

General Format for Journal Article Summary

Author, A., Author, B.B., & Author, C.C. (Year). Title of the journal article with only the letter of the first word capitalized. *Journal of Research is in Italics Followed by the Volume Number (also in Italics) and then Page Numbers, ##, pp-pp.* If the article from an internet-only journal, include the following immediately after the page (underlined for emphasis here only).
internet article is based on a printed journal that you only viewed electronically, include [Electronic version] just after the article title but before the period.

Introduction - Give a brief introduction (1-3 sentences) to give the necessary background study and state its purpose (in your own words). Why was the study conducted? What about? Procedures - In your own words, describe the specifics of what this study involved. Who were the subjects? How were they grouped? What did they have the subjects do? what conditions? For how long? What was measured? What was being compared?

Findings – In your own words discuss the major findings and results. How useful or significant is this (what did the author(s) say about it?) Conclusions - In your own words, summarize researchers' conclusions. What was the major outcome of the study?

Personal comments – Give your reaction to the study? Such as: What did you learn from study? How might you apply the results in a future teaching/coaching/clinical application? Explain how this study might relate to the lab, lab topic, and/or your project.

Sample Newspaper Article Summary

Viviers



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Teaching Statistics Andrew Gelman, Deborah Nolan, 2017-08-03 Students in the sciences economics social sciences and medicine take an introductory statistics course And yet statistics can be notoriously difficult for instructors to teach and for students to learn To help overcome these challenges Gelman and Nolan have put together this fascinating and thought provoking book Based on years of teaching experience the book provides a wealth of demonstrations activities examples and projects that involve active student participation Part I of the book presents a large selection of activities for introductory statistics courses and has chapters such as First week of class with exercises to break the ice and get students talking then descriptive statistics graphics linear regression data collection sampling and experimentation probability inference and statistical communication Part II gives tips on what works and what doesn't how to set up effective demonstrations how to encourage students to participate in class and to work effectively in group projects Course plans for introductory statistics statistics for social scientists and communication and graphics are provided Part III presents material for more advanced courses on topics such as decision theory Bayesian statistics sampling and data science Explicit Direct Instruction (EDI) John R. Hollingsworth, Silvia E. Ybarra, 2009 A proven method for better teaching better learning and better test scores This teacher friendly book presents a step by step approach for implementing the Explicit Direct Instruction EDI approach in diverse classrooms Based on educational theory brain research and data analysis EDI helps teachers deliver effective lessons that can significantly improve achievement all grade levels The authors discuss characteristics of EDI such as checking for understanding lesson objectives activating prior knowledge concept and skills development and guided practice and provide Clearly defined lesson design components Detailed sample lessons Easy to follow lesson delivery strategies Scenarios that illustrate what EDI techniques look like in the classroom **The Complete Newspaper Resource Book** Jane Lamb, 1985 A tool and sourcebook with reproducible pages aids teachers using the newspaper in the classroom **Business Research Methods** Alan Bryman, Emma Bell, 2015 An adaptation of *Social Research Methods* by Alan Bryman this volume provides a comprehensive introduction to the area of business research methods It gives students an assessment of the contexts within which different methods may be used and how they should be implemented **Academic Writing for Geographers** James A. Tyner, 2023-08-21 There are many how to books on writing for academics none of these however relate specifically to the discipline of geography In this book the author identifies the principle modes of academic writing that graduate students and early career faculty will encounter specifically focusing on those forms expected of geographers that is those modes that are reviewed by academic peers This book is readily accessible to senior undergraduate and graduate students and early career faculty who may feel intimidated by the process of writing This volume is not strictly a how to or step by step manual for writing an article or book rather through the use of real concrete examples from published and unpublished works the author demystifies the process of different types of scholarly pieces geographers have to write with the specific needs and

challenges of the discipline in mind Although chapters are thematic based e g stand alone chapters on book reviews articles and books the manuscript is structured around the concept of story telling for it is the author s contention that all writing whether a scientific study or more humanist essay is a form of story telling

Computational Linguistics Le-Minh Nguyen,Xuan-Hieu Phan,Kôiti Hasida,Satoshi Tojo,2020-07-01 This book constitutes the refereed proceedings of the 16th International Conference of the Pacific Association for Computational Linguistics PACLING 2019 held in Hanoi Vietnam in October 2019 The 28 full papers and 14 short papers presented were carefully reviewed and selected from 70 submissions The papers are organized in topical sections on text summarization relation and word embedding machine translation text classification web analyzing question and answering dialog analyzing speech and emotion analyzing parsing and segmentation information extraction and grammar error and plagiarism detection

Writing for Assessment Angela Goddard,2004-06-02 Explores how social contexts affect language use based around the skills specified in the assessment objectives for AS and A2 level English

Models for Writing Chris Buckton,2000 The Models for Writing books provide a complete programme to teach the writing process through shared guided and extended work Based on the National Literacy Strategy requirements the books feature sentence level focus lively activities and an easy to use solution for differentiation

New English Pal, Class 10 P. Sarkar,2023-05-16 New English Pal A Complete Guide Book for Smart Learning is a series of books for classes 5 to 10 based on the WBBSE syllabus one book for each class that includes Textual Questions with Tips for answers Grammar Questions for Practice and Writing Skills with model answers The book covers MCQ VSAQ SAQ and ETQs for the Summative Evaluation as well as Questions for Project Works Sample Charts etc From Text to Grammar and Writing Skills all are entirely based on the syllabus of the West Bengal Board of Secondary Education Thanking with Authors

The Michigan Alumnus ,1978 In volumes1 8 the final number consists of the Commencement annual

A Modular Approach to Testing English Language Skills Roger Hawkey,2004 Documents the development of the Cambridge ESOL Certificates in English Language Skills CELS a suite of modular examinations first offered in 2002 As a context for how CELS was conceived developed constructed validated and managed the book traces the history of exams which have influenced CELS The Royal Society of Arts RSA later UCLES University of Cambridge Local Examinations Syndicate Communicative Use of English as a Foreign Language examinations CUEFL was one such influence as were the Certificates in Communication Skills in English CCSE these exams being a development of the CUEFL The University of Oxford Delegacy of Local Examinations UODLE examinations taken over by UCLES in 1995 were a further influence on CELS UODLE itself had worked in partnership with the Association of Recognised Language Schools ARELS Examinations Trust the Oxford EFL reading and writing exams for many years offered in tandem with the ARELS Oral English exams

Business Research Methods Emma Bell,Alan Bryman,Bill Harley,2019 Previous edition published as by Alan Bryman Emma Bell

Feature and Magazine Writing David E. Sumner,Holly G. Miller,2009-04-28 Updated with fresh facts examples and illustrations

along with two new chapters on digital media and blogs this third edition continues to be the authoritative and essential guide to writing engaging and marketable feature stories Covers everything from finding original ideas and angles to locating expert sources Expanded edition with new chapters on storytelling for digital media and building a story blog Captivating style exemplifies the authors expert guidance Authors combines academic authority with professional know how Comprehensive coverage of all the angles including marketing written work and finding jobs in the publishing industry Essential reading for anyone wishing to become a strong feature writer *Knowledge Structures* James A. Galambos, John B. Black, Robert P. Abelson, 2013-08-21 First Published in 1986 This book marks a watershed in cognitive science activity at Yale University Over the past decade the cognitive science orientation has become more and more integrated into the mainstream of cognitive psychology and artificial intelligence workers now feel comfortable thinking about psychological experimentation This book collects in one place the research work which concentrates on covering topics in the representation processing and recall of meaningful verbal materials Several of the chapters are first reports of research others are specially prepared reviews and elaborations of research reported previously Here it is all together Studies of scripts plans and higher level knowledge structures analyses of knowledge structure activation of autobiographical memory of the phenomenon of reminding of the summarization of text of explanations for events and more **Success with English Communication** Viviers, 1992-12 [Business Research Methods](#) 3e Alan Bryman, Emma Bell, 2011-03-17 Each chapter is filled with examples that provide context for the theories and concepts being discussed **Flipping Academic English Language Learning** Erik Voss, Ilka Kostka, 2019-06-17 This book draws on theory research and practice oriented literature to offer an introduction to flipped learning and offer busy instructors advice on how to flip their academic English language courses The chapters balance theoretical foundations practical applications and useful resources for developing materials The first half of this book defines flipped learning and academic English describes how it supports English language learning and explains the role of technology as well as issues with accountability and feedback The second half of the book then makes connections between the theoretical issues presented in the first three chapters and the practical applications in the following chapters which provide lesson descriptions and assessment ideas for language learning contexts with or without access to technology The book concludes with a list of tools and technologies for developing materials and activities as well as additional resources for professional development and further exploration of flipped English language learning **Critical Reading and Writing** Andrew Goatly, 2000 This textbook uses many examples from the texts encountered in everyday life to enable students to discover the power relations involved in reading and writing texts and to make the linguistic choices to achieve their writing purposes **The Fundamentals of (Re)designing Writing Units** Kathy Tuchman Glass, 2016-10-31 Prepare students to take on any writing challenge including district and state mandated literacy tests Perfect for teachers curriculum designers and literary coaches this title provides guidance for designing new writing units and revising existing ones across content

areas for grades 5-12. You will discover practical strategies and best practices for teaching skills in drafting, editing, revising, peer feedback, assessment, and student collaboration. Consistent and engaging lesson design based on these principles will prepare students to take on any writing challenge, including district and state mandated literacy tests.

Benefits: Examine the stages of the writing process and the benefits of teaching students to work through them. Assess the particular importance of the feedback stage of students' writing process. Study the components and rationale of the backward planning approach to unit design. Gain access to downloadable templates, checklists, rubrics, and student activities useful for guiding and assessing students in their writing. Explore comprehensive lists of online resources and tools that educators and students may use in lessons aimed at writing.

Contents: Introduction 1. The Importance of Writing to Learn 2. The Stages of the Writing Process 3. The Backward Planning Approach to Unit Design 4. Culminating Assessments and Criteria for Success 5. Effective Lesson Design: The Gradual Release of Responsibility Model 6. Launch the Unit Epilogue

Literacy Beyond the Classroom

Dominic Traynor, Cath Bufton-Green, 2020-07-23

Improves English progress at Key Stage 2 by 3.75 times the UK national average. Dominic Traynor, the founder of LitFilmFest, and experienced educator Cath Bufton Green offer a practical method for primary teachers to radically improve English attainment in their classroom. This innovative approach links global challenges including politics, social change, the environment, health, and advertising to the five key National Curriculum areas in English: reports, instructions, persuasive language, fiction, and poetry, and presentation skills. It develops reading and writing through exciting real-world tasks such as emailing a politician, creating a viral video, and using social media to start petitions.

Literacy Beyond the Classroom presents ready-to-use lesson plans, exercises, and activities to help teachers bring this concept to life in the primary classroom. This way of learning has been found to improve English progress at Key Stage 2 by 3.75 times the UK national average. The projects can be completed in Adobe Spark. By teaching English in this practical, purposeful, and more meaningful way, we can inspire the YouTube generation to learn the literacy skills they need to influence the world around them and have a positive impact as global citizens.

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