ACADEMIC WRITING

Academic writing is, essentially, the writing you have to do for your university courses. The majority of your assessment at university level is done through exams and writing assignments such as essay, research paper, term paper, or lab reports. You may be expected to write different types of written pieces ranging from a short answer for an exam question to a long research paper.

Writing assignments at university level require you to think clearly and critically, use valid evidence and produce well-structured and coherent pieces of writing, which require an academic writing style. This writing style is the process of breaking down ideas and using deductive reasoning and formal voice. In other words, it is about what you think and what evidence has contributed to that thinking. Therefore, you are required to develop skills in researching, evaluating and analysing information, organizing ideas, and expressing yourself clearly in writing. These skills are valuable not only for your academic studies but also for your future career. For this reason, it is important to fully understand the following academic writing conventions presented in this module.

Academic Writing Conventions:
   A) Presentation of and elaboration on ideas
   B) Organization of ideas
   C) Style
   D) Mechanics

A) PRESENTATION OF AND ELABORATION ON IDEAS

In order to write an effective academic text, you should remember the following tips:
   ✓ put forward clear, well-defined arguments*/ ideas.
   ✓ avoid shallowness – do not leave the reader with questions and do not make the reader do mind reading.
   ✓ give solid evidence by using different patterns of organization – provide sufficient and relevant support for your points so that your arguments can be strong and credible.
   (See Appendix 1 for patterns of organization)
   ✓ present your ideas in a coherent and well-organized manner to maintain a smooth flow in your expressions.
   ✓ avoid vague terms – write precisely (be clear and to the point).
      • *Something must be done to eradicate child abuse.* (vague)
      • *The government should design laws and policies to deter child abuse by focusing mainly on increasing the severity of punishment.* (more precise)

✓ try to include specific supporting details such as examples, evidence, reference, citation, facts, and figures).
- *People know that unemployment rate has **increased** recently.* (not supported)
- *Clarkson (2018) states that the unemployment rate in the country **increased to 5.8 percent in 2017.*** (supported with specific detail)

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* ***ARGUMENTS*** *in academic writing are the claims or interpretations that you put forward with relevant reasons and evidence. An academic argument appeals to logic and provides evidence in support of an intellectual position. When you make an academic argument, you are arguing for a particular position, which is an opinion. However, the difference between the kind of opinion expressed in an academic argument and everyday opinions is that academic opinions <u>must be supported by evidence</u> that is considered authoritative in the academic community for which the argument is written. Therefore, the justification for an academic argument is not a writer's right to express him or herself, as it is in pure opinion, but the legitimacy and persuasiveness of the evidence that the writer uses in support of his or her argument.*

An effective paragraph should be supported with relevant and logical arguments and should be fully developed by providing solid and convincing justifications, examples, and/or evidence. If the ideas are immature and if the reader is left with questions after reading the paragraph, it means that the paragraph has not been adequately developed. To develop your ideas in a paragraph, you can use the following supporting techniques:
- definition
- description
- explanation
- examples
- evidence (facts and figures & authority's opinion)
- comparison
- opinion
- analogy

! <u>One or more</u> of these supporting techniques can be used in a single paragraph to develop the ideas in it effectively. Which technique(s) to be used depends on the topic and the type of the writing task.

Task 1: **Read the sentence below and discuss how this idea can be developed.**

I believe the role of prisons is to rehabilitate people, not just to punish them.

a. Write down the supporting techniques you think can be used to develop this idea in a

paragraph. _____

Now, read the following version and discuss how the idea has been developed.

I believe the role of prisons is to rehabilitate people, not just to punish them. This is because policies that promise to get tough on crime often focus on political and economic factors rather than on helping prisoners reintegrate into society after serving their sentences.

b. Write down the supporting technique used to develop this idea.

_____

Now, read the following version and discuss how the idea has been further developed.

I believe the role of prisons is to rehabilitate people, not just to punish them. This is because policies that promise to get tough on crime often focus on political and economic factors rather than on helping prisoners reintegrate into society after serving their sentences. For example, if a prisoner serves a 10-year sentence in a punishment-oriented environment and is released back into society without accommodation, a job, or training skills for employability, that offender is highly likely to reoffend after release and return to prison.

c. Write down the supporting technique used to develop this idea.

_____

Now, read the following version and discuss how the idea has been further developed.

I believe the role of prisons is to rehabilitate people, not just to punish them. This is because policies that promise to get tough on crime often focus on political and economic factors rather than on helping prisoners reintegrate into society after serving their sentences. For example, if a prisoner serves a 10-year sentence in a punishment-oriented environment and is released back into society without accommodation, a job, or training skills for employability, that offender is highly likely to reoffend after release and return to prison. In this regard, a study of post-prison recidivism in 2002 across France found that 59% of former convicts were reconvicted within five years of their release, and 80% of them were reincarcerated (Kensey&Benaouda, 2011, as cited in Monnery, 2015). With reference to stricter prison regimes and recidivism, Chen and Shapiro (2007) found that harsher prisons in the US "do not reduce post-release criminal behaviour and may even increase it" (p.24).

d. Write down the supporting technique used to develop this idea.

_____

! When you develop the main idea of your paragraph using explanations, examples and evidence like in the sample above, or any other supporting technique, your argument becomes more improved, more credible, and more likely to convince the reader.

Task 2: **Read the paragraph below and decide whether the ideas are developed effectively or not. Explain why.**

> *Throughout the years, mice have proven to be invaluable model organisms for biomedical research, allowing researchers to investigate disorders by manipulating the environment or the genome. Unlike their human counterparts, mice can easily be studied, and researchers can manipulate environmental factors. In addition to this, they are remarkably similar to humans in terms of their physiology and genetics.*

Now read the improved version and discuss how the differences contribute to the overall effectiveness of the paragraph by answering the following question:

   a) Which techniques does the writer use to develop each major idea?

   _____

> *Throughout the years, mice have proven to be invaluable model organisms for biomedical research, allowing researchers to investigate disorders by manipulating the environment or the genome. Unlike their human counterparts, mice can be studied in a carefully controlled environment. It is also relatively easy for researchers to manipulate diet composition, food availability, exercise, and other environmental factors that can contribute to differences in physiological outcomes in mice. In addition to being relatively inexpensive, fast to reproduce, and easy to maintain compared to other mammalian models, mice are also remarkably similar to humans in terms of their physiology and genetics. Mice and humans share approximately the same number of genes and exhibit extensive synteny. Because of their genetic similarity to humans, mice have been used to pioneer genetic manipulation technologies, such as gene overexpression and gene knockout and knockdown models at the whole-organism level or in specific tissues. These technological breakthroughs in genetics research have fueled several decades of rapid discovery and knowledge expansion in many biomedical fields. To summarize, the ability to manipulate both genetic and environmental variables with relative ease has made mice one of the most widely used in vivo models in biomedical research today.*

Taken from https://www.aje.com/en/arc/editing-tip-paragraph-structure-making-most-your-ideas/

Task 3: **Read the student writing which is developed without support and rewrite it to develop the ideas effectively.**

In order to influence people, leaders need to have some traits. First of all, they must speak effectively in front of people. In addition to this, they must be persuasive because this is the most important skill a person should have to be a leader.

Improved version:

B) ORGANIZATION OF IDEAS

Developing ideas effectively in your paragraph does not suffice to write an effective academic text. You should also organize those ideas following certain conventions. To write a well-organized piece of text, you should
- ✓ maintain unity in your paragraph, and
- ✓ present your ideas in a coherent and well-organized manner to maintain a smooth flow in your expressions.

UNITY is writing around one main idea/ topic without deviating from it.
Unity in a paragraph can be maintained by
- having one central idea (main idea/controlling idea) usually given in a topic sentence,
- providing supporting ideas which are related to this idea, and
- not including irrelevant details/off-topic sentences.

> **Topic Sentence:** The main/controlling idea of each paragraph is usually expressed somewhere in the paragraph by one sentence. This sentence is called 'topic sentence' and is usually found at the beginning of the paragraph, but it can also come at the end or even in the middle of the paragraph.

Task 1: Circle the number of the sentence that disrupts the unity in the following paragraph.

1) Standardized tests limit students' social life because students spend most of their time getting ready for these tests, which denies the opportunity to enjoy their lives in the way they want. 2) Starting from little ages, students taking these tests just sit and study for the exam instead of adding unforgettable memories to their minds. 3) Nevertheless, these early grades should be the time to discover, play, and explore. 4) Considering the developmental stages and the requirement of each stage, what students need is not the exam preparation but doing a great deal of reading. 5) To do this, students need to socialize, develop new interests in music, sports, and arts because socializing and having interests in art or sport are much more valuable than performing in tests. 6) Thus, standardized tests have adverse effects on students' life, as they prevent them from spending their valuable ages on more creative and enjoyable activities.

COHESION is writing the sentences in a logical and smooth flow establishing relationship between ideas so that one sentence leads easily into the next sentence, making all the sentences well-connected.

Cohesion in a paragraph can be achieved through

- **organizing ideas following organizational patterns** (See Appendix 1)
- **ordering ideas in a logical sequence**
- **repeating the key words/phrases to help the reader remain focused**

    Notice how the repetition of the keyword "fear" contributes to the cohesion of the excerpt below.
    When worry escalates, the result is <u>fear</u>. Everyone has experienced <u>fear</u>. A swimmer of only moderate skill might be <u>afraid of </u>swift waters; a child might <u>fear</u> the dark. A hiker will probably feel <u>fear</u> when hearing the distinctive warning of a rattlesnake; a jogger might experience **it** when confronted with an angry dog. <u>Fear</u> causes the heart to race, the head to spin, the palms to sweat, the knees to buckle, and breathing to become labored. **Its** physical effects are such that the human body cannot withstand **it** indefinitely.

- **using <u>pronouns</u> to establish close links between sentences**

  Following are some guidelines to help you keep your writing clear and unambiguous while using pronouns:

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  1.   Be sure the pronoun has an exact reference:

  AMBIGUOUS: The university's enrollment is decreasing each year because they don't have a very good recruiting program.
  (Does "they" refer to the university? Since the university is both singular and an abstraction, they might refer to a particular group of people, like the staff of the admissions office.)

  CLEAR: The university's enrollment is decreasing each year because the admissions staff doesn't have a very good recruiting program.

  2.   The pronoun should refer to only one antecedent (whether the antecedent is singular, plural, or a compound):

  AMBIGUOUS: When the boss gave John a raise, he was unhappy.
  (Does "he" refer to the boss or to John?)

  CLEAR: The boss was unhappy when he gave John a raise. (or) John was unhappy with the raise his boss gave him.

  3.   Do not use a demonstrative or relative pronoun to refer to an entire clause or sentence unless the antecedent is perfectly clear:

  AMBIGUOUS: The murder of the mayor was reported by the newspaper, which was a pity.
  (Does "which" refer to the murder or to its being reported by the newspaper?)

  CLEAR: The murder of the mayor, reported by the newspaper, was a pity. (or) The reporting of the murder of the mayor was a pity.

  Taken from Gefvert, C. J. (1988). *The confident writer.* New York, NY : W. W. Norton & Company, Inc.

- **using <u>synonyms</u> to add variety and to avoid unnecessary repetition**

  Notice how the use of synonyms spices up the language in the following excerpt:

  Pollution of our environment has occurred for centuries, but it has become a significant <u>health problem</u> only within the last century. Atmospheric pollution may lead to <u>conditions</u> such as respiratory <u>disease</u> and to lung cancer in particular. Other <u>health complications</u> directly related to air pollutants include heart disease, eye irritation, and severe allergies.

- **using <u>transitions/transition signals</u> that help connecting ideas**

  Notice how the lack of transitions results in a disrupted flow in the following excerpt.

  One difference among the world's seas and oceans is that the salinity – salt content – varies in different climate zones. The Baltic Sea in northern Europe is only one-fourth as salty as the Red Sea in the Middle East. There are reasons for this. In warm climates, water evaporates rapidly. The concentration of salt is greater. The surrounding land is dry and does not contribute much freshwater to dilute the salty seawater. In cold climate zones, water evaporates slowly. The runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

Notice how the use of transitions maintains a smooth flow in the improved version of the previous excerpt.

One difference among the world's seas and oceans is that the salinity – salt content – varies in different climate zones. **For example,** The Baltic Sea in northern Europe is only one-fourth as salty as the Red Sea in the Middle East. There are **two** reasons for this. **First of all,** in warm climates, water evaporates rapidly**, therefore,** the concentration of salt is greater. **Second,** the surrounding land is dry**, consequently, it** does not contribute much freshwater to dilute the salty seawater. In cold climate zones, **on the other hand,** water evaporates slowly. **Furthermore,** the runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

Task 2: Study the paragraph below and insert the appropriate statements into the correct places to maintain cohesion. Note that there is one extra statement.

Standardized tests can provide criteria for teachers and parents. To begin with, standardized testing gives both parents and teachers information on how children are performing compared to children in their local areas or nations. With the help of such tests, the areas where children need improvement can be identified. 1. _____ These tests also give information to teachers about student achievement and their teaching. Seeing the weaknesses of their students, based on the scores in the tests, teachers design their lessons accordingly as these tests give teachers a structure of what needs to be taught, revised or emphasized. 2._____. As a result, teachers can increase students' motivation as they can dwell on the areas that need further support.

A) This helps to provide extra support for students who need further help as well as providing guidelines for curriculum.

B) Becoming aware of these areas, parents can support their children by providing extra help, such as private tutoring.

C) In this way, time-wasting activities are decreased thanks to standardized testing because it focuses on only required and essential contents.

Task 3: The following excerpt lacks cohesion. Rewrite to make it coherent.

The recent water shortage in California forced changes in Californians' lifestyles. Water was rationed. They learned how to conserve water. They did not water their lawns or gardens. They did not wash their cars. They took fewer showers and baths. They learned to recycle water. They used rinse water from their washing machines to water their houseplants and gardens.

Improved version:

C) STYLE

In the academic environment of a university, a written piece of work does not simply need to communicate information but it has to communicate it in a certain way if it is to be taken seriously and understood clearly.

Formal vs. Informal Writing

Academic writing requires a more formal type of language, so you need to write at a certain level of formality, which is usually determined by the expectations of your audience and your purpose. For example, if you are writing a cover letter for a job application or a research paper, you would write in a formal style. If you are writing a letter to a friend or an article for an interest magazine, you would use a more informal style. By *formality,* we mean the use of technical, elevated or abstract vocabulary, complex sentence structures, and the avoidance of the personal voice (*I, you*). The level of formality in writing is determined by the purpose and the audience. Depending on the level of formality, you may decide upon the tone, the choice of words, and the way the sentences are formulated.

Task 1: Read the paragraph below and identify the informal expressions.

A) *Alcoholism is more likely to occur in societies that forbid children to drink but where it is okay for adults to get drunk (i.e., Ireland), than in societies that teach children how to drink responsibly (i.e., France, or Greece). In cultures with low rates of drunkenness, adults drink and introduce kids to drinking at the family dinner table. Alcohol is not used to mean you are now grown-up, nor is it associated with being the "big man." You don't laugh at people who don't drink, and you don't think getting drunk is cute, funny, or manly; people who get bombed are considered dumb and obnoxious.*

Taken from http://staff.uny.ac.id/sites/default/files/lain-lain/titik-sudartinah-ss-ma/ACADEMIC%20WRITING%20EXERCISE.pdf

B) *The term hacker used to mean a person with lots of computer smarts, but the term has recently taken on a more sinister meaning due to true computer criminals. However, most times hackers do not try to steal your money or land. But they create fake accounts and destroy or change files. They think it's funny to mess up your e-mail. Or they want to show off or bug people they don't like. They have invaded Web sites and put dumb jokes on them. They think of their activities as mere pranks.*

Taken from http://staff.uny.ac.id/sites/default/files/lain-lain/titik-sudartinah-ss-ma/ACADEMIC%20WRITING%20EXERCISE.pdf

Writing in a formal way does not guarantee an academic style. Below are the features of an academic style:

- ➢ using an objective tone
- ➢ using tentative language (hedging)
- ➢ avoiding logical fallacies
- ➢ using formal academic vocabulary
- ➢ using formal grammar
- ➢ being concise

1. Using an objective tone

Academic writing is generally based on facts and evidence, and it is not influenced by personal feelings. It requires objective language which is considered fair and accurate. Therefore, when writing for an academic audience, you must use an objective tone which refers to an impersonal, unbiased style of writing.

To achieve an objective tone in your writing, it is essential to <u>avoid</u> the following:

a) **excessive use of personal statements:** In academic writing, you should refer to what evidence has contributed to your thinking rather than emphasizing what you think. This involves avoiding excessive use of personal pronouns such as "*I*", "*We*", *or* "*In my opinion*". Traditionally, you are expected not to use personal pronouns to express an opinion in certain subject areas such as sciences so as not to lose objectivity. However, in some disciplines such as social studies, the use of personal pronouns might be acceptable because you might be expected to express your viewpoint. Therefore, in order to use personal pronouns appropriately, depending on the task type and the requirements of your department, it is important to consult your lecturers and/or tutors.

The following are the examples of using the first person pronoun:

Inappropriate Uses:
- I feel that eating junk food causes obesity.
Appropriate Use:
-In this report, I will present a literature review on research about the effects of eating junk food on obesity.
-The writer states that eating junk food causes obesity, but I do not totally agree with her because there are many people who eat junk food and still keep fit.

Study the table below to see how the excerpts are improved to sound more objective.

Inappropriate direct reference to the writer's opinion/ feelings/thoughts	A more academic approach
From my understanding of the article, capital punishment may not be beneficial because it is inhumane. *I feel* that societies should provide a better solution to citizens than putting their criminals to death. *My essay* will demonstrate to you that capital punishment should be abolished, and *I will* provide three supporting reasons.	*According to the article,* capital punishment may not be beneficial because it is inhumane. *It seems that* societies should provide a better solution to citizens than putting their criminals to death. *Below, three reasons why capital punishment should be abolished will be discussed.*

Inappropriate reference to what the writer thinks or feels rather than to his or her research findings	More objective and academic approach
My research suggests strong perceptions of the programme as delivering language improvement, friendship and increased world knowledge, and *I believe that* it should be promoted more rigorously within the university. *I am convinced that* universities should consider participation in such schemes as a prerequisite for student exchange programmes, rather than relying wholly on criteria such as IELTS scores or other scholastic achievements.	*The research suggests* strong perceptions of the programme as delivering language improvement, friendship and increased world knowledge and *the results indicate that* it should be promoted more rigorously within the university. *It is evident* that universities may consider participation in such schemes as a prerequisite for student exchange programmes, rather than relying wholly on criteria such as IELTS scores or other scholastic achievements.

Taken from:
http://elss.elc.cityu.edu.hk/ELSS/Resource/Academic%20Style%20and%20Tone%20ICOSA%20Version/

b) **use of second person pronoun "you":** using second-person pronouns such as '*you*' or '*your*' to address the reader is inappropriate and can make your piece of writing read like an informal speech.

Below is a student writing with inappropriate use of pronouns which makes the writing sound informal. Read the excerpt and then compare it with the more formal alternatives provided.

Student Writing:
Using bilingual dictionaries helps **you** learn another language easily. However, using these kind of dictionaries would cause some problems. For instance, it could make **you** to become confused with the differences of usage of the words in two languages. Even so, if **you** don't know the second language really well, then **you** should use bilingual dictionaries to correlate between two languages.

More Formal Alternatives:

We may rewrite hypothetical examples in the paragraph using the phrase "a person", that is, in the singular third person.

*Using bilingual dictionaries helps **a person** learn another language. However, using such a dictionary could also cause some problems. For instance, it could lead **the person** to become confused with the differences in word usage in the two languages. Even so, if **the person** doesn't know the second language very well, then **s/he** should use a bilingual dictionary to quickly increase the range of **his/her** vocabulary.*

We could use the plural "people" in order to avoid saying s/he, him or her, his or her, himself/herself to avoid using sexist language.

*Using bilingual dictionaries helps **people** learn another language. However, using such a dictionary could cause some problems, too. For instance, it could lead **people** to become confused with the differences in word usage in the two languages. Even so, if **people** don't know the second language very well, then **they** should use a bilingual dictionary to quickly increase the range of **their** vocabulary.*

Using "one" is similar to using "a person" but this sounds more formal. Nevertheless, we have to deal again with s/he, him/her, etc.

*Using bilingual dictionaries helps **one** when learning another language. However, using bilingual dictionaries could cause some problems. For instance, differences in usage of the word in the two languages could confuse **one**. / The lack of information about differences in usage of a word may lead **one** to become confused. Even so, if **one's** knowledge of the second knowledge is preliminary, **one** should still benefit from bilingual dictionaries as they provide quicker understanding of basic terms and help enhance **one's** vocabulary with speed.*

Task 2: Read the excerpt below and make the necessary changes to avoid using the pronoun "you".

*The monolingual dictionary has some advantages and disadvantages. First, think that **you** are reading some text and **you** do not know the meaning of some words. Then **you** choose to look at a monolingual dictionary to learn the meanings of those words. **You** can learn the definition of the word, or **you** can learn the synonyms of the term. But this method has got one disadvantage: if **you** do not understand the language of the definition, then **you** cannot learn the meaning of that word.*
*The bilingual dictionary has some advantages and disadvantages, too. One of its biggest advantages is that **you** can learn the meaning of a word in **your** native language. In this way, it will be easier for **you** to remember the definition of the word. But this method has got some disadvantages as well. …*

Task 3: Read through the following paragraph and identify the instances of inappropriate use of personal pronouns. Discuss what can be done to avoid self-mention and personal tone.

In this assignment, I will present the point of view that expenditure on education in recent years has been insufficient in the area of new technologies. I will argue that the lack of investment is primarily a governmental failure and, as far as I am concerned, this will impact negatively on computer literacy. So, in my conclusion, I will propose alternative funding policies that I hope you will consider more forward looking.

Taken from https://academicguides.waldenu.edu/writingcenter/scholarlyvoice/first#s-lg-box-2873414

Task 4: Read through the following paragraph and identify the instances of inappropriate use of personal pronouns. Rewrite it to make it more academic.

I would call Wagner a subjective artist. What I mean is that his art had its source in his personality; his work was virtually independent, I always feel, of the epoch in which he lived. On the other hand, I always consider Bach an objective artist. You can see that he worked only with the forms and ideas that his time presented him. I do not think he felt any inner compulsion to open out new paths.

Taken from http://www.uefap.com/writing/exercise/feature/styleex6.htm

Improved version:

c) judgemental and/or evaluative language: Although it is acceptable to make a judgement as a writer, you should avoid using judgmental/evaluative language *(e.g., I feel, it is good/bad, fortunately, regrettably, or badly, etc.)* since using such language makes your writing sound as if you come to your conclusions on your own depending on your beliefs and values rather than evidence, making your writing subjective. Although you need to build your own arguments and claims, the language you use should be detached, objective and based on evidence rather than emotions or personal values.

Study the table below to see the examples of judgemental and evaluative language and how they can be improved.

1. Inappropriate use:
Regrettably these days, lots of people do not have jobs.
Appropriate use:
According to results of a research study conducted by Thompson (2017), these days 20% of young people do not have jobs.

2. Inappropriate use:
These really lucky people may be advantaged by healthcare services that…
Appropriate Use:
These people may be advantaged by healthcare services that…

3. Inappropriate use:
The conditions were really horrendous. It is no wonder that so many of the poor children suffered such dreadful diseases.
Appropriate use:
The conditions were poor and were likely to have contributed to the high levels of childhood infectious diseases that were observed.

Task 5: **Examine the following paragraphs written in two different ways (subjective and objective manner). Underline the expressions that signal subjective and objective tone in each paragraph.**

A.
Indeed, there are countless values that are shared by our Australian community and which are extremely relevant to the life-threatening issue of compulsory childhood immunisation. Of course, the protection of the health and well-being of Australian kids must be a shared response. Obviously, they are such vulnerable creatures who cannot protect themselves, and it is the full responsibility of the Australian community to stop endangering their fragile lives. Mandatory childhood immunisation policy is definitely consistent with the view we share as Australians, that is, our children's healthcare is a total priority. Clearly, if childhood immunity is not vigorously promoted across Australia, then all our children will contract ghastly vaccine-

preventable diseases leading to death. So, enforcing childhood immunisation programs TODAY is the only logical way for us to watch over the precious youth of our nation.

B.

There are a number of values that are shared by the Australian community and which are relevant to the issue of compulsory childhood immunisation. The protection of the health and well-being of Australian children should be a shared response (Australian Government, 2007). Children can be seen as potentially vulnerable individuals who do not have the capacity to protect and promote their own healthcare, and it is therefore the responsibility of the state and the Australian community at large to behave in ways that do not endanger their lives. It can be argued that a mandatory childhood immunisation policy would be consistent with the view shared by many Australians, that is, children's healthcare needs should be considered a priority (Anton et al., 2005). If childhood immunity is not promoted across Australia, then children may become at risk of contracting a variety of vaccine-preventable diseases leading to possible death (Gray & Davies, 2004). Enforcing timely childhood immunisation programs, therefore, would be highly beneficial for protecting the youth of this nation.

Taken from https://www.adelaide.edu.au/writingcentre/docs/learningguide-objectivelanguage.pdf

2. Using tentative language (hedging)

Tentative language means being cautious and careful in your claims in order to sound more credible, convincing and objective. In academic writing, you need to use tentative language because your statements or claims cannot be absolutely certain in every case as it is unlikely to examine all possible evidence. Moreover, the results or findings of studies might later be proven inaccurate, or they could be interpreted differently with new discoveries.

Look at the following non-academic example and analyze its tentative version to see how the statement is made more academic.

A. **Non-academic version:**
Low scores in essay writing always result from immature ideas, so teachers focus on development of ideas.   Consider the following questions: • Are you 100% sure that all students receive low grades because of lack of ideas? Could it be because of poor command of language or ineffective organization?   • Does every instructor focus on the same problem? Can't it change from class to class depending on student needs? Do you know how every teacher teaches? Do you have evidence to support this claim?
B. **Tentative version:**
*Low scores in essay writing **often** result from immature ideas, so teachers **tend to** focus on development of ideas.*

To display cautious language in your writing, it is essential to
> ➤ refrain from absolute expressions and definitive statements,
> ➤ avoid quick conclusions and broad generalizations, and

> ➢ use appropriate verbs, nouns, adjectives, adverbs, and quantifiers.

The table below summarizes the words used to signal tentativeness:

Verbs & Modals	Nouns	adjectives	Adverbs	Quantifiers
Seem	Probability	probable	apparently	some
appear	possibility	possible	possibly	many
tend	assumption	uncertain	probably	most
can	likelihood		perhaps	majority
could	claim		often	minority
may			usually	a few
might			sometimes	several
			generally	a large quantity of
			rarely	a majority of
			almost	a great number of
			unlikely/likely	a large number of
				a great deal of
				a large amount of

See Appendix 2 for expressions that could help you to formulate tentative sentences.

The table below shows how assertive statements are converted into tentative statements:

non-academic	Academic
Parents *set rigid rules to discipline their children.*	***Some*** *parents tend to set a rigid rule to discipline their children.*
Teenagers all around the world *find it difficult to communicate with older generations.*	*Teenagers in **most** countries **often/usually** find it difficult to communicate with older generations.*
*The new legislation **will give** rise to poverty.*	*The new legislation **may give** rise to poverty.*
Jessen's (1956) theory is the **most influential** for scholars in education…	Jessen's (1956) theory remains **one of the most** influential for scholars in education…

Task 6: Compare the following sentences and identify assertive and tentative statements. Write "A" in front of assertive statements and "T" for tentative statements.

1. _____ It may be said that the commitment to democracy was stronger than it is now.
   _____ The commitment to democracy was stronger than it is now.

2. _____ In some cases, avoidance would seem to be the only possible method of conflict resolution.

    _____ In some cases, avoidance would be the only possible method of conflict resolution.

3. _____ There is no doubt that these students need to improve their note-taking skills.

    _____ It may be the case that these students need to improve their note-taking skills.

4. _____ It is unlikely that students will improve their language skills unless they work hard.

    _____ Students will not improve their language skills unless they work hard.

5. _____ Experience is a contributing factor to one's success in his/her profession.

    _____ Experience is likely to be a contributing factor to one's success in his/her profession.

Task 7: Identify the hedging expressions used in the following sentences.

1. There seems to be no difficulty in explaining how a structure such as an eye or a feather contributes to survival and reproduction; the difficulty is in thinking of a series of steps by which it could have arisen.

2. For example, it may be necessary for the spider to leave the branch on which it is standing, climb up the stem, and walk out along another branch.

3. There is experimental work to show that a week or ten days may not be long enough, and a fortnight to three weeks is probably the best theoretical period.

4. Conceivably, different forms, changing at different rates and showing contrasting combinations of characteristics, were present in different areas.

5. One possibility is that generalized latent inhibition is likely to be weaker than that produced by pre-exposure to the CS itself and thus is more likely to be susceptible to the effect of the long interval.

6. For our present purpose, it will probably be useful to distinguish two kinds of chemical reaction, according to whether the reaction releases energy or requires it.

7. It appears to establish three categories: the first contains wordings generally agreed to be acceptable, the second wordings which appear to have been at some time problematic but are now acceptable, and the third wordings which remain inadmissible.

Taken from http://www.uefap.com/writing/exercise/feature/hedgeex.htm

Task 8: Identify the assertive statements in the sentences below and convert them into tentative statements.

1. First-time parents have problems in adjusting to their new roles.

2. It is clear that working smart is definitely more effective than working hard to achieve success.

3. Due to having career goals, working women prefer to have children later in life.

4. Young drivers, being inexperienced and taking risks more easily, have more accidents than older ones.

5. The evidence shows that diet is the most important factor preventing the cardiovascular diseases.

6. International students have problems adjusting to a different culture.

7. In less developed countries the extensive use of land to grow exportation products make the dwellers in these countries much poorer.

8. Children who are exposed to violence suffer from attachment problems and anxiety.

9. Commitment to voluntary work and involvement in charity organizations are stronger now.

10. Previous work experiences of individuals, especially their relationships with their line-managers- have a considerable effect on their job satisfaction.

3. Avoiding Logical Fallacies

In academic writing, you are expected to avoid logical fallacies which can simply be defined as "errors of reasoning". Before dwelling more into what logical fallacies are or how to avoid them, it is a good idea to remember what an argument is.

As explained previously, arguments in academic writing are the claims or interpretations that you put forward with relevant reasons and evidence. Therefore, it can be said that each argument has mainly two interdependent parts, which are the main claim (the conclusion you want to draw) and a support or premise (the evidence –facts, expert opinion, statistics and so on to back up your claim).

For example,

Claim: Autism has grown worldwide in the last 8 years.

Support: From the year 2007 to 2015, the number of children diagnosed with autism increased to a percentage of 7.

In order to present a strong and logical argument, you can
- provide relevant and true premises/supports, and
- avoid logical fallacies

At this point, it is important to understand what logical fallacies are. A fallacy is an error in reasoning, which weakens your arguments. A fallacious argument does not provide sufficient support with its premises for the conclusion or the claim. Although it is not uncommon to see these fallacies used intentionally to mislead the audience especially in political speeches or advertisements, it is unacceptable to have them in academic writing as they weaken the arguments and undermine the credibility and objectivity of the writing. As a student, learning to look for fallacies both in your own writing and in the writings of others can improve your critical thinking skills while evaluating the arguments you make and the arguments you encounter, which can make it easier for you to avoid errors of reasoning in your own writing.

Some of the most common logical fallacies that students make are explained in the following table:

Types	Explanation	Examples
Hasty Generalizations	This is a generalization based on inadequate data or unrepresentative evidence. It involves making assumptions based on a limited sample, or making conclusions based on unreliable data.	My brother who studies at METU is hardworking. His girlfriend studying at METU is really hardworking, too. All METU students must be hard-working. In all modern families, family members cannot build strong relationships due to excessive use of social media. After being in Izmir for a week, I can tell that people living there are the happiest in Turkey. Two out of three students who were taught by using tablets for vocabulary teaching reported learning vocabulary better. Therefore, tablets are effective in teaching vocabulary.
False Cause	This fallacy is about assuming that because X comes after Y, Y caused X. Although sometimes one event really does cause another one that comes later, it does not mean that two events that seem related in time chronologically have always a cause and effect relationship.	President X raised taxes, and then the rate of illiteracy went up. X is responsible for the rise in illiteracy.
Weak Analogy	An argument by analogy relies on similarities between two or more objects, ideas, or situations. However, not all analogies are appropriate. If the two things that are being compared are not really similar in the relevant points, the analogy is questionable, which is the fallacy of weak analogy.	Guns are like hammers—they're both tools with metal parts that could be used to kill someone. And yet it would be ridiculous to restrict the purchase of hammers—so restrictions on purchasing guns are equally ridiculous. Taken from https://writingcenter.unc.edu/tips-and-tools/fallacies/

Appeal to Authority	Arguments are often strengthened by referring to respected and credible sources or authorities. However, if you try to strengthen your arguments and influence your reader simply by referring to a famous name or by appealing to an authority who really is not an expert in the field you are discussing, you commit the fallacy of appeal to authority.	We should eat multiple smaller meals throughout the day instead of three bigger meals to maintain a healthy life. Many respected people, such as actress, Jessica Biel, have publicly stated that this type of a diet is healthier.
Appeal to popularity	Using popular and common ideas to support your argument or to make your reader accept your argument is the fallacy of appeal to popularity. Just because everyone else believes something does not make it correct or acceptable.	Genetic engineering is just unethical. As the latest public poll shows, 70% of people in this country think so!
Appeal to pity	The appeal to pity takes place when an arguer tries to get people to accept a conclusion by making them feel sorry for someone.	The human resources department is planning to fire the newly hired engineer because he could not meet his performance objectives. But he has two kids taking education! What will happen to his family when their wage earner is unemployed! They should reconsider their decision.
Appeal to ignorance	The appeal to ignorance is basically drawing a conclusion out of lack of evidence.	It is not proven if superior living exists in other planets in the universe. Therefore, there are not any developed civilizations in other planets. OR People believe that there are not any other civilizations in other planets. However, it could not be proven that there is not any. Therefore, there exist other civilizations in other planets in the universe"
Circular Reasoning	In this fallacy, part of an argument is asserted again in slightly different words to support the very same claim. Asserting a point that has just been made.	International students should not be required to take Turkish university entrance exam because this exam is meant for Turkish students. To be a good leader, one has to speak effectively because good leaders speak well.
Either or argument (false dilemma)	In this fallacy, the argument is based on only two options. All the other alternatives are ignored as a black and white situation is created.	Caldwell Hall is in bad shape. Either we tear it down and put up a new building, or we continue to risk students' safety. Obviously we shouldn't risk anyone's safety, so we must tear the building down. Taken from https://writingcenter.unc.edu/tips-and-tools/fallacies/

Task 9: Read the sentences below and identify the type of fallacy in each one.

Sentences	Type of fallacy
a. There are only two types of people in the world. Either they are your friends or they are your enemies.	
b. Statistics show that more car accidents happen during the day than at night. So it may be safer to drive at night.	
c. All my Instagram friends are also your Facebook friends. Many of your Facebook friends are intellectual. Therefore, many of my Instagram friends are intellectual.	
d. People who think that men and women are equally intelligent should remember that most scientists are men.	
e. I know our grade is based on our performance in the exam, but	

	you should give me a second chance because I'm on probation.	

4. Using Formal Academic Vocabulary

Your vocabulary choice for an academic piece of writing should be more considerate and careful. Rather than using informal or simplistic words, you should use words from general academic words, which frequently appear in academic texts across a wide range of subjects. This, however, does not mean that you should use highly advanced or unnecessarily complex words to sound knowledgeable or competent. Indeed, such use of words usually confuse the readers and make it difficult to convey your message. What is important is to use the right word that effectively communicates your message.

To display good command of vocabulary in your writing, it is essential to <u>avoid</u>
- slang, idiomatic expressions, daily expressions, and
- repeating the same vocabulary items over and over; instead, try to display lexical variety using synonyms.

Parts of speech	Informal vocabulary	Formal (more academic) vocabulary
Nouns	Thing place parts answer kids boss stuff	factor/issue/aspect/item/object/device/phenomenon location/site elements/components response/solution children employer materials/objects
Phrases	good thing good enough lots of to do with	benefit/advantage adequate many/numerous regarding
Adjectives	Good bad big little	Positive/useful/valuable negative/harmful large/major/significant/substantial small/minor
Adverbs	Around like etc.	approximately for example/such as so on
Verbs	Get gonna/wanna have got watch stay keep guess	obtain going to/ want to have observe remain preserve estimate

	happen	occur
	go up	rise/increase
	look into	consider
	get rid of	eliminate
	look at	examine

Adapted from https://www.jcu.edu.au/__data/assets/pdf_file/0010/218629/Choosing_the_right_word.pdf

Study the table below to see how word choice of a writer changes the level of formality.

> **Less formal use:**
> *T.V. and the movies got more and more dependent on each other in the 1980s as T.V. companies put a lot of money into making movies.*
>
> **Formal & academic use:**
> *The relationship between television and cinema grew increasingly symbiotic in the 1980s as television companies invested heavily in feature filmmaking.*

Taken from https://unilearning.uow.edu.au/academic/2b.html

Task 10: Underline the non-academic lexical items in the sentences below. Then replace them with more academic alternatives. You may need to refer to a thesaurus (synonym dictionary).

1. Using social media has lots of advantages for individuals as it offers things like promoting their products or even establishing their brand.
2. They got together with the scientists in an experimental study of the use of plant extracts to relieve muscular spasms.
3. A new learning management system was set up through the end of 2004 in order to sort out the reported problems.
4. Some students who live far away from their parents seem to be demotivated as they experience some sort of loneliness.
5. It is important to get rid of impurities so a lot of effort has gone into finding optimal methods of refinement.
6. Some citizens who cannot get proper treatment in fully-fledged hospitals suffer from their illnesses.
7. Her nervous breakdown has a lot to do with the deterioration of her budget and the risk of bankruptcy.
8. It is difficult to guess the amount of time spent on duty each month.
9. If employees want to succeed, they should keep up the good work.
10. This will cut down the amount of drug required and so the cost of treatment.
11. The previous president was considered a bit conservative.
12. Researchers have already wasted a big amount of time and money, but still have not completed the study.

13. One of the reasons why people lead a sedentary life is the increasing use of labour-saving things in modern houses.
14. The students in the control group did well in the performance test compared to the students in the experimental group.
15. The administration needs to make sure that all the resources are exploited as fully as possible.

5. Using Formal Grammar

Academic writing requires clarity and effective expression of ideas and to do this, you need to display a good command of language. Therefore, you should use grammar structures accurately without repeating the same structures. While doing this, do not make your writing unnecessarily complex and unnatural to read. The ability to show your competence in language does not mean writing long and complex sentences but rather, to be able to write clearly and accurately.

To display good command of grammar in your writing, it is essential to

➢ use full forms rather than contractions or abbreviations (rather than: '*TV', 'memo', 'quote' 'doesn't'*; write: *'television', 'memorandum', 'quotation', 'does not'*)

➢ do not repeat language structures over and over. If too many sentences start with the same word, or structure especially *the*, *it*, *this*, or *they*, your writing can grow tedious. To avoid this, try to display grammatical variety.

➢ Avoid using too short or simplistic sentences.

non-academic	academic
In 2001, the bridge was built. This was good politically. Two countries united.	*The bridge was completed in 2003, which resulted in a positive political move that united two countries.*
Teenagers are using social media excessively. Due to this, they lose sense of reality.	*The excessive use of social media may cause teenagers to lose sense of reality.*

6. Being concise

Writing concisely means getting straight to your point in a way that the reader easily understands the message. In this sense, conciseness requires choosing your words carefully and properly.

Usually, students have a tendency to write a lot of words trying to fully explain their point and this results in wordiness in writing. Likewise, for fear that they fall short of the word limit, some students write unnecessary words. Choose your words wisely because if your instructor asks you to write 1000 words, s/he means 1000 *good* words. Using the fewest possible words without sacrificing meaning makes your writing more understandable. Have variety in your writing but while doing this, pay attention to not being wordy.

To achieve conciseness in your writing, it is essential to eliminate

➢ unnecessary repetitive words,

➢ excessive detail, and

➢ circumlocutions (use of many words where fewer could do)

Reminder: The best academic expression is one that fully covers a message with the fewest words.

"Maximum message + Minimum number of words! "

Notice the revisions done in the following sentences to make them more concise.

Original: There are 30 participants who volunteered for the study.
Revision: Thirty participants volunteered for the study

Original: I feel that the study is very significant to scholars in psychology because...
Revision: The study is significant to psychology scholars because…

Original: Scholars, researchers, and writers have recommended and promoted student assessment as a means by which to address the achievement gap.
Revision: Researchers have recommended student assessment to address the achievement gap.

Taken from https://academicguides.waldenu.edu/writingcenter/scholarlyvoice/writingconcisely#s-lg-box-2835477

Task 11: **Read the following paragraph and identify the problems related to conciseness. Then, rewrite the paragraph to make it concise.**

Increasing foreign competition and technological change, in a variety of forms, are now, as they always have been, disrupting various well-established patterns in terms of industrial

organization. An apparent growing quality in the upward movement of economic change is also causing geographers' interest in regional adjustment problems to grow as well: problems that often focus concern on regional economic decline in a context of low rates of national productivity improvement, on loss of international competitiveness in sectors such as automobiles and primary metals.

Improved version:

Adapted from https://www.e-education.psu.edu/styleforstudents/c1_p2.html

C) MECHANICS

Although a paper has strong command of language and effective presentation of ideas, it might still not leave a good impression if it has several problems in terms of mechanics. For this reason, your piece of writing should be edited and proofread in terms of mechanics:

- ✓ punctuation
- ✓ margins
- ✓ spacing
- ✓ indentation
- ✓ spelling
- ✓ capitalization

You can use the following tools to check your language:

http://www.hemingwayapp.com
www.grammarly.com
http://www.gingersoftware.com/grammarcheck#.WiWLuLaB29Y
http://www.reverso.net/spell-checker/english-spelling-grammar/

Reminder: Do not submit your paper without checking the spelling! Use the spell check functions in your Word processor.

PUTTING IT ALL TOGETHER

Task 1: **Study the paragraph below and analyse how the paragraph is developed to answer the following questions.**

- What is the main idea that the paragraph revolves around?
- Which supporting techniques were used to develop that idea?
- Which techniques were used to maintain smooth flow?

One important measure for transferring information in an effective way is the standardized test. Such testing gives the teacher important diagnostic information about what each child is learning in relation to what s/he has been taught. Only in this way can the teacher know if the student needs intervention and remediation, if the curriculum matches the course requirements, or if the teaching methods needed are in some way lacking and require adjustment. Furthermore, standardized test gives valuable insight into broader issues, such as the standard curriculum important to grade level requirements, and an education reference point for fair and equitable education for all children in all schools- district by district and state by state. This can also lead to better teaching skills, as the teacher will be held accountable to help his/her students meet these standards. Moreover, student growth can be a very significant outcome for standardized tests, for though a child may return low score he may show a growth pattern that is positive. These tests may act as tool for teachers to diagnose their students' teaching needs so that an individual and child-centered curriculum can be developed. As a result, standardized testing is an objective and critical measure of achievement in skills, knowledge and abilities, the value of which in education should not be underestimated.

Task 2: Read the paragraph below and decide whether the ideas are developed and organized effectively or not. Explain why.

Many leaders in the corporate world are nervous of public speaking and some even outright avoid it. According to Forbes magazine (2014), 20% of business leaders say they would do anything to avoid giving a presentation. Despite this, 70% agree that presentation skills are critical for career success, which indicates that public speaking is of utmost importance for a leader to succeed. History is full of examples of how delivering outstanding public presentations has elevated individuals to success or power, uniting people in times of change or struggle. When American civil rights activist Martin Luther King Jr delivered his 'I Have a Dream' speech on August 28, 1963, he famously called for an end to racism. Delivered to an audience of over 250,000 (Forbes, 2014), the speech was a defining moment of the American Civil Rights Movement. Following his speech, King was named Man of the Year by TIME Magazine for 1963. In 1964, he became the youngest person ever to be awarded the Nobel Peace Prize. Like King, leaders have the opportunity to grow their influence, authority and career prospects by understanding the mechanics of public speaking.

Adapted from https://www.linkedin.com/pulse/five-reasons-why-business-leaders-need-effective-public-benjamin-ball

Task 3: **Identify the informal expressions in the following excerpts and rewrite each to make them sound formal.**

A.

I think using a dictionary is essential when learning a language. Lots of learners say that they have difficulty in dealing with unknown words, and they can't express their ideas correctly if they can't look them up. Don't you feel the same if you don't know a word? So, using a dictionary helps learners to express their ideas freely.

Adapted from https://aso-resources.une.edu.au/academic-writing-course/academic-writing-style/

Improved version:

B.

We don't really know what language proficiency is, but many people have talked about it for a long time. Some researchers have tried to find ways for us to make teaching and testing more communicative because that is how language works. I think that language is something we use for communicating, not an object for us to study, and we remember that when we teach and test it.

Taken from http://www.uefap.com/writing/feature/objectiv.htm

Improved version:

Task 4: Below are some excerpts taken from different courses at different departments of METU. Read and underline how academic language is used in each.

Excerpt 1:

Perception can be defined as the "process by which people organize and experience information that is primarily of sensory origin" (Cole&Scribner, 1974, p.61). Perception as a psychological process has been thought to link people to the world around them or within them: We perceive size, shape, color, pain, and so on. Studies of perception flourished in the 1950s and 1960s, but their results remain significant today as a means of correcting persistent misunderstandings about the way human perception works.

Schultz, E. A., & Lavenda, R. H. (2012). *Cultural antrophology: A perspective on the human condition.* UK: OUP.

Excerpt 2:

The science of geophysics applies the principles of physics to the study of the Earth. The scope of geophysical investigations varies from studies of the entire Earth to exploration of a localized region of the upper crust to determine the distribution of physical properties at depths that reflect the local subsurface geology. Geophysical surveying, although sometimes prone to major ambiguities or uncertainties of interpretation, provides a relatively rapid and cost-effective means of deriving information on subsurface geology. An alternative method of investigating subsurface geology is, of course, by drilling boreholes, but these are more expensive and provide information only at discrete locations. Geophysical surveying does not dispense the need for drilling, but, when properly applied, it can optimize exploration programmes by maximizing the rate of ground coverage and minimizing the drilling equipment.

Introduction to Mineral Industries. (2018). Lecture presented at METU, Ankara.

Excerpt 3:

The probability concept acquired an interpretation in terms of relative frequency because it was originally developed to describe certain games of chance where plays (such as spinning a roulette wheel or tossing dice or dealing cards) are indeed repeated for a large number of trials and where it is reasonable to assume that the elementary events of interest are equally likely. Similarly, there are numerous situations, in which statisticians make many obeservations under essentially the same conditions, and the mathematical theory of probability can be given a relative–frequency interpretation in these situations as well. For instance, a quality-control statistician may observe thousands of items produced by a certain production process, and he may record the weight of each item or simply whether each item is defective or nondefective. An actuarial statistician may observe the records of millions of persons, recording for each the number of claims with regard to health insurance or automobile insurance. A medical statistician may observe thousands of persons with a certain disease, recording for each the drug or drugs used and whether or not the person is cured of the disease.

Winkler, R. L. (1972). *An introduction to Bayesian inference and decision*. The USA: Holt, Rinehart and Winston.

Excerpt 4:

The realization that DNA, RNA, and mechanisms of protein synthesis in mitochondria and chloroplasts are most similar to those found in bacterial cells led biologists to formulate the endosymbiont theory. This theory, proposed by Lynn Margulis (then Lynn Sagan) in 1967, proposes that mitochondria and chloroplasts evolved from ancient bacteria that established a symbiotic relationship (a mutually beneficial association) with primitive nucleated cells 1 to 2 billion years ago.

Hardin, J., & Bertoni, G. (2018). *Becker's world of the cell.* England: Pearson Education Limited.

UNDERSTANDING WRITING PROMPTS

Much of the student writing at university level is prompted by an assignment, an essay or exam question. If the prompt (set of directions telling you what to write) is not fully understood, students tend to write either a great deal of information which does not answer the question at all or provide an insufficient or incorrect answer although their knowledge of the subject matter is adequate. Therefore, in order to fulfil the requirements of the task, you must learn to analyse the prompt before responding to it.

ANALYZING THE PROMPT AND PLANNING THE ANSWER

Before you begin writing your response, you need to analyse the prompt to make sure you understand it. Once you analyse and understand what the prompt asks you to write, do not directly start writing. Always spend some time for planning in order to better organize your ideas and present your answer in an effective way.

To do this, go through the following **4 steps**:

> **Step 1 -** Read the prompt carefully .
>
> **Step 2 -** Underline key words.
>
> **Step 3:** Brainstorm all your ideas and arrange them in groups.
>
> **Step 4:** Put all of your ideas together in a coherent and well-organized manner.

Step 1 - Read the prompt carefully to make sure you understand what is being asked of you.

Step 2 - Underline key words that indicate task expectations.

There are important clues in writing prompts that signal the type of the answer and thereby the purpose. These words indicate the form of writing required, and they make it easier to organize your answer. Here are some key words (directive words/instruction words) to look for:

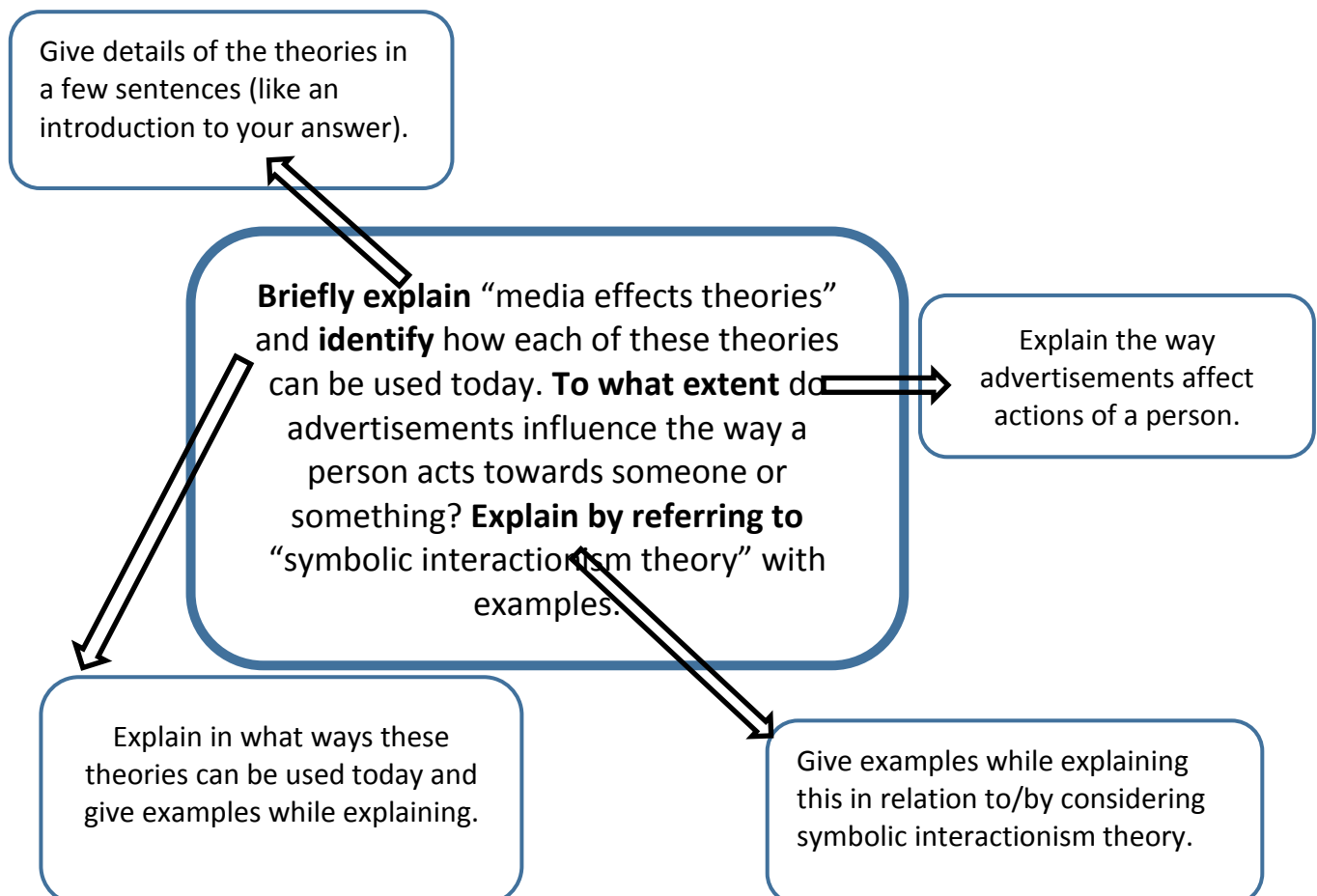|	
Adapt	requires an answer that shows how a concept/subject/theory/idea can be used in another context or can be modified to fit a new/different context.
Argue	requires an answer presenting facts and reasons that support and justify your opinion/stance/position.
Account for	requires an answer that explains or clarifies an issue or that gives reasons for something.
Analyze	requires an answer that explains an idea or concept in a step by step approach, considering all the concepts and examining the issues critically (requires an analytical type of writing).
Compare	requires an answer that tells how two things are alike stating similarities and differences between objects, concepts or ideas.
Comment on/upon	requires an answer that gives main points and your own opinion along with relevant evidence and/or logical reasoning.
Contrast	requires an answer that emphasizes only the differences or dissimilarities or distinguishing features.
Consider	requires an answer that provides describing and giving thoughts.
Criticize	requires an answer that makes judgements by pointing out the weaknesses and proving evidence.
Define	requires an answer that includes an exact meaning of a word, term or a concept (usually includes an extended definition).
Demonstrate	requires an answer that shows how (examples/stages/logical order/factors).
Describe	requires an answer giving a detailed account of something including its traits, characteristics, qualities, explaining what something is like.
Discuss	requires an answer that includes an explanation of a concept and points out different sides of the issue (pros/cons, advantages/disadvantages etc.) with supports and examples and explores implications and conclusions.
Elaborate	requires an answer that gives more information on a subject with more details.
Evaluate/assess	requires an answer that determines the value of a piece of evidence, statement or fact. The judgement should be supported with evidence.
Explain	requires an answer that gives reasons for or justifications of something and details of how and why something occurs.
Explore	requires an answer that dwells deeply on a subject considering the details and different perspectives.
Identify	requires an answer that determines what key points are.
Illustrate	requires an answer that provides examples to make a particular issue/ point/ subject clear and explicit.
Interpret	requires an answer that explains and makes an issue clear by giving a judgement or opinion.
Justify	requires an answer that gives reasons for and responses to the possible oppositions.
List	requires an answer that briefly gives topics/points in numerical, developmental, or chronological order.
Outline	requires an answer that gives main features/principles of the subject by listing only the main and subordinate parts in short phrases or sentences. No elaboration needed.
Prove	requires an answer that provides reasons and examples to support assertions including factual evidence and research.
Refer	requires an answer in which a specific idea/subject/theory/citation is mentioned/used while explaining.
Relate	requires an answer that shows the connections between two or more things/ideas.

Review	requires an answer that provides a critical assessment by looking into a subject thoroughly.
State	requires an answer that provides necessary/relevant points clearly and briefly.
Summarize	requires an answer that contains only the main points avoiding the details.
Trace	requires an answer that gives a brief description in logical or chronological order of the stages/steps/development of something.
To what extent/ How far	requires an answer that discusses and explains in what ways something is true or not.

To define the scope and length of the answer, the question may include one or more of the following words as well:

role	concept	concise (short/brief)	in relation to
function	criteria	implication(s)	in context of (referring to)
factor	scope	limitation(s)	with/by reference to
example	significance	deduction	valid/validity

Read the sample prompts below and study how key words in the prompts could be interpreted.

Prompt 1:

Give details of the theories in a few sentences (like an introduction to your answer).

Briefly explain "media effects theories" and **identify** how each of these theories can be used today. **To what extent** do advertisements influence the way a person acts towards someone or something? **Explain by referring to** "symbolic interactionism theory" with examples.

Explain the way advertisements affect actions of a person.

Explain in what ways these theories can be used today and give examples while explaining.

Give examples while explaining this in relation to/by considering symbolic interactionism theory.

Prompt 2:

> Write what PBL is in a few sentences including only the main points.

> State similarities and differences of PBL and TBL.

> **Summarize** Project Based Learning. **Compare and contrast** this with Task-Based Learning. **Evaluate** the strengths and weaknesses of each. How would you **adapt** them to **your own** teaching situation?

> Explain strengths and weaknesses of each theory providing evidence.

> Explain how you would use them in your own teaching by justifying how they would be applied into your context.

Task 1: Look at the following prompts and analyze them in the same way as in examples above. Underline the key words and discuss with a partner what the student is expected to write.

Prompt 1:

Dissonance theory has been extremely important in shaping the field of social psychology. What are the central propositions of the theory? Under what circumstances do we expect cognitive dissonance to occur? Give an example of how you might use the theory to persuade a colleague to agree with your opinion of a political candidate.

Prompt 2:

Discuss the changes in Turkish society that took place after World War I. How do you think these changes have shaped contemporary Turkish culture?

Prompt 3:

Define a scenario test and describe the characteristics of a good scenario test. Imagine developing a set of scenario tests for the Outlining feature of the word processing module of Open Office. What research would you do in order to develop a series of scenario tests for Outlining? Describe two scenario tests that you would use and explain why each is a good test. Explain how these tests would relate to your research.

Prompt 4:

Write an essay in which you explain why diversity is, or is not, important to the success of society. Is diversity more critical in certain situations but less important in other situations? Explain your point of view while also making reference to the text.

Prompt 5:

What makes you want to buy a product? Is it peer influence, cultural pressure, or social status? Do generational marketing techniques, like the ones described by Rushkoff, influence you? Write an essay exploring the way advertising targets specific age groups. Support your essay with information from this article, as well as your own consumer experience.

Prompt 6:

What is the difference between a conductor and an insulator? Give experimental evidence for the descriptions that you give, and try to account for these descriptions using a microscopic model of the material.

See Appendix 4 for further practice.

Step 3: Brainstorm all your ideas and **arrange** them in groups as it is impossible to include everything in your answer. Then, choose the ideas focusing precisely on the question.

For this, you can make use of the following visual plans:
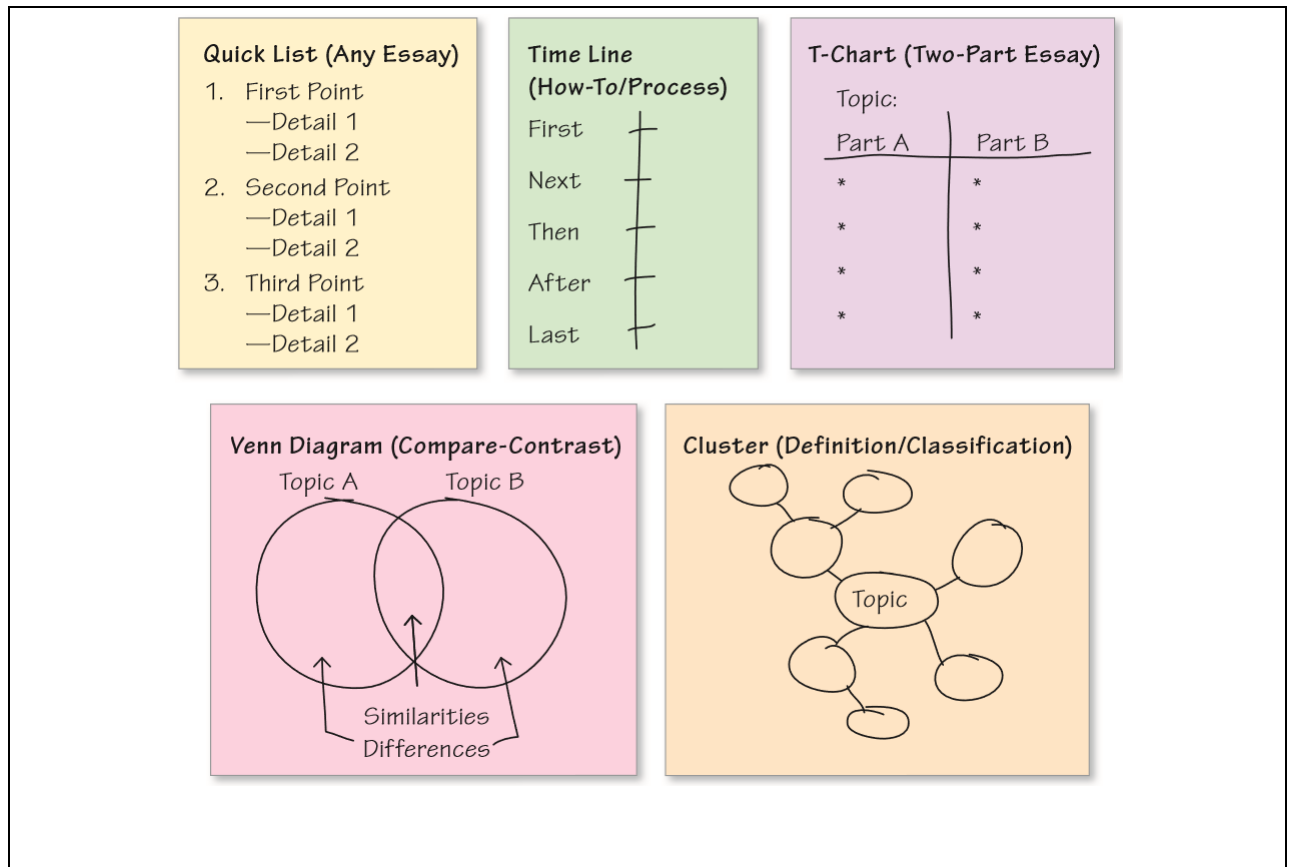
Step 4: Put all of your ideas together in a **coherent** and **well-organized** manner.
In your answer,
- address the question by stating the topic and controlling idea(s)
- build your argument

Reminder: If you are answering in an essay format, you need to formulate a thesis statement depending on the prompt.

SAMPLE QUESTION ANALYSIS
SHORT ANSWER

Task 2: Study the prompt and its answer below considering the following questions.

Prompt
*Define the term epidemiological study? **Why** are such studies **important in nutrition science?***

Sample Answer
The term epidemiological study refers to the studies on human populations, which attempt to link human health effects (e.g., diseases) to a cause (e.g., exposure to certain chemicals). The most common types of epidemiological research are cross-sectional studies, case-control studies, and cohort studies. It is important for nutrition science because it can find the relationship between the food consumed and how healthy those people who consumed the food are. It also collects data over time to find the impacts of some nutrients on some diseases. Therefore, it can give an idea about how nutrients affect human health in certain areas and people having special conditions.

1. Has the student answered the question completely? Are all the parts of the question answered?

2. How has the student organized the answer in line with the question?

3. Has the student used an academic style? If yes, please give examples.

Task 3: **Study the prompt and analyse the two sample answers below considering the following questions.**

Prompt
Define *standardized tests***. *Explain*** *the main purpose of standardized testing.* ***How*** *do standardized tests influence students' life and their perception of success? (max 300 hundred words)*

Sample Answer 1
Standardized testing is a fair and objective assessment measure of student ability. In a standardized test there are equivalent questions, the test is taken under similar conditions, and the scoring is done fairly. A good example of this is the SAT exam, given in the United States, which was introduced in 1926 to assess students' readiness for college. The SAT consists of the same sections for everyone who takes it: all the students are given the same amount of time, the procedure is always done the same, and the scoring is uniform. There are many different types of standardized tests such as achievement tests, aptitude tests, college-admission tests, international-comparison tests, and psychological tests. There are controversial views on the benefits of standardized tests; for example, some critics of such tests argue that they are misleading indicators of student learning since they can only evaluate a narrow range of achievement. Another criticism is that standardized tests are unfair because they ignore multiple-intelligence theory and have the same expectation from each and every student.

1. Has the student answered the question completely? Are all the parts of the question answered?

2. How has the student organized the answer in line with the question?

3. Has the student used an academic style? If yes, please give examples.

Sample Answer 2
A standardized test is any form of testing that requires all test takers to answer the same questions, or a selection of equivalent questions from a common bank of question. Such exams are administered to large populations of students and are scored in a standard or consistent manner which makes it possible to compare the performance of students. Standardized tests may be given for a wide variety of educational purposes. They may be used to determine students' readiness for a particular level of education, to identify students with special needs, place students in different academic programs or course levels, or to award diplomas and other education certificates. Even though there are pragmatic benefits of such large-scale tests, standardized tests are not without their flaws; in fact, they have serious negative impact on test takers. One negative criticism directed at standardized tests is that students orient their lives entirely around the impending test and spend a lot of time on test preparation, which lead to an impoverished, if not dead, social life. Another consequence of standardized tests is a shift in students' perception of success. Students may wrongly associate success with high scores, which is problematic because such tests, which are mostly comprised of multiple-choice questions, fail to raise creative free-thinkers or problem-solvers. Takers of standardized tests may also eventually prioritize higher test scores with genuine success and thereby favor memorization over learning.

1. Has the student answered the question completely? Are all the parts of the question answered?

2. How has the student organized the answer in line with the question?

3. Has the student used an academic style? If yes, please give examples.

HOW TO REFER TO SOURCES

In academic writing, when answering a prompt, you need to present solid evidence as well as strong and credible arguments. To do this, you need to refer to sources, which requires knowledge of borrowing methods, two of which are **paraphrase** and **summary.**

In order to accurately paraphrase and summarize and to avoid plagiarism (idea theft), you need to refer to the sources you use properly by following the conventions of the reference system your discipline follows. In this course, you are expected to follow the conventions of APA (American Psychological Association) style for giving references.

Each time you use information from a source, you need to give two types of references: 1. In-text reference, 2. End-text reference

In-text Reference is a brief notation of the source material within the text of your paper.

> According to **Peters (1983),** evidence from first language acquisition indicates that lexical phrases are learnt first as unanalysed lexical chunks.

Basic elements of the citation that you need to include in your paraphrase and/or summary are:

- ✓ The author's last name
- ✓ Year of publication

There are 2 ways of giving in-text references in your writing: Depending on your style, you may want to directly focus on the content by giving the reference at the end of your writing (in parenthetical form), or you may prefer to begin with an introductory sentence/phrase that states the author and/or article's title.

1. **In-text citations in parenthetical form:**
When testing the usability of a website, it is necessary to gather demographic information about the users (Lazar, 2006).
2. **In-text citations incorporated into the sentence**
Lazar (2006) notes that a fundamental part of usability testing is understanding the demographics of the users.

If you prefer to incorporate the citation into your sentence, you may introduce the source material by using the following expressions:

A useful technique is to begin by acknowledging the author(s) of the source material.
• According to Smith (1999) . . .   • King (2008) claims that. . .   • Kinross and Peters (1897) point out that . . .   • Brown and Weston (2013) stated that . . .   • As researcher Doe (2007) concludes . . .
You may also want to provide context to help your reader understand why you are including the paraphrased/summarized material:
• In her paper on the dangers of sugar, Kang (2000) notes that ...   • According to John Doe, a prominent statistician, . . .   • Wallace (1995), in her article, "The Kay –pro Writing Project" reports that . . .   • In his/her article "Beyond the Limits", Fremlin (2011) claims that . . .   • In his "The Atatürk I knew", John F. Kennedy (1963) explains his personal opinion of . . .
To remind the reader that you are still summarizing the author or the text, use reminder phrases such as
• Baker <u>also</u> states/maintains/argues that. . .   • Chau <u>also</u> believes that . . .   • Atkins and Taylor <u>maintain</u> that. . .   • The author/researcher/professor <u>further</u> states that . . .   *Note that you do not need to include "year of publication" the next time you refer to the same author.

PARAPHRASE

In academic writing, paraphrasing is an important skill to use while supporting your ideas. <u>Paraphrasing is writing the ideas of another person (usually an authority) in your own words, without changing the meaning. In other words, while keeping all the ideas as they are, you should change the wording and structure of the original.</u> Although you write the text in your own style using your own words, you have to acknowledge the source by giving in-text reference as the ideas do not belong to you.

There might be several reasons why writers may want to paraphrase. The most common ones are as follows:

➢ It is easier to integrate the ideas of another writer or authority's opinion via paraphrasing into your own writing/essay.

➢ It helps to make your writing more coherent as you can change the wording and the style of the original, which can help you maintain a smooth flow.

➢ It is useful when borrowing information which is important but not worthy of quoting as the language of the original is not unique.

Steps for writing an effective paraphrase:

Take the following steps to write an effective paraphrase:
1.   Read and understand the text.
2.   Change the words/phrases with their synonyms.
3.   Change the structure of the original (e.g., changing grammar, transitions, etc.).
4.   Rewrite the original in your own style.
5.   Keep the text at approximately the same length as the original.
6.   Keep the meaning as it is.
7.   Remember to give in-text reference.

Below is a table to demonstrate the paraphrase of an original excerpt in comparison with its plagiarised version.

Original	Plagiarism	Paraphrasing
Because of their unique perspective, Americans fear globalization less than anyone else, and as a consequence they think about it less than anyone else. When Americans do think about globalization, they think of the global economy as an enlarged version of the American economy. (Source: Thurow, L. (1993). *Fortune favors the bold*. New York: Harper Collins.)	According to Thurow (1993), Americans **fear globalization less** than people from other countries and **as a consequence** spend less time **thinking about it**. Indeed, Americans see globalization **as an enlarged version of** their own economy. ***Why is this plagiarism?*** *The writer has used Thurow's exact words without enclosing them in quotation marks. S/he has only substituted synonyms here and there. Even though Thurow is credited with a citation, this would be considered* ***plagiarism.***	Thurow (1993) maintains that because Americans see globalization simply as a bigger form of their own economy, they are less concerned about it than is the rest of the world. ***Why is this acceptable?*** *The writer has kept the meaning of the original passage without copying words or structure. Words like globalization and Americans are generic terms (i.e., terms that are commonly used for the concept they illustrate - it is difficult to find synonyms for them). Thus, you may use these words without placing them in quotation marks.*

Taken from https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing

Task 1: Read the (original) excerpt and the four alternative paraphrases below. Choose the acceptable paraphrase(s) and explain the reason(s) for your decisions in the space provided.

Original
We do not yet understand all the ways in which brain chemicals are related to emotions and thoughts, but the salient point is that our state of mind has an immediate and direct effect on our state of body. Source: Siegel, B. (1986). *Love, medicine and miracles*. New York, NY: Harper and Row.

1.	2.	3.	4.
Siegel (1986) states that although the relationship between brain chemistry and thoughts and feelings is not fully understood, we do know that our psychological state affects our physical state.	Siegel (1986) states that the relationship between the chemicals in the brain and our thoughts and feelings remains only partially understood. He goes on to say, however, that one thing is clear: our mental state affects our bodily state.	Siegel (1986) states that we still do not know all the ways in which brain chemistry is related to emotions and thoughts, but the important point is that our mental state has an immediate and direct effect on our physical state.	According to Siegel (1986), our mind affects our body quickly and directly, although we do not yet understand every aspect of how brain chemicals relate to emotions and thoughts.
Acceptable? /Unacceptable?	**Acceptable? /Unacceptable?**	**Acceptable? /Unacceptable?**	**Acceptable? /Unacceptable?**
Reasons:	**Reasons:**	**Reasons:**	**Reasons:**

Adapted from https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing

Task 2: Write a paraphrase of each of the following passages in the provided boxes.

1. Course design and content were critical influences on interest. For instance, courses that students chose to do, or that offered opportunities for choice of sub-topics or assessments, enabled them to follow their interests and therefore experience that positive spiral. On the other hand, compulsory courses and topics that did not interest the students often led to boredom and frustration. Boredom was consistently linked with lower behavioural and cognitive engagement. Bored students procrastinated more, studied less, and, importantly, found the learning more difficult.

   Kahu, E. (2014). Increasing the emotional engagement of first year mature-aged distance students: Interest and belonging. *The International Journal of The First Year In Higher Education, 5*(2), 5-55. doi:10.5204/intjfyhe.v5i2.231

2. Children spend a very large proportion of their daily lives in school. They go there to learn, not only in a narrow academic sense, but in the widest possible interpretation of the word – about themselves, about being a person within a group of others, about the community in which they live, and about the world around them. Schools provide the setting in which such learning takes place.

   Leyden, S. (1985). *Helping the child of exceptional ability.* London: Croom Helm.

SUMMARY

Summary differs from paraphrase in that a summary is shorter than the original, whereas a paraphrase is approximately the same length. When you summarize another writer's ideas, you will need to use in-text citations to acknowledge the source.

A summary is a highly condensed version of a text, which is used to present a dense, lengthy and detailed text in a clear and concise manner. Therefore, it contains the main/key points worth noting in the text by leaving out minor details and examples. As a condensed version of the source material, it can range anywhere from a couple of sentences to a short summary article, depending on the length of the source and your purposes for writing.

Summarising skills can help you in your studies for different purposes such as
  ➢ preparing for exams
  ➢ taking notes on your readings
  ➢ collecting and condensing information for writing research papers
  ➢ integrating sources into your writing

Summary as a **genre** usually asks the writer to convey a deeper understanding of the overall argument rather than simply paraphrase specific ideas of the source text. It might be used as a **method** to cite/incorporate essential information from an outside source into a piece of writing. In this course, you are expected to summarize ideas in a source to use/cite in your own work.

The reasons for summarizing while borrowing ideas are as follows:
  ➢ It is useful when borrowing information which is too long.
  ➢ It is easier to integrate the ideas of another writer or authority's opinion into your own writing/essay via summarizing.
  ➢ It helps to make your writing more coherent as you can change the wording and the style of the original, which can help you maintain a smooth flow.

Steps for writing an effective summary:
Take the following steps to write an effective summary:

1.   Read the text carefully and make sure you fully understand the text.
2.   Identify the central idea and all the main ideas. Distinguish between main and subsidiary information.
3.   Leave out minor details, examples, illustrations or explanations.
4.   Keep the most important information that accurately represents all the major points of the original text.
5.   Paraphrase the original text accurately in your own style by preserving the original meaning of the text.
6.   Do not include any personal opinions, interpretations, deductions or comments.
7.   Keep the text shorter than the original text (about 1/3 or ¼ of the original).
8.   Respect the order of the ideas presented by the writer.
9.   Make sure the ideas flow logically by meaningfully combining the sentences with the help of linkers/transitions.
10.   Remember to give in-text reference.
11.   Check clarity and conciseness of the summary for a reader who has not seen the original text.

REMINDER:

- Sometimes, depending on the purpose and the requirement of a task, it might be necessary to include key supporting points, a detail or an example. To illustrate, if a text is about a key concept or theory, and the minor detail is the definition of that key concept, then that detail might be essential.

Analyze the sample summary below and study

- how the main points and the message of the writer is given without unnecessary details.
- how the tone of the writer is reflected in the summarised version.
- how the author tag and reminder phrases are given.
- how the sentences are paraphrased.

ORIGINAL TEXT	SUMMARISED VERSION
America has changed dramatically during recent years. Not only has the number of graduates in traditional engineering disciplines such as mechanical, civil, electrical, chemical, and aeronautical engineering declined, but in most of the premier American universities engineering curricula now concentrate on and encourage largely the study of engineering science. As a result, there are declining offerings in engineering subjects dealing with infrastructure, the environment, and related issues, and greater concentration on high technology subjects, largely supporting increasingly complex scientific developments. While the latter is important, it should not be at the expense of more traditional engineering. Rapidly developing economies such as China and India, as well as other industrial countries in Europe and Asia, continue to encourage and advance the teaching of engineering. Both China and India, respectively, graduate six and eight times as many traditional engineers as does the United States. Other industrial countries at minimum maintain their output, while America suffers an increasingly serious decline in the number of engineering graduates and a lack of well-educated engineers. (169 words)\n\n(Excerpted from Frankel, E. G. (2008, May/June) Change in education: The cost of sacrificing fundamentals. *MIT Faculty Newsletter*, XX, 5, 13.)	In a 2008 *Faculty Newsletter* article, "Change in Education: The cost of sacrificing fundamentals," MIT Professor Emeritus Ernst G. Frankel expresses his concerns regarding the current state of American engineering education. He notes that the number of students focusing on traditional areas of engineering has decreased while the number interested in the high-technology end of the field has increased. Frankel points out that other industrial nations produce far more traditionally-trained engineers than America does, and believes America has fallen seriously behind. (81 words)

Adapted from https://integrity.mit.edu/handbook/academic-writing/summarizing

Task 3: Read the following excerpt and its summaries. Choose the best summary. Discuss why the other two summaries are ineffective.

Original Text:

"Slimness vs. Cardiovascular Fitness: Which is More Crucial?" Researchers have long debated whether it's healthier to be slim or physically fit. One recent study conducted at Brigham and Women's Hospital in Boston examined data on 38,000 women 45 and older, whose weight, height, and physical activity were recorded for about seven years. The researchers found that women who were overweight were three times more likely than normal-weight women to develop diabetes. Even walking four or more hours per week did not lower the overweight women's risk of getting diabetes. In another study by the University of Florida, researchers examined 906 women who had been tested for possible heart problems. They found that an obese woman who was physically fit, with a strong cardiovascular system, had a low risk of developing heart disease. But they also discovered that a slim woman who was not physically fit had a relatively high risk of developing heart disease. Source: Manning, A. (2004, September 8). Slimness vs. Cardiovascular fitness: Which is more crucial?. *USA Today*.
Summary 1: Manning (2004) in her article, "Slimness vs. Cardiovascular Fitness: Which is More Crucial?", proved that both overweight and slim women run the risk of having health problems like developing heart disease or diabetes if they are not fit.
Summary 2: In the article "Slimness vs. Cardiovascular Fitness: Which is More Crucial?, Anita Manning (2004) suggests women who want to avoid certain major health risks may need to stay slim as well as fit. Studies found obese and slim women were both likely to have health problems if they were not fit or slim.
Summary 3: According to Manning (2004), obese women are three times more likely than normal-weight women to develop diabetes and obese women who are physically fit have a low risk of developing a heart disease.

Adapted from https://academicguides.waldenu.edu/writingcenter/evidence/summary

Task 4: Read the following excerpt and discuss whether its summary is effective or ineffective by giving reasons for your decision.

Original Text:

For most people, writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be an agonising experience, which doesn't necessarily get easier with the passage of time and the accumulation of experience. For this reason, you need to reflect upon and analyse your own reactions to the task of writing. That is to say, the task will become more manageable if you learn how to cope with your own particular ways avoiding putting off the moment when you must put pen to paper (Taylor, 1989). Source: Taylor, S. E. (1989). *Positive illusions: Creative self-deception and the healthy mind*. New York, NY, US: Basic Books.

Summarised Version
Writing is a very difficult task and sitting down to write is agonising, and it does not get easy when people become more experienced. For this reason, people need to reflect on their own reactions. That is, writing can become manageable if people learn to overcome their avoidance strategies (Taylor, 1989).

Taken from: http://www.une.edu.au/__data/assets/pdf_file/0003/13458/WE_Paraphrasing-and-summarising.pdf

Task 5: Read the excerpt below and write a short summary of it in the box below.

Despite decades of research into the sociocultural model of eating disorders, we still do not understand how such sociocultural influences produce disordered eating in any given individual (or why a similar person in the same cultural milieu does not become disordered). Clearly, though, one source of vulnerability lies in a woman's body image. To the extent that a woman's self-image is challenged or threatened by an unattainable ideal of an impossibly thin female physique, she may well become susceptible to disruption of her self-regard, and may be more likely to develop an eating disorder. In short, the sociocultural model argues that exposure to idealized media images (a) makes women feel bad about themselves and (b) impels women to undertake the sort of "remedial" eating patterns that easily and often deteriorate into eating disorders.

Source:

Polivy, J., & Herman, C. P. (2004). Sociocultural idealization of thin female body shapes: An introduction to the special issue on body image and eating disorders. *Journal of Social & Clinical Psychology*, 23, 1-6. doi:10.1037/0033-2909.134.3.460.

Your summary:

MODULE 1

APPENDICES

APPENDIX 1

PATTERNS OF ORGANIZATION

Paragraphs can be developed in many different ways. It is the writer's responsibility to make the paragraph structure and organization clear for the reader. In order to do that, there are various organizational patterns to develop main ideas in paragraphs, essays and more. These patterns are important in that they signal how the facts/ideas will be presented.

REMINDER: Although key signal words help to identify the particular type of pattern, a single paragraph can be a mixture of different patterns.

The table below demonstrates common patterns of organization:

Pattern of organization	Key Language
Definition	Defined as, is, known, is used to mean, for example, to illustrate, for instance, such as
Order of importance	Central, principal, chief, major, main, key, primary, significant, finally, lastly, most important
Chronological (Time) Order or Sequence	first, third, next, finally, eventually, following this how to, in the process of, the following steps, previously, after, afterward
Comparison - Contrast	Similarly, like, in the same way, compared to, likewise, but, yet, on the other hand, nevertheless, on the contrary, as opposed to, conversely, although, rather than, different from, while
Cause and Effect	Because, for this reason, due to, on account of, as a result, since consequently, resulting, result in/from, accordingly, therefore, thus
Classification	Categories, classifications, groups, classes, elements, features, kinds, types, varieties, methods, traits, characteristics
Problem solution	Problem, need, difficulty, dilemma, challenge, issue, answer, propose, suggest, indicate, solve, resolve, plan
Evidence and illustration	As an illustration, for example, for instance, once, such as, to illustrate
Listing	In addition, moreover, furthermore, as well as, plus, in fact, also, next, second

Read the following excerpts to see different patterns of organization.

Pattern of organization	Example
Definition & explanation	Cholera is an intestinal infection that can be described according to its cause, symptoms, and treatment. Cholera is caused by a bacterium, called Vibrio cholera. Contaminated food, water, or faeces can result in the rapid spread of this disease. Patients who have been exposed to the disease may exhibit mild to extreme symptoms. The primary signs are watery diarrhea and loss of water and salts. Other symptoms include clammy skin, wrinkled hands and feet, sunken eyes and a dry mouth. If the severe diarrhoea is not treated, it can be life-threatening because of dehydration and electrolyte imbalances. Possible treatments for cholera can include oral or intravenous replacement of fluids and salts as well as certain antibiotics. Prompt and appropriate treatment appears to significantly reduce the mortality rate and suffering. Taken from aso-resources.une.edu.au
Chronological (Time) Order or Sequence	The life and death of a star begins somewhere in space. Astronomers claim that a star begins as a cloud of hydrogen and helium. As the cloud moves about it collects bits of dust and more floating gases. Then the cloud begins to warm as more dust and gases are pulled into it. After a long period of time as the cloud becomes denser, heat and friction cause the atoms to explode. That is how a star is born. The star will burn for about ten billion years as it radiates heat and energy. When the hydrogen begins to burn out the star becomes even larger. At this stage, it gives off a lot of light but not much energy. The star may continue to burn brightly but dies when it runs out of hydrogen. This is the life cycle of a star. Taken from sponsoravillage.ca
Comparison - Contrast	Although West/Central Africa's drinking-water coverage improved from 49 per cent in 1990 to 55 per cent in 2004, it needs to reach a far target of 75 per cent by 2015. The total number of people in the region without access to improved drinking-water sources actually increased over the 1990–2004 period. In Eastern/Southern Africa, the situation for access to drinking water is similar, as the region improved coverage from 48 per cent in 1990 to 56 per cent in 2004 but faces a target of 74 per cent. In CEE/CIS, meanwhile, coverage has stagnated at 91 per cent; its 2015 goal is 96 per cent. Taken from unicef.org
Cause and Effect	Headaches can have several causes. One obvious cause is stress. People have hectic lives and frequently have multiple stressors everyday, like work, family and money. Another reason for headaches in some people has to do with diet. Some get headaches because they are dependent on caffeine. Other people may be allergic to salt, or they may have low blood sugar. The environment can also cause this uncomfortable condition. Allergens such as household chemicals including polishes, waxes, bug killers, and paint can lead to headaches. Lowering stress, controlling your diet and avoiding allergens can help avoid headaches. Taken from academic.pgcc.edu
Classification & Listing	Because of new policies and the new data about the epidemiology of TB-HIV in the Region, the Western Pacific Regional Office recognized that updates to the previous regional framework were needed. The goal of this updated framework is, therefore, to draw on global documents,

	along with relevant recently published evidence, to improve TB-HIV control through the following primary means. First, national TB programmes and national AIDS programmes need to work collaboratively to decrease the case-fatality rate for persons with both TB and HIV through earlier detection of TB and HIV and appropriate management of people with both. Second, as one of the steps to achieve this, new approaches are needed to improve the rates of HIV testing among TB patients and of TB screening among people living with HIV. Third, TB laboratories must be expanded to meet the challenges of diagnosing TB and drug-resistant TB in people living with HIV. Finally, TB infection control measures must be scaled up to prevent transmission of disease within health facilities, a step made even more important in the era of multidrug-resistant (MDR) TB and extensively drug- resistant (XDR) TB. Taken from www.wpro.who.int
Problem solution	Deforestation is a serious problem because forests and trees aren't just pretty to look at, they do an important job making the earth's envrionment suitable for life. They clean the air, store water, preserve soil, and provide homes for animals. They also supply food, fuel, wood products, and paper products for humans. In the past fifty years, more than half of the world's rainforests have been destroyed. Today, the forest of the world are being cut down at a rate of fifty acres every minute! Scientists say that if deforestation continues, the world's climate may change, floods may become more common, and animals will die. One solution to the problem of deforestation is to use less paper. If you use less paper, fewer trees will be cut for paper making. How can you use less paper? One answer is to reduce your paper use by using both sides of the paper when you photocopy, write a leer, or write an essay. A second answer is to reuse old paper when you can, rather than using a new sheet of paper. The backs of old envelopes are perfect for shopping lists or phone messages, and when you write a rough draft of an essay, write it on the back of something else. A final answer is to recycle used paper products instead of throwing them away. Most schools, offices, and districts have some kind of recycling center. If you follow the three RS – reduce, reuse, and recycle – you can help save the world's forests. Taken from www.udesantiagovirtual.cl
Evidence and illustration	Smoking is directly connected to dangerous health problems. According to the Centers for Disease and Control, smoking is the cause of almost 500,000 deaths a year in the United States. The CDC also states, "more deaths are caused each year by tobacco use than by all deaths from human immunodeficiency virus (HIV), illegal drug use, alcohol use, motor vehicle injuries, suicides, and murders combined". Evidence clearly shows that smoking is dangerous to an individual's health and with such negative consequences, it is difficult to believe that any university would support such a death sentence. Not only does smoking cause serious health problems for the individual, but it also effects others who choose not to smoke. Taken from utoledo.edu
Listing	There are at least three ways to organize a paragraph. The first is to follow a structure where you make a main point develop it with an explanation and then illustrate it with an example. The second is to list separate points that connect to the main ideas stated in the topic sentence. The third is the compare and contrast paragraph in which you examine the relationship between two different ideas. Taken from dcielts.com

APPENDIX 2
STYLE - Using tentative language (hedging)

Below is a list of expressions that could help you to formulate tentative sentences:

Expressions that distance the author from a claim:	Expressions for being cautious when giving explanations
It is thought that …	It may be….
It is believed that …	It is likely
It has been reported that …	It could be
It is a widely held view that …	It is possible
It has commonly been assumed that …	It is probable
According to Smith (2002), …	It is almost certain
According to recent reports, …	A likely explanation is that
According to many in the field …	A probable explanation is that
Many scholars hold the view that …	A possible explanation is that
Smith (2001) holds the view that …	
Recent research has suggested that …	
There is some evidence to suggest that …	
Expressions for discussing findings and implications	**Expressions for being cautious when explaining results**
These data must be interpreted with caution because …	This inconsistency may be due to …
These results do not rule out the influence of other factors in …	This discrepancy could be attributed to …
This account must be approached with some caution because …	A possible explanation for this might be that …
It is important to bear in mind the possible bias in these responses.	This rather contradictory result may be due to …
The findings of this study suggest that …	It seems possible that these results are due to …
One possible implication of this is that …	The observed increase in X could be attributed to …
Taken together, these results suggest that …	The possible interference of X cannot be ruled out …
The evidence from this study suggests that …	There are several possible explanations for this result.
The data reported here appear to support the assumption that …	There are two likely causes for the differences between …
The findings from these studies suggest that X can have an effect on	A possible explanation for these results may be the lack of adequate …
Expressions for avoiding over-generalizations	**Expressions for being cautious when writing about the future**
In general, this requires …	It is likely
In general terms, this means …	It is possible
Xs use generally accepted principles to …	It is almost certain
X is generally assumed to play a role in …	There is a possibility
Authors generally place an emphasis on …	There is a small chance
Generally accepted methods for X include: …	There is a strong possibility
X tends to …..	
There is a tendency for X to….	
X often/generally/sometimes	

Adapted from: http://www.phrasebank.manchester.ac.uk/using-cautious-language/

APPENDIX 3
Understanding Writing Prompts
Optional Task: In pairs, analyse the sample prompts/questions and discuss how they can be answered.

1. Illustrate the diversity of anaerobic bacteria by reference to mechanism of energy generation.
2. Discuss the implications of the Milgram Experiment for understanding individuals' behavior in situations involving authority.
3. Write an analysis essay that explores the reasons why identity theft has become such a popular crime. What specific aspects of our society and daily routines make identity theft such an easy crime to commit?
4. Volunteer to do some charity work for an organization. Then, write a narrative of your experiences with the organization. Your narrative should do more than simply summarize your experience. It should also offer an account of what you have learnt from the experience.
5. Research the economic development of Vietnam since the end of the Vietnam War. Then, write an informative report that details the economic road the country has taken since the end of the war.
6. In a well-developed essay, respond to the following quotation:
   "I cannot teach anybody anything, I can only make them think." Socrates
7. List two features of existentialism that are shared by another philosophy and list two features that differ. Then, write a comparison-contrast essay about the two philosophies.
8. Choose one area of substantive personal interest and illustrate in some depth how one or more of the following areas might help to focus research issues in the field:
   a. Attribution theory
   b. Behaviorism
   c. Expectancy theory
   d. Maslow's theory of human development
9. Human beings often speculate on the causes of others' behavior. What are some of the social and individual consequences of the types of attributions we make?
10. "Acid rain" is a phenomenon we have become aware of in the last twenty-five years. Explain the effects of acid rain on the environment.
11. Evaluate the contributions of United Nations in promoting world peace and security. How valid is the criticism of "*The Guardian*" on the achievements of U.N.?
12. Write a paper that explores the relationship between self esteem and work. To what extent is one's self esteem connected with one's work? Use specific details and examples to support your opinion.
13. What are some of the errors and pitfalls that occur when people are trying to understand social environment? How costly or problematic are these errors?
14. Account for the large-scale immigration into Malaya in the late 19th Century.
15. Outline the requirements as to 'locus standi' in relation to injunctives and declaratives.
16. To what extent is an understanding of the various approaches to industrial relations useful in allowing us to make better sense of the changing nature of the employment relationship?
17. Summarise the main requirements of the law in respect to the employer-employee relations.

ESSAY WRITING

A response to a writing prompt could be a short answer of a couple of sentences, a short paragraph/paragraphs or an extended writing of a couple of pages. What determines the type of an academic response to a prompt is, indeed, the purpose and the audience set in the writing prompt. That is, the prompt and usually its parts and/or key words are the determiners of your written response as well as the expectations of the discipline. What is acceptable in one discipline may not be not be acceptable in another because each subject discipline has its own ways of doing things and its own conventions about essay structure and writing style. For this reason, you need to find out the expectations and conventions which are valued within the context of your discipline.

In this part of the module, you are going to study how to write an academic essay in order to answer a question. Academic essay, which is a specific writing genre with a set of rules and conventions, is one of the most commonly used forms of academic writing. In fact, a high proportion of grading is allocated to essay assignments as part of a university course. In most study areas, for assignments or in exams, you may be expected to write an academic essay, the length of which may be as short as 500 words or as long as 2000-3000 words.

Usually, the purpose of essay assignments is to give you an opportunity to demonstrate

- your knowledge and understanding of a topic
- your ability to research the topic set in the assignment
- your ability to organize your ideas/arguments with evidence
- your ability to explore the topic in a more in-depth and analytical way

Therefore, it is important for you to understand what an essay involves and how an effective essay is written.
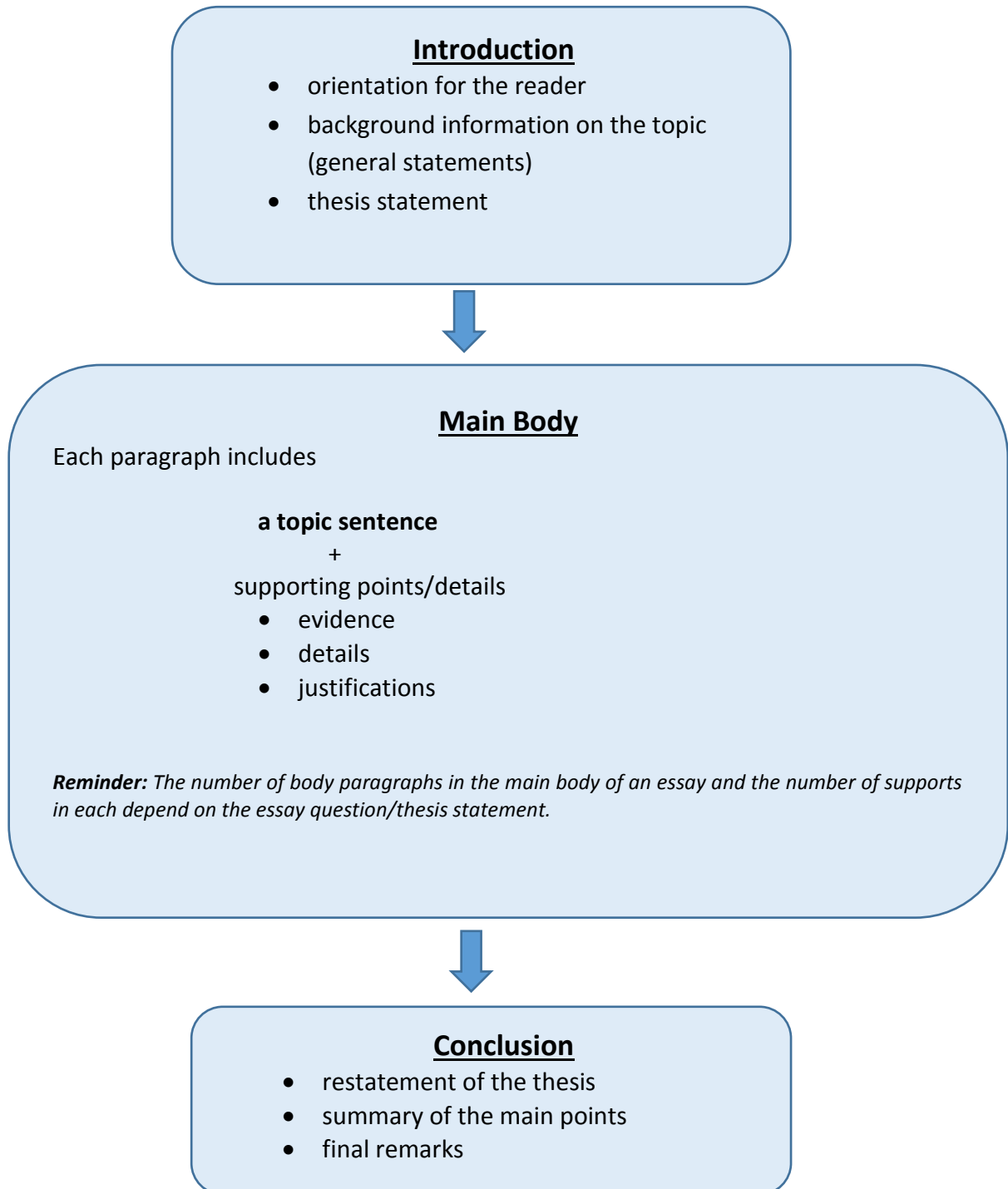
PARTS OF AN ACADEMIC ESSAY

The structure of an academic essay consists of mainly three parts:

- ✓ Introduction
- ✓ Body
- ✓ Conclusion

A sample framework for an academic essay can be as follows:

Introduction
- orientation for the reader
- background information on the topic (general statements)
- thesis statement

Main Body

Each paragraph includes

a topic sentence

+

supporting points/details
- evidence
- details
- justifications

Reminder: The number of body paragraphs in the main body of an essay and the number of supports in each depend on the essay question/thesis statement.

Conclusion
- restatement of the thesis
- summary of the main points
- final remarks

INTRODUCTION

An introduction is a paragraph briefly stating the general idea of the topic and capturing the interest of the reader. In the introduction, you should get to the point as soon as possible without beginning too broadly or being too far off.

The introduction mainly includes the following:

1. background information on the topic/the context
2. explanation of key scientific concepts and/or definition of a key term (if necessary)
3. scope of discussion
4. reference to the essay question/explanation of the academic problem (if there is any)
5. a thesis statement
6. attention getting (optional)

Reminder:

- Note that what constitutes a good introduction may vary widely based on the kind of paper, and the academic discipline in which you are writing it.

- Depending on the essay question you are given, in your introduction paragraph, you may need to briefly explain what the essay covers and how the essay is organized (its outline) after writing your thesis statement. (see p.7 for an example)

The following strategies can be used to capture your readers' attention depending on the aim, field of study, and the type of the essay:

- Presenting a startling statistics/facts/statements
- Quoting an expert
- Mentioning a common misperception that your thesis will argue against
- Asking an interesting question

In an introduction paragraph, DO NOT

- X provide dictionary definitions, especially of concepts your audience already knows.
- X repeat the assignment specifications using the professor's wording.
- X give details and in-depth explanations that really belong in your body paragraphs.

Thesis Statement:

The thesis statement is the most important sentence in your introduction because it states what the essay is about, and it identifies the scope of the essay along with your position as the writer. In other words, it is a focused statement that signals your intention and the main point(s)/argument(s) of your essay. Your thesis statement

- answers the writing prompt and provides a reason and explanation for your answer
- typically appears at the end of your introduction, even though that is not a rule. (You may, for example, follow your thesis with a brief road map to your essay especially while writing a longer paper.)
- can be one single sentence or more (depending on the essay question and length and complexity of your paper)
- includes the controlling idea(s) of the essay
- may indicate the method of organization of the essay
- should be clear and to the point

When writing your thesis, avoid the following:
➢ unclear language
➢ formulaic and generic words

! A thesis statement cannot be a quote or a question.

Read the thesis statement below and study how it is improved.

Poor version: Leadership is an important quality in nurse educators.

*Here, we can see easily that no scholar is likely to argue that leadership is an unimportant quality in nurse educators. The student needs to come up with a more **arguable** claim, and probably a narrower one; remember that a short paper needs a more focused topic than a dissertation.*

Improved version: Roderick's (2009) theory of participatory leadership is particularly appropriate to nurse educators working within the emergency medicine field, where students benefit most from collegial and kinesthetic learning.

Here, the student has identified a particular type of leadership ("participatory leadership"), narrowing the topic, and has made an arguable claim (this type of leadership is "appropriate" to a specific type of nurse educator). Conceivably, a scholar in the nursing field might disagree with this approach. The student's paper can now proceed, providing specific pieces of evidence to support the arguable central claim.

Taken from https://academicguides.waldenu.edu/writingcenter/writingprocess/thesisstatements

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Reminder: If the essay is written in response to a specific assignment question, be sure that the thesis provides a direct answer to that question.

Task 1: Read the prompts below and the thesis statements written in response to each. Decide which thesis statements need improvement and which ones are acceptable. Discuss your reasons with your classmates.

A. Essay Prompt: Compare and contrast the reasons why the North and the South fought the Civil War.

Thesis Statements:
1) The North and South fought the Civil War for many reasons, some of which were the same and some different.
2) While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institutions.
3) While both Northerners and Southerners believed they fought against tyranny and oppression, Northerners focused on the oppression of slaves while Southerners defended their own right to self-government.

Adapted from https://writingcenter.unc.edu/tips-and-tools/thesis-statements/

B. Essay Prompt: What could be the contributions of pursuing community service projects to university students?

Thesis Satements:
1) Community services are excellent ways to contribute to students.
2) Pursuing community service projects before entering college makes a valuable contribution to university students as it helps to increase their maturity and global awareness.

Adapted from **http://www.cfep.uci.edu/ub/cpwa/pdf/Thesis%20Statement%20Handout.pdf**

C. Essay Prompt: Do educational institutions create class differences, leading to inequality or do they eliminate class differences by providing equal opportunities?

Thesis statements:
1) In this paper I will write about opportunities provided by educational institutions.
2) In this paper I will explore how education is not always 'the great leveler' of inherited class differences, but opens opportunities for some while closing opportunities for others.
3) In this essay, I will explore how educational institutions can either create or take away opportunities from their students. I will argue that in the absence of a class-based understanding of education inequality, we as a society will continue to see success in individualized terms.

Adapted from: http://www.lib.berkeley.edu/mellon/courses/assignment_soci3ac_2005_part3_instructions.pdf

Task 2: Match the following thesis statements with the most suitable writing prompt.

1. Thesis Statement: This paper will prove that social media is used to display a different version of the self for a specific audience just like the way Goffman suggests humans present themselves to others.

a. How is Goffman's "presentation of self" related to social media users' presentation of themselves on social media? Prove Goffman's point by referring to research.

b. Is Goffman's theory on self-presentation on social media a valid account for the Millenial generation's online activities? Discuss the strengths and weaknesses of the theory.

c. What are the subconscious reasons why people over-expose themselves on social media? Explain by referring to Goffman's theory and the concept of narcissism.

2. Thesis Statement: Different theories of social media suggest different reasons as to why people use social media this much. While based on Goffman's theory, it can be to present the self in a controlled and different way; based on Bourdieu's theory, however, it may be to accrue social capital from others in the network.

a. Comment on the theories of Goffman and Bourdieu and explain why people willingly abandon their privacy in exchange for online self-advertising.

b. Explain why social media use has become so popular in the last decade contrasting Goffman's "presentation of self" and Bourdieu's "social capital".

c. Discuss the negative effects of social media on business and privacy. What does people's insistent use of social media despite its adverse effects show about human nature? Explain by referring to the theories of Goffman and Bourdieu.

3. Thesis Statement: Social media can be used for a variety of purposes in education. Thus, I believe that it is a valuable source for both educators and students.

a. For which purposes can social media be used in education? To what extent do you agree/ disagree with the idea that it is a valuable source that can benefit educators and students?

b. What are the effects of using social media on student motivation and success? Are social media tools used effectively in your country?

c. What are the problems related with educational use of social media tools? Discuss possible solutions to overcome these shortcomings.

4. Thesis Statement: Orben and Dunbar (2017) state that both when reading online posts and in offline communication, self-disclosure perception and homophily mediate relationship outcomes. I agree that reading posts on social media and interacting in real life trigger similar or identical relationship formation pathways.

a. "Social media enabled online relationships substituting for, competing with, and otherwise diminishing offline relationships" (Wang &Wellman as cited in Butler & Matook, 2015). Discuss how this might happen by referring to Butler& Matook's article. Comment on the issue justifying your reasons.

b. Discuss how reading posts on social media and interacting in real life are similar according to Orben & Dunbar (2017). What is your account for the issue?

c. Contrast the views of Butler & Matook (2015) and Orben & Dunbar (2017) on the use of social media and relationships.

Thesis Statement Checklist	√ or X
My thesis provides a relevant answer to the question asked in the writing prompt (which I will elaborate on in the rest of my essay).	
My thesis is a focused statement written as a complete sentence in the introduction of my essay.	
My thesis includes a controlling idea.	
My thesis has a point of view/puts forward an argument.	
My thesis is clear and to the point.	
My thesis is grammatically correct.	

Sample Introduction Paragraphs

Below is a sample introduction paragraph of an essay on *'altruism in humans'* to demonstrate how an introduction could be written.

There has long been considerable interest in altruism, both among academics and the general public, centring on the issue of how altruistic human nature really is. Social psychological research into altruism started in the late 1950s and intensified in the 1960s following the notorious murder of a young woman called Kitty Gonovese. In the 25 years that followed, thousands of scholarly articles on the subject of altruism and helping behaviour were published. Today the issue is widely debated by not only social psychologists, but also by sociobiologists and evolutionary psychologists. **The aim of this essay is to investigate the question of whether or not altruism is an innate human trait.** *The essay will begin by examining the evidence for and against the biological position. It will then consider the arguments put forward by scholars who advocate a social learning perspective.*

- providing a rationale (why the topic is relevant/important/interesting)
- background information on the topic/the context
- thesis statement
- brief explanation of what the essay covers (optional)

Adapted from Williams, A. (2013). *Research: Improve your reading and referencing skills.* London: HarperCollins Publishers.

Task 3: Analyse the following sample introduction paragraphs of two essays on *'the importance of literacy'* and identify their parts as in the example above.

1.

Some students in high school often feel that learning to read and write well is a waste of time. They often feel that they have enough reading and writing skills to obtain and hold a job without further study. After all, some students reason, many jobs do not involve extensive reading and writing, especially jobs which focus on manual labor. However, many who get into the workforce end up finding out that basic literacy is not enough. At a certain point, the job may require looking at complex documents such as contracts which can be crucial to the outcome of the company. Those who cannot fulfill the needs of today's jobs often find themselves under-employed or in low-wage jobs which keeps them below the poverty line. Thus, literacy is important in getting the tools we need to improve our prospects and to be able to contribute to the larger world.

- _____
- _____
- _____

Taken from http://accounts.smccd.edu/skyenglish/8Introductions-Conclusions.pdf

2.

According to statistics put out by the Department of Corrections, nearly two thirds of California's inmates read below a ninth grade level. More than half read at a seventh grade level and a whopping 2% cannot read a third grade textbook (Sterngold, 2013). In other words, most of our prisoners are illiterate. Those who are illiterate often feel trapped in their lives with few options. Many of these people get taken advantage of. Many cannot speak on their own behalf, especially when authority figures have command of the written word. The way to change this imbalance of power is to become literate. In other words, literacy helps people to become autonomous and redirect their lives toward a more secure future.

Taken from: http://accounts.smccd.edu/skyenglish/8Introductions-Conclusions.pdf

Task 4: Analyze the sample student introduction paragraphs and identify the weaknesses in each. Discuss how they can be improved with your classmates.

Prompt: *For which purposes can social media be used in education? To what extent do you agree/disagree with the idea that it is a valuable source that can benefit educators and students?*

Introduction 1: Social media is beneficial to reach people quickly and easily. When people share something in social media, thousands of people can see it immediately. Social media can also be useful in education. For example, when an expert publishes a paper, students and educators around the world can reach it in a short time.

Introduction 2: Today, social media has a big role in our lives. People use it for many purposes mainly for entertainment, communication, and news. Since social media plays an important role in our lives, experts have been trying to use it in education. I believe social media can bring several benefits to both educators and students, which enables them to share the information and play an interactive role while learning. Social media can be used for a variety of purposes in education. Thus, it would be a valuable source for both educators and students.

Task 5: **Now write an introduction in response to the same prompt yourself.**

Prompt: *For which purposes can social media be used in education? To what extent do you agree/disagree with the idea that it is a valuable source that can benefit educators and students?*

<table>
<tr><td>

Your introduction:

</td></tr>
</table>

BODY

The body of the essay will consist of a series of paragraphs, which constitute the main part of your essay. These paragraphs, which lie between the introduction and conclusion, develop and support the thesis statement of your essay in detail. In each body paragraph, you should

- develop your thesis further
- introduce one main idea in a topic sentence and expand it through the use of supports and evidence
- expand on the theme through the use of supporting details such as definition, description, explanation, exemplification, evidence –facts/statistic/authority's opinion, comparison, opinion and analogy (See Module 1 for elaboration on ideas).
- analyse the evidence to show how it contributes to the specific point you are making in the paragraph and to the essay as a whole
- avoid making statements that you cannot prove
- develop your ideas in a unified and coherent fashion (See Module 1 for organization of ideas)

Reminder: Usually, the first sentence of each body paragraph is the topic sentence. Not every paragraph begins this way, but in most academic papers authors advance their arguments or explanations strongly in the first sentence or two of each paragraph. This technique makes it easier for the reader to follow the ideas in the paragraph.

Read the sample body paragraph of an essay on *'how rising food prices are impacting people's diets'* below. Notice the use of cohesive devices to maintain a smooth flow.

> *Current fresh fruit consumption trends suggest that this perishable price hike is having a negative impact on health.* One report, based on interviews with 500 people, states that on average people are eating half as much fruit as they were 5 years ago (Mike, 2009). **In addition,** in another study (Jones, 2010) it was reported that shops are selling half as much fruit as they were 5 years ago. **These** two reports clearly demonstrate that people are eating much less fruit than they were five years ago before the perishable price hike started. **This** indicates that **this drop** in fruit consumption may have negative impacts on the community as fruit is a great way to access essential vitamins and minerals. If the intake of these vitamins and minerals is insufficient, the health impacts could be devastating. Bee (2013) supports this by stating that in the last five years more people have become severely debilitated by even the common cold because of a lack of vitamin C in their diet. **Therefore, such a price hike** considerably affects individuals' health and makes them vulnerable to illnesses.

Topic Sentence

Explanation

Evidence to support the argument

Coherence – established through the use of reference words and linkers

Adapted from https://www.cdu.edu.au/sites/default/files/acike/docs/academic-essay-writing-resource.pdf

Task 6: Analyze the following sample body paragraph and identify its parts as in the example above.

Prompt: *Machines now play an important role in most people's lives. Computers, cars, and household machines (such as washing machines) have become very common. What are the advantages and disadvantages of having so many machines in people's lives? Use specific examples in your answer.*

Having technological equipment such as computers or cell phones at home may disrupt family relationships. Considering the fact that "approximately 58% of married couples with children live in households with two or more computers; 89% of these households have more than one cell phone, and nearly 60% of children in these homes ages 7 to 17 have their own cell phones" (Kennedy, Smith, Well, & Wellman, as cited in Hertlein, 2012, p.78), it can be said that the effects are massive. For instance, many old family traditions such as eating meals with your family members at the dining table seldom take place now that one of the family members might be too busy working on his laptop or playing or texting on her cell phone. In addition, Weisskirch, Professor of Human Development at California State University, states that "rules around cell phone usage may result in changes to the way that adolescents interact with friends and family (structure to process changes)". He continues to say that parents might expect to reach their teen easily and get scared when they cannot. This lack of responsiveness on the teen's part could result in the parents' texting or calling them even more to make sure they are safe. This, in turn, "might result in the teen feeling smothered, and consequently, responding to his or her parent in a curt fashion" (as cited in Hertlein, 2012, p. 38). Such attitudes might distress both the teen and the parents causing their relationship to deteriorate.

Task 7: Analyze the sample body paragraph and identify the weaknesses. Discuss how they can be improved with your classmates.

Prompt: *In many countries it is becoming more common for people to have several part-time jobs instead of one full-time job. What are the disadvantages of working part-time jobs? Give examples to support your ideas.*

Body paragraph: The biggest disadvantage of part-time jobs is that it takes time and energy to have so many jobs. People get tired and stressed because of their work. They do not have time with their families. All they want to do is finishing the job and sleep. If a father takes several part-time jobs, it may influence his children. Because of this lack of love they may become workaholics in the future.

CONCLUSION

The conclusion is the part where you bring together your essay's main points and reassert or emphasize the strength of the thesis or argument. It summarizes the main points of your paper in a different way in order not to bore the readers by repetition of the same sentences. For an effective conclusion, do the following:

- refer back to your thesis statement and answers the essay question depending on what has been shown as a result of your investigation or exploration of the topic.
- reflect upon the significance of what you have written and tries to convey some closing thoughts about the larger implications of your argument.
- finish with an idea for the reader to think about (e.g. a prediction or recommendation).

In a conclusion paragraph, DO NOT
  X write any new information, points, or support.

  X ask a question that leaves the reader uncertain. *(The purpose of academic writing is not to confuse the reader, but to enlighten the reader)*

Reminder: Be aware that different genres or tasks in different fields have their own special expectations about beginnings and endings. Some academic genres may not even require an introduction or conclusion. A book review, for example, may begin with a summary of the book and conclude with an overall assessment of it. Check your assignment carefully for any directions about what to include in your introduction or conclusion.

Below is a sample conclusion paragraph of an essay on '*bullying*' to demonstrate how a conclusion could be written.

By promoting a caring atmosphere in schools, teachers can reduce the likelihood of bullying. Above all, teachers need to inform themselves and the rest of the school community so that together they can develop a policy to discourage bullying. By educating themselves about bullying, teachers and parents can have the knowledge to set up effective programmes and structures both within the classroom and for the whole school. Furthermore, by removing the opportunity for children to bully, providing children with a stimulating environment, and giving them the tools to deal with conflict appropriately, teachers can reduce children's inclination to bully. Although bullying will never be fully eradicated and must be dealt with as soon as it occurs, increasing awareness of the problem will make schools a safer and more enjoyable environment in which children can learn.

Summary of the argument

Prediction

Adapted from http://owll.massey.ac.nz/academic-writing/academic-writing-e-book.php

Below is a sample conclusion paragraph of an essay on '*educational system and literacy*' to demonstrate how a conclusion could be written.

In conclusion, the educational system should be restructured and values regarding education need to be re-examined. Currently, the emphasis on standardized testing is not promoting the complex critical thinking and literacy skills needed to be successful in today's society. Rather, our education system must be fully committed to teaching a rigorous curriculum of reading and writing skills so that our students are able to continue the push toward progress.

Summary of the argument

Recommendation

Adapted from http://accounts.smccd.edu/skyenglish/

Task 8: Analyse the following sample conclusion paragraph of an essay on 'society and literacy' and identify its parts as in the examples above.

On the whole, strong reading and writing skills are essential for human progress. A society which is literate will grow and thrive, creating a better world for our children. However, technology is causing our literacy skills to deteriorate as we passively watch and listen rather than read and write. Also, if money continues to dictate who receives quality education, a larger illiterate class will grow, and we will lose the vast potential of future generations. We need to ensure that active literacy is both encouraged and accessible to all or else we will not progress but rather devolve into a passive, ignorant, and apathetic society.

Taken from http://accounts.smccd.edu/skyenglish/

Task 9: Analyze the following conclusion paragraph and identify the weaknesses. Discuss how they can be improved with your classmates.

Prompt: *Machines now play an important role in most people's lives. Computers, cars, and household machines (such as washing machines) have become very common. What are the advantages and disadvantages of having so many machines in people's lives? Use specific examples in your answer.*

Outline:
Thesis statement: *Although machinery was devised to benefit mankind, it has also brought along many flaws.*
Body 1: *Negative effects on families*
Body 2: *Negative effects on the environment*

Conclusion: With all the advantages machinery has brought to us all, I personally believe that possessing too many cars or phones or even consuming too much of their energy and battery, is beginning to get out of hand and needs to be controlled.

Task 10: Now write a conclusion in response to the same prompt you wrote an introduction for in Task 6.

Prompt: *For which purposes can social media be used in education? To what extent do you agree/ disagree with the idea that it is a valuable source that can benefit educators and students?*

Outline:
Thesis statement: *Social media can be used for a variety of purposes in education. Thus, I believe that it is a valuable source for both educators and students.*
Body 1: *aims for using social media in education*
- *sharing information*
- *communication*

Body 2: *being a valuable source for both educators and students*
- *being fast and practical*
- *student motivation*

Your conclusion:

TITLE
An effective title for an academic essay
- should be concise
- should communicate the main idea of the essay
- can be a question/phrase/clause (but not a full sentence)

STEPS IN WRITING THE ESSAY

This part of the module will introduce you to the process of essay writing as you will be expected to write your essay following the process approach.

A process approach to writing, which is a way of breaking down the task of writing into its smaller parts, refers to a range of activities. This step by step approach helps to ease the challenging task of writing by providing students with continuous feedback and assistance.

Steps in Process Writing:

1. PRE-WRITING (PLANNING)
 a) **Understanding and analysing the essay prompt** (see Module 1)

 b) **Mind-mapping:** brainstorming and mapping out a plan for your essay, organising your arguments and establishing connections

 c) **Researching:** gathering resources, information and evidence for your essay

 d) **Outlining:** preparing a skeleton of your paper

2. WRITING THE ROUGH DRAFT
writing the first version of the essay by
a) following the outline
b) incorporating research
c) integrating sources

3. WRITING THE FINAL DRAFT
writing the final version of the essay by
a) acting on feedback
b) revising & editing

! Writing is a cyclical process, so these steps do not need to occur in a fixed order; you can move among them.

MIND-MAP THE ESSAY PROMPT/QUESTION

You can brainstorm and prepare a mind-map, which is your first attempt to organize the ideas in your paper. You may do this before doing any research.
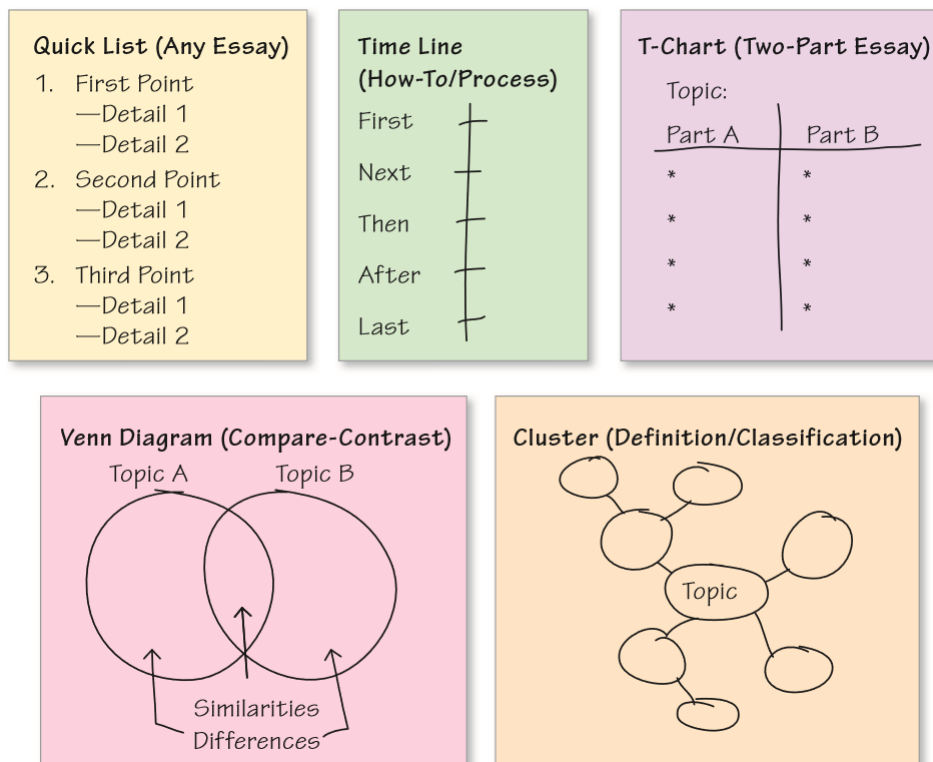
Below is a model mind-map

Essay Prompt: *Figures published in 2012 by the Organisation for Economic Cooperation and Development show considerable changes in the performance of secondary school pupils around the world in language, mathematics and science.*

Comment on the reasons why these changes in the 2012 figures might have happened. Discuss what could be done to improve the performance of secondary school pupils in Turkey.
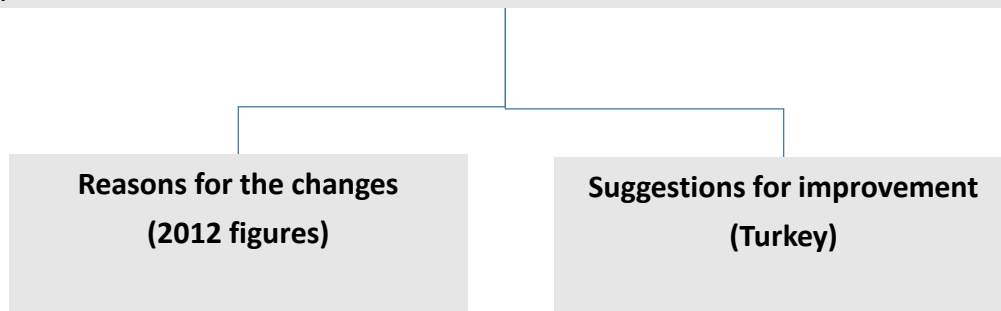
Reasons for the changes	**Suggestions for improvement**
(2012 figures)	**(Turkey)**

Adapted from Williams. A. (2013). *Research: Improve your reading and referencing skills.* London: HarperCollins Publishers.

Alternatively, you may develop your own mind-map (basic outline) or you may want to use visual plans such as the ones demonstrated below:

Quick List (Any Essay)
1. First Point
   —Detail 1
   —Detail 2
2. Second Point
   —Detail 1
   —Detail 2
3. Third Point
   —Detail 1
   —Detail 2

Time Line (How-To/Process)
First
Next
Then
After
Last

T-Chart (Two-Part Essay)
Topic:
Part A | Part B

Venn Diagram (Compare-Contrast)
Topic A   Topic B
Similarities
Differences

Cluster (Definition/Classification)
Topic

Taken fromhttps://www.hmhco.com/~/media/sites/home/education/disciplines/language-arts/homeschool/write-source-homeschool/samplers/g9_sampler.pdf?la=en

RESEARCH

Carrying out research is an integral part of academic life as the sources from research will provide sound evidence and in this way, add credibility to your writing. Therefore, to have an effective and convincing essay, rather than just relying on your own opinion, you should demonstrate that you have also conducted research so that you can provide support for your arguments to make them stronger. For this reason, careful consideration of available sources and choosing the right evidence to support your arguments are significant. For most students, however, research means surfing the Internet for the topic they are looking for. Such an approach is not effective for academic writing as you may not find relevant academic sources and the information you find may not be reliable.

Before you begin your research, you should ask yourself the following questions:
- **What kind of information are you looking for?**
  Facts, opinions, news reports, research studies, analyses, or personal reflections?
- **Where would be a likely place to look?**
  Libraries, the Internet, academic periodicals, newspapers, or government records?
  In fact, where to look depends on what you are looking for. If, for example, you are searching for information on some current event, a reliable newspaper like the New York Times will be a useful source. Are you searching for statistics on some aspect of the U.S. population? Then, start with documents such as United States census reports. Do you want some scholarly interpretations of literature? If so, academic periodicals and books are likely to have what you are looking for.

While doing your research, you can refer to traditional publications and online resources. The Internet may be the most practical place to begin your research, but it is not always the best.

To find effective online sources, pay attention to the following:
Websites: Websites vary widely in quality of information and validity of sources and not all of them would give you reliable information. So, it can be useful to limit your search to a specific domain such as .edu for college or university sites, .gov for government sites or .org for organization sites. These domains may give you better results than .com sites.
Online libraries and databases: Online libraries (of your university or other universities) and databases such as JSTOR, EBSCOHost, Google Scholar, are the best ways to find academic sources as they are credible and academic.
Blogs and personal websites: Blogs and personal sites vary widely in quality of information and validity of sources. Usually blogs are not acceptable in an academic environment as they are regarded as too personal and subjective. However, many prestigious journalists and scholars may have blogs, which may be more credible than the others.

Social media, message boards, discussion lists, multimedia, Wikis, and chat rooms: These types of sources exist for all kinds of disciplines, both in and outside of the university. Some may be useful, depending on the topic you are studying, but just like personal websites, the information is not always credible.

Below are the steps for doing research efficiently:
1. Brainstorm on your subject
2. Search
3. Evaluate the information you have found and choose the right evidence

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1. **Brainstorm on your subject**

This step will help you clarify your understanding of the essay question/topic and will provide you support for your focus. Before brainstorming you might want to do some preliminary research on the topic so that you can generate ideas.

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2. **Search**

This step involves processing a great deal of information and finding the material related to your topic. To search effectively:

a) Divide the research topic into phrases (different subtopics or elements): e.g. "effects of X", "impacts on X".   Place "…" around the phrase so that you can find articles containing that particular phrase.

b) Use different search keywords: Change your key words so that you can have far more results.

Tips:
 Try using synonyms or a more general term.
- ✓ Use "and" to combine key words and narrow your results.
- ✓ Use "or" to include synonyms for key words and widen your results.

Task 1: Read the essay questions below and
- underline the words/phrases you would use in a key word search
- write/use other key words/phrases to expand your search

A. "How does online social networking affect the way teenagers establish relationships?"

Other key words and phrases: _____

B. Compare/contrast the fear of terrorism and the concern with safety issues in present day society with George Orwell's novel, 1984.

Other key words and phrases: _____

To find valid and reliable information, it is important to evaluate the sources carefully because this will determine the quality of your paper. As you evaluate the sources, pay attention to the following:

➢ Who wrote the source? Is the author a subject matter expert?

➢ How credible is the author? If the document is anonymous, what do you know about the organization?

➢ Determine the intended audience. Are you the intended audience? Consider the tone, style, level of information, and assumptions the author makes about the reader. Are they appropriate for your needs?

➢ Try to determine if the content of the source is a fact, an opinion, or a propaganda. If you think the source is offering facts, are the sources for those facts clearly indicated?

➢ If the source is opinion, does the author offer sound reasons for adopting that stance? (Consider again those questions about the author. Is this person reputable?)

➢ Are there vague or sweeping generalizations that are not backed up with evidence?

➢ Is the language objective or emotional?

➢ When was the source published? How timely is the source? Is the source twenty years out of date? Some information becomes dated when new research is available, but other older sources of information can be quite sound fifty or a hundred years later.

➢ Where was the source published? Is the source published in a well-established peer reviewed journal? If the source is not published in a peer reviewed journal, how good is its publication location? Resources such as Wikipedia may be a useful first source for information but do not constitute high quality publications.

➢ Check for a list of references or other citations that look as if they will lead you to related material that would be good sources.

Task 2: Imagine that you are searching the Internet for texts for your essay on "*altruism as an innate human trait*". Below are your search results. Which of the items should be treated with caution? And why?

| **1.** Is altruism a genetic trait?	http://www.scientificamerican.com
2. Nature/Altruism 'in-built' in humans	http://news.bbc.co.uk
3. Evolution of morality	http://en.wikipedia.org
4. The natural selection of altruistic traits	http://courses.washington.edu
5. Altruism essays	http://www.megaessays.com

Adapted from Williams. A. (2013). *Research: Improve your reading and referencing skills.* London: HarperCollins Publishers.

Reminder:

- Research is an on-going part of the writing process, so you may need to continue doing research throughout the writing process, as you write or revise your paper.

- As you are doing your research, compile a working bibliography (running list of the materials you read) so that you can have a basis for your list of references. Do not forget to keep a record of each source with full bibliographic information for each.

METU LIBRARY

When doing research for your academic essay, you will probably use the METU Library. On the library's webpage, you can do a keyword search as in the screenshot below:
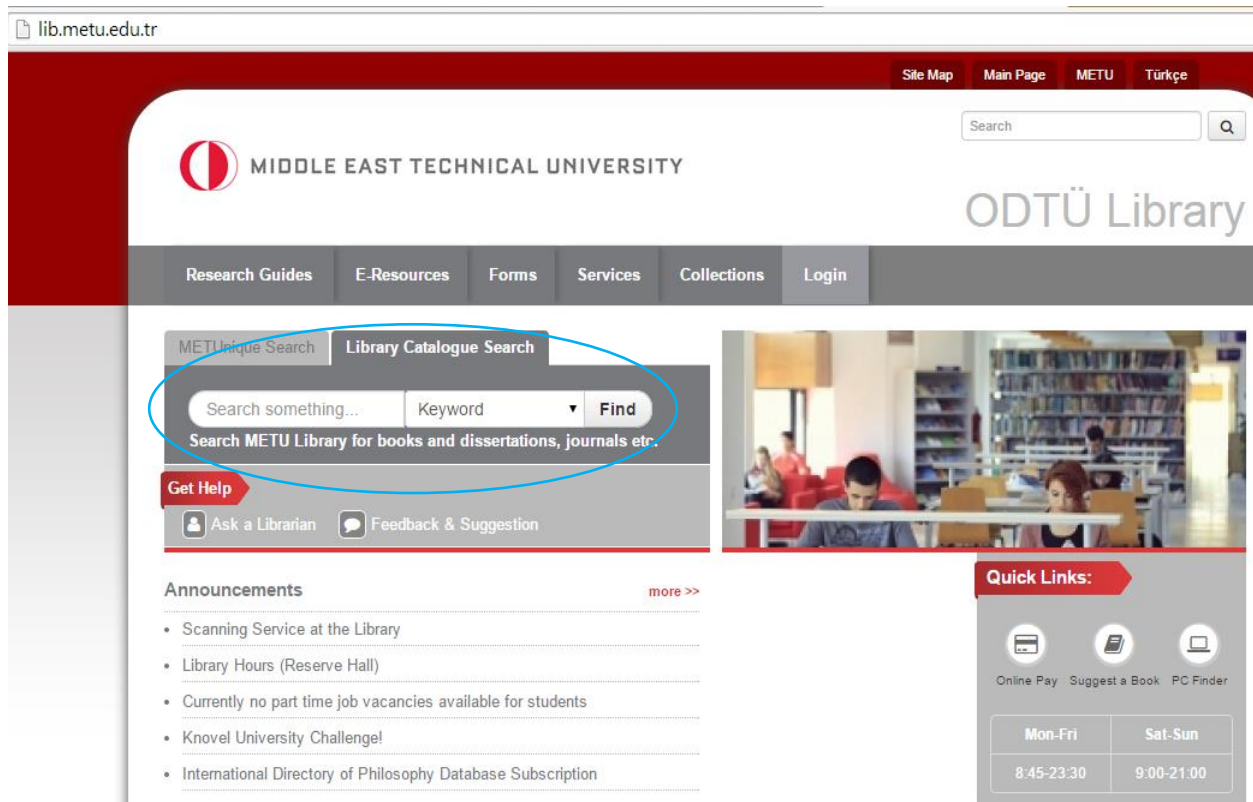

For example, when you do a keyword search on "globalization", you will see such a page on which there is a list of all the resources (books, journal articles, and the like).
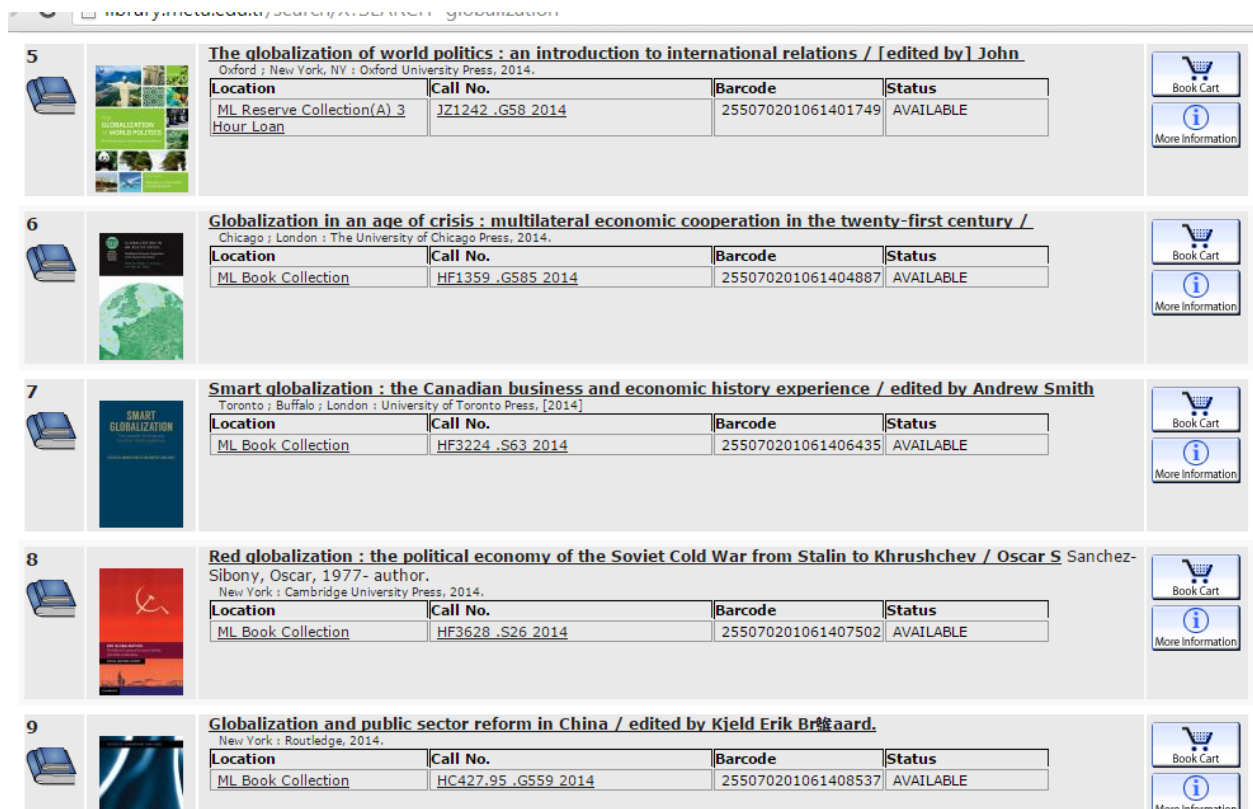
Alternatively, you may want to search under "E-Resources" as in the screenshot below:
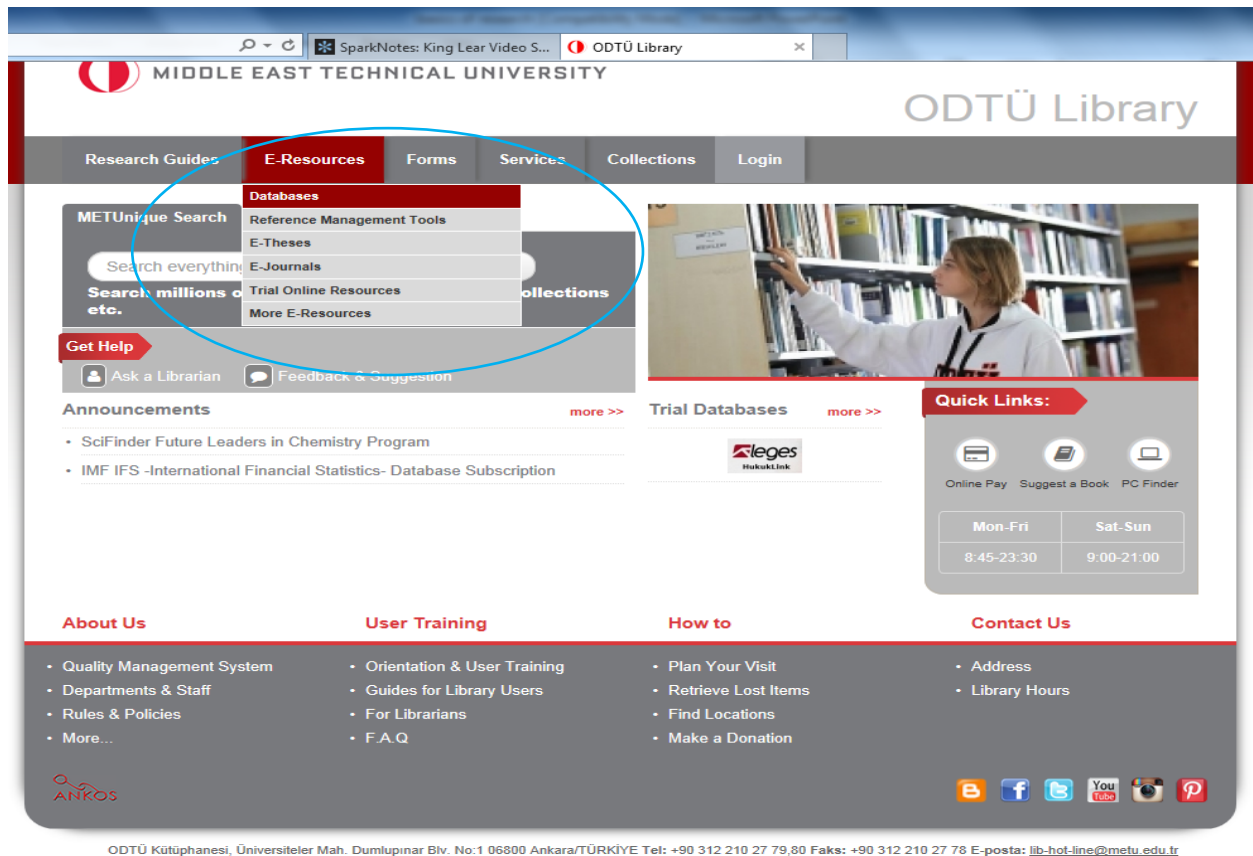
After you select "Databases", you will see the following page where you can choose the type of database you would like to use:
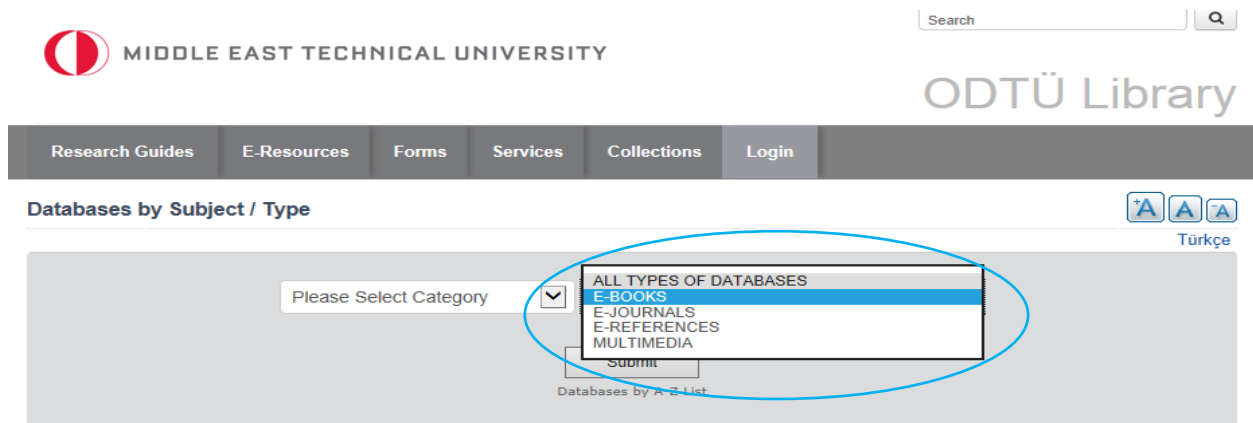
For more detailed information on how to use the METU Library, you can visit the following links:

- Metu Library Webpage (http://lib.metu.edu.tr/)
- "User Training" section
  «Guides for Library Users» (http://lib.metu.edu.tr/guides-library-users)
  «Orientation & User Training» (http://lib.metu.edu.tr/orientation-user-training)

DOCUMENTED OUTLINE

After going through your sources, you can create a detailed outline by adding details to your mind-map. A detailed outline plans each body paragraph of your essay for you, from main points to supporting points along with the citations (the ideas you borrow from various sources) by indicating which points they support.

A detailed outline is helpful because it helps you

- ➢ determine if your ideas connect to each other and what order of ideas works best,
- ➢ see whether you have sufficient evidence to support each of your points,
- ➢ identify where gaps in your thinking may exist,
- ➢ stay organized and focused throughout the writing process and ensure proper coherence [flow of ideas] in your final paper,
- ➢ to make sure that you always have something to help re-calibrate your writing,
- ➢ build your argument toward an evidence-based conclusion,
- ➢ focus on the task at hand and avoid unnecessary tangents, logical fallacies, and underdeveloped ideas.

The format of an outline is flexible. Often when you start investigating, especially if you are unfamiliar with the topic, you should anticipate the likelihood of your analysis going in different directions. If your paper changes focus, or you need to add new sections, then feel free to reorganize the outline.

You can use the template below or the one your instructor provides.

Introduction
Thesis statement: _____ _____.
Body of the essay
Body Paragraph 1 Topic sentence Supporting details and citations
Body Paragraph 2 Topic Sentence Supporting details and citations
Body Paragraph 3 Topic Sentence Supporting details and citations
Conclusion

Below is a sample documented outline for an essay on "using information technologies in education".

Introduction

Thesis statement: For this reason, to make the best use of information technology (IT), schools need to fully integrate it into all aspects of the curriculum. In this way, not only can they use IT more effectively, but also increase student motivation.

Body of the essay

Body Paragraph 1
Topic sentence: School administration should establish a committee that conducts research on the prevalent IT alternatives, how that institution can benefit from the chosen IT, and then the committee should shape the policy on the possible uses and outcomes of utilizing the selected technology.

Supporting details and citations
- Reksten (2000): conducting research as to what IT is available, what technology is available, which would best serve the school's purpose, formulating a policy
- Ager (2000): careful planning is a must, must be like pencil and pen
- Clarify goals, set a committee

Body Paragraph 2
Topic Sentence: In order to incorporate information technology into a school system, it is also significant that all staff members are well-informed and fully supported.

Supporting details and citations
- School's responsibility to inform all staff members
- Possible resistance and ineffectiveness (Cuban, as cited in Eady & Lockyer, 2013)
- Training opportunities (the Information and Communications Technology report by the Department of Education and Science in Ireland, 2008)
  - Boost teacher's confidence and make them more motivated to use IT in class (Reksten, 2000; Barnett, 2001)

Body Paragraph 3
Topic Sentence: Once this transition is achieved and IT is used in classes effectively, it seems only natural that student motivation will increase.

Supporting details and citations
- IT is ingrained in students' life
- Using interactive whiteboards, computer aided design tools, video conferencing creates stimulating environments
- IT provides a more individualized learning environment
  - Access in their own time, overcome their weaknesses
- Interactive methods of learning
  - Less stressful
  - Increase students' academic success

Conclusion

INCORPORATING RESEARCH

After you do research and find sources for your essay, the next step is to use the information in your paper. But at this stage, you need to carefully and responsibly integrate your sources into your writing in order not to fall into the plagiarism trap (failing to document any idea that is not yours). When you use the words or ideas of others, you need to make it clear that they are not your own ideas. If you do not do this and use others' words or ideas as if they were your own, it will be plagiarism.

What is plagiarism?

Plagiarism is regarded as a form of stealing in which the writer uses someone's ideas and language improperly by
- copying the words exactly without giving a reference
- copying the words exactly in a paraphrase or summary even if the source is cited
- using the ideas without giving a source

Reasons to avoid plagiarism

Plagiarism, which is academic dishonesty, should be avoided as it is unethical and unacceptable in academic context. Because it is a serious offense, educational institutions have strict policies concerning plagiarism; students might even receive a failing grade or be expelled.

How to avoid plagiarism
- ✓ Always cite (in the text and in a reference list) when you use:
  - another person's idea, language, or theory
  - any facts, statistics, graphs, drawings, or other elements used or that you adapted from another source
  - any pieces of information that are not common knowledge
  - quotations of another person's actual spoken or written words
  - paraphrase of another person's spoken or written words

Task 3: Compare the work submitted by this student with the original text. Identify the problems causing plagiarism.

Original	Student Essay
Reality TV claims to feature 'ordinary' people doing 'ordinary' things. As a genre, the 'people' show minimises the distance between the audience and the 'actors' through its emphasis on everyday life so that the viewer is invited to recognise the participant as belonging to her or his own habitus. A viewer sitting at home is not only invited to identify with the actors; she or he can become one of them by volunteering to tell her story, become a contestant, or by taking part in the show as one of the studio audience.	Reality TV claims to feature 'ordinary' people doing 'ordinary' things. The emphasis on everyday life minimises the distance between the audience and the actors making the viewer feel like they too could become one of them by becoming a contestant, or being in the studio audience (Tincknell & Raghuram, 2004).
Reference: Tincknell, E. & Raghuram, P. (2004). Big Brother: reconfiguring the active audience? In Holmes, S. & Jermyn, D. Eds. *Understanding reality television.* London: Routledge, pp. 252-269.	

Adapted from: http://sites.cardiff.ac.uk/ilrb/resource/avoiding-plagiarism-exercise/

CITATION

Once you find the relevant and appropriate sources for your topic, the next step is to use these sources in your writing, which helps build credibility throughout your paper. This can be done by a system of citation, which is the way you tell your readers that certain parts in your writing came from another source. Indeed, it is a reference to the source of information used in your research to help you avoid plagiarism.

Why do you need to cite?
Because citations
➢ document your research
➢ help you to avoid accusations of plagiarism
➢ give credit to the original author
➢ strengthen your arguments as they show your arguments are based on research and, in this way, brings authority to your argument
➢ improve your academic writing by providing an intellectual basis for your writing
➢ create greater impact on your readers

When do you need to cite?
when you

➢ use words of others' (direct quote)
➢ use ideas of others' (paraphrase/summary/synthesis)
➢ make specific reference to the work of another

Reminder: You do not need to cite common knowledge, which is the information that any reader would know without looking it up such as the following:

"The Earth revolves around the Sun."
"Excessive consumption of alcohol can impair your judgment."

! When in doubt, always provide a citation.

Use citations meaningfully

Do not use a citation for the sake of using it. Choose and place it wisely in your essay so that the citation you use performs a function and serves for a purpose such as the following:

   a) To define something
   b) To give background information
   c) To provide evidence to support a claim
   d) To give an example to support a claim
   e) To present a theoretical framework
   f) To support your own voice with expert opinion
   g) To present different points of view

Task 4: Read the extracts below about '*the problem of cybercrime'* and match each extract with one of the functions given above.

   1. Rates of cybercrime have risen sharply. Data from the Internet Crime Complaint Centre show that there were just over 300,000 complaints registered in 2011, a six-fold increase over the 2001 figure (IC3, 2012).
   2. Within the law-enforcement community, there is a considerable disagreement about how precisely to define "cybercrime". Gordon and Ford (2006, p.14) define it as any crime that is "facilitated using computer, network, or hardware device".
   3. The investigation of cybercrime has a long way to go. Indeed, according to Hunton (2011, p. 61), it is "still in its infancy".
   4. In order to understand how a phishing attack works, consider the example of Kobe, who advertised a vehicle for sale on an online auction site…. (Gordon & Ford, 2006).

Taken from Williams, A. (2013). *Research: Improve your reading and referencing skills.* London, U.K.: HarperCollins Publishers.

Task 5: Read the paragraph below, which comes from an essay on cybercrime. In the spaces after each sentence:

   - **Write NS if no source material is needed**
   - **Indicate the function for any source material that is needed**

The public perception of cybercrime is not the same as that of conventional crime, which people are much more likely to report to the police. 1)_____. Consider, for instance, online banking fraud. 2)_____. Although nowadays many banks encourage their customers to use online banking, the risk of online banking fraud has increased steadily. 3)_____. However, when bank customers realized that they have become victims of online banking fraud, they generally report the crime directly to the bank rather than to the police. 4)_____. If the amounts of money are small, the bank may not choose to involve the police. 5)_____. Indeed, banks are reluctant to make incidents of online fraud known to outsiders because this could adversely affect confidence in the bank, and therefore profitability. 6)_____.

Taken from Williams, A. (2013). *Research: Improve your reading and referencing skills.* London, U.K.: HarperCollins Publishers.

How can you cite?

There are different ways/styles of referring to other writers' work such as APA, MLA, Chicago Manual, and Harvard. Universities and disciplines may differ in the style they prefer so you need to make sure which style you are required to use before writing your papers because the format of the citation may change depending on the style you use.

In this course, you are expected to follow the conventions of APA (American Psychological Association) style for giving in-text and end-text references.

In-text reference	a brief notation of the source material within the text of your paper **In text reference example:** According to Peters (1983) evidence from first language acquisition indicates that lexical phrases are learnt first as unanalysed lexical chunks.
End text reference	full notation of the source material at the end of your paper **End text reference example:** Peters, A. (1983). *The units of language acquisition.* Cambridge, UK: Cambridge University Press.
Example	In-Text As one author puts it, "It is normally assumed that a company will continue in business into the future" (Label, 2010, p. 17) . leads to… **Reference List** Label, W. A. (2010). *Accounting for non-accountants: The fast and easy way to learn the basics* (2nd ed.). Naperville, IL: Sourcebooks.

In-text Reference

Basic elements of the citation that you need to include in your essay are:

- ✓ The author's last name
- ✓ Year of publication
- ✓ Page/paragraph number (if it is a direct quote)

Ways of giving in-text reference in the text:

Direct Quote	Paraphrase/Summary
➢ Smith (2010) states that "_____" (p. 290). ➢ Smith (2010, p. 290) states that "_____ ". ➢ "_____" (Smith, 2010, p. 290).	➢ Smith (2010) states that _____. ➢ It is stated that _____ (Smith, 2010).

In-text citations in parenthetical form:

- ✓ citation should appear in the text with proper punctuation marks: the last name of the author followed by a comma and the publication year enclosed in parentheses. Full stop only comes after closing the parenthesis. Page or paragraph number is included in the parenthesis if it is a direct quotation.

  Direct quote:

  "When testing the usability of a website, it is necessary to gather demographic information about the users" (Lazar, 2006, p.52).

  Paraphrase/Summary:

  Users' demographic information must be collected to check if a website is usable or not (Lazar, 2006).

In-text citations incorporated into the sentence

- ✓ the author's name can also be incorporated into a sentence in the assignment, in which case it is moved outside the parenthesis:

  Direct quote:

  Lazar (2006) notes that "a fundamental part of usability testing is understanding the demographics of the users" (p.52).

  Paraphrase/Summary:

  According to Lazar (2006), in order to test usability, it is essential to comprehend user demographics.

! All sources that are cited in the text must appear in the reference list at the end of the paper.

In-text Citations

Rule	Citation in the text body	Parenthetical Citation
One author	Johnson (2019) states that…. Johnson (2019) states that "……." (p. 19).	….. (Johnson, 2019). "….." (Johnson, 2019, p. 19).
More than one author	Smith and Lee (2019) agree that….. Smith and Lee (2019) agree that "… "(p. 78).	…. (Smith & Lee, 2019). "….." (Smith &Lee, 2019, p. 78).
First mentioning of a source with 3 or more authors	Carlson, Smith and Jones (2019) ….. Carlson, Smith and Jones (2019) "……." (p. 27).	….. (Carlson, Smith, & Jones, 2019) "……" (Carlson, Smith, & Jones, 2019, p. 27).
Subsequent mentioning of a source with 3 or more authors	Carlson et al. (2019) … Carlson et al. (2019) "……." (p. 27).	… (Carlson et al.,2019). "….." (Carlson et al.,2019, p. 27).
No author Use the title of the source and write it in quotation marks	In the article, *For All Practical Purposes* (2003) ……. In the article *For All Practical Purposes* (2003) it is stated "………." (p. 12).	…. ("For All Practical Purposes", 2003). "…." ("For All Practical Purposes", 2003, p. 12).
Secondary source Indicate it when the source you use appears in another source	Jacobson (as cited in Brown, 1999) describes nursing theories …. Jacobson (as cited in Brown, 1999) explains this concept as "….." (p. 120).	…. (Jacobson, as cited in Brown, 1999). "……" (Jacobson, as cited in Brown, 1999, p. 120).
Single page **More than one page**	Smith (2019) states that "…." (p. 112). Smith (2019) states that "…." (pp. 112-113).	"…." (Smith, 2019, p. 112). "…." (Smith, 2019, pp. 112-113).
	! For sources such as websites and e-books that have no page numbers**,** use a paragraph number to locate the place of the quotation. Smith (2019) states that "…." (para. 6). "…." (Smith, 2019, para. 6).	
No date	Booth (n.d.) claims that …. Booth (n.d.) claims that "….." (p. 56).	….. (Booth, n.d.). "….." (Booth, n.d., p. 56).

End-text Reference

This is a list of all the sources you have cited. It contains more detailed information about the source: the title, publishing details, etc.

- ➤ The references come <u>at the end</u> of your paper, and they appear on <u>a new page</u> with the '<u>References</u>' title.
- ➤ Entries are written in <u>alphabetical order</u> by the surname of the first author.
- ➤ Each element of the citation is separated with a <u>full stop</u>.
- ➤ Second and subsequent lines of a citation should be <u>indented</u> 5 spaces.

References

Baker, C. (2004). *Western Australia: Short stay guide.* Sydney, Australia: Little Hills Press.

Fremlin, B. (1986). *A wild heritage of Western Australia.* Perth, Australia: St Georges Books.
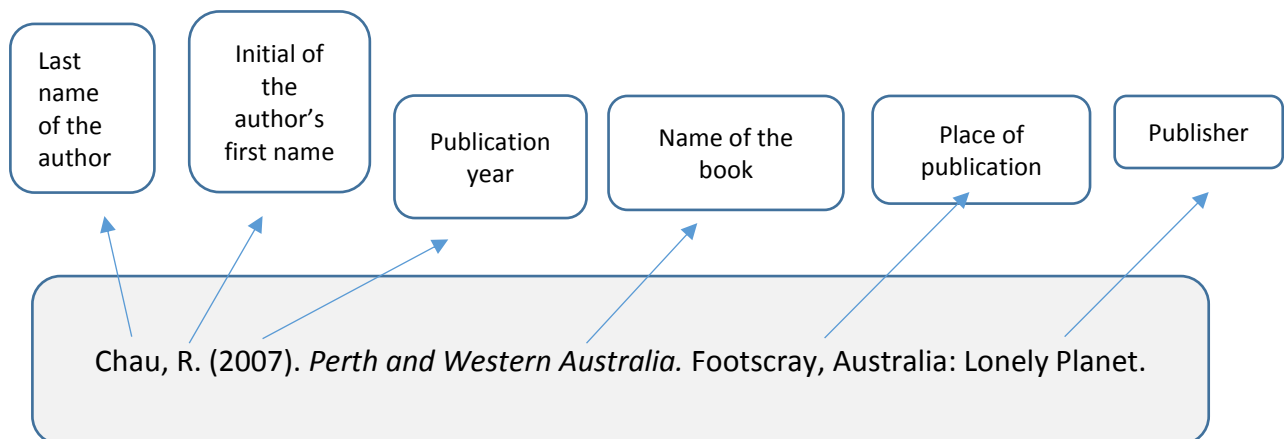
Hayward, M. (2004). Mainland quokkas. *Nature Australia*, *27*(12), 26-33. Retrieved

   from http://search.ebscohost.com

O'Brien, K., & Swaffer, A. (2005). *West Coast Australia.* Bath, Australia: Footprint.

Rottnest Island Authority. (n.d.). *Quokkas.* Retrieved from

   http://v1235.vividcluster2.crox.net.au/about/flora-and-fauna/quokkas

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Below are examples of APA end-text references for different types of sources.

APA format for a book – one author

Chau, R. (2007). *Perth and Western Australia.* Footscray, Australia: Lonely Planet.

APA format for a book – one author
Chau, R. (2007). *Perth and Western Australia.* Footscray, Australia: Lonely Planet.

APA format for a book- more than one author
Mitchell, T. R., & Larson, J. R. (1987). *People in organizations: An introduction to organizational behavior* (3rd ed.). New York, NY: McGraw-Hill.

APA format for scholarly journal article
Mellers, B. A., & Smoot, T. R. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin*, *126*(2), 910-924.

APA format for information from web sites
Canarie, Inc. (1997, September 27). *Towards a Canadian health IWAY: Vision, opportunities and future steps*. Retrieved from http://www.canarie.ca/press/publications/pdf/heath/ healthvision.doc

Reminder: In APA style, reference list is not a list of "works consulted" or "bibliography" which includes all sources used in your essay. Every source that is listed in your references also needs to be cited in the body of your paper.

To check your citations, you can use the following web-based citation managers that allow you to import references from text files, web sites, or online databases:

➢ Ref-works

➢ Mendeley

➢ Zotero

➢ Citation Machine

There are 4 different methods to integrate borrowed ideas into your essay:
- ✓ Quoting directly
- ✓ Paraphrasing
- ✓ Summarizing
- ✓ Synthesizing

Each borrowing method involves a different process, and each must be cited according to the standards/conventions of the citation style you use. Deciding which borrowing method to use requires close reading. You must be able to understand the material before you are able to properly use it in a paper. Once you fully grasp the meaning behind the material, you will be able to choose which method fits best.

Reminder: Although there are no set rules about how many indirect and direct quotations you should use in your essay, usually, the use of indirect quotation (summaries and paraphrases) indicates a higher level of understanding and command of language. Try to paraphrase and summarise where possible, and only use direct quotations when you really need to use the exact wording of the source material.

DIRECT QUOTE

A direct quotation is using the author's exact words directly from the text to use in your essay. Direct quotes help you support and prove your points by spicing up your essay at the same time.

Try to use direct quotations sparingly in order not to lose the ownership of your essay. However, it is a good idea to prefer a direct quotation:
- when the original text is very well-stated and the meaning or impact would be lessened if paraphrased.
- when a point has been made so clearly and concisely that it cannot be expressed more clearly and concisely.
- when another writer's words are memorable and will make your essay more interesting.
- when a certain phrase or sentence in the source is particularly vivid or striking, or especially typical or representative of some phenomenon you are discussing.

The table below summarizes the rules for direct quoting:

Points/Rules to consider	Example
1. when referencing the quote, include the page number from which it was taken	In fact, Rumelhart (1981, p.33) suggests that schemata "truly are the building blocks of cognition".
2. for a short quotation, use quotation marks **" "** to indicate that these are someone else's words	In fact, Rumelhart (1981) suggests that schemata **"truly are the building blocks of cognition"** (p.33).
3. for quotations longer than 40 words, take a new line and indent the quote to separate it from the main text (no quotation marks are required).	In fact, Rumelhart (1981) suggests that schemata: truly are the building blocks of cognition. They are the fundamental elements upon which all information processing depends. Schemata are employed in the process of interpreting sensory data (both linguistic and non-linguistic), in retrieving information from memory, in organizing actions, in determining goals and sub-goals, in allocating resources, and generally, in guiding the flow of processing in the system (pp. 33-34). Rumelhart (1981) attempts to unravel the functions of schemas, explaining them through a series of analogies.
4. ensure that the grammar of the quote is consistent with the grammar of your sentence	*Incorrect:* Past attempts to deal with organizational conflict problems "lead to the development of integrative and mixed structures such as committees, task forces and matrix structures" (Dawson, 1986, p. 97). *Correct:* Past attempts to deal with organizational conflict problems have resulted in "the development of integrative and mixed structures such as committees, task forces and matrix structures" (Dawson, 1986, p. 97).
5. to omit words from the original quote, use ellipsis marks (**...**) to indicate that you have removed certain phrases or words	In fact, Rumelhart (1981) asserts that schemata "are the fundamental elements upon which all information processing depends. Schemata are employed ... in allocating resources, and generally, in guiding the flow of processing in the system"(pp. 33-34).
6. to add words and to make changes in the original quote, use square brackets **[ ]**	In fact, Rumelhart (1981) asserts that since schemata "are the fundamental elements upon which all information processing ... [and play a large role] in guiding the flow of processing in the system" (pp. 33-34).
Adapted from https://unilearning.uow.edu.au/notetake/note18_directq.html	

Reminder: Make sure you introduce the quote so the audience knows it is coming, indicate who said the quote, and connect the quote to the rest of your paper. (See Effective Integration of Citations in Module 2, p.37)

Analyse the table below to see a plagiarized and an accurate version of a direct quote.

Original	Plagiarism	Accurate Quoting
Because of their unique perspective, Americans fear globalization less than anyone else, and as a consequence they think about it less than anyone else. When Americans do think about globalization, they think of the global economy as an enlarged version of the American economy. Source: Thurow, L. (1993). *Fortune favors the bold.* New York: Harper Collins. This excerpt is taken from p. 6.	The American view of globalization is unlike that of the rest of the world. Because of their unique perspective, Americans fear globalization less than anyone else, and therefore think about it less than anyone else (Thurow, 1993). **Why is this plagiarism?** •The writer has identified the source but has not put quotation marks around the words. •Lack of quotation marks allows the reader to think the words are the writer's, not Thurow's.	Economist Lester Thurow (1993) has asserted that the American reaction to globalization is different from that of the rest of the world in that "American's fear globalization less than anyone else, and as a consequence . . . think about it less than anyone else" (p. 6). **Why is this accurate?** •The writer has introduced the quotation with his/her own words. •S/he has also named the source in the introduction phrase. •S/he has indicated where exact words of the source begin and end by using quotation marks. Complete Thurow reference appears in bibliography/ references)
Taken from https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-quoting		

PARAPHRASE

In addition to direct quoting, paraphrasing is another borrowing method you can use to support your ideas. As it is not possible to directly quote all the ideas you may want to borrow, it is essential to be skilful in paraphrasing.

There might be several reasons why writers may prefer to paraphrase. The most common ones are as follows:

> ➢ It is easier to integrate the ideas of another writer or authority via paraphrasing into your writing/essay
> ➢ It helps to make your writing more coherent as you can change the wording and the style of the original, which can help you maintain a smooth flow
> ➢ It is useful when borrowing information which is important but not worthy of quoting as the language of the original is not unique

(See module 1 for the steps and examples of paraphrasing)

SUMMARY

Another method of borrowing in addition to direct quoting and paraphrasing is summarizing. You may prefer to summarize ideas in a source text because:

➢ It is useful when borrowing information which is too long
➢ It is easier to integrate the ideas of another writer or authority into your own writing/essay via summarizing.
➢ It helps to make your writing more coherent as you can change the wording and the style of the original, which can help you maintain a smooth flow

(See module 1 for the steps and examples of summarising)

SYNTHESIS

Synthesizing, which is an important skill in both essay writing and other types of academic writing, is combining different aspects of your ideas and research findings and the ideas of others in order to produce new ideas. The following are the three common reasons for synthesizing that you may possibly need during your study at university:

1. incorporating and relating your citations into your own paragraphs
2. using more than one source combined as one citation to support an idea/s in your paragraphs
3. reading / listening/ watching course materials and inferring relationships among sources to come with your own opinion/ something new/ your reactions/ reflections to be used in your written work or class discussions.

In this sense, a synthesis is a written discussion that draws upon one or more sources. It requires you to infer relationships among different sources (lectures, interviews, articles, observations, etc.) and combine them into a new meaningful whole. It is a process where you develop an idea or opinion based on merging what you have found with your prior knowledge. Your reading and research adds to and develops that already existing idea or information and you need to think about what you have read and consider where it fits into your argument. While you produce something new and original, you still need to acknowledge the ideas of others by giving proper citations.

To synthesize, you need the skills of paraphrasing and summarizing. However, unlike a paraphrase or a summary, which only uses one author's idea at a time, a synthesis combines two or more ideas to produce a new, more complex product. When you synthesize, you paraphrase and summarize to produce new ideas or arguments. For a good synthesis, you should be able to separate facts from opinions, draw inferences or logical conclusions from these facts, think about the information and evaluate where it fits in with the argument (essay, report, review, etc.) you are developing.

Reminder: Which piece of information to use from the sources, how to relate them to one another and where in your essay to incorporate them all depend on your purpose or the assignment.

Steps for synthesis:

1. read and make sure you understand what the sources say
2. make notes of key points
3. summarize/paraphrase the sources in your own words
4. make judgments and draw conclusions based on critical reading
5. determine the relationship among different sources and/or a source and your own writing (identify the common ideas/similarities, differences, generalizations, how one source supports or exemplifies another, etc.)
6. combine the ideas to form a new whole using proper transitions
7. integrate the ideas to your own work
8. give in-text references whenever necessary

! Always keep the question and thesis statement in mind to make sure that the synthesis is relevant and not redundant.

Reminder: When synthesizing information from several different sources to support ideas/arguments in your work, the parenthetical reference for the sources should include the surname of the author(s) and publication year of each source, separated by a semicolon as in the example below:

……………………………………………………………. (Clarkson, 2012; Brown, 2016).

Task 6: Read the excerpts below and write a synthesis in the space provided.

Excerpt 1: It is a fact that many individuals use the Net to share their opinions with a potentially huge audience via their own Web pages. Some of these individuals are fully qualified to write with authority on their particular field of expertise. Others, unfortunately, are not qualified and their views are really little more than personal opinions and beliefs rather than fully supported, credible arguments. Clearly, a set of criteria is needed to help students distinguish between reliable information and that which must be viewed more critically. One criterion is that of authorship, a second the status of the website, while a third is the credibility of a document itself. There are various checks that a student can perform to determine these, and it is crucial that they do so.

Chan, W.K. (2001). Using information found on the Web. *IT Journal, 6*(2).

Excerpt 2: To check whether an author is an expert involves searching the Internet for references to that author's work, and analysing whether those references are just from people with similar opinions, or from other experts.

While it is relatively easy to determine whether a website is a high-status educational or government domain, it is much more difficult to discover the reliability of a commercial site.

The credibility of the document may also be difficult to determine, as it may have all the components of a reputable page, such as links to supporting evidence, but the content may still not be credible.

Finally there are many genuine academic debates with many valuable points of view. There is no clear distinction between beliefs and different interpretations of evidence in many areas.

Smith, A. J. (2003). Synthesis. Retrieved November 16, 2018 from The Hong Kong Polytechnic University, The English Language Centre Web site: http://elc.polyu.edu.hk/CILL/eap/synthesis.htm

Your synthesis:

EFFECTIVE INTEGRATION OF CITATIONS

One of the most important aspects of academic writing is integrating ideas of others from different sources into your essay without plagiarising. When doing this, you need to incorporate the source material smoothly, without distorting the flow of your paper. If you fail to effectively incorporate the ideas of others into your writing, all your efforts in doing research and finding the relevant academic sources could be futile.

Follow the steps below to effectively integrate sources into your essay:

1. Maintain your own voice

Every piece of writing has a voice which refers to the way the writer reveals himself/herself. In your writing, you should always maintain your own voice, without letting others' ideas take over. That is, the majority of your paper should be your original ideas in your own words and your own voice should be the predominant one in your writing. To do this, when you incorporate sources into your writing, avoid overuse of citations without any attempt to explain their relevance to your point.

To maintain your own voice in your writing:

➢ do not cite too many sources; otherwise, your own voice will disappear.
➢ do not rely too much on direct quotations; make your own paraphrases and summaries of research using proper citations.
➢ use quotations at strategically selected moments. Filling your paper with quotations will not necessarily strengthen your argument.
➢ use sources to emphasize and support a point you have made, but let your own ideas, rather than research, drive your paper.

Task 7: Compare the two paragraphs below from an essay on cybercrime. Answer the questions below:
a) What is the purpose of each citation?
b) In which paragraph does the writer appear to be more in control?
c) How does the writer express his opinion in the second paragraph without using 'I'?

Paragraph 1

Wall (2003) divided cybercrime into 3 categories. Firstly, there is traditional cybercrime, which is common traditional crimes that are committed using the Internet such as fraud, stalking, and so on. Secondly, there is hybrid cybercrime, defined as online criminal acts which enable perpetrators to commit traditional crimes. Hacking and ID theft are examples of this. Thirdly, there is true cybercrime where criminals make new opportunities for new types of crime, for example phishing, intellectual property piracy and so on.

> **Paragraph 2**
>
> The incidence of cybercrime has increased significantly. Online crime complaints in the US increased substantially between 2007 and 2009 (IC3, 2010). In the US, the reported loss related to online fraud amounted to more than 550 million dollars in 2009, twice the figure of the previous year (IC3, 2010). In the UK, a similar situation prevailed. Online banking fraud alone accounted for 59.7 million pound in losses, a 14 % rise on the 2008 figure (UKCA, 2010). These figures reinforce Smith et al.'s (2004, p. 35) contention that the Internet has become a "playground for criminals".

Taken from Williams, A. (2013). *Research: Improve your reading and referencing skills.* London, U.K.: HarperCollins Publishers.

2. Make smooth moves

When incorporating ideas or language into your writing, you should make smooth moves by carefully connecting the source material to what you say so that the citations you use will not distort the flow of your writing and will not confuse the reader. In this way, the readers can clearly see the connection between an integrated quotation and what it is trying to prove. Otherwise, your reference will be left hanging and its relation to your argument will be left unclear.

To be able to make smooth moves, never drop quotes. That is, do not just use quotes in your writing without introducing and/ or explaining because a dropped quote distorts the flow of your writing, as it makes it difficult for the reader to understand the relationship between your words and the borrowed parts.

! Always try to introduce and explain your quotations so that they can provide your reader with the context they need to understand the quote.

You can integrate others' ideas smoothly into your essay by following the **ICE method!**

1. **I – Introduce AND/OR Integrate**
2. **C - Cite**
3. **E - Explain**

1. Introduce (Lead-in)

Use introductory phrases and signposts that tell how the citation connects to your idea/ argument. To do this, you can

➢ provide context for each citation (otherwise your reader will wonder who that person is/might get confused)
➢ attribute each citation to its source (tell your reader who is speaking)
➢ introduce the source and the speaker
➢ try not to get stuck saying "he says/she says" throughout the whole essay. Use a variety of verbs such as state, declare, believe, contend, recall, write, note, critique, propose, etc. depending on the content.

Below are some examples for how you can introduce a citation:

✓ **In her critique of soap operas, Tania Modleski argues that** some view television as a…
✓ **In her study of childrearing patterns and social class, Lareau (2003) argued that** class differences were far more significant than …
✓ **Research in cognitive science has found that** … (Willingham, 2011).
✓ **Drawing on findings in cognitive science, Willingham (2011) explains** "…"

Analyse the tables below to compare the dropped and integrated versions of the same quotes:
A.

Dropped Quote	Integrated Quote
A number of journalists have been critical of genetic engineering. "The problem is, no one really knows the long-term effects of such complex genetic manipulation— and the potential dangers to humans and the environment are substantial" (Turner, 2017, p. 21).	A number of journalists have been critical of genetic engineering. **Lisa Turner (2017), in an article for the magazine Better Nutrition, targets the unpredictable nature of this new technology:** "The problem is, no one really knows the long-term effects of such complex genetic manipulation—and the potential dangers to humans and the environment are substantial" (p. 21).
The quote stands on its own, and it's not clear who Turner is or why this person is quoted. The relevance of the quote is not anchored so floats away in the reader's mind.	*In this sentence, the quote is anchored. We know who said it and why she is an authority, and it now flows in the logic of the sentence.*

Taken from http://accounts.smccd.edu/skyenglish/rhetoric.pdf#page=262

B.

Dropped Quote	Integrated Quote
Schools and parents should not set limits on how much teenagers are allowed to work at jobs. "We conclude that intensive work does not affect the likelihood of high school dropout among youths who have a high propensity to spend long hours on the job" (Lee & Staff, 2007, p. 171). Teens should be trusted to learn how to manage their time.	Schools and parents should not set limits on how much teenagers are allowed to work at jobs. **Lee and Staff's (2007) carefully designed study proves this as they found that** "intensive work does not affect the likelihood of high school dropout among youths who have a high propensity to spend long hours on the job" (p. 171). Thus, teens should be trusted to learn how to manage their time.
The reader is thinking, who is this sudden, ghostly "we"? Why should this source be believed? If you find that passages with quotes in your draft are awkward to read out loud, that's a sign that you need to contextualize the quote more effectively.	*Here the quote is introduced so that we know who said it and why she is an authority, and it now flows in the logic of the sentence.*

Taken from https://courses.lumenlearning.com/sanjacinto-englishcomp2kscope/chapter/6-e-using-sources-effectively-guptill/

Reporting Verbs for Referring to Sources

If you select your verbs carefully, you can introduce your quotes effectively and this will help you to voice your opinions/arguments better in your assignment work. To do this, make sure that you report the text/author's ideas accurately by

- choosing precise verbs for attribution
- using the correct tense for reporting verbs
- using grammatically correct verbs to match your intended meaning
- going beyond "says" approach

Task 8: Indicate how each of the reporting verbs below changes the writer's opinion in the following sentence:

Smith et al. (2004) **suggest/demonstrate/imply/claim** that the Internet has become a "playground for criminals".

Taken from Williams, A. (2013). *Research: Improve your reading and referencing skills.* London, U.K.: HarperCollins Publishers.

Task 9: Read the sentences below in which different reporting verbs have been used and answer the questions that follow.

a) Johnson (2007) **suggests** that people who see themselves as lucky are in fact lucky because they take advantage of more opportunities.

b) Johnson (2007) **discusses** whether people who see themselves as lucky are in fact lucky because they take advantage of more opportunities.

c) Johnson (2007) **argues** that people who see themselves as lucky are in fact lucky because they take advantage of more opportunities.

d) Johnson (2007) **states** that people who see themselves as lucky are in fact lucky because they take advantage of more opportunities.

1) In which case is Johnson's belief strong?
2) Which two verbs simply describe or report a fact?
3) Which two reporting verbs indicate a value judgment?* (* Value judgments are not statements of fact. They are subjective opinions, assessments, or beliefs about how good or bad something is.)
4) In which case is Johnson's belief weaker and more hesitant?

Different reporting verbs require the use of different grammatical patterns.
Study the tables and the examples below for the accurate use of some reporting verbs:

Reporting verb + THAT + MAIN IDEA			
accept	complain	find	Realise
acknowledge	conclude	know	recommend
admit	confirm	imply	remark
advise	consider	indicate	restate
announce	decide	infer	reveal
agree	declare	maintain	show
allege	deny	note	state
argue	determine	observe	suggest
assert	discover	object	think
assume	doubt	point out	understand
believe	emphasise	predict	verify
claim	estimate	propose	warn
comment	explain	prove	

Examples:

✓ Peterson et al. (2013, para. 36) **acknowledge that** Internet privacy is a growing issue in the modern world of communication.

✓ Da Souza **argues that** previous researchers have misinterpreted the data.

✓ Researchers **have demonstrated that** the procedure is harmful.

✓ Positivists **find that** social disorders are exacerbated by class factors.

✓ Singh **infers that** both conditions are essential.

Some reporting verbs cannot be followed immediately by 'that' but follow the pattern below:

REPORTING VERBS + SOMETHING/SOMEONE + CONNECTING WORD + (e.g. as, because, by, in terms of, for, that)			
Advocate analyze appraise assess assure blame challenge classify criticize	define demonstrate defend describe discuss encourage evaluate examine	express highlight identify illustrate interpret investigate object (to) present puts forward	question refer refute reject study support validate verify view

Examples:

- ✓ Jackson (2012, pp. 23-38) **refutes the claim made by Smith that** . . .
- ✓ Studies by Campbell (2005, 2008) **highlight the disadvantages in terms of** . . .
- ✓ Research by Smith et al. (2006, para. 36) **validates the argument that** . . .
- ✓ These findings **illustrate the importance of Internet privacy as** . . . (Brown, 2007; Jackson, 2011)
- ✓ Brown and Peters (2013, pp. 3-5) **describe** Johnson's findings **as** 'disturbing'. . .
- ✓ Cleary (2009, para. 6) **advocates for the rights of Internet users because** . . .
- ✓ Joseph et al. (2010, p. 6) **question all previous research on the subject in terms of** . . .
- ✓ *TechTimes* (2013, p. 73) **discusses the reasons behind the increase in Internet bullying by** . . .
- ✓ Jones (2012) **describes** the findings **as** resting on irrefutable evidence.

Adapted from : https://aso-resources.une.edu.au/academic-writing/paragraphs/reporting-verbs-for-introducing-authors/

Reminder: The following verbs are used to indicate that the writer makes strong arguments and claims for the main idea:

argues, asserts, challenges, claims, contends, denies, emphasizes, maintains, negates, refutes, rejects, supports the view that, strongly counters the view/ argument that, theorizes

Task 10: Circle the reporting verb that is correctly used in the citations below.

1. Boyce (2004) (**analyzes / notes**) that animals kept in captivity suffer from many aliments.
2. It is clear that Lam and Wong (2009) (**confuse / imagine / dispute**) animals used as food (**the / that / with**) animals which are primarily used as pets.
3. Smith et al. (2010) have (**discovered / investigated**) that free range cattle live better lives than those kept inside.
4. Some academics (**estimate / point out**) that meat is unhealthy, but Wong's (2009) paper (**refutes / investigates / notes**) this claim.
5. This paper (**investigates / mentions**) the effects of organic food on minor illnesses and (**decides / concludes**) that further research be conducted as a matter of urgency.

Taken from
http://elss.elc.cityu.edu.hk/ELSS/Resource/Using%20Intext%20reference%20verbs%20(ICOSA%20version)/

Task 11: Read the citations below and correct the mistakes in the use of reporting verbs.

1. In Wong's (2010) view, she maintains that playing computer games leads to sight deterioration.
2. In their handbook, according to the BMA (2000) state that…
3. Smith (2016) agrees with Sharpling (2012) reporting verbs have subtle differences in meaning.
4. According to Purvis (2005) explores the relevance of brands…
5. As Liu (2009) has shown that teenagers in Hong Kong are becoming addicted to ….
6. According to Gillard (2012), he indicated that her negative opinion of Abbott's proposal.

---

2. Cite

The citations you use should contribute to the credibility of your arguments and they should not distort the flow of your paper. To ensure this, use citations when you really need to support your arguments and do not cite unnecessarily just for the sake of reaching the word count! Make sure that you use a citation of proper length. An overabundance of long quotes usually means that your own argument is undeveloped.

---

3. Explain

Introducing the quote and just writing it is not enough. You need to comment on or evaluate the ideas you use. If you do not do this, you will not be critical or analytical enough. Always provide your own reasoning and analysis explaining the relevance and significance of the quote and its connection to your discussion. This step is very important as it ties your quotation to the rest of your paper.

To do this, ask yourself the following questions:

- How might this author's idea relate to my thesis?
- How does this data add to what I am trying to prove in this paragraph?
- Why am I using this quotation in my paper?
- What am I trying to show here?

Analyse the table below to see how the quote is explained:

As there are different situations, which require different styles of leadership, there are also different roles of leaders that they need to have depending on the situation or the people. Wasserberg claims that "the primary role of any leader is the unification of people around key values" (as cited in Bush, 2000, p. 6). **This is crucial because without understanding the values of an organization, neither the leader nor the followers can achieve success. The values they have and the vision they follow should be a shared, organizational one.**

Reminder: Discussing the significance of your evidence develops and expands your paper!

Below is an example of the ICE method at work in a paragraph:

In the beginning stages of the juvenile justice system, it operated in accordance to a paternalistic philosophy. **This can be understood through the published words of Judge Julian Mack, who had a hand in the establishment of the juvenile justice system. In 1909, he stated that this system should treat juveniles** "as a wise and merciful father handles his own child" (as cited in Scott & Steinberg, 2008, p.16). **Judge Mack viewed juveniles as children first. He envisioned a system that would protect and give treatment to these young offenders so that they could become productive adults, and saw no place for criminal responsibility and punishment within this system.**	**I: Introduce & Integrate** **C: Cite** **E: Explain**

Taken from **https://awc.ashford.edu/PDFHandouts/Guidelines_for_Incorporating_Quotes_08.18.2015.pdf**

Analyze the table below to see how the citations are integrated:

Ineffective Use of Citation	More Effective Use of Citation
Direct Quote Today, we are too self-centered. "We are consumers-on-the-run . . . the very notion of the family meal as a sit-down occasion is vanishing. Adults and children alike eat . . . on the way to their next activity" (Gleick, 2013, p. 148). Everything is about what we want.	Today, Americans are too self-centered. Even our families do not matter as much anymore as they once did. **Other people and activities take precedence, as James Gleick (2013) says in his book, Faster.** "We are consumers-on-the-run . . . the very notion of the family meal as a sit-down occasion is vanishing. Adults and children alike eat . . . on the way to their next activity" (p. 148). **Sit-down meals are a time to share and connect with others; however, that connection has become less valued, as families begin to prize individual activities over shared time, promoting self-centeredness over group identity.**
Paraphrase Today, we are too self-centered. Most families no longer sit down to eat together, preferring instead to eat on the go while rushing to the next appointment (Gleick, 2013, p. 148). Everything is about what we want.	Today, Americans are too self-centered. Even our families do not matter as much anymore as they once did. **Other people and activities take precedence. In fact, the evidence shows that** most American families no longer eat together, preferring instead to eat on the go while rushing to the next appointment (Gleick, 2013, p. 148). **Sit-down meals are a time to share and connect with others; however, that connection has become less valued, as families begin to prize individual activities over shared time, promoting self-centeredness over group identity.**

Taken from: https://wts.indiana.edu/writing-guides/pdf/using-evidence.pdf

Task 12: **Read the essay and the excerpts below and decide where in the essay the ideas in the excerpts can be inserted. Then, integrate the ideas from the excerpts into the appropriate blanks by quoting/paraphrasing/summarizing (Remember to use the ICE method while integrating the citations).**

Prompt: Discuss why assignment essays are common assessment tasks in undergraduate tertiary coursework, and evaluate the effectiveness of assignments as an avenue for learning. (Word limit: 500 words)

Essay:

Assignment essays are developed from set questions that give students a period of time to research a topic and produce their answer with references to their sources of information. While there are some disadvantages with using assignment essays as an assessment tool, there are sound educational purposes underpinning this practice. This essay examines the reasons why assignment essays are beneficial for student learning and considers some of the problems with this method of assessment.

Assignment essay tasks are set to assist students to develop mastery of their study subject. Firstly, assignment tasks enhance understandings about subject matter. To master learning materials and extend understandings, students need to write about the meanings they gain from their research. (1) _____. Secondly, research (Jinx, 2004; Zapper, 2006) clearly demonstrates that students learn the writing conventions of a subject area while they are researching, reading and writing in their discipline. This activity helps them to "crack the code" of the discipline (Bloggs, 2003, p. 44). Thus, students are learning subject matter and how to write in that disciplinary area by researching and writing assignment essays.

Using assignment essays for assessment also supports student learning better than the traditional examination system. It is considered that course-work assignment essays can lessen the extreme stress experienced by some students over 'sudden-death' end of semester examinations. (2) _____. Additionally, Jones et al. (2004) propose that assignment essays can be used to assess student learning mid-course and so provide them with helpful feedback before they are subjected to the exam experience. Exams only provide students with a mark rather than specific feedback on their progress. Therefore, setting assignment essays for a substantial part of student assessment is a much fairer approach than one-off examination testing.

As an assessment tool, assignment essays have some disadvantages for lecturers and students. It has been found that assignment essays consume a great deal of staff time and money to mark and student time to prepare (Sankey & Liger, 2005). A consequence of these problems is that feedback to students is frequently delayed, and this is much less useful to students than rapid feedback. (3)_____
_____
_____
_____
_____
_____
_____.

It is partly because of these disadvantages that other assessments such as multiple-choice tests and short answer questions have an enduring place in the tertiary learning environment.

To conclude, it seems that assignment essays continue to have a prominent role in tertiary education as an assessment tool. This is mainly because they are very effective in developing knowledge and writing skills for subject areas. Also, assignment essays can be less stressful than examinations as they allow students to show their understanding of content in less pressured circumstances. On the other hand, the time consuming nature of writing and marking essays points to some disadvantages that also need to be considered. The weight of evidence, however, supports the writing of assignment essays for student assessment because this approach has such positive and proven effects for improved student learning.

References

Bloggs, J. (2003). *Linking teaching, learning and succeeding in higher education*. London: Bookworld.

Jinx, J. M. (2004). Student essay writing. Journal of Research in University Education, 9(2), 114-125.

Jones, J., Smith, P. L., Brown, K., Zong, J., Thompson, K., & Fung, P. A. (2004). *Helpline: Essays and the university student*. Tokyo: Courtyard Printers.

Sankey, J. M., & Liger, T. U. (2003). Learning to write essays [CD-ROM]. Sydney: Wonderland University.

Zapper, Y. (2006). Learning essay writing. In F.T. Fax & Y. Phoney (Eds.), *Learning Experiences at University* (pp. 55-70). Calcutta: Academic Scholar Press.

Excerpt 1:

A disadvantage of the traditional essay system is that often the carefully constructed instructor feedback on the essay is not processed or even read by the students. Many students apparently read the instructor's feedback in only the most cursory fashion, or not at all. The latter is necessarily the case in the many instances where students fail to pick up their marked essays.

Another growing disadvantage of the essay system is the ease of plagiarism ushered in by the Internet and related digital information storage and transfer technologies. Although there are a variety of anti-plagiarism services and techniques available, none are fool-proof, and the variety of digital essay sources available provides a daunting problem for the classic essay system.

Other disadvantages for the traditional essay system include the substantial amount of paper used every year to provide the medium for the transmission of essays, as well as the inconvenience of delivering, receiving, filing, transporting, storing, and returning paper-based essays**.**

(Source: Smith, M. (2012). Can online peer review assignments replace essays in third year university courses? And if so, what are the challenges? *The Electronic Journal of e-Learning, 10* (1), 147-158. Retrieved from www.ejel.org)

Excerpt 2:

If we insist that all students write about everything they have learned in their study courses at the same time and in the same place (e.g., in examinations), we are not giving all of our students equal opportunities. Some students are not daunted by the exam experience while others suffer 'exam nerves' and perform at the lowest level of their capabilities.

(Source: Wonderland University. (2006). Attributes of a university graduate. doi:10.1098/063-112   p.4)

Excerpt 3:

It appears from the findings of this study that the assignment essay is the more appropriate form of assessing students' learning of this course since it provides students with the opportunity to develop higher levels of thinking and learning skills during the process of essay writing and to demonstrate these skills in terms of the quality of the end product. It allows students to demonstrate flexibility and exercise control over their learning. Of particular importance are the findings that students were aware that higher order intellectual skills were involved in essay writing (in contrast to preparing for MCQ examinations), and that there was an association between this perception and their employment of deeper learning approaches.

(Source: Scouller, K. (1998). The influence of assessment method on students' learning approaches: Multiple choice question examination versus assignment essay. *Higher Education, 35,* 453-472. Retrieved from
http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=4b62aeb8-3a8d-4e6c-875b-473dc01e0c07%40sessionmgr4009)

Effective Integration of Citations – Checklist	√ or X
I have established solid context and introduction for the quote.	
My paper maintains smooth transition between the two voices (the voice of the quoted author and my voice).	
I explained the relation between the quote and my own argument.	
I used reporting verbs appropriately.	
Each quote is connected directly to either the point of the paragraph (check topic sentence) or the thesis of the paper.	
I explained why/how my evidence backs up my ideas.	
I cited my sources correctly.	

REVISING & EDITING

Completing your paper does not mean that you have finished. Once you finish writing your essay, the next step is to revise your paper in order to strengthen it. In fact, you do not need to wait until you have a complete first draft to start revising. You can revise individual paragraphs as you complete writing them as well.

To revise your paper
- ➢ refer to the essay guidelines/requirements or grading criteria
- ➢ check your essay across with your outline, focusing on your answer to the question/prompt
- ➢ read each body paragraph for support, going over specific details

When you complete revising your essay, it is time to edit. Editing will make your writing clearer and more precise and concise.

To edit your paper
- ➢ Read your paper out loud slowly (or ask someone to read it to you).
- ➢ Use the spell check and grammar check functions in your word processor.

Editing strategies for specific problems:
- ➢ read the sentences to make sure you have connections between them/ read the paragraphs to make sure they flow. If the ideas do not flow, add appropriate transitions, pronouns, repeated words, synonyms, or other sentences (if necessary).
- ➢ read each sentence. After each one, ask, "Is it necessary to the paragraph? Does it add something new? Could it be eliminated completely or partly? Could it be combined?"
- ➢ read each sentence and ask, "What is the purpose of this sentence?" Does it introduce a new idea? Does it support or explain the previous idea? OR does it just repeat it?
- ➢ read each sentence word by word. Is every word necessary? Could some be eliminated or re-written in a shorter, clearer way? Could passive verbs be rewritten as active ones?

- read the first 5 words of each sentence to find sentences starting in the same way (such as with a transition word). Change some so your sentences have variety.
- look at the length of every sentence. There should be a variety of short and long sentences. Make sentences shorter by dividing them or longer by combining. Can they be rewritten more clearly and concisely?
- find words which are repeated excessively. Use a thesaurus to find other words to use.
- do not try to make your writing overly complex by cramming in long or 'scholarly' phrases. Keep it simple and clear.
- make sure your writing is formal – avoid personal pronouns (I, we, you), unless assignment instructions advise otherwise.

Reminder: Do not forget to proofread your essay before you submit it!

LAYOUT

In this course, before submit your essay, you are expected to use the following guidelines for the layout of your paper:

- use A4 size paper
- provide title, date, your section, and full name on top the first page
- ensure that your "references page" is formatted correctly
- submit your work in a file

Spacing
- leave double space between lines
- leave space after each punctuation mark
- check that spaces between words and lines are consistent

Font
- 12 in size, Times New Roman

Paragraphing
- leave indentation before each new paragraph
- leave a line between each paragraph
- make paragraphs justified

SAMPLE STUDENT ESSAY

Task 13:

   A) Analyse the essay prompt to identify what it requires and discuss how the ideas may be organized in an essay format.

Writing Prompt: Write an essay of minimum 700 words in response to the following prompt <u>by referring to Reksten and Ager</u> and <u>incorporating your own research</u> findings into your essay: …….. ……..

   B) Skim the model essay below and choose the essay prompt for which it is written.

   a) Explain information technologies that could be used in the field of education. To what extent can these be applied in the schools of your country?

   b) Evaluate the strengths and weaknesses of using information technologies in schools. Discuss whether the changes in education that took place after the use of IT has contributed to student motivation.

   c) Explain how schools can make the best use of information technology. To what extent do you think can the use of information technologies contribute to student motivation?

   d) Is training necessary to integrate information technologies into schools' curriculum? Discuss how this could affect students' success.

   C) Read and analyze the model essay below and answer the following questions:

   1) Essay

Underline the thesis statement. How does it address the essay prompt?

Underline the topic sentence and identify the main idea of each body paragraph.

Which supporting techniques are used to develop the main idea?

How is smooth flow of ideas maintained in each body paragraph?

How does each paragraph relate to/follow one another? Are there proper links/transitions?

   2) citation

Are the citations relevant?

Are the in-text references given properly?

Which idea does each citation support?

Are the citations effectively integrated? (consider ICE method)

INTEGRATION OF INFORMATION TECHNOLOGIES INTO EDUCATION

Computers, the Internet, and advanced electronic devices have changed the way information is gathered, which has had considerable impact on education. How this new technology is utilised in the curriculum and managed by teachers have an important role to play in widening the resource and knowledge base for all students. For this reason, to make the best use of information technology (IT), schools need to fully integrate it into all aspects of the curriculum. In this way, not only can they use IT more effectively, but also increase student motivation.

Today, nearly all classrooms in Western societies have access to a computer. However, simply purchasing latest technological equipment is not enough; unless the equipment is incorporated into the curriculum or integrated into teaching and learning, it only means waste of money. As Reksten (2000) argues, conducting research as to what IT is available, what technology would best serve the school's purpose and then formulating a policy stating
how IT is going to assist student development are only the initial steps of IT integration. Next comes an equally important phase which is careful planning. For Ager (2000), careful planning is essential for effective implementation of curriculum as IT needs to be used and understood in all subjects in the same way as the ability to read is necessary, and "must be used across the curriculum, in the same way that a pen and pencil are used in most subject areas" (p. 15). In order to make IT in the classroom as indispensable as the traditional pen and paper, school administration needs to develop a clear plan to clarify the ultimate goal in utilizing these technologies; otherwise, it might be difficult for teachers to be clear about what they need to do before they start incorporating it into their lessons. For this reason, school administration should establish a committee that conduct research on the prevalent IT alternatives, how that institution can benefit from the chosen IT, and then the committee should shape the document on the possible uses and outcomes of utilizing the selected technology.

In order to incorporate information technology into a school system, it is also significant that all staff members are well-informed and fully supported. It is the responsibility of school management, and should be part of the school's plan, to ensure that all staff are informed about the innovations and changes IT brings about as "just making technology available in schools does not mean that teachers will make use of the technology, nor will it necessarily be used effectively"

(Cuban, as cited in Eady & Lockyer, 2013, p.6). Some teachers may be resistant, especially if they have not had much experience with computers, which might result in either failure or avoidance of using IT. Hence, training teachers is essential in implementing IT into the school curriculum as the Information and Communications Technology (ICT) report published by the Department of Education and Science in Ireland (2008) also recommends:

> Consideration should be given to ensuring that teachers are provided with
>
> opportunities to develop skills that are directly applicable to the use of ICT in
>
> the classroom. This should be addressed in a strategic way through a combination
>
> of pre-service, induction and in-service training. (p. 174)

Such pre-service or in-service training, coupled with regularly held workshops may help staff members feel involved in the process of acquiring technology, and in learning how to operate it. Consequently, such training will boost their confidence and make the teachers more motivated to incorporate IT into their lessons (Reksten, 2000; Barnett, 2001). The usefulness of IT in classroom, as with any learning tool, depends on the competence of the teacher so staff support should be an integral part of the school policy.

Once this transition is achieved and IT is used in classes effectively, it seems only natural that student motivation will increase. Today, IT is so ingrained in students' lives that using it in classroom as teaching/ learning tools, or outside the classroom for further study is an effective way of suiting their needs. Teachers using a wide range of modern technology such as interactive whiteboards, computer aided design tools, or video conferencing can create increasingly stimulating and exciting learning environments for their students who are digital natives. In this way, they can increase students' interest and motivation, which will also lead to greater participation by students. Furthermore, IT provides students with a more individualised learning environment by giving them the opportunity to study on their own, at their own pace. For instance, online material which students can access in their own time gives them valuable self-study opportunities. Owing to such self-study material, students can build on their skills and overcome their weaknesses whenever and however they want. This could contribute to students' success as well as their motivation since they could feel more confident and satisfied with their work by identifying and minimizing their weaknesses, and adding up on their existing skills and knowledge. In addition, IT allows them to enjoy more interactive methods of learning such as teamwork and collaboration. Through such methods, students can have the opportunity to study in a less stressful environment. These not only help them increase their

academic achievement, as Courville (2011) claims, but also motivates them by offering them alternative ways to study, learn or practise.

On the whole, the current information explosion makes it essential that IT be used extensively within and outside the classroom. It is significant that schools should have well-defined policies and clear plans about what they want their students to achieve through IT. Teachers must also be fully informed about available IT and receive continuous support to be trained and updated about new technologies and innovations in their field. In this respect, school boards should provide self-development and growth opportunities for their teachers to improve themselves. Such appropriate incorporation of IT into the classroom would contribute to student motivation, allowing them to be better prepared for their future. Thus, in order not to fall behind the new trends and innovations of this digital age, schools should embrace IT and do their best to fully integrate it in their curriculum.

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ESSAY CHECKLIST			√ or X
OVERALL/ PROMPT		I have fully answered (all parts of) the essay question.	
		My writing covers all the main aspects and in sufficient depth.	
STRUCTURE	**intro**	My introduction paragraph introduces the topic and orients the reader.	
		I have a clear thesis statement.	
	body	I have one main idea per paragraph.	
		Every paragraph relates to the thesis.	
		Each paragraph has a topic sentence.	
		My ideas are fully developed, and I provided enough supporting detail for the points I have made.	
		There are no irrelevant ideas.	
		The ideas in my writing are in logical order within and across the paragraphs.	
		The ideas in my writing are connected to one-another in a meaningful way.	
		The ideas in my writing flow smoothly.	
		My body paragraphs are proportionate (similar in length).	
	conc.	My conclusion gives a sense of ending and wraps up the ideas of my essay.	
		My conclusion refers back to my thesis, emphasizing the significance of my arguments.	
LANGUAGE & REGISTER		I have checked for accuracy and range.	
		I have followed academic conventions.	
CITATIONS		I have cited all the information coming from an outside source.	
		My citations are correctly done using APA style.	
		There is a clear distinction between my ideas and those of other authors'.	
		There is a balance of source information and my own ideas.	
		I introduced the source information.	
		My citations are justified as relevant to the topic.	
		I have used different methods of borrowing ideas (a mixture of summary, paraphrase, direct quotation, and synthesis).	
REFERENCES		My references page has the title "References".	
		The entries are in alphabetical order.	
		The second and third lines of the entries are indented.	
		Each entry is formatted correctly according to its type.	
FORMAT		I have written all the necessary personal information on top of the first page.	
		I have used the correct font type and size.	
		My pages are double-spaced.	
		My paragraphs are indented.	
		I have used spell-check and corrected all my spelling mistakes.	

ANALYSING ESSAY QUESTIONS

Essay questions/prompts are usually written in order to test your knowledge about a topic or theme, and see how well you can relate your ideas and articulate yourself. In order to demonstrate that you can do these things, you must be able to

- correctly identify the **focus** of the question/prompt
- deal with it consistently and within the terms of the essay and discipline

That is, you must answer the **prompt/question**, which requires you to carefully analyze it to clearly understand what is expected of you. **Analysis** refers to the process of breaking down a topic/concept/group of facts into components or categories, looking for relationships between ideas or concepts, and understanding how each component contributes to the whole picture drawing conclusions about their significance. To be able to do this, make sure you understand:

➢ **Directive/instruction words**
  These words are the verbs that direct you and tell you how to go about answering a question, understanding the meaning helps you to know exactly what you have to do.
  e.g. discuss, compare and contrast, evaluate, explain (See Module 1 for a list of directive words)

➢ **Content words (key terms)**
  These words tell you what the topic area(s) of your assignment are and take you halfway towards narrowing down your material and selecting your answer. Content words help you to focus your research and reading on the correct area.
  e.g. our categories of 'nature' and 'culture', architectural use,
      witchcraft phenomenon, effects of television on children

For example, the prompt,

How does **play** contribute to the **development** of the **primary school-aged child**?   (Education)

---

requires you to

- understand what is meant by the two key concepts of **play** and **development**
- identify different types of **play**, for example, board games, group games, solitary play, imaginative play, and the like
- organise these different types of **play** into logical groupings or categories for your discussion, for example, inside versus outside play, group versus solitary play, organised versus spontaneous play and so on
- identify different areas of **development**, for example, social, cognitive, emotional, physical, language and psychological development and so on

- then by referring to the literature show how (= in what ways) the different categories of play contribute to different areas of development.

	- { inside		
	- { outside		- {social
			- {cognitive
Categories	- { group	Areas of	- {emotional
of Play	- { solitary	Development	- {physical
			- {language
	- { organised		- {psychological
	- { spontaneous		

Study the following essay question from the field of education and decide what the question is asking the student to do.

> It has been cited with alarm that modern children spend more hours in front of television than they spend at school. Is this necessarily cause for alarm? By examining the relevant literature, critically discuss the effects of television on children with respect to at least one of the following:
>
>   a) the development of aggression
>
>   b) educational television
>
>   c) the development of fantasy and imagination
>
>   d) the development of sex-role stereotypes

This essay question is asking you to present and justify a value judgement and to take a position on the proposition such as (a) yes, it is cause for alarm **or** (b) no, it is not cause for alarm **or** (c) maybe - sometimes it is/sometimes it is not ....
In the example above, your discussion on the effects of television on children and the position you take will also depend upon your selection of the type of television programme (scope). Below are some examples of how scope may influence position.

SCOPE	POSITION TAKEN
The effects of violence on television on the development of aggression	It **is** cause for alarm
The effects of educational programmes on the development of prosocial behaviours	It **is not** cause for alarm
The effects of both violent and educational television programmes	Sometimes it is/sometimes it is not - depending upon television programme

The essay question can also suggest the structure of the answer. The structure of the essay above might look like this:

Introduction: State topic, proposition and scope

Body: Reasons / evidence 1, 2 ...etc to support your position

Conclusion: Sum up, restate proposition

Task 1: Break down the following questions into parts, and decide the function of each.

a) Selecting either post and lintel or arcuated structural systems, and taking examples from three historical periods, discuss similarities and differences in the architectural use of that particular structural system. (Architecture)

b) Do historians working on the witchcraft phenomenon as it appeared in different areas of Europe come to the same conclusions as to its nature and causes? Use the documents and two historians, one from any two of the three areas grouped in the reading list. (History)

Remember: there is not one correct approach to questions such as these. There are often several structures which could adequately address the different parts of the question.

Task 2: Answer these questions in the space provided next to the 5 essay questions below.
a)   What are the instruction words or implied instructions and the content words?
b)   Do any of the terms need to be defined?
c)   What are the implications for the structure of the response?

Essay questions	Answers (a, b, c)
1. Is dreaming a biological necessity? Discuss the view that dreaming is a neurophysiologically/neurochemically distinct state of consciousness. (Psychology)	
2. Critically evaluate the statement that 'inflation is always and everywhere a monetary phenomenon.' (Economics)	
3. What are the main differences between pluralist and elitist analyses of power distribution in liberal democracies? (Politics)	

4. Explain why property is so important in the formation of class. Explain two theories about class formation, referring to Australian society. (Sociology)	
5. How are national stereotypes formed? Is there any truth in them? Can they be changed? (Social Psychology)	

How can this information help you?

Below is a checklist of questions to help you apply what you have learned here to your own work.

- How many sections are there in the essay question?

- What is the function of each section?

- What will be the focus of your essay? Look at the wording of the question.

  - What are the directive/instruction words? If there are no instruction words, what instructions are implied?
  - What are the content words?

- If there is more than one set of instruction, what is the connection between them?

- Are you required to write descriptively and/or analytically in order to respond adequately? Are you being asked for an explanation, an interpretation, an evaluation and/or argumentation in your response to the essay question?

- What can you predict about the essay structure from this analysis?

Adapted from

http://www.depts.washington.edu/owrc

&

https://sydney.edu.au/stuserv/.../AnalyseEssayQuestion.doc

ANALYZING SAMPLE ESSAYS WRITTEN TO ANSWER A PROMPT

A. Read the two texts about plagiarism given below to understand the main idea of each.

Text 1:

What is plagiarism?
Plagiarism…
- is the act of representing as one's own original work the creative work of another, without appropriate acknowledgment of the author or source (University of Melbourne, 2007).
- … is the theft of someone else's ideas and work. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, the theft is the same (Harvard University Extension School, 2007).
- … is the copying or paraphrasing of other people's work or ideas into your own work without full acknowledgement (University of Oxford, 2007).

What can we deduce from such definitions? First, that the plagiarist is using someone else's work, or ideas; second, that he or she does so without proper acknowledgment; and third, that mere paraphrasing or rephrasing of such work or ideas in no way mitigates the crime.

Plagiarism is sometimes is delineated as to whether or not the student has set out intentionally to deceive; if so, the crime is perceived to be more serious than if plagiarism has been unintentional. At the extremely serious end of the scale would generally be such acts as purchasing an essay or a term paper from a "cheat" site on the Internet; at the least serious end of the spectrum might be the employment of a phrase taken from a source which has been incorrectly referenced, or perhaps not referenced at all.

…

Lecturer attitudes and *a mea culpa*
In one of my computer science classes, it was quite a common occurrence to spot cases of plagiarism, some minor, some major, amongst approximately 25 percent of the students. I tended to deal with these personally, since the institution at which I was then employed was not too keen to spend much time investigating cases. One particular term I decided to use an automated tool to check for plagiarism. This reported that the vast majority (approximately 70 percent) of the students had copied from each other or from available sources on the Web.

What was I supposed to do with this information? What I was supposed to do and what I actually did were two different things. The very first thing I did was to resolve not to use a plagiarism-detection tool ever again at least until I had a reasonable solution to the problem.
What did I do in response to the cases I had detected? With regard to the less-serious cases, I made it clear that they had been found out, and gave a warning. With the more serious cases, I called them in, explained evidence against them carefully, and either reduced their grade, or awarded them a zero.

In order to justify the reasons why I did not follow official procedures, I should mention some of the reasons most often cited by other academics who have found themselves in similar situations. First, they argue that the time required is not worth it. They believe more time spent on detection and follow-up procedures means less time devoted to teaching and learning. They maintain that, ideally,

the academic's role should be to help the student, not to punish him or her. Another argument is related to the emotional discomfort associated with confronting the student. The stress involved is high and lasts for a long time, for all the parties involved. Almost inevitably, official procedures result in an adversarial environment, where the academic is pitted against the student. From another angle, some academics have a tendency to give the student the benefit of the doubt and consider whether the student has been taught what is appropriate and what is not. The culture from which the student comes may be different, and the student may not be fully aware of the seriousness of his or her actions.

It is likely that most, if not all, of the above facts played a part in my decision not to pursue many cases through the official channels. One extra point is perhaps worth noting: if my own experience is at all typical, then one can deduce that the number of reported cases recorded in official university documents represents the proverbial tip of the iceberg.

Roberts, T. S. (2008). Student plagiarism in an online world: An introduction. In T. S. Roberts (Ed.), *Student plagiarism in an online world: Problems and solutions.* (pp. 1-9). New York, NY: Information Science Reference.

About the author
Tim S. Roberts is a senior lecturer with the Faculty of Business and Informatics at Central Queensland University. He has taught a variety of computer science subjects including courses to over 1000 students located throughout Australia and overseas. He was awarded the Bundaberk City Council's prize for excellence in research in 2001, and the Dean's Award for Quality Research in 2002.

Text 2:

Addressing plagiarism in higher education
Institutional response to plagiarism can be broadly classified into two categories: rule compliance and integrity. Rule compliance strategies tend to be twofold, focusing on detection of rule violation and punitive action for lack of compliance. Detection of rule violation has always, to a certain extent, been triggered by instructor's recognition of disparity between a student's work and present assignment, as well as a keen memory for messages they may have read elsewhere. However, although the causes of suspicion may remain the same, the method of and tools for investigation have changed substantially over the years. The paper chase of earlier years gave way to use of non-purpose-specific electronic tools (electronic databases, Internet search engines), and has finally been supplanted by purpose-built plagiarism detection software programs.

The other main tenet of a rule compliance strategy in handling plagiarism is the use of punitive action. Universities frequently mandate or at least recommend that instructors ensure that students are cautioned against plagiarism at the beginning of each course. This typically takes the form of a written admonition on the course syllabus followed by a brief verbal reiteration of institutional penalties for plagiarism offenses. Students who are not sufficiently deterred by the threat of consequences are punished accordingly, with penalties ranging from a need to redo the assignment in question, a reduced grade on the assignment or in the class, to removal from the class or expulsion from the institution.

The other main institutional approach is promoting the values of integrity by requiring students to sign a pledge that they will not cheat or plagiarize. In this way, students make a public claim about their moral character and intentions, so the argument goes, be loath to violate through plagiarism or other offences. As with rule compliance strategies, this approach also has some strengths. It focuses on the positive and encourages students to think more deeply when making decisions about their academic work.

Bradley, C. (2011). *Plagiarism education and prevention: A subject-driven case based approach.* Oxford, UK: Chandos Publishing.

About the author
Cara Bradley is the Distance Education and Outreach Librarian at the University of Regina in Saskatchewan, Canada. She is also the Associate Director of the Universities of Teaching Development Centre where she develops programs and resources to support reaching excellence.

B. Now read the essay prompt below and analyze it to understand what it asks for the students to do.

Essay Question:
Discuss different approaches academics adopt in cases of plagiarism together with the limitations of these various approaches. In your opinion, what would be the most effective way to address plagiarism? Use ideas from both texts and include your own examples and explanations to develop your essay.

C. Now read the two sample essays written to answer the prompt given above and analyze each by answering the following questions:

1. Does the essay answer the question?

2. Are the ideas thoroughly developed using relevant supports?

3. Does the essay have an appropriate essay structure? (introduction, body paragraphs, conclusion)

4. Is the organization clear and logical?

5. Is the language academic and free of errors?

6. Are the paraphrases effective?

7. Are APA citation conventions used correctly?

SAMPLE STUDENT ESSAY 1:

PREVENTING PLAGIARISM

People may reach whatever they want using the Internet. With the growing technology the Internet enables people to find information very easily. People think that information on the Internet may be utilized all the time. Although information is open to public, people should not use it without giving credit. People do not steal someone's belonging in daily lives, people do not use someone's opinions in academic life. Stealing another people's opinions without giving source is known as plagiarism. (Harvard University Extension School, 2007.) There are three different approaches adopted in cases of plagiarism, and with using method of compliance people may reach the most effective way to address plagiarism.

In academic lives, unfortunately, students may plagiarise with awareness or without. Some students do not know what plagiarism is or why students should prevent to commit plagiarism. Roberts T.S (2008), who is a senior lecturer with the faculty of Business and Informatics at Central Queensland University, explains how his students commited plagiarism from online sources or from each other. Also, some students use major information from other people's work. At that point he finds out that the majority of students do not know what they did. Because of this reality, students should learn plagiarism from their instructors very efficiently.

In addition to this, sometimes students do not give reference, because while using any idea students presume that this idea is common knowledge, so it may not require giving credit. Although some information is perceived as common knowledge, it may have been used before, so without showing sources, people should not use them. Other reasons why students commit plagiarism is that, students do not know how they may use someone's information. There are some methods such as paraphrase, summary. Students may utilize someone's work with these methods, because using these methods and also giving in-text reference prevent students from cheating. On the other hand, students who know these methods sometimes commit plagiarism unintentionally too. For example, while students are preparing the paper, acceptable methods can be used, but sometimes students' work may not be enough because of lack of changing both the words and language. Although students do not want to commit plagiarism, it is perceived as plagiarism by their instructors. At that point because of these reasons instructors should teach their students how to avoid plagiarism.

The last method mentioned in Plagiarism Education and Prevention: A Subject-driven Case Based Approach is rule compliance. According to Bradley (2011), who is the Distance Education and Outreach Librarian at the University of Regina in Saskatchewan, compliance strategies should be punishment for students. Students should know when they commit plagiarism, there may be punitive action for them. Also, there may be useful databases in order to detect plagiarism. Thanks to these, instructors may differentiate students' work from someone else's. It is clear that if rules are explained to students explicitly, students may not plagiarize because of the punishment. Also, students may accept that their plagiarism may be detected by their instructors. In my opinion, compliance strategies should be used in academic life. Compliance rules cover two things: Punishment and using databases. Students do not plagiarize because whenever students prefer to use another person's work, they may be afraid to do it. Also, these strategies enable instructors to know which students plagiarize.

To sum up, preventing plagiarism may not be difficult if appropriate methods are used in academia. It is true that many students may not be aware of what they do; however, if instructors teach them why plagiarism is bad, students will not prefer it. Also, students may use another person's work when paraphrasing, summarizing and giving reference. Lastly, some strategies may be useful for both instructors and students such as compliance strategies. If people accept stealing another person's work as a crime, plagiarism may decrease.

SAMPLE STUDENT ESSAY 2:

HANDLING PLAGIARISM

As the ways of reaching information have gained greater variety, the need for dealing with plagiarism has increased over the years. Plagiarism, the usage of others' intellectual property without giving necessary reference as defined by University of Melbourne (2007) (as cited in Roberts, 2008), involved ethical problems since the offender benefits from the work of another individual and the owner does not obtain the status s/he deserves. There are different opinions on how plagiarism should be handled in academia. All methods have some harmful outcomes in addition to their positive sides, so a combination of them can be followed in order to minimize the instances of plagiarism in the future.

A path some instructors may prefer when a case of plagiarism is identified is just ignoring it. According to Roberts (2008), there are academics suggesting that the damage is given to their relationships with students by applying the formal conventions about plagiarism is significant. For example, after teachers talk to a student on this topic, the student might start to have negative feelings about those teachers. This situation can influence the classes and disturb the learning process. Furthermore, Roberts states that some instructors assume the possibility that pupils do not know about the incorrectness of plagiarizing. It would not be reasonable to consider students responsible for acts they are not aware of. On the other hand, not taking any measures against plagiarism can result in increasing numbers of students violating the rules. If there is no procedure for it, students may choose the ease of showing someone else's work as their own. As the offenders will continue their academic lives comfortably, more pupils can adopt plagiarism. Thus, ignoring does not correspond to a proper solution for plagiarism.

Another reaction to plagiarism is penalizing the guilty students. As Bradley (2011) suggests, punishments such as doing the homework again and expulsion from the school discourage many students from copying others' work. Many of them would conclude that the time gained by plagiarism is not worth the risk of consequences like expulsion. However, punishing the students can harm them and this will not necessarily teach them the correct approaches when using others' ideas. Repeating the assignment or the class may trigger a negative attitude towards the system and make education more difficult for penalized pupils. So, punishments for plagiarism have bad results as well.

A different method for handling plagiarism is highlighting the ethical side of the issue. Bradley (2011) mentions that while starting their classes, some institutions make students promise not to plagiarize. This can raise awareness among students to some extent, but this procedure is generally superficial and does not give appropriate information about plagiarism. For instance, a student can sign the declaration to obey the rules about plagiarism without believing in their necessity just in order to enroll in the class. This kind of students will not think about the promise they made while doing their assignments. In addition, if students are not taught what is considered as plagiarism, even the ones with good intentions may plagiarize. As a result, this approach might not completely prevent future cases of plagiarism.

All in all, various methods can be chosen against the acts of plagiarism. The violators of the rules about plagiarism can be punished or warned mentioning the moral problems about it. There are also instructors adopting a more tolerant approach. These all have positive and negative sides, so an effective attitude can be combining some of their characteristics. Students can be informed about plagiarism and its ethical dimension. The offenders may be tolerated if it is their first incidence, since they might not be aware of the importance of plagiarism. However, repetitive acts can be punished in order to discourage students from continuing their faulty behavior. As a result, it can be said that with proper measures, plagiarism among students can be reduced.

TIPS FOR ESSAY EXAMS

Essay exams (timed writing/essays) require you to demonstrate knowledge and/or command of language and writing skills by producing a piece of text within a limited time period. In such a timed writing exam, you will be given a prompt which is simply the exam question or writing task. Therefore, it is important to use techniques to effectively break down and fully understand that prompt before you begin the writing task. Preparation and time management skills are also important to help you avoid any possible negative experiences in these exams such as not being able to finish in time. Here are some suggestions on how to prepare for and write these exams:

Before the exam
✓ **Study** the assigned article(s)/book chapters/lecture notes carefully to maintain a good grasp of the content. **Annotate** the article(s) so that you can easily locate and remember the key points you have identified.

✓ **Anticipate possible exam questions**.
- Ask yourself what kind of questions you would ask if you were the professor;
- Brainstorm questions with a study group.
- Formulate an outline or concept map answers to your sample questions.

In the exam
✓ **Plan your time wisely.** Allocate time for analysing the question, planning your answer and revising.

✓ **Read the prompt/question and instructions carefully.** Apply the strategies you learnt for decoding the prompts. Be sure to identify all parts of the question.

✓ Many students start writing immediately after scanning the essay question. Do NOT do this. Instead**, create a quick plan/rough outline**. Before you proceed with the body of the essay, write a basic/informal outline, which will be the road map for your essay. Jot down your main points and possible supporting evidence. Check to make sure you are answering all parts of the question.

✓ **Formulate a thesis statement that answers the question.** You can use the wording from the question.

✓ **Avoid the "kitchen sink" approach.** Many students simply write down everything they know about a particular topic, without relating the information to the question. Remember that everything you include in your answer should help to answer the question and support your thesis. You need to show how/why the information is relevant. Do not leave it up to your instructor to figure this out.

✓ **Review your essay.** Take a few minutes to re-read your essay in order to
- correct grammatical mistakes,
- check to see that you have answered all parts of the question,
- make sure your original thesis statement effectively represents the focus of your essay. As students write body paragraphs, they often diverge from their initial thesis statements. Graders will use this thesis statement as a guide for understanding your essay, so make sure your thesis matches your essay after you finish writing.

Adapted from:
https://depts.washington.edu/pswrite/essayex.html
https://www.lib.sfu.ca/about/branches-depts/slc/learning/exam-types/essay-exams