**AHMED BEN AHMED UNIVERSITY**

**FACULTY OF FOREIGN LANGUAGES**

**ENGLISH DEPARTMENT**

**METHODOLOGY COURSE 1: L1 (B E G I H)**

**Primary source / Secondary source**

**What is a primary source?**

A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:

* **ORIGINAL DOCUMENTS** ( excerpts or translation acceptable): Diaries, speeches, manuscripts, letters, interviews, new film footage, autobiographies, official records
* **CREATIVE WORKS:** poetry , drama, novels, music, art
* **RELICS OR ARTIFACT:** Pottery, furniture, clothing, buildings

Examples of primary sources include:

* Diary of Anne Frank ( Experiences of a Jewish family during WW1
* The constitution of Canada ( Canadian history)
* A journal article reporting new findings
* Weavings and pottery ( Native American history
* Plato’s Republic ( Women in ancient Greece)

**What is a secondary source?**

A secondary source interprets and analyses primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes, or graphics of primary sources in them. Some types of secondary sources include:

* PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias

Examples of secondary sources include:

* A journal/magazine article which interprets or reviews previous findings
* A history textbook
* A book about the effects of WW1

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**METHODOLOGY COURSE 2: L1 (B E G I H)**

**RESEARCHED WRITING TECHNIQUES**

**1 Summarizing**

To answer questions such as “What was the movie about?”, “What did I miss today?” you must be able to summarize. The person who asked you these questions does not want to know every detail. You are only required to select the important details and summarize them. Similarly, in your studies in the university you will have various opportunities to summarize the text you have read.

You may use summarizing as a useful study technique: you may write down the main points of a writer’s article and learn the material you need.

You may also be assigned to write summaries by your instructors so that they can check whether you have read the assigned passages.

Most often, summaries are also included in other types of writing and academic papers. In a research paper you revise and summarize information on the topic under study. I an argumentative essay you may summarize texts and research findings that support your thesis.

**WHAT IS A SUMMURY?**

The goal of writing a summary is of an article, a single chapter or a whole book is to offer as accurately as possible the full sense of the original, but in a more condensed form. A summary is restates the author’s main point, purpose, intent and supporting details in your own words.

**WHY SUMMURIZE?**

The process of summarizing enables you to grasp the original text better, and the result shows the reader that you understand it as well. In addition to this, the knowledge you gained by summarizing makes it possible for you to analyze and critique the original text.

**HOW TO SUMMURIZE?**

There several techniques to be used while summarizing a text and they all stress full understanding of a text and require the reader to spot the main or major ideas in it. But before we move any further**,** here are some useful tips about summarizing:

* Restate, that is repeat the ideas of the source in different words and phrases
* Do not add your own ideas, opinions or judgment of the arguments
* Make it shorter than the source

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**METHODOLOGY COURSE 3: L1 (B E G I H)**

**RESEARCHED WRITING TECHNIQUES**

**Quoting:**

A direct quote is when an author’s exact words are borrowed. It is used when another author expresses an idea in a way that you feel should not be changed.

How to do it:

* Reproduce the original text exactly, and put it in “quotation marks”. Any changes to the quote must be placed in square brackets.
* Use quote to reinforce your own ideas, not to introduce or make new arguments.
* Use quote sparingly.

**Introducing a quotation**

One of your jobs as a methodology student is to probe through your text. Don’t simply drop quotations into your paper and leave it to the reader to make connections.

Integrating a quotation into your text usually involves two elements:

* **A signal** that a quotation is coming **,** generally the author’s name and/or a reference to the work
* **An assertion** that indicates the relationship of the quotation to your text

Often both the signal and the assertion appear in a single introductory statement, as in the example bellow. Notice how a transitional phrase also serves to connect the quotation smoothly to the introductory statement.

Ross (1993), in her study of poor and working class mothers in London from 1870 to 1918 **(signal)**, makes it clear that economic status to a large extent determined the meaning of motherhood **(assertion).** Among this population **(connection)**, “To mother was to work for and organize household subsistence” (p. 9).

The signal can also come after the assertion, again with a connecting word or phrase:

Illness was rarely a routine matter in the nineteen century **(assertion).** As **(connection)** Ross observes **(signal),** “Maternal thinking about children’s health revolved around the possibility of a child’s maiming or death” (p. 166).