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Essay II

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Essay II 2.2



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Hello Everyone!

First of all, go to page 18:

Guessing the MEANING of words FROM the CONTEXT:

One way of understanding a new word is by breaking it apart into smaller words, prefixes and suffixes. If this does not work, then you will simply have to guess a likely meaning to fit the context.

Contextual meaning is very important because the words that you already know their meaning could have another meaning in the text.

It's very important to know the meaning of keywords. If you want to look up the meaning of a word, you should go back to the stem/root of this word i.e. (جذر الكلمة) without any suffixes or affixes, for example, when we have the word (larger) we should omit (-er) and look up the meaning of (large) without any addition.

Suffixes: the additional letters come after the word.

Prefixes: the additional letters come before the word and change its usage and its meaning.

For example, (rich) is an adjective → (enrich) is a verb, so we add the prefix (en-) to have the verb (enrich).

It's very important to use an (English - English dictionary) rather than an (English - Arabic dictionary) to look up the meaning of new words. It's also very important to write down these new words, their meanings, their synonyms (مرادفات), their antonyms (أضداد) etc. on a mini notebook not on your book itself. You can also write the meaning of these words in Arabic, but don't depend on the meaning in Arabic only in order not to destroy yourself (try to be constructive (بناء) not (destructive) i.e. (مدمر/هناك)). This notebook helps you to revise (تراجع) these new words from time to time.

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

Sometimes you have similar meanings but I want only one targeted word i.e. I want the closest word.

1- Business schools have bust a gust to persuade women to take MBAs, but with disappointing results.

a. closed to their doors.	b. given up
c. made great efforts ✓	d. felt disappointed

- Bust a gust (idiom) = made great efforts = did your best.

My advice to you is: Don't depend on Google translate at all because it's destructive. Using (E-E dictionary) is far better for you.

2- In 1988-89 women accounted for 28.6% of first-year students enrolled on MBA3 programmes 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 determination ✓
C. lacking determination	D. complicated

(determination) بدلاً من (determinism).

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

- Drop out: leave before finishing (التسرب)

Dropping out in marriage is (divorce).

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

- Exemplary: مثالي/نموذجي

- Role model: القدوة

Go to page 20:

Understanding essay structure:

1. Titles should normally be eye-catching. They are also meant to reflect the main topic of the essay or text. What do you think of the title to the reading extract? Can you think of an alternative?

The title should draw the attention of the reader and it should give him an idea about the whole text.

- Extract: مقطع/مقتطف

The alternative title is: Women's Dropping Out.

Let us go to question No.5 on page 21:

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

- Thesis: theme/subject (موضوع)

Let us go to No.6 which explains the function of the paragraph.

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 support the topic sentence;

minor supporting sentences develop the major supporting ones and are the least general sentences in the paragraph.

Let us go to No.7 on page 23:

7. A concluding paragraph can have one or three functions: a) to restate the topic of the essay; b) to give a summary of the essay; and c) to give a final comment on the topic or argument.

- Restate: assure (يؤكد)

- Final comment: التعليق النهائي/الختامي/الأخير

It means you should add your own ideas or your viewpoint whether you are with or against/agree or disagree. Don't make your conclusion very long and don't repeat everything in it.

الآن
التقسيم
Now, let us move to Unit Two which is entitled CLASSIFICATION ESSAY. A classification essay means arranging, dividing, sorting, grouping, or categorizing things within one family or group.

- Classification essay: مقال تصنيفي

- Classify (verb): يصف

For example, people in Syria nowadays are classified into two categories (فئتين): the poor and the rich/ bourgeois.

- Opportunists: انتهازيين

Go to p.25:

Unit Two Classification Essay

We usually tend to examine people, objects, values, or ideas by dividing them into categories. We might divide people, for example, according to age into five categories: child, teenager, young adult, middle-aged adult, and elderly. We could also divide them according to social class into low class, low middle class, middle class, upper

middle class, high class. There are of course many categories to divide people by, and this applies to all other objects or values or ideas. Think of subjects in the university, for example, students, teachers. You would find that they can be divided into many categories with different classification principles. In other words, what we do is select a certain classification principle (age and social class in the people classification example) and divide the subject accordingly.

- Values: قيم
- Vice: رثيلة
- Virtue: فضيلة
- Categories: groups
- Teenager: people between 13 and 19 years old

All people whose age ends with (-een) are teenagers, so we said teenagers are people between 13 and 19.

- Adult: بالغ راشد
- Class: rank (طبقة)
- Principle: مبدأ
- Classification principle: مبدأ تصنيف

نعم عادةً لدراسة الناس والأشياء والقيم والأفكار وذلك بتقسيمهم إلى فئات. فقد نقسم الناس على سبيل المثال حسب أعمارهم إلى خمس فئات: الطفل، المراهق، الشاب، البالغ، الكهل. السن، كما يمكن لنا أن نصنفهم وفقاً لطبقاتهم الاجتماعية إلى: الطبقة الدنيا، الطبقة الدنيا المتوسطة، الطبقة المتوسطة، الطبقة المتوسطة العليا، الطبقة العليا. وبالطبع يوجد العديد من الفئات التي يمكن لنا أن نقسم البشر وفقاً لها، وهذا ينطبق على أشياء وأفكار وقيم أخرى. فإذا فكرت على سبيل المثال بالمواد التي تدرّس في الجامعة، والطلاب، والمدرسين، فإليك ستجد أنه بإمكانك تقسيمها إلى فئات عديدة على أسس تصنيفية مختلفة. وبمعنى آخر، فإن ما نقوم به هو اختيار أساس تصنيف معين (كالعمر والمستوى الاجتماعي في مثال تصنيف البشر)، ومن ثم تقسيم الموضوع حسب هذا التصنيف.

This is precisely what a classification essay is about. A subject is defined, one - only one - classification principle is stated in the introductory paragraph. The body paragraphs would then explain or

illustrate the categories of classification, each in a separate paragraph. A good and effective essay would follow a logical order in defining and illustrating the categories.

- Precisely: accurately (بالضبط/تعاملاً)
- Illustrate: explain (بوضح)
- Separate paragraph: مقطع منفصل
- Logical order: ترتيب منطقي

وهذا بالضبط ما نعنيه بمقال التصنيف. حيث تعرف مادة الموضوع. ثم يوضع أساس واحد فقط للتصنيف في المقدمة، أما مقاطع العرض فتقوم بشرح وتفصيل فئات التصنيف بحيث تناقش كل فئة في فترة مستقلة. ولكي يحقق المقال الغاية منه ويعد مقالاً جيداً يجب أن يتبع ترتيباً منطقياً في تعريف وتفصيل الفئات.

Let us start with our essay for today. It is entitled Plagiarism in the Academic Community and it is an example of the classification essay.

Plagiarism means to copy or steal one's works or ideas and claim that they are yours. It's a kind of robbery or stealing.

- Plagiarism: academic robbery (السرقه الأدبية/سرقة الأفكار)
- Steal = robbery: سرقة

السرقه الأدبية تعني سرقة أو نسخ عمل أو أفكار شخص ما والادعاء بأنك أنت من قمت بكتابتها أو تأليفها.

The writer said (Plagiarism in the Academic Community) which means he talks, in particular, about the academic field and the academic writers. I can imitate (بقتد) the style of Shakespeare, but I can't claim that (to be or not to be) is my saying.

For example, I can talk about the gravity (الجاذبية الأرضية), but I can't say the theory of gravity is mine because it's related to Newton.

Let us do the pre-reading exercises because they help you to be

in touch with the essay and understand the main idea of it.

Let us answer the questions on page 27:

Pre-reading exercises:

1. Before reading the text, answer the following questions.

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

- Upset = vexed = annoyed

Of course, no one can copy another one. You can imitate, but you may fail, for example, singers fail to imitate (فروز) and (أم كلثوم).

بعد وفاة عبد الحليم حافظ قامت عدة فرق موسيقية بعزف ألحان قارئة اللحن (in public) وكانت النتيجة كارثية.

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

- Copyright law: قانون حقوق النشر والتأليف

It is very important law. In Syria, we think it is ineffective (غير فعال).

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

- Mental property: ملكية فكرية

- Artistic property: ملكية فنية

I'm 100% with that law because it would keep others' rights and respect the author and his efforts; otherwise, our society would be a forest.

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

- Marking: grading
- Penalise (v): punish (يعاقب)
- Penalty (n): عقاب/جزاء/جرامة
- Penalty kick: ضربة جزاء (كرة القدم)
- Offside: تسلل (كرة القدم)
- Acknowledging: to tell that this thing is not yours (القرار/اعتراف), but you borrow it.

Sure, because he was openly doing that on purpose and he didn't refer to what he did. It is a kind of cheating (غش) and deception (خداع).

Let us read the essay on page 28.

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.

- Scholars: باحثين/أداسين

Students who are studying certain subjects.

- Acknowledging: confessing/admitting (اعتراف)
- Label: classify
- Appropriation: استيلاء على

- Kidnap (يخطف): to take someone somewhere by force and demand a ransom (بطلب فدية).
- Slave (n + v): عبد/مستعبد
- Enslave (v): يستعبد
- Condemned: accused (مُدان)
- Livelihood: the way you earn money in order to live (أسباب/سبل) (كسب الرزق) or (العيش)
- Savings: مدخرات

In this paragraph, the writer defines plagiarism and explains the meaning of it. When you use the ideas or words of a writer, you should refer to that and acknowledge that.

عندما تستخدم أفكار أو أقوال أحدكم في كتابتك عليك أن تضع هذا الكلام ضمن (quotation marks) أي (علامات اقتباس) وأن تذكر اسم صاحب الأفكار أو الأقوال ويمكنك أن تشير إلى ذلك في الهـ (footnote) أي في (الحاشية السفلية)، على سبيل المثال المطرب الراحل عبد الوهاب أفز أنه استخدم مقطع موسيقي من موسيقا عالمية في أغنيته الشهيرة النهر الخالد، وقال إنه طوّر هذا المقطع الذي استخدمه قليلاً واستخدم في عزفه آلة جديدة.

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.

- Penalties: kinds of punishment (عقوبات)
 - Expulsion: dismissal/to be dismissed, fired, or expelled (طرد)
- Some students who may cheat are expelled out of the university.

- Copyright laws: قوانين حقوق النشر والتأليف
- Fine: غرامة
وكلمة (fine) عبارة عن (noun) و (verb) في نفس الوقت، فمثلاً يمكن أن نقول:
(he was fined) أي (تم تغريمه).

- Imprisonment: سجن
- Relatively: نسبياً
- Ruined career: lost his career
- Scrupulous: very strict/accurate (دقيق/فائق الدقة)
- To give scrupulous attention: يولي عناية فائقة/اهتمام فائق
- Documentation: citation (توثيق)

It means to mention that this work is not your own and it means to mention that you borrow it from someone else and you should mention the name of the writer.

التوثيق يعني أن تذكر أن ما كتبته ليس أفكارك أو كلماتك وأن تذكر أنك اقتبست هذا الكلام من شخص آخر وعليك أن تكتب اسم هذا الشخص.

The punishment of plagiarism could be fine and could be imprisonment.

أي تتراوح عقوبة السرقة الأدبية بين دفع غرامة مالية والسجن.

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 students' inexactness in identifying sources properly. These categories are plagiarism by accident, by ignorance, and by intention.

- Inexperienced: not experienced
- Appropriate: suitable
- Inexactness: inaccuracy/not accurate (عدم الدقة)
- Exactness (الدقة) ≠ Inexactness

- Properly: بصورة صحيحة
- Ignorance: جهل
- By intention: on purpose
- Intension: (نية/قصد)

So, here we have three categories of plagiarism:

- 1-Plagiarism by accident
- 2-Plagiarism by ignorance
- 3-Plagiarism by intention

أي أن السرقة قد تحدث مصادفةً لأنك تجهل من قال هذا القول أو ذلك أو أنك تقوم بالسرقة عن قصد بحيث تكون على معرفة بمن قال هذه المقولة لكنك تتسببها لنفسك.

Now, let`s read about the three categories of plagiarism in detail:

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.

- By accident = not by intention
- Oversight: سهواً
- Acquired: اكتسبها
- Common knowledge: معرفة عامة
- Reference: مرجع
- Original source: مصدر أصلي
- The least serious: الأقل خطورة
- Guarded: تُحفظ
- Unique: only one of its kind (فريد من نوعه)

- Identify the source: refer to the source

Sometimes, you may use certain expressions or words and you didn't remember where you read or hear them. It's good to investigate the matter right well before you use these words or ideas in your writing without documentation in order not to fall in the trap of plagiarism; otherwise, it would be a kind of plagiarism.

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, and 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.

- Ignorance: جهل
- Acknowledge: admit
- Plagiarism ≠ Acknowledgment
- Note-taking: to write notes (كتابة ملاحظات)
- Quoting: اقتباس
- Footnoting: إدراج حاشية
- Bibliography: مسرد الكتب/قهرس المراجع

A list of all the books and articles used in preparing a piece of writing.

- Omission: حذف
- Plead: implore (يتوسل بـ/يتذرع بـ)

Don't mix between (plead) and (bleed). The verb (bleed) means (ينزف).

There is no copyright in news because news spreads all over the world but news agencies or stations can use different expressions

to deliver the same piece of news.

They tell us here that there is no excuse for claiming 'ignorance' when it comes to acknowledging the sources.

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.

- Academic: it is related to literary works like drama (مسرح), poetry (شعر), prose (نثر) etc.
- Thievery: robbery (سرقه)
- Dullness: stupidity (كسل/بلاهة/غباء)
- Claim: يزعم/يدعي
- Deceive: يخدع/يغش/يضلل
- Immoral: لا أخلاقي
- Dishonest: كاذب/مضلل
- Offensive: كريه/مهين/مشتين
- Despicable: extremely bad, immoral, or cruel (خسيس)

The writer said the most serious type is the last one which is "plagiarism by intention". This type of plagiarism happens when the writer is lazy, for example, and he doesn't want to search or investigate.

7. The 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.

(Adapted from 'From Paragraph to Essay')

As I said, "the opposite of plagiarism is acknowledgment."

So, this is all about the three kinds of plagiarism which have been classified in a classification essay.

- Mature writers: experienced writers

- Trustworthy: جدير بالثقة

- Indebtedness: العرفان بالجميل

- Sources: مصادر

- Assume: يتخذي/يتولى القيام به

وفي سياقات أخرى كلمة (assume) تعني (بفترض).

- Humility: modesty/humbleness (تواضع)

- Honesty: أمانة

If you want to borrow some ideas or quotations, you should admit and you should refer to the sources that you quoted from that ideas or expressions. When you do so, others will respect you and admire your honesty.

This essay is an example of Classification Essay. In academic writing, we have plagiarism or acknowledgement. Plagiarism is classified into:

1. Plagiarism by accident

2. Plagiarism by ignorance

3. Plagiarism by intention

Go to page 35:

2. Writers, generally, introduce their topics either by a) narrating a story or anecdote; b) presenting facts or statistics; c) by giving a historical review; or d) starting out with general ideas and narrowing them down into more specific ones.

What kind of introduction is the first paragraph?

- Anecdote: حكاية/نادرة
- Statistics: إحصائيات

So, we have **four types** of introductions:

1- an anecdote (or a story)

2- facts

3- a historical introduction

4- from general to specific

Please, do the exercises for the next time and prepare the next essay.

Thank You

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Page: مؤسسة العائدي للخدمات الطلابية

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