English for Academic Purposes (EAP)

Part 1
**English for Academic Purposes (EAP)** teaches students to use language appropriately to study and publish in the academy.

Genres are *categories of texts* which follow specific:

* **Rules** (things that can and can not be done)
* **Conventions** (traditional or expected ways of doing things)

Offer consensual, structured ways of writing, reading and thinking.

Contracts between writer and reader in which particular expectations are honored.
Academic genres are those genres of written and oral communication privileged in places of higher learning (University).

Academic genres are governed by rules and conventions regarding language, standards and ethics of research, and professional conduct (such as acknowledging sources).

A firm command of these genres does not come naturally; they must be learnt and true expertise is a long-term goal achieved through practice!
Specific genres are:

* Abstracts
* Book reviews
* Laboratory reports
* Research articles
* Conference presentations

Most academic work is published in journal article, book or thesis form. Much, though not all, academic publishing relies on some form of peer review or editorial refereeing to qualify texts for publication.
The Abstract

An **abstract** is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the paper's purpose.

An abstract always appears at the beginning of a manuscript, acting as the point-of-entry for any given scientific paper.

In science, an abstract may act as a stand-alone entity in lieu of the paper.
The Abstract

The abstract can convey the main results and conclusions of a scientific article but the full text article must be consulted for details of the methodology, the full experimental results, and a critical discussion of the interpretations and conclusions.

Consulting the abstract alone is inadequate for scholarship.
Abstract length varies by discipline and publisher requirements. Typical length ranges from 100 to 500 words, but very rarely more than a page. They are typically sectioned logically as an overview of what appears in the paper (e.g. Background, Introduction, Objectives, Methods, Results, Conclusions).
The Abstract

An abstract allows one to look through copious amounts of papers for ones in which the researcher can have more confidence that they will be relevant to his research.

Abstracts help a researcher decide which papers might be relevant to their research.
A Theory of Physical Activity Maintenance

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ABSTRACT

Regular physical activity is related to numerous psychological and physical benefits. Physical activity interventions have had varying degrees of success with adoption; however, maintenance over the long term is even more difficult to achieve, as the majority of individuals who start a physical activity program drop out or relapse. Although the physical activity maintenance literature is scant, there is evidence that the predictors of adoption are different from those of maintenance. Thus, it follows that physical activity adoption and maintenance require unique approaches. The explanatory power of such predictors, however, is limited by the absence of a cogent theoretical framework. Therefore, this paper presents the Physical Activity Maintenance (PAM) theory, which incorporates individual psychosocial variables (goal-setting, motivation, and self-efficacy), and contextual variables of the environment and life stress (triggers of relapse). Goal-setting is framed as satisfaction, attainment, and commitment; motivation as self-motivation and expectations; and self-efficacy as both barrier and relapse. The contextual variables may facilitate or impede physical activity maintenance directly and indirectly via the individual psychosocial variables. The PAM is presented to stimulate research on physical activity maintenance and advance our understanding of how and why people do and do not maintain physical activity long term.
A research paper is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition.

We can think of the research paper as a living thing, which grows and changes as the student explores, interprets, and evaluates sources related to a specific topic.

**Primary** and **secondary** sources are the heart of a research paper, and provide its nourishment.
The Research Article

Sources act as evidence to back up your thesis.

There are two types of support: *primary* and *secondary*. The names refer to the degree of "distance" to the topic.

A **primary source** is an original document or account that is not about another document or account but stands on its own (novel, poem, play, diary, letter, etc).

The data from a research study also constitutes a primary source because it comes straight from the participants' replies.
Secondary sources are ones that interpret primary sources or are otherwise a step removed.

A journal article or book about a poem, novel, or play or a commentary about what an interview signifies is a secondary source.

Your paper will likewise become a secondary source.
The research paper serves not only to further the field in which it is written, but also to provide the student/researcher with an exceptional opportunity to increase his knowledge in that field.

The goal of a research paper is not to inform the reader what others have to say about a topic, but to draw on what others have to say about a topic and engage the sources in order to thoughtfully offer a unique perspective on the issue at hand.
The Research Article

Emotional Intelligence
New Ability or Eclectic Traits?

John D. Mayer
Peter Salovey and John D. Mayer
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Some individuals have a unique capacity that allows them to carry on highly sophisticated interactions requiring complex
emotions and emotional intelligence, and in that sense they are
unique and special. Intuitively, many people have held the view
that emotional intelligence (EI) is a naturally occurring attribute
that is present in the emotions of psychic mechanisms. How
emotional intelligence is related to other attributes of the
human condition, however, is still a matter of considerable
debate. There are some who believe that emotional intelligence
is a natural trait and that it is present in all humans, while others
believe that it is a learned skill that can be developed over
time. Yet others argue that emotional intelligence is a
combination of both natural and learned elements.

Emotional intelligence is generally defined as the ability to
understand one's own emotions and those of others, to use
emotions to guide thinking and action, and to recognize and
manage emotions in oneself and others. It is believed that emotional intelligence is an important factor in
success in both personal and professional life, and that it
contributes to many aspects of psychological well-being.

There is a growing body of evidence that supports the view
that emotional intelligence is a complex and multifaceted
construct that spans across various domains of human
functioning. This complexity can make it challenging to
characterize and measure emotional intelligence, but it also
suggests that it is a pervasive and multifaceted construct that
has the potential to impact many aspects of our lives.

Many researchers have attempted to define and measure
emotional intelligence in different ways, often using a variety of
tests and self-report assessments. A well-known example is
the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT),
which assesses five domains of emotional intelligence: emotion
perception, emotion management, emotion awareness, social
skills, and motivation.

The MSCEIT has been used in numerous studies to examine
the relationship between emotional intelligence and various
outcomes, such as job performance, academic achievement,
leadership, and mental health. The results of these studies have
suggested that emotional intelligence is a useful predictor of
success in a variety of domains.

However, the nature of emotional intelligence is still a topic
of much debate and research. Some scholars argue that it is
a naturally occurring trait that cannot be easily developed,
while others believe that it is a skill that can be learned and
improved through practice and training. As a result, the
measurement and assessment of emotional intelligence remain
areas of active research and development.

The importance of emotional intelligence in everyday life
cannot be overstated. It plays a crucial role in our ability to
communicate effectively, build and maintain relationships,
make sound decisions, and achieve personal and professional
success. By understanding the components and implications of
emotional intelligence, we can work towards developing and
enhancing our own emotional competencies to enhance our
quality of life and contribute to the well-being of others.

The Schön in the Field
Initial Ideas
Our initial ideas of EI were that it consists of a range of
related mental abilities. For example, we first defined EI as
the ability to monitor one's own and others' feelings and
emotions, to discriminate among them and to use this
discrimination to guide one's thinking and actions (Mayer &
Salovey, 1997). However, it quickly became clear that the
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Book reviews typically evaluate recently-written works.

They offer a brief description of the text’s key points and often provide a short appraisal of the strengths and weaknesses of the work.

Unlike articles, book reviews tend to be solicited.

They typically range from 500-750 words, but may be longer or shorter. (The length and depth of research book reviews varies much from journal to journal)
The Book Review

F. Gobet, A. de Voogt, J. Retschitzki, Movers in Mind: The Psychology of Board Games

The book “Movers in Mind: The Psychology of Board Games” is written by three researchers with a background in the scientific study of board games. The first author is a former Grau, an expert chess player who has turned his passion for playing chess into a passion for understanding the psychology of chess players partly through a collaboration with two of the founders of psychological research of chess, Adanew de Groot and Herbert Simon. The other two authors have focused on other board games, and for Alex de Voogt and Steve for Jean Retschitzki.

The authors wanted to write a book that would serve the whole range of board games as studied from a wide range of perspectives that all have some link with psychology (cognitive psychology, artificial intelligence, cross-cultural psychology, education, and social sciences). As such, the book is viewed as an encyclopedia that should be able to serve the interested reader with the relevant original research papers, no matter what the interest is. In addition, the authors hope that the grouping of all this material into one book will highlight potentially neglected topics for research. Finally, the authors aim to convince the reader that a study of the psychology of board games is very important and provides insights with important implications for psychological research in general. This fact is the major focus of the book’s introduction (Chapter 1) in which the role of board games in science and cognitive psychology is reviewed. The second chapter of the book introduces the reader to several ways in which board games have been analyzed. The reader is familiarized with important concepts from computer science and artificial intelligence, and the role of knowledge, learning, search, and game complexity. The third chapter is the core of the book as it reviews the major theoretical frameworks that have been used in psychological research on board games.

The second and third chapters highlight a major strength of the book. The authors have tried to go further than a mere description of experimental facts and observations. As it becomes clear from this book, there are ample observations, and a mark of the authors is that they start by providing the reader with a comprehensive perspective. It might be seen as a personal bias of the first author that the most positively evaluated theory is the template theory (Gobet & Simon, 1996) be

References


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Available online 14 April 2006

approach very difficult. For example, if one wants to test propositions of the template theory about the role of perceptual processes in expertise, then it is a disadvantage that experts do not only use visual processing to analyze a game position, but also all their knowledge about the rules of the game. As such, I was somewhat disappointed that few attempts have been made to complement the work in real-world game experts with studies that provide more experimental control of all factors that might be involved to reduce the impact of such potentially confusing confounds.

In sum, this book provides the reader with an encyclopedic overview of what is known about the psychology of board games. It is certainly not a botany encyclopedia, it is much more than that. It contains enough of an overall framework to orient the reader. I expect this book to become a standard work in this specific field of study, and it has the potential to direct future research towards the most pertinent gaps in the work that has been carried out thus far.
Experimental reports, also known as ‘lab reports’, detail the results of experimental research projects and are most often written in experimental psychology (lab) courses.

Experimental reports are write-ups of your results after you have conducted research with participants.
Lab Report Form

Pre-Lab Section

Title: Name of experiment
Objective: What you are going to do.
Safety: Any safety equipment.
Hypothesis: Predict the outcome of your experiment.
Materials: what you used.

Procedure:
Steps of your experiment.

Lab Section

Data/Results/Observations:

What happened

Conclusion(s): Was your hypothesis right or wrong and why.
Lab Report Template

Title: * a brief, concise, yet descriptive title

Statement of the Problem:
* What question(s) are you trying to answer?
* Include any preliminary observations or background information about the subject

Hypothesis:
* Write a possible solution for the problem.
* Make sure this possible solution is a complete sentence.
* Make sure the statement is testable, an if-then statement is recommended to illustrate what criteria will support your hypothesis (and what data would no support the hypothesis).

Materials:
* Make a list of ALL items used in the lab. Alternatively, materials can be included as part of the procedure.

Procedure:
* Write a paragraph (complete sentences) which explains what you did in the lab as a short summary.
* Add details (step-by-step) of your procedure in such a way that anyone else could repeat the experiment.

Results (Data):
* This section should include any data tables, observations, or additional notes you make during the lab.
* You may attach a separate sheet(s) if necessary.
* All tables, graphs and charts should be labeled appropriately.

Conclusions:
* Accept or reject your hypothesis.
* EXPLAIN why you accepted or rejected your hypothesis using data from the lab.
* Include a summary of the data - averages, highest, lowest...etc to help the reader understand your results. Try not to copy your data here, you should summarize and reference KEY information.
* List one thing you learned and describe how it applies to a real-life situation.
* Discuss possible errors that could have occurred in the collection of the data (experimental errors)
Conference Presentations

✓ Paper / Power Point
Academic Poster