues of European immigration and identity on voters’ decisions, suggesting that these two factors led many British to cast the ‘Leave’ vote, especially that according to many recent statistics, some British see that the open free European immigration imposed by the European Union deprives many locals of jobs and more decent wages, in addition to the decline of their typical British identity with the coming of immigrants of different cultural backgrounds. The third chapter is entitled ‘The Dilemma of EU’s Supremacy over the Westminster Parliament and its Impact on the Brexit Referendum’. It is a practical chapter which deals with the third minor hypothesis, suggesting that many British wanted to leave the European Union to maintain their parliamentary sovereignty, particularly because remaining within the EU means accepting the primacy of the EU laws over the Westminster Parliament and being dictated by super-national bodies which do not represent the British. All the three chapters are interrelated and carefully designed to answer the key research question in search for the possible causes behind Brexit.

To undertake this study, two research methods are used: the historical analytical method, and the descriptive method. The historical analytical method is used mainly in the first chapter to deal with some historical events in the creation and the development of the European Union Organization and the rise of Euroscepticism in Britain, using primary sources like the EU Charter, EU laws, parliamentary acts, speeches, in addition to secondary sources including notable books and article journals. The study applies also the descriptive method, in the second and third

that is judged to be more suitable to cover the factors which have influenced the British voters and their attitudes towards the EU, using academically-reliable surveys, and polls which are conducted by governmental bodies like Migration Advisory Committee (MAC) and Office of National Statistics (ONS) and authentic organizations and agencies like the British Social attitudes (BSA), and other global public opinion groups used internationally by academic researchers. These data-gathering tools are used and analyzed by the present dissertation in different analysis tools as bar graphs, line graphs, and tables.

Source: The Role of Euroscepticism in the 2016 United Kingdom European Union Membership Referendum[Master's Thesis]

Research Proposal 2

After the death of Queen Elizabeth II on September 8th, 2022, marking the end of glorious seventy years of reign, Prince Charles, as the longest heir apparent, accessed to the British throne. The late Prince of Wales witnessed a dramatic life full of crises, in which the scandal with his current wife Camilla Parker and his betrayal to Princess Diana was a prominent event that was extensively covered by media.

Charles's marriage to Princess Diana was threatened by extramarital affairs and incompatibility. Consequently, the royal couple had to separate in 1992. The divorce was almost inevitable, as the private lives of both Princess Diana and Charles were revealed to the public. The separation was recommended by the Queen herself to protect the British royal family's image. On August 1997, one year after their divorce, Princess of Wales died by serious injuries following a car crash in Paris. The sequence of events starting from her unsuccessful marriage to the tragic death made her end a trauma for the whole world, not only the British. The Queen of Hearts, as she is called, received an unprecedented immense sympathy from the British public. According to many studies which were conducted to investigate British social attitude in post Diana's death, this sympathy turned to be a hysteria. Diana's death was not a transient event, as its enduring impact continues to shape today's British public opinion even after 25 years of her death.

Diana's tragic story was inspirational for many people and it was a contested field of study, including several books, articles, and research papers. One of the most notable works is *Royal Tourism: Excursions around Monarchy*, written by Phil Long and Nicola J. Palmer, in which they claimed that the subject of the Royal Family's popularity was open to interpretation by some academic polls and media. They explain also that the divorce of Prince Charles and Princess Diana affected the image of the British Royal Family and it reinforced the claims of a cold-hearted Queen. Another work by De Susanna de Vries entitled *Royal Marriages: Diana, Camilla, Kate & Meghan and Princesses who did not Live*, assumed that the death of Princess Diana was a trauma to the British who believed that her death was not a simple car crash. The sorrow upon Diana's death was so profound that conspiracy theories abounded. The influence of Diana's death on the British citizens was demonstrated in another influential article entitled "Effect of Diana, Princess of Wales on Suicide and Deliberate SelfHarm" by Hawton et al. This article provides an analytical study of the rate of suicide in England and Wales following the Princess death in comparison with the rate three months earlier. Nevertheless, and probably due to the fact that Prince Charles' accessed to the British throne only recently, there are very rare studies suggesting a possible link between the tragic story of Princess Diana and the humble popularity of the newly-crowned king.

During the funeral ceremonies of Queen Elizabeth II, a serious debate about the possibility of abdicating the throne in favour of Prince William was discussed on media for weeks. King Charles III was waiting to be crowned as a monarch for more than a half of century, but shortly after the Queen's death his unpopularity rose to the surface as a significant percentage of British public opinion unfavoured Prince Charles to be their King. This research seeks to investigate today's unpopularity of King Charles III, raising the following questions: "Why did some British citizens called for replacing Prince Charles III by his son Prince William, despite being the legitimate heir to the throne?", "What caused Charles III' unpopularity among his people?", "Is it possible that the tragedy of Princess Diana still has an enduring impact on King Charles III?".

Before engaging to answer these questions, it might be hypothesized that one of the major factors which led to the unpopularity of King Charles III is being partly responsible for the tragedy of Princess Diana.

Thus, the key objective of this study is to shed the light on the immediate and the enduring impact of Princess Diana's tragedy on King Charles III popularity. The significance of this current study can be summarized in its contribution to the already existing body knowledge to enrich the still-running debate about the legacy of Lady Diana Spencer and today's British Royal Family. It provides also a better understanding of contemporary issues related to the newly-crowned British Monarch, using recent surveys and statistics about British social attitudes towards British monarchy and royal family. Nevertheless, the study is challenged by lack of secondary sources due to the newness of this theme of research. To overcome this obstacle, the research will be based on authentic primary sources such as surveys and polls.

This research study is divided into three interrelated chapters. The first chapter is entitled: "Princess Diana: the Cultural Legacy of a Troubled Queen of Hearts". It is designed to provide the research with necessary theoretical background on the first variable of the research hypothesis, which is Princess Diana. It covers her early life, engagement and marriage to Prince Charles, the extramarital affairs and incompatibly which led to divorce, her death and the British public sympathy, in addition to the cultural heritage of the princess. The second chapter deals with the second variable of the hypothesis, which is Prince Charles, it is under the title of: "Prince Charles's Accession to the British Throne". It covers his early life and education, duties as Prince of Wales, and his marriage to Camilla parker. It studies also the death of Queen Elizabeth which allowed for his accession to the British throne. The last chapter is a combination of the two variables of the thesis. It is entitled "The Effect of Princess Diana's Tragic Story on King Charles III Popularity". This purely practical chapter investigates the impact of Diana's tragedy on King Charles's popularity, depicting the British public favourability of King Charles III.

To undertake this study two research methods are used: the historical analytical method and the descriptive method. The historical analytical method is mainly used in the first and the second chapters to give a historical account on both Princess Diana and Prince Charles, in addition to the analysis of some historical aspects of today's modern royal family, and British monarchy, using primary resources such as speeches, interviews, documentary films, official announcement and proclamations, as well as some secondary resources including notable books, articles, encyclopaedias and newspapers. The descriptive method is used mostly in the third chapter to cover the effect of Diana's tragedy on King Charles's popularity through the analysis of the British social attitude. The description brings to the light the immediate temporary, and the enduring impact of the tragedy on King Charles III, using data gathering tools such as You Gov, Gallup, and Ipsos MORI. These international data analytics platforms provide some reliable primary sources which are used for academic purposes.

Source: The Impact of Princess Diana's Tragedy on King Charles III's Popularity among the British [Master's Thesis]

Research Proposal 3

The birth of Ukraine as an independent state in 1991 after the fall of the USSR was a notable event in history. Ukraine emerged as one of the largest and most strategically significant nation of the former Soviet republic. Ukraine inherited a significant industrial potential, a rich cultural legacy, and a strategic location at the intersection of Eastern Europe. From the moment it emerged as an independent nation, Ukraine had to navigate the complex dynamics of post-Cold War geopolitics while forging a national identity separate from its Soviet background. Economic hardship, turbulent politics, and attempts to move from a centrally planned to a market-oriented economy defined the early years of independence. It was during this time that the Ukrainian society started to embrace western ideas of democratic governance, human rights, and economic freedom which were translated into a desire highly encouraged by the west to join the NATO

and the European Union organization. Nevertheless, Ukraine—as a traditional strategic Russian sphere of influence—faced many internal and external challenges which led to a number of public protests and movements in Ukraine denouncing corruption and illegitimate, or excessive, Russian interference in Ukrainian politics as in the Orange Revolution of 2004 and the Euromaiden Protests of 2014.

The tensions and confrontations have remarkably escalated since 2014. The immediate trigger was Russia's annexation of Crimea in March 2014, which followed Ukraine's Euromaidan protests that led to the ousting of pro-Russian President Viktor Yanukovich. This move was condemned globally as a violation of international law and Ukraine's sovereignty, leading to sanctions against Russia. Simultaneously, in Eastern Ukraine's Donbas region, pro-Russian separatists, allegedly backed by Russian military forces and resources, declared independence, igniting a brutal conflict that has resulted in thousands of deaths and massive displacement. Beyond conventional warfare, the confrontation extends even into cyber and economic domains.

The confrontation was again renewed in February 2022 when Russia launched a full-scale invasion of Ukraine, causing severe humanitarian crises, extensive destruction, and significant geopolitical shifts. Similar to the annexation in 2014, the invasion was accompanied by an organized US-led European political and military support to Ukraine, which was interpreted by Russia as a direct threat to its regional stability in Eastern Europe. This ongoing Russo-Ukrainian conflict with the unified western response to it and the stiff Russian opposition typically to the NATO expansion and Ukraine's attempts to align economically and militarily with Europe raise many questions about the true causes behind the struggle between Russia and Ukraine and the motivating forces of the generous financial and political European aids to Ukraine.

An array of scholars and researchers has examined the Russo-Ukrainian conflict. Perhaps the most notable works include the book of "Ukraine: What Went Wrong and How to Fix It" by Anders Åslund. Åslund's work focuses on Ukraine's economic and

political development since gaining independence in 1991. The book delves into Ukraine's efforts to establish itself as a sovereign state and the challenges it faced. Another influential academic work was the book of Paul D'Anieri "Ukraine and Russia: From Civilized Divorce to Uncivil War." This book offers a comprehensive examination of the historical and political dynamics between Ukraine and Russia, from the Soviet era to the conflict in eastern Ukraine. It explores the roots of the tensions and the impact of geopolitical shifts in the post-Cold War era. Other rich studies include Daniel Treisman's book "The Return: Russia's Journey from Gorbachev to Medvedev". Treisman's book provides a historical perspective on Russia's transformation from the late Soviet period to the Putin era. It helps to understand Russia's evolving stance on its neighboring countries, including Ukraine. Additionally, the recent book of Grzegorz W. Kołodko's "Global Consequences of Russia's Invasion of Ukraine The Economics and Politics of the Second Cold War" examines the conflict focusing on the 2022 full-scale invasion of Ukraine by Russia and its political and economic outcomes on both Russia, Ukraine. However, perhaps, these scholars have neglected an interesting point that the Russo-Ukrainian conflict might not be the result of one specific factor, but an interaction of a set of factors, as suggested by the present study. Based on possible existing gaps in previous literature, this research seeks to answer the following interrelated questions: —What are the factors which led to the Russo-Ukrainian conflict?; —What role did Western countries play in supporting Ukraine's geopolitical ambitions?; —Why is the West so determined to support Ukraine in its struggle to align with Europe, which can be achieved only through confronting Russia?; and — Why is Russia so sensitive to the NATO Expansion and the US-led European support to Ukraine?. Before engaging to search for answers to these questions, it may be hypothesized that there is an extension to the old Cold War struggle with Ukraine considered as a Western anti-Russia project in Eastern Europe to contain the Russian influence in the region.

In other words, From Russian perspective, Ukraine has been co-opted by Western powers into becoming an anti-Russian project. Ukraine's aspirations to join the EU

and NATO, has been perceived by Russia as a direct threat to its sphere of influence. The 2004 Orange Revolution and the 2014 Euromaidan protests, both of which led to the ousting of pro-Russian leaders in favor of pro-Western governments, reinforced Moscow's fears of losing Ukraine to the West. This main hypothesis is further supported by two minor hypotheses which suggest the following: (1) Putin's Irredentism which motivates his territorial claims to Ukraine plays an important role in the Russo-Ukrainian conflict, and (2) There are some geopolitical considerations related to NATO expansion and energy resources which make Ukraine as merely a reflection to a larger economic, military, and political struggle between Russia and the west. From Russia's standpoint, NATO's presence in Ukraine would push a military alliance that is considered hostile to its borders. Additionally, Russian irredentist leadership, especially under Vladimir Putin, has frequently articulated the view that Ukrainians and Russians are "one people," making Ukraine's independent and Western-oriented policies appear as artificial and externally influenced. The west attitude to unconditionally support Ukraine confirms Russia's concerns about the expansion of NATO and EU in the area to limit the Russian influence in Eastern Europe and its control over European energy supply, which is a vital aspect of its foreign policy and economic tactics.

Therefore, as explained above, the key objective of this study is to investigate the roots of the conflict, with a particular interest in examining Ukraine as an anti-Russia project. This study extends to covering the political relations between Russia and the west, Ukraine and the west, and the impact of these relations on the conflict. By doing so, the study contributes to the already-existing body of knowledge on the Russo-Ukrainian conflict by providing an indepth analysis of Ukraine's role as a Western endeavor opposing Russia. The findings can serve as a detailed comprehensive justification to the geopolitical implications of the struggle and the deterioration of diplomatic relations which affect not only Russia and Ukraine, but the worlds' international security and post-Cold War order.

This study is divided into three chapters, The first chapter is entitled "Chronicles of Struggle: The Historical Foundations of the Russo-Ukraine Conflict" which serves as a strong theoretical foundation by examining the factors that led to the fall of the USSR, the birth of Ukraine and the multi-faceted events leading up to the annexation of Crimea in 2014 and the Russian invasion of Ukraine in 2022. The Second chapter is under the title of: "Russian Irredentism and the Geopolitical origins of the Russo-Ukraine Conflict". It deals with the first and the second minor research hypotheses, discussing the role of Putin's Irredentist views in shaping Russian foreign policy in general and the Russo-Ukrainian conflict in specific, in addition to studying how Ukraine's alignment with the west is considered by Russia as a threat to its influence in the region. The third chapter is entitled "Security Dilemma in the Post- Cold War: Ukraine as a Western Project in Eastern Europe". It links the two minor hypotheses by a rich discussion of the security dilemma during the Post-Cold War.

To undertake this study, a mixture of research methods are used, including the historical method, the descriptive method, and the conceptual analysis. The historical analytical method is used mainly in the first chapter to deal with some historical events that led to the birth of Ukraine and its independence after the dissolution of the USSR, using primary sources like speeches, statistics and government records, in addition to secondary sources such as books, journal, articles and encyclopedias. The descriptive method is implemented as well, though its use is limited to studying attitudes of Russians and Europeans towards the conflict in some cases, using surveys and polls, in addition to describing protests, and European responses. The conceptual analysis is used at the end as a method for understanding philosophical concepts and political thoughts such as Security Dilemma and Putin's Irredentism.

Source:

The Historical and Geopolitical Roots of The Russo-Ukrainian Conflict: Ukraine As a Western Anti-Russia Project During The Post-Cold War Era [Master's Thesis]

Research Proposal 4

The American-Afghan relations started in late 1970s, when America supported the Afghani resistance, Mujahideen, against the communist party, who led a bloody coup against the nation's president with the support of the Soviet Union in the Saur Revolution. Those Mujahideen became warlords, after they ended the occupation and defeated the successive regime. They divided the country along geographical and ethnic lines and were accused of land grabbing and brutal crimes like rape, torture, and massacres. In 1996 Taliban arrived in Kabul to liberate the people from these warlords and they gradually succeeded in that and took the power there.

In the late 1990s, and under the protection of Taliban, a terrorist group named Al Qaeda was founded in Afghanistan by the leader Osama Bin Laden who had a deep hatred for the USA. Bin Laden blamed the US on the wars and conflicts that took place in all the Arabic region, and this was a convincing reason for him to declare a "Holy War" on America which soon took place with a series of attacks targeting American symbols. These attacks, especially the 9/11 attacks, led the American president George W. Bush to declare a Global War on Terror (GWOT) with the support of the American public, the United nation, and the NATO. The war which took place in 2001 lasted for almost two decades of time, Costing the USA heavy military expenditures and many casualties. These losses urged American citizens to call for ending the US involvement in Afghanistan with the support some political parties, mainly the Democratic Party. As a response to these calls, the Trump administration started negotiations with Taliban as early as in 2018, culminating later on in the Doha Agreement. Yet, the withdrawal of the US soldiers was conducted during the presidency of Joe Biden who had to decide about many issues.

There are few studies about the US withdrawal from the Afghanistan War and its impacts, regarding the fact that this event is relatively new. Perhaps the most notable and available works include the article of "The Implications of a US Withdrawal from Afghanistan" by Isabel Green Jonegard from Swedish Defense Research Institute. She expected in this work that this withdrawal will affect the future of Afghanistan (1).

Another academic work was Dr. Ejaz Hussain's article "Afghanistan: the Western Withdrawal and its Implications for Security and Economy" from Iqra University who predicted the possible changes that could take place in Afghanistan's security and economy (7). However, these scholars focused only on the Afghanistan side and neglected an interesting point that this withdrawal may affect America more, especially the newly-elected president, which will be the core of the current study. This research seeks to answer the following question: "How did the US withdrawal from Afghanistan affect the reputation of the American president Joe Biden among Americans?" and "Was it in a positive or negative way?" Before engaging to search for answers to this question, it may be hypothesized that the withdrawal of the US troops from Afghanistan may have unfavorable impacts on Joe Biden's reputation, as many Americans started to doubt his abilities in foreign policy after the decisions he made. The key objective of this study is to analyze deeply the American public opinion on the US withdrawal from the Afghanistan War, in addition to studying Americans' assessment of Joe Biden's role during this withdrawal. As the study tries to reach this aim, it contributes to the already-existing body of knowledge by enriching the running debate on the impacts of the Withdrawal, by providing a comprehensive understanding of the Afghanistan War, its roots, the US involvement in the war, in addition to revealing many details concerning Americans' attitudes towards the US involvement in the Afghanistan War in general, and Joe Biden in specific.

This thesis is divided into three chapters. The first chapter is entitled "The War on Terror and Operation Enduring Freedom in Afghanistan". It presents a brief history of the rise of Al Qaeda, reasons behind declaring a 'Holy War' on American, a historical account of Al Qaeda attacks on some American targets, the national and international support for the US after the attacks, the American reaction to the 9/11 attacks by declaring a 'Global War on Terror', the Congress authorization of using the military force in Afghanistan, in addition to analyzing main objectives of this military involvement. This chapter provides a rich theoretical background and

facilitates moving smoothly to the second chapter which is entitled “Towards the United States’ Withdrawal from the Afghanistan War and Joe Biden’s Accession to Presidency”. This chapter deals with the American military involvement in the Afghanistan War with the NATO support, analyzing and assessing the effectiveness of the two military operations which took place in there. The chapter describes also the shift of American Attention into Iraq and the growing American calls for ending the US involvement in the Afghanistan which was culminated by the signature of an agreement of peace by the US administration and Taliban.

The third chapter which is under the title of: “American Public Attitudes towards the US Involvement in the War and Joe Biden’s Role” is a purely practical chapter that seeks to answer the main research question of this study, as it analyzes and discusses the American public attitudes towards the US involvement in the war, their main arguments against further US involvement in the war, providing some official and authentic statistics about them, in addition to calls for ending the US involvement. Finally it discusses the role of the US president Biden in this war and its impact on Americans. All these three chapters are interrelated and designed to answer the key research question in search for the impact of the American withdrawal from Afghanistan on the reputation of the US president Joe Biden.

To conduct the research, two research methods are used: the historical analytical method, and the descriptive method. The historical analytical method is used mainly in the first and the second chapters to deal with some historical events that led to the American involvement in the Afghanistan War, the course of the war and reasons behind the US withdrawal, using primary sources like resolutions, speeches, governmental records, parliamentary acts issues by the American Congress, and statistics released by the Department of Defense, in addition to secondary sources including articles, books, encyclopedias, and dictionaries. The descriptive method is applied in the third chapter to cover American public attitudes towards the Afghanistan War and the popularity of Joe Biden by using academic and reliable surveys and polls conducted by ‘Gallup’ and ‘YouGov’ as data-gathering tools. These data are analyzed

in tables, line graphs, and pie charts.

Source:

The Impact of the US Withdrawal from Afghanistan War on the Reputation of President Joe Biden among Americans [Master's Thesis]

Suggested Answers:

Research Proposal 1

After World War II ended in 1945, Europe was left in a devastated situation. The continent was filled with hatred and ruins. In order to avoid future bloody conflicts, European countries were determined to unite Europe as they established the European Coal and Steel Community (ECSC) in 1951 which had evolved to be the European Economic Community (EEC) in 1957 before ratifying the Maastricht treaty in 1993 to officially create the European Union (EU). The new organization set up some special institutions, with its own law, currency and single market. However, since its emergence, the EU organization has always faced some scepticism and mistrust in its increasing powers, known academically as “Euroscepticism”. Eurosceptics, particularly, describe the EU as elitist, bureaucratic and undemocratic; they also criticize the EU for undermining national national sovereignty and uncontrolled high migration, though this differs from a state to another. The UK, for instance, has been a remarkable Eurosceptic nation for years. Despite its accession in 1973, Britain has shifted between moving closer and pulling away from Europe, with a growing Eurosceptic environment and unstable relation with the EU that was culminated in suggesting a referendum on the UK’s membership in the EU by the Prime Minister David Cameron.

Analysis: The above paragraph is a part of the historical background in which the researcher tries to provide the study with the necessary information in a gradual move from general to specific, referring to the European Coal and Steel Community (ECSC) as the root of the European Union Organization (EUO) and main criticism against it with a particular focus on the rise of Euroscepticism, which is the core of the study.

There is, indeed, rich literature on Brexit and its possible aftermaths. Perhaps the

most notable works include the book of ‘Brexit History, Reasoning and Perspectives’ by Troitiño et al from Tallinn University of Technology. They explain, in this book, that British politics failed to overcome the natural otherness of the British electorate, especially during events like the Eurozone crisis and the European Migration (169-170). Another influential academic work was Sara Hobolt’s article: ‘The Brexit Vote: a Divided Nation, a Divided Continent’. She is a professor in the London School of economics and political science who found that the anti immigration and anti establishment sentiments caused Brexit (1). To prove her point, she used data and surveys about voters’ background. Other rich studies include Hobolt’s suggestion of the possibility of a domino effect on other EU states (18), and the article of Juliette RingeisenBiardeaud, a teacher at the University of Paris, entitled ‘Let’s take back control: Brexit and the Debate on Sovereignty’ where she referred to the role of parliamentary sovereignty in the referendum and post-Brexit. She also suggested that the right to control laws was a pervasive topic (1). Her method focused mainly on analyzing quotes from British and European politicians about the importance of the issue. However, perhaps, these scholars have neglected an interesting point that Brexit might not be the result of one specific factor, but an interaction of a set of factors as suggested by the present thesis.

Analysis: This is the historiography or the literature review which starts first by describing the existing literature and their main focus “Brexit and its Aftermaths”. It refers to four leading writings and summarizes their key research findings and suggestions. At the end, the historiography criticizes previous works in an attempt to find a “knowledge gap”.

This research seeks to answer the following questions: What are the underlying reasons behind the UK leaving the EU? How did long years of Euroscepticism result in Brexit? How do some factors affect certain voters more than others?

Analysis: These are the research questions. It is noteworthy to mention that the researcher started by a general research question and ended up by a more specific research question which is very close to the research claim.

Before engaging to search for answers to these questions, it may be hypothesized that Euroscepticism had a significant impact on the results of the referendum. This main hypothesis is provided by three minor hypotheses which further illustrate the impact of Euroscepticism. The first minor hypothesis suggests that opposition to the free European Immigration has influenced voters' decisions, as many British believe that European immigrants worsened the issue of unemployment and low wages within the kingdom. The second minor hypothesis can be summarized in the possible impact of growing fears of a deterioration of the British national identity with the imposed European integration. The third minor hypothesis suggests that voters are simply dissatisfied with the European Laws' primacy over the Westminster Parliamentary acts. Thus, the present dissertation suggests that the true explanation of Brexit tend to be a combination of these interrelated factors which have interacted with each other, instead of stressing one particular reason.

Analysis: This is the hypothesis or the research claim, which is the suggested answer to the main research question. Here the researcher suggests Euroscepticism to be behind voting to leave the EU in the Brexit Referendum. The researcher further develops this main hypothesis into three interrelated minor hypotheses: (1) concerns related to European immigration and its possible social, security and economic consequences, (2) the decline of British National Identity associated with ties with the EU, and (3) the possible impact of the European Parliament's superiority over the Westminster Parliament.

Therefore, as explained above, the key objective of this study is to investigate the factors which have influenced the voters' decisions in the Brexit referendum. As the study tries to reach this aim, it contributes to the already-existing body of knowledge by enriching the running debate on Brexit, notably by providing a comprehensive understanding of Euroscepticism, its roots in the UK, and an overall presentation of the EU and its institutions, in addition to covering a set of factors behind the result of the referendum which can stand for three different dissertations.

Analysis: This paragraphs refers to the main objective of the study which is

investigating the factors which have influenced voters' decisions. It discusses also the significance of the study.

The thesis is divided into three chapters, the first is theoretical and the two others are practical. The first chapter is entitled 'Towards the 2016 European Union Membership Referendum: The Rise of Euroscepticism in Britain'. It presents the EU, with its brief history, chief goal, and the functioning of its different institutions, in addition to the main motives of Britain to join it. Then, it moves to discuss the rise of Euroscepticism in the UK, after defining the notion and describing its impact on the British public, leading to the EU referendum. Thus, this chapter serves as a necessary theoretical to the thesis. As for the second chapter, it is entitled 'The Role of Immigration and Identity in the Brexit Referendum'. It is a practical chapter that deals with the first and the second minor hypotheses of the thesis, as it discusses the impact of issues of European immigration and identity on voters' decisions, suggesting that 67 these two factors led many British to cast the 'Leave' vote, especially that according to many recent statistics, some British see that the open free European immigration imposed by the European Union deprives many locals of jobs and more decent wages, in addition to the decline of their typical British identity with the coming of immigrants of different cultural backgrounds. The third chapter is entitled 'The Dilemma of EU's Supremacy over the Westminster Parliament and its Impact on the Brexit Referendum'. It is a practical chapter which deals with the third minor hypothesis, suggesting that many British wanted to leave the European Union to maintain their parliamentary sovereignty, particularly because remaining within the EU means accepting the primacy of the EU laws over the Westminster Parliament and being dictated by super-national bodies which do not represent the British. All the three chapters are interrelated and carefully designed to answer the key research question in search for the possible causes behind Brexit.

Analysis: This is the thesis structure. The researcher refers to the number of chapters, their titles and structures with a brief summary of the content of each chapter. At the end, the researchers tries to defend unity and coherence in these three chapters.

To undertake this study, two research methods are used: the historical analytical method, and the descriptive method. The historical analytical method is used mainly in the first chapter to deal with some historical events in the creation and the development of the European Union Organization and the rise of Euroscepticism in Britain, using primary sources like the EU Charter, EU laws, parliamentary acts, speeches, in addition to secondary sources including notable books and article journals. The study applies also the descriptive method, in the second and third chapters, that is judged to be more suitable to cover the factors which have influenced the British voters and their attitudes towards the EU, using academically-reliable surveys, and polls which are conducted by governmental bodies like Migration Advisory Committee (MAC) and Office of National Statistics (ONS) and authentic organizations and agencies like the British Social attitudes (BSA), and other global public opinion groups used internationally by academic researchers. These data-gathering tools are used and analyzed by the present dissertation in different analysis tools as bar graphs, line graphs, and tables.

Analysis: This part is about research methods. Two methods are used in the study: the historical analytical method and the descriptive method. The researcher justifies the need to use these methods and refers to primary and secondary sources in the historical analytical approach. He also refers to data gathering tools and data analysis tools which are used in the descriptive method.

Source: The Role of Euroscepticism in the 2016 United Kingdom European Union Membership Referendum [Master's Thesis]

Research Proposal 2

After the death of Queen Elizabeth II on September 8th, 2022, marking the end of glorious seventy years of reign, Prince Charles, as the longest heir apparent, accessed to the British throne. The late Prince of Wales witnessed a dramatic life full of crises, in which the scandal with his current wife Camilla Parker and his betrayal to Princess Diana was a prominent event that was extensively covered by media.

Charles's marriage to Princess Diana was threatened by extramarital affairs and incompatibility. Consequently, the royal couple had to separate in 1992. The divorce was almost inevitable, as the private lives of both Princess Diana and Charles were revealed to the public. The separation was recommended by the Queen herself to protect the British royal family's image. On August 1997, one year after their divorce, Princess of Wales died by serious injuries following a car crash in Paris. The sequence of events starting from her unsuccessful marriage to the tragic death made her end a trauma for the whole world, not only the British. The Queen of Hearts, as she is called, received an unprecedented immense sympathy from the British public. According to many studies which were conducted to investigate British social attitude in post Diana's death, this sympathy turned to be a hysteria. Diana's death was not a transient event, as its enduring impact continues to shape today's' British public opinion even after 25 years of her death.⁶

Analysis: This is the historical background. The student tried to provide the study with necessary information related to the unsuccessful marriage of King Charles III and Princess Diana, the extramarital affairs, divorce, the tragic end of Princess Diana and her legacy. All these points are relevant to the topic and they need to be covered smoothly to guide the readers and provide them with a strong theoretical background to understand the statement of the problem, research questions, and the suggested hypothesis.

Diana's tragic story was inspirational for many people and it was a contested field of study, including several books, articles, and research papers. One of the most notable works is *Royal Tourism: Excursions around Monarchy*, written by Phil Long and Nicola J. Palmer, in which they claimed that the subject of the Royal Family's popularity was open to interpretation by some academic polls and media. They explain also that the divorce of Prince Charles and Princess Diana affected the image of the British Royal Family and it reinforced the claims of a cold-hearted Queen. Another work by De Susanna de Vries entitled *Royal Marriages: Diana, Camilla, Kate & Meghan and Princesses who did not Live*, assumed that the death of Princess Diana

was a trauma to the British who believed that her death was not a simple car crash. The sorrow upon Diana's death was so profound that conspiracy theories abounded. The influence of Diana's death on the British citizens was demonstrated in another influential article entitled "Effect of Diana, Princess of Wales on Suicide and Deliberate SelfHarm" by Hawton et al. This article provides an analytical study of the rate of suicide in England and Wales following the Princess death in comparison with the rate three months earlier. Nevertheless, and probably due to the fact that Prince Charles' accessed to the British throne only recently, there are very rare studies suggesting a possible link between the tragic story of Princess Diana and the humble popularity of the newly-crowned king.

Analysis: This is the historiography, or the literature review. The student started first by describing the existing literature in terms of quantity and focus, illustrating with some notable examples and summarizing their key findings and academic significance. At the end, there is a short criticism section which aims at finding a knowledge gap.

During the funeral ceremonies of Queen Elizabeth II, a serious debate about the possibility of abdicating the throne in favour of Prince William was discussed on media for weeks. King Charles III was waiting to be crowned as a monarch for more than a half of century, but shortly after the Queen's death his unpopularity rose to the surface as a significant percentage of British public opinion unfavoured Prince Charles to be their King. This research seeks to investigate today's unpopularity of King Charles III, raising the following questions: "Why did some British citizens called for replacing Prince Charles III by his son Prince William, despite being the legitimate heir to the throne?", "What caused Charles III' unpopularity among his people?", "Is it possible that the tragedy of Princess Diana still has an enduring impact on King Charles III?".

Analysis: This part is the statement of the problem and the related research questions. The student problematized the unpopularity of King Charles III among his people and the growing calls to ask him to abandon in favour of his son. The statement of the problem was followed by a series of interrelated research questions which are arranged

logically from general to specific.

Before engaging to answer these questions, it might be hypothesized that one of the major factors which led to the unpopularity of King Charles III is being partly responsible for the tragedy of Princess Diana.

Analysis: This is the research hypothesis or the research claim trying to explain King Charles III's unpopularity among the British, with a particular emphasis on being blamed for the tragedy of Princess Diana.

Thus, the key objective of this study is to shed the light on the immediate and the enduring impact of Princess Diana's tragedy on King Charles III popularity. The significance of this current study can be summarized in its contribution to the already existing body knowledge to enrich the still-running debate about the legacy of Lady Diana Spencer and today's British Royal Family. It provides also a better understanding of contemporary issues related to the newly-crowned British Monarch, using recent surveys and statistics about British social attitudes towards British monarchy and royal family. Nevertheless, the study is challenged by lack of secondary sources due to the newness of this theme of research. To overcome this obstacle, the research will be based on authentic primary sources such as surveys and polls.

Analysis: This is the objective of the study which can be summarized in providing an answer to the unpopularity of King Charles III. The student covered in the same paragraph the significance of the study too and the expected limitations, with possible solutions at the end.

This research study is divided into three interrelated chapters. The first chapter is entitled: "Princess Diana: the Cultural Legacy of a Troubled Queen of Hearts". It is designed to provide the research with necessary theoretical background on the first variable of the research hypothesis, which is Princess Diana. It covers her early life, engagement and marriage to Prince Charles, the extramarital affairs and incompatibly which led to divorce, her death and the British public sympathy, in addition to the cultural heritage of the princess. The second chapter deals with the second variable of the hypothesis, which is Prince Charles, it is under the title of: "Prince Charles's

Accession to the British Throne”. It covers his early life and education, duties as Prince of Wales, and his marriage to Camilla Parker. It studies also the death of Queen Elizabeth which allowed for his accession to the British throne. The last chapter is a combination of the two variables of the thesis. It is entitled “The Effect of Princess Diana’s Tragic Story on King Charles III Popularity”. This purely practical chapter investigates the impact of Diana’s tragedy on King Charles’s popularity, depicting the British public favourability of King Charles III.

Analysis: This is the thesis structure. The student referred to the number of chapters, their titles, a summary of their content and defended unity and coherence in these chapters.

To undertake this study two research methods are used: the historical analytical method and the descriptive method. The historical analytical method is mainly used in the first and the second chapters to give a historical account on both Princess Diana and Prince Charles, in addition to the analysis of some historical aspects of today’s modern royal family, and British monarchy, using primary resources such as speeches, interviews, documentary films, official announcement and proclamations, as well as some secondary resources including notable books, articles, encyclopedias and newspapers. The descriptive method is used mostly in the third chapter to cover the effect of Diana’s tragedy on King Charles’s popularity through the analysis of the British social attitude. The description brings to the light the immediate temporary, and the enduring impact of the tragedy on King Charles III, using data gathering tools such as You Gov, Gallup, and Ipsos MORI. These international data analytics platforms provide some reliable primary sources which are used for academic purposes.

Analysis: The last part addresses research methods. The historical analytical method and the descriptive method are used. The student justified the choice of these research methods and referred to primary and secondary sources, in addition to data gathering tools and data analysis tools.

Source: The Impact of Princess Diana’s Tragedy on King Charles III’s Popularity among the British [Master’s Thesis]

Research Proposal 3

The birth of Ukraine as an independent state in 1991 after the fall of the USSR was a notable event in history. Ukraine emerged as one of the largest and most strategically significant nation of the former Soviet republic. Ukraine inherited a significant industrial potential, a rich cultural legacy, and a strategic location at the intersection of Eastern Europe. From the moment it emerged as an independent nation, Ukraine had to navigate the complex dynamics of post-Cold War geopolitics while forging a national identity separate from its Soviet background. Economic hardship, turbulent politics, and attempts to move from a centrally planned to a market-oriented economy defined the early years of independence. It was during this time that the Ukrainian society started to embrace western ideas of democratic governance, human rights, and economic freedom which were translated into a desire highly encouraged by the west to join the NATO and the European Union organization. Nevertheless, Ukraine—as a traditional strategic Russian sphere of influence—faced many internal and external challenges which led to a number of public protests and movements in Ukraine denouncing corruption and illegitimate, or excessive, Russian interference in Ukrainian politics as in the Orange Revolution of 2004 and the Euromaiden Protests of 2014.

The tensions and confrontations have remarkably escalated since 2014. The immediate trigger was Russia's annexation of Crimea in March 2014, which followed Ukraine's Euromaidan protests that led to the ousting of pro-Russian President Viktor Yanukovich. This move was condemned globally as a violation of international law and Ukraine's sovereignty, leading to sanctions against Russia. Simultaneously, in Eastern Ukraine's Donbas region, pro-Russian separatists, allegedly backed by Russian military forces and resources, declared independence, igniting a brutal conflict that has resulted in thousands of deaths and massive displacement. Beyond conventional warfare, the confrontation extends even into cyber and economic domains. The confrontation was again renewed in February 2022 when Russia launched a full-scale invasion of Ukraine, causing severe humanitarian crises, extensive

destruction, and significant geopolitical shifts. Similar to the annexation in 2014, the invasion was accompanied by an organized US-led European political and military support to Ukraine, which was interpreted by Russia as a direct threat to its regional stability in Eastern Europe. This ongoing Russo Ukrainian conflict with the unified western response to it and the stiff Russian opposition typically to the NATO expansion and Ukraine's attempts to align economically and militarily with Europe raise many questions about the true causes behind the struggle between Russia and Ukraine and the motivating forces of the generous financial and political European aids to Ukraine.

Analysis: All these paragraphs are the historical background. The researcher highlighted key events related to the Russo-Ukrainian conflict, starting by the birth of Ukraine after the fall of USSR in 1991 and its strategic location and rich cultural legacy. The student discussed also economic hardships and the rise of political tensions with Russia as Ukrainians protested against Russian continuous interventions in Ukrainian politics. The student referred to the Annexation of Crimea in 2014 and its serious consequences at the national and international levels before tackling the ongoing war between Russia and Ukraine which started in February 2022. All these points are relevant and necessary to start the research with solid foundations.

An array of scholars and researchers has examined the Russo-Ukrainian conflict. Perhaps the most notable works include the book of "Ukraine: What Went Wrong and How to Fix It" by Anders Åslund. Åslund's work focuses on Ukraine's economic and political development since gaining independence in 1991. The book delves into Ukraine's efforts to establish itself as a sovereign state and the challenges it faced. Another influential academic work was the book of Paul D'Anieri "Ukraine and Russia: From Civilized Divorce to Uncivil War." This book offers a comprehensive examination of the historical and political dynamics between Ukraine and Russia, from the Soviet era to the conflict in eastern Ukraine. It explores the roots of the tensions and the impact of geopolitical shifts in the post-Cold War era. Other rich studies include Daniel Treisman's book "The Return: Russia's Journey from Gorbachev to Medvedev". Treisman's book provides a historical perspective on Russia's

transformation from the late Soviet period to the Putin era. It helps to understand Russia's evolving stance on its neighboring countries, including Ukraine. Additionally, the recent book of Grzegorz W. Kołodko's "Global Consequences of Russia's Invasion of Ukraine The Economics and Politics of the Second Cold War" examines the conflict focusing on the 2022 full-scale invasion of Ukraine by Russia and its political and economic outcomes on both Russia, Ukraine. However, perhaps, these scholars have neglected an interesting point that the Russo-Ukrainian conflict might not be the result of one specific factor, but an interaction of a set of factors, as suggested by the present study.

Analysis: The highlighted paragraph above is the historiography or the literature review. The student started by describing the existing literature on the Russo-Ukrainian conflict, illustrating with four notable works by Anders Åslund, Paul D'Anieri, Daniel Treisman, and Grzegorz Kołodko. The student explained their focus and key findings and suggestions. At the end, the researcher included a brief criticism section to find a knowledge gap.

Based on possible existing gaps in previous literature, this research seeks to answer the following interrelated questions: What are the factors which led to the Russo-Ukrainian conflict?; What role did Western countries play in supporting Ukraine's geopolitical ambitions?; Why is the West so determined to support Ukraine in its struggle to align with Europe, which can be achieved only through confronting Russia?; and Why is Russia so sensitive to the NATO Expansion and the US-led European support to Ukraine? Before engaging to search for answers to these questions, it may be hypothesized that there is an extension to the old Cold War struggle with Ukraine considered as a Western anti-Russia project in Eastern Europe to contain the Russian influence in the region.

Analysis: In the above paragraph, the student raised interrelated research questions to problematize the factors behind the Russo-Ukrainian conflict, Ukraine's gradual economic and political alignment with Western Europe, and the unconditional US-led European support to Ukraine. The student suggested a hypothesis at the end claiming that there is still a continuation of the Cold War in which Ukraine is considered as a

Western anti-Russia project. This claim is further explained in the next paragraph.

In other words, From Russian perspective, Ukraine has been co-opted by Western powers into becoming an anti-Russian project. Ukraine's aspirations to join the European Union and NATO, has been perceived by Russia as a direct threat to its sphere of influence. The 2004 Orange Revolution and the 2014 Euromaidan protests, both of which led to the ousting of pro-Russian leaders in favor of pro-Western governments, reinforced Moscow's fears of losing Ukraine to the West. 6

This main hypothesis is further supported by two minor hypotheses which suggest the following: (1) Putin's Irredentism which motivates his territorial claims to Ukraine plays an important role in the Russo-Ukrainian conflict, and (2) There are some geopolitical considerations related to NATO expansion and energy resources which make Ukraine as merely a reflection to a larger economic, military, and political struggle between Russia and the west. From Russia's standpoint, NATO's presence in Ukraine would push a military alliance that is considered hostile to its borders. Additionally, Russian irredentist leadership, especially under Vladimir Putin, has frequently articulated the view that Ukrainians and Russians are "one people," making Ukraine's independent and Western-oriented policies appear as artificial and externally influenced. The west attitude to unconditionally support Ukraine confirms Russia's concerns about the expansion of NATO and EU in the area to limit the Russian influence in Eastern Europe and its control over European energy supply, which is a vital aspect of its foreign policy and economic tactics.

Analysis: The research hypothesis is divided into two minor hypotheses. The first suggests Vladimir Putin's Irredentism to be behind Russia's territorial claims in Ukraine, considering the historical, ethnical, and cultural ties between the two countries. The second minor hypothesis is related to the NATO expansion, including Ukraine, which is perceived both as a military and economic threat by Russia.

Therefore, as explained above, the key objective of this study is to investigate the roots of the conflict, with a particular interest in examining Ukraine as an anti-Russia project. This study extends to covering the political relations between Russia and the west, Ukraine and the west, and the impact of these relations on the conflict. By doing

so, the study contributes to the already-existing body of knowledge on the Russo-Ukrainian conflict by providing an in-depth analysis of Ukraine's role as a Western endeavor opposing Russia. The findings can serve as a detailed comprehensive justification to the geopolitical implications of the struggle and the deterioration of diplomatic relations which affect not only Russia and Ukraine, but the world's international security and post-Cold War order.⁷

Analysis: This is the research objective and the significance of the study. The student stated that the main objective is to investigate the roots of the conflict which may extend to studying even the international relations and diplomatic ties between Russia, Ukraine, and other countries. The student referred also to the importance of this study and how it can be used by other researchers.

This study is divided into three chapters, The first chapter is entitled "Chronicles of Struggle: The Historical Foundations of the Russo-Ukraine Conflict" which serves as a strong theoretical foundation by examining the factors that led to the fall of the USSR, the birth of Ukraine and the multi-faceted events leading up to the annexation of Crimea in 2014 and the Russian invasion of Ukraine in 2022. The Second chapter is under the title of: "Russian Irredentism and the Geopolitical origins of the Russo-Ukraine Conflict". It deals with the first and the second minor research hypotheses, discussing the role of Putin's Irredentist views in shaping Russian foreign policy in general and the Russo-Ukrainian conflict in specific, in addition to studying how Ukraine's alignment with the west is considered by Russia as a threat to its influence in the region. The third chapter is entitled "Security Dilemma in the Post- Cold War: Ukraine as a Western Project in Eastern Europe". It links the two minor hypotheses by a rich discussion of the security dilemma during the Post-Cold War.

Analysis: This is the thesis structure. The student mentioned the number of chapters needed to conduct the research, the titles of the three chapters and their main focus, and he explained how each chapter could contribute to answering the research question.

To undertake this study, a mixture of research methods are used, including the historical method, the descriptive method, and the conceptual analysis. The historical

analytical method is used mainly in the first chapter to deal with some historical events that led to the birth of Ukraine and its independence after the dissolution of the USSR, using primary sources like speeches, statistics and government records, in addition to secondary sources such as books, journal, articles and encyclopedias. The descriptive method is implemented as well, though its use is limited to studying attitudes of 8 Russians and Europeans towards the conflict in some cases, using surveys and polls, in addition to describing protests, and European responses. The conceptual analysis is used at the end as a method for understanding philosophical concepts and political thoughts such as Security Dilemma and Putin's Irredentism.

Analysis: The last paragraph is about the research methods. The student explained the need to use three different methods: (1) the historical analytical method to cover some historical events and deal with speeches and some other primary sources, (2) the descriptive method to study attitudes, and (3) the conceptual analysis to deal with some philosophical concepts.

Source: The Historical and Geopolitical Roots of The Russo-Ukrainian Conflict: Ukraine As a Western Anti-Russia Project During The Post-Cold War Era [Master's Thesis]

Research Proposal 4

The American-Afghan relations started in late 1970s, when America supported the Afghani resistance, Mujahideen, against the communist party, who led a bloody coup against the nation's president with the support of the Soviet Union in the Saur Revolution. Those Mujahideen became warlords, after they ended the occupation and defeated the successive regime. They divided the country along geographical and ethnical lines and were accused of land grabbing and brutal crimes like rape, torture, and massacres. In 1996 Taliban arrived in Kabul to liberate the people from these warlords and they gradually succeeded in that and took the power there. In the late 1990s, and under the protection of Taliban, a terrorist group named Al Qaeda was founded in Afghanistan by the leader Osama Bin Laden who had a deep

hatred for the USA. Bin Laden blamed the US on the wars and conflicts that took place in all the Arabic region, and this was a convincing reason for him to declare a “Holy War” on America which soon took place with a series of attacks targeting American symbols. These attacks, especially the 9/11 attacks, led the American president George W. Bush to declare a Global War on Terror (GWOT) with the support of the American public, the United nation, and the NATO.

The war which took place in 2001 lasted for almost two decades of time, costing the USA heavy military expenditures and many casualties. These losses urged American citizens to call for ending the US involvement in Afghanistan with the support of some political parties, mainly the Democratic Party. As a response to these calls, the Trump administration started negotiations with Taliban as early as in 2018, culminating later on in the Doha Agreement. Yet, the withdrawal of the US soldiers was conducted during the presidency of Joe Biden who had to decide about many issues.

Analysis: The preceding paragraphs are the historical background. The student provided all the necessary pieces of information needed to understand the research claim and the research question, including early relations between the USA and Afghanistan, establishing Taliban and El-Qaeda under the leadership of Osama Ben laden, the Holy War on the USA, and the Global War on Terror, the long US intervention in Afghanistan, and the withdrawal at the end.

There are few studies about the US withdrawal from the Afghanistan War and its impacts, regarding the fact that this event is relatively new. Perhaps the most notable and available works include the article of “The Implications of a US Withdrawal from Afghanistan” by Isabel Green Jonegard from Swedish Defense Research Institute. She expected in this work that this withdrawal will affect the future of Afghanistan (1). Another academic work was Dr. Ejaz Hussain’s article “Afghanistan: the Western Withdrawal and its Implications for Security and Economy” from Iqra University who predicted the possible changes that could take place in Afghanistan’s security and economy (7). However, these scholars focused only on the Afghanistan side and

neglected an interesting point that this withdrawal may affect America more, especially the newly-elected president, which will be the core of the current study.

Analysis: This is the historiography in which the student referred to a noticeable lack of literature on this theme of research, regarding the fact that it is relatively new. Nonetheless, the student mentioned two works studying the impacts of the withdrawal on Afghanistan. In the criticism section, the student suggested that there is a knowledge gap about the possible impact of the withdrawal on the USA in general and the popularity of President Joe Biden in particular.

This research seeks to answer the following question: “How did the US withdrawal from Afghanistan affect the reputation of the American president Joe Biden among Americans?” and “Was it in a positive or negative way?” Before engaging to search for answers to this question, it may be hypothesized that the withdrawal of the US troops from Afghanistan may have unfavorable impacts on Joe Biden’s reputation, as many Americans started to doubt his abilities in foreign policy after the decisions he made.

Analysis: In this paragraph, the student stated directly the key research question and suggested a hypothesis to answer this question, suggesting that the US. Withdrawal from Afghanistan had unfavourable impacts on the reputation of President Joe Biden as Americans started to doubt his abilities.

The key objective of this study is to analyze deeply the American public opinion on the US withdrawal from the Afghanistan War, in addition to studying Americans’ assessment of Joe Biden’s role during this withdrawal. As the study tries to reach this aim, it contributes to the already-existing body of knowledge by enriching the running debate on the impacts of the Withdrawal, by providing a comprehensive understanding of the Afghanistan War, its roots, the US involvement in the war, in addition to revealing many details concerning Americans’ attitudes towards the US involvement in the Afghanistan War in general, and Joe Biden in specific.

Analysis: This paragraph includes the research objectives and the significance of the study. The student explained that the study is interested in revealing American public

attitudes towards President Joe Biden and the US withdrawal from Afghanistan.

This thesis is divided into three chapters. The first chapter is entitled “The War on Terror and Operation Enduring Freedom in Afghanistan”. It presents a brief history of the rise of Al Qaeda, reasons behind declaring a ‘Holy War’ on American, a historical account of Al Qaeda attacks on some American targets, the national and international support for the US after the attacks, the American reaction to the 9/11 attacks by declaring a ‘Global War on Terror’, the Congress authorization of using the military force in Afghanistan, in addition to analyzing main objectives of this military involvement. This chapter provides a rich theoretical background and facilitates moving smoothly to the second chapter which is entitled “Towards the United States’ Withdrawal from the Afghanistan War and Joe Biden’s Accession to Presidency”. This chapter deals with the American military involvement in the Afghanistan War with the NATO support, analyzing and assessing the effectiveness of the two military operations which took place in there. The chapter describes also the shift of American Attention into Iraq and the growing American calls for ending the US involvement in the Afghanistan which was culminated by the signature of an agreement of peace by the US administration and Taliban.

The third chapter which is under the title of: “American Public Attitudes towards the US Involvement in the War and Joe Biden’s Role” is a purely practical chapter that seeks to answer the main research question of this study, as it analyzes and discusses the American public attitudes towards the US involvement in the war, their main arguments against further US involvement in the war, providing some official and authentic statistics about them, in addition to calls for ending the US involvement. Finally it discusses the role of the US president Biden in this war and its impact on Americans. All these three chapters are interrelated and designed to answer the key research question in search for the impact of the American withdrawal from Afghanistan on the reputation of the US president Joe Biden.

Analysis: This part is the thesis structure. The student mentioned the number of chapters needed to conduct the study, the titles of these chapters, their objectives,

contents, and how they contribute to answering the main research question. Unity and coherence are defended throughout describing the thesis structure.

To conduct the research, two research methods are used: the historical analytical method, and the descriptive method. The historical analytical method is used mainly in the first and the second chapters to deal with some historical events that led to the American involvement in the Afghanistan War, the course of the war and reasons behind the US withdrawal, using primary sources like resolutions, speeches, governmental records, parliamentary acts issues by the American Congress, and statistics released by the Department of Defense, in addition to secondary sources including articles, books, encyclopedias, and dictionaries. The descriptive method is applied in the third chapter to cover American public attitudes towards the Afghanistan War and the popularity of Joe Biden by using academic and reliable surveys and polls conducted by ‘Gallup’ and ‘YouGov’ as data-gathering tools. These data are analyzed in tables, line graphs, and pie charts.

Analysis: The last part addresses the research methods used throughout the study. The student explained the need to use two methods: (1) the historical analytical method to cover some historical background, and (2) the descriptive method to study Americans’ attitudes and assessment of Joe Biden’s role in ending the US intervention in Afghanistan.

Source:

The Impact of the US Withdrawal from Afghanistan War on the Reputation of President Joe Biden among Americans [Master’s Thesis]

Suggested Micro Tests and Exam Questions

Test 1

Task 1: Re-write the following statements using a more academic style.

(4pts).

1. The agency has published recently a well detailed report about the possible impact of multiculturalist policies on the crisis of identity in the kingdom.

- 2. The British Social Attitudes surveys showed that Scots mistrusts: European immigrants, and EU superior legislations.
- 3. I have revealed, through the third chapter of the current dissertation, that globalisation and industrialization affect a lot the cultural aspects of the American society during the early twentieth century. .

Task 2: Write a brief, but well-structured outline of your research proposal with a clear and specific research question in the field of civilization, referring to the key methodological aspects that you have seen through the lectures. (11pts)

Test / Exam 2

Task 1: Re-write the following statements using an academic style. (6pts).

1.What is the Divine Rights of Kings theory? According to Baghot—whose book is considered as a pioneer work on the theme—this refers to four common, distinct, Middle Ages beliefs...etc

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2. Educational action research suggests that taking the great role of teacher-researcher in the classroom allows us to deeply analyze some daily problems

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3. My study suggests that the only way to improve listening comprehension skills among first year students is through introducing authentic videos in the pre-listening stage.

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.....

 4. So, we will go back to the second hypothesis after turning down the first hypothesis.

.....

 5. I showed that this argument didn't hold water at all.

.....

 6. People in Britain were not happy with fixing working hours by superior legislations made by the European Union Parliament.

Task 2: Summarize the following passage, using an academic writing style: (14 pts)

Historical materialism is rooted in Marx and Engels's philosophy of dialectical materialism, which posits that all things develop through material contradictions. Animals and plants, for example, biologically evolve when their methods of survival contradict their environment. Because the world is material in nature—made entirely of matter—rather than mental or spiritual, these contradictions cannot be harmonized through reason or divine power; incompatible elements must oppose each other until adaptation or destruction takes place. This process is continuous. Marx's and Engels' conception of dialectics owes much to the German idealist philosopher Hegel. Hegelian dialectics considers things in their movements and changes, interrelations and interactions. Everything is in continual process of becoming and ceasing to be, in which nothing is permanent but everything changes and is eventually superseded. All things contain contradictory sides or aspects, whose tension or conflict is the driving force of change and eventually transforms or

dissolves them. Marx views human society as an interrelated whole. The social groups, institutions, beliefs and doctrines within it are integrally related. Therefore, he has studied their interrelations rather than treating them separately or in isolation. Such aspects as history, politics, law, religion or for that matter education cannot be treated as separate spheres.

Test /Exam 3

Task 1: Re-write the following statements using a more academic style.

(3pts).

1. Everybody knows that all students have a problem of concentration which will lead to bad exam results.
2. What is Divine Rights of Kings Theory? According to Baghot—whose book is considered as a pioneer work on the theme—this refers to four common, distinct, Middle-age beliefs...etc
3. I showed that this argument didn't hold water at all.

Task 2: Paraphrase the following passage, using the MLA as a referencing system.

(3pts)

Emotions prepare us for action. Emotions act as a link between events in our environment and our responses. For example, if we saw an angry dog charging toward us, the emotional reaction (fear) would be associated with the activation of the “fight-or-flight” response. This prepares us for emergency action, which presumably would get us out of the dog’s way—quickly.

Source: Robert Feldman, *Essentials of Understanding Psychology*, 6th ed. New York: The McGraw-Hill Companies, Inc., 2005, p. 324.

Task 2: Summarize the following passage in an academic writing style, using the MLA referencing system. (4pts)

While the demand for woman suffrage was inspired by movements for universal

manhood suffrage, the classical individualism that underlay the democratic tradition resisted the inclusion of women. Indeed, as modern feminist political theorists have demonstrated, the independent, virtuous citizen was entirely male, not female, in conception. In other words, extending the notion of political democracy to women required a distinct, feminist logic to challenge the conventional notions about women in relation with family which doubted women's independence and individuality. When women first began to advocate the idea of political equality, about mid century, it was a way to symbolize their desire for independence, especially from men and in particular with respect to the family. The demand for equal suffrage also represented women's concrete need for political power, their desire to act in their own interests, and therefore the spectre that these might be antagonistic to men's. Underlying both the political and symbolic challenge of women voting was the ultimate feminist claim: that women's individuality and independence was as fundamental as that of men.

Source: Adapted from Ellen Dubois' "Women Suffrage and the Left", published by New Left Review Journal (1991), p. 24.

Test / Exam 4

Task 1: Re-write the following statements using a more academic style. (3pts).

1. I showed that this argument didn't hold water at all.
2. Why are the British so skeptical of immigrants during the last decade? According to the survey, many British are worried about terrorism and joblessness and so on.
3. People in Britain were not happy with fixing working hours by superior legislations made by the European Union Parliament.

Task 2: Paraphrase the following passage, using the MLA as a referencing system.

(3pts)

Critical thinking is vital for assessing the validity of different information. It is important to question the arguments presented in different sources, and identify what

stance the writer is taking in relation to the material. To read critically, it is significant to determine whether the information is consistent with other sources read on the subject; what sources the writer used to back up the arguments, and whether these are reliable source.

Reference: Higbee, J 2003, ‘Critical thinking and college success’, Research & Teaching in Developmental Education, vol. 20, no. 1, pp.77-78.

Task 2: Summarize the following passage in an academic writing style, using the MLA referencing system. (4pts)

The issue of Palestinian displacement has been unresolved for over fifty years and may not be close to a final resolution. One of the main reasons for the lack of resolution is that the Israelis and the Palestinians have conflicting views on the matter. First, the two sides have conflicting historical assessments of Palestinian displacement and the refugee issue. Second, there is disagreement over the existence of a right of return of Palestinians to the land that is modern day Israel. The Palestinians believe that they have a right of return and that international law supports such a right. Meanwhile, the Israelis assert that Palestinians do not have a right of return under international law at all, or if there is a right, it is often ambiguous and open to different interpretations which do not apply to the case of the Palestinian refugees.

Source: Adapted from Tania Kramer in “The Controversy of a Palestinian Right of Return to Israel”, published by Arizona Journal of International and Comparative Law, vol 18 (3), 2001 , p. 980.

Test / Exam 5

Part 1: Detect the mistakes in the following sentences, and re-write them, using a more formal academic style.

(4pts).

1. I showed that this argument didn't hold water at all.

2. Why are the British so skeptical of immigrants during the last decade? According to the survey, many British are worried about terrorism and joblessness and so on.
3. Nobody knows why students have a lack of motivation in learning British Civilisation.
4. People in Britain were not happy with fixing working hours by superior legislations made by the European Union Parliament.

Part 2: Summarize the following passage in an academic writing style, using the MLA referencing system.

(6pts)

Every year, millions of tons of office paper are discarded. Despite the promise of improved computer systems and networking technologies, the paperless society has yet to materialize, and most experts now believe it never will. Even so, there are ways to minimize the trillions of documents that are printed each year. Computer users should be responsible about using paper and energy. This requires thought and discipline but it can make your work life easier and less expensive, saving you time, storage space, and money. There are three simple steps you can take.

First, think before you print. Do you really need a hard copy (printed copy)? Are people asking for a hard copy when an email attachment would work just as well? If you plan to stick the printout in a file cabinet, add it to a stack of papers, or throw it out; you may not need to print it.

Second, archive on disk. If you are concerned that your electronic documents will be lost or altered, back them up and store them on removable media such as a floppy disk. Kept in a safe place, the electronic copy will not change and will always be accessible instead on printing each time.

Third, encourage others to print wisely. When someone brings you a printed document, ask him or her to send it by email or give it to you on disk next time. These practices can actually be faster than waiting for a printout.

Source: Adapted from Peter Norton, Computer Fundamentals, 4th ed., New York: Glencoe/McGraw-Hill, 2001, p. 93.

Test / Exam 6

Task 1: Re-write the following statements using a more academic style.

(6pts).

4. Why are the British so skeptical of the EUO? According to the survey, many people mistrust the superior legislations of the EU Parliament.
5. The poll results show that the number of immigrants went up during the last two decades in search for good job opportunities, joining family members, and so on.
6. We revealed, through the experiment, that students couldn't put too many irons in the fire at the same time.
7. The programme was cancelled by the city center. It was surely a measure to reduce the spread of the Coronavirus.

Task 2: Paraphrase the following passage, using the MLA as a referencing system.

(7pts)

Religion remains one of the significant sources of intolerance, discrimination and marginalisation across the globe. In contemporary times, the activities of religions rather than encouraging peace and mutual tolerance, have exacerbated fear, mistrust and negative feelings, among their respective followers. Peaceful co-existence in the world has often been jeopardised and threatened by refusal of one religious or non-religious group to tolerate beliefs and practices of other persons based on their religious affiliations. Shocking and breaking news on daily basis reflects violence related to religion. Over the years, especially since the post-9/11 U.S. attacks, Islamophobia has not only been on the rise in the Americas, Australia, Europe, Asia and Africa, it has reached an intractable point as Muslims have become targets of abusive and violent attacks.

Reference: Adapted from Kazeem Dauda (2020) "Islamophobia and Religious

Intolerance: Threats to Global Peace and Harmonious Co-existence”, Qudus International Journal of Islamic Studies (QIJIS) Volume 8, Number 2, p. 258-259.

Task 3: Summarize the following passage in an academic writing style, using the MLA referencing system. (7pts)

The discovery of gold and silver in America, the extirpation, enslavement and entombment in mines of the aboriginal population, the beginning of the conquest and looting of the East Indies, the turning of Africa into a warren for the commercial hunting of black-skins, signalled the rosy dawn of the era of capitalist production. These idyllic proceedings are the chief momenta of primitive accumulation. On their heels treads the commercial war of the European nations, with the globe for a theatre.

Source: Karl Marx (1867), “Genesis of the Industrial Capitalist”, Capital: Volume One, published by Cosimo Classics: New York, p.823

Suggested Answers to Test /Exam 6:

Suggested Answers:

Task 1: 6pts

N of sentence	Detecting the mistake	Suggested answers	Marking scale
1	<ul style="list-style-type: none"> • The use of a rhetoric question • The use of acronyms directly for the first time without a reference to the full terms or expressions first: “EUO” and “EU” • The use of the 	The question should be removed and the other two mistakes should be addressed provided that the student keeps the research problem raised here and the suggested answer according to the	(0.5) X 3

	<p>word “people” is not academic because it is considered as imprecise colloquial language.</p>	<p>surveys: According to the survey, the British are so skeptical of the European Union Organization probably because many of them mistrust the superior legislations of the European Union Parliament.</p>	
<p>2</p>	<ul style="list-style-type: none"> • The use of the word “show” • The use of a phrasal verb “went up” • The use of “so on” which suggests unfinished list and goes against the academic principle of precision and accuracy. 	<ul style="list-style-type: none"> • “show” can be replaced by “demonstrate” for example. • Increased (the student should respect the same tense) • “So on” should be removed 	<p>(0.5) X 3</p>
<p>3</p>	<ul style="list-style-type: none"> • The use of a personal pronoun “we” • The use of contractions “couldn’t” • The use of an idiomatic expression: “couldn’t put too many irons in the fire at the same time” 	<ul style="list-style-type: none"> • The personal pronoun should be removed. The student can start direct by “the experiment revealed that....” • Could not instead of couldn’t • The idiom should be removed too: 	<p>(0.5) X 3</p>

		<p>the experiment revealed that students could not do many tasks simultaneously.</p> <p>NB. If the idiom is not addressed by the student, the whole sentence is rejected and cannot be considered as academic even if the other two mistakes are addressed.</p>	
<p>4</p>	<ul style="list-style-type: none"> • The use of a mixture of American and British English. • The use of “surely” makes the claim very certain without any academic hedging. • No need for two simple sentences here. 	<ul style="list-style-type: none"> • Either: the program was cancelled by the city center, or: the programme was canceled by the city centre. • Remove “surely” and replace it by: probably, may be, seems to be...etc • Better to join the two sentences, using a compound sentence. 	<p>(0.5) X 3</p>

Task Two: 7pts

The student has to paraphrase the whole passage respecting the following points:

- keeping all the author’s ideas without any addition or deletion.

- Reporting the author's ideas honestly, (respecting academic honesty), without suggesting or referring to points which do not exist in the original passage.
- The student needs to use his own writing style, and any borrowing from the author's should be used as direct quotations.
- The size should be the same as the original passage.
- The students can use the four techniques discussed in the class: (1) using synonyms or antonyms, (2) using nouns to replace verbs or vice versa, (3) changing sentence structures, from the active voice to the passive voice, for example, and (4) reordering ideas.

N.B

For students who paraphrase the passage using the first three techniques, without reordering the author's ideas or changing the passage structure, each sentence has to be considered separately (1point for each acceptable paraphrasing, without any mistakes in grammar, punctuations...etc). This means 5points for paraphrasing the whole passage which includes 5 sentences

+ 1.5 points for the student's writing style, the form of the paragraph, coherence, corresponding and being closer to the original passage..etc

+ 0.5 for the proper use of the MLA referencing style (**Dauda, 258-259**)

Task Three: (7 pts)

(0.5 pt) for the proper use of the MLA referencing style (**Marx 823**)

(2.5 pts) for the student's writing style, the size of the summary which should be ¼ of the original passage, respecting grammar rules, punctuations, sentence structures, coherence...etc

(4 pts) for acceptable summaries. The student should focus on the central idea in Karl Marx's passage which is stated in the last sentence "on their heels treads the commercial war of the European nation". The student needs to express this idea using his own style, explaining that **the development of the capitalist system was based on the inhuman continuous exploitation of natural resources and precious metals in America and the East Indies and enslaving the blacks in Africa.**

The student needs to refer to the examples used by Karl Marx (about America, East Indies, and Africa without details) because they are considered in this case important to support the central idea.

Test / Exam 7

Task 1: Re-write the following statements using a more academic style. (5pts).

- 8. The agency has published recently a well detailed report about the possible impact of multiculturalist policies on the crisis of identity in the kingdom.
- 9. The British Social Attitudes surveys showed that Scots mistrusts: European immigrants, and EU superior legislations.
- 10. I have revealed, through the third chapter of the current dissertation, that globalisation and industrialization affect a lot the cultural aspects of the American society during the early twentieth century. .

Task 2: Write a brief, but well-structured outline of your research proposal with a clear and specific research question in the field of civilization, referring to the key methodological aspects that you have seen through the lectures. (15pts)

Test / Exam 8

Task 1: Re-write the following statements using an academic style.

(4pts).

- 1. A newly issued report suggested that Americans doubt: the morality and necessity of US intervention in international conflicts, calling for a withdrawal from Afghanistan in the twinkling of an eye and cutting off any military assistance.

(2pts)

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 2. YouGov polls have shown recently that all the people of the USA consider Taliban and the Islamic State as an immediate and serious threat to the country—especially Republicans— (2pts)

Task 2: Read carefully the following passage, which is taken from a research introduction, and answer the questions below: (10pts)

There is, indeed, rich literature on Brexit and its possible aftermaths. Perhaps the most notable works include the book of *‘Brexit History, Reasoning and Perspectives’* by Troitiño et al from Tallinn University of Technology. They explain, in this book, that British politics failed to overcome the natural otherness of the British electorate, especially during events like the Eurozone crisis and the European Migration (169-170). Another influential academic work was Sara Hobolt’s article: *‘The Brexit Vote: a Divided Nation, a Divided Continent’*. She is a professor in the London School of economics and political science who found that the anti-immigration and anti-establishment sentiments caused Brexit (1). To prove her point, she used data and surveys about voters’ background. Other rich studies include Hobolt’s suggestion of the possibility of a Domino Effect on other EU states (18), and the article of Juliette Ringeisen-Biardeaud, a teacher at the University of Paris 2, entitled *‘Let’s take back control: Brexit and the Debate on Sovereignty’* where she referred to the role of parliamentary sovereignty in the referendum and post-Brexit. She also suggested that the right to control laws was a pervasive topic (1). Her method focused mainly on analyzing quotes from British and European politicians about the importance of the issue. However, perhaps, these scholars have neglected an interesting point that Brexit might not be the result of one specific factor, but an interaction of a set of factors as

suggested by the present thesis.

Q1. Which methodological aspect does it deal with? (1.5 pt)

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Q2. Explain very briefly the different steps that are used here. (1.5pt)

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Q3. Summarize it using an academic writing style (1/4 of the original text's size). (7pts)

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Task 3: Suggest a simple theme of research in the specialty of civilization with a specific research question and a clear research claim (hypothesis), in the form of a list, using the knowledge that you have acquired through the lectures and homeworks. (6 pts)

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.....

Best Wishes

Test / Exam 9

Task 1: Rewrite the following sentences to make them more academic. (13 pts)

1. The article is well-organized, with good illustrations about the effects of Information and Communication Technology (ICT) on education.
2. Throughout the third chapter, I will analyze some surveys conducted by British Social Attitudes.
3. It is known to everybody that all students suffer from vocabulary problems.
4. The future of investment in the United Kingdom is up in the sky.
5. My study suggests that the only way to improve listening comprehension skills among first year students is through introducing authentic videos in the pre-listening stage.
6. So, we will go back to the second hypothesis after turning down the first hypothesis.
7. Why are the British so skeptical of immigrants during the last decade? According to the survey, many British are worried about terrorism and joblessness.
8. The aim of my study is to look for the impact of Civilisation and globalization on Canadian National Identity.
9. The only theme highlighted in Henry James' Daisy Miller is the new rebellious woman of the late nineteenth-century America.
10. The main limitation of our study is the difficulty of controlling some variables like shortage of necessary materials, time limits, and so on.
11. People in Britain were not happy with fixing working hours by superior legislations made by the European Union Parliament.
12. The research suggests that taking the role of teacher-researcher in the classroom

allows us to deeply analyse some daily problems.

Task 2: Paraphrase the following passage, using the MLA 8th edition as a referencing style. (7pts)

Critical thinking is also vital for assessing the validity of different information. It is important to question the arguments presented in different sources, and identify what stance the writer is taking in relation to the material. To read critically, it is important to determine whether the information is consistent with other sources read on the subject; what sources the writer uses to back up their arguments, and whether these are reliable source.

Reference: Higbee, J 2003, 'Critical thinking and college success', Research & Teaching in Developmental Education, vol. 20, no. 1, pp.77-78.

Test / Exam 10

Task 1: Re-write the following statements using a more academic style. (10pts).

11. So, we have proved that we were right through dealing with these highly important primary sources.
12. The poll results show that the number of immigrants went up during the last two decades in search for good job opportunities, joining family members, and so on.
13. The programme was cancelled by the city center. It was surely a measure to reduce the spread of the Coronavirus.
14. Every coin has two sides and multiculturalism is no exception.
15. The problem that I faced throughout this study is really big funding restrictions.
16. What is the possible link between Scotland's national identity and independence tendencies? According to the Monero Question results, the correlation between the

two is strong.

Task 2: Paraphrase the following passage, using the MLA as a referencing system. (10pts)

In the nineteenth century, women were at the centre of the Industrial Revolution, constituting the majority of the core industrial workforce in England, especially in the cotton, silk, wool, and lace sectors of textile production. Marx took detailed notes regarding their positions within the workforce and the conditions under which they laboured. Along with Engels, he documented the specific types of hazards that these women were exposed to, which created an array of health problems that shortened their lives, such as respiratory issues from inhaling fibres. Additionally, women received much lower wages than men and had a disproportionate responsibility for social reproductive work to support whole families. Under these conditions, which threatened the very existence of the working-class family, women, though responsible for the social reproduction of the family and the labor force, could scarcely maintain their own existence.

Reference: Adapted from Foster, John. *Capitalism and Robbery: the Expropriation of Land, Labor, and Corporeal Life*. The Jus Semper Global Alliance, 2021.

Conclusion

In conclusion, academic writing is a critical skill that serves as the foundation for scholarly communication and intellectual discourse. Its importance lies in its ability to convey complex ideas, research findings, and arguments clearly and persuasively, contributing to the advancement of knowledge in various fields. Academic writing fosters critical thinking, helping writers analyze, synthesize, and evaluate information effectively, while also adhering to established standards of rigor and credibility. It is essential for students, researchers, and professionals to not only master the technical aspects of writing, such as structure, grammar, and citation styles, but also to cultivate the ability to engage with existing literature and contribute new insights to their respective fields. Furthermore, effective academic writing enables individuals to present their ideas in a coherent, organized, and objective manner, ensuring their research is accessible to a broader academic community. To improve academic writing, it is recommended that writers engage in regular reading and writing practice, seek constructive feedback from peers and mentors, and familiarize themselves with various academic genres and formats. Additionally, writers should actively participate in academic discussions, stay updated on the latest research, and refine their writing through revision and self-assessment. Ultimately, the development of strong academic writing skills is a continuous process that not only enhances individual scholarly success but also contributes to the broader goal of knowledge dissemination and intellectual collaboration.

Further Readings

Recommended Books (with brief descriptions by their editors)

Derek Soles' [*The Essentials of Academic Writing*](#) (2009).

- This book covers the writing process, including concise, nuts-and-bolts coverage of researching, planning, drafting, documenting, revising, and proofreading academic papers.

Stephen Bailey's [*Academic Writing: A Practical Guide for Students*](#) (2003).

- This work takes a refreshing approach to the academic writing course, providing easily understandable language set within a clear structure

Richard De A'Morelli's [*Quick & Easy English Punctuation: A Modern Punctuation and Style Handbook for Writers and Students*](#) (2017).

- Teachers can use this book to help students quickly grasp basic concepts of English punctuation. -- ESL/EFL learners will benefit from the many short, easy-to-understand examples featured in the book.

Siew Hean Read's [*Academic Writing Skills for International Students*](#) (2019).

- This user-friendly guide features examples of student writing and exercises throughout and will help you to develop your academic writing skills so that you can achieve the best possible marks.

Lloyd Davis and Susan Beth McKay's [*Structures and Strategies: An Introduction to Academic Writing*](#) (1996).

- « The aim of this book is to offer students and teachers a semester-length program that studies a wide range of writing structures and strategies, with particular attention to academic writing. » (p.1)

Deepak Chawla & Neena Sodhi 's [*Research Methodology: Concepts and Cases*](#) (2011).

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- This book makes no presumptions and can be used with confidence and conviction by both students and experienced managers who need to make business sense of the data and information that is culled out through research groups.

Johann Mouton and H. C. Marais' *Basic Concepts in the Methodology of the Social Sciences (1988)*.

- This book consists of three major sections. It includes the basic concepts of the methodology of the social sciences.

American Psychological Association's *Publication Manual of the American Psychological Association (2019)*.

- The *Publication Manual of the American Psychological Association, Seventh Edition* is the official source for APA Style. With millions of copies sold worldwide in multiple languages, it is the style manual of choice for writers, researchers, editors, students, and educators in the social and behavioral sciences, natural sciences, nursing, communications, education, business, engineering, and other fields. Known for its authoritative, easy-to-use reference and citation system, the *Publication Manual* also offers guidance on choosing the headings, tables, figures, language, and tone that will result in powerful, concise, and elegant scholarly communication. It guides users through the scholarly writing process--from the ethics of authorship to reporting research through publication. The seventh edition is an indispensable resource for students and professionals to achieve excellence in writing and make an impact with their work.

American Stephen Bailey's *Academic Writing: A Practical Guide for Students*

- Ideal for overseas students studying at English-medium colleges and universities, this practical writing course enables international students to meet the required standard of writing and use an appropriate style for essays, exams

and dissertations. Newly revised and updated to include extra exercises and material suggested by teachers and students, Academic Writing explains and demonstrates all the key writing skills and is ideal for use in the classroom or for independent study. Useful at every stage of an academic career and beyond, this indispensable book features: different styles and formats from CVs and letters to formal essays a focus on accuracy coverage of all stages of writing, from understanding titles to checking your work essential academic writing skills such as proper referencing, summarising and paraphrasing diagrams and practice exercises, complete with answers.

Recommended Videos

https://www.youtube.com/watch?v=N_gM_GNU0Rw&t=4s.

- This video is presented by the lecturer John Kotnarowski at NUST MISiS Academic Writing Center. He provides an introduction to the concept of hedging in academic writing. Defining hedging strategies as tools that allow the writer/researcher to be what John Skelton calls “confidently uncertain”, the video defines the concept of hedging, explains its importance in academic research writing and offers an overview of three common hedging strategies complete with examples.

<https://www.youtube.com/watch?v=vR.JuwzCfix4&list=PLeVxAnEsasIqIc8b03kHA3tw-xfIwgO2M&index=4>.

- This video lecture is part of the material in a MOOC (massive open online course) on academic writing offered by Lund University about writing process. You can find the course "Writing in English at University" at www.coursera.org/lunduniversity.

<https://www.youtube.com/watch?v=TScPcKfO9ds&t=22s>.

- In this video for the Academic Writing Center, English Language Fellow John Kotnarowski provides a brief introduction to the concept of cohesion in academic writing. Defining cohesion as “the grammatical and lexical links within a text”, the video outlines the importance of cohesion in academic writing and offers examples of several useful cohesive devices.

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