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An Investigative Essay



- The focus of an investigative essay is to perform research in an **unbiased manner**. The basis of an investigate essay is the **research question**, which is presented in the introduction. In your discussion, you need to refer to outside **sources** to give your text credibility.

Aim

- Practise how to:
 - Write in appropriate tone and style
 - Choose sources
 - Refer to sources
 - Compile information in your own words
 - Phrase a good (improved) research question and try to answer it



Centralt innehåll



- **Kommunikationens innehåll**
- Teoretiska och komplexa ämnesområden, även av viss vetenskaplig karaktär, med anknytning till elevernas utbildning och valt fördjupningsområde samt till samhälls- och arbetsliv.
- Samhällsfrågor, sociala, kulturella, politiska och historiska förhållanden samt aktuella etiska och existentiella frågor i olika sammanhang och områden där engelska används, även i jämförelse med egna erfarenheter och kunskaper.
- **Reception**
- Texter, även komplexa och formella, från olika medier.
- Talad engelska och texter som är berättande, diskuterande, argumenterande, redogörande och utredande – varje slag för sig eller i olika kombinationer. Till exempel debatter, föreläsningar, avtalstexter och texter som används inom högre studier.
- Strategier för att överblicka och strukturera innehåll från större textmängder eller längre sekvenser av talat språk, till exempel genom att sortera, visualisera, sammanfatta och identifiera det bärande innehållet.

Centralt innehåll



- **Produktion och interaktion**
- Muntlig och skriftlig produktion och interaktion med olika syften, där eleverna resonerar utifrån olika perspektiv, argumenterar, utreder, ansöker och förhandlar.
- Muntlig och skriftlig framställning inom valt fördjupningsområde.
- Användning av olika typer av källor, med källkritisk medvetenhet och vedertagna sätt att ange källor, inom valt fördjupningsområde och inom andra områden.
- Språkliga företeelser, däribland uttal, vokabulär, grammatiska strukturer och meningsbyggnad, stavning, textbindning, inre och yttre struktur samt anpassning, i elevernas egen produktion och interaktion.
- Bearbetning av språk och struktur i egna och andras framställningar för att anpassa dem efter syfte, genre och stilnivå.

Criteria

E	C	A
Eleven väljer med källkritisk medvetenhet innehåll från muntliga och skriftliga källor av olika slag och använder på ett relevant sätt det valda materialet i sin egen produktion och interaktion.	Eleven väljer med källkritisk medvetenhet innehåll från muntliga och skriftliga källor av olika slag och använder på ett relevant och effektivt sätt det valda materialet i sin egen produktion och interaktion.	Eleven väljer med källkritisk medvetenhet innehåll från muntliga och skriftliga källor av olika slag och använder på ett relevant, effektivt och problematiserande sätt det valda materialet i sin egen produktion och interaktion.
I skriftliga framställningar av olika slag formulerar sig eleven varierat, tydligt och strukturerat .	I skriftliga framställningar av olika slag formulerar sig eleven varierat, nyanserat, tydligt och strukturerat .	I skriftliga framställningar av olika slag formulerar sig eleven med god precision, varierat, nyanserat, tydligt och välstrukturerat .

Criteria

E	C	A
Eleven formulerar sig även relativt ledigt och med viss anpassning till syfte, mottagare och situation.	Eleven formulerar sig även ledigt och med anpassning till syfte, mottagare och situation.	Eleven formulerar sig även ledigt och med effektiv anpassning till syfte, mottagare och situation.
Eleven diskuterar översiktligt , på engelska, förhållanden i olika sammanhang och områden där språket används, även utifrån egna erfarenheter eller kunskaper.	Eleven diskuterar utförligt , på engelska, förhållanden i olika sammanhang och områden där språket används, även utifrån egna erfarenheter eller kunskaper.	Eleven diskuterar utförligt och nyanserat , på engelska, förhållanden i olika sammanhang och områden där språket används, även utifrån egna erfarenheter eller kunskaper.

Demands

- 2-3 pages in writing (or 1200-2000 words).
- Text to be written in DigiExam, using printed sources.
- Three sources used (English).
- Source discussion included.
- Use correct references.
- Hand in your work in Teams.



Structure

- Page header with information about full name, class, school, course and date.
- Heading in Arial size 16.
- Bodies in Times New Roman size 12, row spacing 1.5.
- Subheadings in Arial size 14.
- List of sources in the end in alphabetical order.

Introduction

Introduce topic + state research question – the aim of the essay

Source discussion

Chosen because...?
Relevant how?
Reliable?
Use the CRAAP test

Discussion ("report")

Write a continuous text where you try to use sources to shed light on research question. Footnotes included where appropriate. Return to the question you are trying to answer; the reader should be reminded of the investigation question throughout the essay.

Conclusion

Sum up the core content of the body.

Course of Action

- **Step 1:** choose TOPIC and write research question (COLLABORATE)
- **Step 2:** Find three appropriate sources (COLLABORATE)
- **Step 3:** Write in DigiExam (INDIVIDUALLY)
- **Step 4:** Opposition (INDIVIDUALLY/COLLABORATE)
- **(Step 5:** Voluntary revision, INDIVIDUALLY)

STEP ①

STEP ④

STEP ②

STEP ③

Time Frame

*Catch up opportunity Thursday February 1 8.30-10.00
if you have not chosen topic and/or handed in RQ.*



- **Week 4**

*Monday January 22 and
Friday January 26*

Aim: introduction to assignment.

Goal: brainstorm and choose topic. Form first draft of research question.

Content: PowerPoint introduction slide 1-17: what is an investigative essay?
Individual work: research topic.

- **Week 5**

*Monday January 29 and
Friday February 2*

Aim: understand what a good research question is. Understand how to find relevant sources.

Goal: find three relevant sources that are approved by Mia. Improve research question. Write the introduction in DigiExam (200-250 words).

Content: PowerPoint repetition of instructions + how to write a good research question, slide 18-29 . Information and practise how to find scientific articles and how to use search engines, slide 30-41.

- **Week 6**

*Friday February 9
("studiedag" Monday
February 5)*

Aim: sources. Make research.

Goal: make an outline of your essay and get it approved by Mia. Write the source discussion in DigiExam (200-250 words) with the help of your printed sources.

Content: disposition in an example essay. Information and practise how to find scientific articles and how to use search engines, slide 30-41.

- **Week 7**

*Monday February 12 and
Friday February 16*

Aim: references. Individual writing with guidance. Formal language repetition.

Goal: understand how to use references/choose either Harvard or Oxford. Start writing your bodies with formal language in DigiExam.

Content: Harvard and Oxford system with examples. Slide 43-51. Individual writing.

Time Frame



- **Week 8**

*Monday February 19 and
Friday February 23*

Aim: individual writing with guidance.

Goal: finish your draft (bodies) in DigiExam.

Content: individual writing.

- **Week 9**

*SPRING BREAK,
NO LESSONS*

- **Week 10**

*Monday March 4 and
Friday March 8*

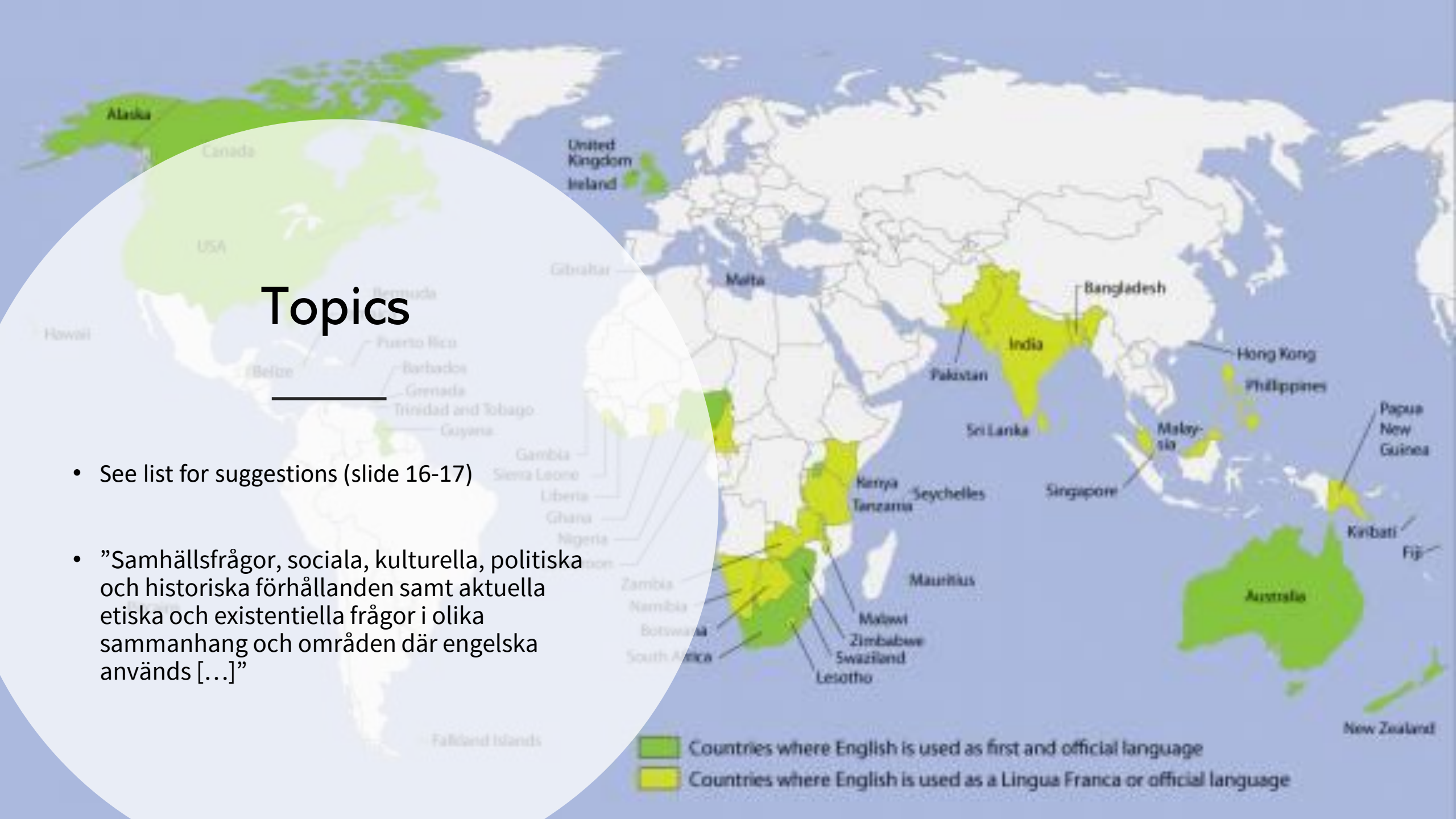
Aim: individual writing with guidance.

Goal: finish conclusion in DigiExam. Hand in written report in DigiExam Monday March 4. Hand in opposition report written in DigiExam Friday March 8.

Content: individual writing. Opposition report (written feedback to a classmate).

Topics

- See list for suggestions (slide 16-17)
- ”Samhällsfrågor, sociala, kulturella, politiska och historiska förhållanden samt aktuella etiska och existentiella frågor i olika sammanhang och områden där engelska används [...]”





Choose your Topic

- Think about:
 - Be very careful when you choose your research question.
 - Choose something that you are interested in or passionate about.
 - Choose a topic you are comfortable researching and writing about.
 - The topic should be manageable (not too broad, not too narrow).
 - Controversial issues work great.
 - You must be able to research the topic.
 - One idea is to focus on some sort of change that you can investigate and comment on.

Suggested Areas to Investigate



- New Zealand – The Maoris and their situation today
- The legacy of Apartheid in South Africa
- The problem of AIDS/HIV in South Africa
- Australia – the situation for the Aborigines then and now
- Australia – recent immigration from Asian countries
- Economic growth in India
- The Northern Ireland conflict today – Catholics and Protestants
- Social division and tension in the UK
- (Brexit)
- Ireland and the Catholic heritage
- Homelessness/drug abuse linked to a specific English-speaking country
- Canada – tension between French speaking and English-speaking groups
- Gun control in the US (the second amendment)
- The Amish people, the Plain people, the Mennonites. Religious groups that live “outside” society.
- US – racial tension some 40-50 years after the movement for equal rights? Ferguson? Police brutality?
- Hooliganism and football violence in ...
- Scotland and its relationship to the UK
- Teen pregnancies and sexual education in the UK or US or...
- LGTB rights in English-speaking countries

Suggested Areas to Investigate



- Censorship laws – a comparative study US/UK and Sweden
- Tabloid press or... – a comparative study of the portrayal of women/minorities
- Video violence
- The cost of college
- Obesity
- Slavery then and now
- Migration across the US boarder
- Eco tourism in...
- Stem cell research
- Use of social media in marketing
- A study of advertising directed at children
- Spanish versus English in the US today?
- Youth culture: what is idolized? Popular icons?
- Artificial intelligence and its impact on transportation in the US
- How Airbnb changes the travel industry
- Other up and coming cell phone apps that might change lifestyle or culture?
- Female fire fighters...
- Gender equality within the police force
- Homelessness (in a particular area or two ...or..?)



Research Question

- An investigative report requires a **research question**.
- This should be a question that you have **not** made up your mind about.
- The research question states the **specific issue** or problem that your assignment will focus on. It also outlines the task that you will need to complete.



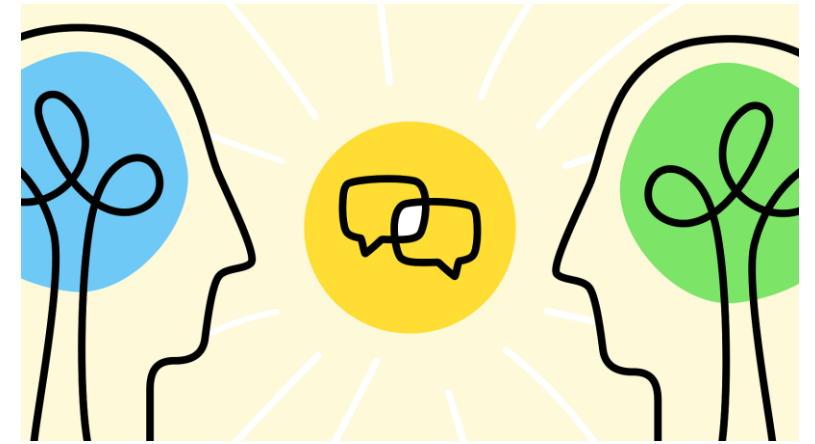
What is a Good Research Question?

- There is no universal set of criteria for a good research question. Different disciplines have different priorities and requirements. A good research question for a history paper will differ from a good research question for a biology paper. In general, however, a good research question should be:

A Good Research Question Should Be...

- **Clear and focused.** In other words, the question should clearly state what the writer needs to do.
- **Not too broad and not too narrow.** The question should have an appropriate scope. If the question is too broad it will not be possible to answer it thoroughly within the word limit. If it is too narrow you will not have enough to write about and you will struggle to develop a strong argument (see the activity below for examples).
- **Not too easy to answer.** For example, the question should require more than a simple yes or no answer.
- **Not too difficult to answer.** You must be able to answer the question thoroughly within the given timeframe and word limit.
- **Researchable.** You must have access to a suitable amount of quality research materials, such as academic books and refereed journal articles.
- **Analytical rather than descriptive.** In other words, your research question should allow you to produce an analysis of an issue or problem rather than a simple description of it (more on this below).

Discuss



- Imagine that you have been asked to write a 2000 word essay about nuclear power in Australia. Which of these three options is the best in terms of its scope? Why?
- Please note that one is **too broad**, one is **too narrow** and one is the **best choice**.

How reliant is Australia on nuclear power?

Should the Australian government promote a greater reliance on nuclear power in order to reduce Australia's contribution to climate change?

What impact would a greater reliance on nuclear power have in Australia?

How reliant is Australia on nuclear power?

This question is too narrow. It would not require 2000 words to answer it. It also asks for a description rather than an analysis of the issue.

Should the Australian government promote a greater reliance on nuclear power in order to reduce Australia's contribution to climate change?

This question is the best choice. It requires the discussion of specific dimensions of the topic but it is not too narrow in its focus.

What impact would a greater reliance on nuclear power have in Australia?

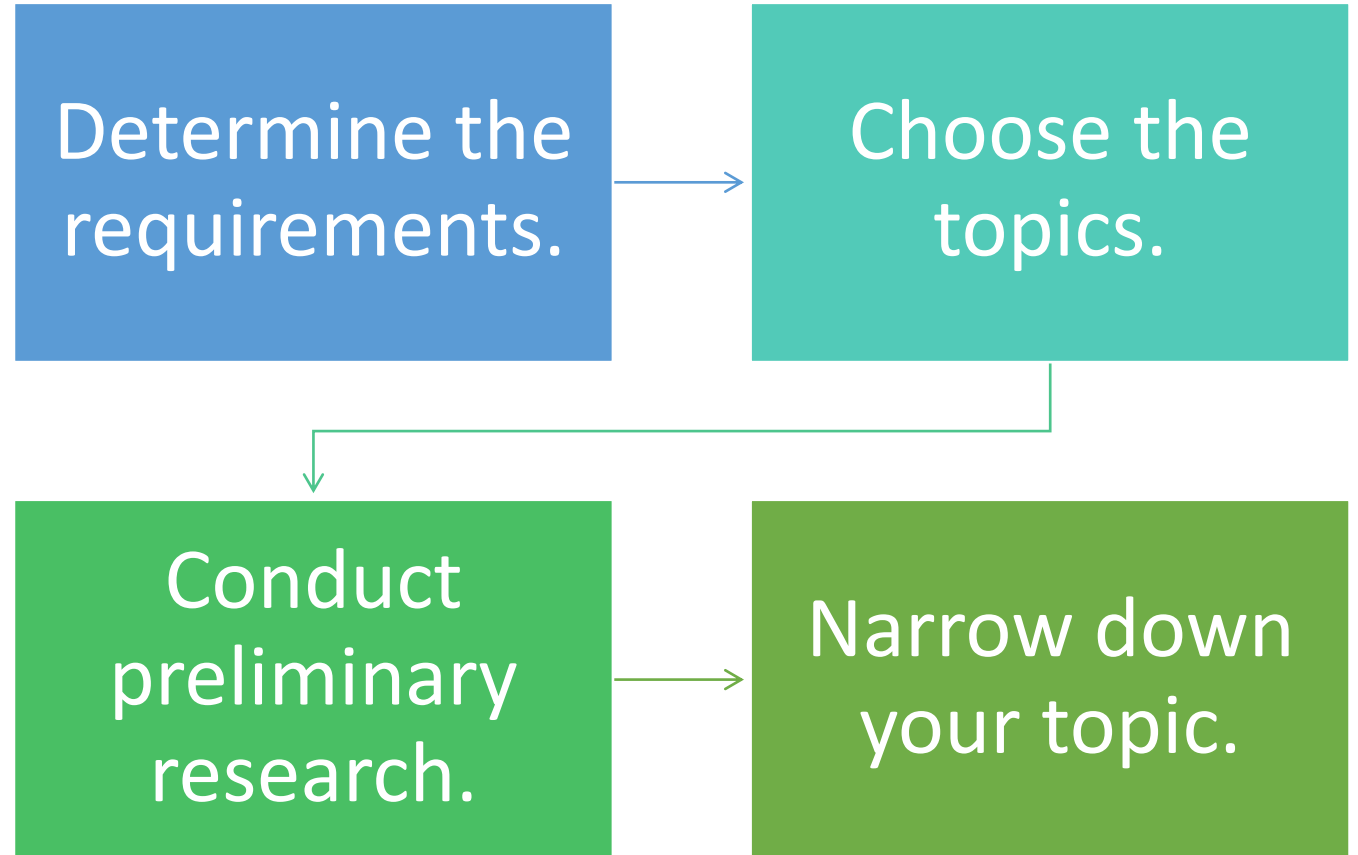
This question is too broad. It would not be possible to thoroughly answer this question within the word limit as it implies that all potential impacts will be covered.

Helpful Tips and Insights



- Pick a topic or issue you are interested in.
- Start by asking a relevant question and then focus on finding information that will answer it.
- Don't choose a too narrow or too broad topic or issue to investigate.
- Take notes and list your sources when investigating the issue or topic.
- If unsure about how the educator wants you to complete the assignment, look for an investigative report example and read it first.
- Always consider what your audience would like to know about the issue or topic when investigating or researching it.
- Start by providing a background of the topic to help your readers understand the major concepts.
- Make comparisons and distinctions among or between explanations, issues, and viewpoints.
- Include good supporting evidence in your essay.
- Be clear in your writing.
- End your essay with a conclusion that wraps up everything together while showing the readers that you have done what you set out to do.

How to Create a Research Question



Narrowing Down your Topic

- Create three columns on a piece of paper, in a word document, or in a spreadsheet.
- Select a broad topic for an upcoming assignment or choose a topic that you are interested in.
- In the first column write down the items contained in the first column below. Add any other items that may be relevant to your topic.
- In the second column write down potential sub-topics and other limitations. If you get stuck use the examples in the second column below to guide you.
- In the third column write the potential value of what you have written in the second column. What would that sub-topic or other limitation allow you to argue or demonstrate?
- Circle or highlight the items in column two that have the strongest potential value.



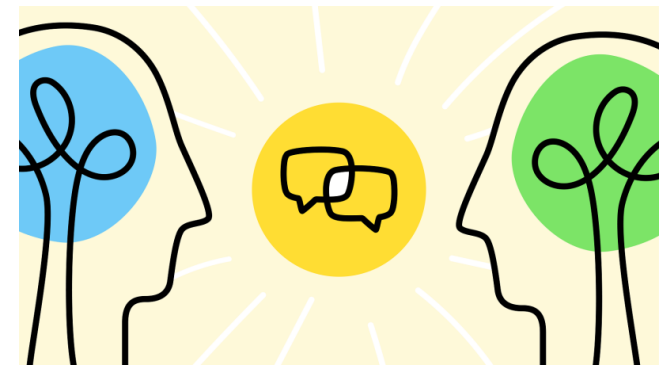
<u>Broad topic:</u>	<u>Social impact of earthquakes</u>	<u>Potential value?</u>
Relevant events:	Haitian earthquake of 2010	Very destructive in terms of lives lost and infrastructure damaged. Allows me to explore why some populations are more vulnerable to earthquakes than others.
Relevant groups and individuals:	Homeless citizens	Homelessness was a major consequence. Homelessness increases exposure to other consequences such as outbreaks of disease.
Sub-issues:	Lack of building codes Role of NGOs and foreign aid	One reason why the earthquake was so devastating. This has been widely criticised. Allows me to identify which efforts have worked and which have not.
Other limitations:	Could focus on those still homeless several years after the earthquake	Might be a useful way of highlighting the role of social inequality in disaster relief.



Write Your Question

- Now that you have narrowed down your topic you can turn your attention to the wording of your research question.
- As mentioned previously, the research question must outline a clear task that you will need to complete.
- Remember that you will need to keep the purpose of your assignment in mind when thinking about the wording of your question and that the purpose will differ from discipline to discipline
- In general, however, a good research question requires you to analyse an issue or problem. *How* and *why* questions are therefore more useful than *what* or *describe* questions. Other useful words that you might use are *critique*, *argue*, *examine* and *evaluate*.

Discuss



- Imagine that you have been asked to write an essay about earthquakes. The broad topic that you have chosen is the social impact of earthquakes. You have narrowed down your topic and decided to focus on the issue of homelessness caused by the Haitian earthquake of 2010. You are particularly interested in why there were high levels of homelessness several years after the earthquake. Which of these three options is the best research question?

Discuss the connections between the Haitian earthquake and the issue of ongoing homelessness in Haiti.

What impact did the Haitian earthquake have on the rate of homelessness?

The Haitian earthquake of 2010 caused widespread homelessness. Why, despite relief efforts, were levels of homelessness still high between 2014 and 2016?

Discuss the connections between the Haitian earthquake and the issue of ongoing homelessness in Haiti.

The wording of this question is too vague. It lacks a clear task. It implies that the assignment will look at homelessness over an unspecified period of time.

What impact did the Haitian earthquake have on the rate of homelessness?

This question is too easy to answer. The question asks for a description of the impacts rather than an analysis of them.

The Haitian earthquake of 2010 caused widespread homelessness. Why, despite relief efforts, were levels of homelessness still high between 2014 and 2016?

This question is the best choice. It has a clearly defined content. It encourages the writer to identify underlying causes and present a clear argument.

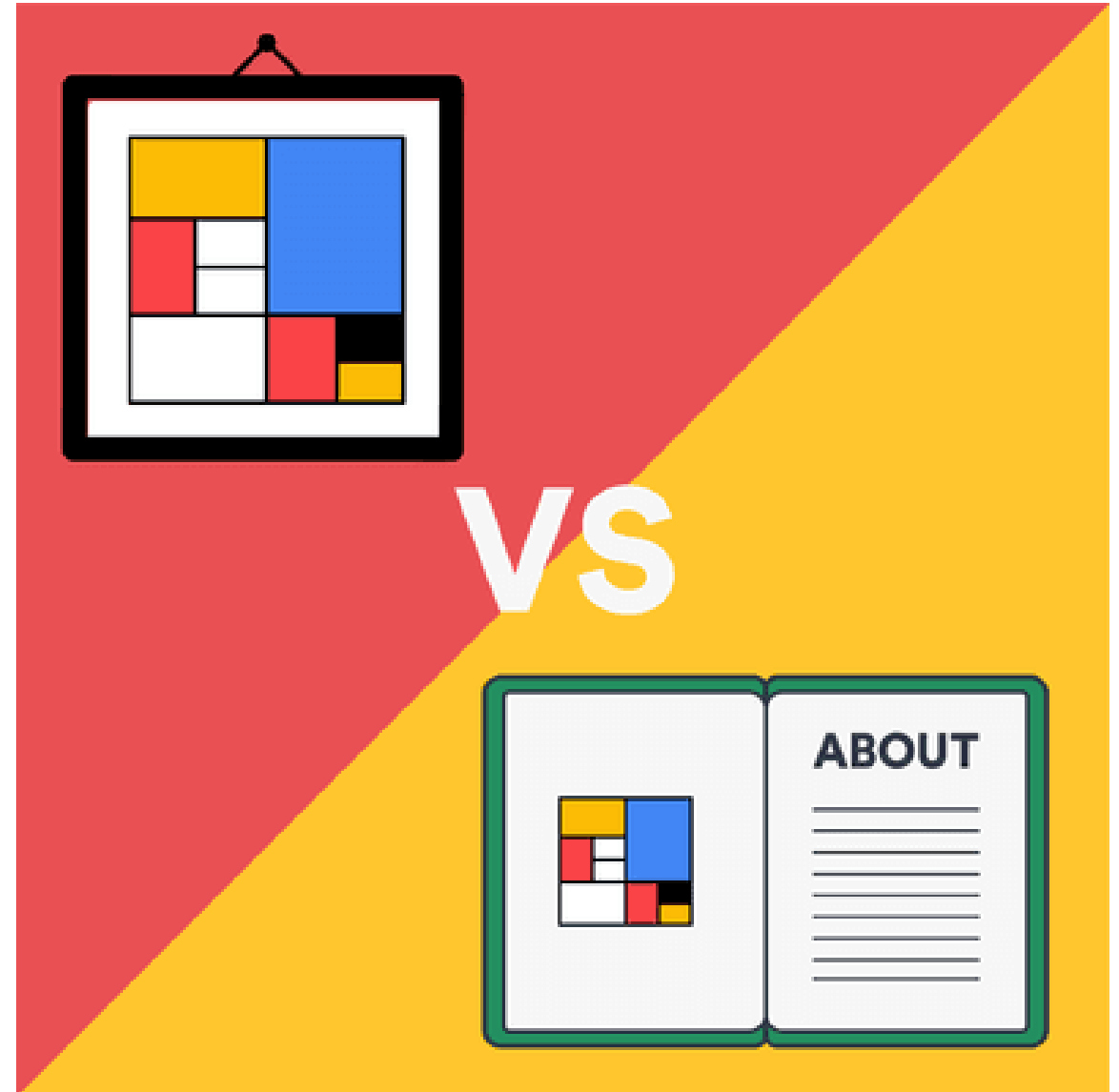
Credible Sources

- A credible source is free from bias and backed up with evidence. It is written by a trustworthy author or organization.
- There are a lot of sources out there, and it can be hard to tell what's credible and what isn't at first glance.
- Evaluating source credibility is important for your research. It ensures that you collect accurate information to back up the arguments you make and the conclusions you draw.



Types of Sources

- There are three types of sources: primary, secondary, and tertiary.
- Primary sources are often considered the most credible in terms of providing evidence for your argument, as they give you direct evidence of what you are researching. However, it's up to you to ensure the information they provide is reliable and accurate.
- You will likely use a combination of the three types over the course of your research process.



Type	Definition	Example
Primary	First-hand evidence giving you direct access to your research topic	<ul style="list-style-type: none">• Empirical or statistical results• Newspapers and magazines• Letters or diary entries• Photographs• Audio clips, such as speeches or interviews
Secondary	Second-hand information that analyzes, describes, or evaluates primary sources	<ul style="list-style-type: none">• Books• Journal articles• Blog posts• Textbooks• Documentaries
Tertiary	Sources that identify, index, or consolidate primary and secondary sources	<ul style="list-style-type: none">• Encyclopedias• Dictionaries• Almanacs• Bibliographies• Indexes

How Can You Tell if a Source is Primary or Secondary?

To determine if a source is primary or secondary, ask yourself:

- Was the source created by someone directly involved in the events you're studying (primary), or by another researcher (secondary)?
- Does the source provide original information (primary), or does it summarize information from other sources (secondary)?
- Are you directly analyzing the source itself (primary), or only using it for background information (secondary)?

Some types of source are nearly always primary: works of art and literature, raw statistical data, official documents and records, and personal communications (e.g. letters, [interviews](#)). If you use one of these in your research, it is probably a primary source.

Primary sources are often considered the most [credible](#) in terms of providing evidence for your argument, as they give you direct evidence of what you are researching. However, it's up to you to ensure the information they provide is reliable and accurate.

Always make sure to properly [cite your sources](#) to avoid plagiarism.

How to Identify a Credible Source

- ✓ The information should be up-to-date and current.
- ✓ The source should be relevant to your research.
- ✓ The author and publication should be a trusted authority on the subject you are researching.
- ✓ The sources the author cited should be easy to find, clear, and unbiased.
- ✓ For web sources, the URL and layout should signify that it is trustworthy.

The CRAAP test

- The CRAAP test is a catchy acronym that will help you evaluate the credibility of a source you are thinking about using. California State University developed it in 2004 to help students remember best practices for evaluating content.

The 5 components of the CRAAP test

- **Currency:** Is the source up-to-date?
- **Relevance:** Is the source relevant to your research?
- **Authority:** Where is the source published? Who is the author? Are they considered reputable and trustworthy in their field?
- **Accuracy:** Is the source supported by evidence? Are the claims cited correctly?
- **Purpose:** What was the motive behind publishing this source?

Where to Find Credible Sources

- What sources you use depend on the kind of research you are conducting.
- For preliminary research and getting to know a new topic, you could use a combination of primary, secondary, and tertiary sources.
- As you dig deeper into your scholarly research, books and academic journals are usually your best bet.
- **Academic journals** are often a great place to find trustworthy and credible content, and are considered one of the most reliable sources you can use in academic writing.
- [Google Scholar](#) is a search engine for academic sources. This is a great place to kick off your research. You can also consider using an academic database like [LexisNexis](#) or [government open data](#) to get started.

Credible sources for preliminary research

Depending on your topic, consider starting with:

- Encyclopedias
- Textbooks
- Websites with .edu or .org domains
- News sources with first-hand reporting
- Research-oriented magazines like [ScienceMag](#) or [Nature Weekly](#).

Assessing journal credibility

- ✓ Is the journal indexed in academic databases?
- ✓ Has the journal had to [retract](#) many articles?
- ✓ Are the journal's policies on copyright and peer review easily available?
- ✓ Are there solid "About" and "Scope" pages detailing what sorts of articles they publish?
- ✓ Has the author of the article published other articles? A quick [Google Scholar](#) search will show you.
- ✓ Has the author been cited by other scholars? Google Scholar also has a function called "Cited By" that can show you where the author has been cited. A high number of "Cited By" results can often be a measurement of credibility.

Evaluating Web Sources

- It can be especially challenging to verify the credibility of online sources. They often do not have single authors or publication dates, and their motivation can be more difficult to ascertain.
- Websites are not subject to the peer-review and editing process that academic journals or books go through, and can be published by anyone at any time.
- When evaluating the credibility of a website, look first at the URL. The domain extension can help you understand what type of website you're dealing with.
- In general, check for vague terms, buzzwords, or writing that is too emotive or subjective. Beware of grandiose claims, and critically analyze anything not cited or backed up by evidence.

Website domain extensions

- Educational resources end in .edu, and are generally considered the most credible in academic settings.
- Advocacy or non-profit organizations end in .org.
- Government-affiliated websites end in .gov.
- Websites with some sort of commercial aspect end in .com (or .co.uk, or another country-specific domain).

Some questions to ask yourself could include:

- ✓ How does the website look and feel? Does it look professional to you?
- ✓ Is there an "About Us" page, or a way to contact the author or organization if you need clarification on a claim they have made?
- ✓ Are there links to other sources on the page, and are they trustworthy?
- ✓ Can the information you found be verified elsewhere, even via a simple Google search?
- ✓ When was the website last updated? If it hasn't been updated recently, it may not pass the CRAAP test.
- ✓ Does the website have a lot of advertisements or sponsored content? This could be a sign of bias.
- ✓ Is a source of funding disclosed? This could also give you insight into the author and publisher's motivations.

Linking Words



Addition = When you want to add something	Again, also, and, and then, besides, equally important, finally, first, firstly, further, furthermore, in addition, in the first place, last, moreover, next, second, secondly, still, too, to begin with third, thirdly
Comparison = When you want to show that one thing is like another.	also, in the same way, likewise, similarly
Contrast = When you want to show that one thing is different from another.	although, and yet, at the same time, but at the same time, despite that, even so, even though, for all that, however, in contrast, in spite of, instead, nevertheless, on the contrary, on the other hand, otherwise, regardless, still, though yet
Emphasis = When you want to stress something	Certainly, indeed, in fact, of course
Example/ Illustration = When you want to give an example of something	after all, as an illustration, even, for example, for instance, indeed, in fact, in other words, in short, in simpler terms, on the whole, that is, to illustrate, thus, truly
Summary = When you want to summarise something. (In the conclusion for example)	all in all, altogether, as has been said, finally, in brief, in conclusion, in particular, in short, in summary, on the whole, that is, therefore, to summarise, to sum up
Time Sequence: When you want to say in what order something happens	after a while, afterwards, again, also, and then, as long as, at last, at length, at that time, before, besides, earlier, eventually, finally, formerly, further, furthermore, after that, lastly, subsequently, then, thereafter, simultaneously, when , meanwhile, soon, still, now when

References

- Background material and facts **MUST** have sources
- You are not allowed to "borrow" sentences from others (unless you quote) → **PLAGIARISM**
- You must rephrase to make the text your own. Never use words you do not understand!
- Use the Oxford or Harvard system





Common Types of Plagiarism

- ✓ **Complete plagiarism:** Submit another authors work in your name
- ✓ **Source-based plagiarism:** Reference an incorrect or non-existent source
- ✓ **Direct plagiarism:** Copy text from another document word-to-word
- ✓ **Self or auto plagiarism:** Reuse a major part of your own work without attribution
- ✓ **Paraphrasing plagiarism:** Make minor changes and use others' writing
- ✓ **Mosaic plagiarism:** Interlay someone else's phrases or text within your work.
- ✓ **Accidental plagiarism:** Unintentional paraphrasing or copying due to neglect
- ✓ **Inaccurate authorship:** Authorship instead of acknowledgment to contributors and vice versa

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Oxford Reference System

- Footnotes.
- After a quote, another person's opinion or a fact that cannot be considered common knowledge, please use the commando: "Referenser" → infoga fotnot.
- In the footnote: write all the information needed for the reader of your text to find the source and place in the source where you used info.

Oxford In-text Citation

...
had loyally obeyed Stalin's rule, showing their constancy to the Soviet Union.³ However
Czechoslovak government was subjected to both internal and external demands for refo

1 Pearson, R, *The Rise and Fall of the Soviet Empire*, 2nd Edn, Palgrave, Hampshire, 2002, p.86

2 *Ibid.*, 71

3 Kasin, V.V., *The Intellectual Origins of the Prague Spring: The Development of Reformist Idea 1967*, Cambridge University Press, London, 1971, p. 19

Harvard Reference System



Paranthetic referencing



After the quote or fact, you insert a parantheses with the last name of the author and the page number etc.

1 Introduction

Interactions between the snowpack and the atmosphere lead to important modifications of atmospheric composition (Domine and Shepson, 2002), and a most dramatic example is the complete destruction of ozone from the ground up to altitudes greater than 1000 m, observed in the Arctic (Bottenheim et al., 2000) and the Antarctic (Tarasick and Bottenheim, 2002) in the spring, when the frozen sea and the ground are almost entirely snow-covered. It is now reasonably certain that brominated species, derived from sea salt bromide, are key species in the chemistry of this ozone destruction (Barrie et al., 1988; Fan and Jacob, 1992; Tang and McConnell, 1996).

However, many aspects of this chemistry are not fully understood and prevent the detailed modeling, let alone the prediction, of these ozone depletion events (ODEs) (Bottenheim et al., 2002a). Among these, the processes by which sea salt

Harvard
In-text
Citation

Tip if the author:

is neutral	infers/suggests	argues	is uneasy	agrees
comments	analyses	alleges	belittles	admits
describes	asks	claims	bemoans	agrees
explains	assesses	contends	complains	concedes
illustrates	concludes	defends	condemns	concur
notes	finds	disagrees	deplores	grants
observes	predicts	insists	derides	
points out	proposes	maintains	laments	
relates	reveals		warns	
reports	shows			
thinks	suggests			
writes	supposes			

Author

Year

Title

Place

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