

BA THESIS GUIDELINES



**UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES**

**Faculty of English Language Teacher Education**

**Faculty of Linguistics & Cultures of English-speaking Countries**

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A general guide to the presentation of graduation papers

Information about related policies and procedures

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*This document is a general guide to the presentation of graduation papers and contains information about related policies and procedures.*

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# 1. INTRODUCTION

A graduation paper is a written report of a research study undertaken in partial fulfilment of a Bachelor of Arts. It is an undertaking that allows you to explore areas or problems in detail, and develop and utilize your thinking and language skills. Research should demonstrate a capacity for independent thinking and also contribute to existing scholarship.

Both primary research and secondary research are eligible. The Faculties welcome both quantitative and qualitative data. Please note that quantitative research aiming at generalizability is not encouraged since it requires complex statistical procedures that undergraduates are not supposed to have mastered. If you offer only descriptive statistics, you are only describing a specific situation.

As you read this guidebook, you will also see research be categorized into social sciences and humanities. In the current context, social sciences research is more prominent at both Faculties. Research courses offered by the University are primarily about social sciences research. However, humanities-oriented research might be more relevant to study a range of problems. The term ‘humanities-oriented’ is intended to capture a constellation of familiar research genres used in domains such as history, philosophy and literary studies, for which social science standards are not clearly suited, and also to include emergent approaches to social research not as readily identifiable with traditional humanities disciplines. For example, cultural studies projects may lend themselves to humanities-oriented approaches. In order to keep up with the diversity in global scholarship and to support intellectual freedom, humanities research is also welcomed.

This guidebook does not afford instructions on how to conduct humanities-oriented research. Unless your supervisor advises otherwise, you should pursue social sciences research. Your supervisor would be the most important figure in making decisions regarding your research approach.

A graduation paper needs to strictly follow the format and style required by the Faculty where it is completed. Therefore, before embarking on writing up your graduation paper, you should consult this document carefully.

The Faculty of English Language Teacher Education and the Faculty of Linguistics & Cultures of English-speaking Countries have a very strict policy concerning plagiarism and other forms of academic misconduct. Please consult Section 3 for more information about the policy to make sure you adhere to it.

# 2. WHERE CAN I GET HELP?

## 2.1. Supervisor

Your supervisor, who will be appointed by the relevant faculty, is the first form of support to you. You will not be able to commence and complete your research without a supervisor. It is essential that from the very beginning of your research you establish and maintain a good working relationship with your supervisor. You’ll need to clarify mutual responsibilities with your supervisor and work out a protocol for regular meetings, and for the submission and return of written materials.

## 2.2. Libraries

The University Libraries constitute another resource for your research. Also, the National Library of Vietnam and Hanoi Library might offer you relevant references. Check out the working hours of these libraries and their lending regulations before you start your literature search.

When you explore free online libraries, watch yourself against scams. Consult your teachers and friends for reliable sources.

## 2.3. Other sources

You are strongly advised to have attended courses in how to conduct academic research before planning your research design. Apart from completing the University’s Research Methodology course, you may want to participate in free online courses in research methodology, academic writing, and those related to your research topics. Consult your teachers and friends for appropriate courses.

# 3. ACADEMIC INTEGRITY

The Faculty of English Language Teacher Education and the Faculty of Linguistics & Cultures of English-speaking Countries have a strict policy on dishonest conduct and have introduced disciplinary procedures to deal with dishonest practices by students. The following acts are considered academic misconducts and unacceptable.

## 3.1. Plagiarism

Plagiarism is using someone’s words, ideas or information without referencing them, i.e. presenting them as your own. Plagiarism might range from the act of copying from a fellow student to copying from the internet, or copying from a publication. Plagiarism is a very serious academic offence and leads to severe penalties, including being expelled from the University and having your degrees withheld. To avoid plagiarism, make sure you:

* Use quote marks for the extracts you copy directly from a source and acknowledge the source.
* Use proper paraphrasing and acknowledge the source.
* Keep careful notes of your source when you read. Keep the bibliographical information that you will need to write a full reference for the source.

## 3.2. Other forms of academic misconduct

include fabrication or falsification of information and data.

## 3.3. Penalties

include:

* Receiving a Fail if the offence is intentional and severe.
* Disciplinary dismissal from the University and having the degree withheld if the offence is intentional and repeated to an intolerable level.

# 4. STYLE AND FORMAT

## 4.1. Language

Graduation papers must be presented in English, either British English or American English. Any accompanying materials (e.g. appendices) written in languages other than English must be translated into English.

## 4.2. Word length

The length of the paper should be in range of 12,000–14,000 words (40–45 pages), not including the References and Appendices.

## 4.3. Page size

The recommended page size is A4.

## 4.4. Margins

The binding margin of at least 1.50 inches (or 3.5 cm) is required on the left side for the spine and at least one inch (or 2.5 cm) is required on the three remaining sides (top, bottom and right).

## 4.5. Type face

The recommended font styles for main text are 13 point Times New Roman in black (consistent type face should be applied). Footnotes may be of a smaller font size. The cover page and the title page should adopt Times New Roman in black, different font styles (bold and capital for most of the text) and sizes. See Appendices 1 & 2 for illustration.

## 4.6. Alignment

Use either left or justified text alignment. Text alignment must be consistent throughout the paper (except for the cover and title pages).

## 4.7. Paragraphing and line spacing

Indent the first line of each paragraph 0.5 inch from the left margin. Use 1.5 lines spacing throughout the paper, except for long quotations.

## 4.8. Quotations

In-text quotations of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. However, quotations of 40 or more words should appear as separate paragraphs, indented 0.5 inch from the left-hand margin throughout the passage with quote-marks omitted. Also, change spacing from 1.5 lines to single-space. See Section 7.2 for more details.

## 4.9. Footnotes

Arabic numerals are used consecutively throughout a chapter and should normally appear at the bottom of the relevant page, keyed to the same number following the word or phrase in the text to which it refers. If a footnote is too long for the relevant page, it may be continued on the following page preceding the footnotes for that page. If the number of footnotes is very large, numbers may be restarted with each chapter. The first reference to a work in a footnote should be given in full, but subsequent references may be abbreviated using ‘ibid’, ‘op.cit.’, etc.

## 4.10. Page order and pagination

Page numbers should be located in a consistent position throughout the paper (bottom centre is recommended). The recommended order of material in a paper is as follows:

|  |  |
| --- | --- |
| **Elements of the paper** | **Pagination** |
| Cover page | Not counted and not numbered |
| Title page |
| Acceptance page |
| Acknowledgements | Numbered in Roman numerals (i, ii, iii…) |
| Abstract |
| Table of contents |
| List of tables, figures, and abbreviations |
| Main text | Numbered in Arabic numerals starting at 1 (1, 2, 3…) |
| References |
| Appendices *(optional)* |
| Glossary *(optional)* |
| Index *(optional)* |
|  |  |

# 5. STRUCTURE AND ELEMENTS

The elements of a graduation paper and their recommended sequence are as follows. The structure of the main text should reflect the nature of the research project. If you are writing a social sciences paper, follow the format below. There is no common format for humanities-oriented research. The main text of a humanities paper is to be structured according to how you want to communicate your ideas, but the Introduction chapter should include the recommended elements.

|  |
| --- |
| **Preliminary pages** |
| Cover page |
| Title page |
| Acceptance page |
| Acknowledgements |
| Abstract |
| Table of contents |
| List of tables, figures, and abbreviations, etc. |
| **Main text** |
| Chapter 1: Introduction |
| Background of the study (Rationale for the study)  Statement of research problem and objectives/questions |
| Scope of the study |
| Theoretical perspective and modes of inquiry *(recommended for humanities oriented research only)* |
| Significance of the study |
| Organization |
| Chapter 2: Literature review |
| Chapter 3: Methodology |
| Sampling |
| Data collection |
| Data analysis |
| Chapter 4: Findings and discussion |
| Chapter 5: Conclusion |
| Findings |
| Implications |
| Limitations and suggestions for further research |
| **Supplementary pages** |
| References |
| Appendices *(optional)* |
| Glossary *(optional)* |
| Index *(optional)* |

## 5.1. Cover page & Title page

Specific requirements for the thesis cover page and title page are subject to change. Unless there is further notice, the templates for the cover page and title page included in this guide are official. These templates could be found in Appendix 1 and Appendix 2 (with specifications about the font type and size strictly followed, but not typewritten on these pages). Both pages should contain the elements specified there, using centered text alignment.

The paper title should describe, as briefly as possible, the specific nature of the study. A paper title should not be more than fifteen words. Such phrases as “a comparison of,” “a study of,” “an investigation into” are usually superfluous. However, to go to the other extreme by providing a title that is too brief or too vague to convey the nature of the study is a much more serious mistake. Emotion-laden titles, such as “We Must Expand the English Programme” or “Don’t Let Errors Discourage Your Language Students,” should be avoided at all costs.

## 5.3. Acceptance page

*I hereby state that I: (Student’s name, class), being a candidate for the degree of Bachelor of Arts (programme) accept the requirements of the College relating to the retention and use of Bachelor’s Graduation Paper deposited in the library.*

*In terms of these conditions, I agree that the origin of my paper deposited in the library should be accessible for the purposes of study and research, in accordance with the normal conditions established by the librarian for the care, loan or reproduction of the paper.*

Signature

Date

## 5.4. Acknowledgements

The acknowledgement is used to thank any organizations, groups, or individuals who have been involved with the research.

## 5.5. Abstract

The abstract, which should not exceed 300 words, is to give a brief overview of the study report. The abstract of a social sciences paper should:

* give a brief background to the study including its objectives
* give a brief description of the methods and procedures adopted
* summarize the main findings
* list recommendations (if there are any)

## 5.6. Table of contents

This should list any chapter titles, normally in upper case, preceded by their numbers in Roman or Arabic numerals. Any subheadings should be in lower case except as required for initial letters. It is recommended that no more than four levels of subheading are included in the Table of Contents (chapter names are level 1 headings, subheadings of a chapter are level 2 headings, subheadings of subheadings are level 3, etc.). Subsections of chapters may be numbered with Arabic numerals, or with letters in either upper or lower case. See Appendix 3 for an example.

The prescription above aligns with common practice in Vietnamese academic culture. You may also choose to format subheadings in resemblance to the APA style, where they are not to be numbered. Consult your supervisor for specific guidelines. In support of academic freedom, your supervisor could determine which academic style of presentation is acceptable.

## 5.7. List of tables, figures, and abbreviations

This section immediately follows the abstract. Lists of tables, figures, photographs, maps and illustrations should be numbered in Arabic numerals (1, 2, 3, etc.). Any abbreviations or glossary/symbols used should be separately listed in this section, the abbreviated form starting from the left-hand margin, with the full form to its right, e.g.:

TESOL: Teaching English to Speakers of Other Languages

## 5.8. Main text

The main text of your thesis must be divided into a logical scheme that is followed consistently throughout the work. Chapters with subsections are the most common form of division. Any logical system of subdivision within chapters or sections may be used, but the scheme must be consistent throughout the manuscript.

## 5.9. References

A list of references must be included at the end of the paper. Remember to list only works that you have referred to in the paper. The reference section begins on a new page. Reference entries are organized alphabetically by surnames of first authors. Most reference entries have three components:

* Author(s): if there is more than one author, the authors are listed in the same order as specified in the source, using surnames and initials, separated by commas.
* Year of publication: in parentheses following author (s), with a period following the closing parenthesis.
* Source of reference: includes title, journal, volume, pages (for journal article) or title, city of publication, publisher (for book).

Follow the APA styles when referencing your paper. See Appendix 4 for basic information about the APA.

## 5.10. Appendices

This is an optional section for any additional material that does not fit conveniently in the body of the text. It is a good idea to include any confidential information required for the thesis into appendices where possible. Each appendix should be labelled in sequence, either with capital letters or with numerals.

## 5.11. Glossary

This is an optional section. A glossary contains brief explanations of difficult expressions, or specialized terms.

## 5.12. Index

This is optional and is not normally required.

# 6. THE MAIN TEXT

Regarding the specifics of how to organize the main text of a humanities paper, consult your supervisor. The main text of a social sciences paper should follow the structure suggested below.

## 6.1. Introduction

The purpose of the introduction is to frame the paper for its readers. It should provide:

* a brief description of the topic and the research problem, including any background (both scholarly and personal) that might be helpful for the general reader to understand the research project, particularly why it is worth pursuing
* a precise statement of the research problem and objectives/questions
* a statement of the scope of study
* a statement of how the research would contribute to existing literature
* an overview of the rest of the paper

The research problemshould not be either trivial or not delimited. Trivial problems are those that show little likelihood of adding to knowledge in the field. On the other hand, a problem must be focused for both research and practical reasons. Designs cannot yield valid data for every variable, nor can qualitative researchers encompass extremely broad questions in one study. Thus, the problem should be rationally delimited.

## 6.2. Literature review

The purpose of reviewing existing information is to find what is already known about the topic. This part should answer four questions:

* What is the present state of knowledge regarding the topic under consideration?
* How are the studies related to the one being proposed?
* What is the quality of the studies reviewed?
* How will the proposed study contribute to the existing literature?

There is also the need to maintain a strict control over the material which is covered in the literature review: only a careful selection of narrowly relevant materials which pertain immediately to the research problem should be included. For an empirical study report, the size of the literature review should not be more than one third of the total length of the study report.

## 6.3. Methodology

The purpose of this section is to outline the research methods used and demonstrate that recognized procedures have been followed in the study. There should be an explanation of the reason why particular methods were chosen and how the research was conducted. The main parts of this section include:

* description and justification of the strategies, instruments, and procedures used to select the sample(s) of the research (texts, objects, participants) as well as detailed description of the sample(s);
* description and justification of the strategies, instruments, and steps taken to collect the necessary data;
* description and justification of the strategies, instruments, and steps taken to analyze the data to address the research questions.

## 6.4. Results and discussion

The purpose of this part is to state what was found, and to analyze and explain why the results came out as they did, and how they helped to achieve the objectives of the study or answer the research questions. Tables, charts and other suitable graphic material should be mixed with the text. Do not repeat in the text information that is included in tables or graphs. Note only the most relevant and important features. If a variety of methods have been used, it is sometimes worth reporting the results from each method separately.

## 6.5. Conclusion

A summary of what you have said in the thesis is not satisfactory. The conclusion chapter or section seeks to:

* tie together, integrate and synthesize the various issues raised in the discussion sections, whilst reflecting the introductory thesis statement(s) or objectives
* provide answers to the thesis research question (s)
* identify the theoretical and practical implications of the study with respect to the overall study area
* highlights the study limitations
* provide direction and areas for future research

# 7. ACADEMIC WRITING CONVENTIONS

## 7.1. Research writing style

Objectivity is necessary for quantitative research. Qualitative social sciences research and humanities research allow personal expressions. Maintaining a consistent tone is important. It is usually more difficult to write with a personal tone than with an impersonal tone.

In general, effective writing of academic research calls for a clear and concise style of communication. A good research report usually incorporates clear thinking, logically developed and sequenced ideas, and a smoothness so that the reader is encouraged to continue reading. Following are some criteria of a research report:

* Use of the precise word
* Avoiding ambiguity
* Orderly presentation of ideas
* Economy of expression
* Smoothness of expression
* Consideration of the reader

Things to remember when using verb tenses:

* Avoid shifting in tense and ensure subject-verb agreement.
* The tense should be consistent within each paragraph.
* Past tense or present perfect tense is appropriate for the literature review and the description of the procedures if the discussion is of past events.
* Past tense is used to present the findings of a study.
* Present tense is appropriate to discuss the results and to present research conclusions and interpretations.
* Future tense, except in proposals, is rarely used.

Correct spelling, grammar construction, and punctuation are expected. The use of abbreviations and contractions is generally discouraged.

## 7.2. Documenting a research paper

Source material must be documented in the paper by citing the author(s) and the year of publication of the sources. Please follow the APA style of in-text citation. Some of the key principles are mentioned below:

When a source has two authors, both authors are included every time the source is cited. When the source has three, four or five authors is cited, all the authors are included the first time when the source is cited. When that source is cited again, the first author’s surname and “et al.” are used. Consider the following example:

Review of research on religion and health have concluded that at least some types of religious behaviors are related to higher levels of physical and mental health (Payne, Bergin, Bielema, & Jenkins, 1991).

Payne et al. (1991) showed that ……

If the source has no author, use the first two or three words of the title (omitting the beginning article), and capitalize each word of the shortened version. Place the short title in quotation marks if it is an article or chapter, or underline it if it is a book or periodical. Substitute the short title for the name of the author. The full title appears alphabetically in the reference list (without quotation marks) in the author position.

Where the reference is made to ideas, opinions or evidence which are traceable to a specific page, this should be indicated. For example: Richards (1999, p. 15) claims that … or ... Richards (1999, p. 15).

When a direct quotation is used, always include the author, year, and page number as part of the citation.

A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. Consider the following example:

Patients receiving prayers had “less congestive heart failure, required less diuretic and antibiotic therapy, had fewer episodes of pneumonia, had fewer cardiac arrests, and were less frequently incubated and ventilated” (Byrd, 1988, p. 829).

A lengthier quotation of 40 or more words should appear (without quotation marks) apart from the surrounding text, in “block” format, with each line indented five spaces from the left margin. Also change spacing from ‘1.5 lines’ to ‘single-space’. You may wish to omit some of the author’s words which are not relevant to your writing. In this case, use three dots (…) to indicate where you have omitted words.

**Examples:**

1. “It is futile to maintain that the sexes are interchangeable” (Moir & Jessel, 1991, p. 94).

2. Moir & Jessel (1991) suggested that “it is futile to maintain that the sexes are interchangeable,” (p. 94).

3. Moir & Jessel (1991) have shown that it is futile to continue to assert that the sexes are interchangeable (p. 94).

4. More particularly, a facilitator in cooperative learning has to establish group work for students on given goals, “monitor the function of the groups, intervene whenever necessary to teach small group skill, provide assistance when needed, and evaluate student and groups as to how well members work together” (Kindsvatter, et al., 1996, p. 309).

5. Referring to communicative competence, Savignon (1997) says:

communicative competence is the expression, interpretation, and negotiation of meaning; and communicative competence is always context specific, requiring the simultaneous, integrated use of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence” (p. 225).

# 8. BINDING

The following are recommendations for the binding of your graduation paper:

## 8.1. Paper

This must be of good quality, and of a suitable texture and weight for printing. Standard 80 gsm A4 printing/photocopying paper is recommended. Please print on both sides of the paper.

## 8.2. Images

Illustrations and diagrams should be scanned and incorporated into the electronic version of the document before printing.

## 8.3. Folded maps or charts

Large material (e.g. maps or charts) should be folded (in one direction only), concertina fashion, so that they conform to the accepted page size.

## 8.4. Additional material

The submission of disks, CD ROMs or other forms of media, supporting your paper, may be permitted. Check with your supervisor.

## 8.5. General binding requirements

Graduation papers submitted for examination might be softbound. However, on successful completion of the examination, two hardbound copies, corrected as might be required, must be deposited with the Faculty Office. Dark blue binding and gold lettering are required.

# 9. SUBMISSION

## 9.1. General submission requirements

For examination students are required to submit five (5) bound copies of the completed graduation paper by or on the scheduled date. Students in the honors (Fast Track) programs must submit 06 copies. The paper when submitted must be accompanied by a statement from the student’s supervisor certifying that the paper has met all the requirements set forth by the Faculty.

After the paper has been examined, the student is required to do all the corrections suggested by the Board of Examiners, and then prepare two (2) bound hard cover copies for the University libraries. Dark blue binding and gold lettering are required.

Your committee may also require you to submit the softcopy of your finalized thesis for documentation and educational purposes.

## 9.1. Deadline

This varies from academic years to academic years. Check with your supervisor or the Faculty Office.

## 9.2. Late submission policy

No late submission is accepted, unless otherwise approved by the Vice Dean in charge of student graduation research.

## 9.3. Examination

Copies of your graduation paper will be sent out to your supervisor, your examiner, and other members of the Oral Examination Board, who are nominated by the (Vice) Dean of Faculty to independently examine your work. After your paper has been examined, the Oral Examination will take place.

At the Oral Examination you will present your work and answer the questions of the Board. Your final grade will be the average of the grades given by your supervisor and each member of the Board.

# 10. ASSESSMENT CRITERIA

Your graduation paper will be assessed against the following criteria:

|  |  |  |
| --- | --- | --- |
| **No** | **Criteria** | **Points** |
| 1 | Abstract contains a concise description of the study. | 5 |
| 2 | The introduction section   1. includes a brief, well-articulated description of the background of the study, including personal experience and the social context of the research problem; 2. has a clear statement demonstrating that the focus of the study is on a significant problem that is worthy of study; 3. briefly and clearly describes the nature of the study, the research problem, and the research questions/objectives; 4. describes the research approach/theoretical perspective and modes of inquiry *(necessary only for humanities oriented research)*; 5. describes the significance of the study in terms of knowledge generation, professional application and/ or positive social change. | 10 |
| 3a | **For social sciences research** |  |
|  | The review of relevant literature   1. is clearly related to the research problem(s) and question(s); 2. discusses the key terms and major ideas/themes central to the understanding of the study; 3. includes comparisons/contrasts of different points of view or different research outcomes and the relationship of the study to previous research. | 15 |
|  | The research design/methodology   1. is appropriate to study the research problem(s) and question(s); 2. describes the sample and how the sample was selected; 3. specifies how the data was collected; 4. specifies the analytical/theoretical framework and the steps of data analysis. | 15 |
|  | The findings and discussion section   1. builds logically from the research design and the data; 2. is presented in a manner that addresses the research problem(s) and question(s); 3. provides insightful discussion of the major findings. | 15 |
| 3b | **For humanities oriented research** |  |
|  | The body chapters   1. address the research problem(s) and question(s); 2. are developed logically; 3. make meaningful and considerable contributions to the understanding of the issues posed by the research problem(s) and question(s) | 45 |
| 4 | The conclusion section   1. includes a strong review of the research; 2. pinpoints the limitations of the thesis. | 10 |
| 5 | In terms of organization   1. The thesis is logically and comprehensively organized. 2. The chapters add up to an integrated ‘whole’. 3. Subheadings are used to identify the logic and movement of the thesis. 4. Transitions between chapters are smooth. | 10 |
| 6 | In terms of language   1. The thesis is written with correct grammar, punctuation and spelling. 2. The thesis is written in scholarly language (thoughtful, using scholarly terms). 3. The writing is coherent and primarily comprehensible. 4. The flow of words is smooth. Bridges are established between ideas. | 10 |
| 7 | In terms of scholarly etiquette   1. The thesis includes all the preliminary pages as required by the Faculty. 2. The thesis includes citations for direct quotations, paraphrasing, facts and references to research studies. 3. In-text citations are found in the reference list. 4. In-text citations and reference list should closely follow the APA format. | 10 |
| 8 | Bonus\*   1. The thesis demonstrates an excellent or beautiful use of language. 2. The thesis demonstrates meaningful originality (in terms of research problem, way of development, or findings).   \* The availability of this element depends on specific committees’ decision. | 10 |
| 9 | Overall assessment |  |

# 11. LIBRARY ISSUES

## 11.1. Deposit at University Library

On successful completion of the Oral Examination two copies of your graduation paper, which have been corrected according to the suggestions of your Oral Examiners, will be deposited in the University libraries.

## 11.2. Author’s right

Copyright automatically takes effect when you complete any written work or some other kinds of work (such as films); therefore you are the first owner of copyright for your graduation paper. You can also make a claim to moral rights over your published work, namely the rights to be acknowledged as the author and to object to any derogatory treatment of it.

# 12. BIBLIOGRAPHY

This document is prepared with the reference of the following sources:

Ary, D. , Jacobs, L. C. & Razavieh, A. (1990). *Introduction to research in education*. New York: Holt Rinehartand Winston, Inc.

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# 13. SUBMISSION CHECKLIST FOR STUDENTS

* Have you provided a final draft for your supervisor’s feedback?
* Have you included an abstract of not more than 300 words? *(See section 5.5)*
* Have you proofread your paper carefully for spelling and typographical errors? (and ideally had someone else proofread it for you?)
* Have you checked that the presentation of your graduation paper meets Faculty style and format guidelines? (*See section 4)*
* Does your referencing system conform to the APA style? (*See Appendix 4)*
* Are the pages numbered in sequence? (*See section 4.10)*
* Have you backed up the final version of your work on a disk?
* Have you allowed enough time for binding?
* Is there a signed *Acceptance Page* included with the copies of your paper for binding? (*See section 5.3)*
* Have you read through the binding requirements? (*See section 8)*
* Are your cover page and title page set out correctly? (*See sections 5.1.* & *5.2)*
* Is any additional material such as maps or CDs adequately affixed to the paper? (*See section 8.4)*

# 14. SUBMISSION CHECKLIST FOR SUPERVISORS

## Before submission

* Advise the student on deadlines for submission or make arrangements for an extension, if appropriate.
* Advise the student on the correct referencing/ bibliography style and format conforming to the Faculty ’s guidelines.
* Ask if the student performs all the necessary checks before submitting the final draft for printing.

## Examination

* Ensure the grade is submitted to the Faculty Office on the provided form once the paper has been marked.

## Library deposit

* Upon completion of the oral examination, check that the student does all necessary correction of their work.
* Remind the student to submit the corrected versions to the Faculty Office for library deposit.

# 15. TROUBLESHOOTING

## 15.1. You want to change your research topic.

☹ *Sometimes a project begins well, but gradually obstacles surface. You might find that there is not as much information on your topic as you first hoped or the problem is too complicated for you to handle.*

☺ It is recommended that you decide on a topic and stick to it throughout the process. As you work on the project, new obstacles arising are quite common. Most of the time, they can be solved. Besides, by this time, you might have produced a substantial amount of work, and switching to another topic means much time and effort is wasted.

However, if you are sure that your current topic is totally unpromising and you have enough time to start afresh, you may abandon your previous topic and work on a new one. You will need to get permission from your supervisor in written form and get the new topic approved by the head of your committee. Do all this in consultation with your supervisor so that you don't make the same mistake again.

## 15.2. You want to re-define your research topic.

☹ *It's quite common to re-define a research project whilst it is in progress. However, in some cases the re-definition takes you in a different direction, then the subject is re-defined yet again - and you end up with a completely different topic. You are also likely to be using up a lot of the time available for completion.*

☺ Re-definition should be done within the context of a sound plan. You should have a clear picture of what you intend to do, even if you have not yet done it. Resist the temptation to make more changes than are necessary. Also, remember to inform your supervisor and the Faculty Office, who will be keeping track of your work.

## 15.3. You have difficulty keeping track of sources used in your study.

☹ *Inexperienced students may have poor research habits, which often lead to sloppy notes and confusion between their own ideas and those of their sources, or even they cannot keep track of the sources. This can lead to unintentional plagiarism and may become a major problem.*

☺ To avoid this problem, it is best to be aware of it in advance and get well organized. Keep the papers you read filed away and properly referenced so you can find them easily whenever needed. Besides, keep orderly notes as you read. It is advisable to use a software to manage your references (e.g. Zotero).

## 15.4. You have difficulty managing your time and meeting deadlines

☹ *This is a very common problem to every student and can lead to very serious consequences like late submission and low-quality work. This is partly because it is quite difficult to estimate the time required for research and writing. Also, any number of personal issues and distractions might crop up unexpectedly to delay the production of your work. Feeling guilty or procrastinating just makes matters worse.*

☺ You will need to create a realistic timetable or a schedule of work in the first place and stick to it. You might need to sacrifice other activities to save time for completing the project. Remember to allow yourself enough time for proofreading and printing.

Breaking down any project into smaller pieces is always a good tactic when things seem unmanageable. Instead of writing an entire thesis, focus on the goal of writing a chapter, section, or outline. Remember, every task you complete gets you closer to finishing. This may work even better if you use a “buddy system” where you and another student meet at regular intervals to review your progress.

## 15.5. You feel reluctant to contact your supervisor.

☺ Seeing your supervisor briefly at the college, or having a polite conversation is not enough. Nor is it a good strategy to assume that if the supervisor doesn’t quiz you on your work, he or she is happy with it. What you need is regular, productive meetings with your supervisor in which your work is the focus and you are well-prepared with particular issues you want to discuss.

## 15.6. You and your supervisor have disagreements.

☺ Disagreements are often uncomfortable. However, they often force a rethinking that can improve the thesis and indeed the relationship with the supervisor. It is important to maintain communication so that both sides understand the other’s point of view. If further discussion doesn’t resolve the situation it may be helpful to consult other sources like a fellow teacher or an advisor. The final decision is up to you, and you are responsible for your decisions. If you want to change your supervisor, please discuss the issue with your supervisor and contact the head of your committee. You should do it no later than your submission of the first progress report. Whether your request is approved or not depends on the specific situation.

# APPENDIX 1: COVER PAGE

VIETNAM NATIONAL UNIVERSITY, HANOI (Font size 14, Normal)

**UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES (Font size 14pt, Bold and Capital)**

**FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION (Font size 12pt, Bold and Capital)**

**GRADUATION PAPER (Font size 14pt, Bold and Capital)**

**THESIS TITLE (Font size 18pt, Bold and Capital)**

**Supervisor: (tên có dấu) (Font 14 pt, bold)**

**Student: (tên có dấu) (Font 14 pt, bold)**

**Course: QH2010.F1.E1(Font 14 pt, bold)**

**HÀ NỘI – 2018 (12 pt, bold & capital)**

# APPENDIX 2: TITLE PAGE

ĐẠI HỌC QUỐC GIA HÀ NỘI (Font size 14, Normal)

**TRƯỜNG ĐẠI HỌC NGOẠI NGỮ (Font size 14pt, Bold and Capital)**

**KHOA SƯ PHẠM TIẾNG ANH (Font size 12pt, Bold and Capital)**

**KHÓA LUẬN TỐT NGHIỆP (Font size 14pt, Bold and Capital)**

**TÊN ĐỀ TÀI (Font size 18pt, Bold and Capital)**

**Giáo viên hướng dẫn:(tên có dấu) (Font 14 pt, bold)**

**Sinh viên:(tên có dấu) (Font 14 pt, bold)**

**Khóa: QH2010.F1.E1 (Font 14 pt, bold)**

**HÀ NỘI – 2018 (12 pt, bold & capital)**

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# APPENDIX 4: THE APA STYLE

Quick Guide to APA (6th) Referencing

(for more information, go to: <https://owl.english.purdue.edu/owl/resource/560/01/>)

|  |  |
| --- | --- |
| Print Book  1 author | **In-text**: Edmonds (2006) argues that … OR … a different conclusion (Edmonds, 2006).  If a direct quotation, include page number. Edmonds (2006) argues that “the future is multidisciplinary” (p. 84). OR As one writer put it “the future is multidisciplinary” (Edmonds, 2006, p. 84).    **Reference List**: Edmonds, W. (2006). *Classic experiments in psychology* (2nd ed.). Sydney, Australia: Apex. |
| Print Book  2 authors | **In-text**: Same order as they appear in book, not alphabetical. Jacobs and Beckett (2004) argue … OR … a different conclusion (Jacobs & Beckett, 2004). Direct quote: “… a different conclusion” (Jacobs & Beckett, 2004, p. 107).  **Reference List**: Jacobs, F. T., & Beckett, S. F. (2004). *Classic experiments in biology*. New York, NY: Madison Pub. |
| Print Book  3-5 authors | **In-text:** Initially cite all names. Rodriguez, Santiago, Anton and Jones (1998) discuss … Thereafter. Rodriguez et al. (1998).  OR …for an information prominent citation …a different position (Rodriguez et al., 1998).  **Reference List:** Rodriguez, D. Santiago, D. Anton, G. M., & Jones, W. W. (1998). *Classic experiments.* London, UK: Lanes. |
| Secondary Source | **In-text**: The first name is the author of the original source. Traynor (2001, as cited in Smith, 2007) states that … OR…a different result (Traynor, 2001, as cited in Smith, 2007).  **Reference List**: Do not include the author of the original source, only that of the source you read. Smith, F. J. (2007). *Exploration of outer limits.* Sydney, Australia: Apex. |
| Multiple citations (more than one in-text reference) | **In-text**: List the citations in alphabetical order and separate with semicolons.  ... and they all reached similar conclusions (Borg, 2010; Coghill, 2011; Hobson & Chan, 2009). |
| Chapter of Printed Edited Book | **In-text**: Cite names(s) of the author(s) of the chapter. Johansson and Morgan (2009) believe … OR … a final point (Johansson & Morgan, 2009).  **Reference List**: Johansson, C., & Morgan, S. (2009). Macroeconomics and the GFC. In A. D. Pellegrini (Ed.), *GFC, the on-going uncertainty* (pp. 267-354). New York, NY: Guilford Press. |
| Journal Article in print | **In-text**: Williams (2010) argues that … OR … a different conclusion (Williams, 2010).  **Reference List**: where no doi (digital object identifier) is available:  Williams, R. (2010). Archaeological hotspots in Victoria. *Journal of Archaeology*, *27*(4), 10-29. |
| Journal Article database | **In-text:** Chadwick (2009) found that … OR … the final result (Chadwick, 2009).  **Reference List:** Chadwick, P. (2009). Changing fortunes of the blue chips. *Journal of Business Studies*, *19*(3), 84-100. doi: 10.1037//0033-29.126.910  (If doi is unavailable, cite URL of journal homepage).  Trankle, S. A., & Haw, J. (2009). Predicting Australian health behaviour from health beliefs. *Electronic Journal of Applied Psychology*, *5*(2), 9-17. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap/> |
| Government Publication | **In-text**: The Department of Human Services (2010) outlines … OR … a growing need (Dept. of Human Services, 2010).  **Reference List**: Department of Human Services. (2010). *Changing requirements of language support for migrants.* Canberra: Australian Government Publishing Service |
| Conference Paper (for Proceedings Published in book form) | **In-text:** Kajewski (2006) states that … OR … as an acceptable result (Kajewski, 2006).  **Reference List:** Kajewski, M. (2006). Emerging technologies changing our service delivery model. *Proceedings of the ALIA 2006 Biennial Conference*. Retrieved from Australian Library and Information Association Website: <http://conferences.alia,org.au/alia2006> |
| Unpublished Thesis | **In-text:** Casey (2007) asserts … OR … from the beginning (Casey, 2007).  **Reference List:** Casey, B. (2007). *Age of onset as predictor of cognitive performance*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3259752). |

|  |  |
| --- | --- |
| Electronic Book | **In-text:** Bennett (2006) argues that … OR … for the patient’s benefit (2006).  **Reference List:** Bennett, P. (2006). *Abnormal and clinical psychology: an introduction*. doi: 10.1037//0022-006X.68.5.843 OR … Retrieved from http://www.eblib.com/ (if doi unavailable) |
| Newspaper in print | **In-text:** Henderson (2011) explains that … OR … is the root of the problem (Henderson, 2011).  **Reference List:** Henderson, B. (2011, January 14). Gillard’s carbon policy: no backdown. *The Australian*. p. 3. |
| Newspaper online | **In-text:** Milton (2011) makes the point … OR … a vast improvement (Milton, 2011).  **Reference List:** Milton, S. (2011, February 27). The Linux desktop is here. *The Age.* Retrieved from <http://www.theage.com.au/articles/2011/02/27/1076548215848.html> |
| Website | **In-text:** Cooper (2009) warns … OR … as a solution to the problem (Cooper, 2009).  **Reference List:** Cooper, D. (2009). *Native ant may stop toad in its track.* Retrieved from <http://www.abc.net.au/science/articles/2009/03/31/2530686.htm?site=science&topic-latest> |
| Website: association as author | **In text:** The Australian Psychological Society (2010) recommends that….OR…is recommended (The Australian Psychological Society, 2010)  **Reference List:** Australian Psychological Society. (2010). *Bushfire resources: Psychological preparedness and recovery*. Retrieved from <http://www.psychology.org.au/bushfires/> |

Note: If no author can be found, use the article title; if no date is given, use n.d.(for no date)

# APPENDIX 5: EXAMPLES OF PLAGIARISM

(from Princeton University, USA <http://www.princeton.edu/pr/pub/integrity/08/plagiarism/>)

*The examples below demonstrate a few varieties of textual plagiarism, from* ***verbatim copying*** *to* ***thorough paraphrasing****. The comments that follow the examples offer guidance about how a source may be used and when a source must be cited.*

**TEXT EXAMPLE 1**

*Original source (text): Alvin Kernan, The Playwright as Magician. New Haven: Yale University Press, 1979. pp. 102–103.*

From time to time this submerged or latent theater in becomes almost overt. It is close to the surface in Hamlet’s pretense of madness, the “antic disposition” he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery. It is even closer to the surface when Hamlet enters his mother’s room and holds up, side by side, the pictures of the two kings, Old Hamlet and Claudius, and proceeds to describe for her the true nature of the choice she has made, presenting truth by means of a show. Similarly, when he leaps into the open grave at Ophelia’s funeral, ranting in high heroic terms, he is acting out for Laertes, and perhaps for himself as well, the folly of excessive, melodramatic expressions of grief.

**Verbatim plagiarism, or unacknowledged direct quotation** (lifted passages are underlined)

Almost all of Shakespeare’s Hamlet can be understood as a play about acting and the theater. For example, there is Hamlet’s pretense of madness, the “antic disposition” that he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery. When Hamlet enters his mother’s room, he holds up, side by side, the pictures of the two kings, Old Hamlet and Claudius, and proceeds to describe for her the true nature of the choice she has made, presenting truth by means of a show. Similarly, when he leaps into the open grave at Ophelia’s funeral, ranting in high heroic terms, he is acting out for Laertes, and perhaps for himself as well, the folly of excessive, melodramatic expressions of grief.

**Comment for example 1**

*Aside from an opening sentence loosely adapted from the original and reworded more simply, this entire passage is taken almost word-for-word from the source. The few small alterations of the source do not relieve the writer of the responsibility to attribute these words to their original author, Alvin Kernan. A passage from a source may be worth quoting at length if it makes a point precisely or elegantly. In such cases, copy the passage exactly, place it in quotation marks, and cite the author.*

**TEXT EXAMPLE 2**

*Original source (text):*

From time to time this submerged or latent theater in Hamlet becomes almost overt. It is close to the surface in Hamlet’s pretense of madness, the “antic disposition” he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery. It is even closer to the surface when Hamlet enters his mother’s room and holds up, side by side, the pictures of the two kings, Old Hamlet and Claudius, and proceeds to describe for her the true nature of the choice she has made, presenting truth by means of a show. Similarly, when he leaps into the open grave at Ophelia’s funeral, ranting in high heroic terms, he is acting out for Laertes, and perhaps for himself as well, the folly of excessive, melodramatic expressions of grief.

**Lifting selected passages and phrases without proper acknowledgment** (lifted passages are underlined)

Almost all of Shakespeare’s *Hamlet* can be understood as a play about acting and the theater. For example, in Act 1, Hamlet adopts a pretense of madness that he uses to protect himself and prevent his antagonists from discovering his mission to revenge his father’s murder. He also presents truth by means of a show when he compares the portraits of Gertrude’s two husbands in order to describe for her the true nature of the choice she has made. And when he leaps in Ophelia’s open grave ranting in high heroic terms, Hamlet is acting out the folly of excessive, melodramatic expressions of grief.

**Comment for example 2**

*This passage, in content and structure, is taken wholesale from the source. Although the writer has rewritten much of the paragraph, and fewer phrases are lifted verbatim from the source, this is a clear example of plagiarism. Inserting even short phrases from the source into a new sentence still requires placing quotations around the borrowed words and citing the author. If even one phrase is good enough to borrow, it must be properly set off by quotation marks. In the case above, if the writer had rewritten the entire paragraph and used only Alvin Kernan’s phrase “high heroic terms” without properly quoting and acknowledging its source, the writer would have plagiarized.*

**TEXT EXAMPLE 3**

*Original source (text):*

From time to time this submerged or latent theater in Hamlet becomes almost overt. It is close to the surface in Hamlet’s pretense of madness, the “antic disposition” he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery. It is even closer to the surface when Hamlet enters his mother’s room and holds up, side by side, the pictures of the two kings, Old Hamlet and Claudius, and proceeds to describe for her the true nature of the choice she has made, presenting truth by means of a show. Similarly, when he leaps into the open grave at Ophelia’s funeral, ranting in high heroic terms, he is acting out for Laertes, and perhaps for himself as well, the folly of excessive, melodramatic expressions of grief.

**Paraphrasing the text while maintaining the basic paragraph and sentence structure**

Almost all of Shakespeare’s Hamlet can be understood as a play about acting and the theater. For example, in Act 1, Hamlet pretends to be insane in order to make sure his enemies do not discover his mission to revenge his father’s murder. The theme is even more obvious when Hamlet compares the pictures of his mother’s two husbands to show her what a bad choice she has made, using their images to reveal the truth. Also, when he jumps into Ophelia’s grave, hurling his challenge to Laertes, Hamlet demonstrates the foolishness of exaggerated expressions of emotion.

**Comment for example 3**

*Almost nothing of Kernan’s original language remains in this rewritten paragraph. However, the key idea, the choice and order of the examples, and even the basic structure of the original sentences are all taken from the source. This is another clear example of plagiarism. When paraphrasing, it’s absolutely necessary (1) to use your own words and structure, and (2) to place a citation at the end of the paraphrase to acknowledge that the content is not original.*