

С. Г. Ватлецов, Т. П. Попова

**ДОРОЖНЫЕ КАРТЫ И УКАЗАТЕЛИ В
«АКАДЕМИЧЕСКОМ ПИСЬМЕ»
ДЛЯ СТУДЕНТОВ ФАКУЛЬТЕТА ПРАВА**

Учебное пособие по совершенствованию
академических компетенций на английском языке



Федеральное государственное автономное образовательное
учреждение высшего образования

Национальный исследовательский университет
«Высшая школа экономики»

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В31 **Дорожные карты и указатели в «Академическом письме» для студентов факультета права] : учебное пособие по совершенствованию академических компетенций на английском языке -- Нижний Новгород, НИУ ВШЭ, 2024. - 122 с.**

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Настоящее учебное пособие предназначено для студентов пятого курса факультета права НИУ ВШЭ. Целью пособия является совершенствование академических компетенций, сформированных у обучающихся на практических занятиях по дисциплинам «Английский язык для общих коммуникативных целей» и «Правовая лингвистика (на английском языке)» на первом – четвертом курсах бакалавриата. Пособие призвано помочь студентам освоить правила и традиции академического письма; а также формировать знания и умения, направленные на проведение теоретических и практических исследований в сфере права с последующим изложением их результатов в проекте ВКР и дипломной работы на английском языке.

Поставленная цель определяет задачи, выполнение которых характеризуется следующими показателями: студенты

- объясняют, прогнозируют и преодолевают трудности, с которыми они могут столкнуться при подготовке проекта ВКР и на его защите;

- проектируют успешное выполнение требований «Регламента по подготовке и защите проекта ВКР на английском языке (Project Proposal) Школы иностранных языков НИУ ВШЭ, не нарушая академических и этических норм с начальной и до финальной стадии исследований;

- углубляют знания в своей узкой предметной области и расширяют свои компетенции в сфере права.

Пособие состоит из трех разделов. Первый *Символические указатели* освещает конвенциональные и произвольные вопросы академического письма; второй *Иконические указатели* направлен на непосредственную реализацию проекта ВКР и третий *Индексальные указатели* формирует у студентов критическую оценку выполненного проекта ВКР.

Изображение на обложке создано генеративной нейросетью Kadinsky 3.1.

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INTRODUCTION

The terms *roadmaps* and *signposts* in the title provide the reader with the overview of this book: *roadmap* is the big picture of the project proposal where numerous discrete ideas *signposts* fit together into the whole. Our manual is aimed at orienting undergraduate students to use their knowledge and skills developed at *General English Course* and *Legal Linguistics*¹ to construct one complex meaningful work step by step. Its learning outcomes include the following metrics. The students will be able to

- identify their personal status quo on the road to the completion of their project proposals;
- explain, predict, and overcome the difficulties they may encounter while writing their project proposals;
- project their successful meeting of HSE's *Requirements* without compromising the scientific and ethical qualities of their research from start to finish;
- deepen their knowledge in a narrow subject area and widen their proficiency in a broader field in law.

The handbook consists of three sections: *Symbolic Signposts* dealing with conventional and arbitrary issues in academic writing; *Iconic Signposts* focusing on the individual research feasibility of the project proposals, and *Indexical Signposts* directing toward the critical evaluation of the project proposals completed.

At the same time, *roadmaps* are traditionally considered to be the introductory paragraphs which enter the outline of the entire written work. *Signposts* are those words and phrases that keep the readers oriented as they progress through a piece of writing. These very *Roadmaps and Signposts* keep the students stay proactively focused and customized on their thoughtful rout.

¹ <https://www.hse.ru/studyspravka/engbach>

***SYMBOLIC SIGNPOSTS:
backlog***

Critical reading before writing

1. How much do you know about academic writing?

1.1 *Find out by doing this fun quiz.*

1 The main difference between academic writing and normal writing is that academic writing:

- (a) uses longer words
- (b) tries to be precise and unbiased
- (c) is harder to understand

2 The difference between a project and an essay is:

- (a) essays are longer
- (b) projects are longer
- (c) students choose projects' topics

3 Teachers complain most about students:

- (a) not answering the question given
- (b) not writing enough
- (c) not referencing properly

4 The best time to write an introduction is often:

- (a) first
- (b) last
- (c) after writing the main body

5 Plagiarism is:

- (a) a dangerous disease
- (b) an academic offence
- (c) an academic website

6 Making careful notes is essential for:

- (a) writing essays
- (b) revising for exams
- (c) all academic work

7 An in-text citation looks like:

- (a) (Manton, 2008)
- (b) (Richard Manton, 2008)
- (c) (Manton,

8 Paraphrasing a text means:

- (a) making it shorter
- (b) changing a lot of the vocabulary
- (c) adding more detail

9 Paragraphs always contain:

- (a) six or more sentences
- (b) an example
- (c) a topic sentence

10 The purpose of an introduction is:

- (a) to give your aims and methods
- (b) to excite the reader
- (c) to summarise your ideas

11 Proofreading means:

- (a) getting a friend to check your work
- (b) checking for minor errors
- (c) rewriting

12 Teachers expect students to adopt a critical approach to their sources:

- (a) sometimes
- (b) only for Master's work
- (c) always²

2. Finding Suitable Sources

- *You are studying family law. Read the text extracts 1–3 below and decide which are the most suitable for academic use, and why.*

Text 1

If there are serious reasons why a parent should no longer have a parental relationship with a child (such as abandonment, neglect, abuse, etc.), the family court may terminate that parent's rights. If someone else wants to become a child's legal parent, the family court can grant an adoption where the parent-child relationship is legally created. More information is located on the [Adoptions and Terminating Parental Rights](#) section of this website.

² The keys: 1) b 2) c 3) a 4) c 5) b 6) c 7) a 8) b 9) c 10) a 11) b 12) c

Text 2

We issued proceedings under Schedule 1 of the Children Act 1989 in London to secure the jurisdiction of England and Wales. We then wrote the father of the child a letter advising him of the proceedings, seeking financial disclosure and requesting he pay a monthly sum for the child. The parties negotiated and reached an agreement after some time. S now receives child maintenance for her son every month.

Text 3

This research asks one simple question, a question many studies on the arranged marriage omit to ask, namely “What exactly is the arranged marriage?” Author Naema Tahir, born and bred in the arranged marriage culture, but educated in the free-choice marriage culture, argues that much literature on the arranged marriage fails to offer full exploration of this traditional marital system. Instead, the arranged marriage is often analysed through the lens of the modern free choice marriage system. However, this is not a neutral lens. It considers the free choice marriage to be the ideal. billions around the world.

➤ *The main features of academic texts are given in the table. Fill in the right column with the examples from the the texts above.*

1 Formal vocabulary	<i>This research asks one simple question, a question many studies on the arranged marriage omit to ask</i>
2 Use of references	
3 Impersonal style	
4 Long, complex sentences	

3. Types of text

- *The table below lists the most common written sources used by students.*

Work with a partner to consider their likely advantages and disadvantages.

Text type	Advantages	Disadvantages
Textbook	<i>Written for students</i>	<i>May be too general</i>
Website		
Journal article		
Official report (e.g. from government)		
Newspaper or magazine article		
e-Book		

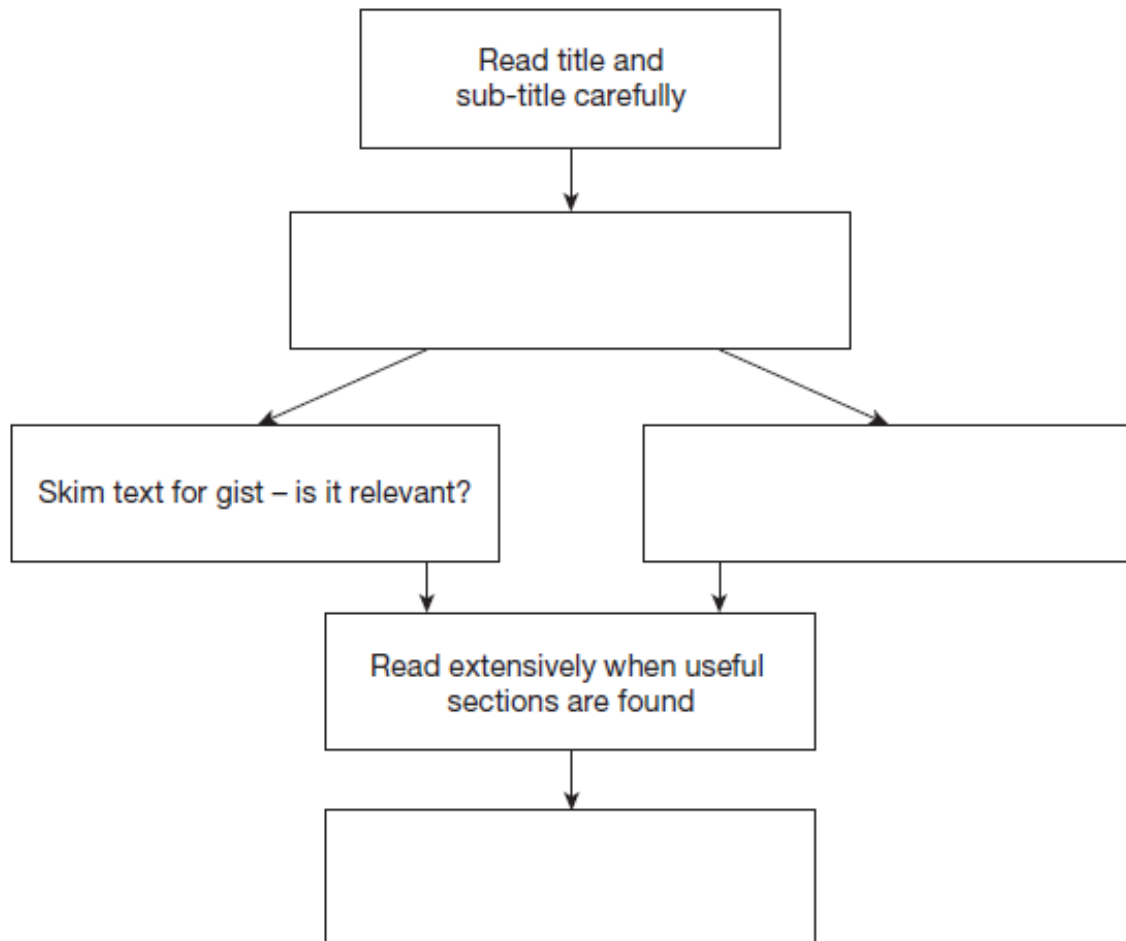
4. Developing critical thinking

4.1 Reading methods

It is easy for students to underestimate the importance of reading skills. Academic texts often contain new vocabulary and phrases, and may be written in a rather formal style. This means that special methods have to be learnt to cope with the volume of reading required, which is especially important when you are reading in another language. Clearly, you do not have time to read every word published on the topic you are studying, so you must first choose carefully what you read and then assess it thoroughly. The chart opposite illustrates the best approach to choosing suitable texts.

➤ Complete the empty boxes in the chart with the following techniques:

- Read intensively to make notes on key points
- Scan text for information you need (e.g. names)
- Survey text features (e.g. abstract, contents, index)



2. Fact and opinion

When reading, it is important to distinguish between facts:

Kuala Lumpur is the capital of Malaysia and opinions:

Kuala Lumpur is a welcoming, bustling city.

In addition, the reader needs to decide if the facts given are true:

Singapore lies near the equator (true).

Singapore was an ancient trading port (false).

You need to be careful of texts that contain unsupported opinion or ‘facts’ that you think are wrong.

➤ *Read the following and underline facts (_____) and opinions (.....). Decide if the facts are true.*

(a) Sydney is the capital of Australia.

(b) Australia is a dynamic, prosperous and enterprising country.

(c) The majority of Australians live on sheep farms.

(d) Most Australians are open-minded and friendly.

(e) Australia is the largest island in the world, and has extensive mineral deposits.

(f) Among the 22 million Australians are some of the world's best cricket players.

3. Assessing Internet sources critically

You cannot afford to waste time on texts that are unreliable or out of date. If you are using material that is not on the reading list, recommended to you, you must assess it critically to ensure that the material is trustworthy. Internet sources are plentiful and convenient, but you need to ask several questions about each site:

- *Is this a reputable website, for example with .ac (= academic) in the URL?*
- *Is the name of the author given, and is he or she well known in the field?*
- *Is the language of the text in a suitable academic style?*
- *Are there any obvious errors in the text (e.g. spelling mistakes, which suggest a careless approach)?*

- *Compare these two Internet texts on deforestation. Which is likely to be more reliable do you think?*

1

We are destroying the last of our vital natural resources, just as we are starting to wake up to how precious they are. Rainforest once covered 14 per cent of the land now it's down to a mere 6 per cent. Scientists predict that the rest could disappear in less than 40 years. Thousands of acres are cut down each second with dire consequences for the countries involved and the planet as a whole. Scientists estimate that we lose 50,000 species every year, many species every second including 137 plant types (not even species but whole groups of plant species) and as these plants disappear before science can record them so does the chance to gain helpful knowledge and possible medicines.

2

The scale of human pressures on ecosystems everywhere has increased enormously in the last few decades. Since 1980 the global economy has tripled in size and the world population has increased by 30 percent. Consumption of everything on the planet has risen – at a cost to our ecosystems. In 2001, The World Resources Institute estimated that the demand for rice, wheat, and corn is expected to grow by 40 per cent by 2020, increasing irrigation water demands by 50 per cent or more. They further reported that the demand for wood could double by the year 2050; unfortunately it is still the tropical forests that supply the bulk of the world's demand for wood.

Remember

Be prepared that as you focus on your topic, at early stages there may be side trips and even dead ends, especially, if you are starting from scratch. That is why it is recommended to begin with most general sources such as online encyclopedias, reference cites, or other sources that summarize the history of the topic. Now when you have a general understanding of your

topic, it is time to focus on the sources specific to your needs. These can be books and articles, legislation documents, podcasts, online discussions and so forth. If you need the latest data on the subject, it could be a good idea to search a database such as Academic Search Premier for recent journal articles on the subject.

For an overview of the subject check your library's reference materials. Books and periodicals are the best sources of in-depth or historical discussions. As you keep looking for sources, bear in mind that in your case, the more recent the sources are, the better it is for the purposes of your work. So, don't ignore articles in specialized periodicals and newspapers which contain most recent information, and academic (.edu), government (.gov), organizational (.org) web sites, which include works in progress, recent research, conference and court proceedings, etc., on your topic.

Below there are several titles of books and articles.

- *Choose three of them and for each one think of a few questions to which the texts below might supply answers.*

Recent Trends in Household Wealth in the United States: Rising Debt and the Middle-Class Squeeze—an Update to 2007 by Edward N. Wolff Levy Economics Institute of Bard College March 2010

Full Employment Abandoned: Shifting Sands and Policy Failures is a book on [macroeconomic](#) issues, written by [economists](#) William Mitchell & Joan Muysken and first published in 2008.

Global Crises, Global Solutions ([ISBN 0-521-60614-4](#)) is a [book](#) presenting the methodology, economic papers and conclusions of the first [Copenhagen Consensus](#), [edited](#) by [Bjørn Lomborg](#), [published](#) in 2004 by the [Cambridge University Press](#).

William Bonner and Addison Wiggin, ***Empire of Debt: The Rise of an Epic Financial Crisis***, John Wiley & Sons (2006)

Text 1

The Fiscal and Welfare Effects of Immigration

Does Childhood Predict Adult Life Satisfaction? Evidence from British Cohort Surveys?

We investigate the extent to which childhood characteristics are predictive of adult life satisfaction using data from two British cohort studies. In total, variables observed up to age 16 predict around 7% of the variation in average adult life satisfaction. Adding contemporaneous adulthood variables increases the predictive power to 15.6%, while adding long lags of life satisfaction increases it to 35.5%. Overall, we estimate that around 30–45% of adult life satisfaction is fixed, suggesting that 55–70% is transitory in nature, and that a wide range of observed childhood circumstances capture about 15% of the fixed component.

Text 2

Mandatory Mediation and the Renegotiation of Mortgage Contracts

Scholars have studied the use of mediation – a third party to facilitate the settlement of a dispute – in a variety of settings. The theoretical literature asserts that mediated negotiation weakly dominates unmediated negotiation, increasing the flow of information between the principal and the agent. This study tests these predictions using a mandatory mediation policy for mortgage contracts in default. Difference-in-differences estimates from three metropolitan statistical areas before and after at least one sub-jurisdiction imposed mandatory mediation show that mediation increased the flow of information, especially for selected sub-groups, as demonstrated by increasing rates of loan contract modifications.

The role of creditor seniority in Europe's sovereign debt crisis

The share of public debt that is held by lenders with preferred creditor status (i.e. the IMF, ECB, ESM, etc.) has increased substantially during Europe's sovereign debt crisis. Empirically, we document in both macro and survey data that there exists a close relationship between the increase in senior tranche lending and the interest rates of countries in crisis. With regard to policy implications, we point out a predicament that policymakers are facing: while aiming to stabilize interest rates at a reasonable level,

providing further senior loans might achieve just the opposite, as private markets are gradually pushed into a junior position.

The impact of private vs. public ownership on the level and structure of employment[†]

We examine the effects of private vs. public ownership on the level and structure of employment using uncommonly rich data on the population of Portuguese firms from 1991 to 2009. We find that private ownership is associated with sizeable job losses. This occurs whether we consider privatizations or nationalizations, and the relationship tends to be stronger in the presence of foreign capital. We also find some evidence that private ownership is associated with higher skill utilization, particularly following privatizations and when foreign investment is present. The estimated job losses associated with private ownership are consistent with a theory in which the shift in ownership increases the degree of profit orientation and leads to lower job security.

- *Read the following texts and decide if you can trust the information. Give reasons for your decisions.*

1

Hard up? Why struggle when you could live in luxury? Solve your money worries easily and quickly by working for us. No experience needed, you can earn hundreds of pounds for just a few hours' work per day. Work when it suits you, day or night. Don't delay, call today for an interview on 07795-246791.

2

If you have money problems, there's lots of ways you can save cash. Instead of spending money on new clothes, try buying them secondhand from charity shops, where you'll find lots of stylish bargains. Eating out is another big expense, but instead you can get together with a few friends and cook a meal together; it's cheaper and it's fun. Bus fares and taxis can also cost a lot, so it might be worth looking for a cheap bicycle, which lets you travel where you want, when you want.

3

Most students find that they have financial difficulties at times. It has been estimated that nearly 55 per cent experience financial difficulties in their first year at college or university. It's often hard living on a small fixed income, and the cost of accommodation and food can come as a shock when you first live away from your parents. The most important thing, if you find you are getting into debt, is to speak to a financial advisor in the Student Union, who may be able to help you sort out your problems.

1. _____
2. _____
3. _____

➤ *You are writing an essay on the freedom of contract principle in Russian law. You find the following article in a current magazine. Read it and decide whether you could use it in your work.*

Freedom of contract has been recognized as a 'general principle of civil law' by the European Court of Justice,¹³ (European Court 1999) has been seen as protected by article 16 of the EU Charter of Fundamental Rights ('freedom to conduct business')¹⁴ (EC Commission 2007) and has been set by the EU Commission as a fundamental point of reference for the future development of European contract law.¹⁵(EC Commission 2005) Furthermore, a starting-point in freedom of contract or 'party autonomy' is reflected both in EU private international law¹⁶ (EPC 2008) and in EU substantive law provisions which qualify its application in the interests of protecting 'weaker parties' (notably consumers¹⁷) (Brandner 1991) or which otherwise prohibit an 'abuse of freedom of contract'. As these latter examples make clear, however, in EU law as in the laws of the Member States, freedom of contract is no more than a starting-point (if an important one), given the range of modern social and political considerations which require its qualification. So, while the subordinate nature of the 'private law-making' of contracting parties has long been clearly proclaimed in

national legal traditions, the last half century or so has seen a considerable growth in the range of ‘public policy’ qualifications on freedom of contract, notably for the protection of consumers, tenants and employees.

However, in my view, in modern European law (whether EU law proper or the laws of Member States) there lies under the banner of freedom of contract a fundamental duality of vision. On the one hand, freedom of contract can be seen as an economic principle on which markets of all kinds are to be based.

Principle of freedom

Seen in this light, the law’s role in establishing or supporting freedom of contract lies in ensuring that legal and commercial institutions are so set up as to support a free and open market and, more specifically, the role of contract law is primarily (or at least generally) to support and facilitate market transactions: this may be termed ‘the market vision’ of freedom of contract. On the other hand, freedom of contract can instead be seen as a moral principle, according to which the justification for contractual obligations is found in the choice (‘will’) of the individuals party to the contract, a vision of freedom of contract often expressed on continental Europe under the phrase ‘contractual autonomy’ or ‘the autonomy of the will’ and with obvious roots in the philosophy of Rousseau and Kant: this may be termed the ‘voluntarist’ vision of freedom of contract. (J. Cartwright 2002) examples from national laws.

4. Critical thinking

Even when you feel that a text is reliable and that you can safely use it as a source, it is still important to adopt a critical attitude towards it. Critical thinking means not just passively accepting what you hear or read, but instead actively questioning and assessing it. As you read, you should ask yourself the following questions:

- (a) What are the key ideas in this?
- (b) Does the argument of the writer develop logically, step by step?
- (c) Are the examples given helpful? Would other examples be better?
- (d) Does the author have any bias?
- (e) Does the evidence presented seem reliable, in my experience and using common sense?
- (f) Do I agree with the writer's views?

➤ *Read critically the two articles on universities.*

A. COLLEGE CONCERNS

Despite their dominance of global league tables (e.g. Shanghai Rankings Consultancy) American universities currently face significant criticism. The American Enterprise Institute (AEI) and the Goldwater Institute have recently published negative reports on US universities, while a highly critical book (Hacker and Dreifus) was published in 2010. The critics focus on the rising costs of American higher education, which have increased at a much faster rate than inflation, resulting in a situation where even middle-class families are finding the expense unsupportable. Another target of criticism is the focus on research at the expense of teaching. Students rarely meet the 'star' professors, being taught instead by badly-paid graduate students. It is claimed that in one year nearly half of Harvard's history professors were on sabbatical leave. As a consequence, students work less; according to the AEI they currently study for 14 hours per week, whereas 50 years ago the figure was 24 hours per week. Despite this the proportion of students gaining a first or 2.1 degree has increased significantly: a situation described by the critics as 'grade inflation'.

B. A BRIGHTER TOMORROW?

There is little doubt that a university degree is the key to a better future for any student. Despite the costs involved in terms of fees, it has been calculated that the average UK university graduate will earn £400,000 (\$600,000) more over his or her lifetime compared to a non-graduate. Possession of a degree should also assist a graduate to find a satisfying job more quickly and give greater prospects for promotion inside the chosen career. A degree from a British university is recognised all over the world as proof of a high quality education. A university course will not only provide students with up-to-date knowledge in their subject area, but also provide practice with the essential skills required by many employers today, such as the ability to communicate effectively using ICT, or the skills of team working and problem solving. In addition, living away from home in an international atmosphere gives the opportunity to make new friends from all over the world, and build networks of contacts that may be invaluable in a future career. Studying at university is a unique opportunity for many young people to develop individually by acquiring independence, free from parental control. They will learn to look after themselves in a secure environment, and gain useful life skills such as cooking and budgeting. Most graduates look back at their degree courses as a valuable experience at a critical period of their lives.

- *List any statements from the articles that you find unreliable, and add comments to explain your doubts in the table below. Then decide which article you find more reliable overall.*

Statements	Comments
A	
B	

Planning

In both exams and coursework, it is essential for students to understand what an essay title is asking them to do. A plan can then be prepared, which should make sure the question is answered fully. This unit looks at:

- key words in titles
- essay length and organisation
- alternative methods of essay planning

1. The planning process

Teachers frequently complain that students do not answer the question set, but this can be avoided by more care at the start of the process. Planning is necessary with all academic writing, but clearly there are important differences between planning in exams, when time is short, and for coursework, when preparatory reading is required. However, in both cases, the process of planning should include these three steps:

- (a) Analyse the title wording
- (b) Decide how long each section should be
- (c) Prepare an outline using your favourite method

With coursework, your outline will probably be revised as you read around the topic.

2. Analysing essay titles

Titles contain key words that tell the student what to do. Note that titles often have two (or more) parts: *What is meant by a demand curve and why would we expect it to slope downwards?* In this case, ‘what’ is asking for a description and ‘why’ for a reason or explanation.

➤ *Match the key words on the left to the definitions on the right.*

Analyse	Give examples
Assess/Evaluate	Deal with a complex subject by reducing it to the main elements
Describe	Divide into section and discuss each critically
Discuss	Break down into the various parts and their relationships
Examine/Explore	Make a proposal and support it
Illustrate	Look at various aspects of a topic, compare benefits and drawbacks
Outline/Trace	Give a detailed account of something
Suggest	Explain a topic briefly and clearly
Summarise	Decide the value or worth of a subject

3. Practice

➤ *Underline the key words in the following titles and consider what they are asking you to do.*

- (a) Summarise the main reasons for the growth of e-commerce, and discuss the likely results of this.
- (b) Describe some of the reasons why patients do not always take their medication as directed.
- (c) What are the benefits of learning a second language at primary school (age 6–10)? Are there any drawbacks to early language learning?
- (d) What are the most significant sources of renewable energy? Evaluate their contribution to the reduction of carbon emissions.
- (e) Discuss the response of buildings and soil to earthquakes, indicating what measures can be used to ensure structural stability.

4. Brainstorming

It is often helpful to start thinking about a topic by writing down the ideas you have, in any order. Taking the example from 3(a), you might collect the following points:

Growth of e-commerce – likely results

Main reasons

- Businesses can offer a wider range of products via Internet
- More convenient for customers than travelling to shops
- Businesses can reduce overheads by centralising distribution centres
- Prices can often be lower

Likely results

- Decline in conventional shops
- Growth in delivery businesses
- Shopping centres become entertainment areas

➤ *Working with a partner, brainstorm ideas for the title below.*

What are the benefits of learning a second language at primary school (age 6–10)?

Are there any drawbacks to early language learning?

...

5. Essay length

Coursework essays usually have a required length, normally between 1,000 and 5,000 words. You must keep to this limit, although 5 per cent more or less is generally acceptable. However, at the planning stage, you need to consider what proportion of the essay to give to each part of the question.

As a basic guide, 20 per cent is usually sufficient for the introduction and conclusion together (references are not included in the word count). Essay length is usually 10-12 pages (2500 – 3 000 words), abstract length – 150-250 words.

➤ *Underline the key words in the following titles and decide what percentage of the main body to give to each part.*

Title	Part 1 (%)	Part 2 (%)
<i>(a) Describe the typical social, cultural and environmental impacts experienced by tourist destinations in developing countries. How can harmful impacts be reduced or avoided?</i>		
<i>(b) How can schools make better use of IT (information technology)? Illustrate your answer with examples.</i>		
<i>(c) Outline the main difficulties in combating malaria. Suggest possible strategies for more effective antimalarial campaigns.</i>		
<i>(d) What is 'donor fatigue' in international aid, and how can it be overcome?</i>		

6. Outlines

An outline should help the writer to answer the question as effectively as possible. Care at this stage will save wasted effort later. The more detail you include in your outline, the easier the writing process will be.

Note that for coursework, it is usually better to write the main body first, then the introduction and finally the conclusion. Therefore, you may prefer to outline just the main body at this stage.

There is no fixed pattern for an outline; different methods appeal to different students. For example, with **first part** of title 3(a) above:

‘Summarise the main reasons for the growth of e-commerce.’

(a) The outline might be a list:

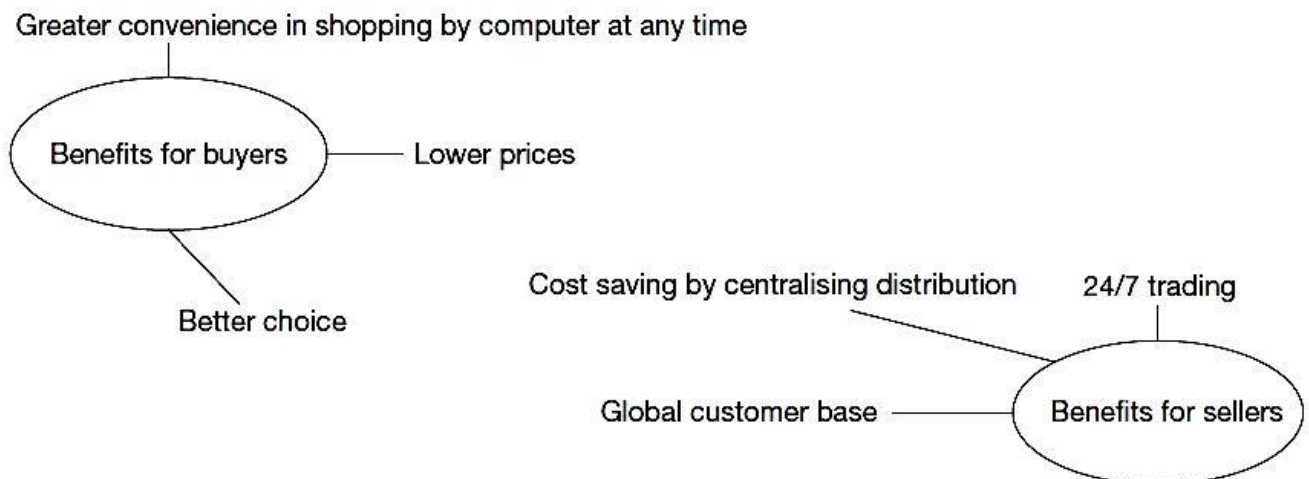
1. Benefits for buyers

- greater convenience in shopping by computer at any time
- lower prices
- better choice

2. Benefits for sellers

- cost saving by centralising distribution
- global customer base
- 24/7 trading

(b) An alternative is a mind map:



- *Discuss the advantages and drawbacks of each method with a partner.*
- *Prepare an outline for the **second part** of the same title, using either method: ‘Discuss the likely results of this.’*

ICONIC SIGNPOSTS:
In progress

Writing The Literature Review

The goal of the literature review is to sharpen your own thinking about the research problem in legal studies to the point where you can state hypotheses – predictions that can be tested with the data you will select. In other words, it helps you to evaluate the sources under consideration, to identify scientific and legal gaps, to guide the advancement of your legal scholarship. In any case, a comprehensive literature review is a successful theoretical background of your research. You know great ideas, although always come out of blue, but rarely get down like Issac Newton’s apple fall. It takes great efforts to come up with brilliant profound ideas. Furthermore, the challenge of preparing a Law Project Proposal in HSE is that **Russian students have to write their works and defend them in English. For this they have to keep in their minds the peculiarities of civil law and common law systems.**

These systems are not made of rules alone. They are also characterized by their institutions, practices, standards of research and even the mental habits of lawyers, judges, legislators, and administrators”³. Your literature review cannot but be focused on the comparative law study of the particular legal traditions and rules. The more you do the comparative analysis the more you understand the processes taking place in your country. Thus, we recommend that the process of preparing literature review be iterative and divided into the following stages: *defining the subject, searching for sources, evaluating sources, and analyzing and discussing the findings.*

You start with a thorough reading the legal texts, which may include statutes, case law, regulations, and legal commentaries. Understand the context, language, and structure of the text. Then you identify the key legal principles, rules, and concepts presented there. This involves extracting the main legal arguments and understanding the legal reasoning behind them.

³ Cited from De Cruz, P. *Comparative Law in a Changing World*. Cavendish Publishing Ltd., 1995. P. 3.

So, in law, it is essential to differentiate between *primary* and *secondary* sources to ensure the accuracy and credibility of the research. *Primary legal sources* are the actual law itself, such as constitutions, court cases, statutes, administrative rules, regulations, ordinances, reporters, and digests. These sources provide the original text of the law and are considered authoritative as they are created by bodies with the power to make, interpret, and apply the law.

As a researcher, you cannot do without *secondary legal sources*: legal dictionaries, encyclopedias, hornbooks, treatises, and journal articles which may restate the law but also provide additional insights and interpretations. They also help locate primary legal sources, define legal terms, and provide additional context and analysis. Law review articles can be found using a number of different indices: *Index to Legal Periodicals*, *Current Law Index*, *Current Index to Legal Periodicals*, *Index to Foreign Legal Periodicals*, *Index to Periodical Articles Related to Law*, *Law Review Articles*, *Uniform Review Articles*, *Uniform Laws and Model Acts*⁴.

Practice

- To create a good literature review, it is important to start with a clear research question that can efficiently direct your work. A good academic issue should be manageable in scope, not too broad or too narrow, and interesting to you.

Here are some questions to consider when developing your research problem:

1. What is the specific thesis, problem, or research question in law that your literature review helps to define?
2. What is already known about the topic? What are the trends in this field?

⁴ These indices are easily found and available on the internet. Just print their names in the search bar.

3. What are the strengths, limitations, and shortcomings of the studies you are reviewing?
4. Are the measurements valid, accurate, and statistically significant?
5. What are the conclusions based on the accurate interpretations of the data?
6. How do the existing theories and practices relate to your research topic?
7. What gaps in the current legal doctrine or practice does your research aim to address?

Once you have a clear research question, you begin identifying all the literature relevant to your topic of interest, including theoretical and applied branches, the sources that talk about research methods, or a combination thereof. Unfortunately, you will find out that the existing literature is extremely voluminous, running to endless number of books and articles on the internet. So, the best solution is to apply to AI-assisted search engines like *paperpal.com*, *consensus.app*, *semanticscholar.org*, *mendeley.com* or alike.

Consensus is an AI-driven search engine which specializes in extracting and condensing scientific insights from peer-reviewed sources. It provides answers to the questions you ask the system together with the quotations, references, links to the original, and abstracts⁵. *Consensus* is connected with *semanticscholar.org*.

⁵ Abstracts are summaries of research articles, providing an overview of the study's purpose, methods, results, and conclusions. They are designed to help readers quickly understand the key points of a paper before deciding whether to read the full article. However, relying solely on abstracts without delving into the full content can lead to a superficial understanding of the topic. It is recommended to use abstracts as a starting point to determine the relevance of the study and then dig into the full text for a comprehensive understanding.

Practice

1. How to use Consensus

1. Visit the *Consensus* website at <https://www.consensus.app> and enter your research questions into the search box. The system will reply with an endless number of quotations and abstracts from peer-reviewed and indexed authoritative sources. You follow the links to understand that the information provided is relevant to your study. To get access to the full articles the system will connect you with *Semantic Scholar*.

2. While not mandatory, creating an account allows you to access additional features like creating alerts and saving papers.

2. Word Association

2.1 Choose key terms from your literature review topic.

2.2 Write down related words, synonyms, and antonyms for each term.

2.3 Use these words in sentences to deepen your understanding of their meanings.

3. Create active vocabulary.

- Write down legal terms, their definitions, and usage.

- Review these terms regularly to reinforce your active vocabulary.

Read the text

Semantic Scholar is a free, AI-powered research and discovery tool developed by the non-profit *Allen Institute for Artificial Intelligence*. It is designed to help scholars navigate the ever-growing corpus of scientific literature efficiently. Like *Consensus* *Semantic Scholar* uses artificial intelligence, natural language processing, and machine learning to extract meaning and identify connections from within research papers. It then surfaces these insights to help scholars quickly understand the key findings, figures, citations, and impact of a paper.

Practice

1. How to use Semantic Scholar

1. Visit the Semantic Scholar website at <https://www.semanticscholar.org> to begin your research journey.
2. While not mandatory, creating an account allows you to access additional features like creating alerts and saving papers.
3. Enter a term related to your research topic in the search bar. Explore the search results that include relevant papers, related studies, and options to save alerts or access PDFs.
4. Review the key highlights of each paper, including citations, figures, tables, and extracted topics to quickly understand its impact. Explore references and related papers to delve deeper into the research area and discover more relevant studies.
5. Create alerts to receive notifications when new papers are published in your area of interest or when a specific paper gets cited. Save papers to folders to organize and manage your research effectively.
6. Explore other research tools offered by *Semantic Scholar*, such as *Semantic Reader*, *Semantic Scholar Academic Graph API*, and *Semantic Scholar Open Research Corpus* for a comprehensive research experience.

2. Contextual sentences

2.1 Write sentences using the vocabulary words in the context of your literature review topic. This will help you understand how to use the words effectively in your writing.

3. Word Maps

- 3.1 Create a visual word map with your key terms at the center.
- 3.2 Connect related words, concepts, and examples to each term to build a comprehensive understanding.

4. Peer Review

4.1 Exchange vocabulary lists with a peer or colleague working on a similar topic.

4.2 Provide feedback on each other's use of vocabulary to improve and expand your word choices.

How to evaluate the credibility of secondary sources in your literature review

1. *Author expertise*: find out the information about the author's positions, ranks, titles, job placements, experience, individual academic metrics, peer-reviews of their treatises, potential biases, or flaws.

2. *Reputation of the publisher*: assess its indices, impact factors. Avoid using sources which do not include details about the author and the date of publication, do not rely completely on the open-access sites like *Wikipedia*.

3. *Objectivity and bias*: evaluate the objectivity of the treatise; look for balanced and impartial analysis that presents multiple viewpoints on the legal issue.

4. *Citations and references*: check whether the publication includes citations and references to primary legal sources and other authoritative materials. A well-referenced source indicates a thorough research and reliance on credible legal sources.

5. Avoid excessively depending on the existing reviews, meta-analyses, or summaries without critically evaluating the primary sources; always consult and verify the primary sources, especially when using secondary sources as a starting point.

6. Clearly articulate the research question, objectives, search strategy, and selection criteria to ensure the literature review remains focused and unbiased.

How to identify the relevance of the secondary sources for your literature review:

- clearly specify the legal issue or research question you are investigating;
- use a systematic approach to search for literature, including academic journals, books, and online resources in English like *lexisnexis.com*, *westlawinternational.com*, *Index to Legal Periodicals*, *Current Law Index*, *Current Index to Legal Periodicals*, *Index to Foreign Legal Periodicals*, *Index to Periodical Articles Related to Law*, *Law Review Articles*, *Uniform Review Articles*, *Uniform Laws and Model Acts*. in Russian like *garant.ru*, *consultant.ru*, and AI-assisted search engines like *paperpal.com*, *consensus.app*, *semanticscholar.org*, *Semantic Reader*, *Semantic Scholar Academic Graph API*, and *Semantic Scholar Open Research Corpus* and other approved online resources to find relevant articles and books;
- identify key studies that have been widely cited and are closely related to your topic;
- avoid including sources just because you read them, if they are not directly relevant.

Practice: analyzing sources critically

- *Find out at least two sources on your research topic and give one positive and one negative assessment:*
 - assess its validity, reliability, and relevance;
 - identify its key arguments, methodologies, and findings;
 - evaluate its strengths and weaknesses;
 - determine if there are any gaps or contradictions in the literature.

Peer Review: synthesizing findings

- Compare and contrast the findings from your peers' assessment.
- Identify common themes, patterns, and trends across the literature.

- Integrate the insights from the sources presented by your peers to develop a comprehensive understanding of the topic.

How to avoid plagiarism when selecting literature sources

1. Always properly cite any sources used in the research and writing process. This includes both direct quotes and paraphrased information. Use the appropriate citation format for the type of source being used, whether it be a book, article, case, or statute.

2. When paraphrasing information from a source, be sure to reword the information in your own words and give proper credit to the original source. This ensures that any ideas or arguments presented in the writing are original and not taken from another source without permission. Since *Literature Review* section of your Project Proposal deals primarily with the theoretical basis of your research, i.e. other scholars' opinions and ideas, you had better avoid direct quotes using quotation marks in order to circumvent low scores of plagiarism detection software. Instead use italics, do paraphrasing and synthesizing the studies.

3. Use plagiarism detection software. This can help identify any unintentional instances of plagiarism and allow for corrections to be made.

4. Use the *Copy with Reference* function from the internet platforms you were using. It is easy and convenient. Modern electronic entities provide citation generators for almost all information in their database.

5. Use a *Bibliography* software system such as *RefWorks*, *Zotero*, *Endnote*, *Mendeley*, and *Citationsy*. They will help you automatically build proper references. Compare different solutions to see which best fits your research and writing style.

Read the text: How to cite primary sources in your literature review⁶

1. Use *The Bluebook Citation Style*, the standard citation style for legal writing, a publication of the *Harvard Law Review Association* (see: <https://www.legalbluebook.com>).

2. Cite *cases* accurately (see: Section R10 of the *Bluebook*). For example,

2.1 US state cases: *Connelly v Puget Sound Collections*, 553 P.2d 1354 (Wash. Ct. App. 1976); In *Benton v. Johncox*, 49 P.495, 499 (Wash. 1897), the court referred to the “natural flow” variation of the riparian doctrine.

[*P.2d*: This is the reference to the Pacific Reporter, Second Series, which is a legal reporter that publishes court decisions from various jurisdictions in the United States. The *P.2d* abbreviation indicates that the case is reported in the Pacific Reporter, Second Series, volume 553, page 1354. *Wash. Ct. App.* refers to the Washington Court of Appeals, which is the intermediate appellate court in the state of Washington. The abbreviation *Wash. Ct. App.* indicates that the case was decided by the Washington Court of Appeals in 1976.)]

2.2 US federal cases: *Kuebner v. Schweiker*, 717 F. 2d 813 (3d Cir. 1983).

[717 is the volume number of the Federal Reporter (F.) where the opinion is published. *F. 2d* stands for Federal Reporter, Second Series. The Federal Reporter contains decisions from the U.S. Courts of Appeals. 813 is the page number in volume 717 where the opinion begins. (*3d Cir. 1983*) indicates this is a decision from the U.S. Court of Appeals for the Third Circuit, issued in 1983. The Third Circuit is one of the 13 U.S. Courts of Appeals.]

3. Cite *statutes* properly (see: Sections R11-14).

3.1 Federal codes: 36 U.S.C.⁷ §1301 (1988) - *official code*⁸; 36 U.S.C. §1301 (West 1988) - *unofficial code*; 36 U.S.C. §1301 (Law. Co-op. 1988)⁹ - *unofficial code*. If the complete statute is in the main volume, cite only to it: 18 U.S.C. § 474 (1988). If the statute was enacted before 1988. but amended afterwards, cite to both the main volume and the supplement in which the amendment first appears: 25 U.S.C. §1613 (1988 & Supp. 1 1989). If the

⁶ It goes without saying that legal citation of primary sources shall be designed according to the rules which are very specific for the jurisdiction the article or the book deals with. Your assignment then is to accurately follow the format stated in the source you are reviewing. In any case, *The Bluebook* suggests global and universal citation formats.

⁷ U.S.C. stands for United States Code.

⁸ An *official* code means that the code was published under the authority of the government. All other publications of statutory codes, including online versions of statutes - even those on government websites - are considered unofficial code compilations.

⁹ The University of Chicago Manual of Legal Citation.

statute was enacted after 1988, cite only the supplement in which it first appears: *16 U.S.C. § 4301 (Supp. 1 1989)*.

3.2 *State codes: III Ann. Stat. ch. 48, para. 138.2*¹⁰.

3.3 *Procedural and court rules: Fed. R. Evid. 802; Wash. Super. Ct. Civ. R. 56.*

3.4 *Uniform acts* can be cited as part of the code of a state that has adopted the uniform act, with or without the act: *Unif. Child Custody Jurisdiction Act. Wash. Rev. Code § 26.27.030 (1990) or Wash. Rev. Code § 26.27.030 (1990)*.

4. The Russian guide to legal citation (The *Bluebook* T2.36)

<https://www.legalbluebook.com/bluebook/v21/tables/t2-foreign-jurisdictions/t2-36-russian-federation>

Cases

Citation of a ruling or explanation of the Verkhovyi Sud Rossiiskoi Federatsii (Verkh. Sud RF) (Russian Federation Supreme Court): ruling or decision name, with subdivisions if desired [English translation of ruling or decision name, with subdivisions if desired], publication name [publication abbreviation] [English translation of publication name] year of publication, or full date of publication if citation is made to a newspaper, No. (issue number), p. (page(s) of specific material) (country abbreviation if not evident from context).

Postanovlenie Plenuma Verkhovnogo Suda Rossiiskoi Federatsii "Nekotorye Voprosy Vozmeshchenia Vreda" ot 1 noiabr' 2008 g., abz.4 p.3 [Plenary Ruling of the Supreme Court of the Russian Federation, "Selected Issues of Damage Compensation," of Nov.1, 2008, section 4, part 3], BIULLETEN' VERKHOVNOGO SUDA RF [BVS] [Bulletin of the Supreme Court of the Russian Federation] 2008, No. 12, p. 17.

¹⁰ Paragraph (138.2) within chapter 48 of the third edition of the *Annotated Statutes*.

Postanovlenie Plenuma Verkhovnogo Suda Rossiĭskoĭ Federatsii “Nekotorye Voprosy Vozmeshchenia Vreda” ot 1 noiabr’ 2008 g., abz. 4 p. 3 st. 89 [Article 89, Part 3, Section 4 of the Russian Federation Supreme Court Plenary Ruling on Selected Issues of Damage Compensation of Nov. 1, 2008], ROSSIĖSKAIA GAZETA [Ros. Gaz.] Dec. 1, 2008.

For individual cases and rulings of other courts of general jurisdiction, cite to a description of the case in a Russian publication.

Konstitutsionnyĭ Sud Rossiĭskoĭ Federatsii (Konst. Sud RF) (Russian Federation Constitutional Court): Cite to the Russian official gazettes *Sobranie Zakonodatel’sтва Rossiĭskoĭ Federatsii* or *Rossiĭskaia Gazeta*. Citation format: *ruling or decision name, with subdivisions if desired* [*English translation of ruling or decision name, with subdivisions if desired*], *Sobranie Zakonodatel’sтва Rossiĭskoĭ Federatsii* [SZ RF] [*Russian Federation Collection of Legislation*] *year of publication*, No. (*issue number*), Item (*item number*) (*country abbreviation if not evident from context*).

Or: *document name* [*English translation of document name, with subdivisions if desired*], *Rossiĭskaia Gazeta* [Ros. Gaz.] *date of publication* (*country abbreviation if not evident from context*).

Postanovlenie Konstitutsionnogo Suda Rossiĭskoĭ Federatsii ot 1 dekabria 2008 g. [Ruling of the Russian Federation Constitutional Court of Dec. 1, 2008], SOBRANIE ZAKONODATEL’SIVA ROSSIĖSKOĖ FEDERATSII [SZ RF] [Russian Federation Collection of Legislation] 2008, No. 37, Item 3451.

Postanovlenie Konstitutsionnogo Suda Rossiĭskoĭ Federatsii ot 1 dekabria 2008 g., [Ruling of the Russian Federation Constitutional Court of Dec. 1, 2008], ROSSIĖSKAIA GAZETA [ROS. GAZ.] Sept. 17, 2003.

Constitutions

Citation format of the current Russian constitution: **NAME OF CONSTITUTION** [abbreviation of constitution]

[CONSTITUTION] section (country abbreviation if not evident from context).

KONSTITUTSIIA ROSSIŠKOĬ FEDERATSII [KONST. RF] [CONSTITUTION] art.

27 (*Russ.*).

For constitutions in force before 1993, indicate the jurisdiction and the date of adoption:

KONSTITUTSIIA RSFSR (1978) [KONST. RSFSR] [RSFSR CONSTITUTION].

KONSTITUTSIIA SSSR (1977) [KONST. SSSR] [USSR CONSTITUTION].

Codes

Codes shall be cited to their publication in Russia's official gazette or as individual documents.

Citation format: **code name** [code abbreviation] [English translation of code name] article (country abbreviation if not evident from context).

*GRAZHDANSKIĬ KODEKS ROSSIŠKOĬ FEDERATSII [GK RF] [Civil Code] art. 123 (*Russ.*).*

GRAZHDANSKIĬ PROTSESSUAL'NYĬ KODEKS ROSSIŠKOĬ FEDERATSII (Civil Procedural Code) -- GPK RF

UGOLOVNYĬ KODEKS ROSSIŠKOĬ FEDERATSII (Criminal Code) -- UK RF

UGOLOVNO-PROTSESSUAL'NYĬ KODEKS ROSSIŠKOĬ FEDERATSII (Criminal Procedural Code) -- UPK RF

KODEKS ROSSIŠKOĬ FEDERATSII RF OB ADMINISTRATIVNYKH

PRAVONARUSHENIIAKH (Code of Administrative Violations) -- KoAP RF.

Statutes and decrees

Citation format: **name of law** [English translation of law], **name of publication** [abbreviation of publication] [name of publication in English, unless citing to **ROS. GAZ.**] **year of publication, or full date of publication if**

citation is made to a newspaper, issue number, item number (country abbreviation if not evident from context).

Cite **federal'nyĭ konstitutsionnyĭ** (federal constitutional law), **federal'nyĭ zakon** (federal law), **postanovleniia palat Federal'nogo Sobraniia** (resolutions of the State Duma (lower chamber) and Federation Council (upper chamber) of the Federal Assembly (national legislature)), **ukazy** (decrees) and **rasporiazheniia** (resolutions) of the RF President, **postanovleniia** (regulations) and **rasporiazheniia** (resolutions) of the RF Government, and rulings of the RF Constitutional Court to the official gazette where the document was published.

Federal'nyĭ Zakon RF o Grazhdanstve Rossiĭskoĭ Federatsii [Federal Law of the Russian Federation on Citizenship of the Russian Federation], SOBRANIE ZAKONODATEL'STVA ROSSIĖSKOĖ FEDERATSII [SZ RF] [Russian Federation Collection of Legislation] 2004, No. 12, Item 1151.

Federal'nyĭ Zakon RF o Grazhdanstve Rossiĭskoĭ Federatsii [Federal Law of the Russian Federation on Citizenship of the Russian Federation], ROSSIĖSKAIA GAZETA [ROS. GAZ.] Apr. 23, 2004.

Do not include **name of law** [**English translation of law**] if the full title of the document is included in the text.

SOBRANIE ZAKONODATEL'STVA ROSSIĖSKOĖ FEDERATSII [SZ RF] [Russian Federation Collection of Legislation] 2004, No. 12, Item 1151.

Cite executive regulations for the period before 1991 to the following publications:

SOBRANIE POSTANOVLENIĖ SOVETA MINISTROV (PRAVITEL'STVA) SSSR [SPP SSSR] [Collection of USSR Government Regulations]

SOBRANIE POSTANOVLENIĖ SOVETA MINISTROV (PRAVITEL'STVA) RSFSR [SPP RSFSR] [Collection of RSFSR Government Regulations]

Publication of legal acts in the following government-published newspapers is recognized as official:

ROSSIĖSKAIA GAZETA (*Russian Newspaper*) 1991–date Ros. Gaz.

Citation format for acts published in a newspaper: [name of act] [name of act in English], [name of publication], [date of publication], [page number] ([country abbreviation if not evident from context]).

Zakon SSSR o Grazhdanstve SSSR [USSR Law on Citizenship of the USSR], IZVESTIIA, Dec. 12, 1988, p. 3.

Cite legislative acts for the period of 1917 to 1937 to *Soviet Acts* or *Russian Acts*:

IZVESTIIA TSENTRAL'NOGO ISPOLNITEL'NOGO KOMITETA SOVETOV
RABOCHIKH I KREST'IANSKIKH DEPUTATOV SSSR [IZV.TSIK]

[*Bulletin of the USSR Central Executive Committee of the
Councils of Workers' and Peasants' Deputies*]

Citation format for laws of the Russian Empire: [name of law] [English translation of law] [name of publication] [abbreviation of publication] [name of publication in English], [volume number], [year of publication], No. (item number) ([country abbreviation if not evident from context]).

*Zakon o Poseleniakh na Kitaĭskoĭ Granitse [Law on the Chinese
Border Settlements]* POLNOE SOBRANIE ZAKONOV ROSSIĖSKOĖ IMPERII [PSZ]
[*Complete Collection of Laws of the Russian Empire*], II, v. XLIX, 1874,
No. 53418.

Administrative Regulations

For the *postanovlenie* (regulation), *instruktsiia* (instruction), *raz'iasneniia* (clarifications), *pis'mo* (letter), *ukazanie* (directive), and other legal acts of ministries, state communities, and other government agencies, follow the citation format used for official gazettes. Cite to:

BIULLETEN' NORMATIVNYKH AKTOV MINISTERSTV I VEDOMSTV ROSSIĖSKOĖ
FEDERATSII [BNA] [*Bulletin of Legal Acts of Ministries and Agencies of
the Russian Federation*]

Acts of executive agencies, which were not officially published, are cited by their name, date of issuance, and Ministry of Justice registration number:

Sanitary Zones and Sanitary Certification of Enterprises, Instruction 2.2.1/2.11-03, approved by the Chief Sanitary Physician of the Russian Federation, Mar. 20, 2008, registered by the Ministry of Justice, Apr. 29, 2008, No. 4459 (Russ.).

Citation format for parliamentary hearings conducted by the State Duma: [hearing title](#) [[English translation of hearing title](#)] [publication name](#) [[publication abbreviation](#)] [[English translation of publication name](#)] Issue ([issue number](#)), [period of coverage](#), p. ([page\(s\) of specific material](#)) ([country abbreviation if not evident from context](#)).

*O Razvitii Sporta v Rossiiskoi Federatsii [On Sport Development in the Russian Federation] [PARLAMENTSKIE SLUSHANIIA V GOSUDARSTVENNOI DUME](#) [[PARL. SLUSH.](#)] [*Parliamentary Hearings in the State Duma*] Issue XI, Jan.–June 2003, p. 17 (Russ.).*

Periodicals

Government Publications

Vestnik Konstitutsionnogo Suda RF - VKS, Vestnik Tsentral'noi Izbiratel'noi Komissii RF - Vestn. TsIK

Newspapers

Rossiiskaia Gazeta - Ros. Gaz.

Treaties

[BIULLETEN' MEZHDUNARODNYKH DOGOVOROV](#) (*Bulletin of International Treaties*), Mar. 1993–date - BMD

Internet sources

- <http://pravo.gov.ru> (official government portal for laws and other legal information)

- <http://eng.kremlin.ru/acts> (summaries and translations of selected presidential acts in English on the Russian Federation President's website)
- <http://www.supcourt.ru> (website of the Russian Supreme Court with access to the Court's rulings)
- <http://www.loc.gov/law/help/guide/nations/russia.php> (Library of Congress Guide to Law Online: Russia)

How to cite secondary sources in your literature review¹¹

1. Use *the Bluebook* citation format (R15-17) which deals with books, treatises, periodicals, and annotations. They are used as persuasive authority in your writing.

1.1 *Book* is defined as a single-volume monograph. A citation of a book should contain the following components: (1) the author's full name as it appears on the publication; (2) the full main title as it appears on the title page; (3) in parenthesis, an indication of the edition, if there has been more than one, and the year of publication; and (4) if desired, an indication of the page or section number (or both) on which the cited materials appears.

Earl W. Kintner & Jack L. Lahr, *An Intellectual Property Law Primer* 207 (1982);

Lawrence H. Tribe, *American Constitutional Law* § 3-20, at 3-20, at 147 (2nd ed 1988).

When citing articles with multiple authors, list all authors connected by an ampersand in the same order as they are listed in the original source. If there are three or more authors, you can either use *et al.* after the first author's name or list all authors.

¹¹ You also may follow the official University's Requirements, issued annually. Unfortunately, the format stated in this local act contradicts the general principles and rules followed in common law jurisprudence. Then you have to be very attentive to balance between these disagreements and do not hesitate to apply to the instructor for clearance.

1.2 *Institutional authors*: Office of Legal Policy, U.S. Dep't of Justice, *Wrong Turns on the Road to Judicial Activism: The Ninth Amendment and the Privileges and Immunities Clause* 72 (1988).

1.3 *Special citation form*. Some well-known books require special citation: *Black's Law Dictionary* 1506 (6th ed. 1990); *The Federalist* No. 37, at 231 (James Madison) (J. Cooke ed. 1982).

1.4 *Multivolume works* are referred to as *treatises* and cited as books: 4 Charles Alan Wright & Arthur Raphael Miller, *Federal Practice and Procedure* §1027 (2nd ed. 1987);

1A Barbara Baker & Irene Scharf, *Washington Practice: Methods of Practice* § 37.6 (3d ed. 1989).

2. *Legal encyclopedias*. Citations to legal encyclopedias should contain the following components: (1) the volume number; (2) the abbreviated title; (3) the title of the subject article; (4) a reference to the section of the article being cited; and (5) in parentheses, the year of the volume and any indication of use of a supplement. For example:

27 Am. Jur. 2d *Eminent Domain* §499 (1966);

70 C.J.S. *Physicians, Surgeons, and Other Health Care Providers* §69 (1987 & Supp. 1990).

3. *Periodicals*. A citation to a legal periodical should contain the following components: (1) the author's name; (2) the title of the article, italicized or underlined; (3) the volume number of the journal; (4) the name of journal; (5) the beginning page number of the article; and (6) the year of publication in parentheses. For example,

Frances Kahan Zemans, *Free Shifting and the Implementation of Public Policy*, 47 *Law & Conetmp. Probs.* 187 (1984).

4. *Annotations*. A citation to an article in *American Law Review* (A.L.R) is similar to a periodical citation. Give the author's full name followed by the designation "Annotation". The citation should refer to beginning page of the annotation, not the case. For example,

Danny R. Veilleux, Annotation, *Medical Practitioner's Liability for Treatment Given Child without Parent's Consent*, 67 A.L.R. 4th 511 (1989).

5. *Newspapers*. Citation to newspaper articles is similar to that for periodical articles, except that the complete date and a designation of the section should be included. For example,

Gail Diane Cox, *Right-to-Die-Cases Raise Questions on Quality of Life*, Nat'l L.J., Dec. 17, 1990, at A3.

Double-check your citations for accuracy and consistency with the *Bluebook* citation style. Incorrect or incomplete citations can lead to confusion and may be considered a form of academic misconduct.

Use *Translits* when citing Russian sources

Translit is short for “transliteration”. Electronic translits are services to convert Cyrillic text into Latin characters. For example, the question *Как перевести русский в транслит?* can be transliterated as *Kak perevesti russkij v translit?* These are some translit services: <https://translit.net>, <https://translit.ru>, <http://translit-online.ru/yandex.html>, <https://www.itranslit.com>.

Practice

➤ Use translit services to transform the sources and cite them properly.

1. Черданцев А.Ф. Логико-языковые феномены в праве, юридической науке и практике. -- Екатеринбург, 1993. С. 131.
2. Гражданский кодекс Российской Федерации (часть первая) от 30.11.1994 N 51-ФЗ (ред. от 24.07.2023) (с изм. и доп., вступ. в силу с 01.10.2023) // Собрание законодательства РФ. 05.12.1994. N 32. ст. 3301.

3. Постановление Пленума Верховного Суда РФ от 24.02.2005 N 3 «О судебной практике по делам о защите чести и достоинства граждан, а также деловой репутации граждан и юридических лиц».
4. Уголовный кодекс Российской Федерации от 13.06.1996 N 63-ФЗ (ред. от 23.03.2024) (с изм. и доп., вступ. в силу с 01.04.2024) // Собрание законодательства РФ -- 17.06.1996.
5. Кодекс Российской Федерации об административных правонарушениях от 30.12.2001 г. N 195-ФЗ (ред. от 11.03.24 г.) // Собрание законодательства РФ. -- 07.01.2002 г. -- N 1 (ч.1).
6. Борисов А.Б. Большой юридический словарь. М. Книжный мир, 2010. С. 173.
7. Кутыгина Г.А., Новицкая Т.Е., Чистяков О.И., Под ред.: Чистяков О.И. Отечественное законодательство XI-XX веков. М.: Юристъ, 1999. С. 292.
8. Уголовный кодекс РСФСР 1922 года. [Электронный ресурс]. URL: https://nnov.hse.ru/ba/law/igpr/sov_gos/ugkod_22.

Signals¹²

Signals introduce citation sentences or clauses.

Signals which indicate support

1. ***No signals.*** A direct citation to a case or other authority without the use of an introductory signal is appropriate whenever the cited authority directly supports the statement made in the text, identifies the source of a quotation, or identifies an authority referred to the text.

2. ***E.g.*** The cited authority is one of several examples that could be given in support of the proposition, also *see e.g.*, -- the latter requires a comma after it.

3. ***Accord*** is used to introduce an authority that are on point but not the direct source of the proposition or quotation; to introduce the law of another

¹² See:

<https://www.law.georgetown.edu/wp-content/uploads/2019/08/BLUEBOOK-SIGNALS-EXPLAINED.pdf>

jurisdiction that is in agreement with the law of the jurisdiction previously cited.

4. *See*. The cited authority supports the proposition for which it is cited. However, the statement is not made directly in the cited authority but logically follows from it.

5. *See also*. The cited authority constitutes additional source material that supports the proposition.

6. *Cf.* means “compare” and is used to support a different proposition from one made in the text, but the different proposition is sufficiently analogous to lend support to the statement made in the text.

Signals to indicate contradiction

1. *Contra* is used when the cited authority directly contradicts a statement made in the text.

2. *But see* is used when the cited authority suggests a conclusion contrary to the set forth.

3. *But c.f.* (used with parenthesis). The cited authority supports a proposition analogous to the opposite of the position stated in the text.

Short forms

Id. refers to the immediately preceding citation: *id. at 98*.

Supra refers to the preceding authority, cited earlier but *not* immediately afterwards. First reference: 4 John Romanson, *Common Law* 71-98. Subsequent reference: 4 John Romanson, *supra*, at 90.

Hereinafter means ‘in the following part of the writing’: *We shall hereinafter refer to this essay as "common law rules"*.

Practice

➤ *Remember: the literature review is not simply a catalogue of annotated summaries but an intellectual effort to understand the state of the art in a particular area.*

1. *Apply to academic sources hubs and write out sentences and phrases to start your Literature Review section.*

2. *If you failed to find decent beginnings then you might use these ones:*

- The literature review shows that...
- Previous research showed...
- Seminal contributions have been made by...
- A series of recent studies has indicated that...
- Several theories have been proposed to...
- There has been numerous studies to investigate...
- Previous studies have shown...
- Several studies suggest that...
- Prior research suggests that...
- Previous studies have emphasized...
- Most early studies as well as current work focus on...
- A number of authors have recognized...
- Some authors have also suggested that...
- This has been discussed by a great number of authors in literature...
- The literature review shows that...
- There exists a considerable body of literature on...
- Over time, an extensive literature has developed on...
- This section presents a review of recent literature on...
- Several methods are reported in the literature to address this issue...
- Many theories have been proposed to explain what motivates human behavior. Although the literature covers a wide variety of such theories, this review will focus on five major themes which emerge repeatedly throughout the literature reviewed...

3. These are some phrases used by authors in their literature reviews.

Choose approximately ten of them and arrange them into: stating, referencing, citing, comparing. Can you add more phrases to the classification.

-according to/in

accordance/agreement/concordance/conflict/congruence/contrast/opposition with (the author...; the author's opinion/view); following the author, we can refer to (...); we can follow (the author...) in assuming that ...; the problem that turns up in (the author's ... article); this idea/issue/problem originates from...; the problem was/is discussed/described by (the author...) in (the source...); the factors are/were viewed by (the author...) in (the source...); these ideas are of importance; we support/endorse the ideas suggested by (the author...) in (the source...); the cases would conflict/contradict ...; this is the point where this proposal becomes relevant; (the author's ...) article/analysis sets out to provide a definition for...; the idea/hypothesis/idea/argument rests on ...; take up different stands on/similar position/point of view (viewpoint); contrast with other studies; undergo change/revision; be under scrutiny/consideration; tend to be dismissed/affaced/overlooked/confounded/encountered; an ambiguity/confusion/deficiency/disagreement/ discrepancy/misunderstanding/trendiness/gap found in the literature, turn up in the author's treatise; benefit by examining ...; a theory/approach/method evolved by ...; to quote/excerpt/cite a passage, supply references/ a citation; consult literature on the subject.

The author ... is known/famous for ...; the author made a significant contribution to the treatment of .../contributed much to...; conceives/understands the term ...; identified/discovered/established ...; the author proved that ... is feasible/ waged a debate on the problems of ...; joined the debate/discussion by pointing to ...;

states/holds/claims/maintains ... in contrast/in opposition/by analogy,
that

We adopt the author's ... suggestion/idea/viewpoint, that ...; we
regard ... as

The author can/could/may/might be cited/consulted here...; here is an
excerpt from ...; we quote to show that ...; this illustrates the principle ...;
the author added....

The emphasis was made ...; the author emphasized that...;

There is a discussion/debate about/on this aspect ... has received
attention/criticism/scientific support...; the idea ... was rejected.

How to finish the literature review

4. Examine the phrases which end literature review sections of the
studied sources. Write them down and in your work.

5. *If you failed to find decent endings then you might use these ones:*

The review synthesizes the existing knowledge, emphasizing the gaps
and limitations that our Project Proposal aims to address.

The literature review reveals that [specific area] remains understudied,
and our project aims to fill this gap.

The review identifies the need for [specific research question] and our
Project Proposal seeks to answer this question.

The review highlights the need for ongoing research in [specific area],
and our project aims to contribute to this ongoing effort.

The literature review suggests that our research should focus on [specific
area], which our Project Proposal aims to explore further.

The present literature review underscores the importance of [specific
topic] and the significance of our Project Proposal.

The review demonstrates the relevance and potential impact of our
Project Proposal, making it a crucial step in advancing [specific field or
discipline].

Concept Maps

6. Prepare a concept map, outlines, or tables to visually organize the key information of your literature review.

7. Categorize and group the conceptions represented in your literature review based on their common themes or methodologies.

8. Identify the areas for improvement.

Round Table Discussion and Peer Review

Assignment:

1. Find out at least eight or ten secondary sources and examine.

2. Evaluate the quality, credibility, and limitations of the legal literature you have, in other words assess their validity and reliability.

3. Identify and summarize the current state of legal doctrine and practice on the topic or research question.

4. Identify the gaps in the current legal research and scholarship.

5. Highlight these gaps or problems by drawing on the insights and arguments presented in the existing legal literature.

6. Develop your hypothesis and deliver a report/presentation with visualizations (charts, graphs) before your peers. The colleagues are going to assess the report according to the checklist below.

Checklist for peer review

- They identify the area of law and their research question.
- They determine the purpose and objectives of their Project Proposal.
- They ensure that the design of your review aligns with the University's Requirements¹³.
- They look for key cases, statutes, journal articles, books, and other materials related to your topic.

¹³ See: <https://lang.hse.ru/cetd/projectproposals>

- They carefully read and evaluate each source, identifying the main arguments and findings.
- They compare and contrast the sources, noting areas of agreement, disagreement, and gaps in the research.
- They assess the quality, credibility, and relevance of each source to their specific research question.
- They avoid relying on one type of source, since this can skew their analysis.
- They develop an outline with clear headings and subheadings to structure your review.
- They are sure that it is not just a list of disjointed descriptions of your sources.
- They synthesize the literature, presenting a clear and coherent summary of the current state of the doctrine and practice.
- They organize the literature into themes or categories and analyze the findings, methodologies, and conclusions.
- They highlight areas where further research is needed or where the literature is limited or contradictory.
- They explain how their own research will contribute to filling the identified gaps.

Describing the research methods

The *Methods* section in your Project Proposal plays a crucial role in defining **HOW** your research is conducted, ensuring transparency and demonstrating credibility, setting clear expectations for the study process, and establishing legitimacy within the academic community.



1. Here we provide research methods which are commonly used in legal studies to examine various aspects of law and its application in different contexts. Each method has its benefits and pitfalls, and you are to choose the method that best aligns with your research objectives and is feasible within the available time and resources.

1.1 *Conducting interviews* with individuals and communities to study the real-world impact of the legal system.

1.2 *Policy analysis* evaluates the effectiveness of legal regulations by collecting data.

1.3 *Human rights studies* investigates human rights abuses in a specific region through fieldwork, interviews, and document analysis to understand the challenges faced by human rights activists.

1.4 *Legal sociology* studies the impact of legal norms and institutions on society.

1.5 *Empirical studies on law and society* gathers and analyzes empirical data through surveys, experiments, and observations to understand how law operates in practice and its impact on individuals and society. It uses *data analysis* to study legal systems and involves four steps: design the project, collect and code the data, analyze the data, and determine the best method of presenting the results. Empirical legal research is used to study the law with quantitative or empirical methods.

1.6 *Quantitative analysis* involves the collection and analysis of numerical data to identify patterns and trends. Primarily, it is used in

empirical legal studies. Quantitative legal research is used to expand knowledge that truly reflects the social reality, and a sound knowledge of both elementary and advanced statistics is a prerequisite for researchers to analyze and interpret quantitative findings.

1.7 *Interdisciplinary approaches* incorporates perspectives from other disciplines like sociology, anthropology, economics, and political science to study the broader social, economic, and political contexts in which legal issues arise.

1.8 *Contextual analysis* considers a historical context, legislative intent, and judicial interpretations related to the legal text. Understanding the context in which the text was created can provide valuable insights into its meaning.

1.9 *Legal provisions analysis* breaks down the legal provisions into manageable parts for detailed analysis. This involves dissecting the text to understand the specific legal rules and their implications.

1.10 *Comparison (comparative) analysis* compares legal texts with other relevant legal sources, such as case law or secondary literature, to identify similarities, differences, and inconsistencies. It also helps in validating interpretations and involves critical analysis of different bodies of law to examine how the outcome of a legal issue varies across jurisdictions (*synchronic approach*), or researchers may conduct historical comparisons (*diachronic approach*). When using a comparative approach, researchers should define the reasons for choosing this approach, and identify the benefits of comparing laws from different jurisdictions or time periods, such as finding common ground or determining best practices and solutions.

1.11 *Applying legal principles method* uses the identified legal principles to real-world scenarios or hypothetical situations to test their practical implications. This helps to understand how legal texts operate in practice.

1.12 *Findings synthesis* is the analysis to draw conclusions about the legal text's meaning, implications, and potential applications. This involves summarizing key points and identifying any ambiguities or gaps in the text.

1.13 *Legal Reasoning* engages legal reasoning to interpret the legal text in light of established legal principles, precedents, and legal doctrines. It involves logical analysis and argumentation to support interpretations.

1.14 *Doctrinal legal research methodology ("black letter" methodology)* is focused on the letter of the law rather than the law in action. It involves *a descriptive and detailed analysis* of legal rules found in primary sources. The purpose of this method is to gather, organize, and describe the law; provide commentary on the sources used; then, identify and describe the underlying theme or system and how each source of law is connected. Doctrinal methodology is good for contract or property law.

1.15 *Historical legal analysis* involves the study of the historical development of law and legal institutions. It examines how the law has evolved over time and how historical events have shaped the current legal system (*diachronic approach*).

1.16 *Qualitative analysis* involves the collection and analysis of non-numerical data, such as text, images, and observations, to gain insights into legal phenomena despite quantitative research method which, on the other hand, involve the collection and analysis of numerical data to identify patterns and trends.

Here are some tips to follow when interpreting legal texts in doctrinal legal research. They will help you conduct a high-quality doctrinal legal research that provides clear and well-reasoned insights into the law.

1. It is important to analyze legal texts in their proper historical, social, and political context. Overlooking the context can lead to misinterpretations.

2. Do not rely too heavily on secondary sources. While secondary sources like legal commentary can provide valuable insights, over-reliance

on them can lead to biased interpretations. It's crucial to focus on primary sources like statutes and case law.

3. Researchers should carefully examine all relevant case law, including any conflicting precedents. Ignoring conflicting precedents can result in an incomplete or inaccurate interpretation.

4. Misinterpreting the legal language. Legalese can be complex and nuanced. Researchers should carefully analyze the specific wording used in legal texts and avoid making assumptions based on common usage of terms.

5. When interpreting statutes, it is important to consider the legislative intent behind the law. Ignoring legislative intent can lead to interpretations that are inconsistent with the purpose of the law.

6. Doctrinal research requires a broad perspective that considers how different legal principles and doctrines interact. Focusing too narrowly on a single legal text can result in an incomplete understanding.

7. Update your research. Legal texts are subject to ongoing interpretation and amendment. Researchers should ensure that their analysis is based on the most current versions of legal texts and incorporates any recent judicial interpretations or legislative changes.

8. Apply a critical analysis. While doctrinal research involves careful interpretation of legal texts, it also requires critical analysis. Researchers should question their own assumptions and consider alternative interpretations.



2. *Choose the appropriate research method for your legal study. Below are the tips.*

2.1 Clearly articulate the research question and objectives.

2.2 Determine whether your study is *descriptive*, *analytical*, or *fundamental*, as each type requires a different approach. Descriptive research involves reporting the present state of affairs, analytical research

studies existing data, and fundamental research aims to create a broad knowledge base.

2.3 Consider the norms of your research area.

2.4 Revise your literature review, the approaches used by other researchers in the same discipline or studies with similar aims and objectives.

2.5 Assess the methodology based on its practicality in experimental conditions, considering factors. Ensure that the chosen methodology aligns with the research objectives and is feasible.



3. How to describe the 'Methods' section in your Project Proposal.

3.1 Apply to academic sources (e.g., Semantic Scholar), find out how authors describe their methodology. Write out the phrases which align to your study. Use them in your 'Methods' section.

3.2 If you fail to find decent phrases to begin with, use the sketches below.

- The methodology employed for this Project Proposal involves...
- The approach used to achieve the objectives of this Project Proposal is...
- The methodology consists of...
- To achieve the objectives, we employ..
- The methodology of the Project Proposal includes...
- The approach to solving the problem is...
- In the present academic research in law, we aimed to investigate To achieve the objectives, stated in the *Introduction* section, we had to select suitable research methods that would allow us to
- To address this question, we chose *a mixed-methods approach*, combining both qualitative and quantitative data. This decision was based on several factors: complexity of the topic. It is inherently complex, involving multiple variables and perspectives. A mixed-methods approach allowed us to

capture both the qualitative and quantitative aspects of this phenomenon, providing a more comprehensive understanding of the issue.

- By using both qualitative and quantitative data, we could gather a diverse range of information, including opinions, attitudes, and behaviors, as well as statistical data on the effectiveness of legal systems.
- Combining ... methods increased the validity of our findings by providing multiple lines of evidence to support the objectives of our research.
- ... methods approach allowed us to adapt to unexpected findings and adjust our research design accordingly.
- To collect qualitative data, we conducted ... interviews with legal experts, judges, and lawyers. These interviews provided valuable insights into their perspectives on For quantitative data, we analyzed statistical information on the effectiveness of legal systems, including data on case outcomes, court efficiency, and public satisfaction.
- We selected the methods that were targeted, and thoroughly researched. For example, if we were collecting data on ..., we used ... that were considered reliable and valid.
- We made sure to draw up the right questions that accurately covered the subject matter.
- We planned our method carefully to ensure that we carried out the same steps in the same way for each measurement. This included defining how specific behaviors or responses would be counted and ensuring that questions were phrased the same way each time.
- We kept the circumstances of our research as consistent as possible to reduce the influence of external factors that might create variation in the results.
- We ensured that our sample was representative of ..., which contributed to the reliability of our findings.

- We tested the reliability of our measurements by comparing different versions of the same measurement, such as comparing the results of different researchers or assessors.
- We compared our results with those of previous scientific studies that measured the same concept to test the validity of our findings.
- We critically examined our research and estimated the reliability and validity of our results, suggesting potential improvements for future research.
- We believe that our choice of a ... approach was crucial to the success of our research. It allowed us to capture the complexity of the topic, gather a diverse range of data, and increase the validity of our findings. This experience has taught us the importance of flexibility and adaptability in research design, as well as the value of combining different methods to achieve a more comprehensive understanding of the research question.

Round Table Discussion and Peer Review

Title: *Evaluating Methodological Choices*

Objective: *to facilitate a peer review and round table discussion whether the researcher has chosen the right method for their Project Proposal.*

Participants: *peers of the student researcher.*

Agenda: A Researcher...

- introduces their topic and its significance in law (2 minutes);
- makes a presentation or a report on their legal research (5 minutes):

Peers assess the researcher's report and their feedback/comments and suggestions for possible improvements.

Checklist for peer review

The researcher...

clearly articulates the research question and objectives (problem statement);

determines type of their study;
the chosen methodology aligns with the research objectives and is feasible (method options);
anticipates the outcomes.

Conveying the data and the results

The purpose of the *Results Achieved/Anticipated*¹⁴ section in your *Project Proposal* is to describe and interpret your findings in relation to what was already known about the research problem. By effectively writing this section, you demonstrate your understanding of the research problem, show how your study contributes to the existing body of knowledge. It serves these key functions:

1. *Interpreting* the results achieved, predicting anticipated results and explaining their meanings in the context of your research problem.
2. *Signifying* the importance of your findings and their potential implications.
3. *Connecting* all the sections of your research paper, bringing together the information presented in the *Introduction*, *Literature review*, *Methods*.
4. *Developing* creative solutions to problems based on the findings and formulate a deeper understanding of the research issue you are studying.
5. *Defining the restrictions* which your research is facing and the ways of overcoming them.

Considering the results anticipated in your *Project Proposal*, it is important to consider the following questions:

1. What are the expected outcomes and how do they relate to the aims of your *Project Proposal*?

¹⁴ In the academic world also known as a *Discussion* section.

2. How will the anticipated results contribute to the existing body of knowledge or address the identified problems?

3. What are the potential implications of the anticipated results in the broader context of the field or the real world?

4. How do the anticipated results align with the proposed methodology and the research questions?

Practice

➤ *The vocabulary. Below there are the verbs used in the academic world.*

Form academic nouns out of them:

affect ..., influence ..., act on ..., result from/in ..., cause ..., lead to ..., produce ..., generate, ... depend on ..., charge with ..., govern ..., account for ..., confirm ..., content ..., cover ..., define ..., explicate ..., explain ..., interpret ..., elucidate ..., clarify ..., support ..., reflect ..., think ..., propose ..., consider ..., describe ..., suppose ..., assume ..., deduce ..., infer ..., induce ..., implicate ..., classify ..., generalize ..., integrate ..., construct ..., motivate ..., observe ..., judge ..., represent ..., explore ..., identify

➤ *These are academic nouns. Write adjectives:*

function ..., arrangement ..., synthesis ..., category ..., system ..., plausibility ..., term ..., disposal ..., necessity ..., possibility ..., support ..., difference ..., similarity

➤ *These are adjectives, Write nouns:*

acceptable ..., applicable ..., capable ..., conclusive ..., certain ..., defining ..., definitive ..., meaningful ..., positive ..., probable ..., satisfactory ..., unequivocal ..., logical ..., plausible ..., possible ..., stable ..., true

➤ *These are adverbs. Write synonyms: apparently ..., likely/unlikely ..., probably ..., perhaps ..., logically ..., strongly ..., evidently*

In order to provide a clear and convincing analysis of your study's results, consider the following strategies:

1. *Relate the findings to the Literature Review:* summarize the main results of the study and compare/contrast them with existing literature to explain how they support, contradict, or extend previous knowledge.

2. *Explain implications:* discuss how the findings contribute to the advancement of legal doctrine, practice, or policy in the relevant domain. Identify potential applications, benefits, or impacts of the findings for solving real-world problems or addressing social issues.

3. *Contextualize your findings:* identify correlations, patterns, and relationships among the data; discuss whether the results have met your expectations or supported your hypothesis; explain unexpected results and evaluate their significance; consider possible alternative explanations and make an argument for your position.

4. *Avoid overinterpretation:* be careful not to read more into the findings than can be supported by the evidence; stick to the data and avoid unwarranted speculation.

➤ *You examined some academic sources. Describe one or two 'Results' / 'Discussion' sections answering the questions. Supply your analysis with the authors' proving quotations.*

- Does the author prove the significance of their research?

- Does the author provide a good interpretation of their findings?

- Is their *Results / Discussion* section closely connected to their *Literature Review, Introduction, Methods* chapters.

- Does the author apply critical analysis techniques in their *Results / Discussion* section?

➤ *Write the Results Achieved/Anticipated section based in the strategies above using the sketches below.*

The sketches:

We have sufficient ground to assume that ...

These rules operate according to certain

The findings / observations / results / figures mean...

We offer / suggest / give an explanation / interpretation of

This is due to / thank to ...

The results seem quite logical / plausible / reasonable to

This can be deduced from

This assigns to

We agree / disagree that

The factors remain unclear.

It is fruitful in a long run.

It advances the understanding of

Our analysis serves to provide an explanation for

We provide an exhaustive explanation

... exercises a significant / decisive influence on

Our analysis points out to

There is a connection / relationship between

This point requires / demands / needs some justifications.

The following ... is meant as an explanation.

Our observations support the idea / supposition / proposition

This process is governed / influenced by ... / depends on

It can be associated with

It operates within the domain of

It serves as a framework for

The findings prove our hypothesis / hypotheses that

So, it becomes apparent that

The similarity lies on

It occurs / appears

The findings reveal / highlight / indicate / suggest that

The findings of our Project Proposal will have practical implications for ... , enabling [specific application].

The outcomes will inform [specific policy or decision-making process], ultimately benefiting [specific group or community].

➤ **Graphical Models.** *Use probabilistic graphical models to capture complex relationships between entities and concepts from legal sources.*

➤ *Apply to AI-powered summarization tools like 'Altair AI Studio' - language models and algorithms to analyze documents' content and generate concise summaries.*

This is the checklist that your Results Achieved/Anticipated section has been successfully written.

- You have proved a vivid significance of your research.

- You have given a good interpretation of the findings.

- Your *Results* section is closely connected with the *Literature Review*, *Introduction*, *Methods* chapters.

- You have applied critical analysis techniques.

Writing the Introduction and Conclusions

➤ *Discuss the questions*

1. When is it time to write an introduction to the study: once you start writing the paper, after you have written the literature review or after you have finished writing the whole body?
2. Should you write about the research findings in the introduction?
3. How long should your introduction be?

An effective introduction explains the purpose and scope of the paper to the reader. The conclusion should provide a clear answer to any question asked in the title, as well as summarising the main points. In coursework, both introductions and conclusions are normally written after the main body.

1. Introduction contents

Introductions are usually no more than about 10 per cent of the total length of the assignment. Therefore, it is sufficient to write two-three pages.

- (a) What is normally found in an essay introduction? Look at the list below, and choose the points you think might be included.**

Components	Yes/No
(i) A definition of any unfamiliar terms in the title	
(ii) Your opinions on the subject of the essay	
(iii) Mention of some sources you have read on the topic	
(iv) A provocative idea or question to interest the reader	
(v) Your aim or purpose in writing	

- (b) Read the extracts below from introductions to articles and decide which of the components listed above (i–viii) they are examples of.**

(A) In the past 20 years, the ability of trial juries to assess complex or lengthy cases has been widely debated.

(B) The rest of the paper is organised as follows. The second section explains why corporate governance is important for economic prosperity. The third section presents the model specification and describes the data and variables used in our empirical analysis. The fourth section reports and discusses the empirical results. The fifth section concludes.

(C) The purpose of this paper is to investigate changes in the incidence of extreme warm and cold temperatures over the globe since 1870.

(D) There is no clear empirical evidence sustaining a ‘managerial myopia’ argument. Pugh et al. (1992) find evidence that supports such a theory, but Meulbrook et al. (1990), Mahoney et al. (1997), Garvey and Hanka (1999) and a study by the Office of the Chief Economist of the Securities and Exchange Commission (1985) find no evidence.

(E) ‘Social cohesion’ is usually defined in reference to common aims and objectives, social order, social solidarity and the sense of place attachment.

(F) This study will focus on mergers in the media business between 1995 and 2010, since with more recent examples an accurate assessment of the consequences cannot yet be made.

2. Introduction structure

Not every introduction will include all the elements chosen above.

➤ *Decide which are essential and which are optional.*

There is no standard pattern for an introduction, since much depends on the type of research you are conducting and the length of your work, but this is a common structure:

- (a) Definition of key terms, if needed
- (b) Relevant background information
- (c) Review of work by other writers on the topic
- (d) Purpose or aim of the paper

- (e) Your research methods
- (f) Any limitations you imposed
- (g) An outline of your paper

➤ *Study the extracts below from the introduction to an essay titled 'Evaluate the experience of e-learning for students in higher education'.*

(a) Certain words or phrases in the title may need clarifying because they are not widely understood: *There is a range of definitions of this term, but in this paper e-learning' refers to any type of learning situation where content is delivered via the Internet.*

(b) It is useful to remind the reader of the wider context of your work. This may also show the value of the study you have carried out: *Learning is one of the most vital components of the contemporary knowledge-based economy. With the development of computing power and technology, the Internet has become an essential medium for knowledge transfer.*

(c) While a longer article may have a separate literature review, in a shorter essay it is still important to show familiarity with researchers who have studied this topic previously. This may also reveal a gap in research that justifies your work: *Various researchers (Webb and Kirstin, 2003; Honig et al., 2006) have evaluated e-learning in a health care and business context, but little attention so far has been paid to the reactions of students in higher education to this method of teaching.*

(d) The aim of your research must be clearly stated so the reader knows what you are trying to do: *The purpose of this study was to examine students' experience of e-learning in a higher education context.*

(e) The method demonstrates the process that you undertook to achieve the aim given before: *A range of studies was first reviewed, and then a survey of 200 students was conducted to assess their experience of e-learning.*

(f) You cannot deal with every aspect of this topic in an essay, so you must make clear the boundaries of your study: *Clearly, a study of this type is inevitably restricted by various constraints, notably the size of the student sample, and this was limited to students of Pharmacy and Agriculture.*

(g) Understanding the structure of your work will help the reader to follow your argument: *The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The **second part** presents the methodology of the survey and an analysis of the findings, and the final section considers the implications of the results for the delivery of e-learning programmes.*

➤ *The complete introduction as follows...*

EVALUATE THE EXPERIENCE OF E-LEARNING FOR STUDENTS IN HIGHER EDUCATION

There is a range of definitions of this term, but in this paper ‘e-learning’ refers to any type of learning situation where content is delivered via the Internet. Learning is one of the most vital components of the contemporary knowledge-based economy. With the development of computing power and technology, the Internet has become an essential medium for knowledge transfer. Various researchers (Webb and Kirstin, 2003; Honig *et al.*, 2006) have evaluated e-learning in a health care and business context, but little attention so far has been paid to the reactions of students in higher education (HE) to this method of teaching. The purpose of this study was to examine students’ experience of e-learning in an HE context.

A range of studies was first reviewed, and then a survey of 200 students was conducted to assess their experience of e-learning. Clearly, a study of this type is inevitably restricted by various constraints, notably the size of the student sample, and this was limited to students of Pharmacy and Agriculture. The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge

regarding the student experience. The **second part** presents the methodology of the survey and an analysis of the findings, and the final section considers the implications of the results for the delivery of e-learning programmes

4. Opening sentences

It can be difficult to start writing an essay, but especially in exams, hesitation will waste valuable time. The first few sentences should be general but not vague, to help the reader focus on the topic. They often have the following pattern:

Time phrase	Topic	Development
Currently,	the control of water resources	has emerged as a potential cause of international friction.
Since 2008	electric vehicles	have become a serious commercial proposition.

It is important to avoid opening sentences that are over general and vague.

➤ *Compare*

Nowadays, there is a lot of competition among different news providers. Newspapers are currently facing strong competition from rival news providers such as the Internet and television.

➤ *Write introductory sentences for three of the following titles.*

(a) How important is it for companies to have women as senior managers?

(b) Are there any technological solutions to global warming?

(c) What can be done to reduce infant mortality in developing countries?

(d) Compare the urbanisation process in two contrasting countries.

In other words

The order of issues considered and the structure of the Introduction may vary, however, there are four aspects that you cannot miss:

- describing the general field of research
- indicating the gap in the existing knowledge
- defining the research question and formulating a thesis statement
- stating contribution to solving the problem.

➤ *Read the sample of an introduction to the article and single out the four major parts that are listed above:*

Introduction

More immigrants entered the United States during the past decade than in any comparable period since the 1920s. Among the issues raised by this influx, none is as controversial as its effect on the labor market opportunities of native-born workers. Evidence on the labor market consequences of immigration are limited (see Greenwood and McDowell 1986 and Borjas 1990). This paper presents new evidence on the effects of immigration, based on changes in the distributions of wages in 24 major cities during the 1980s. Although immigrant inflows are small relative to the populations of most cities, recent immigrants are a significant fraction of less-educated workers in many cities. We therefore concentrate on measuring the effects of immigration at the lower tail of the wage distribution. In particular, we ask whether recent declines in the real earnings of the least-skilled workers in the U.S. economy are related to immigration. Our empirical analysis reveals large differences across cities in the relative growth rates of wages for low- and high-paid workers. Nevertheless, these differences bear little or no relation to the size of immigrant inflows. Our results therefore confirm

the findings of earlier studies, based on 1970 and 1980 Census data, that suggest that the labor market consequences of higher immigration are relatively small.

- *Read the introductions to the Project Proposals written by our students and analyse them. Make notes of the characteristic features of each sample while reading. Discuss with your partner the advantages and drawbacks of the sample.*

Sample 1

The advance of Corporate Social Responsibility (CSR) strategy brings to the foreground the issue of the meaning and evaluation methods of the social investment.

Corporate social responsibility is the strategy characterized by the following features:

- “- undertaking ethical practices in employment and labor (e.g. improving working conditions);
- building of communication with local communities regarding the consequences of the company’s policies and products;
- investment into social infrastructure;
- a cleaner environment, its protection and sustainability;
- making of the contributions to economic development at large.”(Kanji, Chopra, 2010).

According to the thorough analysis of traditional CSR theories, it can be assumed that social investment means the process of investment projects realization, when a company is maximizing its positive impact on society whereas firms are maximizing their own earnings.

The idea of the social investment has become an important topic of theoretical concentration. While the debate over the CSR concepts remains

popular, it reveals that additional research seems needed on the methods for this type of investment assessing.

The theorists advocate the approaches which contain a number of specific techniques with their advantages and disadvantages. In the framework of the project it is worthwhile to calculate the social impact of the investment project using one of Value Based Management (VBM) conception's methods, which are based on the Economic Profit, since these methods are the most advanced and help to avoid the shortcomings of standard methods for evaluating investment projects such as the inability to manage the project during its implementation.

At present there is a rank of different measures from VBM concept, such as EVA, MVA, CVA, CFROI, and TSR, but the key attention in this study is putted on the Economic Value Added (EVA), which is created by consulting firm Stern Stewart & Co (USA). EVA is the most popular method of calculating the evaluation of investment projects and while the debate over the EVA remains it should nevertheless be stated that the legitimacy of another application of this method: EVA makes it possible to evaluate the efficiency of investment project not only in the selection step, but also during its implementation.

The general purpose of the investigation involves the necessity to initial consideration of the general problems of the social investment evaluation and to work out ways that can help to undertake the social investment analysis. It seems reasonable to characterize these problems and to elaborate a new technique in order to find a unique approach, which could be helpful for practical purposes in the Russian reality.

To achieve this goal several immediate aims have been formulated:

- to highlight the existing evaluation criteria for the socially responsible investment;
- to identify relevant issues related to the CSR assessment;

- to give recommendations considering the modification of evaluation criteria for the socially responsible investment;
- to examine various detailed methods of assessing of the investment projects effectiveness;
- to identify pros and cons of each of these methods;
- to analyze possibilities of accounting appropriate indexes in estimating the cost of capital models in order to identify the social effects of this type of investment projects implementation.

Despite the fact that in the present study a huge part of attention has been paid to the VBM methods, this research does not concern so much the project measuring using EVA but rather creation of social projects evaluation methods. There are a number of theoretical and empirical limitations to be attributed to social project evaluation. The main theoretic assumption is that in all investment projects evaluation is not considered component of “corporate social responsibility”, whereas the key practical bound is that all the companies prefer to conceal the most significant information, why the calculation of the project efficiency becomes impossible.

The contribution of this investigation is to shed the light on the current state of the corporate social responsibility analysis in general and in Russia in particular, and, according to the result of this action, to develop a new way in order to solve the key problems that are indentified in the first stage of the research. The central issues under investigation are the difficulties in obtaining proper information on the investment projects along with the lack of the clear criteria and procedures of the social investment projects evaluation in Russia. In this paper, solutions to these problems are proposed. Furthermore, the EVA method is applied during the implementation phase whereas commonly it is limited to the projects selection stage.

Sample 2

Citizen's rights are the basis of branches of law and the area that the government undertakes to protect and guarantee. These statements follow from many scientific studies in which the authors study the legal nature of rights, their classification and features of implementation. Most works are recognized as "classics" of science and answer the main questions about the legal status of citizens. Nevertheless, social relations are changing rapidly and with them conditions for the exercise of rights and their limits. This means that science must develop with them in order to maintain its relevance.

The study of citizens' rights will always be paramount and actual, since their violation or restriction is often the reason for applying to courts, in particular to the European Court of Human Rights. The situation sharpened with the onset of the coronavirus pandemic, which gave States the right to issue restrictive regulatory legal acts in order to protect life and health of citizens. After that, many lawyers, political scientists and scientists wondered: how legitimate are limits of restrictions on various groups of citizens' rights. Moreover, according to Amnesty International, lots of restrictions of rights lead to their violation mainly in the most vulnerable groups (for example, women).

The main problem stated in the study is to analyze the possibility of restricting rights in the conditions of COVID -19 and compare them with the main state guarantees. The importance of this problem is due to the current situation with the pandemic, since currently all categories of citizens have undergone various types of restrictions depending on their status (sole proprietors, students, workers of different spheres, etc).

However, solving this problem is impossible without achieving *following goals*:

- defining the main groups of citizen's rights;

- studying of the degree of disclosure of the topic in the framework of some specific scientific research;
- analyzing laws issued after the outbreak of the pandemic;
- considering of specific restrictions of rights and their impact on the life of society;
- searching for recommendations for states that resort to restricting rights due to COVID-19.

This problem is widely used as a central one in the works of researchers such as G. Y. Kurskova, D. K. Grigoryan, V. Denisenko, E. Trikoz and others. They pay attention to different aspects of the topic. Regardless of this, they have a common goal, which is to establish a correlation between activities of the government and the restriction of citizens' rights.

Comprehension questions

1. Why should the introduction be written after the main body is complete?
2. What are the constituent parts of an introduction?
3. What is the volume of an introduction?

To memorise:

An Introduction creates the background for the research, defines key terms, outlines the structure of the paper, and states the research question, the hypothesis and the contribution made. It should be clear enough to be understood by an educated non-specialist but also accurate and precise not to create questions and critique of a specialist.

1. Write the introduction to your project proposal.
2. Exchange with your partner via email the introductions written and analyse them according to the list of features an introduction should contain.

4. Conclusions

Conclusions tend to be shorter and more varied in format than introductions. Some articles may have a 'summary' or 'concluding remarks'. But student papers should generally have a final section that summarises the arguments and makes it clear to the reader that the original question has been answered.

It is also important to make it consistent with the introduction. Some authors call the conclusion an upside-down version of the introduction. If in the introduction you complete with the hypothesis of the study, in the conclusion you start with the thesis statement and then make broader generalization on this basis.

Before writing a conclusion, look again at your introduction, and give a definite answer to the research question. Sum up the main findings of the research. Then make a generalisation and go beyond the results discussing their impact on the further development in the research area. Try to give possible proposals for the possibilities of the future research in this area.

(A) Which of the following are generally acceptable in conclusions?

- a) A statement showing how your aim has been achieved.
- (b) A discussion of the implications of your research.
- (c) Some new information on the topic not mentioned before.
- (d) A short review of the main points of your study.
- (e) Some suggestions for further research.
- (f) The limitations of your study.
- (g) Comparison with the results of similar studies.
- (h) A quotation that appears to sum up your work.

(B) Match the extracts from conclusions below with the acceptable components above. Example: (a) = (vi).

(i) As always, this investigation has a number of limitations to be considered in evaluating its findings.

(ii) These results suggest that the risk of flooding on this coast has increased significantly and so further coastal development may be at risk.

(iii) Another line of research worth pursuing further is to study the importance of language for successful expatriate assignments.

(iv) Our review of 13 studies of strikes in public transport demonstrates that the effect of a strike on public transport ridership varies and may either be temporary or permanent.

(v) These results of the Colombia study reported here are consistent with other similar studies conducted in other countries (Baron and Norman, 1992).

(vi) This study has clearly illustrated the drawbacks to family ownership of retail businesses.

By all means the conclusion should contain the following constituents:

- thesis statement
- implications of the topic
- proposals for future research.

Comprehension questions:

1. What is the function of the conclusion?
2. How is the conclusion similar to the introduction?
3. How do the introduction and the conclusion differ?
4. What issues should be present in the conclusion?

5. Practice

- *Read the conclusions taken from research papers by our students and analyse the structure. How could they be improved?*

Sample 1

The study contributes to the development of the Russian audit and accounting in the absence of the developed techniques of auditing in e-commerce organizations. The study is devoted to the exploration peculiarities of accounting in an online store and creating an original audit methodology that takes into account the characteristic features of financial performance and accounting in e-business. The elaborated original technique of auditing allows the auditor to conduct the audit in an online store, reveal errors in the accounting records and give recommendations for their elimination. As the methodology is based on the risks of incorrect accounting by the entity, the elaborated methodology helps to assess the internal control system of an online store and minimize audit risks. Applying the developed recommendations for improving in the field of accounting policy and document circulation the company achieves a positive economic effect, which is expressed in improving the quality of accounting data and reporting.

To conclude, the elaborated technique is intended for the external audit and allows to find infringements that have already been made. However, it seems still more important to organize an internal control within the company in order to prevent errors and manage risks. Therefore, it makes sense to develop and justify recommendations for launching the internal audit department within the online store.

Sample 2

The study examines separately the restrictions imposed on different groups of human rights, as well as their combined impact on the position and life of Russian citizens in society. The main conclusion of this study is that restrictive, discriminatory and punitive measures can lead to serious human rights violations and have a disproportionate impact on vulnerable communities. They can undermine the response to the epidemic by forcing people with symptoms to go "underground" when they realize that they are unable to overcome the obstacles that arise when trying to protect their health and the health of their community. It follows from this that any innovations and restrictions in the field of rights and freedoms of Russian citizens during the coronavirus pandemic should be seriously tested and evaluated.

In the further study of restrictions on the rights of citizens of the Russian Federation in the conditions of the coronavirus pandemic, it is necessary to study the following issues:

- the impact of existing restrictions on human life in the long term;
- ways for the public to react and adjust imposed restrictions on the rights and freedoms of citizens in the Russian Federation;
- possible ways to eliminate restrictions on human rights and freedoms and overcome their consequences in the future.

Finally, it should be noted that the monitoring of the state of citizens' rights and their restriction should be carried out by independent auditors and the public in order to ensure an objective and timely response to possible violations in this area. Uncontrolled and unjustified restriction of human rights contributes to the violation of the foundations of the rule of law as one of constitutional principles.

1) *The following sentences form the conclusion to the essay titled 'Evaluate the experience of e-learning for students in higher education', whose introduction was given above, but they have been mixed-up.*

➤ *Put them into a logical order (1–5).*

(a) *This finding was clear, despite the agreed convenience of e-learning.*

(b) *Given the constraints of the small and limited sample, there is clearly room for further research in this field.*

(c) *However, our survey of nearly 200 students found a strong preference for traditional classroom teaching.*

(d) *But, in general, it would appear that e-learning is unlikely to be acceptable as a primary teaching method in higher education.*

(e) *This study found that little relevant research on the HE student experience of e-learning has been conducted, and the research that has been reported indicates a mixed reaction to it.*

2) Differentiating between the Abstract and the Conclusions: 1

➤ *Read the two texts below very quickly. Decide which is the Abstract and which the Conclusions.*

TEXT 1

In this work, MOR-ON, a tool for the prediction of the behavior of students at university is developed. MOR-ON is based on a lumped and distributed parameters approach and is capable of describing both the social and in-lecture behavior of first-year students. On the basis of the boundary conditions applied to the model, it is possible to obtain the operating map of changes in behavior. Particular care is devoted to the analysis of alcohol consumption and of its influence on exam outcomes.

The predictive capabilities of our tool are evaluated by simulating a reference case: first-year students from the 1950s. The most important

parameters for the description of the behavior are detailed and a set of these parameters are found, in order to accurately simulate the complete operating map. Finally, numerical results are compared to measurements and a good agreement between experimental values and numerical predictions is found. The study highlights that alcohol and recreational drugs are responsible for the moronic behavior of many university students, particularly in Anglo countries and northern Europe.

TEXT 2

This paper focuses on the development of a tool, MOR-ON for the prediction of the behavior of students at university. Based on a lumped and distributed parameter approach, the model is capable of obtaining the operating map of changes in behavior, without restrictions in the operating mode. The social behavior of students is detailed along with how they behave while carrying out their academic tasks, for example during lectures and tutorials. MOR-ON evaluates the consumption of alcohol and recreational drugs and compares it to the students' exam results. The predictive capabilities are then evaluated by simulating the reference case of exam results from the 1950s and the relevant consumption of stimulants. Finally, numerical results are compared to measurements and a good agreement between experimental values and numerical predictions is found. The only significant difference between the two texts is in the last sentence of Text 1 which is a summary of the conclusions of the work. Both texts could be used as the Abstract, but neither lends itself very well to the Conclusions. Ensure that when you write your Conclusions, that they are not a cut and paste or paraphrase of the Abstract. The Conclusions are not just a summary of the paper, they should highlight the key results, quickly deal with limitations and implications, and outline paths for future research.

3) Differentiating between the abstract and the conclusions: 2

The texts below describe a study by a researcher investigating when would be the optimum time for a female student to terminate her love relationship with her male partner.

- Compare the Abstract and Conclusions below, by answering these questions.

1. What information is given in the Abstract that is also given in the Conclusions?

2. What information is exclusive to the Conclusions?

3. How does the author use the current research in China to summarize the methods used in her South American research?

Writing the Abstract

Three red flags were identified that indicate that the time to leave him has come. These red flags are: five burps per day, two channel zapping sessions per day, and five games on the Play station with friends per week. Many women have doubts about the right moment for leaving their partner. Often women wait in hope for a change in their partner's habits. One hundred couples (above all South American) were analyzed, recording their daily life for six months. Women were provided with a form to mark the moments of annoyance recorded during the day. Burps, channel-zapping sessions and games on the Play station with friends produced the highest index of annoyance. The probability of eliminating these habits was found to significantly low when the three red flags had been operative for more than three months. Thus, these numbers provide a good indication of when the time to leave him has come. With these red flags, women will no longer have to waste their time waiting for the right moment.

Conclusions

The three red flags identified in our research – numbers of burps, zapping sessions, and Play station sessions – should enable women to understand when they need to leave their partner. To counter any effects due to the nationality of the women involved (predominantly South American in our sample), we are currently doing tests in China. The results we have so far for China would seem to confirm our initial findings, but with an additional fourth flag: time spent studying for examinations. In addition, the timeframe for the flags to be operative in China is two months, rather than the three months reported in this paper. We also plan to replicate our tests on a wider range of women and a longer time scale, thus increasing the sample base from 100 to 1,000, and increasing the recording of daily life annoyances from six months to twelve months. Future research could be dedicated to doing analogous tests to enable men to see the signs of when they should leave their woman, and for employees to identify when they should leave their current employment.

1. The main findings (three red flags).
2. Current research in China, *timeframe for the flags, sample base, length of time researchers spent recording daily annoyances*, future work.
3. By stating the differences between the research in South America and the new research in China.

Conclusions: 1

➤ *Write your Conclusions section by following the structure below.*

1. Revisit briefly the most important findings pointing out how these advance your field from the present state of knowledge.
2. Indicate the limitations of your study
3. Suggest improvements (perhaps in relation to the limitations).
4. Recommend lines for future work (either for the author, and / or the

community).

Conclusions: 2

➤ *Write a paragraph summarizing one or more of the following points. The last few sentences should:*

- Outline a general conclusion.
- Suggest some implications.
- Indicate lines of ‘future work’.

1. Your academic performance in the last year.
2. Your relationship with friends.
3. Your use of the Internet.
4. Your reading habits.

1. What is an abstract?

An abstract is a summary of a research project. Abstracts precede papers in research journals and appear in programs of scholarly conferences. In journals, the abstract allows readers to quickly grasp the purpose and major ideas of a paper and lets other researchers know whether reading the entire paper will be worthwhile. The abstract is the presentation of the whole paper.

Abstracts should include a short introduction or background to put the research into context; purpose of the research project; a problem statement or thesis; a brief description of materials, methods, or subjects (as appropriate for the discipline); results and analysis; conclusions and implications.

2. Why write an abstract?

The abstract allows readers to make decisions about your project. Your scientific supervisor and your language consultant can use the abstract to decide if your research is proceeding smoothly. They use it to decide if your project fits the criteria.

There are several ways of going about writing an abstract. Some writers find it easier to start with answering these and similar questions: Why have I carried out this research/why have I written the paper? What has been achieved as a result? How has it been achieved? What are the results? How different are they from other findings in the field? What contribution has been made? What are my conclusions and recommendations?

If you include the background, keep it to a minimum. After that describe - the problem raised, the solution, validity of the model (if any), results, and future work.

An abstract has its own structure. You can create it by answering the questions above and some of the following questions: Why did you undertake the study? What gap in your field of interest is the paper trying to fill? What problem is the paper trying to resolve? What is the paper contributing to the field? What makes it different from previous research? Is the model valid? Have you proved its validity? What results have been achieved? What are their implications? What are your conclusions and recommendations?

After that you can summarize the answers. Length is very important. As the expected length is about 150-250 words, your answers should be very concise and informative at the same time. It won't be the case if you rewrite the contents of your project proposal. You need to summarize the information in a new way.

Edit it closely to be sure it meets the 4 C's of abstract writing:

- **Complete** — it covers the major parts of the project.
- **Concise** — it contains no excess wordiness or unnecessary information.
- **Clear** — it is readable, well organized, and not too jargon-laden.
- **Cohesive** — it flows smoothly between the parts.

One common way to structure your abstract is to use the IMRaD structure. This stands for:

- **Introduction**
- **Methods**
- **Results**
- **Conclusions**

Include the abstract on a separate page, after the title page but before the table of contents.

➤ *Hover over the different parts of the abstract to see how it is constructed. Example: Humanities thesis abstract*

This paper examines the role of silent movies as a mode of shared experience in the US during the early twentieth century. At this time, high immigration rates resulted in a significant percentage of non-English-speaking citizens. These immigrants faced numerous economic and social obstacles, including exclusion from public entertainment and modes of discourse (newspapers, theater, radio).

Incorporating evidence from reviews, personal correspondence, and diaries, this study demonstrates that silent films were an affordable and inclusive source of entertainment. It argues for the accessible economic and representational nature of early cinema. These concerns are particularly evident in the low price of admission and in the democratic nature of the actors' exaggerated gestures, which allowed the plots and action to be easily grasped by a diverse audience despite language barriers.

Keywords: silent movies, immigration, public discourse, entertainment, early cinema, language barriers.

3. When to write an abstract

You will almost always have to include an abstract when:

- Submitting a research paper for marking
- Writing a book or research proposal
- Applying for research grants

It is easiest to write your abstract **last**, right before the proofreading stage, because it's a summary of the work you've already done. Your abstract should:

- Be a self-contained text, not an excerpt from your paper
- Be fully understandable on its own
- Reflect the structure of your larger work

Step 1: Introduction

Start by clearly defining the purpose of your research. What practical or theoretical problem does the research respond to, or what research question did you aim to answer?

You can include some brief context on the social or academic relevance of your investigation topic, but don't go into detailed background information. If your abstract uses specialized terms that would be unfamiliar to the average academic reader or that have various different meanings, give a concise definition.

After identifying the problem, state the objective of your research. Use verbs like "investigate," "test," "analyze," or "evaluate" to describe exactly what you set out to do.

This part of the abstract can be written in the present or past simple tense but should never refer to the future, as the research is already complete.

- ~~*This study will investigate the relationship between coffee consumption and productivity.*~~
- *This study investigates the relationship between coffee consumption and productivity.*

Step 2: Methods

Next, indicate the research methods that you used to answer your question. This part should be a straightforward description of what you did in one or two sentences. It is usually written in the past simple tense, as it refers to completed actions.

- ~~*Structured interviews will be conducted with 25 participants.*~~
- *Structured interviews were conducted with 25 participants.*

Don't evaluate validity or obstacles here—the goal is not to give an account of the methodology's strengths and weaknesses, but to give the reader a quick insight into the overall approach and procedures you used.

Don't submit your assignments before you proofread your text.

Step 3: Results

Next, summarize the main research results. This part of the abstract can be in the present or past simple tense.

- ~~*Our analysis has shown a strong correlation between coffee consumption and productivity.*~~
- *Our analysis shows a strong correlation between coffee consumption and productivity.*
- *Our analysis showed a strong correlation between coffee consumption and productivity.*

Depending on how long and complex your research is, you may not be able to include all results here. Try to highlight only the most important findings that will allow the reader to understand your conclusions.

Step 4: Conclusions

Finally, you should discuss the main conclusions of your research: what is your answer to the problem or question? The reader should finish with a clear

understanding of the central point that your research has proved or argued. Conclusions are usually written in the present simple tense.

- ~~*We concluded that coffee consumption increases productivity.*~~
- *We conclude that coffee consumption increases productivity.*

If there are important limitations to your research (for example, related to your sample size or methods), you should mention them briefly in the abstract. This allows the reader to accurately assess the credibility and generalizability of your research.

If your aim was to solve a practical problem, your discussion might include recommendations for implementation. If relevant, you can briefly make suggestions for further research.

Keywords

You might have to add a list of keywords at the end of the abstract. These keywords should reference the most important elements of the research to help potential readers find your paper during their own literature searches in case it is published.

Be aware that some publication manuals, such as APA Style, have specific formatting requirements for these keywords.

Tips for writing an abstract

It can be a real challenge to condense your whole work into just a couple of hundred words, but the abstract will be the first (and sometimes only) part that people read, so it's important to get it right. These strategies can help you get started.

Read other abstracts

The best way to learn the conventions of writing an abstract in your discipline is to read other people's. You probably already read lots of journal article abstracts while conducting your literature review—try using them as a framework for structure and style.

Reverse outline

Not all abstracts will contain precisely the same elements. For longer works, you can write your abstract through a process of reverse outlining. For each chapter or section, list keywords and draft one to two sentences that summarize the central point or argument. This will give you a framework of your abstract's structure. Next, revise the sentences to make connections and show how the argument develops.

Write clearly and concisely

A good abstract is short but impactful, so make sure every word counts. Each sentence should clearly communicate one main point. To keep your abstract or summary short and clear:

- **Avoid passive sentences:** Passive constructions are often unnecessarily long. You can easily make them shorter and clearer by using the active voice.
- **Avoid long sentences:** Substitute longer expressions for concise expressions or single words (e.g., “In order to” for “To”).
- **Avoid obscure jargon:** The abstract should be understandable to readers who are not familiar with your topic.
- **Avoid repetition and filler words:** Replace nouns with pronouns when possible and eliminate unnecessary words.
- **Avoid detailed descriptions:** An abstract is not expected to provide detailed definitions, background information, or discussions of other scholars' work. Instead, include this information in the body of your paper.

Check your formatting

Make sure to check the guidelines and format your work correctly. For APA research papers you can follow the APA abstract format.

4. Examples

Sample Student Abstracts

- *The following abstracts are from law students' research papers. Discuss the constituent parts of each abstract.*

Mary E. Marshall, Miller v. Alabama and the Problem of Prediction, 119 Colum. L. Rev. 1633 (2019).

Abstract. Since its 1970 decision in *Ashe v. Swenson*, the U.S. Supreme Court has recognized issue preclusion as part of the constitutional guarantee against double jeopardy. *Ashe* held that where an acquittal necessarily involved deciding a factual issue in the defendant's favor, the Double Jeopardy Clause of the Fifth Amendment prevents the prosecution from relitigating that issue in any subsequent trial. In recent years, several Justices have expressed doubts about whether *Ashe* is consistent with the original meaning of the Double Jeopardy Clause. This Note fills a gap in the academic literature by taking up that question.

This Note argues that the judgment in *Ashe*, but not the issue preclusion rationale on which it rests, is consistent with the original meaning of the Double Jeopardy Clause. The text, drafting history, and early judicial interpretations of the Clause indicate that it codified an English common law right. Seventeenth- and eighteenth-century sources reveal the content of that right: At common law, two crimes were considered "the same" for double jeopardy purposes only if (1) the charged offenses were identical or one was a lesser included offense of the other; and (2) they rested on the same factual allegations. This historical evidence shows that the issue preclusion rule announced in *Ashe* was not part of the original guarantee against double jeopardy. But it also shows that the common law did not allow what the State attempted in *Ashe*—subjecting a criminal defendant to multiple trials for a single crime simply because the crime involved multiple victims.

Joseph DeMott, Rethinking Ashe v. Swenson from an Originalist Perspective, 71 Stan. L. Rev. 411 (2019)

Since at least the late 1800s, the United States government has regularly tracked the mail of many of its citizens. In 2014 alone, for example, the government recorded all data on the outside of the mail parcels of over 50,000 individuals via a surveillance initiative known as the mail covers program. In the current age of mass surveillance, this program—like all surveillance initiatives—has grown exponentially. Unbeknownst to most citizens, the government now photographs and records the exterior of each of the roughly 160 billion mail parcels delivered by the USPS every year. Still, despite its ability to allow governmental authorities to uncover a startlingly accurate picture of citizens' daily lives, the long-abused mail covers program continues to be implemented without any judicial oversight. This Note provides the first comprehensive legal analysis of the mail covers program in the modern era. In doing so, it also analyzes current Fourth Amendment jurisprudence and advocates for the adoption of the mosaic theory to privacy protection better capable of safeguarding citizens in an age of unprecedented government surveillance capability.

➤ *Read the abstract below and pay attention to the words that serve as signals, which allow the reader to understand the text with ease.*

1. **During the last 10 years**, use of the World-Wide-Web for educational purposes has increased dramatically. 2. **However, very little empirical research has been carried out** to determine the effectiveness of this use. 3. **The aim of this study was** therefore to investigate the effectiveness of using the World-Wide-Web on an EAP writing course. 4. **Two groups of students were taught** writing by two different methods: one group was taught by a teacher in a traditional classroom, while a second group included use of an on-line web-site in their course. 5. The two groups were assessed in the same way after a twelve-week period of instruction. 6. **Results** of the assessment showed significant differences between the two groups, the group that used the on-line web-site performing much better on all aspects of the test. 7. **This suggests** that the use of computer assisted learning programmes for at least some of the teaching time available can be recommended for EAP writing courses.

➤ *Add more useful phrases to use in abstracts*

- This paper focuses on/examines/gives an account of...
- This paper contributes to the debate on ...
- This paper attempts to show that ...
- Our most important contribution is ...
- This study advances our understanding of ...
- Our findings confirm the predicted relationship between ...
- In this study we postulate a number of theoretical hypothesis ...
- The study documents two empirical facts using ... data for ...
- The question addressed in this paper is ...
- The main contribution of this study is ...

➤ *Write an abstract to your research paper following the given information in this unit.*

INDEXICAL SIGNPOSTS:
Completion

Paraphrasing and summarizing

Paraphrasing is a conveyance of somebody's ideas / texts in own words without a change of the original meaning. It is very important in law, especially when communicating with clients. Legalese is very hard to understand for non-legal minds. Explaining complicated legal concepts in plain English is a crucial tool for a sophisticated lawyer. Below, there are some samples of legal rephrasing. Which one to choose is the matter of your literary tastes.

Original sentence: The defense party's actions constituted a breach of the contract.

Paraphrased sentence 1: The defendant did not meet the contract's requirements.

Paraphrased sentence 2: The defendant failed to observe the contract.

Paraphrased sentence 3: The defense party's behavior can be understood that they did not follow the contract.

Furthermore, paraphrasing can be used to avoid repetition by restating information in a clear and concise manner without duplicating the same words or phrases. By rewording, legal writers can present information in a fresh and varied way, enhancing the readability and quality of their writing. This technique helps prevent monotony and redundancy, ensuring that the content remains engaging and informative.

And at last, but not least, paraphrasing stimulates developing creativity. Rewording, rethinking, and reinterpreting original contents may assist to get into in-depth insights and make rewarding discoveries.

Here are the steps to do paraphrasing.

- When paraphrasing texts, focus on grasping the overall meaning and intent, rather than just using synonyms. Ensure a comprehensive understanding of the issue, including key facts, legal factors, court decisions, and reasoning.

- Rewrite the key ideas and concepts with your own words typical to your personal or professional style.

- Ensure that your paraphrased version accurately reflects the original sense without altering it. A wrongly paraphrased texts will lead to ambiguity, misrepresentation, and errors.

- Although you are not directly quoting the original text, you must still provide a citation to acknowledge the source. Properly attribute the source to avoid plagiarism and give credit to the original case.

- After paraphrasing the legal issue, review the summary to ensure that all essential information is included and accurately represented.

Automated paraphrasers. Rewording sometimes may become tiresome. Then, you cannot but apply to virtual alternatives for rephrasing: rephrase.org; prowritingaid.com; paraphrasing-tool.org; paraphraser.io; tldrthis.com; rewriteguru.com/tools; duplichecker.com and duplichecker.com/ru; spinbot.com. But do not forget to check the generated content to avoid bots' hallucinations. So, despite AI-powered tools are emerging, automated text paraphrasing still remains an active area of human analytical and artistic skills improvement.

Practice

➤ *Let us start with rephrasing legal words.*

Malice Aforethought ...

Due Process ...

Beyond Reasonable Doubt ...

Tort ...

Precedent ...

Mens rea ...

Actus reus ...

Habeas corpus ...

Res ipsa loquitur ...

Stare decisis ...

➤ *How do you understand these quotations? Describe them in your own words.*

1. "Justice denied anywhere diminishes justice everywhere." - Martin Luther King, Jr. ...

2. "The safety of the people shall be the highest law." - Marcus Tullius Cicero. ...

3. "True patriotism hates injustice in its own land more than anywhere else." - Clarence Darrow. ...

4. "Laws are the very bulwarks of liberty; they define every man's rights, and defend the individual liberties of all men." - J.G. Holland. ...

5. "The life of the law has not been logic; it has been experience." - Oliver Wendell Holmes, Jr. ...

6. "It may be true that the law cannot make a man love me, but it can keep him from lynching me, and I think that's pretty important." - Rev. Martin Luther King, Jr. ...

7. "In a way, they seemed to be arguing the case as if it had nothing to do with me. Everything was happening without my participation." - Anonymous quote about a court trial. ...

- *Paraphrase the First Amendment to the US Constitution in your own words.*

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

Summarizing is extracting essential points from a text in order to arrange them in a coherent and cohesive utterance. In writing, summaries provide a roadmap for the reader, outlining the structure of the document and guiding them through the analysis. They make legal documents easier to read and understand, especially for busy readers who may not have time to read the full text.

It is important to develop the skills of summarizing academic and legal texts. They permit law students and legal professionals enhance their understanding of the law, improve their writing, and work more efficiently. Summaries helps legal writers identify the key strengths and weaknesses of their arguments.

This is a sample summarization.

The fundamental nature of freedom of expression. In the Handyside v. the United Kingdom case the Court emphasised the fundamental nature of the freedom enshrined in Article 10 (7 December 1976, Series A no. 24, p. 23, para. 49). The Court stated that:

Freedom of expression constitutes one of the essential foundations of [a democratic society], one of the basic conditions for its progress and for the development of every man. Subject to paragraph 2 of Article 10, it is applicable not only to "information" or "ideas" that are favourably received or regarded as inoffensive or as a matter of indifference, but also to

those that offend, shock, or disturb that State or any sector of the population. Such are the demands of that pluralism, tolerance and broadmindedness without which there is no “democratic society”.

It is no doubt for that reason that the Court emphasised in the *Autronic AG v. Switzerland* case (22 May 1990, Series A no. 178, p. 23, para.47) that:

Article 10 [...] applies to “everyone”, whether natural or legal persons. The Court has, moreover, already held on three occasions that it is applicable to profit-making, corporate bodies (see *The Sunday Times* judgment of 26 April 1979, Series A no. 30, the *Markt Intern Verlag GmbH and Klaus Beermann* judgment of 20 November 1989, Series A no. 165, and the *Groppera Radio AG and Others* judgment of 28 March 1990, Series A no. 173) [...] Indeed the Article expressly mentions in the last sentence of its first paragraph certain enterprises concerned with [Article 10]¹⁵.

When summarizing legal texts, a writer should...

- identify the key academic or legal facts and issues;
- focus on understanding the main points rather than getting caught up in the legal terminology;
- restate legal concepts, arguments and details in own words to improve clarity and readability;
- avoid plagiarism by properly attributing paraphrased content to the original source.

Using AI-based summarization tools

AI-based legal summarizers *analyze* legal texts and *extract* key information: *summarizer.org*; *tldrthis.com*; *lexis+*; *300.ya.ru*; *jasper.ai*; *smodin.io*; *quillbot.com*. They help streamline legal research and improve efficiency.

¹⁵ Dierre, G. and van der Velde *Key Extracts from a Selection of Judgment of the European Court of Human Rights and Decisions and Reports of the European Commission of Human Rights*. Directorate of Human Rights (1998) 132-133.

Practice

- *Develop summarizing skills in law by condensing complex legal texts into concise and accurate summaries.*

Instructions

1. Choose a legal text, such as a court decision, statute, or legal article.

Ensure the text is relevant to your area of interest or study.

2. Read and analyze the legal text. Identify the main points, key terms, and supporting details.

3. Write a summary of the legal text in 100-150 words. Focus on the main ideas, key points, and any relevant details. Ensure the summary is concise, clear, and accurate.

4. Visualize your summary with diagrams or flowcharts to help illustrate their summary and make it more engaging.

- *Exchange your summary with a peer and ask them to review it for clarity, accuracy, and completeness. Provide feedback on the summary, highlighting strengths and areas for improvement.*

- *Group Discussion: discuss the summaries in a group or sub-groups.*

- *Organize a competition 'The Best Summary Writer' within 10-15 minutes.*

Rewriting, editing, and proofreading

➤ *Before reading: can you comment on the sayings?*

"I think the hardest thing to teach a student is that what he or she puts down on paper is changeable. It's not the final thing, it's the first thing, which may just be the suggestive, vague identification of something that you have to come back to and rewrite" (H. Abrams).

"What's wrong with a book can be something the author has repressed all knowledge of, something glaringly obvious which, the moment an editor or other reader identifies it, you think yes, of course, Eureka, and then you go back and fix it. Editing might be a bloody trade. But knives aren't the exclusive property of butchers. Surgeons use them too" (Blake Morrison).

"Your manuscript is both good and original, but the part that is good is not original, and the part that is original is not good" (Samuel Johnson).

Read the text.

Writing process refers to the series of steps that writers undertake to produce a research paper. It involves various stages, from brainstorming and planning to drafting, rewriting, proofreading, and editing. Margot Northey and Lorane Tepperman fairly stated that "to write is make choices. Practice makes the decisions easier to come by, but no matter how fluent you become, with each piece of writing you will still have to choose"¹⁶. Legal writers have to make choices in order to satisfy their readers. Thus, the former should know their audience, understand the perspectives, values, and expectations of their target audience to tailor their arguments effectively.

¹⁶ Northey, M., Tepperman, L. *Making Sense in the Social Sciences*. Oxford University Press. (1986). P. 3.

Legal writing practice is incorporated with persuasive strategies of logic and rational argument, value-based argument and establishing credibility.

During *rewriting*, the authors review their initial draft with a critical eye. They evaluate the content, structure, clarity, coherence, and overall effectiveness of their writing. Such revisions may involve adding or deleting information, reorganizing paragraphs or sections, improving sentence structure or enhancing the flow of ideas.

Editing is a refinement of the language and content. Writers check for typos, errors in grammar, punctuation, spelling, and usage. They also ensure consistency in style and tone throughout the piece. Editing helps improve clarity and readability by eliminating unnecessary words or phrases. In reality, you only write a piece once, but you edit it at least twenty times. Together with this, you should not let yourself fall in love with a particular phrase or sentence. No matter how well crafted an individual phrase is, if it does not work with the whole paragraph, it is not an effective phrase or sentence¹⁷.

During *proofreading*, writers carefully examine their work for any remaining errors or typos that may have been missed during editing. Proofreading ensures that the final version of the written work is free from mistakes and ready for submission. The difference between *editing* and *proofreading* is that the former is to evaluate the writer's skillfulness, while the latter searches for mistakes or looking for better ways of conveying ideas.

Checklist for rewriting, editing, and proofreading

- Ensure you understand and follow University's Requirements.
- You have collected relevant sources, notes, and data to support your ideas.

¹⁷ Oates, L.C., Enquist, A., Kunsch, K. *The Legal Writing Handbook*. Little, Brown and Co. (1993) P. 521.

- You have clearly introduced your hypothesis and provided facts proving it.

- You have avoided overusing quotations and have added paraphrase.

- You have confirmed the credibility and reliability of all cited sources.

You have entered accurate citations to the authority.

- You have reviewed each paragraph for relevance, coherence, cohesion, and clarity. Each sentence flows smoothly from the prior sentence and contributes to the overall content. The writing engages the reader. The latter can understand the sentences after reading them only once.

- Ensure your Project Proposal maintains a neutral tone and presents balanced views.

- You have checked for grammar and punctuation mistakes.

- You have verified spelling and capitalization.

- The reader will determine how paragraphs, sentences, the parts of sentences are related. They lack repetitions and tautology. The connections are explicit, there are needed no more roadmaps, signposts, and transitions. Prove that this saying is wrong: "The minute you read something that you can't understand, you can almost be sure that it was drawn up by a lawyer" (Will Rogers).

How to proofread your Project Proposal:

- become a critical reader of your Project Proposal, intentionally searching for weaknesses;

- carefully review your work for any remaining errors and omissions, as if you were assembling a puzzle which might miss elements harmonizing the whole picture; see the big picture of your Project Proposal and fill in a missing element, if any;

- get feedback from peers or mentors, seek input from others to identify areas for improvement, this is also known as a *laugh test*, but be selective to follow their advice.

Automated tools for rewriting, editing, proofreading

Free writing assistant: <https://www.grammarly.com>;
<https://prowritingaid.com>; <https://hemingwayapp.com>;
<https://readabilityformulas.com/readability-scoring-system.php>;
zotero.com; statworx.com; <https://pdfwondershare.com>

Practice

➤ *Study typical errors in academic writing, for instance on <https://hume.stanford.edu/resources/student-resources/writing-resources/grammar-resources/top-20-errors-undergraduate-writing> and write what mistakes are regular to you. Find out the ways how to get rid of them.*

- *You have read some academic papers on the topic of your Project Proposal. Identify and revise unclear or ambiguous sentences, improve the sentence structure and clarity. Use automated tools to facilitate the exercise.*
- **Peer review exercise.** *Exchange your project proposal soft copies. Review and provide feedback on the peers' paper, focusing on proofreading and editing skills. See the checklist above.*

- ***Collaborative Editing.*** Study a project proposal soft copy to identify and revise errors in grammar, punctuation, and spelling, as well as improve sentence structure and clarity. Use tools like Google Docs, Google Forms, Typeform, Microsoft Forms or Microsoft Word to facilitate the collaboration. See the checklist above.

APPENDICES

Common errors in academic writing

1. Basic standards of legal writing

Dates

In British English dates should be written 1 February 1999, 3 March 2000 – not 1st February or 3rd day of March. Note, however, that dates are written differently in American English, since the month is placed before the day, and a comma is often placed after the day. For example, February 1st, 1999.

Numbers

The general rule is that all numbers ten and below should be spelt and numbers 11 and above should be put in numerals. However, there are certain exceptions to this:

- If numbers recur through the text or are being used for calculations, then numerals should be used.
- If the number is approximate (e.g. ‘around six hundred years ago’) it should be spelled out.
- Very large numbers should generally be expressed without using rows of zeros where possible (e.g. \$3.5 million instead of \$3,500,000). In contracts, the use of both words and numbers is common in order to increase certainty. For example, ‘THREE THOUSAND FIVE HUNDRED EUROS (_3,500)’.
 - Percentages may be spelled out (twenty per cent) or written as numbers (20%).
 - Numbers that begin sentences should be spelled out.

In English writing, the decimal point is represented by a dot (.) and commas are used to break up long numbers. Commas cannot be used to represent a decimal point. Therefore, the number ten thousand five hundred and fifty-three and threequarters is written like this in English: **10,553.75** while

in while in most Continental European countries, it is written like this:
10.553,75.

When referring to sums of money, the following rules apply:

- When writing numerical sums, the currency sign goes before the sum (e.g. \$100). Note that there is no gap between the sign and the figure that follows it.

- When spelling out numbers, the name of the currency is put after the number (e.g. ‘one hundred pounds sterling’).

The percentage sign (%) appears after the number to which it relates, and there is no gap between the sign and the number (e.g. 95%).

3. Citations

Statutes should be written without a comma between the name of the statute and the year it was enacted. For example, the ‘Treaty of Amsterdam 1999’. The word ‘the’ should not form part of the name of a statute. Therefore, one should write ‘the Single European Act 1986’ and not ‘The Single European Act 1986’.

When referring to a section of a statute write ‘section’ in full using a lowercase ‘s’ (unless starting a sentence). For example, ‘section 2 of the Law of Property (Miscellaneous Provisions) Act 1989’.

When referring to a particular subsection of a statute do not use the word ‘subsection’. Use the word ‘section’ followed by the relevant number and letter, for example, ‘section 722(1) of the Companies Act 1985’.

The names of cases should be written in italics and the word ‘versus’ should appear as ‘v.’. For example, ‘*Donoghue v Stevenson*’. In US case citations, a dot (.) generally appears after ‘v’.

What to avoid

Ambiguity 1

Ambiguity occurs when writing can be interpreted to mean more than one thing, and these things are in conflict with each other. You can often get away with this in ordinary English if one meaning seems more likely than another. In legal English – especially in contract drafting – it can be disastrous. Anglo-American lawyers still take a *literalist* approach to construction – that is, contract words are interpreted according to their literal meaning rather than according to the purpose and effect that can be presumed from the context.

The meaning of English sentences can in many cases be changed completely by altering the order of words or the punctuation. For example:

My client has discussed your proposal to fill the drainage ditch with his partners.

The judge, said the accused, was the most heinous villain he had ever met.

Most of the problems caused in this respect are due to the separation of different parts of the verb phrase. In the first sentence, the verb phrase is ‘discussed with’. By reuniting the parts of the phrase the real meaning of the sentence becomes clear:

*My client has **discussed with** his partners your proposal to fill the drainage ditch.*

In the second sentence, the verb phrase is ‘the judge said’. The use of commas creates a subordinate clause of the words ‘said the accused’. This has the effect of severing the verb phrase and linking ‘the judge’ with ‘was’. Removing the punctuation reveals the more likely meaning of the sentence:

*The **judge said** the accused was the most heinous villain he had ever met.*

Ambiguity should be distinguished from mere vagueness. Vagueness arises when the language used is imprecise or non-committal, and may sometimes be intentional (for example, in order to avoid giving a specific commitment on a particular issue).

➤ *The sentences below are ambiguous. Rewrite them in a way that makes their intended meaning clear and unambiguous.*

(1) Even if the company sells the product, if it does not usually sell this particular product in the usual course of business it may not be held liable.

(2) The caution of the legal temperament, as well as the desire for certainty historically has accounted for the slow pace of change in the law.

(3) No drilling work shall be carried out on this land within 50 metres of any residence currently situated on said land without the lessor's consent.

(4) This lawyer said the client is the best trial advocate he had ever had working on one of his cases.

(5) John drafted the contract for the client during the meeting itself and he then read it through carefully.

2. SEXIST LANGUAGE

1. Personal pronouns

It is inappropriate to use the personal pronouns *he* or *his* to refer to a person whose sex might be male or female. English has a number of gender-neutral words such as *person*, as well as a number of gender-neutral pronouns such as *anyone*, *everyone* and *no one*. However, it does not have gender-neutral singular personal pronouns.

A good workaround is to use the plural possessive form, *their*. The Oxford English Dictionary 2001 sanctions the use of this form to refer to 'belonging or associated with a person whose sex is not specified'. In this way, the writer can avoid using

sexist language. For example:

Every competent lawyer must ensure that their legal knowledge is kept up to date.

Other methods can also be employed to avoid using *he* or *his*. These include:

deleting the pronoun reference altogether if possible. For example, ‘the director read the documents as soon as they were delivered to him’:

delete *to him*.’

- Changing the pronoun to an article like *a* or *the*. For example, ‘the sales representative assisted the customer with the order’.
- Using *who*, especially when *he* follows *if*. For example, ‘if he does not pay attention to detail, a finance officer is worse than useless’ should read ‘a finance officer who does not pay attention to detail is worse than useless’.

Repeating the noun instead of using a pronoun. For example, ‘When considering the conduct of negotiations, the delegate should retain an objective view. In particular, he [read *the delegate*] should . . .’

- Use the plural form of the noun. For example, instead of writing ‘a lawyer must check that he has all the relevant papers before attending court’, write ‘lawyers must check that they have all the relevant papers before attending court’.
- Use the infinitive form of the verb, including ‘to’ (e.g. ‘to perform’, ‘to draft’ etc.). For example, instead of writing ‘the lawyer agrees that he will draft the contract’, write ‘the lawyer agrees to draft the contract’.
- If all else fails, use the passive form. For example, instead of writing ‘he must deliver the files to X’, write ‘the files must be delivered to X’.

However, note that this is not a perfect solution, since the passive form makes it unclear who is responsible for delivering the files to X. Therefore, it should only be used if the identity of the parties has already been established in a previous sentence, or if the question of who is responsible for undertaking the actions is unimportant.

2. Terminology

In addition to paying attention to the use of personal pronouns, it is also important to ensure as far as possible that the terminology used is not gender-specific. This applies particularly to words ending in *-man*. For example, you should consider using *chair* instead of *chairman*, *firefighter* instead of *fireman*, and *drafter* instead of *draftsman*.

It should be remembered, however, that there is a limit to the extent to which the English language can reasonably be manipulated to remove all possible traces of gender discrimination. There is a balance to be struck between avoiding the use of gender-specific language and making your English sound like normal language. A particular problem arises in respect of words for which the only gender-neutral equivalent involves the use of *-person* or *person-*. Words such as *personpower*, *warehouseperson* and *foreperson* (instead of *foreman*) should be avoided where possible.

Equally, avoiding sexist language in English writing is not simply a matter of avoiding certain specific words and phrases. The underlying attitudes of the writer are more important. Some examples of old-fashioned terms and suggested non-sexist alternatives are set out below.

Old-fashioned term	Nonsexist equivalent
<i>Air hostess/stewardess</i>	<i>Flight attendant</i>
<i>Anchorman</i>	<i>Anchor</i>
<i>Businessman</i>	<i>Business executive, manager, entrepreneur</i>

<i>Chairman</i>	<i>Chair</i>
<i>Fireman</i>	<i>Firefighter</i>
<i>Foreman</i>	<i>Supervisor</i>
<i>(Foreman (of a jury))</i>	<i>Presiding juror</i>
<i>Freshman Fresher</i>	<i>first-year student</i>
<i>Headmaster Head</i>	<i>principal</i>
<i>Juryman</i>	<i>Juror</i>
<i>Mankind</i>	<i>Humankind/humanity</i>
<i>Man-made</i>	<i>Synthetic, manufactured</i>
<i>Manpower</i>	<i>Workforce, personnel</i>
<i>Ombudsman</i>	<i>Ombuds</i>
<i>Policeman/policewoman</i>	<i>Police Officer</i>
<i>Postman/mailman</i>	<i>Postal worker, mail carrier</i>
<i>Salesman</i>	<i>Sales representative</i>
<i>Spokesman</i>	<i>Representative</i>
<i>Statesman</i>	<i>Political leader</i>
<i>Statesmanship</i>	<i>Diplomacy</i>
<i>The common man</i>	<i>The average person</i>
<i>Workman</i>	<i>Worker</i>

➤ *Rewrite the sentences below in such a way as to remove any inherent sexism.*

(1) A judge should meet his responsibility to avoid any suspicion of bias in his judgment.

(2) If a student cannot write competently, he cannot expect to make a good lawyer in the future.

(3) A lawyer knows better than the layman that knowledge of where to find the law is at least as useful as knowledge of specific legal provisions.

(4) When commencing court proceedings, the lawyer must ensure that his client has been fully advised about the risks of litigation. In particular, he must give the client a realistic estimate of the likely costs.

(5) The distributor hereby undertakes that upon termination of this contract he will return to the Company all confidential papers.

3. CONSTANTLY LITIGATED WORDS

Two words and phrases, commonly used in English legal drafting have produced constant litigation: *best endeavours* and *forthwith*. *Best endeavours* is often used in contracts to indicate that parties have promised to attempt to do something. The use of the phrase usually suggests a compromise in which neither party is prepared to accept a clear statement of their obligations.

The problem with the phrase is that there are no objective criteria by which best endeavours can be judged. It is easy to conclude that someone has used ‘best endeavours’ to ensure that something is done if the result is that the thing is done.

It is very hard to make the same judgment if, despite certain efforts having been made, the thing is not done.

The phrase poses particular problems in professional undertakings (such as ‘X promises to use its best endeavours to obtain the title deeds’) due to the vagueness it introduces into the obligation undertaken. For this reason, the Law Society of England and Wales has warned solicitors against giving a ‘best endeavours’ undertaking.

Forthwith causes problems because it is too open-ended to introduce any certainty into the contract. According to the context, ‘forthwith’ could mean a matter of hours or a matter of weeks.

Everything depends on the context. For example, in one English case ‘forthwith’ was held to be within 14 days. In another it was held that notice entered on a Friday and given the following Monday was not given

‘forthwith’. In yet another, the duty to submit a claim ‘forthwith’ was held not to arise until a particular state department had the basic information to allow the claim to be determined. For these reasons, it is preferable to specify a precise time and date by which something must be done if time is of the essence in an agreement.

4. FALSE WORD PAIRS

Many words in English look and sound alike but can have very different meanings. Typical examples include *principal* and *principle*, *affect* and *effect*, and *disinterested* and *uninterested*. In some cases – as in *prescribe* and *proscribe* – the meanings may in fact be opposite.

It is important to be aware of the more common of these false pairs – the consequences of confusing them could be disastrous. For more information on this subject, see the glossary of easily confused words at the back of the book.

➤ *Choose the correct word from the choices given in brackets in respect of each sentence.*

(1) You are not (eligible/illegible) to practise as a lawyer in this country unless you have received official authorisation to do so.

(2) The testimony given by the witness was not entirely (credible/creditable).

(3) I have always been completely (disinterested/uninterested) in what judges do in their spare time.

(4) It is an important legal (principal/principle) that the accused should be presumed to be not guilty until proven guilty.

(5) The present economic recession will (affect/effect) this company adversely.

5. PROBLEM WORDS

Certain words cause problems, either because they have a number of meanings or because it is unclear to writers when one word should be used instead of another. It may not be possible to avoid them – particularly since many such words are extremely useful (when used correctly) – but care should be taken when using the following words, among others.

Only

Only, when used as an adverb, has four meanings:

1. It can be used to mean ‘nothing or no one else but’ (‘*only* qualified lawyers are able to draft these documents’).

2. It can also be used to mean ‘with the negative result that’ (‘he turned, *only* to find his path was blocked’).

3. A further meaning is ‘no longer ago than’ (‘it was *only* on Thursday that the document arrived’).

4. Lastly, it can mean ‘not until’ (‘we can finalise the contract *only* when the document arrives’).

The positioning of this word in a sentence is of critical importance. The meaning of the whole sentence can change profoundly according to where it is placed. Generally, it should go immediately in front of the word or phrase which it is qualifying: for example, ‘the *only* cows are seen on the northern plain’ has a different meaning to ‘the cows are *only* seen on the northern plain’, which in turn has a different meaning to ‘the cows are seen on *only* the northern plain’.

Fewer or less?

These words are often used incorrectly, even by native speakers of English. *Fewer* should be used with plural nouns, as in ‘eat fewer cakes’ or ‘there are fewer people here today’.

Less should be used with nouns referring to things that cannot be counted, as in ‘there is less blossom on this tree’. It is wrong to use less with a plural noun (‘less people’, ‘less cakes’).

Can or may?

Can is mainly used to mean ‘to be able to’, as in the sentence ‘Can he move?’, which means, is he physically able to move?

May is used when asking to be allowed to do something as in ‘may we leave now?’, as can is thought to be less correct or less polite in such cases.

Imply or infer?

Do not confuse the words *imply* and *infer*. They can describe the same situation, but from different points of view.

If a speaker or writer *implies* something, as in ‘he implied that the manager was a fool’, it means that the person is suggesting something though not saying it directly.

If you *infer* something from what has been said, as in ‘we inferred from his words that the manager is a fool’, this means that you come to the conclusion that this is what they really mean.

Non- or un-?

The prefixes *non-* and *un-* both mean ‘not’ but they tend to be used in slightly different ways. *Non-* is more neutral in meaning, while *un-* means an opposite and thus often suggests a particular bias or standpoint. For example, *unnatural* means that something is not natural in a bad way, whereas *non-natural* simply means ‘not natural’. As a consequence, where there is a genuine choice about which prefix to use, non- is preferred in legal writing (e.g. *non-statutory* instead of *unstatutory*).

If or whether?

Although *if* can mean ‘whether’, it is better to use the word *whether* rather than *if* in writing (‘I’ll see whether he left an address’ rather than ‘I’ll see if he left an address’).

Specially or especially?

Although *especially* and *specially* can both mean ‘particularly’, they are not exactly the same. *Especially* also means ‘in particular, chiefly’, as in ‘he distrusted them all, especially Karen’, while *specially* also means ‘for a special purpose’ as in ‘the machine was specially built for this job’.

Save

Save usually means to rescue from harm or danger. However, it can also be used to mean ‘except’. It is frequently used in this sense in legal documents. For example: *No warranties are given save as to those set out in Schedule 3.*

Client or customer?

Generally speaking, businesses that provide professional services (e.g. lawyers, accountants) have *clients*, while businesses that sell products (e.g. retailers) have *customers*.

Here is a quick list of the most common writing and grammar mistakes to look out for before submitting your manuscript.

1. Language errors (word choice, phrasing)

Academic writing is meant to be professional and straightforward, on point but easy to understand, and precise, with no room for misinterpretation. One of the most common mistakes in writing is not using the appropriate tone and style to communicate your research. Keep in mind that language that is

generally acceptable in informal writing, such as slang and irregular abbreviations, is considered inappropriate for academic writing.

Another common writing mistake is mixing up words that look or sound similar or not the right words and phrases to convey your meaning clearly and accurately. **When using synonyms or rephrasing text, make sure you choose words and phrases that fit the context. Avoid using excessive technical terminology, jargon and cliches, such as “*think outside of the box*” and “*at the end of the day.*”**

Wrong Word

Wrong word errors take a number of forms. They may convey a slightly different meaning than you intend (*compose* instead of *comprise*) or a completely wrong meaning (*prevaricate* instead of *procrastinate*). They may also be as simple as a wrong preposition or other type of wrong word in an idiom.

Use your thesaurus and spell checker with care. If you select a word from a thesaurus without knowing its precise meaning or allow a spell checker to correct spelling automatically, you may make wrong-word errors. If prepositions and idioms are tricky for you, look up the standard usage.

Here are a couple of wrong word examples:

Did you catch my illusion to the Bible?

Illusion means “an erroneous perception of reality.” In the context of this sentence, *allusion* was needed because it means “reference.”

Edmund Spenser’s The Faerie Queene is a magnificent sixteenth-century allergy.

A spell checker replaced allegory with allergy.

2. Poor grammar (voice, tenses, punctuation)

In academic writing it is essential to check your work to eliminate common grammar mistakes. Using grammar and punctuation properly helps to emphasise pauses, thoughts, ideas, and even the accuracy of the text.

Experts suggest the use of active voice instead of passive voice when writing, for example, “we carried out research”, rather than “research was carried out”. Although some sections of your paper will benefit from the use of passive voice. Similarly, consistency in verb tense usage within a paragraph or between adjacent paragraphs helps to ensure better flow of ideas.

The incorrect use of punctuation marks, such as commas, apostrophes, quotations, colons, and semi-colons, is among the most common grammar mistakes in English that can change the way a message is interpreted, so it is important to understand how to use punctuations properly. Other grammar mistake examples include the misuse of articles, sentence fragmentation, parallelism, and subject-verb agreement.

3. Repetition of ideas (winding sentences)

While writing your thesis, dissertation, or research paper, you will need to keep within the recommended word count. However, academics often resort to describing established concepts or repeating ideas and arguments in different sections of their paper to meet this word count requirement. This common writing mistake shows a lack of proper research and a dearth of original perspectives and can make your research manuscript seem bloated and incoherent.

Academic writing is expected to be clear and concise, so it's important to maintain a balance between restating key points to highlight critical messages for the reader and becoming overly repetitive to the extent of being irritating or boring. If you find yourself repeating phrases often, avoid this common mistake in writing by using contextual synonyms or rephrasing text differently to convey your research in the most effective way possible.

4. Weak introductions

One of the most common writing mistakes made by early career researchers is that they do not pay sufficient attention to the introduction of

the research manuscript. The introduction serves as the reader's first impression of the article, influencing their decision to either continue reading or skip it. Ensuring that the introduction is captivating and concise is vital. A good introduction helps highlight your topic, main concepts, and background information, which sets the context for your research.

When writing the introduction, researchers must try and find answers to why they chose a specific topic for research – why it is important, why you adopted a particular method or approach, and why it is relevant today. **Avoid this type of common writing mistake by striking a balance between being concise and engaging while providing a comprehensive overview of the major concepts in the introduction.**

5. Neglecting editing

Having spent long hours on research studies and academic writing, it is tempting to submit your research manuscript to your target journal as soon as it is completed. This is especially true if you are racing against tight deadlines. However, submitting your work without proper editing and final proofreading checks is one of the most common mistakes in writing. **Identifying breaks in logic and flow, ensuring consistency in terms of fonts and formatting, eliminating spelling and grammatical mistakes, checking your references and citations, and ensuring that your submission is complete are all essential and critical checks for your manuscript to be accepted for publication.**

6. Ignoring recommended guidelines

Most universities and international journals have their own specific set of stringent author guidelines that include instructions about appropriate structure, word count, formatting, fonts, etc. **However, a common writing mistake that some budding academics make is ignoring, missing out on,**

or misinterpreting these important guidelines; this may be seen as a lack of effort or an inability to follow instructions.

In such cases, even if your research may potentially offer a breakthrough in your field, you are likely to be rejected or asked to submit with major revisions. One way to avoid this common writing mistake is to carefully examine the specific guidelines and make notes or checklists on key aspects to include/keep in mind before you start writing to ensure your work is not desk rejection.

➤ *Choose the correct word from the alternatives provided in parentheses in the sentences below.*

- (1) There are (less/fewer) risks in this transaction than I had previously assumed.
- (2) The hardware store did not have many (customers/clients) that morning.
- (3) It (can/may) be a good idea to send a copy of that document to the client.
- (4) I dislike all English food, (specially/especially) fish and chips.
- (5) I asked him to help me with this project but I'm afraid he was most (uncooperative/non-cooperative).

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Useful links

- 1) The up-to-date information for preparing and defending Project Proposals: <https://lang.hse.ru/cetd/projectproposals>
- 2) English Requirements for Bachelor's Programs: <https://www.hse.ru/studyspravka/engbach>
- 3) Useful Resources (links, AI tools, podcasts, video materials, speakers' materials, study materials, four levels of academic writing): <https://academics.hse.ru/awc/resource>
- 4) HSE Academic Writing Centre on YouTube: <https://www.youtube.com/channel/UC-9U0UpMTH2N4UtK962gGEQ>
- 5) Career in Science: t.me/careersci.

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