

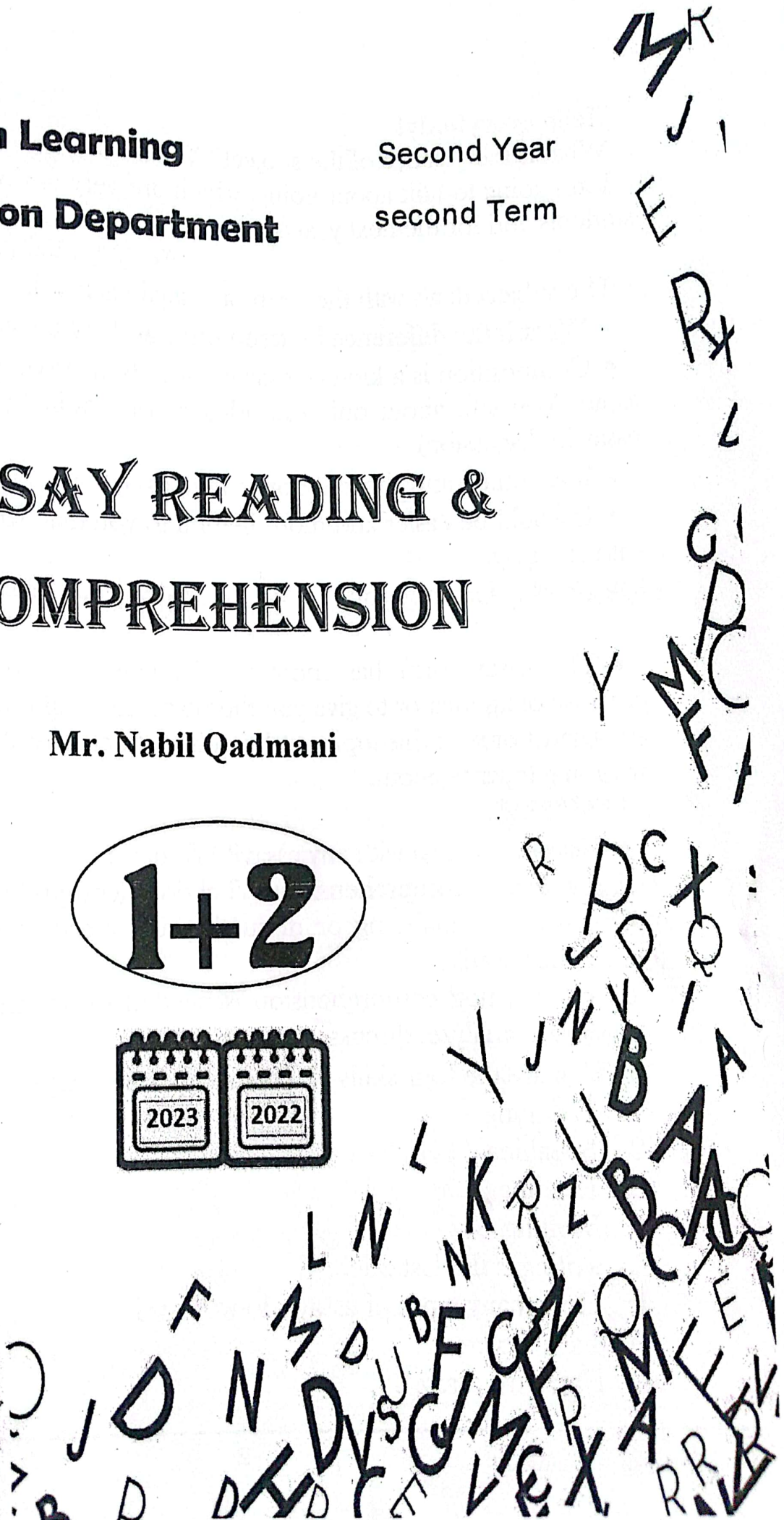
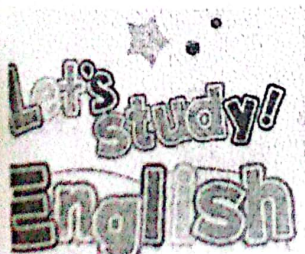
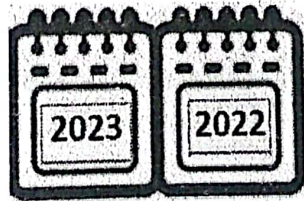
**Open Learning**  
**Translation Department**

Second Year  
second Term

# ESSAY READING & COMPREHENSION

Mr. Nabil Qadmani

1+2



**Hello everybody!**

What is the essence of the subject? What does the subject tell you?  
I am going to talk about points which are very important for you as students and for the next years.

ما هو الاختلاف بين المقال والإنشاء؟

The subject deals with the form of essay in general.

• **What is the difference between essay and composition?**

• Composition is a kind of easy writing about a common or specific topic. You talk about only one idea or one point. (Easier than the essay in discussion)

• It is limited and short. (Shorter than essay)

• It would be easier and more helpful to you than writing or dealing with an essay.

عندما كنتم في الثالث الثانوي كنتم تقومون بكتابة composition وكان البعض يقوم بحفظها}

• The essay form has more words, either to analyze a certain purpose of an idea or to give you the points in a right way whether you are against or with this topic, and you have to classify all the things you are going to write about.

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• How do we deal with any essay? We have:

**Essay reading comprehension:** What does (comprehension) mean?

Can we start analyzing or discussing any piece of writing without comprehension?

Of course, not; comprehension is needed to understand what you are going to analyze, discuss, connect or refer to.

• What are the four skills that comprehension depends on?

1. Listening
2. Speaking
3. Reading
4. Writing

So, writing is the last one.

1. How many types of essays do we have?

We have 7 types:

1. **Narrative essay**

2. Descriptive essay
3. Process essay
4. Argumentative essay
5. Cause and effect essay
6. Classification essay
7. Compare and contrast essay

What about literary essay?

It talks about or discusses a certain literary section of literature.

What about scientific essay?

It deals with a scientific topic.

So, we can sometimes understand the first topic sentence, which can guide us to the essence of the essay, which we are going to discuss.

من المؤلف أنكم غير مطالبين بكتابة مقال كما في قسم الأدب.

The study is from the book; try to buy it or borrow it because we are going to start with it.

**Let's go to the first point.**

I am going to start with unit 1 page 9.

### **Cause and Effect Essay**

I am going to read certain lines which are important.

A common method of analyzing a topic is by presenting its causes effects. An essay which follows this method is called a cause- and/or This essay starts by identifying a problem, an .and-effect essay or a cultural practice. Then causes ,event, a scientific principle .and/or effects are discussed

سوف أقرأ أسطر محددة مهمة.

طريقة شائعة لتحليل عنوان ما هي من خلال تقديم أسباب ونتائج هذه المشكلة. المقالة التي تتبع هذه الطريقة تدعى مقالة السبب والنتيجة. تبدأ المقالة من خلال تعريف مشكلة، حدث، مبدأ علمي، أو عمل ثقافي. عندها النتائج و/ أو الأسباب تُناقش.

In the final test, I want to tell you something about some obstacle points. You are going to be given certain multiple choices; maybe four or five multiple choices, and you are going to choose the most appropriate and suitable choice.

Sometimes, you are going to be confused because they are similar. Only one answer is accepted.

الأمر الثاني الذي أود التحدث عنه هو أن الأسئلة مؤتممة لذا يجب الانتباه عند الحل لأن الخطأ الأول في الورقة سيكون الأخير

Now, give me an example about cause-and-effect essay.

**Student:** pollution

**Instructor:** pollution, for example, there are many causes and effects for pollution in our daily life. So, when we talk about pollution, we will talk about the causes of pollution and what may lead to the bad effects of it.

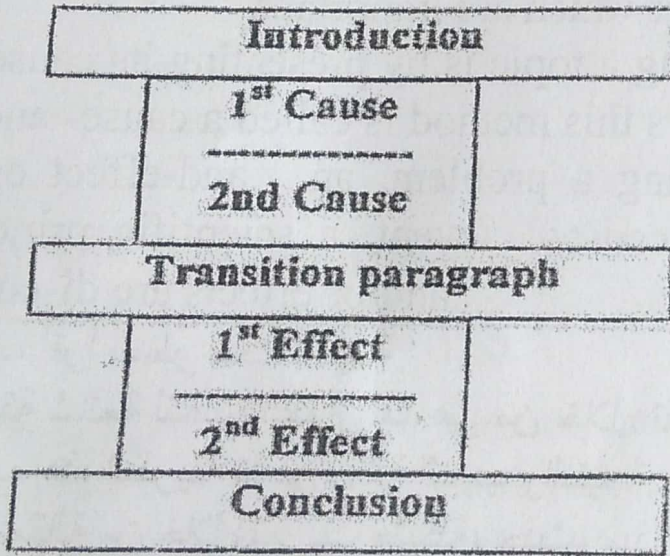
What about smoking? It is a clear example; something is connected with another thing as a result.

I am going to write about what is called "block organization".

organization method used in a cause-and-effect essay is called One Organization: causes are grouped in one paragraph and effects Block .another paragraph, as the diagram below shows are presented in

Block Organization: أحد الطرق المستعملة في مقالة السبب والنتيجة تدعى الأسباب توضع ضمن فقرة على حدى والنتائج يتم تقديمها في فقرة أخرى منفصلة، كما يظهر المخطط في الاسفل.

### BLOCK ORGANISATION



Block organization means that type of essay should be analyzed like the diagram above, no other way.

So, I am talking about introduction; all compositions or essays need an introduction.

For example:

If I am going to talk about smoking in general, I do not like smoking because it leads to many diseases such as ... (we do not introduce our topic like this)

You have to give an introduction to your topic right well, maybe in 2, 3, or 4 lines in order to tell the reader that you are going to write about: the merits (advantages) and demerits (disadvantages) of smoking.

Now, we have the 1<sup>st</sup> cause and the 2<sup>nd</sup> cause; we call this a "body paragraph".

Sometimes, we have to use 2 body paragraphs to discuss the first cause and the second cause.

In the end, we have the **conclusion**.

It is very important to tell the reader that you concluded what have been discussed through the body paragraphs.

Sometimes, it is very important to know that the conclusion should contain or include your review points. It is also important because it contains what was discussed by you as a student or by the reader himself because now, he is going to analyze the topic right well. Could the writer convince the reader with his goals or not? Was he objective?

We are not really concerned with the form because you are not going to refer if it is a block, a climax, or a chain organization.

I would like to draw your attention to a point which is "punctuation". Punctuation marks are very important. If you lose that type of spices, then your essay will not be accepted.

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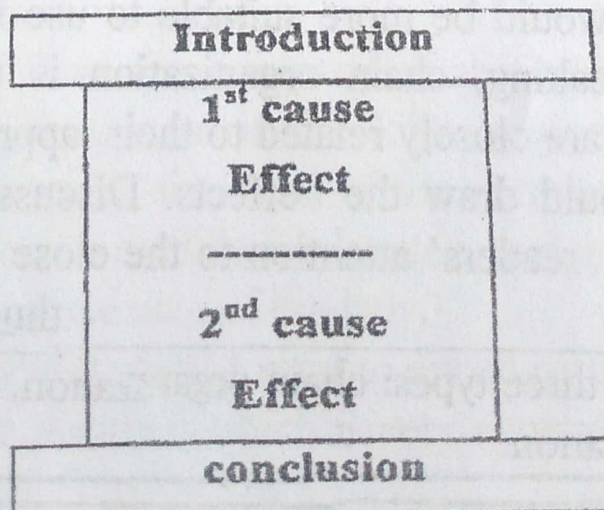
Let us move to another type.

### Chain Organization ∞

From the word chain, we imagine that there is a **sequence connection** of the causes and effect.

من كلمة سلسلة، نتخيل أن هناك ترابط متعاقب للأسباب والنتائج

### CHAIN ORGANISATION



Now, I will draw the diagram.  
The same here, we have the **introduction** in the beginning. Then, we have **the first cause and effect**.

أولا يكون لدينا المقدمة، ثم يكون لدينا أول سبب وأول نتيجة.

What is the difference between "affect" and "effect"?  
One of them is a verb (affect), and the other is a noun (effect).

Then, we have the **2<sup>nd</sup> cause and its effect**.

At last, we have the **conclusion**.

So, in the second type, they are connected directly.

في هذا النوع من التنظيم نربط السبب والنتيجة بشكل مباشر.

Another method is called Chain Organization: every body cause of the problem or subject and its paragraph is devoted to one effect.

تنظيم السلسلة: كل فقرة من العرض مقسومة إلى سبب لهذه المشكلة ونتيجة هذا السبب.

The final method is Climax Organization: Another type of organization causes and effects are ordered according to most important appearing last importance, with the

الطريقة الأخيرة لتنظيم هذا النوع من المقال يدعى Climax Organization الأسباب والنتائج تُنظم تبعاً للأهمية، من الأكثر أهمية إلى الأقل أهمية.

What do we mean by "climax"?

The top of any disaster, problem, event or what so ever. العقدة

What about the "anticlimax"? The solution or the **resolution**

The most important appears at the end because the writer wants to tell us about the most important moment by focusing on the last body paragraph.

He would conclude according to the important moment.

The order chosen for an essay depends on the topic. Certain organization would be more suitable to use in a topic methods of Generally speaking, chain organization is the .than in another causes which are closely related to their appropriate order for direct paragraph would draw the effects. Discussing them in the same and its effect, readers' attention to the close link between the cause .thus keeping them focused

So, we have three types: chain organization, block organization, and climax organization.

**Now, let us go to the sample of cause-and-effect essay.**

If you have the book, please, follow me on page 14.

Now, this essay is dealing with a comparison between men and women at large: those who move to high schools or join the college, and we will find the difference between the two sexes.

### **Men's work**

It was the first one, and of course, I told you that it talks about the business school, and what the difference between women and men in enrolling in such high schools or academic institutes is.

Nowadays, women have dropped out; 'drop out' means when you are following certain thing, and then you leave it or you stop doing it. Of course, it is because of some difficulties you may face to dropping out. For example, dropping out of schools, universities, or work sometimes

Why do women decide to leave the business school and what made the owners of that schools confuse?

I told you before that, generally speaking, it is completely different from our society. Now, when students do not have high marks for the 9<sup>th</sup> grade, they would not be able to join the secondary school; I mean the regular secondary school. They would be obliged to join the business school, industrial school and sometimes female school, or commercial school.

In Europe or America, this idea is completely wrong and different at the same time because business school is better than secondary school.

Dropping out of women was greater than that of men, and the most important element here is that women considered themselves as good ones in dealing or in leading companies without having a degree more than men. Then, what about men?

They cannot, at all, lead any company or any work without having any degree. Even in Europe or in the USA, women are welcomed everywhere like our society; the head of the company may ask for a secretary and say: I want a qualified, educated, and good-looking lady. He is looking for the attendance of the lady.

The second point is that when I want to enroll or to start studying at a certain university or institute, which is very expensive, the problem,

even in Europe or America, is that they think about the problem of money. So, dropping out was one cause for the ladies to leave that institute to another one that is cheaper, or sometimes to one that can be fair to them. That is the idea.

Now, the topic is "men's work," then why did we start talking about women's work? It is because we consider that men, all over the world, are more responsible to support the family than ladies. Like our society, we depend on husbands or men to support the family. The women will take a vacation when they get pregnant.

We are going to try to conclude the idea quickly. I told you to read the text at home and try to scan it and analyze the important things. I told you before that when I talk about men's work, we focus on things like what the first question suggested:

### **Why more women do not go to the law school?**

I think that I already mentioned the reason, and you can find that yourselves when reading the text.

Here, it is very important to know that the degree of Master of Business Administration is not an easy degree to get, and it is very important all over the world. It is even more important than the faculty of medicine or engineer.

### **Why more women do not go to the law school?**

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Let us read the first paragraph:

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1. **Where have all the women gone? Plenty to law school and medical school, where they typically equal, at least in America, the number of men. But business school? Here is an oddity. Business schools have bust a gut to persuade women to take MPAs, but with disappointing results. In 1988-89 women accounted for 28.6% of first-year students enrolled on MBA programs at the 20 schools that topped Business Week's annual ratings; in 2002-02, 30.3%. This year, says Kristine Laca, head of**

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admissions at the Tuck business school at Dartmouth, women's enrolments are down right across the industry.

1. أين ذهبت كل النساء؟ الكثير في كلية الحقوق وكلية الطب، حيث يتساوون عادةً مع عدد الرجال. على الأقل في أمريكا. لكن جامعة إدارة الأعمال؟ هنا يوجد شذوذ. تعاني كليات إدارة الأعمال لإقناع النساء بأخذ الدراسات العليا، ولكن مع نتائج مخيبة للآمال. في عام 1998-1988 شكلت النساء 28.6% من طلاب السنة الأولى المسجلين في برامج ماجستير إدارة الأعمال في 20 مدرسة تصدرت التصنيف السنوي لـ Business Week ؛ في 2002-2 ، 30.3%. في هذا العام، تقول كريستين لاكا، رئيسة قسم القبول في كلية تارك للأعمال في دارتموث، انخفض التحاق النساء في جميع أنحاء الصناعة.

This is the unanswerable question. An unanswerable question is one that pauses you. The word (plenty) in the first sentence refers to women.

What is the meaning of (odddity)? When we say something is (odd), we mean that it is strange or uncommon. غريب

What's the meaning of (MBA)?

Master of Business Administration

(ماجستير إدارة الأعمال)

What do we mean by (bust a gut)?

Go to page 18: the first question.

**Student:** It means to make a great effort.

**Instructor:** thanks. It means to make a great effort to convince someone to do something. It is an idiom.

But this effort was 'in vain', what is the meaning of 'in vain'?

It means that it is useless.

الترجمة العربية الدقيقة "عبثاً".

So, all their efforts were in vain; they could not convince women to come back to the business school.

So, the multiple choices are four, and sometimes, I may give you five choices, and sometimes two of them are very similar and close, and you have to find the most suitable one.

What do we mean by (Enrolled)?

Started to attend classes تسجيل

What do we mean by 'decline'?

Become less and less. انخفاض

The writer talks about the high prices or the money they have to pay (the cost) to enroll in such high schools.

So, we have a decrease of the number of women who start that type of school.

Let us move to another paragraph:

**2. The disappointing numbers are not confined to America. At the London Business School, 26% of current first-year MBAs and 29% of second years are women. Everywhere, numbers are low despite strenuous efforts by many business schools to attract more women**

الأرقام المخيبة للآمال لا تقتصر على أمريكا. في كلية لندن للأعمال، 26% من ماجستير إدارة الأعمال في السنة الأولى الحالية و29% من السنة الثانية كلهم نساء. في كل مكان، الأرقام منخفضة على الرغم من الجهود التي تبذلها العديد من كليات إدارة الأعمال لجذب المزيد من النساء.

(Numbers are not confined) means that these numbers are still open and not calculated or districted to America. You can see how he moved from America to London to prove the point.

Strenuous: strong. قوي

The third paragraph:

**3. A group of business schools and companies has reacted by setting up the Forte Foundation, based at the University of Michigan, to try to discover why more women do not apply. One issue seems to be cost, says Jeanne Wilt, who established the foundation. A two-year MBA course at a top school typically costs about \$100,000, even without counting lost earnings. Some women will forget a place at a top school for a full scholarship at a lesser school. Moreover, three to five years after leaving, women MBAs typically earn less than their male counterparts.**

استجابت مجموعة من كليات الأعمال والشركات من خلال إنشاء مؤسسة Forte Foundation ومقرها جامعة ميتشغان، لمحاولة اكتشاف سبب عدم تقديم المزيد من النساء لإدارة الأعمال. يبدو أن هناك مشكلة واحدة، كما تقول جين ويلت، التي أسست المؤسسة. تبلغ تكلفة دورة ماجستير إدارة الأعمال لمدة عامين في إحدى الكليات العليا حوالي 100,000 دولار أمريكي، حتى بدون احتساب الأرباح المفقودة. ستتخلى بعض النساء عن مكان في الكليات العليا للحصول على منحة دراسية كاملة في كلية أقل. علاوة على ذلك، بعد ثلاث إلى خمس سنوات من مغادرتها، تتقاضى النساء حاصلات على درجة الماجستير في إدارة الأعمال أقل من نظرائهن من الرجال.

**A group of business schools and companies: why do they refer to the companies?**

Because all the graduates of these business schools would join the field of the work for the companies

Set up: establish

**What do we mean by (lost earnings)?**

When you are studying at university, you may find a job or get employed, but in the university, you need to attend the classes because the **attendance is marked**. This means that you will lose your job, and as a result, you will lose the money you get from that job in order to join this school.

On the other hand, you have to pay a lot of money to study in this school.

**Forgo:** يتخلى means to quit, leave, or give up something even though you like.

**Scholarship:** منحة دراسية

**We have here another important idea. You know the word (rival)?**

منافس

باللغة العربية نقول منحة على حساب الدولة

**Counterparts:** نظير

**Paragraph 4:**

4. Women seem to drop out of business careers in their 20s. At IMD in Lausanne, which usually takes students aged about 30 rather than (as at American schools) 26, only 16% of those on the one-year MBA program are women. Yet IMD says it takes a representative proportion of women at the appropriate level in business.

يبدو أن النساء يتركن حياتهن في مجال الأعمال في العشرينات من العمر. في IMD في لوزان، والذي عادة ما يأخذ الطلاب الذين تتراوح أعمارهم بين 30 عامًا بدلاً من 26 (كما هو الحال في المدارس الأمريكية)، فإن 16% فقط من الطلاب في برنامج ماجستير إدارة الأعمال لمدة عام واحد هم من النساء. ومع ذلك، تقول IMD إنها تأخذ نسبة تمثيلية من النساء على المستوى المناسب في الأعمال التجارية.

**IMD:** is a business school that has certain qualification especially designed.

**IMD is a business school for management and leadership courses.**

باللغة العربية هو تخصص إدارة الأعمال.

**Proportion:** حصة

5. Business also seems to have an image problem with women. "They worry that business is not a caring profession," says Constance Helfat, Tuck's professor of strategy and technology. "But then, neither is law." Ms. Wilt says that women worry about long working hours, a lack of ethics and an absence of role models.

يبدو أن الأعمال التجارية لديها أيضا مشكلة مع المرأة. تقول كونستانس حلفات، أستاذة الإستراتيجية والتكنولوجيا في تاك "أنهم قلقون من أن الأعمال التجارية ليست مهنة دائمة ولكن ذلك ينطبق أيضاً على مهنة المحاماة." تقول السيدة ويلت أن النساء قلقت بشأن ساعات العمل الطويلة والافتقار إلى الأخلاق وغياب القدوة.

"They worry that business is not a caring profession"; it means it is out of their ambitious; it does not serve women. It is not their target.

**Strategy:** follow certain designed plan in good rules.

6. But could it be that women know something that men do not? After all, women get 30% of MBAs, but they own 38% of America's businesses. And they may soon own more. Ms. Helfat thinks that women in business are more likely than men to start their own companies. Maybe the truth is that you can be a good businesswoman without an MBA- but not a good businessman.

ولكن هل يمكن أن تكون النساء يعرفن شيئاً لا يعرفه الرجال؟ فبعد كل شيء، تحصل النساء على 30% من ماجستير في إدارة الأعمال لكنهن يملكن 38% من الأعمال الأمريكية. وقد يملكن المزيد قريباً. تعتقد السيدة حلفات أن النساء العاملات في مجال الأعمال هن أكثر عرضة من الرجال لتأسيس شركاتهن الخاصة. ربما الحقيقة هي أنه يمكنك أن تكوني سيدة أعمال جيدة بدون ماجستير في إدارة الأعمال - ولكن ليس رجل أعمال جيد.

I want you to find a suitable title for the essay.

Suitable jobs for women

Business school for men and women

Nothing stops women

**Instructor:** what about "women's wisdom"?

**Students:** why?

**Instructor:** because they are good at calculating and judging everything, and they would be able to choose the suitable solution.

Lecture No.2:

Good morning.

Let us move to page 20 where there are certain exercises that I would like to refer to:

1. Titles should normally be **eye catching**; they are also meant to reflect the main topic of the essay or text.

Titles attract the reader to be in touch with that topic, and draw the attention of the reader to at least have an idea about what he is going to read.

• Let us go to item 5: What about the body paragraphs? Why do we have body paragraphs?

Item 5 says:

Body paragraphs develop the thesis statement by giving more details, reasons or examples. Each paragraph develops one topic.

The thesis here is the main idea.

• Let us also read item 6:

A paragraph would normally start with a topic sentence followed by supporting sentences, i.e., sentences which give further details and develop the main topic sentence. Supporting sentences are divided into two kinds: major supporting sentences and minor supporting sentences. Major supporting sentences support the topic sentence; minor supporting sentences develop the major supporting ones and are the least general sentences in the paragraph.

Item number 7:

A concluding paragraph can have one of three functions:

- To restate the topic of the essay;
- To give a summary of the essay;
- To give a final comment on the topic or argument

What do we mean by final comment?

To add your review point, sometimes, you are with or against.

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First of all, Questions in page 17 are not required.

Move to question number 2, page 18.

Here, I want "**contextual meaning**". I told you before: never judge and never guess the meaning "**in insulation**".

Guessing the meanings of words from the context

One way of understanding a new word is by **breaking it apart into smaller words, prefixes and suffixes.**

**Suffixes: the letters we add at the end of the word.**

For example: **Successfully**

**Prefixes: the letters we add to the beginning of the word.**

For example: **Disproportionate**

For example, in the word "enrich", I have a prefix "en" which changed the word from an adjective to a verb.

Or **successfully**: now we go to the root of the word which is **success**.

If this does not work, then you will simply have to guess a likely meaning to fit the context (suppose we are going to read an English novel about 500 pages. I will not go in every single line within the novel. I would focus on the keywords which may help me be in touch and write them down with my own words, and if I found very difficult words which are not easy or understood by me, I have to use English-English dictionary, not English-Arabic dictionary. A very important thing you have to notice is "parts of speech".

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**Circle the vocabulary or expression that is closest in meaning to the underlined words from the text.**

1. Business school have bust a gut to persuade women to take MBAs, but with disappointing results.

a. Closed their doors

b. Given up

c. Made great efforts

d. Felt disappointed

2. In 1988-89 women accounted for 28.6% of first-year students enrolled on MBA programs at the 20 schools that topped Business Week's annual ratings.

a. Represented

b. Were responsible for

c. Calculated

d. Revealed

3. Everywhere, numbers are low despite strenuous efforts by many business schools to attract more women.

a. Useless

b. Showing energy and determinism

c. Lacking determination

d. Complicated

What do we mean by “self-determination”?

We mean تقرير مصير

For example: only the Palestinian people have their own self-determination.

4. Women seem to **drop out** of business careers in their 20s.

a. enroll

b. **Leave before finishing**

c. Stop for a while

d. graduate

5. Ms. Wilt says that women worry about long working hours, a lack of ethics and an absence of **role models**.

a. **An exemplary person who can be copied**

b. Ideal role to play

c. Inspiration

d. Teacher

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### The Classification Essay.

Classification essay: that type focuses on classifying or grouping certain problem or event, and we depend on having only one principle.

المقالة التصنيفية: هذا النوع من المقالة يركز على تصنيف مشكلة معينة أو حدث، ونعتمد في هذا التصنيف على مبدأ تصنيف واحد.

The principal is stated in the introduction.

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The body paragraph: explain category each in a separate paragraph, following a **logical order**.

\*\*\*\*\*

**Now, let's go to our text. Plagiarism in the academic community**

I told you what it means; to steal one's work, mission, task, job, etc. and adopt it to be your own.

So, let's start with number 1 **page 27**.

1. **Do you feel upset upon discovering that a song you like listening to is wholly or partly copied from another song? Why?**

Yes, of course, because you would find yourself not used to listen to that song except for one singer who is well-known, and you can discover that through the music.

So, you are testing certain art, and you will not accept any one to imitate that type of word or a subject because you used to listen to it, and you are familiar with that.

Sometimes, you have a comparison, for example, our orchestra singer as Abd Alwahab or Abd Alhalem, and the moment you listen to that type of music, you feel that you are upset because he did not really follow the same rules; they are not familiar with the tune itself, that is the idea.

So, imitating is good but with reproduction. Try to find yourself your own methods in dealing with any subject.

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**2. Copyright law has recently been introduced in Syria. What do you know of this law?**

It is a very important law because it keeps the right of writing or introducing any piece of work, and you are supposed to have in a case of a court *محكمة قضية* against someone who stole your work.

What about the application of this rule?

It is a little bit weak in our country, but in Europe or the United States, they are very strict rules. You are going to be driven to a jail sometimes or to pay a big fine.

قد تتسبب في بعض الحالات إلى السجن أو دفع غرامة كبيرة.

They classified it as kind of crime like killing or cheating.

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**3. Are you with or against this legal protection of mental or artistic property? Justify your attitude.**

Yes, we are all with that legal protection.

If you were a teacher marking your students' research papers, would you heavily penalize a student who had copied the words or ideas of a writer without acknowledging them? Why?

Penalize: punish يعاقب

جزاء: comes from the word (penalty): جزاء

“يقولون بالعربية بلنتي ولكن هذا خاطئ

Of course, if you finish your study in this section and would like to follow up high studies, you have to find a certain theme, topic or matter to discuss through your research, and your teachers and



professors would be very upset when they discover that you stole and did not write your own words.

What about cheating in the exam? The same problem

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## Plagiarism in the Academic Community

1. Scholars, writers, and teachers in the modern academic community have strong feelings about acknowledging the use of another person's ideas. In the English-speaking world, the term plagiarism is used to label the practice of not giving credit for the source of one's ideas. Simply stated, plagiarism is the unlawful appropriation and publication as one's own, of the ideas, or the expression of ideas (literary, artistic, musical, mechanical, etc.) of another. From an ancient Latin word meaning to kidnap or steal the child or slave of another, plagiarism is universally condemned in the modern academic world. It is equivalent to stealing the livelihood or savings of a worker, for it robs the original writer or scholar of the ideas and words by which he makes a living.

العلماء، الكتاب، والمعلمون في المجتمع الأكاديمي الحديث لديهم تشدد قوي حول الاعتراف باستخدام أفكار شخص آخر. في العالم الناطق باللغة الإنجليزية، يُستخدم مصطلح الانتحال لوصف ممارسة عدم منح الفضل لأفكار الآخر. وببساطة، فإن السرقة الأدبية هي الاستيلاء غير القانوني والنشر كأفكاره الشخصية أو التعبير عن أفكار (أدبية، فنية، موسيقية، ميكانيكية، إلخ) لشخص آخر. من كلمة لاتينية قديمة تعني خطف أو سرقة طفل أو عبد آخر، فإن السرقة هي فعل مدان عالمياً في العالم الأكاديمي الحديث. إنه يعادل سرقة رزق أو مدخرات العامل، لأنه يسلب الكاتب أو الباحث الأصلي الأفكار والكلمات التي يكسب بها رزقه.

What do we mean by "Scholars"?

**Any student, all over the world, studying or preparing research**

Acknowledging: confess/ admit that it is not your own work. You quoted and you wrote down the references.

Kidnap: steal maybe by using power.

Slave: the verb is "enslaved": عبد

Livelihood: all means of getting your living. سبل العيش

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2. The penalties of plagiarism vary from situation to situation. In many universities, the punishment may range from failure in a particular course to expulsion from the university. In the literary world, where writers are protected from plagiarism by international copyright laws, the penalty may range from a small fine to imprisonment and a ruined career. Protection of scholars and writers, through the copyright laws and through the social pressures of the academic and literary communities, is a relatively recent concept. Such social pressures and copyright laws require writers to give scrupulous attention to documentation of their sources.

2- تختلف عقوبات الانتحال من حالة إلى أخرى. في العديد من الجامعات، قد تتراوح العقوبة من الرسوب في مقر معين إلى الطرد من الجامعة. في العالم الأدبي، حيث يتم حماية الكتاب من الانتحال بموجب قوانين حقوق النشر الدولية، قد تتراوح العقوبة من غرامة صغيرة إلى السجن ومهنة مدمرة. تعتبر حماية العلماء والكتاب، من خلال قوانين حقوق النشر والضغوط الاجتماعية للمجتمعات الأكاديمية والأدبية، مفهوماً حديثاً نسبياً. تتطلب مثل هذه الضغوط الاجتماعية وقوانين حقوق النشر من الكتاب إيلاء اهتمام دقيق لتوثيق مصادرهم.

**Penalties:** it is more effective than punishment.

عقوبات جزائية

**Expulsion:** dismissing الطرد

**Scrupulous:** something done very carefully.

**Documentation:** write down the resources التوثيق

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3. Students, as inexperienced scholars themselves, must avoid various types of plagiarism by being self-critical in their use of other scholars' ideas and by giving appropriate credit for the source of borrowed ideas and words. There are at least three classifications of plagiarism as it is revealed in student's inexactness in identifying sources properly. These categories are plagiarism by accident, by ignorance, and by intention.

3- يجب على الطلاب، بصفتهم باحثين عديمي الخبرة، تجنب أنواع مختلفة من الانتحال من خلال النقد الذاتي في استخدامهم لأفكار العلماء الآخرين ومن خلال الاعتراف بالفضل بطريقة مناسبة لمصدر الأفكار والكلمات المستعارة. هناك ثلاث تصنيفات على الأقل للسرقة الأدبية كما يتضح من عدم دقة الطالب في تحديد المصادر بشكل صحيح. هذه الفئات هي سرقة أدبية عن طريق الصدفة، الجهل والنية.

**Inexactness:** inaccurate عدم دقة

Intention: on purpose عن قصد

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4. Plagiarism by accident, or oversight, sometimes is the result of the writer's inability to decide or remember where the idea came from. He may have read it long ago, heard it in a lecture since forgotten, or acquired it second-hand or third-hand from discussions with colleagues. He may also have difficulty in deciding whether the idea is such common knowledge that no reference to the original source is needed. Although this type of plagiarism is the least serious, it must be guarded against. If the idea, or the words used to express it, is unique, the writer must make an effort to identify the source.

أحياناً يكون الانتحال عن طريق الصدفة أو السهو نتيجة عدم قدرة الكاتب على تحديد أو تذكر مصدر الفكرة. من المحتمل أنه قرأها منذ زمن بعيد أو سمعها في محاضرة ما أو حصل عليها من زملائه من خلال العديد من المناقشات. من المحتمل أن الكاتب يجد صعوبة في تقرير إذا كانت هذه المعلومة معروفة لدى الجميع لدرجة أنه لا يعتقد أنه يجب أن يضع المصدر الأساسي لهذه المعلومة بالرغم من أن هذا النوع من السرقة الأدبية هو الأقل خطورة، ولكن يجب محاربته. إذا كانت الفكرة أو الكلمات المستخدمة للتعبير عن هذه الفكرة فريدة من نوعها يجب على الكاتب أن يعترف ويحدد المصدر لهذه المعلومة.

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5. Plagiarism through ignorance is simply a way of saying that inexperienced writers often do not know how or when to acknowledge their sources. The techniques for documentation, note-taking, quoting, footnoting, listing bibliography - are easily learned and can prevent the writer from making unknowing mistakes or omissions in his references. Although there is no copyright in news, or in ideas, only in the expression of them, the writer cannot plead ignorance when his sources for ideas are challenged.

السرقة الأدبية من خلال الجهل هي ببساطة طريقة للقول إن الكتاب عديمي الخبرة لا يعرفون في كثير من الأحيان كيف ومتى يعترفون بمصادرهم. إن تقنيات التوثيق، وتدوين الملاحظات والاقتراس ووضع قوائم وقائمة المراجع - يمكن تعلمها بسهولة ويمكن أن تمنع الكاتب من ارتكاب أخطاء أو إهمالات غير مدركة في مراجعته. على الرغم من عدم وجود حقوق نشر في الأخبار أو الأفكار، إلا في التعبير عنها، لا يمكن للكاتب أن يتذرع بالجهل عندما يتم تحدي مصادر أفكاره.

Plead: beg يتوسل

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6. the most serious kind of academic thievery is plagiarism by intention. The writer, limited by his laziness and dullness, copies the thoughts and languages of others and claims them for his own. He not only steals; he tries to deceive the reader into believing the ideas are original. Such words as immoral, dishonest, offensive, and despicable are used to describe the practice of plagiarism by intention.

أخطر أنواع السرقة الأكاديمية هو السرقة الأدبية عن قصد. الكاتب مقيد بكسله، ينسخ أفكار الآخرين ولغاتهم ويدعي أنها من تأليفه. إنه لا يسرق فحسب، بل يحاول خداع القارئ ليصدق أن الأفكار أصلية. تُستخدم كلمات مثل غير أخلاقية، غير شريفة، مهينة، وحقيرة لوصف ممارسة الانتحال عن طريق النية.

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7. Opposite of plagiarism is acknowledgment. All mature and trustworthy writers make use of the ideas of others but they are careful to acknowledge their indebtedness to their sources. Students, as developing scholars, writers, teachers, and professional leaders, should recognize and assume their responsibility to document all sources from which language and thoughts are borrowed. Other members of the profession will not only respect the scholarship; they will admire the humility and honesty.

الإقرار هو عكس السرقة. يستفيد جميع الكتاب الناضجين والجديرين بالثقة من أفكار الآخرين لكنهم حريصون على الاعتراف بمديونياتهم لمصادرهم. يجب على الطلاب، كعلماء وكتاب ومعلمين وقادة محترفين، أن يدركوا ويتحملوا مسؤوليتهم لتوثيق جميع المصادر التي يتم استعارة اللغة والأفكار منها. لن يحترم أعضاء المهنة الآخرون المنحة الدراسية فحسب؛ بل سوف يعجبون بالتواضع والصدق.

**Mature:** the opposite is immature and the name is maturity. ناضج

**Humility:** الذل/ الهوان

**Note:** Writers generally introduce topic by narrating, or presenting facts, statistics, historical review, or starting out with general ideas and narrowing down to more specific ones.

Thank you Everyone

Don't Give up

