

# ASSIGNMENT No. 02

## Basics of Technical English (1425) BA/ BS

### Spring, 2025

Q.1 Define the following terms with appropriate examples. (20)

#### • Apostrophe

An apostrophe is a punctuation mark used primarily in English to indicate the omission of letters or numbers and to show possession. Its two main functions are to form contractions and to denote ownership. For example, in the contraction "don't," the apostrophe signifies that the letter "o" has been omitted from the word "not." In terms of possession, one might say, "The dog's leash is red," where the apostrophe and the letter "s" indicate that the leash belongs to the dog. Apostrophes also help clarify meaning; for instance, "the teachers' lounge" indicates a lounge that belongs to multiple teachers, whereas "the teacher's lounge" refers to a lounge owned by a single teacher.

#### • Run On Sentence Modifiers

Run-on sentences occur when two or more independent clauses are joined without appropriate punctuation or coordinating conjunctions. They can lead to confusion in writing because they mix distinct thoughts without clear separation. For example, the run-on sentence "I love to read I have many books" combines two complete thoughts without the necessary punctuation or conjunction. To correct this, one could insert a period or a semicolon: "I love to read; I have many books." Modifiers can also complicate run-on sentences. If a modifier, such as an adjective or an adverb, is inserted into a run-on structure, it may not clarify the relationship between the ideas. Clear punctuation and structure are essential for understanding complex sentences.

#### • Subject Verb Agreement

Subject-verb agreement is a grammatical rule that requires the subject of a sentence to match its verb in number and person. In simple terms, singular subjects should be paired with singular verbs, while plural subjects must take plural verbs. For instance, in the sentence "The cat runs," "cat" is singular, and the verb "runs" correctly matches it. Conversely, in "The cats run," the plural subject "cats" aligns with the plural verb "run." A common point of confusion arises with collective nouns and certain sentence constructs, such as "The team is winning." In this case, "team" represents a singular entity, which is why the singular verb "is" is used. Ensuring correct subject-verb agreement is vital for maintaining clarity and grammatical accuracy in writing.

#### • Antecedents

An antecedent is a word or phrase that a pronoun refers back to in a sentence. This relationship is crucial for maintaining clarity and coherence in writing. For example, in the sentence "The dog barked loudly; it scared the mailman," "the dog" is the antecedent to the pronoun "it." Antecedents can be singular or plural, which affects the corresponding pronouns. In contrast, a sentence like "The birds are chirping; they are flying" shows that "birds" is the antecedent for the plural pronoun "they." Misidentifying antecedents or using ambiguous pronouns can create confusion. For clarity, it's best to position the antecedent closely to the pronoun and ensure consistency in number, particularly in complex sentences.

#### Conclusion

Understanding these grammatical concepts is essential for effective communication in writing. Apostrophes clarify meaning and indicate possession, while avoiding run-on sentences ensures clarity.

in expressing multiple ideas. Subject-verb agreement maintains grammatical correctness, and recognizing antecedents helps in precisely linking pronouns with their references. Mastery of these elements greatly enhances the quality

**Q.2 Visual aids play a crucial role in technical writing, such as assisting in data summarization, fostering discussion, and more. List the key visual aids commonly employed by technical writers and elaborate on two of them in detail, providing relevant examples.**

**ANSWER:**

### The Uses of Visual Aids:

Visual aids have a simple purpose. According to noted theorist Edward Tufte, visual aids "reveal data" (13). This key concept controls all other considerations in using visual aids. You will communicate effectively if your visual aids "draw the reader's attention to the sense and substance of the data, not to something else" (91). Technical writers use visual aids for four purposes:

- To summarize data
- To give readers an opportunity to explore data
- To provide a different entry point into the discussion
- To engage reader expectations

To summarize data means to present information in concise form. To give readers an opportunity to explore data means to allow them to investigate on their own. Readers can focus on any aspects that are relevant to their need. For instance, they might focus on the fact that the stock rose at the beginning and again at the end of the week, or that the one-day rebound on Friday equaled the two-day climb on Monday and Tuesday.

To provide a different entry point into the discussion means to orient readers to the topic even before they begin to read the text. Studying the graph of a stock's price could introduce the reader to the concept of price fluctuation or could provide a framework of dollar ranges and fluctuation patterns.

To engage reader expectations is to cause readers to develop questions about the topic. Simply glancing at the line that traces the stock's fluctuation in price would immediately raise questions about causes, market trends, and even the timeliness of buying or selling.

### **Using Tables**

A table is a collection of information expressed in numbers or words and presented in columns and rows. It shows the data that result from the interaction of an independent and a dependent variable. An independent variable is - itself. The dependent variable is the topic is the type of information you discover about the topic (White, Graphic). In a table of weather conditions, the independent variable, or topic, is the months. The dependent variables are the factors that describe weather in any month: average temperature, average precipitation, and whatever else you might want to compare. The data – and the point of the table – are the facts that appear for each month. Tables use rows and columns to give data or descriptions. They are useful when you want to compare many data points or represent a large amount of information. Dependent variables (what you want to compare) are usually placed as column headings. Independent variables (categories that do not change) are then listed as the rows.

An effective table supplements the text and other figures. Finding yourself making tedious lists in your text is a good indication that you should consider making a table.

### **--A Sample Page from a Research Paper with a Table--**

Later in our lives. But what about exposure to secondhand smoke? At this point, we don't always have a choice in exposure to the smoke of others. The Office of the Surgeon General (OGS) has documented a high level of exposure to secondhand in the United States. Blood tests of nonsmokers for the presence of cotinine, a chemical produced by nicotine, indicate that 88% of nonsmoking Americans are exposed to secondhand smoke ("Clean").

In 1972, the Surgeon General released a landmark report, The Health Consequences of Smoking, warning of the dangers of smoking. The report also warned of the risks of breathing secondhand smoke, also called "passive smoking" or "environmental tobacco smoke." Today, most people believe



that second-hand smoke is a serious enough problem that the government should protect the citizens from it. Table one reflects this belief.

### Table

Responses of 200 Adults who were asked, "Should the government protect citizens from the effects of second-hand smoke?"

	Frequency	Percentage
Number of People Who Answered "Yes."	125	62.5
Number of People Who Answered "No."	62	31
No Opinion	13	6.5

### Using Line Graphs:

A line graph shows the relationship of two variables by a line connecting points inside an X (horizontal) and a Y (vertical) axis. These graphs usually show trends over time, such as profits or losses from year to year. The line connects the points, and its ups and downs illustrate the changes often dramatically. On the horizontal axis, plot the independent variable, the topic whose effects you are recording, such as months of a year. On the vertical axis, record the values of the dependent variable, the factor that changes when the independent variable changes, such as sales. The line represents the record of change the fluctuation in sales.

### When to use a Line Graph:

Line graphs depict trends or relationships. They clarify data that would be difficult to grasp quickly in a table. Research shows that expert readers grasp line graphs more easily than non-experts (Felker et al.). Use line graph

- To show that a trend exists.
- To show that a relationship exists, say, of pollutant penetration to filter size.
- To give an overview or a general conclusion, rather than fine points.
- To initiate or supplement a discussion of cause or cause or significance.

### Using Bar Graphs:

A bar graph uses rectangles to indicate the relative size of several variables. Bar graphs contrast variables or show magnitude. They can be either horizontal or vertical. Horizontal bar graphs compare similar units, such as the populations of three cities. Vertical bar graphs (often called column graphs) are better for showing discrete values over time, such as profits or production at certain intervals.

In bar graphs, the independent variable is named along the base line dependent variable runs parallel to the bars. The bars show the data. In a graph comparing the defect rates of three manufacturing lines, the lines are the independent variable and are named along the base line. The defect rate is the dependent variable, labeled above the line parallel to the bars. The bars represent the data on defects.

### When to Use a Bar Graph:

Bar graphs compare the relative sizes of discrete items, usually at the same point in time. Like line graphs, they clarify data that would be difficult to extract from a table or lengthy prose paragraph. Non expert readers find bar graphs easier to grasp than tables. Use a bar graph

- To compare sizes.
- To give an overview or a general conclusion.
- To initiate or supplement a discussion of cause or significance

### Q.3 a. Planning your document is a crucial part of the technical writing process. What are the different steps involved in the planning phase? (10)

Formal reports are written to provide information, analyze an issue, or make recommendations. In this lesson, you'll discover the parts of a formal report and tips for writing an effective one. Organizations use formal reports to present information, analysis, and options to organizational leaders facing complicated problems, issues, or decisions. In this lesson, you'll learn about the three major components of formal reports.

## Formal Report Defined

Collin works for a major commercial real estate developer. His boss has asked Collin to prepare a formal report on the feasibility of an open air shopping center the company is contemplating developing. A report is simply a document that is produced to convey information. A **formal report** is written in a professional and formal manner to address complex issues. Formal reports may be used to convey information, analyze an issue or problem, and provide a recommended course of action.

Collin's report, for example, will provide information about the proposed project, like demographic and market data, information on the proposed site, market information, and an estimated cost of the project, among other things. His report will also analyze this information to determine the likely return on investment if the company pursues the development as well as the risk involved. Finally, his analysis will lead him to make a recommendation concerning whether the project should go forward or be scrapped.

Formal reports are written in a highly structured and prescribed manner so that readers can easily access and assess the information. Collin will prepare three major components of his formal report: the front matter, the text, and the back matter. Let's take a quick look at each component.

### Front Matter

The **front matter** will be at the top of Collin's report. This term simply refers to all the material and information that comes before the actual body of the report. Collin's front matter includes:

- a title page, which will include the title of the report, the name of the company, the name of the writers, and the date of the report;
- a cover letter, which will provide an overview of why the report was prepared, a summary of what's in it, and what next steps should be taken
- a table of contents
- a list of illustrations such as charts, graphs, maps and other visuals
- an abstract or executive summary, which provides an easy-to-read summary of the key points of the report in a nontechnical manner for those either too busy to study the whole report or who lack the technical knowledge to understand the details of the main report

As you can see, the front matter of a formal report acts as a sort of overview and road map for the rest of the report. It's important to note that nearly all the front matter will be prepared last, after the actual report is written, even though it is the first part of the formal report. This is because you can't create an effective overview of something that hasn't been written yet.

### Text

The **text of the report** follows the front matter and is the core of the report. The text of Collin's report is organized into sections. He'll prepare:

- an introduction, which includes a discussion of the purpose of the report,
- a background to familiarize the reader with the topic
- a statement of the problem or issue to be addressed.

Collin's introduction, for example, will explain that the report was written to determine the feasibility of developing an open-air shopping center at the proposed location. He'll provide a brief background sketch of the proposed shopping center and the proposed location and will identify the issues that must be resolved to determine whether to proceed with the development or not.

The discussion section may contain many different subsections depending upon the nature of the report. Collin is drafting a discussion that includes subsections on:

- market analysis
- survey results
- projected costs

- profit and loss potential
- risk assessment
- the project's impact on organizational resources
- analysis

## Formal Report

A **formal report** is an official report that contains detailed information, research, and data necessary to make business decisions. This report is generally written for the purpose of solving a problem.

Some examples of formal reports include:

- Inspection Report
- Safety Report
- Compliance Report
- Audit
- Incident Report
- Annual Report
- Situational Report

There are two categories of formal reports: informational and analytical reports. The **informational report** gathers data and facts used to draw conclusions. The **analytical report** contains the same information as the informational report, but it also offers recommendations to solve a problem.

Now let's take a look at the format and parts of a formal report. Think of the formal report as divided into three sections: front section, main section, and back section.

## Front Section of a Formal Report

The front section contains the title page, transmittal letter, and the table of contents. The title page should contain:

1. Company name
2. Name and title of the party for whom the report was prepared
3. Name and title of the preparer
4. Date

The **transmittal letter** is a letter informing the recipient that a report has been included in the packet. It may also state the purpose of the report. The letter also identifies any other documents that may be included.

The last part of the front section is the table of contents so that the reader can locate information by page number.

## Main Section of a Formal Report

The main section contains an executive summary, introduction to the problem, analysis of findings, and conclusions and/or recommendations:

The **executive summary** is a summary of the formal report. It should contain the basic facts without being too wordy. Think of it as a condensed version of the entire report.

The **introduction statement** states the purpose of the report, identifies the problem, its scope, and the method the writer plans to employ to solve the problem. The method may be to provide conclusions only as with an informational report, or it may be to provide conclusions and recommendations as with an analytical report.

An **analysis of findings** is probably the longest section. This section will reveal what facts you discovered and the details of the investigation. When drafting this section, remember to present



information in the easiest and clearest way that points your reader to your conclusions or recommendations.

At the end of the main section, you will include a conclusions section in an informational report or a conclusions and recommendations section in an analytical report. **Conclusions** are findings based on your research data, such as emerging trends or patterns. **Recommendations** are directives or advice based on the research and conclusions. Remember, only an analytical report contains this section.

### Back Section of a Formal Report

We end the formal report with the back section. Here you will place references and the appendix.

**References** are any document that you believe strengthens the findings, conclusions, or recommendations.

b. Imagine you are the head of a secondary school and are dissatisfied with the current performance of the teachers. You aim to implement changes to improve their teaching methods and schedule. Considering the various steps involved in the planning process, write a proposal outlining the necessary changes. (10)

### Proposal for Improving Teacher Performance and Teaching Methods

#### Introduction

As the head of [School Name], I have observed a decline in the teaching performance across various departments. Feedback from students, parents, and faculty meetings indicates a pressing need to revitalize our teaching methods and improve the overall educational experience. This proposal outlines a strategic plan to implement essential changes in our teaching methods and scheduling to enhance classroom engagement, promote continuous professional development for teachers, and ultimately improve student outcomes.

#### Assessment of Current Performance

Before implementing changes, it is crucial to assess the current situation. This assessment will include collecting feedback from students and parents, classroom observations, and reviewing student performance metrics over the past academic year. The data collected will help identify specific areas where teaching methods may be lacking, such as insufficient use of technology, outdated instructional strategies, and ineffective classroom management techniques. By understanding the root causes of the current performance issues, we can create targeted initiatives.

#### Professional Development Program

To enhance teaching methods, I propose a comprehensive professional development program for teachers. This program will focus on introducing modern pedagogical techniques, integrating technology in the classroom, and fostering collaborative teaching practices. Key components will include:

- Workshops and Training Sessions:** Regular workshops led by education specialists will cover various topics such as differentiated instruction, formative assessment techniques, and classroom technology integration (e.g., using Smart Boards, online resources).
- Peer Observation and Feedback:** Establishing a peer observation program where teachers observe each other's classes and provide constructive feedback will create an environment of support and professional growth.
- Mentorship Program:** Pairing experienced teachers with novice educators to facilitate mentorship will be beneficial in sharing best practices and addressing challenges faced in the classroom.

4. **Continuous Assessment:** An ongoing series of follow-up meetings and assessments will evaluate the effectiveness of the professional development initiatives and allow for adjustments to be made as necessary.

### Revising the Teaching Schedule

In addition to professional development, changes to the teaching schedule will help optimize classroom time and enhance the teaching effectiveness. Considerations for the revised schedule will include:

1. **Extended Instructional Periods:** Implementing longer periods for core subjects will provide teachers with more time for in-depth discussions and hands-on activities, facilitating a more engaging learning environment.
2. **Flexible Scheduling:** Introducing a block schedule format where classes are scheduled less frequently but for longer durations can enhance focus and reduce the hustle of changing classes every hour.
3. **Time for Collaboration:** Incorporating regular collaborative planning sessions within the weekly schedule will allow teachers to develop lesson plans together, share successful strategies, and align their teaching objectives.
4. **Dedicated Professional Development Days:** Allocating specific days for professional development, free from student engagement, will ensure that teachers have ample time to focus on enhancing their skills without the immediate pressures of student instruction.

### Ongoing Evaluation and Feedback Mechanism

To ensure the sustainability and effectiveness of the proposed changes, I recommend establishing a feedback mechanism that includes regular evaluations from both students and teachers. Surveys, focus groups, and monthly meetings can be utilized to gather ongoing feedback about the changes implemented. This feedback will be critical in understanding the impact of the professional development programs and schedule revisions, allowing for iterative improvements to be made.

### Conclusion

In conclusion, improving teacher performance and teaching methods at [School Name] requires a multifaceted approach that includes a thorough assessment of current practices, robust professional development opportunities, and necessary revisions to the teaching schedule. By investing in our teachers and fostering an environment of collaboration and continuous improvement, we can ensure that students receive the quality education they deserve. I strongly believe that with the proposed changes, we will see a significant enhancement in teaching performance, leading to more effective learning outcomes for our students. I look forward to discussing this proposal with the faculty and receiving their insights and support for its implementation.

### Q.4 a. There are many referencing methods in practice by the researchers. Discuss about APA method and its usage in detail. (10)

The American Psychological Association (APA) Style Guide was developed for use primarily in the social sciences for both research papers and journal articles. The intent is to provide accurate references and citations without hindering the readability of the text and making it easier to type up or type set a manuscript. Numbered references to footnotes or end-notes have been eliminated in favor of in-text citations that identify the author and year of publication. The reference can then be located in the References at the end of the paper. In addition to this fundamental change, the APA style mandates an overall structure for a paper.

### Two Famous Methods of Citations in Research Writing

There are two methods are used to document sources. It means following the citation system to indicate whose ideas you are using. Following two methods are commonly used:

APA formatting is the standard method of documentation used by the American Psychological Association. Although followed by writers in a variety of fields, it is geared towards the social and



behavioral sciences. Similar to MLA (used mostly for literature and languages) and Chicago style (prevalent in the humanities, more generally), APA provides a disciplinary standard to facilitate clear communication and easy reference in the field. In 1929, the "Publication Manual of the American Psychological Association" (or APA) began life as a 7-page article. That brief tract on usage guidelines has been evolving ever since.

## Writing an APA Paper

- Create the format of the paper by setting up the Title Page and required formatting options. The Title Page shows a heading, the title, the author's name and the author's institutional affiliation. The word processor should be set up to show a header with the title of the paper all in upper case letters, flush left and on the same line the page number flush right. Margins should be set to 1 inch on all sides and all text should be typed in Times Roman or a similar font at 11 or 12 point. All paragraphs should be double spaced.
- Write the Abstract as a single paragraph of 150 to 250 words that summarizes the research. This should include the initial hypothesis, an outline of the data and its analysis, and a summary of conclusions. Further investigations and implications of the research should also be indicated. If appropriate, include a "Keyword" section at the bottom that lists keywords separated by commas.
- Produce the main body of the paper's text. Reports of experimental results are the most frequent APA paper and they follow a standard format. The "Introduction" outlines the research problem and how the author decided to work with that problem. The "Method" outlines in detail how the experiment was run, including selecting the experimental population, the experimental treatments and the collection of data. The "Results" section reports on the before and after testing, if appropriate, and the data collected during the experiment. The "Discussion" section then considers the implications of the results, the statistical reliability of the results, and the overall conclusions that can be developed including further investigations.
- Throughout this section, citations to other research should be noted by using the in-text citation methods outlined in the APA style guide. If the reference is to the work as a whole then author and year of publication is used — for example, (Murrell, 2005). A direct quote is referenced by including the page number, as in (Murrell, 2005, p.17).
- Create the References section, which records in alphabetical order by main author's last name all of the works used or referred to in the paper. The basic format is the same for all types of references. Write the author's last name followed by initials. Up to six authors will follow the same pattern of last name and initials. Next is the year of publication in brackets. The title of the book or article is written with only the first letter capitalized unless there are proper names. Book titles are italicized while articles are simply written (do not put quote marks around article titles). Next, write down the city and state, followed by a colon and then the publisher for the book. An article has the title of the Journal (which is italicized) followed by the volume (if there is an issue number as well, it is in brackets) and then just the page number. All citations end with a period. For example: Sample, M. (2010) The writer's guide to research papers. New York, NY: Hudson Press.

## Page Layout

APA requires all text to be double spaced, typed in an easily legible 12-inch font and aligned to the left side of the page, with one-inch margins on all sides. Indent each paragraph 5 spaces and use a single space (not 2) after periods, colons, commas, question marks, and semicolons. Page headers should be offset 1/2 inch from the top of page. Pagination begins with the cover sheet.

## Quotation

Quoted material (always enclosed in "scare quotes") of less than 40 words should be weaved into the body of the text. Material exceeding 40 words should be offset from surrounding text. Double space and indent five spaces from the left-hand margin to indicate this separation.



## Types of Citation

Include the author's last name and year of publication (enclosed in parentheses) after every quotation. Direct quotes require an exact page number. If the author's name appears in the text, the year of publication will suffice, and vice versa. For example, a sentence citing a work with two authors would end like this: . For works with 3 to 5 authors, list all names in the first instance. Use "et al." for subsequent citations. Similarly, for a work with 6 or more authors use "et al.," as in.

## References

Citations for references include the author's name, reference publication date, publisher's city, and publisher's name. When citing web sites, instead of the publisher, the date the web site was viewed and the web site address are used.

## Punctuation and Abbreviations

The first time a term is used, it should be explained before using an abbreviation unless it is commonly used as a word. Periods are used for abbreviations within a reference but not for degree titles or organizations titles, for example, PhD.

### ii. MLA Method

MLA (Modern Language Association) style is a set of formatting conventions most often used in papers written in the liberal arts and humanities field. The MLA style is laid out in the MLA Handbook for Writers of Research Papers and the MLA Style Manual and Guide to Scholarly Publishing. Knowing these guidelines is an essential part of research writing. Learn how you can use the Modern Language Association guidelines to add authenticity to all your research writing.

## Citation

A citation is a brief citing or notation of a scholarly source. It gives credit to the author of the material utilized. A citation is imperative for readers to research the finding of one's information. It also protects the writer reusing the material from plagiarism and possible copyright infringement.

## Specifics on MLA

MLA is seemingly un-complex and more precise than varied writing styles. MLA uses short parenthetical citations within the text that are linked to a more elaborate alphabetical list of references that appear at the end of the document. MLA citation style varies depending on the publishing format; however, generally, the citing follows the format: author's last name, first name, title, publication, edition or chapter and year.

## How to write MLA format writing

- Use double-space and write in a Times New Roman 12 point font. Only use one space after punctuation.
- Use a header that places the page number a 1/2 inch down and to the right of each page.
- Put end notes and cite all work on separate pages. Set your page margins to 1 inch all the way around and indent five spaces, or 1/2 inch, from the left margin.
- Titles for longer works used in your paper can be underlined or italicized, but not both.
- Make a cover page. Include your name, the instructor's name, the course name, and the date in the left-hand corner. Drop down a double space, center your title, and write it in title case. Drop down a double space to begin the body text. The upper right corner should have a header that includes your last name followed by a space and a page number.

- Enclose short quotations in the body of your paper with quotation marks. Include author and specific page citation information in parenthesis and include the full information for the citation on the works cited page. Keep all punctuation outside the parenthesis.
- Write quotations more than four lines long as a block of text indented 1 inch from the left margin and without quotation marks.

**b. What is the difference between a summary and an abstract? And who is the audience for the summary and abstract? (10)**

**Introduction**

In academic and professional writing, clarity and conciseness are paramount. Summaries and abstracts serve to distill information into more digestible formats, allowing readers to quickly grasp the essence of a larger body of work. While they both aim to condense information, there are significant differences in their purpose, structure, content, and target audience. This comprehensive analysis will explore these differences in detail.

**Definition of Summary**

A summary is a condensed version of a longer piece of work, such as a chapter, article, book, or report. It provides an overview of the main ideas and themes, detailing critical arguments and conclusions without delving into specifics. Summaries are typically more informal than abstracts and can vary significantly in length, depending on the nature of the original document.

**Definition of Abstract**

An abstract, on the other hand, is a succinct summary specifically aimed at expressing the essential aspects of a research paper or article. It generally outlines the purpose, methodology, results, and conclusions of a study. Abstracts are formatted according to specific guidelines, particularly in academic and scientific contexts, and tend to be more technical than summaries.

**Purpose of Summary**

The primary purpose of a summary is to provide the reader with a clear and concise overview of a text, enabling them to understand the main points without needing to read the entire document. Summaries can serve various roles, such as aiding student comprehension, promoting discussions, or facilitating quick reviews of materials. They are frequently used in academic settings where students are tasked with summarizing readings for assignments or exams.

**Purpose of Abstract**

The purpose of an abstract is to allow readers to quickly ascertain the relevance and significance of a research paper. By summarizing the essential components, abstracts help researchers determine if the full text aligns with their research interests. This functionality is especially critical in academic publishing, where abstracts are often included in databases, enabling readers to search for relevant literature efficiently.

**Content of Summary**

A summary typically encapsulates the main arguments and ideas presented in a text, including relevant examples, key events, and overarching themes. It is designed to distill information into a readable format without overwhelming the reader with details. Summaries may also reflect the tone and style of the original work to some extent, maintaining its essence while distilling its meaning.

**Content of Abstract**



The content of an abstract, however, is more focused and structured. Abstracts generally contain these components: the research question, a brief description of the methodology, a summary of the key findings, and the overall conclusions. This structure is designed to provide valuable information at a glance, enabling readers to quickly assess the study's validity and relevancy to their work.

### Structure of Summary

The structure of a summary can vary considerably and may align with the format of the original work. Summaries can range from single-paragraph versions for shorter texts to multi-paragraph summaries for comprehensive works. Regardless, summaries prioritize clarity and coherence, enabling the reader to follow the main ideas seamlessly.

### Structure of Abstract

An abstract, in contrast, follows a more rigid structure that is often dictated by academic norms. Most abstracts are limited to a certain word count—often between 150 and 250 words—making brevity essential. The structured nature of an abstract ensures that all vital components are included succinctly, allowing readers to gain valuable insights rapidly.

### Audience for Summary

The audience for a summary is generally broader and less specialized. It may include students, educators, general readers, and professionals seeking a quick understanding of a document's content. In educational settings, summaries play an integral role in helping students grasp complex concepts and prepare for discussions or examinations.

### Audience for Abstract

Conversely, the audience for abstracts is primarily academic and professional, such as researchers, scholars, and practitioners in a particular field. These individuals are often looking for pertinent studies to cite or to inform their own research. Abstracts serve as a critical gateway, helping them identify relevant resources quickly amidst a sea of academic literature.

### Variability in Length

Another notable difference between summaries and abstracts lies in their variability in length. Summaries can vary widely based on the original content and its complexity, ranging from a few sentences to several paragraphs. This flexibility allows for tailored communication according to the specific needs of the audience.

### Fixed Length of Abstract

In contrast, abstracts are usually constrained by word limits and standardized formats. This consistent length requires authors to be extremely judicious with wording, ensuring that every sentence adds value. Abstracts are designed to convey the maximum amount of information within a limited space, underscoring the importance of precision and clarity.

### Contextual Use of Summary

Summaries are often utilized in diverse contexts beyond academia, including media and publishing, where they can help readers engage with the material more effectively. Whether in book reviews, articles, or presentations, summaries assist in delivering core messages in a straightforward manner, making the content accessible to a broader audience.

### Contextual Use of Abstract

Abstracts are entrenched primarily in academic and research contexts. They serve crucial functions in research journals, conferences, and dissertations, where a comprehensive understanding of research findings and implications is required. As digital databases often index papers by their abstracts, well-crafted abstracts are essential for enhancing the discoverability of academic work.

### Conclusion

In summary, while both summaries and abstracts aim to simplify information for the reader, their differences in definition, purpose, content, structure, and audience are significant. Summaries provide a broader overview for general readership, while abstracts serve a specific academic audience requiring precise information about research studies. Understanding these distinctions is vital for

effective communication in both academic and professional realms, ensuring that the needs of varied audiences are met with appropriate depth and clarity.

**Q.5 When we write a report or an article, we are required to read a few books or some specimens. For this purpose, we must mention the names of the authors and the resources we make use of. There are two famous methods of documenting sources. Write in detail some of the significant features of each one of them.**

When writing a report or an article, proper documentation of sources is essential for academic integrity and credibility. Good documentation not only gives credit to the original authors but also allows readers to trace the origins of ideas and data. Two renowned methods of documenting sources are the Modern Language Association (MLA) format and the American Psychological Association (APA) format. Below are the significant features of each method.

### MLA Documentation Style

The Modern Language Association (MLA) format is often used in the humanities, especially for literature, philosophy, and cultural studies. Here are some key features of the MLA documentation style:

**In-text Citations:** In MLA, in-text citations typically consist of the author's last name and the page number from which the information is derived, formatted in parentheses. For example: (Smith 23). This simple parenthetical reference enables readers to quickly identify the source corresponding to the information presented.

**Works Cited Page:** At the end of an MLA-formatted document, a "Works Cited" page is required. This page lists all the sources cited in the text. Entries are arranged alphabetically by the author's last name. The format for each entry typically includes the author's name, the title of the work (italicized for books and articles), publication information, and the format (print or web).

**No Year Requirement:** Unlike APA, which requires the inclusion of publication dates, MLA format does not necessitate the year of publication in the in-text citations or the Works Cited list. This feature simplifies the citation process but can sometimes omit necessary context about the timeliness of the sources used.

**Focus on Authors and Titles:** MLA places a significant emphasis on the author's name and the title of the source. When listing multiple works by the same author in the Works Cited, MLA guidelines dictate the necessity to include a citation for each work, making it easier for readers to find specific information based on authorship.

**Access Dates for Online Sources:** When citing online resources in MLA format, authors may include an access date if the content is expected to change or if the publication date is unavailable. This helps indicate when the source was retrieved, providing additional context for its validity.

### APA Documentation Style

The American Psychological Association (APA) format is widely used in the social sciences, including psychology, sociology, and education. It emphasizes the timeliness of information and clarity, which can be particularly relevant in these fast-evolving fields. Here are the significant features of APA documentation:

**In-text Citations:** APA style utilizes a different in-text citation format, which includes the author's last name and the year of publication, separated by a comma. For example: (Smith, 2020). This allows readers to assess the currency of the information easily, which is crucial in many scientific and social science contexts.

**References Page:** Similar to MLA's Works Cited, APA requires a "References" page at the end of the document. This page lists all sources cited in the paper, alphabetically by the author's last name. Each entry provides detailed information about the source, including the author, publication year, title (in italics), and source details like the publisher or DOI for journal articles.

**Emphasis on Publication Dates:** One key feature of APA format is its strong emphasis on publication dates. The year of publication is prominently featured in in-text citations, reminding



readers of the currency of the information. This is particularly valuable in fields that rapidly change, as it allows researchers to assess the relevance of their sources.

**Format for Various Sources:** APA has specific guidelines for citing a variety of sources, including books, journal articles, webpages, and conference papers. Each type of source has a distinct citation format, ensuring proper attribution across diverse media and formats.

**Use of DOI and URLs:** For online sources, APA emphasizes including the Digital Object Identifier (DOI) when available, as this provides a permanent link to the source. If a DOI is not available, a URL may be included. This feature enhances the accessibility and verification of sources, promoting scholarly transparency.

### Conclusion

Both MLA and APA documentation styles serve crucial roles in academic writing, each with its own set of significant features. The MLA format is typically preferred in the humanities and focuses on authorship and titles, while the APA format is favored in the social sciences and emphasizes publication dates and clarity. Understanding the distinct features of these two citation styles allows writers to choose the most appropriate method for their particular field and ensures proper attribution of sources in their work. Proper documentation is not only an ethical obligation in academic discourse but also enhances the credibility and scholarly value of the report or article being written.

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