



IUE

Izmir University of Economics

ITF

International Trade and Finance

2012-2013 / SPING

Academic Year

CHAPTER-4

IUEITF

ASSOC. PROF. C. COŞKUN KÜÇÜKÖZMEN

ITF150 – ESSENTIAL ACADEMIC SKILLS IN INTERNATIONAL TRADE AND FINANCE



ESSAY WRITING

OBJECTIVE / CONTENTS

- Interpret essay questions successfully
- Plan personal objectives
- Actively search for information
- Construct a logical essay plan
- Prioritise information
- Write clearly for others

OBJECTIVE / CONTENTS

- Checking and revising
- Presentation
- Referencing
- Bibliography
- Using feedback
- Essay writing checklist
- Essay writing
- Stages in essay writing
- Preparing your essay
- Gathering your information
- Structuring your essay
- Writing a draft
- Writing for others

The benefits of writing essays are as follows:

Writing **essays**:

- consolidates your understanding
- allows you to delve more deeply into a particular subject area
- stimulates your mind by assembling an argument
- gives you practice in using technical or specialist terminology
- enables you to express your thoughts clearly and logically
- encourages you to think and read widely and deeply.

There are several stages in the production of high quality essay

These are as **follows**:

- Preparing
- Gathering
- Structuring
- Writing
- Checking & Revising

The ground rules

- Note any restrictions in length
- Explore the criteria
- Examine the question
- Make it clear for yourself

Preparing your response

- Brainstorm your ideas
- Ask Questions - What don't I know?
 - *What don't I know?*
 - *What do I need to know?*
 - *What detail would support my argument?*

Based upon your **brainstorm questions** you will need to identify:

- What sort of information you are looking for, and;
- Where would be the most appropriate place to find it.

There are many different **sources of information**, including:

- Journals
- Periodicals
- Theses
- Published texts
- CD ROM
- On-line information
- Audio/video
- Your own lecture notes
- The minds of friends and tutors

When **gathering information** you should remember the following:

- Always search actively
- Don't take too many notes
- Take structured notes
- Keep a record of your sources
- (Author, publisher, date, page number)

Now you can put together a **plan** for your essay based on;

- Your interpretation of the question
- Your personal thoughts and opinions
- The information you have gathered

Put together a **logical structure** for your essay as follows:

Introduction

Comment Upon:

- The subject you will be discussing
- The main points you will be raising
- The treatment you propose to apply

Your introduction should also relate your essay to a wider academic context/discussion.

Main Body

Present your argument in three or four main points.

- Write a paragraph for each main point
- Support your ideas with examples and references
- Develop your argument coherently
- Ensure that your emphasis is balanced
- Avoid stressing your opinion at the cost of more considered reasoning

Conclusion:

Summarise your main points in the conclusion. Additionally:

- Offer a firm answer to the question
- Relate to your introduction
- Identify wider implications or further lines of investigation

Sorting your information

- What is centrally relevant?
- What is partially relevant?
- What is simply irrelevant?

Setting aside enough time

- When approaching the first draft of your essay you will probably need to set aside enough time to write it completely without any interruptions.
- It is important that the thoughts and ideas flow freely throughout the length of the essay. Any significant breaks in concentration might break your stream of thought and ruin this effect.

Writing for others

- Write simply and directly
- Limit your sentence length (avoid rambling)
- Ensure that each paragraph has a focus
- Use clearly labelled pictures (graphs, diagrams, etc.) if they will save words
- Use sub-headings to define each section
- Take care to acknowledge clearly the work of others
- List the sources you have referred to for other information
- Leave plenty of space for your tutor's comments (margins - left / right and top / bottom).

Problem solving

- When you have established any problems ask yourself how these could be most easily resolved. Be realistic. It may not always be possible to start again from scratch.
- If you are having real problems with your writing consult your tutor.

Presentation

- The best presentation is that which is easy to follow, such as clearly used sub-headings or page numbering. Avoid spending too much time on extravagant presentation. Clarity will be more important than impressive graphics.

Referencing

Each time you refer to somebody else's thoughts and arguments you need to both identify clearly who you are referring to and where you found this material. You need to do this whenever you:

- Quote somebody else's work directly
- Closely summarise a passage from another writer
- Draw directly upon somebody else's writing and ideas

The most common way of identifying a name within the text is to write in brackets the author's name, the year in which the work was produced and the page number of the source text.

- For example: (Clark, 1994, pp231)

Referencing

There are three basic ways of fully acknowledging these ideas outside of the main text:

- **Footnotes**

Numbers after each textual reference (as above) matched with numbered acknowledgements at the foot of each page.

- **Endnotes**

Consecutive numbering of references throughout the text matched with consecutively numbered acknowledgements at the end of the essay itself.

- **Included references**

More detail for each reference within the main text which can be picked up through a bibliography at the end.

All acknowledgements should include the author's name, the year or date of publication, the title of the book, article, report etc., the publisher and the place of publication.

- For example: Clark, R. P. (1996) Study Guide, Loughborough University, Loughborough.

Bibliography

- You will also need to list all the publications that you have used to help you write your essay whether you have closely referred to them or not. This will give your tutors an idea of how you have set about writing and indicate to other students possible sources of further information.
- A bibliography should come at the end of your essay, listing each text alphabetically stating the author, date of publication and publisher.

Using feedback

- Your final task when writing an essay is to reflect upon the feedback received from your tutor and/or other students. This may be invaluable in helping you improve your essay writing skills for future work.

Essay assessment checklist

Introduction/Conclusion

- Does my introduction detail what I will be doing and how?
- Does my conclusion summarise my main points and offer some outcome?

Content

- Have I met the demands of the question?
- Have I met the fixed criteria (length etc.)?
- Have I clearly identified my key points?
- Are they presented in a logical sequence?
- Are each of my points supported by sufficient information and examples?

Use of supporting material

- Is the material centrally relevant?
- Does the material endorse or detract from my argument?
- Does the information flow with or disrupt my central argument?

Plagiarism

- What is the ratio of my ideas to the ideas of others?
- Have I distinguished between my ideas and the ideas of others?

Essay assessment checklist

Referencing and bibliography

- Have I acknowledged quotations?
- How have I identified the ideas of others within the text?
- Have I fully referenced each quoted phrase or idea?
- Have I included a bibliography listing all of my background reading?

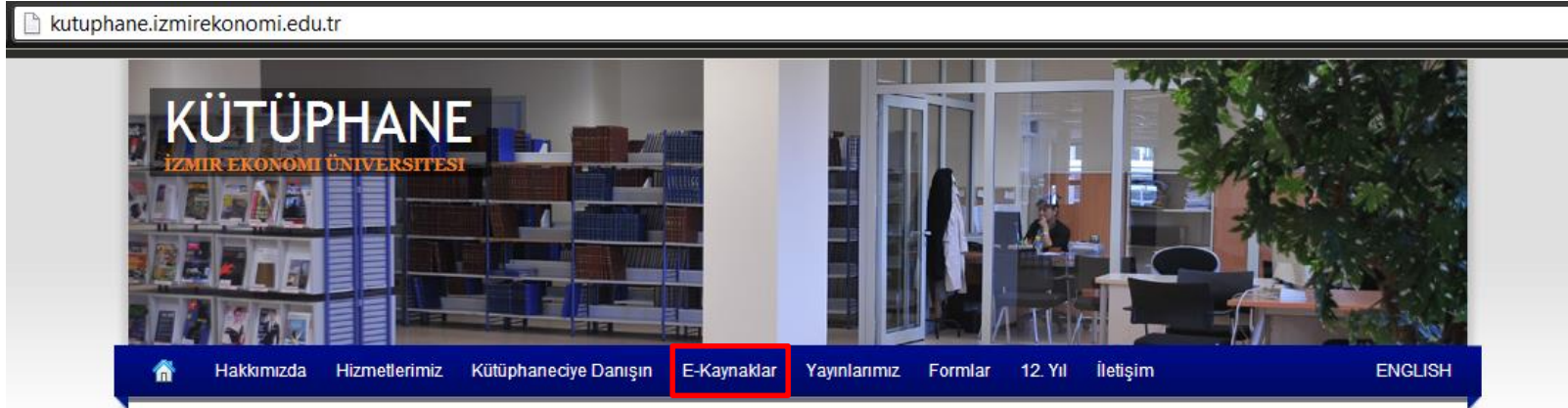
Presentation

- Is there enough space for tutor comments?
- Is my handwriting clear enough?
- Are my sentences short and focused?
- Are each of my paragraphs clearly focused?

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[Guest Editors' Introduction.](#)

By: Yetkiner, I. Hakan; Küçüközmen, C. Coşkun. Emerging Markets Finance & Trade. Nov2012 Supplement 4, Vol. 48, p3-6. 4p.

Subjects: ECONOMIC policy; GLOBAL Financial Crisis, 2008-2009; FOREIGN investments; ECONOMIC aspects

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2.



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[2011'i GERİDE BIRAKIRKEN FİNANSAL KRİZ, AB ve TÜRKİYE. \(Turkish\)](#)

By: Küçüközmen, C. Coşkun. Maliye Finans Yazıları. Jan2012, Vol. 26 Issue 94, p23-42. 20p. Language: Turkish.

Database: Business Source Complete

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3.



Academic
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[Skewness in the conditional distribution of daily equity returns.](#)

By: Harris, Richard D. F.; Küçüközmen, C. Coşkun; Yılmaz, Fatih. Applied Financial Economics. Feb2004, Vol. 14 Issue 3, p195-202. 8p. 3 Charts. DOI: 10.1080/0960310042000187379.

Subjects: STOCKS (Finance); RISK management in business; INVESTMENTS; FINANCE; Investment Advice; Miscellaneous Financial Investment Activities

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Applied Financial Economics, 2004, **14**, 195–202

Skewness in the conditional distribution of daily equity returns

RICHARD D. F. HARRIS*†, C. COSKUN KÜÇÜKÖZMEN‡ and FATİH YILMAZ§

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The conditional distribution of asset returns is important for a number of applications in finance, including financial risk management, asset pricing and option valuation. In the GARCH framework, it is typically assumed that returns are drawn from a symmetric conditional distribution such as the normal, Student-*t* or power exponential. However, the use of a symmetric distribution is inappropriate if the true conditional distribution of returns is skewed. This study models the conditional distribution of daily returns in five international equity market indices and a world equity index using the skewed generalised-*t* (SGT) distribution, a distribution that allows for a very wide range of skewness and kurtosis, and which nests the three most commonly used distributions as special cases. It is shown that the use of a conditional SGT distribution offers a substantial improvement in the fit of both GARCH and EGARCH models. Moreover, for both models, the study strongly rejects the restrictions on the SGT that are implied by the normal, Student-*t* and

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