

Problem-to-Solution Text:

SPSE

Situation



Problem



Solution



Evaluation

SPSE

- **S:** Background information in the relevant field
- **P:** Reasons for doubting the accuracy of the previous research findings
- **S:** Alternative data leading to more accurate findings
- **E:** assessment of the merits of the proposed answer

For more detail about
P-S texts, please read
Unit 3.

Unit 6

Writing Critique

pp. 180-214

Critique Structure

- The simplest type is a short summary followed by an evaluation.
- **Summary:** Accurate account of the original content
- **Critique:** Evaluative comments expressed within disciplinary accepted standards of judgment.

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Fair & Reasonable

- Do not apply criteria that are reasonable in one field to another field where these criteria will become unreasonable.
- Read an article carefully and thoroughly before you evaluate it.

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Elements in Book Reviews

pp. 183-184

Evaluative Language in Book Reviews

- **Positive:**
e.g. *useful, important, interesting, clarity, accessibility, detailed, up-to-date, insightful, significant, comprehensive, practical, etc.*
- **Negative:**
e.g. *difficult, inconsistent, restricted, misleading, etc.*

Evaluating an Article

- When you evaluate an article, you act as an authority.
- What you choose to critique depends on different disciplines/your own research purpose: e.g.
 - Evidence to support arguments/conclusions
 - Theoretical models used and their impact on research findings
 - Data collection methods

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Evaluating an Article: Introduction

- Audience
- Purpose
- Research Question
- References in Literature Review: Are they appropriate or relevant to the research questions?
- Conclusions: Are they related to the research questions?

Evaluating an Article: Method

- Method
- Validity & Reliability of the Method
- Gap: Does the method mitigate the limitations (if any) found in previous literature?
- Usefulness of the Method: Does the method help answer the research questions?

Evaluating an Article: Results

- What kind of evidence is offered in support of the conclusions? How good is the evidence? Is there any evidence that could have been included but was not?
- Are the author's conclusions valid or plausible based on the evidence? Why or why not?

Evaluating an Article: Discussion/Conclusion

- Does the author offer any limitations or suggestions for future research?
- Are there any important assumptions underlying the article? How do these influence the conclusions?
- Does the research make an original contribution to the field? Why or why not?

Unreal Condition

- The article would have been more persuasive if the author had related the findings to previous work on the topic.

主詞 + *could/could/might have* 過去分詞 + 比較級
+ *if* + 主詞 + *had* 過去分詞

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Past Unreal Conditionals

- The texts being critiqued have already been put into final form. There is no opportunity to revise them in light of the criticism, for the time frame is closed.

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Present Unreal Conditionals

- The possibility for revision still exists because the time frame is open.

e.g. Your conclusion *would* be more convincing if you *provided* more evidence.

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Amount of Strength

- *should have* → a strongly negative criticism
- *could have* → a suggestion
- *might have* → a weaker suggestion than could have

e.g. The author *should have/could have/might have* given more attention to the fact that their model of consumer choice is based entirely on U.S. data.

Evaluative Language

Task 8
pp. 195-196

Beginning the Critique

- See skeletal sentences on page 207-208
- These sentences tend to start with positive comments and then move on to negative ones.

Inversions

- The inversion is a strong highlighting device and should only be used for special emphasis.

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Inversions

- Some typical expressions:
 - Particularly important [+ *be* + noun phrase]
 - Especially interesting [+ *be* + noun phrase]
 - Much less expected [+ *be* + noun phrase]
 - Rather more significant [+ *be* + noun phrase]
 - Especially noteworthy [+ *be* + noun phrase]
 - Of greater concern [+ *be* + noun phrase]

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Special S-V Agreement

- Ahh, *déjà vu*. Review last semester's grammar book
- Do Task 14 on page 209.

Scare Quotes

- The use of scare quotes is a means of distancing the writer from the descriptor.
- That is, the writer has doubts about the validity of the concept being scare-quoted.
e.g. The author's position regarding English "dominance" in academia . . .

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Reaction Papers

- In journals, reaction papers can be found in such sections as Discussions, Comments, Reactions, Responses, or Reviews.
- Reactions papers tend to be more personal and less formal.

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Manuscript Reviews

- **Scholars will sometimes be asked to review a manuscript that has been submitted for publication.**
- **It is better to assume the role of a peer advisor engaged in a written dialogue with the author, whether or not the reviewer recommends the manuscript for publication.**

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