GUIDELINES FOR WRITING AN ACADEMIC WORK AT A GRADUATE LEVEL

CENTRE DE FORMATION EN LANGUES DES AFFAIRES

HEC MONTRÉAL

November 2014
# Table of Contents

**Introduction** .................................................................................................................................................. 1

1. **What to Do Before, During, and After the Writing Process** ................................................................. 3

2. **Thesis: Basic Structure** .......................................................................................................................... 4
   - 2.1 Thesis Components: From the Introduction to the Conclusion ......................................................... 4
   - 2.2 Thesis Layout: Sections and Subsections, Titled and Numbered ..................................................... 7

3. **The Text: From Sentences to Paragraphs** ................................................................................................ 8
   - 3.1 Organizing Your Sentences into Paragraphs ..................................................................................... 8
   - 3.2 Cohesion between Sentences and Paragraphs ................................................................................ 9

4. **Language Requirements** .................................................................................................................... 10
   - 4.1 Sentence Structure .......................................................................................................................... 11
   - 4.2 Using Specialized Terms in Academic or LSP (Language-for-Specific-Purposes) Writing ............ 12
   - 4.3 Using software programs to draft and revise your thesis ............................................................... 13

**Appendix A: Some Useful Words and Phrases for Marking Text Organization** ................................... 14

**Appendix B: Check-List** ......................................................................................................................... 46

**Appendix C: Sample Title Page** ............................................................................................................... 47

**Appendix D: Sample Table of Contents** .................................................................................................. 48

**Appendix E: Sample List of Tables or List of Illustrations** ................................................................. 49

**Appendix F: Plagiarism** .......................................................................................................................... 51

**Bibliography** ............................................................................................................................................. 53
This guide will highlight the steps taken before, during, and after the writing process. In addition, various writing and linguistic components that make up a thesis will be described, followed by formatting requirements. Finally, important information on thesis submission and evaluation will be provided.

1. What to do before, during, and After the Writing Process

• Before You Begin…

Several things must be taken into consideration before you begin. First and foremost, familiarize yourself with program requirements as well as those of the professor who will act as your advisor. They may vary according to the domain or research type or purpose. Then take into consideration your advisor’s expectations. Once of all this is done, determine the aim of your work; it can be fine-tuned later on and included in your thesis introduction.

In addition, you must think of your work plan and the document you will be handing in later. At this stage, you can start work on two types of outlines: a writing plan followed by a working outline.

With a writing plan you can:
- organize various levels of research around the initial problem, hypotheses and chosen approach (Beaud et Latouche, 1988)
- read and research material covering all aspects of the topic or theme
- process selected material and information.

With a working outline, you can:
- clarify the problem and the main question
- explore the main idea and the common thread of the work at hand (Leclerc, 1999)
- select the relevant topics and subtopics
- marshal the main ideas
- find the logical sequence in your ideas: introduction, body, conclusion.

• While You Are Writing…

With a working outline, you can begin writing by following the common thread of your work. As you advance, you will probably have to reevaluate your chain of thought and transform your working outline into a conclusive thesis statement. When you reach this stage, you will be thinking about how to organize your text, both in terms of ideas and paragraphs.
With a detailed outline you can:
- classify your main ideas
- organize and prioritize subtopics
- add titles to your sections and subsections
- establish some form of symmetry among the various parts of your work
- find a logical sequence to your arguments and give structure to the various steps in your argument, your reasoning (Beaud et Latouche, 1988);
- build a solid argument
- develop your line of reasoning
- show how the parts link together
- organize your text into paragraphs.

When drafting a document for your research project, you must take into consideration several textual and linguistic elements. These include determining the adequacy of the initial objectives; organizing your text; dividing your work into paragraphs; inserting reported speech; giving structure to sentences and vocabulary. Furthermore, regard must be had for those items not covered specifically in this guide but for which some tools have been suggested in Section 5.3: grammar, spelling, and punctuation among others. Equally important is the need to constantly enhance and harmonize text formatting and the bibliography.

- Once You have Finished
While it is paramount that the draft be revised in all the aspects mentioned above, it is impossible to go over everything all at once. Thus, when revising, you should focus on one or two elements of the text. First, try reading you draft aloud, and then use the edit command of software programs such as Scrivener.

2. Thesis: Basic Structure
All scientific texts contain several essential elements. Let us now examine in detail some of these elements that are common to theses as well as to extensive scientific studies.

2.1 Thesis Components: From the Introduction to the Conclusion
- Introduction
The introduction must spark your readers’ interest and invite them to pursue further your document. In this part of the thesis, the researcher’s job is to:
  - write a preamble which gives the topic background along with general context
  - summarize the problem which has emerged from the central question or the main element which guides the research work
  - formulate a general hypothesis for the problem at hand (hypothesis may be validated or set aside in light of the research results
  - state the goals to be attained in the research
- emphasize the theoretical, practical or social pertinence of the work along with its originality
- state the main methodological choices made for this work
- divide the main section of the document as well as its general structure into chapters.

Generally speaking, the first elements in the introduction are sketched out at the start of the work, after students have developed a detailed plan. These elements are redrafted at the same time as the last parts of the thesis work are drafted. The final version of the introduction is drafted at the same time as the conclusion.

- **Body (Review of Literature and Problem, Theoretical or Conceptual Framework, Methodology, Results)**

With a survey of research, academics can elaborate both a problem which is connected to their own research work and their theoretical, conceptual or methodological framework.

In the chapter defining the problem, researchers do not just review the main articles, works or chapters that deal with their subject. In fact, in the review of literature\(^1\), researchers must:

- describe the main elements of the subject at hand (this includes the people or institutions concerned with the problem, context or other factors)
- state the facts accepted by scholars who have already investigated the topic (basic concepts, factors, variables, and data, former approaches and results), all the while keeping a critical eye
- demonstrate the interconnectedness of certain research work and compare them: show their strengths and weaknesses, their results, their relative importance.

It is up to you how you will organize your review of literature (ex. logically, thematically or chronologically.) Whatever you choose, keep in mind the goals or the research question and remember that the format has to introduce the problem and the relevance of the actual work.

The chapter dealing with the conceptual or theoretical framework varies according to the field of study and the research undertaken: qualitative, quantitative, case study, to name a few. Generally, in this part of the thesis, research work also requires making critical choices such as:

- defining the terms and concepts that are relevant to the problem, goals, or research questions

---

\(^1\) For additional information on review of literature, see http://www.sass.uottawa.ca/writing/kit/grad-literature-review.pdf.
• presenting and describing the main models and basic theoretical approaches that are appropriate for the subject as well as selecting the ones which can help better answer the central question of the research work
• presenting and explaining clearly the main results of the reference material
• showing how the theories, models, approaches, and concepts connect along with comparing them by referring to, among other things, the strengths and weaknesses of the results, and their relative importance. Where appropriate, this section can be supplemented with tables and diagrams
• setting up a conceptual or theoretical framework and, as needed, formulating a working hypothesis. "Research documents deal firstly with concepts and later with how they were selected and eventually fleshed out. Unless it is absolutely impossible, the two are never discussed together," (Loose Translation, Alain d’Astous, Atelier de recherche en marketing, unpublished)
• discussing methodological approach (ex. sample, data collection.)

The next two chapters deal with the results of the study along with their discussion and analysis. The researcher must take care to:

• set forth the main findings
• analyse and discuss the results in terms of the initial questions, or hypotheses.

Some Basic Rules Regarding Good Thesis Writing

- a good body consists of a solid and orderly framework with carefully checked data (ex. facts, observations, information)
- the data underpins reasoned analyses, methodic reasoning, and logical deductions
- Each part contributes in the creation of a solid whole and helps, to a certain degree, in the construction of a final conclusion
- A carefully constructed body must make the reader incline to reach a certain conclusion
- Any observation or information used in the body and in particular in the statement of facts must help build the reasoning as well as the defence
- While selecting the components to the work’s body is important, it is even more critical to arrange them in an orderly fashion
- Writers should use a range of transition words, phrases, and strategies as these terms and techniques can mark off the various steps of reasoning as well as allow for the passage of one idea to another.

Marie-Éva de Villers, Atelier de rédaction du mémoire de maîtrise, unpublished (Loose Translation)

• Conclusion
In the conclusion, the researcher must typically:

• reiterate the problem or the central question
• summarize the themes featured in the thesis and briefly recap the defence and reasoning
• present the final results of the study and offer answers to the problems raised
• highlight the contribution made by this study from a theoretical and social point of view as well as its limits in terms of theory, empirical research, and methodology
• offer future leads of research.

To put it another way, conclusions reframe and restate theses within their proper context and at the same time open the door to other possibilities. It is with the conclusion that the thesis comes full circle: indeed, this last section offers a solution
to the problem stated in the introduction. Conclusions reiterate statements; they restate the recommendations which offer a response to the question asked in the problem. Conclusions summarize the exposé; they do not present new data.

2.2 Thesis Layout: Sections and Subsections, Titled and Numbered

Each title must accurately describe the section or paragraph above which it appears. Titles usually do not contain full sentences and do not end with a period. They do contain words beginning with capital letters; supratitles may even be completely in caps.

It is generally recommended to use the same grammatical structure for all supratitles or for those within the same section: ([adjective + noun]), or another construction (ex. [article + adjective + noun]; [gerund phrase].)

Ex.:

1. Models studied
2. Marketing with variations OR 2. Multiple Marketing Mechanism
3. The Subnational Response 3. Subnational Response

When numerating your chapters and sections, strive also for coherence. Your document will be divided into sections (1, 2, 3, etc.) and, where needed, in subsections (1.1, 1.2; 2.1, 2.2, etc.) Limit yourself to three levels of numbered subsections (2.1.1, 2.1.2, etc.) The following is an example of the standard organization found in academic work. Note that there is generally at least one paragraph between titles.

<table>
<thead>
<tr>
<th>1. INTRODUCTION</th>
<th>1. Selected Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>First paragraph, Section 1</td>
<td>1. Multiple Marketing Mechanism</td>
</tr>
<tr>
<td>2. TITLE</td>
<td>2. Subnational Response</td>
</tr>
<tr>
<td>First paragraph, Section 2</td>
<td>3. Title</td>
</tr>
<tr>
<td>2.1 Title</td>
<td>3.1 Title</td>
</tr>
<tr>
<td>First paragraph, Subsection 2.1</td>
<td>3.1.1 Title</td>
</tr>
<tr>
<td>2.2 Title</td>
<td>3.1.2 Title</td>
</tr>
<tr>
<td>First paragraph, Subsection 2.2</td>
<td>3.1.2 Title</td>
</tr>
<tr>
<td>Conclusion Paragraph, Chapter 2</td>
<td>3.2 Title</td>
</tr>
<tr>
<td>3. TITLE</td>
<td>3.2 Title</td>
</tr>
<tr>
<td>First paragraph, Section 3</td>
<td>3.2 Title</td>
</tr>
<tr>
<td>3.1 Title</td>
<td>Conclusion Paragraph, Chapter 3</td>
</tr>
<tr>
<td>First paragraph, Subsection 3.1</td>
<td>3. Conclusion Paragraph, Chapter 3</td>
</tr>
<tr>
<td>3.1.1 Title</td>
<td></td>
</tr>
<tr>
<td>First paragraph, Subsection 3.1.1</td>
<td></td>
</tr>
<tr>
<td>3.1.2 Title</td>
<td></td>
</tr>
<tr>
<td>First paragraph, Subsection 3.1.2</td>
<td></td>
</tr>
<tr>
<td>2.2 Title</td>
<td></td>
</tr>
<tr>
<td>First paragraph, Subsection 2.2</td>
<td></td>
</tr>
<tr>
<td>Conclusion Paragraph, Chapter 2</td>
<td></td>
</tr>
</tbody>
</table>

TYPOGRAPHICAL NOTES:

- The police size and type are identical for titles at the same level.
- Spacing before and after titles should be the same for every title at the same level. (For example, a section title could be preceded and followed by 12 spaces whereas a subsection title could be preceded and followed by 6.)
2. The Text: from Sentences to Paragraphs

Writing a thesis does not consist solely in stringing sentences together. When composing, you must organize and sequence your sentences by following a certain logic. This will give your text a unified whole and be seen by your readers to be coherent should they be able to understand the author’s thinking behind the textual organization.

3.1 Organizing Your Sentences into Paragraphs

Paragraphs are not only graphic markers that signal textual organization; they also highlight the fact that its sentences form a oneness of thought whose level of coherence may be judged by your readers. It is through paragraph divisions that we can generally see the organization of thoughts and the text’s framework. Here is a definition of a paragraph worth pondering over:

“The purpose of paragraphing is to give the reader a rest. The writer is saying to him: ‘Have you got that? If so, I’ll go on to the next point.’ […] The paragraph is essentially a unit of thought, not of length: it must be homogeneous in subject–matter and sequential in treatment.” (Fowler, 434-435)

It follows that a paragraph should consist of a complete thought and that paragraph divisions should be guided by the number of secondary ideas to develop. This means one new idea per paragraph. (Care should be made not to skip from one subject to the next or to indulge in unnecessary repetition.) With regard to length, there are no absolute rules. For example, a page with one and a half (1.5) spaces between lines generally contains two to four paragraphs. A paragraph is rarely made up of one sentence. This occurs especially when it introduces or briefly concludes the section of a text.
Example:
As success after success piles up, crowdfunding money-raising platforms have proven to be a great way to fund your next startup. Settle on one of the multiple approaches of crowdfunding, and your product or service just might be the next FORM1 or TikTok.

By definition, crowdfunding is simply the collective effort of individuals who network and pool their money, usually via the Internet, to support efforts initiated by other people or organizations.

Among the best-known crowdfunding platforms is Kickstarter.

Kickstarter founder Yancey Strickler has said, “Most ideas in the world are funded because they have the ability to make someone else’s [sic] money. That’s what investment is, what lending is. Ninety-nine percent of ideas have no ambition to create money whatsoever. The extent of the dream is, ‘I wanna [sic] make this.’”

So, if raising money isn’t your strength – and you don’t have access to a favorite uncle with oodles of cash to spare – you may just want to set your sights on becoming the next crowdfunding success story.


3.2 Cohesion between Sentences and Paragraphs

At the beginning of sentences or even paragraphs, there are often words that, along with what has been said in the preceding sentence, give the reader an idea of what is to come in a new sentence. This cohesiveness can be achieved through the use of demonstratives or pronouns (this, that, he, she, it, they, the former, the latter, etc.) Some other words, commonly referred to as transitional markers, are also found in a sentence in order to connect two shorter sentences or two parts of a sentence. These markers can take the form of conjunctions, prepositions or adverbs (because, for, thus, etc.) Cohesion markers can also introduce a part of a sentence which marks the progression or the underlying order in the organization of the text.

Here, the marker and the element being introduced play the role of textual signposts.

Examples:

With hundreds of millions of Euros invested in its tech startups the city of Berlin is a hotspot for innovative entrepreneurs looking to create the next big thing. Among the savviest are those with their head around Germany’s preoccupation for privacy.

The country takes privacy very seriously, as FaceBook discovered when it clashed with German data protection authorities over its facial recognition feature, deemed a violation of privacy laws. Google, too, fell foul of Germany’s stance on privacy when public opposition to its Google Maps Street View feature forced it to abandon the German branch of the project.
However, post NSA and PRISM, this stance is serving the tech sector well, with investors showing a healthy interest in firms that are innovating in the online security and privacy arenas.

To understand Germany’s attitude to privacy we need to delve into its history. The country pioneered data protection law, but as a symptom of its past, explains Berlin-based technology journalist David Meyer.


For more information on how to use cohesion markers or textual signposts, visit the Perdue University Writing Lab (https://owl.english.purdue.edu/owl/) and type ‘transitional markers’.² See also Appendix B of this document (Some Useful Words and Phrases for Marking Text Organization.)

Terminology can also bridge together two sentences or two parts of a sentence. For example, verbs and verbal expressions such proves or can be explained by express the idea that what follows is the result of what was stated beforehand whereas verbs and verbal expressions such as originates(from) or is the result (of) suggest a cause.

Example:

“The results of Hypothesis 2 suggest that a better trained work force [sic] may be important for recombined resources in order to create new capabilities and be able to compete at international standards. The improvement perceived by managers in their workforce after joining ProPymes has a positive effect on the IT. This finding is consistent with the theoretical development. Training aimed at achieving high standards provides the basis to develop competitiveness and deal with the complexity of a global economy.”


Punctuation marks such as a colon or a semicolon may also be used to connect two sentences where a relation between the two can be easily understood by the reader. For example, a colon may serve to link up two sentences where there is a relationship of cause and effect or effect and cause (Ex.: Maria is determined to improve her financial situation: she began looking for a job or Maria began looking for a job: she is determined to improve her financial situation.)

4. Language Requirements

As is the case for all assignments at HEC Montréal, a part of your grade will be based on the quality of your academic writing. Thus, from a linguistic point of view,

² For another excellent site on cohesion markers, visit http://cohesionmarkers.blogspot.ca/2010/04/towards-definition-of-cohesion-markers.html.
there are aspects which must be taken into consideration when doing academic work.

4.1 Sentence Structure
Sentence length
Martin Cutts, in his Oxford Guide To Plain English, offers the following guideline: “Over the whole document, make the average sentence length 15-20 words.” And what’s the reason? He explains: “More people fear snakes than full stops, so they recoil when a long sentence comes hissing across the page.”

How To Avoid Using The Personal Pronouns ‘I’
The convention in much academic writing is to write with minimal reference to yourself as an author. The reason for this lies in a tradition of needing to present your work "objectively," as the work of a dispassionate and disinterested (that is, unbiased) researcher. So, one of the features of academic writing is a general absence of the first person pronoun "I".

- Eliminate the Personal Language
  Ex. *I think* Ned Kelly relied on his Irish heritage to gain local sympathy.
  *Ned Kelly relied on his Irish heritage to gain local sympathy.*
  *We use* the passive voice to make our writing sound objective.
  The passive voice makes writing sound objective.

- Do NOT Refer to What You Think; Refer Instead to What the Evidence Suggests.

<table>
<thead>
<tr>
<th>AVOID USING PERSONAL JUDGEMENT WORDS</th>
<th>USE WORDS REFERRING TO THE EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think</td>
<td>From examining the findings,</td>
</tr>
<tr>
<td>I feel</td>
<td>In light of the evidence,</td>
</tr>
<tr>
<td>I believe</td>
<td>From previous research,</td>
</tr>
<tr>
<td>I am convinced that</td>
<td>Considering the results,</td>
</tr>
<tr>
<td>I disliked</td>
<td>According to the figures,</td>
</tr>
<tr>
<td>I liked</td>
<td>According to the diagram,</td>
</tr>
<tr>
<td>I agree</td>
<td>It is evident from the data that</td>
</tr>
<tr>
<td>I disagree</td>
<td>The literature suggests that</td>
</tr>
<tr>
<td>I am sure that</td>
<td>Given this information</td>
</tr>
<tr>
<td>It is my belief that</td>
<td>Some theorists argue that</td>
</tr>
<tr>
<td>I disliked</td>
<td>According to the figures,</td>
</tr>
</tbody>
</table>

- Use the Third Person of ‘It’ constructions
  *It could be argued that* It could be suggested that
  *It can be seen that* It appears that

---

4 Passage taken from "Language and Learning online." Retrieved February 25, 2014 from http://www.monash.edu.au/lts/ltonline/writing/arts/sociology/2.3.1.xml
Use the Passive Voice

The passive voice should be used in academic writing when the ‘doer’ of the action in a sentence is unknown or irrelevant to the discussion. Passive sentence construction emphasizes the events and processes the sentence is describing.

**ACTIVE VOICE**

*We cut* a segment of the apple and placed it in agar solution.

**PASSIVE VOICE**

A segment of apple *was cut* and placed in agar solution.⁶

### 4.2 Using Specialized Terms in Academic or LSP (Language-for-Specific-Purposes) Writing

Every field of study, profession or trade has its own *specialized vocabulary*, its own *technical terms*, which appear in academic writing alongside *words used specifically in research* and everyday language.

<table>
<thead>
<tr>
<th>RETENTION [INSURANCE]: “The amount of risk not covered by an insurer or a reinsurer that an insured or an insurer or a reinsurer assumes for its own account.” (Termium Plus– TP⁶)</th>
</tr>
</thead>
</table>

 Ex.: “The competitive and uncertain environment of the 1990s requires an accelerated product development process with greatly improved coordination and integration among cross-functional teams (Dennison, Kahn and Hart, 1991) Their successful product development effort suggests that speed and variety in perspective and expertise are compatible. Although product development using cross-functional teams has been drawing much attention from academics as well as the corporate world, research into its organization and processes is still underdeveloped. This deficiency is significant because the traditional literature on decision making has assumed that speed and variety are, in reality, incompatible. This paper elaborates the process of cross-functional team efforts, based on interviews and observations over a two-year period. A model is developed and operationalized with 22 survey measures and tested with data from 183 individuals on 29 teams. Results show that product development using cross-functional teams is highly correlated with time compression, creativity, capability improvement, and overall effectiveness.”

(Kaz Ichizo, “Speed and Innovation in Cross-functional Teams,” in Academic Writing for Graduate Students, 215-216)

It is important to note that technical terms may *change in meaning* from one discipline to the next:

---


⁶ http://www.btb.termiumplus.gc.ca/
RETENTION [PROSTHETIC DETINSTRY]: “The resistance to removal or displacement.” (TP)

RETENTION OF STAFF [HUMAN RESOURCES]: “An effort by a business to maintain a working environment which supports current staff in remaining with the company. Many employee retention policies are aimed at addressing the various needs of employees to enhance their job satisfaction and reduce the substantial costs involved in hiring and training new staff.” (Retrieved February 2, 2014 from http://www.businessdictionary.com/.)

SYN.: RETENTION OF EMPLOYEES, PERSONNEL RETENTION (TP)

4.3 Using software programs to draft and revise your thesis

It is paramount that you conform to the rules concerning grammar, spelling, and punctuation when writing your thesis. Care must also be taken with regard to vocabulary: it must be accurate and appropriate for the subject at hand. Pay particular attention to terminology7 as well as transitional words and phrases (ex.: consequently, for example, however, nevertheless, on the other hand, etc.)

---

7 Various dictionaries are available online at the website of the HEC library under the tab « Banques de données » (Database) complete list, search by category: Dictionary/Encyclopedia.
APPENDIX A: Some Useful Words and Phrases for Marking Text Organization

The following words and phrases are some useful ways of introducing different sections of a thesis or of marking transitions between parts, paragraphs or ideas:

Writing Introductions

Establishing the importance of the topic for the world/society
It is becoming increasingly difficult to ignore the ....
X is the leading cause of death in western industrialised countries.
X is a common disorder characterised by ....
X plays an important role in the maintenance of ....
X is an important component in the climate system, and plays a key role in Y.
In the new global economy, X has become a central issue for ....
In the history of development economics, X has been thought of as a key factor in ....
Xs are one of the most widely used groups of antibacterial agents and ....
Xs are the most potent anti-inflammatory agents known.
X is a major public health problem, and the cause of about 4% of the global burden of disease.

Establishing the importance of the topic for the discipline
X is an increasingly important area in applied linguistics.
Investigating X is a continuing concern within ....
Central to the entire discipline of X is the concept of ....
X is at the heart of our understanding of ....
X and Y have been an object of research since the 1960s.
One of the most significant current discussions in legal and moral philosophy is ....
A key aspect of X is ....
X is a major area of interest within the field of ....

Establishing the importance of the topic (time frame given)
Recent developments in X have heightened the need for ....
In recent years, there has been an increasing interest in ....
Recent developments in the field of X have led to a renewed interest in ....
Recently, researchers have shown an increased interest in ....
The past decade has seen the rapid development of X in many ....
The past thirty years have seen increasingly rapid advances in the field of ....
Over the past century there has been a dramatic increase in ....
One of the most important events of the 1970s was ....
Traditionally, Xs have subscribed to the belief that ....
X proved an important literary genre in the early Y community.
The changes experienced by Xs over the past decade remain unprecedented.
Xs are one of the most widely used groups of antibacterial agents and have been extensively used for decades to ....

Highlighting a problem in the field of study
However, these rapid changes are having a serious effect ....
However, a major problem with this kind of application is ....
Lack of X has existed as a health problem for many years.
Despite its safety and efficacy, X suffers from several major drawbacks:
However, research has consistently shown that first year students have not attained an adequate understanding of ....
There is increasing concern that some Xs are being disadvantaged ....
Despite its long clinical success, X has a number of problems in use. Questions have been raised about the safety of prolonged use of ....

**Highlighting a controversy in the field of study**
To date there has been little agreement on what .... More recently, literature has emerged that offers contradictory findings about .... One observer has already drawn attention to the paradox in .... In many Xs a debate is taking place between Ys and Zs concerning .... The controversy about scientific evidence for X has raged unabated for over a century. Debate continues about the best strategies for the management of .... This concept has recently been challenged by ... studies demonstrating .... One of the most significant current discussions in legal and moral philosophy is .... One observer has already drawn attention to the paradox in .... In many Xs a debate is taking place between Ys and Zs concerning .... The controversy about scientific evidence for X has raged unabated for over a century. Questions have been raised about the safety of prolonged use of .... The issue of X has been a controversial and much disputed subject within the field of .... The issue has grown in importance in light of recent .... One major theoretical issue that has dominated the field for many years concerns .... One major issue in early X research concerned ....

**Highlighting a knowledge gap in the field of study (for research)**
So far, however, there has been little discussion about .... However, far too little attention has been paid to .... Most studies in X have only been carried out in a small number of areas. The research to date has tended to focus on X rather than Y. In addition, no research has been found that surveyed .... So far this method has only been applied to .... Several studies have produced estimates of X (Smith, 2002; Jones, 2003), but there is still insufficient data for .... However, there have been no controlled studies which compare differences in .... The experimental data are rather controversial, and there is no general agreement about .... However, there is no reliable evidence that .... X's analysis does not take account of .... nor does he examine .... The existing literature on X in the post-war period is sparse.

**Indicating the focus, aim, argument**
This paper seeks to remedy these problems by analysing the literature of .... This research seeks to address the following questions: This essay critically examines/discusses/traces .... This paper will review the research conducted on .... This paper will focus on/examine/give an account of .... The aim of this study is to determine/examine .... The aim of this study was to evaluate and validate .... The aim of the paper is to provide a conceptual theoretical framework based on .... The objectives of this research are to determine whether .... The purpose of this paper is to review recent research into the .... The central thesis of this paper is that .... In this paper I argue that .... In the pages that follow, it will be argued that .... This paper attempts to show that .... In this essay, I attempt to defend the view that .... This account seeks to ....

**Outline of structure**
The main questions/issues addressed in this paper are: a), b and c). This paper has been divided into four parts. The first part deals with .... The essay has been organised in the following way.
This paper first gives a brief overview of the recent history of X.
This paper reviews the evidence for ....
This paper begins by ...... It will then go on to ....
The first section of this paper will examine .....  
Finally, .....  
Chapter 2 begins by laying out the theoretical dimensions of the research, and looks at how ....  
Chapter 3 describes the design, synthesis, characterization and evaluation of ....  
The last chapter of the thesis assesses the ....

Review Of Literature

General descriptions of the relevant literature
A considerable amount of literature has been published on X. These studies ....  
There is a large volume of published studies describing the role of ....  
The first serious discussions and analyses of X emerged during the 1970s with ....  
The generalizability of much published research on this issue is problematic.  
What we know about X is largely based upon empirical studies that investigate how ....  
During the past 30 years much more information has become available on ....  
In recent years, there has been an increasing amount of literature on ....  
A large and growing body of literature has investigated ....

General reference to previous research/scholarly activity (usually more than one author)
Many historians have argued that .... (e.g. Jones, 1987; Johnson, 1990; Smith, 1994).  
There is a consensus among social scientists that .... (e.g. Jones, 1987; Johnson, 1990; Smith, 1994).  
Numerous studies have attempted to explain .... (for example, Smith, 1996; Kelly, 1998; Johnson, 2002)  
Traditionally, it has been argued that .... (Smith, 1982; O'Brien, 1984)  
Recent evidence suggests that .... (Smith, 1996; Jones 1999; Johnson, 2001)  
Recently, in vitro studies have shown that T.thermophilus EFTu can .... (Patel et al., 1997; Jones et al., 1998).  
Surveys such as that conducted by Smith (1988) have shown that ....  
Several attempts have been made to .... (Smith, 1996; Jones 1999; Johnson, 2001)  
Several studies have revealed that it is not just X that acts on ..... (Smith, 1996; Jones 2002)  
Several biographies of Harris have been published. Smith (2013) presents .....  
Several studies investigating X have been carried out on ....  
Data from several sources have identified the increased morbidity and mortality associated with obesity  
Previous studies have reported .... (Smith, 1985; Jones, 1987; Johnson, 1992).  
Previous research has indicated that various X indicators have a positive impact on .... (Al-Masry, 2008)  
Previous research findings into X have been inconsistent and contradictory (Smith, 1996; Jones 1999, ....  
A number of studies have found that .... (Smith, 2003; Jones, 2004).  
A number of studies have examined X (e.g. Smith, 2003; Jones, 2005), but has investigated ....  
Twenty cohort study analyses have examined the relationship between ....  
At least 152 case-control studies worldwide have examined the relationship between.....  
Other studies have considered the relationship ....  
The relationship between X and Y has been widely investigated (Smith, 1985; Jones, 1987)  
The causes of X have been widely investigated (Jones, 1987; Johnson, 1990; Smith, 1994).  
The geology of X has been addressed in several small-scale investigations and Xs have been identified as major contributing factors for the decline of many species (1).  
X has also been shown to reverse the anti-inflammatory effects of glucocorticoids in murine-induced arthritis (11).  
It has been suggested that levels of X are independent of the size of the Y (Smith et al., 1995)
It has conclusively been shown that X and Y increase Z (Smith et al., 1999; Jones, 2001)
It has been demonstrated that a high intake of X results in damage to .... (Smith, 1998;)

Reference to current state of knowledge
A relationship exists between an individual's working memory and their ability to ...... (Jones et al., 1998).
GM varieties of maize are able to cross-pollinate with non-GM varieties (Smith, 1998; Jones, 1999).
There is an unambiguous relationship between spending on education and economic development (Rao, 1998).
X is one of the most intense reactions following CHD (Lane, 2003).
MIF has been found to oppose the anti-inflammatory actions of X on Y (Alourfi, 2004).

Reference to single investigations in the past: researcher(s) as sentence subject

| Smith (1999) | found that as levels of literacy and education of the population rise .... showed that reducing X to 190oC decreased .... (see figure 2.) demonstrated that when the maximum temperature is exceeded .... |
| Jones et al. (2001) | investigated the differential impact of formal and non-formal education on .... analysed the data from 72 countries and concluded that .... reviewed the literature from the period and found little evidence for this claim. interviewed 250 undergraduate students using semi-structured questionnaires. studied the effects of Cytochrome P450 on unprotected nerve cells. performed a similar series of experiments in the 1960s to show that .... carried out a number of investigations into the .... conducted a series of trials in which he mixed X with different quantities of .... measured both components of the .... labelled these subsets as .... examined the flow of international students .... identified parents of disabled children as .... used a survey to assess the various .... |

Reference to single investigations or publications in the past: time frame prominent
In 1975, Smith et al. published a paper in which they described ....
In 1990 Patel et al. demonstrated that replacement of H2O with heavy water led to ....
Thirty years later, Smith (1974) reported three cases of Candida Albicans which ..... In the 1950s Gunnar Myrdal pointed to some of the ways in which ..... (Myrdal, 1957)
In 1981, Smith and coworkers demonstrated that X induced in vitro resistance to ....
In 1990, El-Guerrouj et al. reported a new and convenient synthetic procedure to obtain.
In 1984 Jones et al. made several amino acid esters of X and evaluated them as water-soluble pro-drugs.

Reference to single publication: no time frame
Smith has written the most complete synthesis to date of ....

Reference to single investigations in the past: investigation prominent
Preliminary work on X was undertaken by Abdul Karim (1992).
The first systematic study of X was reported by Patel et al. in 1986.
The study of the structural behaviour of X was first carried out by Rao et al. (1986).....
Analysis of the genes involved in X was first carried out by Smith et al (1983).
A recent study by Smith and Jones (2012) involved ....
A longitudinal study of X by Smith (2012) reports that ....
A small scale study by Smith (2012) reaches different conclusions, finding no increase in ....
Smith's cross-country analysis (2012) showed that ....
Smith's comparative study (2012) found that ....
Detailed examination of X by Smith and Patel (1961) showed that ....
Brown's (1992) model of X assumes three main ....
In another major study, Zhao (1974) found that just over half of the ....
In a study which set out to determine X, Smith (2012) found that ....
In a randomised controlled study of X, Smith (2012) reported that ....
In an analysis of X, Smith et al. (2012) found ....
In an investigation into X, Smith et al. (2012) found ....
In a large longitudinal study, Smith et al. (2012) investigated the incidence of X in Y.
In one well-known recent experiment, limits on X were found to be ..... (Al-Masry, 2013)

Reference to single investigations in the past: research topic as main focus
Classical conditioning was first demonstrated experimentally by Pavlov (Smith, 2002). In his seminal study ....
The electronic spectroscopy of X was first studied by Smith and Douglas 1 in 1970
The acid-catalyzed condensation reaction between X and Y was first reported by Baeyer in
1872
X formed the central focus of a study by Smith (2002) in which the author found ....
X was originally isolated from Y in a soil sample from .... (Wang et al., 1952).
The way in which the X gene is regulated was studied extensively by Ho and colleagues (Ho et al. 1995 and 1998).
To determine the effects of X, Zhao et al (2005) compared ....
To better understand the mechanisms of X and its effects, Al-Masry (2013) the data from ....

Reference to what other writers do in their text (author as subject)
Smith (2013) identifies poor food, bad housing, inadequate hygiene and large families as the major causes of ....
Rao (2013) lists three reasons why the English language has become so dominant. These are: ....
Smith (2013) traces the development of Japanese history and philosophy during the 19th century.
Jones(2013) provides in-depth analysis of the work of Aristotle showing its relevance to contemporary times.
Smith (2013) draws our attention to distinctive categories of motivational beliefs often observed in ....
Perez (2013) draws on an extensive range of sources to assess ....
Smith (2013) defines evidence based medicine as the conscious, explicit and judicious use of ....
Rao (2013) highlights the need to break the link between economic growth and transport growth ....
Smith (2013) discusses the challenges and strategies for facilitating and promoting ....
Toh (2013) mentions the special situation of Singapore as an example of ....
Smith (2013) questions whether mainstream schools are the best environment for ....
Smith (2013) considers whether countries work well on cross-border issues such as ....
Al-Masry (2013) uses examples of these various techniques as evidence that ....
Drawing on an extensive range of sources, the authors set out the different ways in which ....
By drawing on the concept of X, Smith has been able to show that ....
In Chapter 2, Smith provides us with a number of important ....
In the subsequent chapter, Smith examines the extent to which ....
Some analysts (e.g. Carnoy, 2002) have attempted to draw fine distinctions between ....
Other authors (see Harbison, 2003; Kaplan, 2004) question the usefulness of such an approach.

In her major study,
In her seminal article, Smith (2012) identifies five characteristics of .......
In her classic critique of ..., In her case study of ..., In her review of ..., In her analysis of ..., In her introduction to ...,

Reference to other writers' ideas or position (author as subject)
According to Smith (2003), preventative medicine is far more cost effective, and therefore better adapted to the developing world.

<table>
<thead>
<tr>
<th>Smith (2013)</th>
<th>points out</th>
<th>argues</th>
<th>maintains</th>
<th>claims concludes suggests</th>
<th>that preventative medicine is far more cost effective, and therefore better adapted to the developing world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith (2013)</td>
<td>argues for</td>
<td>offers</td>
<td>proposes suggests</td>
<td>an explanatory theory for each type of irrational belief.</td>
<td></td>
</tr>
</tbody>
</table>

Synthesising sources
Almost every paper that has been written on X includes a section relating to .... This view is supported by Jones (2000) who writes that .... In the same vein, Smith (1994) in his book XYZ notes .... Smith argues that her data support O'Brien's (1988) view that .... Similarly, Nicoladis (2006) found that X .... Al-Masry's (1986) work on X is complemented by Smith's (2009) study of .... Conversely, Wang (2010) reported no significant difference in mortality between X and Y. In contrast to Smith, Jones (2013) argues that .... A broader perspective has been adopted by Smith (213) who argues that .... Unlike Smith, Jones (2013) argues that .... This relationship has been demonstrated in X (Brown, 1976) and in Y (Smith and Green, 1989).

Some ways of introducing quotations
In the final part of the Theses, Marx writes: "Philosophers have hitherto only interpreted the world in various ways; the point ...." Sachs concludes: "The idea of development stands today like a ruin in the intellectual landscape..." (Sachs, 1992a: 156).
As Smith argues: "In the past, the purpose of education was to ...." (Smith, 2000:150). As Carnoy (2004: 215) states: "there are many good reasons to be sceptical". As Smith (2013) reminds us, "..." Commenting on X, Smith (2003) argues: "...."

Summarising the review or parts of the review
The studies presented thus far provide evidence that .... Together, these studies outline that .... Collectively, these studies outline a critical role for...
In view of all that has been mentioned so far, one may suppose that .... Together these studies provide important insights into the .... The evidence presented in this section suggests that .... Overall, these studies highlight the need for ....
Describing Data

Describing previously used methods
To date various methods have been developed and introduced to measure X:
In most recent studies, X has been measured in four different ways.
Traditionally, X has been assessed by measuring....
This test is widely available, and has been used in many investigational studies.
Recently, simpler and more rapid tests of X have been developed.
Radiographic techniques are the main non-invasive method used to determine ....
Different authors have measured X in a variety of ways.
Previous studies have based their criteria for selection on ....
A variety of methods are used to assess X. Each has its advantages and drawbacks.
Data were gathered from multiple sources at various time points during ....

Giving reasons why a particular method was adopted or rejected
The semi-structured approach was chosen because ....
Smith et al. (1994) identify several advantages of the case study, ....
It was decided that the best method to adopt for this investigation was to ....
A case study approach was used to allow a ....
A case-study approach was chosen since ....
The design of the questionnaires was based on ....
The X method is one of the more practical ways of ....
It was considered that quantitative measures would usefully supplement and extend the qualitative analysis.
Many of the distributions were not normal so non-parametric signed rank tests were run.
The X approach has a number of attractive features: ....
The second advantage of using the multivariate method is ....
One advantage of the X analysis is that it avoids ....
The sensitivity of the X technique has been demonstrated in a report by Smith et al (2011).
However, there are certain drawbacks associated with the use of ....
The main disadvantage of the experimental method is that ....
A major problem with the experimental method is that ....

Indicating a specific method
X was prepared according to the procedure used by Patel et al. (1957).
The synthesis of X was done according to the procedure of Smith (1973).
X was synthesised using the same method that was detailed for Y, using ....
This compound was prepared by adapting the procedure used by Zhao et al. (1990).
For this study, the X was used to explore the subsurface ....
An alternative method for making scales homogenous is by using ....
Samples were analysed for X as previously reported by Smith et al. (2012)

Describing the characteristics of the sample
The initial sample consisted of 200 students of whom 13 did not complete all of the interviews.
All studies described as using some sort of X procedure were included in the analysis.
A systematic literature review was conducted of studies that ....
All of the participants were aged between 18 and 19 at the beginning of the study.....
Two groups of subjects were interviewed, namely X and Y. The first group were ....
A random sample of patients with .... was recruited from ....
Forty-seven students studying X were recruited for this study.
The students were divided into two groups based on their performance on ....
The project used a convenience sample of 32 first year modern languages students.
Just over half the sample (53%) was female, of whom 69% were ....
Participants were recruited from 15 clinics across ...., covering urban and rural areas ....
Eligibility criteria required individuals to have received ....
Five individuals were excluded from the study on the basis of ....
Eligible women who matched the selection criteria were identified by ...
Semi structured interviews were conducted with 17 male offenders with a mean age of 38
years
A comparison group of 12 male subjects without any history of X was drawn from a pool of...

Articles were searched from January 1965 until April 2010. Publications were only included in the analysis if ....

**Indicating reasons for sample characteristics**
A small sample was chosen because of the expected difficulty of obtaining .... The subjects were selected on the basis of a degree of homogeneity of their .... Criteria for selecting the subjects were as follows:

**Describing the process: infinitive of purpose**
In order to identify the T10 and T11 spinous processes, the subjects were asked to .... In order to understand how X regulates Y, a series of transfections was performed. To enable the subjects to see the computer screen clearly, the laptop was configured with ....

To see if the two methods gave the same measurement, the data was plotted and .... To control for bias, measurements were carried out by another person. To rule out the possibility that X, the participants were .... To measure X, a question asking .... was used. To determine whether ...., KG-1 cells were incubated for .... To establish whether ...., To increase the reliability of measures, each X was tested twice with a 4-min break between ....

To compare the scores three weeks after initial screening, a global ANOVA F-test was used. The vials were capped with .... to prevent volatisation.

In an attempt to make each interviewee feel as comfortable as possible, the interviewer ....

**Describing the process: other phrases expressing purpose**
For the purpose of height measurement, subjects were asked to stand .... For the purpose of analysis, 2 segments were extracted from each .... For the estimation of protein concentration, 100 µL of protein sample was mixed with ....

**Describing the process: typical verbs (note use of passive form)**
Data management and analysis was performed using SPSS 8.0 (1999). Published studies were identified using a search strategy developed in .... The experiments were carried out over the course of the growing period from .... Injection solutions were coded by a colleague to reduce experimenter bias. Drugs were administered by icv injection under brief CO2 narcosis; The mean score for the two trials was subjected to multivariate analysis of variance to determine ....
The subjects were asked to pay close attention to the characters whenever .... Prompts were used as an aid to question two so that .... The pilot interviews were conducted informally by the trained interviewer .... Blood samples were obtained with consent, from 256 Caucasian male patients .... Independent tests were carried out on the x and y scores for the four years from .... This experiment was repeated under conditions in which the poor signal/noise ratio was improved. Significance levels were set at the 1% level using the student t-test. A total of 256 samples were taken from 52 boreholes (Figure 11). The experiments were run using custom software written in.... Two sets of anonymized questionnaires were completed by .... Article references were searched further for additional relevant publications. The data were normalised using ....
Describing the process: sequence words/phrases

Prior to commencing the study, ethical clearance was sought from ....
Prior to undertaking the investigation, ethical clearance was obtained from ....
In the end, the EGO was selected as the measurement tool for the current study.

After “training”, the subjects were told that the characters stood for X and that their task was to ....
After collection, the samples were shipped back to X in ....
After conformational analysis of X, it was necessary to ....
After obtaining written informed consent from the patients, a questionnaire regarding the ....
Once the Xs were located and marked, a thin clear plastic ruler ....
Once the positions had been decided upon, the Xs were removed from each Y and replaced by ....
Once the exposures were completed, the X was removed from the Y and placed in ......
On completion of X, the process of model specification and parameter estimation was carried out.
Following this, the samples were recovered and stored overnight at ....
Following correction for ..... X was reduced to ..... These ratings were then made for the ten stimuli to which the subject had been exposed ...
The analysis was checked when initially performed and then checked again at the end of ...
The subjects were then shown a film individually and were asked to ...
The soil was then weighed again, and this weight was recorded as ....
The results were corrected for the background readings and then averaged before being converted to......
Finally, questions were asked as to the role of ......

Describing the process: adverbs of manner

The soil was then placed in a furnace and gradually heated up to ..... The vials were shaken manually to allow the soil to mix well with the water.
The medium was then aseptically transferred to a conical flask.
The resulting solution was gently mixed at room temperature for ten minutes and ......
A sample of the concentrate was then carefully injected into ....
The tubes were accurately reweighed to six decimal places using ....

Describing the process: passive verb + using .... for instruments

15 subjects were recruited using email advertisements requesting healthy students from ....
All the work on the computer was carried out using Quattro Pro for Windows and ......I.
Data were collected using two high spectral resolution spectroradiometers.
The data was recorded on a digital audio recorder and transcribed using a ....
Semi-automated genotyping was carried out using X software and ..... Statistical significance was using analysis of variance and t-tests as appropriate.
Comparisons between the two groups were made using unrelated t-tests.
Using the X-ray and looking at the actual X, it was possible to identify ....
Using an Anthos Microplate Reader, we were able to separate single cells into different ....

Describing the process: giving detailed information

Compounds 3 and 5 were dissolved in X at apparent pH 2.5 to give concentrations of 4mM ....
.... and the solutions were degraded at 55°C or 37°C for a total time of 42 hours.
At intervals of 0.5 min, 50 µL of the X was aliquoted into 0.5mL of cooled boric acid buffer (pH 7.5) to ....

Indicating problems or limitations

In this investigation there are several sources for error. The main error is .... Another major source of uncertainty is in the method used to calculate X..
It was not possible to investigate the significant relationships of X and Y further because the sample size was too small.
Further data collection is required to determine exactly how X affects Y.
Reporting Results

Reference to aim/method
To assess X, the Y questionnaire was used.
To distinguish between these two possibilities, ......
To compare the scores three weeks after initial screening, a global ANOVA F-test was used
In order to assess Z, repeated-measures ANOVAs were used.
Regression analysis was used to predict the ......
Changes in X and Y were compared using ......
The average scores of X and Y were compared in order to ......
Nine items on the questionnaire measured the extent to which ......
The correlation between X and Y was tested.
The first set of analyses examined the impact of ......
Simple statistical analysis was used to ......
A scatter diagram and a Pearson's product moment correlation were used to determine the relationship between ......
T-tests were used to analyse the relationship between ......
Comparisons between the two groups were made using unrelated t-tests.

Location and summary statements:

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Figure 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>shows</td>
<td>compares</td>
</tr>
<tr>
<td>compares</td>
<td>presents</td>
</tr>
<tr>
<td>presents</td>
<td>provides</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The results obtained from the preliminary analysis of X</th>
<th>The results of the correlational analysis</th>
<th>The themes identified in these responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>are shown can be compared are presented are set out are summarised</td>
<td>in Table 1.</td>
<td>in Figure 1.</td>
</tr>
</tbody>
</table>

As shown in Figure 1,
As can be seen from the table (above),
It can be seen from the data in Table 1 that
From the graph above we can see that

The table below illustrates
The pie chart above shows

Highlighting significant data in a table/chart
It is apparent from this table that very few ....
This table is quite revealing in several ways. First, unlike the other tables ......
What is interesting in this data is that ....
In Fig.10 there is a clear trend of decreasing ....
As Table III shows, there is a significant difference \((t = -2.15, p = 0.03)\) between the two groups. The differences between X and Y are highlighted in Table 4. From the chart, it can be seen that by far the greatest demand is for .... From the data in Figure 9, it is apparent that the length of time left between .... From this data, we can see that Study 2 resulted in the lowest value of .... Data from this table can be compared with the data in Table 4.6 which shows ....

**Statements of result (positive)**
- Strong evidence of X was found when ....
- This result is significant at the \(p = 0.05\) level.
- There was a significant positive correlation between ......
- There was a significant difference between the two conditions ......
- On average, Xs were shown to have ......
- The mean score for X was ......
- Interestingly, for those subjects with X, ......
- A positive correlation was found between X and Y.
- The results, as shown in Table 1, indicate that ....
- A two-way ANOVA revealed that ....
- Posthoc analysis revealed that during ..... Further analysis showed that ...... Further statistical tests revealed ..... 

**Statements of result (negative)**
- There was no increase of X associated with ..... There were no significant differences between ......
- No significant differences were found between ..... No increase in X was detected. No difference greater than X was observed. The Chi-square test did not show any significant differences between ...... None of these differences were statistically significant. Overall, X did not affect males and females differently in these measure. No significant reduction in X was found with Y compared with placebo. A clear benefit of X in the prevention of Y could not be identified in this analysis.

**Highlighting significant, interesting or surprising results**
- The most striking result to emerge from the data is that ...... Interestingly, this correlation is related to ......
- The correlation between X and Y is interesting because ......
- The more surprising correlation is with the ....
- The single most striking observation to emerge from the data comparison was ....
- Interestingly, the X was observed to ....
- Interestingly, there were also differences in the ratios of .... 

**Reporting a reaction**
- When X cells were stimulated with Y, no significant difference in the number of Z was detected
- However, stimulation of X cells with Y did not increase the .... Following the addition of X, a significant increase (\(P<0.05\)) in the Y was recorded.

**Reporting results from questionnaires and interviews**
- The response rate was 60% at six months and 56% at 12 months. Of the study population, 90 subjects completed and returned the questionnaire. Of the initial cohort of 123 students, 66 were female and 57 male. Thirty-two individuals returned the questionnaires. By the end of the survey period, data had been collected from 64 individuals, 23 of whom were ....
This section of the questionnaire required respondents to give information on .... Respondents were asked to indicate whether .... Respondents were asked to suggest other reasons for .... There were 53 responses to the question: "....?" The total number of responses for this question was .... The overall response to this question was poor. In response to the question: "....?", a range of responses was elicited. In response to Question 1, most of those surveyed indicated that .... The overall response to this question was very positive. When the participants were asked ......, the majority commented that .... Other responses to this question included .... The majority of those who responded to this item felt that .... Of the 62 participants who responded to this question, 30 reported an increase in .... 70% of those who were interviewed indicated that ..... Almost two-thirds of the participants (64%) said that ..... Just over half of those who answered this question reported that .... Over half of those surveyed reported that .... Approximately half of those surveyed did not comment on ..... Of the 148 patients who completed the questionnaire, just over half indicated that .... A small number of those interviewed suggested that ..... Only a small number of respondents indicated that .... Some participants expressed the belief that ...... One individual stated that "...." And another commented "...." A minority of participants (17%) indicated that .... One participant commented: " ...." Another interviewee alluded to the notion of ....

Transition statements
Turning now to the experimental evidence on ..... Comparing the two results, it can be seen that ..... A comparison of the two results reveals ..... If we now turn to ..... The next section of the survey was concerned with .... In the final part of the survey, respondents were asked ....

Summary and transition
Overall, these results indicate that .... These results suggest that .... Together these results provide important insights into .... Taken together, these results suggest that there is an association between .... In summary, these results show that .... The results in this Chapter indicate that ..... The next Chapter, therefore, moves on to discuss the ....

Discussing Findings

Background information (reference to literature or to research aim/question)
A strong relationship between X and Y has been reported in the literature. Prior studies that have noted the importance of .... In reviewing the literature, no data was found on the association between X and Y. As mentioned in the literature review, .... Very little was found in the literature on the question of .... This study set out with the aim of assessing the importance of X in .... The first question in this study sought to determine .... The third question in this research was .... It was hypothesized that participants with a history of .... The present study was designed to determine the effect of .... An initial objective of the project was to identify ....
Statements of result (usually with reference to results section)
The results of this study show/indicate that ....
This experiment did not detect any evidence for ....
On the question of X, this study found that ....
The current study found that ....
The most interesting finding was that ....
Another important finding was that ....
The results of this study did not show that .../did not show any significant increase in ....
In the current study, comparing X with Y showed that the mean degree of ....
In this study, Xs were found to cause ....
X provided the largest set of significant clusters of ....
It is interesting to note that in all seven cases of this study....

Unexpected outcome
Surprisingly, X was found to ....
Surprisingly, no differences were found in ....
One unanticipated finding was that ....
It is somewhat surprising that no X was noted in this condition ....
What is surprising is that ....
Contrary to expectations, this study did not find a significant difference between ....
However, the observed difference between X and Y in this study was not significant.
However, the ANOVA (one way) showed that these results were not statistically significant.
This finding was unexpected and suggests that ....

Reference to previous research (support)
The results of this study will now be compared to the findings of previous work.
This study produced results which corroborate the findings of a great deal of the previous work in this field.
The findings of the current study are consistent with those of Smith and Jones (2001) who found ....
These results are consistent with those of other studies and suggest that ....
This finding supports previous research into this brain area which links X and Y.
This study confirms that X is associated with ....
This finding corroborates the ideas of Smith and Jones (2008), who suggested that ....
This finding is in agreement with Smith's (1999) findings which showed ....
It is encouraging to compare this figure with that found by Jones (1993) who found that ....
There are similarities between the attitudes expressed by X in this study and those described by (Smith, 1987, 1995) and Jones (1986)
These findings further support the idea of ....
Increased activation in the PCC in this study corroborates these earlier findings.
The present findings seem to be consistent with other research which found ....
This also accords with our earlier observations, which showed that ....
This finding confirms the association between ....
These results match those observed in earlier studies.
These results agree with the findings of other studies, in which ....
In accordance with the present results, previous studies have demonstrated that ....
The findings observed in this study mirror those of the previous studies that have examined the effect of ....

Reference to previous research (contradict)
However, the findings of the current study do not support the previous research.
This study has been unable to demonstrate that ....
However, this result has not previously been described.
In contrast to earlier findings, however, no evidence of X was detected.
Although, these results differ from some published studies (Smith, 1992; Jones, 1996), they are consistent with those of ......
These results differ from X's 2003 estimate of Y, but they are broadly consistent with earlier ....
Explanations for results:
There are several possible explanations for this result. These differences can be explained in part by the proximity of X and Y. A possible explanation for this might be that .... Another possible explanation for this is that .... This result may be explained by the fact that .... / by a number of different factors. It is difficult to explain this result, but it might be related to .... It seems possible that these results are due to ...... The reason for this is not clear but it may have something to do with .... It may be that these students benefitted from .... This inconsistency/discrepancy may be due to .... This rather contradictory result may be due to .... These factors may explain the relatively good correlation between X and Y. There are, however, other possible explanations. The possible interference of X cannot be ruled out. The observed increase in X could be attributed to .... The observed correlation between X and Y might be explained in this way. ..... Some authors 9,30 have speculated that .... Since this difference has not been found elsewhere it is probably not due to .... A possible explanation for some of our results may be the lack of adequate ....

Advising cautious interpretation
These data must be interpreted with caution because .... These results therefore need to be interpreted with caution. However, with a small sample size, caution must be applied, as the findings might not be transferable to .... These findings cannot be extrapolated to all patients. Although exclusion of X did not reduce the effect on X, these results should be interpreted with caution. However, with a small sample size, caution must be applied, as the findings might not be transferable to .... It is important to bear in mind the possible bias in these responses.

Suggesting general hypotheses
The value of X suggests that a weak link may exist between .... It is therefore likely that such connections exist between .... It can thus be suggested that .... It is possible to hypothesise that these conditions are less likely to occur in .... It is possible/likely/probable therefore that .... Hence, it could conceivably be hypothesised that .... These findings suggest that .... It may be the case therefore that these variations .... In general, therefore, it seems that .... It is possible, therefore, that .... Therefore, X could be a major factor, if not the only one, causing .... It can therefore be assumed that the .... This finding, while preliminary, suggests that ....

Noting implications
This finding has important implications for developing .... An implication of this is the possibility that .... One of the issues that emerges from these findings is .... Some of the issues emerging from this finding relate specifically to .... This combination of findings provides some support for the conceptual premise that .... These findings may help us to understand .... These results provide further support for the hypothesis that ....

Commenting on findings
However, these results were not very encouraging. These findings are rather disappointing. The test was successful as it was able to identify students who .... The present results are significant in at least major two respects. These findings will doubtless be much scrutinized, but there are some immediately dependable conclusions for .... The results of this study do not explain the occurrence of these adverse events.

**Suggestions for future work**
However, more research on this topic needs to be undertaken before the association between X and Y is more clearly understood. Further research should be done to investigate the ..... Research questions that could be asked include .... Future studies on the current topic are therefore recommended. A further study with more focus on X is therefore suggested. Further studies, which take these variables into account, will need to be undertaken. Further work is required to establish this. In future investigations it might be possible to use a different X in which .... This is an important issue for future research. Several questions remain unanswered at present. There is abundant room for further research in determining ....

**Writing Conclusions**

**Summarising the content**
This paper has given an account of and the reasons for the widespread use of X .... This essay has argued that X is the best instrument to .... This assignment has explained the central importance of X in Y. This dissertation has investigated ....

**Restatement of aims (research)**
This study set out to determine .... The present study was designed to determine the effect of .... The main goal of the current study was to determine .... In this investigation, the aim was to assess .... The purpose of the current study was to determine .... This project was undertaken to design .... and evaluate .... Returning to the hypothesis/question posed at the beginning of this study, it is now possible to state that ....

**Summarising the findings (research)**
This study has shown that .... These findings suggest that in general .... One of the more significant findings to emerge from this study is that .... It was also shown that.... This study has found that generally .... The following conclusions can be drawn from the present study .... The relevance of X is clearly supported by the current findings. This study/research has shown that .... The second major finding was that .... The results of this investigation show that .... The most obvious finding to emerge from this study is that .... X, Y and Z emerged as reliable predictors of .... Multiple regression analysis revealed that the ....

**Suggesting implications**
The evidence from this study suggests that .... The results of this study indicate that ....
The results of this research support the idea that ....
In general, therefore, it seems that ....
Taken together, these results suggest that ....
An implication of this is the possibility that ....
The findings of this study suggest that ....

Significance of the findings (research contribution)
This work contributes to existing knowledge X by providing ....
This is the first study reporting an advantage in those who ....
This is the largest study so far documenting a delayed onset of ....
The X that we have identified therefore assists in our understanding of the role of ....
These findings enhance our understanding of ....
This research will serve as a base for future studies and ....
The current findings add substantially to our understanding of ....
The current findings add to a growing body of literature on ....
The study has gone some way towards enhancing our understanding of ....
The methods used for this X may be applied to other Xs elsewhere in the world.
The present study, however, makes several noteworthy contributions to ....
The empirical findings in this study provide a new understanding of ....
The findings from this study make several contributions to the current literature. First,....
The present study provides additional evidence with respect to ....
Taken together, these findings suggest a role for X in promoting Y.
The present study confirms previous findings and contributes additional evidence that suggests ....
This research has several practical applications. Firstly, it points to ....
This study has demonstrated, for the first time, that ....

Significance of the findings with a qualification
Whilst this study did not confirm X, it did partially substantiate ....
Despite its exploratory nature, this study offers some insight into ....
Although the current study is based on a small sample of participants, the findings suggest that ....
Notwithstanding these limitations, the study suggests that ....

Limitations of the current study (research)
Finally, a number of important limitations need to be considered. First, ....
The generalizability of these results is subject to certain limitations. For instance, ....
A number of caveats need to be noted regarding the present study.
The most important limitation lies in the fact that ....
The current investigation was limited by ....
The current study was unable to analyse these variables.
The current research was not specifically designed to evaluate factors related to ....
The current study has only examined ....
The project was limited in several ways. First, the project used a convenience sample that ....
However, with a small sample size, caution must be applied, as the findings might not be transferable to ....
The sample was nationally representative of X but would tend to miss people who were ....
A limitation of this study is that the numbers of patients and controls were relatively small.
Thirdly, the study did not evaluate the use of ....
However, these findings are limited by the use of a cross sectional design.
The findings in this report are subject to at least three limitations. First, these data apply only to ....
An issue that was not addressed in this study was whether....
One source of weakness in this study which could have affected the measurements of was that ....
Several limitations to this pilot study need to be acknowledged. The sample size is .....
The main weakness of this study was the paucity of ....
These results may not be applicable to ....
The study is limited by the lack of information on ....

Recommendations for further work (research)
This research has thrown up many questions in need of further investigation.
Further work needs to be done to establish whether ....
It is recommended that further research be undertaken in the following areas:
Further experimental investigations are needed to estimate ....
What is now needed is a cross-national study involving ....
More broadly, research is also needed to determine ....
It is suggested that the association of these factors is investigated in future studies.
Further research might explore/investigate ....
Further research in this field/regarding the role of X would be of great help in ....
Further investigation and experimentation into X is strongly recommended.
A number of possible future studies using the same experimental set up are apparent.
It would be interesting to assess the effects of ....
More information on X would help us to establish a greater degree of accuracy on this matter.
If the debate is to be moved forward, a better understanding of .... needs to be developed.
I suggest that before X is introduced, a study similar to this one should be carried out on ....
These findings provide the following insights for future research: ....
Considerably more work will need to be done to determine ....
Future trials should assess a full selective decontamination regimen including
More research is needed to better understand when implementation ends and ....
It would be interesting to compare experiences of individuals within the same ... group.
A further study could assess ....
A future study investigating X would be very interesting.
The issue of X is an intriguing one which could be usefully explored in further research.
Future research should therefore concentrate on the investigation of ....
More research is required on ....
Large randomised controlled trials could provide more definitive evidence.

Implications/recommendations for practice or policy
These findings suggest several courses of action for ....
An implication of these findings is that both X and Y should be taken into account when ....
The findings of this study have a number of important implications for future practice.
There is, therefore, a definite need for ....
There are a number of important changes which need to be made.
Another important practical implication is that ....
Moreover, more X should be made available to ....
Other types of X could include : a), b). ....
Unless governments adopt X, Y will not be attained.
This information can be used to develop targeted interventions aimed at ....
A reasonable approach to tackle this issue could be to ....
Taken together, these findings do not support strong recommendations to ....
A key policy priority should therefore be to plan for the long-term care of ....

Being Critical

Introducing questions, problems and limitations (theory)
One question that needs to be asked, however, is whether ....
A serious weakness with this argument, however, is that ....
One of the limitations with this explanation is that it does not explain why... .
One criticism of much of the literature on X is that ....
The key problem with this explanation is that ....
The existing accounts fail to resolve the contradiction between X and Y.
However, there is an inconsistency with this argument.
Smith's argument relies too heavily on qualitative analysis of ....
It seems that Jones' understanding of the X framework is questionable.
Smith's interpretation overlooks much of the historical research ....
One major criticism of Smith's work is that ....
Many writers have challenged Jones' claim on the grounds that ....
X's analysis does not take account of .... nor does he examine ....

**Introducing questions, problems and limitations (method/practice)**

Another problem with this approach is that it fails to take X into account.
Perhaps the most serious disadvantage of this method is that ....
Difficulties arise, however, when an attempt is made to implement the policy.
Nevertheless, the strategy has not escaped criticism from governments, agencies and academics.
One major drawback of this approach is that ....
The main limitation of biosynthetic incorporation, however, is ....
However, this method of analysis has a number of limitations.
However, approaches of this kind carry with them various well known limitations.
All the studies reviewed so far, however, suffer from the fact that ....
However, there are limits to how far the idea of concept of X can be taken.
However, such explanations tend to overlook the fact that ....
However, one of the problems with the instrument the researchers used to measure X was ....
Although this is the most comprehensive account of X produced so far, it does suffer from a number of flaws.
Smith's study of X is considered to be the most important, but it does suffer from the fact that ....

| limitations  
| weaknesses  
| disadvantages  
| drawbacks.  |

| However, all the previously mentioned methods suffer from some serious limitations |

**Identifying a study's weakness**

(However,)

the main weakness of the study is the failure to address how ....
the study fails to consider the differing categories of damage that ....
the research does not take into account pre-existing .... such as ....
the author offers no explanation for the distinction between X and Y.
Smith makes no attempt to differentiate between various different types of X.
Jones fails to fully acknowledge the significance of ....
the paper would appear to be over ambitious in its claims.
the author overlooks the fact that X contributes to Y.
what Smith fails to do is to draw a distinction between ....
another weakness is that we are given no explanation of how ....
Smith fails to fully define what ....
no attempt was made to quantify the association between X and Y.

**Offering constructive suggestions**

| Smith's paper  
| Her conclusions  
| The study  |

| would have been  
| more  
| useful  
| if he/she had  
| included .... |
| might have been  
| much more  
| convincing  
| if the author had  
| considered .... |
| far more  
| more  
| interesting  
| adopted .... |
| persuasive  
| far more  
| persuasive  
| used .... |
A more comprehensive study would include all the groups of ....
A better study would examine a large, randomly selected sample of societies with ....
A much more systematic approach would identify how X interacts with other variables that are believed to be linked to ....

**Using evaluative adjectives to comment on research**

| In his/her | excellent | comprehensive |
| In their | detailed | useful |
| In this | groundbreaking | timely |
| | important | impressive |

| analysis (of X), examination (of X), study (of X), survey (of X), investigation (into Y), | Smith (2012) |
| | Jones et al. (2012) |

---

**Highlighting inadequacies of previous studies**

Most studies in the field of X have only focussed on ....
Most studies in X have only been carried out in a small number of areas.
The generalizability of much published research on this issue is problematic.
The experimental data are rather controversial, and there is no general agreement about ....
Such expositions are unsatisfactory because they ....
However, few writers have been able to draw on any structured research into the opinions and attitudes of ....
The research to date has tended to focus on X rather than Y.
The existing accounts fail to resolve the contradiction between X and Y.
Researchers have not treated X in much detail.
Previous studies of X have not dealt with ....
However, these studies used non-validated methods to measure ....
Half of the studies evaluated failed to specify whether ....
However, much of the research up to now has been descriptive in nature ....
Although extensive research has been carried out on X, no single study exists which adequately covers ....
However, these results were based upon data from over 30 years ago and it is unclear if these differences still persist.

**Introducing general criticism**

Many analysts now argue that the strategy of X has not been successful. Jones (2003), for example, argues that ....
Non-government agencies are also very critical of the new policies.
The X theory has been vigorously challenged in recent years by a number of writers.
These claims have been strongly contested in recent years by a number of writers.
Smith's meta-analysis has been subjected to considerable criticism.
The most important of these criticisms is that Smith failed to note that ....
Critics have also argued that not only do social surveys provide an inaccurate measure of X,
Critics question the ability of poststructuralist theory to provide .... More recent arguments against X have been summarised by Smith and Jones (1982):

**Introducing the critical stance of particular writers**

Jones (2003) is critical of the conclusions that Smith draws from his findings. Jones (2003) has challenged some of Smith's conclusions, arguing that .... The authors challenge the widely held view that .... Jones (2003) has also questioned why .... Jones (2003) is probably the best known critic of the X theory. He argues that .... However, Jones (2003) points out that .... The latter point has been devastatingly critiqued by Jones (2003), who argues that ....

### Classifying And Listing

#### General Classifications

<table>
<thead>
<tr>
<th>X may be divided into</th>
<th>three main</th>
<th>classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>sub-groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>categories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X may be classified</th>
<th>on the basis of</th>
<th>Y</th>
<th>into Xi and Xii</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>according to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>depending on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in terms of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bone is generally classified into two types: cortical bone, also known as ...., and cancellous bone or .... There are two main types of memory: declarative and non-declarative memory. Declarative memory can be broken down into X and Y. Aristotle's systematic treatises may be grouped in several divisions: logic, psychological works, physical .... The works of Aristotle fall under three headings: (1) dialogues and ....; (2) collections of facts and ....; and (3) systematic works. There are two basic approaches currently being adopted in research into X. One is the Y approach and the other is .... Associative learning can be categorised into classical and operant conditioning. Classical conditioning was first .... Generally, spectratyping provides two types of information: band intensity pattern and band number.

#### Specific Classifications:

<table>
<thead>
<tr>
<th>In the U.S. system, X is graded</th>
<th>according to whether ....</th>
<th>on the basis of ....</th>
<th>in terms of</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Smith (1966)</th>
<th>divided classified grouped</th>
<th>Xs</th>
<th>into two broad types: Xi's and Xii's</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Thomas and Nelson (1996) describe</th>
<th>four basic types of</th>
<th>validity: logical, content, criterion and construct.</th>
</tr>
</thead>
</table>

Smith and Jones (2003) argue that there are two broad categories of Y, which are: a) .... and b) ....
For Aristotle, motion is of four kinds: (1) motion which ...; (2) motion which ...; (3) motion which ...; and (4) motion which ...

To better understand the mechanisms of X and its therapeutic implications, Smith et al. (2011) classified X into 3 distinct types using ...

Individuals were classified as belonging to upper or lower categories of ...

Introducing Lists:
The key aspects of management can be listed as follows: X, Y and Z.

During his tour of Britain, he visited the following industrial centres: Manchester, Leeds, Bristol, and Birmingham.

There are three reasons why the English language has become so dominant. These are:

There are two types of effect which result when a patient undergoes X. These are ...

Appetitive stimuli have three separable basic functions. Firstly, they ... Secondly, they ...

The disadvantages of the new approach can be discussed under three headings, which are:

This topic can best be treated under three headings: X, Y and Z.

This section has been included for several reasons: it is ...; it illustrates ...; and it describes ...

The "Mass for Four Voices" consists of five movements, which are: the Kyrie, Gloria, Credo, Santos and Angus Dei.

The "Three Voices for Mass" is divided into six sections. These are: the Kyrie, Gloria, .....

Referring to other people's lists
Smith (2003) suggests three conditions for its acceptance. Firstly, X should be ... Secondly, it needs to be ... Thirdly, ..... Smith and Jones (1991) list X, Y and Z as the major causes of infant mortality. Smith and Jones (2003) argue that there are two broad categories of Y, which are: a) ... and b) ....

For Aristotle, motion is of four kinds: (1) motion which ...; (2) motion which ...; (3) motion which ...; and (4) motion which ....

Smith (2003) lists the main features of X as follows: it is X; it is Y; and it has Z.

Comparing And Contrasting

Introductory Sentences: Differences

X is different from Y in a number of respects. There are a number of important differences between X and Y.

X differs from Y in a number of important ways. Women and men differ not only in physical attributes but also in the way in which they ....

Smith (2003) found distinct differences between X and Y.

Jones (2013) found dramatic differences in the rate of decline of X between X and Y.

Areas where significant differences have been found include X and Y. Their nervous systems are significantly different from those of X in several key features.

Introductory Sentences: Similarities

The mode of processing used by the right brain is similar to that used by the left brain. The mode of processing used by the right brain is comparable in complexity to that used by the left brain.

The effects of nitrous dioxide on human health are similar to those of ground level ozone. Both X and Y generally take place in a "safe environment". There are a number of similarities between X and Y.

Numerous studies have compared the brain cells in man and animals and found that the cells are essentially identical.

Comparison within one sentence

In contrast to oral communities, it is very difficult to get away from calendar time in literate societies.
Compared with people in oral cultures, people in literate cultures organise their lives around clocks and calendars.

Oral societies tend to be more concerned with the present whereas literate societies have a very definite awareness of the past.

Oral societies tend to be more concerned with the present while literate societies have a very definite awareness of the past.

While women's brains process language simultaneously in the two sides of the brain, men tend to process it in the left side only.

Whereas Ghazali rejected non-Islamic philosophers, Aquinas incorporated ancient Greek thought into his own philosophical writings.

This interpretation contrasts with that of Smith and Jones (2004) who argue that ....

This interpretation differs from that of Smith and Jones (2004) who argue that ......

Comparison within one sentence (comparative forms)

Women are faster/slower than men at certain precision manual tasks, such as placing pegs in holes on a board.

Women tend to perform better/worse than men on tests of perceptual speed.

Further, men are more/less accurate in tests of target-directed motor skills.

The corpus callosum, a part of the brain connecting the two hemispheres, may be more/less extensive in women.

Women are more/less likely than men to suffer aphasia when the front part of the brain is damaged.

Adolescents are less likely to be put to sleep by alcohol than adults.

Women tend to have greater/less verbal fluency than men.

Men learned the route in fewer trials and made fewer errors than did women.

Indicating difference across two sentences

It is very difficult to get away from calendar time in literate societies. By contrast/in contrast, many people in oral communities have little idea of the calendar year of their birth.

It is very difficult to get away from calendar time in literate societies. On the other hand, many people in oral communities have little idea of the calendar year of their birth.

Indicating similarity across two sentences

Young children learning their first language need simplified input. Similarly, low level adult L2 learners need graded input supplied in most cases by a teacher.

Young children learning their first language need simplified input. Likewise, low level adult L2 learners need graded input supplied in most cases by a teacher.

Speech functions are less likely to be affected in women because the critical area is less often affected. A similar pattern emerges in studies of the control of hand movements.

Writing Definitions

Introductory phrases:

It is necessary here to clarify exactly what is meant by ....

This shows a need to be explicit about exactly what is meant by the word X.

X is a term frequently used in the literature, but to date there is no consensus about ....
Simple three-part definitions

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A university is</td>
<td>an institution where knowledge is &quot;produced&quot; and passed on to others.</td>
</tr>
<tr>
<td>Social Economics may be broadly defined as</td>
<td>the branch of economics [which is] concerned with the measurement, causes and consequences of social problems.</td>
</tr>
<tr>
<td>Research may be defined as</td>
<td>a systematic process which consists of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.</td>
</tr>
<tr>
<td>Braille is</td>
<td>a system of touch reading and writing for blind people in which raised dots on paper represent the letters of the alphabet.</td>
</tr>
</tbody>
</table>

General meanings / application of meanings:

The term X refers to ....
The term X has come to be used to refer to ....
The term X is generally understood to mean ....
The term X has been applied to situations where students ....
The term X encompasses A), B), and C).

Defined as XYZ, obesity is now considered a worldwide epidemic and is associated with ....
In broad biological terms, X can be defined as any stimulus that is ....
The broad use of the term X is sometimes equated with ....
The term disease refers to a biological event characterised by .....
In the literature, the term tends to be used to refer to ....
X can be defined as .... It encompasses ....
The term X is a relatively new name for a Y, commonly referred to ....
X can be loosely described as a correlation.
Whereas X refers to the operations of ...., Y refers to the ....

Indicating difficulties in defining a term:

In the field of language teaching, various definitions of X are found.
X is a commonly used notion in language learning and yet it is a concept difficult to define precisely.
A generally accepted definition of X is lacking.
Smith (2001) identified four abilities that might be subsumed under the term X: a) ....
The term X embodies a multitude of concepts which ....
Although differences of opinion still exist, there appears to be some agreement that X refers to ....
Unfortunately, X remains a poorly defined term.

Specifying terms that are used in an essay/thesis:

In this essay, the term overseas student will be used in its broadest sense to refer to all students who ....
Throughout this thesis, the term education is used to refer to informal systems as well as formal systems.
While a variety of definitions of the term X have been suggested, this paper will use the definition first suggested by Smith (1968) who saw it as ....
In this paper, the term that will be used to describe this phenomenon is X
In this dissertation the terms X and Y are used interchangeably to mean ....

Referring to people's definitions (author prominent):

One of the first people to define nursing was Florence Nightingale (1860), who wrote: "...."
Smith (1954) was apparently the first to use the term ....
Chomsky writes that a grammar is a 'device of some sort for producing the .....' (1957, p.11).
According to a definition provided by Smith (2001:23), fluency is 'the maximally ....
The term 'fluency' is used by Smith (2001) to refer to ....
Smith (2001) uses the term 'fluency' to refer to ....
For Smith (2001), fluency means/refers to ....
Macro-stabilisation policy is defined by Smith (2003: 119) as "...."
Aristotle defines the imagination as "the movement which results upon an actual sensation."
The term "matter" is used by Aristotle in four overlapping senses. First, it is the underlying ..... Secondly, it is the potential which ..... Smith et al. (2002) have provided a new definition of health: "health is a state of being with physical, cultural, psychological ...." In 1987, sports psychologist John Smith popularized the term 'X' to describe .... This definition is close to those of Smith (2012) and Jones (2013) who define X as .... Smith, has shown that, as late as 1920, Jones was using the term 'X' to refer to particular theories of ....

Describing Cause And Effect

Verbs expressing causality

<table>
<thead>
<tr>
<th>Lack of protein</th>
<th>may cause can lead to can result in</th>
<th>mental retardation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low levels of chlorine in the body</td>
<td>can give rise to</td>
<td>high blood pressure.</td>
</tr>
<tr>
<td>Much of the instability in X</td>
<td>stems from</td>
<td>the economic effects of the war.</td>
</tr>
<tr>
<td>Kwashiorkor is a disease</td>
<td>caused by resulting from stemming from</td>
<td>insufficient protein. vitamin deficiency. lack of vitamin C.</td>
</tr>
<tr>
<td>Beri-beri is a disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scurvy is a disease</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nouns expressing causality

The most likely causes of X are poor diet and lack of exercise. A consequence of vitamin A deficiency is blindness. X can have profound health consequences for older people. Physical activity is an important factor in maintaining fitness. Many other medications have an influence on cholesterol levels. Another reason why Xs are considered to be important is that .......

Prepositional phrases expressing causality

| 200,000 people per year become deaf | owing to because of as a result of as a consequence of | a lack of iodine. |
Sentence connectors expressing causality

| If undernourished and retarded children do survive to become adults, they have decreased learning ability. | Therefore, Consequently, Because of this, As a result (of this), when they grow up, it will probably be difficult for them to find work. |

Adverbial phrases expressing causality

| Malnutrition leads to illness and a reduced ability to work in adulthood, | thus/thereby perpetuating the poverty cycle. |
| The warm air rises above the surface of the sea, | creating an area of low pressure. |

Other examples

X and Y are important driving factors of Z.
As a consequence of X, it appears that Y alone is not the causative factor of....
Extreme loneliness a risk factor for X.
X is almost as strong a risk factor for disability as Y.
X is generally seen as a factor strongly related to Y.
Due to X and Y, inflowing surface water becomes more dense as it ....
The mixing of X and Y exerts a powerful effect upon Z through ..... The study found that loneliness has twice the impact on early death as obesity does. Loneliness can have profound health consequences for older people.

Possible cause and effect relationships (expressed tentatively)

This suggests a weak link may exist between X and Y. The human papilloma virus is linked to most cervical cancer. There is some evidence that X may affect Y. The findings indicate that regular exercise could improve cognitive function in people at risk of ..... It is not yet clear whether X is made worse by Y. In the literature, X has been associated with Y. Stomach cancer in many cases may be associated with certain bacterial infections. A high consumption of seafood could be associated with infertility.

Describing Trends And Traditions

Describing trends

| The graph shows that there has been a slight gradual slow steady marked steep sharp increase rise decrease fall decline drop in the number of divorces in England and Wales since 1981. |

Describing high and low points in figures

The number of live births outside marriage reached a peak during the second world war. The peak age for committing a crime is 18. Oil production peaked in 1985. Gas production reached a (new) low in 1990.
Projecting trends

<table>
<thead>
<tr>
<th>The number of Xs</th>
<th>is projected to decline steadily after 2020.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount of Y</td>
<td>is expected to drop sharply</td>
</tr>
<tr>
<td>The rate of Z</td>
<td>is likely to level off</td>
</tr>
<tr>
<td></td>
<td>will probably</td>
</tr>
</tbody>
</table>

Describing Quantities

Describing ratios and proportions
The proportion of live births outside marriage reached one in ten in 1945. The annual birth rate dropped from 44.4 to 38.6 per 1000 per annum.

Describing fractions
Of the 148 patients who completed the questionnaire, just over half indicated that ....... The response rate was 60% at six months and 56% at 12 months. Over half of those surveyed indicated that ....... 70% of those who were interviewed indicated that ...... Approximately half of those surveyed did not comment on ...... Nearly half of the respondents (48%) agreed that ...... Less than a third of those who responded (32%) indicated that ...... The number of first marriages in the United Kingdom fell by nearly two-fifths.

Describing percentages
13.1% of young men and 23.1% of young women who had married said that they ...... Returned surveys from 34 radiologists yielded a 34% response rate. The response rate was 60% at six months and 56% at 12 months. East Anglia had the lowest proportion of lone parents at only 14 per cent. Since 1981, England has experienced an 89% increase in crime. The mean income of the bottom 20 percent of U.S. families declined from $10,716 in 1970 to ...... A study in Java found that of 2,558 abortions, 58% were in young women aged 15-24, of whom 62% were ...... He also noted that less than 10% of the articles included in his study cited ...... In 1960 just over 5% of live births in 1960 were outside marriage.

Describing averages
This figure can be seen as the average life expectancy at various ages. The proposed model suggests a steep decline in mean life expectancy ...... Roman slaves probably had a lower than average life expectancy. The average of 12 observations in the X, Y and Z is 19.2 mgs/m ...... The mean score for the two trials was subjected to multivariate analysis of variance to determine ...... The mean income of the bottom 20 percent of U.S. families declined from $10,716 in 1970 to ......

Describing ranges
The evidence shows that life expectancy from birth lies in the range of twenty to thirty years. Between 575 and 590 metres depth the sea floor is extremely flat, with an average slope of only 1 : 400 The mean income of the bottom 20 percent of U.S. families declined from $10,716 in 1970 to $9,833 in 1990. The respondents had practiced for an average of 15 years (range 6 to 35 years) The participants were aged 19 to 25 and were from both rural and urban backgrounds. They calculated ranges of journal use from 10.7%–36.4% for the humanities, 25%–57% for
Rates of decline ranged from 2.71– 0.08 cm day⁻¹ (Table 11) with a mean of 0.97 cm day⁻¹. Estimates of X range from 200,000 to 700,000 and up to a million or more (Smith and Jones).
It has been estimated that 300,000 people suffer from ...

### Giving Examples

**Examples as the main information in a sentence**
For example, the word doctor used to mean a learned man. For example, Smith and Jones (2004) conducted a series of semi-structured interviews in .... Young people begin smoking for a variety of reasons. They may, for example, be influenced by their peers, or .... A classic / well-known example of this is .... An example of this is the study carried out by Smith (2004) in which .... This is exemplified in the work undertaken by .... Another example of what is meant by X is .... The effectiveness of the X technique has been exemplified in a report by Smith et al (2010) where .... This distinction is further exemplified in studies using .... This is certainly true in the case of .... In a similar case in America, Smith (1992) identified .... This can be seen in the case of the two London physics laboratories which .... This is evident in the case of .... The evidence of X can be clearly seen in the case of .... X is a good illustration of .... X illustrates this point this point clearly. By way of illustration, Smith (2003) shows how the data for ..... This can be illustrated briefly by .... These experiments illustrate that .... X and Y have distinct functions in ....

**Examples as additional information in a sentence**
Young people begin smoking for a variety of reasons, such as pressure from peers and the role model of parents. Pavlov found that if some other stimulus, for example the ringing of a bell, preceded the food, the dog would start salivating. In Paris, Gassendi kept in close contact with many other prominent scholars, such as Kepler, Galileo, Hobbes, and Descartes. The prices of resources, such as copper, iron ore, oil, coal and aluminium, have declined in real terms over the past 20 years. Many diseases can result at least in part from stress, including: arthritis, asthma, migraine, headaches and ulcers.

**Reporting cases as support**
Overall, these cases support the view that .... Recent cases reported by Smith et al. (2013) also support the hypothesis that .... This case study confirms the importance of .... The evidence presented thus far supports the idea that .... This has been seen in the case of .... This case demonstrates how X used innovative marketing strategies in .... This case has shown that .... As this case very clearly demonstrates, it is important that .... This case shows the importance of further investigation in patients with .... This case demonstrates the need for better strategies for .... The case reported here illustrates the .... In support of X, Y has been shown to induce Y in several cases (Smith et al., 2001). Recent cases reported by Smith et al. (2013) also support the hypothesis that ....
Writing About The Past

In phrases associated with the use of the simple past tense (specific times or periods of time in the past completed)

<table>
<thead>
<tr>
<th>Period/Event</th>
<th>Action/Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>For centuries,</td>
<td>church authorities placed restrictions on academics.</td>
</tr>
<tr>
<td>In the second half of the 19th century,</td>
<td></td>
</tr>
<tr>
<td>At the end of the nineteenth century,</td>
<td></td>
</tr>
<tr>
<td>During the Nazi period,</td>
<td>restrictions were placed on German academics.</td>
</tr>
<tr>
<td>Between 1933 and 1945,</td>
<td></td>
</tr>
<tr>
<td>From 1933 to 1945,</td>
<td></td>
</tr>
<tr>
<td>In the 1930s and 1940s,</td>
<td></td>
</tr>
</tbody>
</table>

Reference to single investigations or publications in the past: simple past tense used
The first systematic study of the X was reported by Patel et al. in 1986.
Erythromycin was originally isolated from X in a soil sample from ...... (Wang et al., 1952).
In 1975, Smith et al. published a paper in which they described ..... 
In 1990 Patel et al. demonstrated that replacement of H2O with heavy water led to ......
Thirty years later, Smith (1974) reported three cases of Candida Albicans which ......
In the 1950s Gunnar Myrdal pointed to some of the ways in which ................. (Myrdal, 1957)
In 1981, Smith and coworkers demonstrated that X induced in vitro resistance to ......
In 1984 Jones et al. made several amino acid esters of X and evaluated them as water-soluble pro-drugs.
An experimental demonstration of this effect was first carried out by ......
The first experimental realisation of ......, by Smith et al. [12], used a ......
Smith and Jones (1994) were the first to describe X, and reported that ..... 

Time phrases associated with the use of the present perfect tense (for situations/actions which began in the past and continue up to the present, or for which the period of time is unspecified):

Over the past few decades, the world has seen the stunning transformation of X, Y and Z. Since 1965, these four economies have doubled their share of world production and trade. Until recently, there has been little interest in X. Recently, these questions have been addressed by researchers in many fields. In recent years researchers have investigated a variety of approaches to X but ....
Up to now, the research has tended to focus on X rather than on Y. To date, little evidence has been found associating X with Y. So far, three factors have been identified as being potentially important: X, Y, and Z.

The present perfect tense may also be used to describe recent research or scholarly activity with focus on the area of enquiry - usually more than one study
There have been several investigations into the causes of illiteracy (Smith, 1985; Jones, 1987).
The relationship between a diet high in fats and poor health has been widely investigated (Smith, 1985, Jones, 1987, Johnson, 1992).
The new material has been shown to enhance cooling properties (Smith, 1985, Jones, 1987, Johnson, 1992).
Invasive plants have been identified as major contributing factors for the decline of many
North American species (1).
A considerable amount of literature has been published on X.

**Preview And Transition Statements**

**Previewing sections of text**
This purpose of this chapter is to review the literature on X. It begins by ....
This introductory section provides a brief overview of .... It then goes on to ....
This part of the thesis discusses the findings which emerged from the statistical analysis presented in the previous chapter.
This chapter describes and discusses the methods used in this investigation. The first section .... The second part moves on to describe in greater detail the ....
The final chapter of this dissertation is divided into two parts. The first ....
This chapter is divided into four main sections, each of which presents the results relating to one of the research questions.
The structure and biological functions of Xs will be discussed in the forthcoming sections.

**Introducing a new topic or aspect of a topic**
As regards X, ....
With respect to X, ....
With regard to X, ....
Regarding X, ....
As far as X is concerned, ....
In terms of X, ....
In the case of X ....

**Reintroducing a topic**
As was pointed out in the introduction to this paper, ....
As was mentioned in the previous chapter, ....
As explained earlier, ....
As described on the previous page, ...
As discussed above, ....

**Moving from one section to the next**
So far this paper/chapter has focussed on X. The following section will discuss ....
Before proceeding to examine X, it will be necessary to ..... Before employing these theories to examine X, it is necessary to ..... Having defined what is meant by X, I will now move on to discuss ..... Having discussed how to construct X, the final section of this paper addresses ways of This section has the causes of X and has argued that ..... The next part of this paper will ....
This chapter has demonstrated that ..... It is now necessary to explain the course of ..... Turning now to the experimental evidence on ..... This (chapter) follows on from the previous (chapter), which (examined/laid out/outlined) X.
Moving from one section to the next whilst indicating addition, contrast or opposition In addition, it is important to ask ....
On the other hand, in spite of much new knowledge about the role of ....,
However, this system also has a number of serious drawbacks.
Despite this, little progress has been made in the ....

**Previewing a following section**
This raises questions about .... which will seek to answer in the next chapter.
The next chapter describes synthesis and evaluation of ....
The section that follows, it will be argued that ....
The following is a brief report on a ....
What follows is a description/outline/account of ...
The problem of X is discussed in the following section.
Transition statements for results and discussion
Turning now to the experimental evidence on .....
Comparing the two results, it can be seen that ..... A comparison of the two results reveals .... As pointed out in the introduction to this paper, .... From the previous discussion, it can be seen that ..... It is also worth noting that X is significantly more frequent in .... The differences between X and Y are highlighted in Table 4

**Summary and preview**
This chapter has described the methods used in this investigation and it has .... In this section, it has been explained that .... The chapter that follows moves on to consider the.... This chapter began by describing X and arguing that .... It went on to suggest that the .... The next chapter describes the procedures and methods used in this investigation. These analytical procedures and the results obtained from them are described in the next chapter. A summary of the main findings and of the principal issues and suggestions which have arisen in this discussion are provided in the next chapter, which ... In the next section I will present some of the findings of my empirical research on the impact of ....
Master Chart of Transition Signals
The following chart lists the transition signals used in this book:

<table>
<thead>
<tr>
<th>Sentence connectors</th>
<th>Coordinating Conjunctions</th>
<th>Subordinating Conjunctions</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To list ideas in time order</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First, Second, First of all, Next, Meanwhile, After that, Finally, Now Soon Then</td>
<td>after as as soon as before since until when whenever while</td>
<td>At last, At 12:00 After a while Before beginning the lesson, In the morning, The next day, The first step… The second step… After five minutes,</td>
<td></td>
</tr>
<tr>
<td><strong>To list ideas in logical division of ideas order</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First, Second, etc. First of all, Furthermore, Also, In addition, Moreover,</td>
<td>and</td>
<td>A second (reason, kind, advantage, etc.)… An additional (reason, kind, advantage, etc.)… The final (reason, kind, advantage, etc.)…</td>
<td></td>
</tr>
<tr>
<td><strong>To add a similar idea</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similarly, Likewise, Also, Furthermore, In addition, Moreover,</td>
<td>And (Paired conjunctions) both … and not only … but also</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>To make a comparison</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similarly, Likewise, Also, too</td>
<td>and … (too) (Paired conjunctions) both…. and not only … but also</td>
<td>(just) as similar (to) equal (to) equally the same (as) (just) like</td>
<td></td>
</tr>
<tr>
<td><strong>To add an opposite idea</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the other hand, However,</td>
<td>but yet</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>To make a contrast</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>On the other hand,</td>
<td>but</td>
<td>while</td>
<td>different (from)</td>
</tr>
<tr>
<td>However,</td>
<td>yet</td>
<td>whereas</td>
<td>differently</td>
</tr>
<tr>
<td>In contrast,</td>
<td></td>
<td>although</td>
<td>unlike</td>
</tr>
<tr>
<td></td>
<td></td>
<td>though</td>
<td>differ (from)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>even though</td>
<td>(in)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>To give an example</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>For example,</td>
<td></td>
<td></td>
<td>such as…</td>
</tr>
<tr>
<td>For instance,</td>
<td></td>
<td></td>
<td>An example of…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>To give a reason</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td></td>
<td>because</td>
<td>because of (+ noun)</td>
</tr>
<tr>
<td>since</td>
<td></td>
<td>as</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>To give a result</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Therefore,</td>
<td>so</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thus,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consequently,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a result,</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>To add a conclusion</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All in all,</td>
<td></td>
<td></td>
<td>It is clear that….</td>
</tr>
<tr>
<td>For these reasons,</td>
<td></td>
<td></td>
<td>These examples show that…</td>
</tr>
<tr>
<td>In brief,</td>
<td></td>
<td></td>
<td>You can see that…</td>
</tr>
<tr>
<td>In conclusion,</td>
<td></td>
<td></td>
<td>You can see from these examples that…</td>
</tr>
<tr>
<td>Indeed,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In short,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In summary,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To conclude,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To summarize,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To sum up,</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B: Check-list

A thesis generally consists of the following components (those in bold are mandatory):

- a **cover consisting of a black accopress binder**, with a label bearing the title, program, and candidate’s name
- a **front flyleaf** (blank page not counted in the pagination)
- a **title page** similar to the sample shown Appendix D and bearing the following information:
  - title
  - degree sought
  - month and year of submission
  - copyright statement, including the symbol ©
- an **AVIS DE CONFORMITÉ du C.E.R** (IRB Compliance Form) where necessary or a **DÉCLARATION de l’étudiante, de l’étudiant – ÉTHIQUE EN RECHERCHE auprèS DES ÉTRES HUMAINS** (Ethics Declaration Form for Research on Human Subjects.) Forms must be duly completed and signed.
- a **summary in French**, along with French **key words** (maximum 10)
- a summary in a language other than French, where necessary, along with key words
- a **table of contents**, which must refer to the corresponding pages in the thesis
- a **list of illustrations or tables** (the list must refer to the corresponding pages in the thesis)
- a list of abbreviations and acronyms, where necessary
- a preface (Prefaces are essential in an article-style thesis – see Appendix B)
- acknowledges
- the **body of the text**: the various chapters of the thesis, including the introduction, review of literature and conclusion
- an **analytical index**, where necessary
- appendices, where necessary
- a complete **bibliography**
- digital sources (film, CDs, etc.), as necessary (each document must carry a label)
- a **back flyleaf** (blank page not counted in the pagination)

---

**Note** Thesis may be refused upon submission if it contains handwritten notes.

---

8 If no cover binder is available in black, then only a navy blue cover will be acceptable.
APPENDIX C: SAMPLE TITLE PAGE

HEC MONTREAL

Title of Thesis
By
First and Last Name of Student

Administrative Science
(Major)

A Thesis Submitted
in Partial Fulfillment of Requirements
for a Master of Science
in Administration

Month and Year of Submission
@First and Last Name of Student, Year
# APPENDIX D: Sample Table of Contents

**Table of Contents**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Abbreviations</td>
<td>X</td>
</tr>
<tr>
<td>List of Charts and Tables (optional)</td>
<td>X</td>
</tr>
<tr>
<td>1. Introduction</td>
<td>X</td>
</tr>
<tr>
<td>1.1 Starting Point: Problem Diagnosis</td>
<td>X</td>
</tr>
<tr>
<td>1.2 Political and Scholarly Relevance of the Work</td>
<td>X</td>
</tr>
<tr>
<td>1.3 Central/Guiding Questions, Research Goals, Hypotheses</td>
<td>X</td>
</tr>
<tr>
<td>1.4 Method of Inquiry and Structure of the Work</td>
<td>X</td>
</tr>
<tr>
<td>1.5 Theories and Methods</td>
<td>X</td>
</tr>
<tr>
<td>1.6 Sources and Literature/State of Current Research</td>
<td>X</td>
</tr>
<tr>
<td>2. Chapter 1</td>
<td>X</td>
</tr>
<tr>
<td>2.1 Section 1, Chapter 1</td>
<td>X</td>
</tr>
<tr>
<td>2.2 Section 2, Chapter 1 (and so on)</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Summary</td>
<td>X</td>
</tr>
<tr>
<td>3. Chapter 2</td>
<td>X</td>
</tr>
<tr>
<td>3.1 Section 1, Chapter 2</td>
<td>X</td>
</tr>
<tr>
<td>3.2 Section 2, Chapter 2 (and so on)</td>
<td>X</td>
</tr>
<tr>
<td>3.3 Summary</td>
<td>X</td>
</tr>
<tr>
<td>X. Conclusion: Empirical findings, theoretical insights, possibilities for reform</td>
<td>X</td>
</tr>
<tr>
<td>Bibliography of Sources and Literature</td>
<td>X</td>
</tr>
<tr>
<td>List of Interviewees (or similar) (optional)</td>
<td>X</td>
</tr>
<tr>
<td>Personal Statement (academic CV)</td>
<td>X</td>
</tr>
<tr>
<td>Written Honor Statement</td>
<td>X</td>
</tr>
</tbody>
</table>

APPENDIX E: Sample List of Tables or List of Illustrations

List of Tables and Figures

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1.1</td>
<td>Bank Failures by State, 1980-1994</td>
<td>14</td>
</tr>
<tr>
<td>Table 1.2</td>
<td>Assets of Failed Banks at the Quarter before Failure, by State, 1980-1994</td>
<td>17</td>
</tr>
<tr>
<td>Table 1.3</td>
<td>Bank Failures and Growth Rates of Real Personal Income, by State, 1980-1994</td>
<td>20</td>
</tr>
<tr>
<td>Table 1.4</td>
<td>Bank Failures and Growth Rates of Real Personal Income, by State Recession Quartile</td>
<td>21</td>
</tr>
<tr>
<td>Table 1.5</td>
<td>Selected Financial Ratios</td>
<td>30</td>
</tr>
<tr>
<td>Table 1.6</td>
<td>Failure Rates, Newly Chartered and Existing Banks</td>
<td>32</td>
</tr>
<tr>
<td>Table 1.7</td>
<td>Failure Rates of Converted Mutual Savings Banks and Other Banks, Northeastern States</td>
<td>33</td>
</tr>
<tr>
<td>Table 1.8</td>
<td>Results of Bank Forbearance Programs</td>
<td>48</td>
</tr>
<tr>
<td>Table 1.9</td>
<td>Number of Bank Examiners, Federal and State Banking Agencies, 1979-1994</td>
<td>57</td>
</tr>
<tr>
<td>Table 1.10</td>
<td>Mean Examination Interval, by Initial Composite CAMEL Rating Failure, 1980-1994</td>
<td>58</td>
</tr>
<tr>
<td>Table 1.11</td>
<td>Asset Growth Rates, Dividend Payments, and Capital Injections, All Banks with CAMEL Ratings of 4 and 5, 1980-1994</td>
<td>60</td>
</tr>
<tr>
<td>Table 1.12</td>
<td>Probability of Failure, Banks in the Highest Loans-to-Assets Quintile</td>
<td>63</td>
</tr>
<tr>
<td>Table 1.13</td>
<td>Probability of Failure for Low-Risk Banks (Banks Not in the Highest Loans-to-Assets Quintile)</td>
<td>73</td>
</tr>
<tr>
<td>Table 1.14</td>
<td>Production of New Office Space, 31 Major Markets, 1975-1994</td>
<td>145</td>
</tr>
<tr>
<td>Table 3.1</td>
<td>Major Loan Categories of U.S. Commercial Banks as a Percentage of Total Assets, 1980 and 1990</td>
<td>152</td>
</tr>
<tr>
<td>Table 3.2</td>
<td>Real Estate Loan Portfolio Quality, U.S., 1984-1994</td>
<td>153</td>
</tr>
<tr>
<td>Table 3A.1</td>
<td>Major Tax Law Provisions Affecting Returns on Commercial Real Estate Investment</td>
<td>163</td>
</tr>
<tr>
<td>Table 3A.2</td>
<td>Hypothetical Investment Illustrating the Economic Effects of Major Tax Legislation on Commercial Real Estate Investment</td>
<td>164</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>Selected Statistics, FSLIC-Insured Savings and Loans, 1980-1989</td>
<td>168</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>S&amp;L Failures, 1980-1988</td>
<td>169</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>Number of Newly Chartered FSLIC-Insured S&amp;Ls, 1980-1986</td>
<td>178</td>
</tr>
<tr>
<td>Table 5.1a</td>
<td>Average Financial Ratios for Eight Money-Center Banks, 1974-1989</td>
<td>196</td>
</tr>
<tr>
<td>Figure 1.1</td>
<td>Number of Bank Failures, 1934-1995</td>
<td>3</td>
</tr>
<tr>
<td>Figure 1.2</td>
<td>Bank Performance Ratios, 1973-1994</td>
<td>6</td>
</tr>
<tr>
<td>Figure 1.3</td>
<td>Bank Price-Earnings Ratios as a Percentage of S&amp;P500 Price-Earnings Ratios, 1964-1995</td>
<td>7</td>
</tr>
<tr>
<td>Figure 1.4</td>
<td>Price-to-Book Value per Share, 1982-1995</td>
<td>9</td>
</tr>
<tr>
<td>Figure 1.5</td>
<td>Farm Prices, Exports, Income, Debt, and Real Estate Value, 1975-1994</td>
<td>22</td>
</tr>
<tr>
<td>Figure 1.6</td>
<td>Changes in Gross State Product and Gross Domestic Product, 1980-1994</td>
<td>23</td>
</tr>
<tr>
<td>Figure 1.7</td>
<td>Ratio of Gross Loans to Total Assets, Failed and Nonfailed Banks, 1980-1994</td>
<td>28</td>
</tr>
<tr>
<td>Figure 1.8</td>
<td>Ratio of Commercial Real Estate Loans to Total Assets, Failed and Nonfailed Banks, 1980-1994</td>
<td>29</td>
</tr>
<tr>
<td>Figure 1.9</td>
<td>Composite CAMEL Ratings Two Years before Failure for</td>
<td></td>
</tr>
</tbody>
</table>
Banks Failing between 1980 and 1994 59
Figure 1.10 Median Asset Growth Rates of CAMEL4-Rated Banks before and after Regulatory Intervention 65
Figure 1.11 Dividend Rates and Capital Infusions of CAMEL4-Rated Banks before and after Regulatory Intervention 67
Figure 1.12 Bank Condition Ratios for Failed and Nonfailed Banks, 1982-1986 70
Figure 1.13 Bank Risk Ratios for Failed and Nonfailed Banks, 1982-1986 71
Figure 2.1 Newly Chartered Banks: United States, Texas, California, and Florida, 1980-1994 108
Figure 3.1 Total Nonresidential Construction Put in Place, 1970-1994 142
Figure 3.2 Office Vacancy Rates in Major Texas Cities, 1980-1994 143
Figure 3.3 Commercial Real Estate Cycles in Selected States, 1980-1994 144
Figure 3.4 Nonresidential Construction Put in Place, 1975-1994 145
Figure 3.5 Office and Total Employment Growth, 1976-1994 146
Figure 3.6 Office Market Conditions, 1980-1994 147
Figure 3.7 Retail Market Conditions, 1980-1994 147
Figure 3.8 Industrial Market Conditions, 1977-1994 149

APPENDIX F: Plagiarism
The Good and Bad Way of Quoting a Text

1. Samples from a Text in English

Source Text

[...] The Craftsman is the preserver and the mentor. Since when have realism and conviction become outmoded, old-fashioned? He’s the one who will give our young people, most of whom are budding Craftsmen, a chance to get started. He’s the one who will accept them into the organization even if they are not “brilliant”. He won’t ask them if they are charismatic. He doesn’t expect them to be. He will ask them what they know and whether they have the desire to learn how to do. He’s the one who will mentor, empower and teach and train and invest in them. The Artist hasn’t got the time. And the Technocrat hasn’t got the inclination. [...] (p. 187)


<table>
<thead>
<tr>
<th>Plagiarism</th>
<th>Correct Quotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Craftsman is both a preserver and a mentor. He is where young people get their first start, even if they are not charming or brilliant. This person wants to find out what they know and what they want to do. He will be their mentor, empowerer, and trainer. He is not like an Artist or a Technocrat: the former cannot make time for the young apprentice; the latter just doesn’t have the will.</td>
<td>This section deals with “Craftsmen” and the pivotal role they play in nurturing the upcoming generation of workers. Pitcher points out that Craftsmen give young people their first opportunity to ply their trade. (Pitcher, 187) They are not interested in the young protégés’ charm or brilliance. Instead, they ascertain the depth of their knowledge and their willingness to learn. (187) In short, unlike the hurried Artist or the uninterested Technocrat, the Craftsman is “the one who will mentor, empower and teach and train and invest in [young workers].” (187)</td>
</tr>
</tbody>
</table>

FEATURES:
- No reference made to author.
- Certain parts of the sentences have been copied.
- One part of the original text has been recasted.
- Author’s ideas have been appropriated.

FEATURES:
- Reference made to authors when their words and ideas are reported directly or indirectly.
- Quotation marks used to set off quoted text.
- Reference is made to the authors whenever their words are recasted or summarized.
- Words or ideas introduced with verbs such as describe, state, assert, contend, claim, allege, affirm, maintain, imply, etc.
2. Samples from a Text in French

Source Text

Source: Serge Guérin, Jennifer Urasadettan and Ève Saint-Germes. « L’intégration professionnelle des travailleurs âgés : le cas d’Électricité Réseau Distribution. » in Gestion. 38.2. 2013. 20-29.

<table>
<thead>
<tr>
<th>Plagiarism</th>
<th>Correct Quotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Western countries are facing the problem of keeping their old people in the workplace. Starting from the middle of the 1970s, the standard policy was to retire older workers in order to make way for economic change and a return to weak growth. (Guérin, Ursaddettan, and Saint-Germes, 21) Fast-forward to the year 2000: the rising costs of pension plans and social programs, not to mention the increase in life expectancy, are now making this policy untenable. Since the 80s, countries have been encouraging their older workers to stay on. So far, results have been mixed...</td>
<td>According to the authors, Western countries must deal with the problem of aging workers. (Guérin, Ursaddettan, and Saint-Germes, 21) In the 70s, the policy was to throw this category of worker out of the workplace in order to enhance &quot;l'adaptation économique&quot; (economic adjustment.) (Loose Translation, 21) The authors claim that in the millennium, this policy is proving to be too costly to maintain as governments can no longer finance old-age pension schemes. (21) Furthermore, with life expectancy...</td>
</tr>
</tbody>
</table>

FEATURES:
- Acknowledgement of the original author’s work is given only with reference to a part of the text.
- Literal translation without quotation marks and with no mention that it is the student’s translation.
- Author’s ideas borrowed by student and passed off as his own.

FEATURES:
- Credit given to authors whenever the words or ideas found in the text are reported directly or indirectly.
- Quotation marks which set off literal translation with a note stating that this is the student’s translation (in other words a loose translation.)
- Quotation marks set off citation in original language.
- Paraphrasing or summarizing author’s words with reference made to the author.
Bibliography


Additional Web Sources

APA Style. Perdue University Online Writing Lab. Retrieved February 27, 2014 from https://owl.english.purdue.edu/owl/resource/560/02/


