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РЕКОМЕНДАЦІЇ ЩОДО НАПИСАННЯ ТВОРЧИХ РОБІТ ТА ІНДИВІДУАЛЬНИХ ДОСЛІДНИЦЬКИХ ПРОЄКТІВ

GUIDELINES FOR WRITING CREATIVE REPORTS AND INDIVIDUAL RESEARCH PROJECTS

Рекомендації щодо написання творчих робіт та індивідуальних дослідницьких проєктів укладено відповідно до робочої програми навчальної дисципліни «Література Великої Британії». Праця містить практичні поради, які стануть у нагоді студентам-філологам при виконанні індивідуальних творчих завдань. Запропоновані настанови підібрано відповідно до вимог програми з метою забезпечення високого рівня сформованості умінь та навичок студентів із зазначеного аспекту.

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ЗМІСТ

PREFACE

In this manual we`ll begin by describing what a project is and then provide assistance in selecting a topic. We`ll explore the issues of choosing too broad or too narrow a topic and make specific suggestions for deciding upon an idea that will be of interest to students.

Once students have selected a topic, they are to think of numerous possible sources for their research. We will give detailed suggestions for locating these sources and for finding the information students need within them. We will make clear that there are resources beyond books: museums, television, filmstrips and people in the community are all among the possibilities for research information.

Organization is the secret of a good project! We will also provide students with specific skills for accomplishing this. Deciding what they want and need to know, taking useful notes (not copying), sifting until they have the most important and interesting information, and arranging it into the most appropriate sequence will all be clearly discussed. Besides advice will be given for presenting their projects in the most attractive manner that meets the teacher's requirements.

The manual is filled with clearly written ideas and precise examples. It is useful, easily read, and quite pleasurable to read. We highly recommend it to students, teachers, and parents, all of whom have a concern about producing projects that are of an excellent quality and that are appealing to the reader.

ПЕРЕДМОВА

У посібнику розглянуто питання вибору тем індивідуальних дослідницьких проєктів та запропоновано конкретні вказівки і настанови щодо їх належного виконання.

Після вибору теми дослідження проблема добору теоретичних джерел є однією з найважливіших. Пропонований посібник надає молодим дослідникам конкретні поради щодо пошуку цих джерел, а також іншої необхідної для виконання творчих завдань інформації. У «Рекомендаціях…» детально описано важливість таких інформаційних ресурсів, як книги, музеї, телебачення та ін. Усі вони, безсумнівно, стануть студентам у нагоді при виконанні творчих робіт та індивідуальних дослідницьких проєктів.

Правильна організація процесу написання творчої роботи є запорукою позитивного результату. Пропонований посібник допоможе студентам виробити необхідні у цьому аспекті вміння та навички: ставити перед собою цілі, планувати роботу, окреслювати результати, поетапно досягти їх тощо.

Потреба ведення коротких нотаток, ретельне «просіювання» фактів для визначення найважливіших та найцікавіших, чітке і логічне упорядкування отриманих даних, а також багато іншої необхідної і корисної інформації детально представлено на сторінках «Рекомендацій…». Важливо, що у праці запропоновано настанови щодо оформлення творчих проєктів відповідно до вимог, які ставляться до такого типу робіт, а також вказівки щодо належного представлення отриманих результатів.

Праця насичена конкретними ідеями та цікавими прикладами. Вона стане у нагоді як виконавцям творчих робіт, так і науковим керівникам, які дбають про належну і якісну підготовку студентами індивідуальних дослідницьких завдань.

CHAPTER I

CHARACTERISTIC FEATURES OF A RESEARCH PROJECT

Almost as soon as you become a student of one of the philological faculties, you start writing projects for school. Writing a project can be a lot of fun. It's your chance to say just what you want to say. Being a first year student you might write about your favorite writer or about an exciting book you have read. In sixth grade you might do a project on literary movements you know a lot about or on what it's like to be a literary critic. Putting together a project lets you share what you've learned. And it's much more interesting than filling in the blanks in your workbook!

But what if you don't know how to get started? It can be scary to write something all by yourself. You may feel confused if you don't understand what to do. A good way to begin is to figure out what a project really is. Once you get the idea, you'll be able to write a project on any topic.

A project is a collection of information about a topic. It's a way of telling other people what you have found out about the topic. But instead of telling them in spoken words, you're telling them in writing.

Of course, the information in a project must be correct. Suppose you read a project on how to create a poem. If the directions told you not to use rhythm and rhyme, that is what you would do. But your poem would sound terrible! You might be pretty mad at the person who wrote down the wrong information. Or suppose you read a social studies project that said there are 48 states in the USA. This used to be true, but it isn't any more. You would know that the writer of this project didn't bother to find the correct information. And you might wonder if the rest of the facts in the project were wrong too.

But even if all the information is correct, a project is not just a list of facts. Your facts have to be put in order so they make sense. In a project on English romantic poets, the facts about the literary period they belonged to should all be together. The facts about what they created should go in another section or paragraph. An unorganized jumble of information is no fun to read.

Doing a project is a lot more than writing the sentences and paragraphs. You'll spend as much time gathering your information and organizing it in a logical way as you will writing the actual project. And the better you do each of these steps, the better your project will be in the end.

What makes your project different from someone else's? If teachers assign the same topic to everyone in the class, why don't they get thirty projects that are exactly alike? Because no matter what the topic is, each person thinks about it in his or her own way. Suppose your teacher asks for a project on William Shakespeare`s creative activity. You might wonder in what genre he was most successful: in sonnets, comedies or maybe tragedies. But your friend wants to write about his literary method. Both of your projects will include some facts about Shakespeare. But your project won't sound exactly the same as your friend's. The parts of a topic you think are most interesting are the ones you will write the most about. Your view of a topic and your selection of facts makes the project you write your very own – different from everyone else's.

Both projects are on the same topic. But the two writers were interested in different details about the poet. Each project has a different point of view on the subject, and each gives the reader a new slant or look at the same topic. This difference is what makes your project yours. When your teacher reads thirty projects on the same subject, none of them will be exactly alike.

CHAPTER II

RECOMMENDATIONS FOR CHOOSING A TOPIC

How do you decide what to write a project on? First, it should be something you are interested in. You'll do a better job and have more fun if you pick a topic you'd like to learn more about.

But what if your teacher tells the whole class to write about the same thing? This sometimes happens in Literature studies. You can still make some choices of your own. Almost any topic is too big for a short project. Each person can write about one part of the topic. If the project topic is «The Design of Poetry», there is lots of things that might be fun to explore. Maybe you'd like to know more about the qualities of poetry. Or you might want to write about metaphors, allegories or symbolism. Traditional forms could also be a project topic. Or perhaps you'd like to discuss the information scientists have recently uncovered about the art of interpretation.

You can't possibly cover the whole topic given. There is just too much information than can be crammed into a project. Try to choose a topic that is small enough to be explained in a few pages. The whole idea of writing a project is to give some detailed information about a topic. Details make your project interesting to read. Suppose the topic is «The Art of Fiction». You might decide to write about major works, written in this literary genre. But you would soon discover that there have been far too many to write about in one project. In fact, there have been many interesting fiction books in this century in the United States alone. Even if you narrowed your topic to include only US fiction masterpieces, you wouldn't have room to do much more than make a list of them. A list like this, even if you wrote it in sentences, would not make a very good project.

But how about writing on the three best US fiction books since 2000? Then you could tell more than just the dates and names of their creators. In your project you could compare the «force» of the three fiction masterpieces and their influence upon the reading public around the world. Or you might want to project on only one of the three best works, written in this genre. If, for example, you write about «The Last Samurai» (Helen DeWitt's debut, published at the start of the century), you will be able to add many more details to your project. You can tell how many

afterdiscussions there were and the reason the book was relegated to obscurity (it was overshadowed by a bad and unrelated Tom Cruise movie of the same name), and why it is celebrated by the readers more than any other book etc. You might even have room to tell a little about how people's daily lives were changed by this fiction.

Writing about a smaller portion of a large topic means that you can use more interesting details. This makes a better project. But do be careful not to make your topic too small. Then you might not be able to find any information about it. For example, your teacher might tell everyone to write a project on «Aethetics in literature» You must choose which part or aspect of this topic you'd like to write about. Suppose you decide to do your project on Oscar Wilde`s aesthetic principles in poetry. But when you look for information, you can't find any books that tell about them. If you run into this problem, you can make your topic bigger, until you've got something you can find out about. For instance, the project on Wilde`s aestheticism in poetry can be broadened to include other genres he created in. You will probably be able to find some information about aesthetic principles in his plays or tales for children, even if you can't find out about poems. Once you think of a topic for your project, it is a good idea to talk to your teacher about it. He or she may know how much information is available for you to use.

Whatever topic you choose, make sure it isn't boring to you. Writing a project takes time and lots of work. You won't do your best job if you start out with a topic you don't like.

CHAPTER III

RECOMMENDATIONS FOR FINDING FACTS

Now that you have chosen your topic, you need together the information you will put in your project. Digging out the facts is called doing research. It's an important step. If you don't do any research, you won't have anything to write in your project.

Start as early as you can! It may take a while to find the books or magazines you need to look at. And when you've found them, you'll need time to read all those fascinating facts. Besides, when you've finished doing your research, you'll still have the project to write.

Where can you look for information about your topic? Maybe your teacher has brought some books to the classroom for everyone to use. You may be able to find all the information you need in these books. If not, your first stop will be the university or public library.

Before you try to find books on your topic, look it up in some general information books. These are called reference books and are found in the reference section of the library. A reference book is often a good starting point for research.

You may have used an encyclopedia already. It's a set of books that has articles on most subjects that people want to know about. The articles are in alphabetical order. They tell the basic facts about each subject. Encyclopedia articles give some details, but of course they don't have as much information as a whole book on the topic. The last volume is the index to all the other volumes. Look in the index to find which volumes contain articles on your topic. An article on a big topic may be quite long. Look at the headings to find the paragraphs that cover what you want to know. At the end of some articles you may find titles of other articles that tell more about your topic.

It is always a good idea to look in the front of any reference book you are using to find out when it was published. Notice, for instance, that the 1983 World Book Encyclopedia article on English and American writers lists major writers up to 1980. If you need to include a more recent literary man in your project, you will have to do further research. Ask your librarian to recommend a reliable source for up-to-date information.

What other reference books can you use? An atlas is a book of maps, but it also has lots of other information. If your project is somehow connected with climate, time zones, crops, weather systems around the world and many other topics, an atlas may have much of the information you need. For any project that deals with physical information about the United States or the world, an atlas is a good place to check for information.

Another helpful reference book is a yearly almanac. Almanacs are fat books that are filled with odd and unusual facts. An almanac may contain a brief history of the United States and of the world, sports statistics, information about pets, descriptions of all the national parks, and lots more. When you have some spare time, you might want to glance through an almanac; you'll be amazed at all the strange things you can find out.

As you do your research, you may come across words you don't understand. A dictionary will tell you what they mean and how to pronounce them. Many of the larger (unabridged) dictionaries also have color pictures of the things you may need to use. After you've seen what the reference books have to say about your topic, you are ready to read more. Encyclopedias give the basic facts. Now you need books that give many more details. How can you find them?

All libraries are set up pretty much the same way. The books are divided into *fiction* and *nonfiction*. Fiction books have stories in them; nonfiction books have facts. *Fiction* is arranged in alphabetical order according to the author's last name. The shelves that hold the fiction books usually have letters on them, such as «A-B», so you know where to start looking for the book you want. *Nonfiction* is arranged differently. There are so many nonfiction books on different subjects in a library that they have to be arranged by topic. If they were put in order alphabetically by author, books on one topic would be scattered all over the library. If you wanted to find a book on «Specific Forms of Drama», you would have no idea where to look. Putting all the books on one topic together makes it easy to find information about that topic.

Each nonfiction book in the library has a label with a number on it. The number tells what topic the book is about. This method of using numbers to organize nonfiction books was invented by Melvil Dewey; it is the Dewey Decimal Classification System. All the books with the same number are gathered together on the same library shelf, The shelves of

nonfiction books usually have numbers on them, such as «500-599», so you know where to start looking for the books you want. For example, all the 500 books are about Drama. All the 551.2 books are about Specific Forms of Drama. If you wanted to locate a book about the views on dramatic illusion, you would look for books labeled with the number 551.2.

But how do you know what number your topic has? You don't have to walk past all the shelves hoping you'll spot it by accident! There is an easier way. You can look up your project topic either in the *card catalog* or on *microfiche*. *The card catalog* is a set of small drawers filled with index cards. There are cards for each book in the library. The cards are arranged alphabetically from A to Z. You can look up a book under either the title of the book or the author's last name. For instance, a book about drama called «Study of Drama: Critical Essays» by Simon Sarmour, has a title card under S for «Study…» It has an author card under S for «Sarmour…» In addition, book catalog cards are filed under the topic the book is about. This book also has a catalog card filed under D for «Drama…»

If you know the title or author of the book you want, you can look it up under either of these and find the book's Dewey Decimal Classification number. (like 551.2). But if you want to see what books the library has on your project topic, simply look under the name of the topic to find its number. Then you'll know where these books are located on the library shelves.

You may have trouble figuring out what the name of your topic is. If your project is on irony, epithets or metaphors you are to look up «stylistic means». There may be no cards listed under «irony, epithets, metaphors». So you can try the larger heading. But sometimes books are listed under rather strange-sounding topics. If you can't find what you want, ask the librarian for help.

Instead of a card catalog, your library may have a microfiche system. In this system, all the catalog cards are photographed on sheets of microfilm that are easier to store. Looking up books on microfiche is exactly like looking them up in a card catalog, except that you use a projector to read the microfiche. If you've never used one of these projectors, ask the librarian to show you how.

Once you've found out where the books on your topic are located, go to the shelves and take a look at what's there. The title of a book gives you a clue about what's in it. As you read through the titles, you will see a number of books that don't sound very helpful. For example, if your topic is «Specific Forms of Drama», a book entitled «British Drama: Critical Essays», will be helpful, but the information will be limited to Great Britain. You'll probably find several books that look useful. Take them over to a table and look inside. Then decide which books will help you with your topic.

At the beginning of a nonfiction book is a list of the chapter titles and the page numbers they begin on. This is called the table of contents. Read through the chapter titles. Do any of them seem to be just what you're looking for? If so, this is a book to check out. For example, your project might be on Modern English Poetry. In a book entitled «The Study of English Poetry», Chapter III, «Modernism», will have information you want. A book's index also tells you what information the book contains. An index is found on the last pages of many nonfiction books. It is an alphabetical listing of facts and ideas contained in the book, with the page numbers where you can find them. The index of this book tells you that English Poetry is discussed on pages 168-190. Modern poetry is mentioned on page 183.

Sometimes a table of contents doesn't tell you whether your topic is included in that book. At these times an index is especially helpful, because it lists everything the book talks about. Checking a book's table of contents and index saves time. You don't have to read the whole book to find out whether it has the facts you need. This is a good way to choose the books you'll use for your research.

CHAPTER IV

SUGGESTIONS FOR FINDING MORE INFORMATION

Reading books is not the only way to learn about a topic. A museum may be just the place to gather information for your project. Many cities have several museums. If you don't know much about the museums where you live, check the Yellow Pages for the addresses and phone numbers. There is sure to be someone answering the phone who can give you information about when the museum is open and what kind of things are in it. Some museums charge admission fees - be sure to ask about this.

A museum of natural history usually has exhibits about nature. In fact, anything that has to do with the surrounding world might be on exhibit. If you are doing a project on a topic like «Lake School Poets» (William Wordsworth, Samuel Taylor Coleridge and Robert Southey came to be known as Lake Poets since they inhabited the lake district of England at the turn of 19th century. Their poetry was very lyrical as the poets were inspired by the beauty of nature), a natural history museum could be a good place to look for information.

Art museums often have other things besides paintings. Usually they exhibit sculpture and tapes tries, or weavings. For a project on «English literature and culture», take a look at the Anglo-Saxon pieces in the art museum. Seeing a real manuscript of the ancient English epic «Beowulf» might give you a whole new idea for your project. Museum gift shops often have pictures of their exhibits on inexpensive postcards. You might find one that's just right for the cover of your project.

Local city or county museums often deal with the history of where you live. They have handcrafted items that were made nearby, exhibits about the environment of your area, and information about the people who first lived there. If you are doing a project on famous writers who lived in your town, the local museum may have information about it.

There are lots of special museums scattered all over the country. Depending on where you live, you could be close to such museums as «Sherlock Holmes Museum», «Charles Dickens Museum», «Oscar Wilde Museum» or almost anyone else you can think of. These museums may be quite small, but the people who work in them are usually happy to help you find what you need.

Do you like to watch TV? Often you can find out facts for a project by watching TV programs. A special on Literature Studies will give you lots of tips for a project on the use of literary terms. News specials are a good source of information about awarding the Nobel Prize in Literary or Translation Studies. Televised international literary competitions feature the most comprehensive list of creative writing competitions, prizes, and awards for writers scheduled for the next year. They will also give the information about events for writers and even prizes for manuscripts. In a word, TV programmes are always packed with facts you can use in your projects.

Think about your topic. Is there someone you can talk to who can give you firsthand information? In addition to reading about being a future famous writer or how to create a thrilling bestseller, why not interview a local literary man in your town and find out what he or she has to say? He will probably give you enough information for a whole project.

Have you heard your grandfather talk about the first book he read as a boy? Maybe the lady next door likes to tell you what the library in your city was like long before you were born. When you listen to these people, you are hearing oral history. This is history that is told, not written in books. The facts and details these people remember often are not in any books. And you can ask whatever questions you like. A book doesn't answer you the way a real live person does. Listening to oral history makes the past come alive. You will feel as though you had been there yourself.

Everyone you talk to knows a lot about something. But the person who has special information for your project could be you! If your teacher assigns «Writing Competitions, Prizes, and Awards for Writers in 2021» as a topic, why not write about one you've taken part in? Of course, you'll need to get some of the facts from reference books. But these books can't tell you what it feels like to be a participant in such an event and to win the first place prize! Including your own memories or experiences in your project can make it extra exciting.

Pretend you're a detective! As you search for information on your topic, imagine other places you might look. People are usually glad to help you. Don't be afraid to explore ideas for research. You might uncover a gold mine!

CHAPTER V

OUTLINING THE OBJECT OF INTEREST

Sometimes it seems like there are too many places to look for information. It's hard to figure out where to start. Before you run off to the library or ask someone for an interview, think about your topic. The reason you chose this topic is that you would like to know more about it. What exactly do you want to know?

If the topic is «The Image of Time Machine in English literature» and you've read that some scientists now think it may really exist, you might popularize in your project the concept of time travel by using a vehicle or device to travel purposely and selectively forward or backward through time. What questions could you ask to get the information you want? First, does the Time Machine really exist? What does it look like? What makes scientists think it can travel through time? What does «Time Machine» mean, anyway? The answers to these questions will be the information you need to write your project.

How will you keep track of all this information? You need to take notes. There are lots of different ways of taking notes. Some people use index cards, some use notebook paper, some scribble on little scraps of paper and then lose them in the laundry! But one easy way to keep track of your notes is to make a large chart.

Use a big piece of paper. You can cut open a large grocery bag so it lies flat, or use a length of shelf paper. Brown wrapping paper that was used to wrap a package also works well. In fact, any kind of paper that's big enough is fine. On brown paper it's best to write with a felt-tip pen so you'll be able to read your notes easily.

Divide the paper into columns – you will need one column for each question you want to answer, plus a column to list the books you use. A ruler or yardstick will help you keep the lines neat and clear. Make the boxes large enough for two or three sentences. Write one of your questions at the top of each empty column.

In the first column, write down the name of each book you are using and the name of its author. Also write down the date the book was published. This information is found on the copyright page of the book, on the back of the title page. For example, if you look at the back of the title

page of this book, you will see that it was published in 1983. (You can use the copyright date as the date of publication. In most cases, they are the same date). If you are interviewing someone, write down his or her name and phone number and the date of the interview in the first column.

Now you are ready to start taking notes. In your first research book, find the paragraphs or sections that talk about your topic. As you read, keep your questions in mind. Look for the information that answers your question. Write it down in the correct box.

Do the same for each book you read or person you talk to. When your chart is filled, you will be able to see at a glance what information you have about each of your questions.

CHAPTER VI

ADVICE FOR TAKING NOTES

Notes are reminders of what you've read or heard. They keep you from getting mixed up about who said what. You won't forget an important fact if it's in your notes. You can write your notes either as whole sentences or as short phrases. Just make sure that your notes are not as long as the book you are reading! You should be able to sum up the main idea of a paragraph in one or two sentences.

Suppose you read this paragraph: *However, some scientists do not believe that Time Machine has ever existed. But nobody knows for sure* (Dictionary of Literary Images by Joseph Rosenbloom, page 7). Use abbreviations of long words to save space. You might write *TM* for *Time Machine*, and *sts* could stand for *scientists*. It's best to abbreviate only the words that are used often in your notes. That way you know you'll remember what each abbreviation stands for. Remember that you are reading to find out answers to the questions at the top of your chart. So you don't have to sum up everything the book's author says. Only take notes on the information that helps answer your questions.

Your notes should be written in your own words, not copied from the book. After you've read a paragraph or short section of information on your topic, mark your place with a slip of paper and close the book. Now write down the main idea in your own words. Why should you close the book to take notes? There are two reasons. First, this is a way of making sure you understand what you have read. It's pretty hard to write a project if you don't really understand the information you've collected. But you know you've got the idea when you can explain it your own way. The other reason is that your project should be your own work. Copying from a book or from several books is not the same as writing a project, it may seem easier to write down the exact words of a book on your note chart. But you will use the words in your notes when you sit down to write your project. And you won't remember then that these are another author's words, not your own. When your notes are in your own words, you can use these sentences in your project.

Of course, changing the words doesn't mean that you change the facts. If you read that William Blake (an English poet, painter, and

printmaker) is considered a seminal figure in the history of poetry and visual arts of the Romantic Age, you can't say it belonged to the Middle Ages. That would be making up a new «fact, and it wouldn't be true. Facts belong to everybody. The information about William Blake is a fact that anyone can read about and use. Putting the facts you learn in your project is not stealing. But you cannot write them in exactly the same way another author has. You can't pretend that someone else's sentences are your own. If you do use sentences from a book, you must put quotation marks around them and tell your reader where you read them.

As you take notes, remember that library books do not belong to you. When you close the book to write down a main idea in your notes, use a slip of paper to mark your place. Don't bend down the corner of the page. And never write anything in a library book. There's nothing more annoying than trying to read a book that someone else has marked up!

You also need to take notes when you talk to someone to get information for your project. Use the same kind of chart, and write down the answers to your questions as you listen. Most people are happy to share their knowledge. But since you'll be taking up their time, try to get organized beforehand. When you make an appointment to talk to someone, be on time. Bring your own pencil and chart for notes. And be prepared with your questions. Also, don't forget to say thank you at the end of the interview. It never hurts to be polite. You might need to go back for a second interview!

CHAPTER VII

GETTING READY TO WRITE

Once you have written all your notes on your chart, you are ready to organize your information. What conclusions can you come to? Look at all the notes in the first column, which are the answers to your first question. Do they all say more or less the same thing? If so, write a sentence in the bottom box of that column that tells the main idea. Do the same for each column in your chart. This can be tricky. You may have found different answers to your questions in the research books you read. When authors don't agree, you can't just count up the yes's and no's to see which answer has the most votes.

There are many reasons why authors disagree about a topic. New information may have been discovered about your topic. A book that was published before this information was discovered won't mention it. Even a recent book won't have this information if its author didn't hear about it. For example, some scientists used to think that W. Shakespeare`s *Venus and Adonis* was rather boring as it depicted the rejection of Venus by Adonis, his death, and the consequent disappearance of beauty from the world. But later generation of literary critics, despite conservative objections to the poem's glorification of sensuality, stated that the poem was immensely interesting, and it was reprinted six times during the nine years following its publication.

Sometimes scientists come up with a new idea or theory about how something happened. Until they prove that the theory is true, some people will believe it and some won't. This means that books on this topic may disagree. There are times when you might find different answers to one of your questions. For instance, one book on Shakespeare`s creative activity says it can be divided into three periods: optimistic, pessimistic and romantic. But when you interview a woman who runs Shakespeare`s classes, she says that there are four or five periods in it. The author of the book and the woman who teaches the classes both know a lot about William Shakespeare. Maybe both of them are right. They disagree on the best way to subdivide the poet`s creative life into sections, but they agree that it must be divided in some way.

There won't be any disagreement in your notes on some topics. But if there is, try to figure out what the disagreement means. Perhaps both books are partly right. Or maybe you can think of a reason why one book is wrong. What you say about this is part of what makes the project your own, not just a copy of the books you've read.

Now you are ready to decide how your project will be organized. In some ways writing a project is like telling a story. Your project will have a beginning, a middle, and an end. For some topics, deciding what comes first is easy. If your project tells how to make the grammatical analysis of Robert Greene`s «A Groatsworth of Wit», the first information the reader needs is to understand the main points of the grammatical analysis of the text. It goes about the prevalence of sentences used in the text according to the type of communication, various uses of the pronoun *it* as a notional subject, finer points of agreement between subject and predicate, specific points of the use of plural nouns, the prevalence of the use of tenses of the verbs, the explanation of the use of perfect forms, the explanation of the use of the Subjunctive Mood etc. Next you explain, in the right order, the steps for making the analysis. Then you provide the examples. Last you could tell how interesting the work will be when it is done. Whenever you are telling how to do something - you will quickly see that there is a natural order to follow.

The way you decided to organize this project would make sense to the reader. The important point to keep in mind is that you are the person who has the information. You are trying to pass it on to your reader. Think of what things the reader needs to know first. Pretend you are explaining your topic to a friend who doesn't know anything about it. What would you have to say first so your friend could understand the rest of your explanation?

The sentences in the bottom boxes of each column of your chart are the main ideas for each paragraph or section of your project. Once you have figured out what order you think your information should be written in, list these main ideas in that order on a piece of paper. Be sure to leave some space between each one. Then you can put whatever details you have under the main ideas. This list is an outline. It will be a kind of map for you to follow when you write your project.

Most projects need an ending paragraph. This can be a summary of what you've said in your project. Another way to end is to tell why your

topic is an interesting one. Whatever way you decide to end your project, be sure to add a sentence to the end of your outline so you will remember what you planned to say.

You may wonder whether all this work is necessary. Wouldn't it be easier to just start writing and hope for the best? The answer is no. When you think about your topic and the questions you plan to answer in your project, you get a clear idea in your mind of what you want to say. This makes it easier to write your project. And if you get confused, you can always look at your chart or list to remind yourself of what you wanted to say next.

CHAPTER VIII

RECOMMENDATIONS FOR WRITING A PROJECT

You are now ready to write your project. When your teacher first talked to the class about project writing, he or she may have given you some rules about how to write projects. If so, you will want to follow these rules. Certainly your teacher told you that projects must be written neatly. If they aren't, no one can read them! It is important to write carefully to make sure that what you have to say can be read by anyone.

Make sure also that you know how this project is supposed to look. Are you going to make a cover? Should you draw a map or pictures to put in it? How long should the project be? Look at the list below to remind yourself of other things your teacher may have said:

- How many pages, or how many paragraphs?
- Pencil or pen?
- Write on every line, or skip every other line?
- Write on one side of the paper, or both sides?
- Where should you put the page numbers on each page?
- Where should you write your name on each page?

The sentences that are in the bottom boxes of your chart can be the first sentences, or topic sentences, of paragraphs in your project. The topic sentence gives a general idea of what that paragraph will be about. The rest of each paragraph will give details or explanations about this idea or fact.

As you write each paragraph, try to say things as clearly as you can. You want the reader to understand what you've learned about your topic. Again, pretend you are explaining it to a friend. Say a sentence out loud and then write down the words you've just said.

When you talk to someone, you use different kinds of sentences. It's a good idea to do that when you write, too. Sentences that all start the same way are boring. Make your project more interesting to read. How about beginning or ending a paragraph with a question?

When you finish each paragraph, stop to look it over. Did you say what you meant to say? Did you include everything you wanted to include? Is the paragraph clear and understandable? If the answer to any of these questions is no, now is the time to change things. There is nothing

wrong with crossing out what you've written and redoing it to make it better. People who write books and magazine articles do this all the time.

Look back at your outline. This is a way of checking to make sure you've put in all the details you planned to. If you have, you can check off that section and move on to the next paragraph.

As you read someone`s project, maybe you'll think of ways it could have been better. Keep these thoughts in mind when you write your own project.

Each project you do will be easier to write than the one before. It will also be better. You've probably heard that *practice makes perfect*, and it's true! As you practice doing research, organizing your ideas, and writing projects, you'll get better and better at it. Like playing baseball or playing the violin, writing is a skill that you can learn only by doing.

CHAPTER IX

ADVICE FOR CHECKING A PROJECT

Finally you have finished writing your project. But there is one more important step before you hand it in. Checking over your project doesn't take long. And this is how you make sure that all the work you did was worth it. You've done a great job so far. Take time now to polish up your project. Read it out loud, either to yourself or to someone else. You'll notice right away if something sounds strange. Maybe some of your sentences are not complete. Put in the missing words. Or you may have a sentence that seems to run on forever. Split it into some shorter ones. As you read, the person listening can tell you if he has trouble understanding any parts of your project. This will let you know that those parts need to be fixed.

Try trading projects with a friend for a final check. When you read what you wrote yourself, it's often hard to catch mistakes. After all, you know what you meant to say when you wrote it. Another person may be able to see misspelled words that you have missed or places where you forgot to put in capital letters or punctuation marks. And having a friend read your project will let you know that at least one other person can read your handwriting!

Don't forget that neatness counts. If there are a lot of mistakes that you need to correct, it might be a good idea to copy that whole page over. When your project is neatly written, your teacher will be able to think about what it says instead of trying to figure out what each word is supposed to be. Look at the box below for a reminder of things to check in your project.

EXTRAS! Does your project need a cover? Would a picture help people understand what your project is about? Some projects don't need anything but words. But sometimes a good project can be even better with something extra.

- Indent the first line of every paragraph.
- Begin each sentence with a capital letter.
- End each sentence with a period, question mark, or exclamation mark.
- Check your spelling.
- Check for missing words.

- Number your pages.
 - Can you read your handwriting?

A map may also be helpful. It might tell more about your topic than you can say in words. Trace or copy your map from an atlas, or see if you can find one to cut out of a magazine. Don't forget to label any maps you draw.

If you found inexpensive pictures for your project at a stationery store, be sure to put them in. Maybe you found a magazine picture showing something about your topic. And you can always draw your own pictures. Check out a library book with good illustrations. Use them as your models or trace pictures from the book. If your pictures are on small pieces of paper, paste them to whole sheets of paper so they won't fall out of your project.

A cover can be made out of almost any kind of paper. Construction paper, typing paper and even notebook paper make fine project covers. A project on Romantic poetry would look great with a cover made from a paper with gentle flowers, hearts or butterflies. And the cover for a project on what it's like to be a newspaper project could be made from the front page of your local newspaper. Paste it on notebook paper to keep it from tearing. For a project on a holiday, make a cover out of gift-wrapping paper with an appropriate holiday theme.

If your project is longer than one page, you will need some way to hold it together so the pages don't get lost. Anything that goes with the look of the rest of your project is fine, unless your teacher has told you how it should be done. You can staple the pages and cover together along the left edge, or use a paper clip in the upper left comer. Or try tying the pages together with yarn through punched holes so that it looks like an old-fashioned scrapbook.

At last your project is ready to be handed in. It's filled with the interesting information you've gathered, as well as your own ideas. The pages are neatly written and the spelling is correct. Everything has been checked. Be sure your name is on the cover and on every page - this is a project you can be proud of!

CHAPTER X

RECOMMENDATIONS FOR THE STUDY SPACE

Writing a project is much easier if you have a good place to work. It doesn't have to be a whole room of your own. Maybe you share a room and a desk, or maybe you do your homework on the kitchen table. Wherever your study space is, you need:

- a smooth, flat surface to write on;
- good light for reading and writing;
- a chair that's the right height for your desk;
- study tools, like scratch paper, good paper, pencils, pens, eraser and ruler.

With this equipment, you have a good start on doing your best work.

Special attention should be paid to your *reference shelf*. As you do a lot of writing, you'll want to have some reference books of your own. Maybe you already have a dictionary. Keep it in your study space so that it will be handy when you want to use it. If you don't have one, why not ask for one for your birthday or Christmas? There are other kinds of reference books that are nice to own. You don't need to get them all at once, but here are some you might want in the future.

Dictionary

Use a dictionary to make sure you spell words correctly in your project. You can also look up the exact meaning of a word you want to use. What kind of dictionary do you need? Dictionaries that are written especially for students are easy to read and to use. The ones for adults are harder to read, but they have more words in them. A good way to pick out the kind of dictionary you want is to look at several different ones in a library or bookstore. Try looking up the same word in each one. Then you can see which definition is the most helpful. Here are some dictionaries written for students:

- *Dictionary, published by American Heritage, Houghton Company, Boston;*
- *Macmillan Dictionary, published by Macmillan Publishing Company, New York;*
- *Scott, Foresman Beginning Dictionary, Doubleday Edition, published by Doubleday and Company, Garden City, New York;*

- Webster's New World Dictionary for Young Readers, published by Simon & Schuster, Inc.;

- Webster's New Collegiate Dictionary, published by G. & C. Merriam Company, Springfield, Massachusetts (this desk-size dictionary is very often used by high school and college students).

Unabridged dictionaries are expensive, but can be a good investment. Before purchasing, it's a good idea to visit a library or bookstore that has a good, up-to-date reference section. Look at the contents page to see what each dictionary contains other than word definitions. For instance, *The Random House Dictionary of the English Language, Unabridged Edition (published by Random House, Inc., New York)* has a 64-page color atlas, concise dictionaries of French, Spanish, Italian, and German, and several other extra features. *Webster's Third New International Dictionary (published by G. & C. Merriam Company, Springfield, Massachusetts)* has several useful lists, such as constellations and stars, and color plates inserted throughout illustrating butterflies, flags, birds, etc. Since both have good reputations as dictionaries, perhaps your choice will be based on which one has extra features that you think will be most useful to you.

Thesaurus

A thesaurus is a dictionary of synonyms. Synonyms are words that have the same or similar meanings. It's good to have one so you won't keep using the same words over and over again. Some thesauruses are complicated to use, even for adults! Here are two that are written for students:

- The Clear and Simple Thesaurus Dictionary by Harriet Wittels and Joan Greisman, published by Grosset & Dun-lap, Inc., New York;

- Junior Thesaurus: In Other Words II by Andrew Schiller and William A. Jenkins, published by Lothrop, Lee & Shepard Books, New York.

Atlas

It's nice to have an atlas at home so you don't have to go to the library every time you want to look at a map. There are lots of different kinds of atlases. Some of them are very expensive. Two that have maps of the whole world and are not very expensive are:

- The Hammond Citation World Atlas, published by Hammond, Inc., New York;

- The World Atlas, published in paperback by the Random House Library of Knowledge, New York.

Almanac

These books are filled with all sorts of information. Some are rewritten every year so they have all the up-to-date facts. These are usually hard to read because the type is so small. Other almanacs, written for students, do not come out every year. Here are some of each to look at:

- *The Hammond Almanac (yearly editions)*
- *Information Please Almanac (yearly editions);*
- *The World Almanac and Book of Facts (yearly editions published by Newspaper Enterprise Association, Inc., New York);*
- *Macmillan Illustrated Almanac for Kids, published by Macmillan Publishing Company, Inc., New York.*

Other Useful Books

There are many other books that can help you with your studies. A book written for high school students that contains lots of helpful hints is *How to Sharpen Your Study Skills by Sigmund Kalina, published by Lothrop, Lee & Shepard Books, New York.* And why not ask your teacher for suggestions? He or she may know about other books that are especially helpful.

Good luck, and have fun writing great projects!

CHAPTER XI

TYPESETTING RULES FOR REPORT

PRESENTATION

Students should check current university submission regulations, which take precedence over the rules given below.

Length:

Reports longer than 15,000 words, not including the supporting structures, will not be accepted. There is no minimum length but it is mainly through the report that your project will be judged so the report should adequately reflect the work done in the project.

Font Size:

Reports should be printed using 12pt typefaces.

Line Spacing:

Reports should have single line spacing such as this guide. The report should be economical on paper. It should not, for example, contain excessive amounts of white space. Only the major sections need to begin on a new page.

Submission:

Reports should be typeset with some word-procecssing system, e.g. OpenOffice, LibreOffice or Word. The final project report should be presented as a PDF file with any other documentation in the appendices of the report. Artefacts produced for the project that are to be processed by other software such as a compiler or interpreter should be submitted separately in an archive file. Typically this will be the source code for software developed for the project.

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Навчальне видання

Ірина Сирко

РЕКОМЕНДАЦІЇ ЩОДО НАПИСАННЯ ТВОРЧИХ РОБІТ ТА ІНДИВІДУАЛЬНИХ ДОСЛІДНИЦЬКИХ ПРОЄКТІВ

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