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SECTION OF ENGLISH



Writing Lectures for Third Year Students

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Dedication

This research work is dedicated to my dear parents, for their endless love, support and encouragement.

Acknowledgements

First and foremost, praises and thanks to God, the Almighty, for His showers of blessings to complete the research successfully.

I would like also to thank my students at the University of Tahri Mohamed Bechar who help me through their questions and interaction in the classroom. They help me ultimately to improve this work. In particular, I should mention the third year students through four years ago.

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Introduction

The first question most students ask when starting to read a book on writing is, why is writing that important? The simple answer is that being able to write well and express yourself will help you throughout the rest of your life. Consider the three situations in which you will find yourself most often: school, work, and home.

- For school, you will be called on to write essays, reports, analyses, and research papers.
- For work, you will be asked to write business letters, and reports to communicate clearly with co-workers, your boss, and even employees at other companies.
- For personal business, you will need to write notes, letters, and e-mail to your family and friends.

The present study attempts to improve third year students' learning written expression through eight lectures that contain the following topics:

- What is academic writing?
- Organizing the paragraph,
- Sentence transition & combination,
- Errors to avoid in academic writing,
- Creating an outline,
- Using sources,
- Paraphrasing,
- Summarizing,
- Writing a Bibliography.

N.B. Just to mention that most of the practices are in the following paper were taken from previous books and studies.

I/ Lecture One: Introduction to Academic Writing

Objectives:

At the end of this unit, students should be able to provide: the meaning of academic writing, Common Characteristics, the structure, the purpose of academic writing, as well as the Academic writing process.

1. Background to writing

Most academic courses evaluate students through written assignments. This includes course work that takes weeks to write and exam answers that need to be written within an hour.

2. What is academic writing?

Students in different levels are supposed to write different forms of assignments during their academic studies (essay, paper, research paper, dissertation, article, report, etc). These assignments are referred to as “Academic writing” which follows certain conventions of structure, style and content. However, all of these assignments have the same goal and principles and address a specific type of audience i.e. “target reader” (Mennens MSc & Wilkinson MSc, 2002).

Though considered torture by many students, the Academic Writing task provides an opportunity to investigate the problem and present one's position based on the evidence of the study. It's your space to pick topics that you find interesting, it's your own place to get up and convey your message, it's also to the attention of the audience who are interested in reading your opinion Offers. Scientific writing can contribute to scientific debate. You evaluate the discussions of others and propose your own discussions.

3. Common types of academic writing

Below are the most common types of written work produced by students.

3.1. Practice 01:

Match the terms on the left to the definitions on the right.

Notes	A piece of research, either individual or group work, with the topic chosen by the student(s).
Report	The longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student.
Project	A written record of the main points of a text or lecture, for a student's personal use.
Essay	A general term for any academic essay, report, presentation or article.
Dissertation/ Thesis	A description of something a student has done e.g. conducting a survey.
Paper	The most common type of written work, with the title given by the teacher, normally 1000–5000 words.

4. The format of long and short writing tasks

Short essays (including exam answers) generally have this pattern:

Introduction

Main body

Conclusion

Longer essays may include:

Introduction

Main body
Literature review
Case study
Discussion
Conclusion
References
Appendices

Dissertations and journal articles may have:

Abstract
List of contents
List of tables
Introduction
Main body
Literature review
Case study
Findings
Discussion

Conclusion
Acknowledgements
References
Appendices

5. Characteristics of academic writing

When writing a dissertation, you need to ask good questions and find the answers. Discussing and interpreting your answer in logic and debate shows your understanding and appreciation for your topic and gives you good grades. The

language of scholarly texts tends to be "accurate, impersonal, objective" in the sense that authors avoid value judgments and prejudices and use formal vocabulary and references (Hartley, 2008). Words of judgment such as terrible, horrifying, fantastic, and incredible should be avoided.

Academic writing is specific and deals with facts, not assumptions. Consider these two statements:

- At university students are expected to write academically.
- At the University, students are expected to write academically by using formal language, clear structure and referencing. (Mackvett et al, 2010)

It is based on critical judgments of ideas rather than an appeal of emotions. However, personal comments and viewpoints are expressed in some areas of research. Moreover, clarity is also necessary to convey the intended idea in a straightforward tone. Pretentious statements are not necessarily meaningful. Consider this statement: "The research referred to herein show a multiplicity of factors that contributed to the multiple findings which indicated..."(Mackvett et al, 2010)

6. The purpose of academic writing

Writers should be clear why they are writing. The most common reasons for writing include:

- to report on a piece of research the writer has conducted
- to answer a question the writer has been given or chosen
- to discuss a subject of common interest and give the writer's view
- to synthesize research done by others on a topic (Bowden, 2008)

In all cases, it makes sense to consider the potential readers of your work. How can you effectively explain your ideas to them? There are no standards for academic writing, but they are very different from the writing style of newspapers and novels. There is also a general consensus that scientific writing aims to be accurate and objective.

7. The structure of academic writing

Many academic papers are composed of similar structures that show the logical order and consistency of the various parts. This structure depends on the inference pattern of the introductory body of the organization. The introduction lays the foundation for the topic, presents the problem, and introduces the topic and how it is treated. The body (development of ideas) presents, analyzes, and discusses topics with the necessary details and illustrations. The conclusions summarize what was discussed, give final comments on the topic, and leave the reader with a sense of perfection.

8. Academic writing process

The writing process is divided into three phases:

Pre-writing phase- (planning), Writing phase and Post-writing phase (editing)

8.1. The Pre-writing Phase – Planning your writing

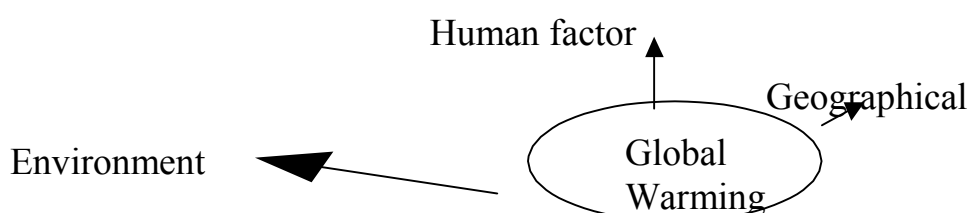
The first phase involves planning your written piece, e.g. your thesis, scientific journal article etc. But, why do you need to plan? Planning achieves the following:

- It gives your paper shape.
- You will not dry up halfway.
- You will not forget interesting ideas that sprung to mind.
- You are less likely to repeat yourself.
- Your paper will have a logical order. (Mackvett et al, 2010)

8.1.1. Brainstorming

This is a process of generating ideas by listing key words or concepts without attempting to organize or structure them in a logical order (yet!).

Example:



8.1.2. Free-writing

The main purpose is to generate ideas also referred to as ‘automatic writing’ with no logic. The method:

Write as quickly as possible without stopping for 5-7 minutes.

If you do not know what to write, write ‘I don’t know what to write’ or ‘and...and...’ until a new thought strikes you.

Do not worry about grammar, punctuation and spelling at this stage (Bowden, 2008).

To search for information

- Use the library and databases for sources;
- Use journals and papers from conference proceedings;
- Use reading techniques like;
 - *skimming (learning about a text before you read)
 - *scanning (searching a text for specific information);
- Always photocopy and keep a detailed record of your sources (Bowden, 2008).

8.1.3. Mind mapping

The purpose of mind maps (also known as outlines) is to identify the main areas of discussion and the details of their support for discussion. Used when planning or organizing information on a particular topic. This is a diagram showing a central or key idea / topic with a branch that presents various ideas related to the key topic.

8.1.3.1. Practice 02:

Abstract

Key words and phrases

Introduction

Keywords and phrases = main ideas for the paragraphs

Materials and Methods

Keywords and phrases = main ideas for the paragraphs and Illustrations.

8.1.4. Planning the framework

Create a storyline to guide your readers on a clear path. This usually means that you need to make sure that you have a rough outline that moves from the general ones to the details of a particular inference in a clear logical order.

Outline the case on which the thesis is built i.e. the building blocks:

general research area

- how the research problem or focus was identified and refined,
- methodology employed,
- emerging data,
- analysis of the data,
- solutions; conclusions; outcomes of the work,
- applicability in terms of recommendations, limitations and scope for further work (Bowden, 2008).

Developing the content of a chapter, consider:

- Purpose,
- Links with other knowledge (earlier and later chapters; works of other people)

Constraints,

- Work carried out,
- Outcomes of that work,
- Where next,

Sequencing the content of a chapter, remember:

- the internal logic should be stated explicitly to guide readers,
- the different argument streams need to be linked by careful structuring and cross referencing,
- Linking the contents through effective introductory and concluding sections (Bowden, 2008).

8.2. The Writing Phase

The pre-writing or planning phase is followed by the writing phase, also known as the "draft" of the dissertation. First, there are some general writing rules to make your dissertation more readable. The first rule is to calibrate everything before handing it over to the manager. There is nothing to distract you from writing more than mistakes. Do your own proofreading or ask a friend to help you.

Second, keep it simple. In other words, focus on communicating your points, clearly and writing them. Third, take some time between drafts so that you can think about what you want to say. The error can be easily found after a few days. Remember, don't hesitate, and don't postpone what you can do today until tomorrow. Finally, present your design as cleanly as possible. In today's world, you need to be familiar with computers, so make sure your fonts and spacing are consistent, and use spell checking and grammar checkers, and more.

8.2.1. The drafting phase

The first attempt to put your thoughts into a cohesive text is usually more content-oriented, focusing on what you want to say before worrying about the complexity of the wording. This is often seen as a very important first step in "writer-based writing" rather than "reader-based writing". The focus is on understanding what you are writing. At this point, you will often see a gap in your own understanding. When it is very difficult to express a concept in writing, it usually indicates that you do not understand the concept or idea correctly. On the contrary, you can understand the logical connections involved in writing-it may make sense for you, but your writing is also for the intended audience (readers). Keep in mind that it needs to make sense (Hartley, 2008).

8.2.2. The revising phase

This is the point at which you need to approach your writing as "a reader". You need to revise the first draft in terms of the way in which the information is communicated. Consider whether:

- the structural conventions for the particular section have been applied;
- the argument flows logically;

- the linking devices are appropriately used, effective and clear;
- all the points made are relevant and contribute to the argument put forward;
- any unnecessary repetition occurs;
- the necessary cross referencing has been effectively indicated (Hartley, 2008).

A fundamental outcome of your research is its actual communication, hence you want to teach your reader something (Gopen & Swan, 1990). One of the most important rules of writing is to think about your readers' needs. In order to do this, consider the following:

- Is the information in a logical order?
- Are the sentences understandable?
- Are the paragraphs well organised?
- Are the ideas, results and analyses described fully enough?
- Is there any needless detail?

But who is your reader? At first, your reader will probably be only your supervisor, who knows a lot about the topic you are writing on. However, later on you will have other readers who may not know as much about what you are trying to say. You need to write for every potential reader, keeping it simple for the general reader, yet technical enough for the scientific fraternity (Hartley, 2008).

8.2.3. Re-writing and proof-reading

In tests you don't have any time for re-writing, however for coursework assignments, it's far essential to take time to revise your paintings to enhance its readability and logical development. In each situation, proofreading is crucial to keep away from the small mistakes that can make components of your paintings erroneous or maybe incomprehensible. After completing your first draft you should ask the following questions:

- Does this fully answer the question(s) in the title?
- Do the different sections of the paper have the right weight, i.e. is it well balanced?

- Does the argument or discussion develop clearly and logically?
- Have I forgotten any important points that would support the development?

8.2.3.1. Practice 03:

Read the next section on ‘Possible ethical issues raised by this kind of research’, and decide how it could be improved, and re-write it.

Any organization that allows researchers to interview its employees runs a risk. They may complain about the boss or about other workers. The danger is that employees may feel obliged to give positive answers to questions instead of their honest opinions, because they are afraid of their bosses finding out what they really think. The reputation of the organization may suffer. So it is the duty of researchers to ensure that this does not happen. They must make it clear why they are doing the research, and maintain the anonymity of everyone involved by using false names. If this is not done there is a good chance of the validity of the whole research project being threatened.

8.2.4. Editing ideas

Proof-reading means checking your work for small errors that may make it more difficult for the reader to understand exactly what you want to say. If a sentence has only one error:

She has no enough interpersonal skills to handle different relationships . . .

it is not difficult to understand, but if there are multiple errors, even though they are all quite minor, the cumulative effect is very confusing:

Demolition of sevral uk banks like northren Rock and may others . . .

Clearly, you should aim to make your meaning as clear as possible. Note that computer spell checks do not always help you, since they may ignore a word that is spelt correctly

but that is not the word you meant to use (Hartley, 2008).

Two factors need to be considered . . .

8.2.4.1. Practice 04: of the most common types of error in student writing are shown below. In each case underline the error and correct it.

Factual: corruption is a problem in many countries such as Africa

Word ending: she was young and innocence

Punctuation: However some strains of malaria are resistant . . .

Tense: Since 2005 there were three major earthquakes in the region

Vocabulary: . . . vital to the successfulness of a company operating in China

Spelling: pervious experience can sometimes give researchers . . .

Singular/plural: one of the largest company in Asia

Style: . . . finally, the essay will conclude with a conclusion

Missing word: an idea established by David Ricardo in nineteenth century

Word order: a rule of marketing which states that consumers when go out shopping . .
(Hartley, 2008).

8.2.4.2. Practice 05: Underline the errors in the paragraph below and then re-write it.

OPPORTUNITIES FOR NON-EUROPEAN BUSINESSES IN EUROPE

Many non-European businesses are aiming to enter single European market as they see an unexploited potential there. There are two reasons of this interest. Firstly the non- european organisations are keen to do a business in the European markets because it is one of leading investment destination and easiest place to set up and run a business. Secondly, the single European market provide fore in investors with an internationally competitive tax environment. Lastly there's lots of rich people living in the country (Hartley, 2008).

8.3.4.3. Confusing pairs

When proof-reading it is important to check for mistakes with some confusing pairs of

words, which have similar but distinct spellings and meanings:

8.2.4.4. Practice 06: The drought affected the wheat harvest in Australia.

An immediate effect of the price rise was a fall in demand.

‘Affect’ and ‘effect’ are two different words. ‘Affect’ is a verb, while ‘effect’ is commonly used as a noun.

Study the differences between other similar confusing pairs (most common uses in brackets).

* accept (verb)/ except (prep)

It is difficult to accept their findings.

The report is finished except for the conclusion.

* compliment (noun/ verb)/ complement (verb)

Her colleagues complimented her on her presentation.

His latest book complements his previous research on African politics.

* economic (adj)/ economical (adj)

Sharing a car to work was an economical move. Inflation was one economic result of the war.

* its (pronoun)/ it’s (pronoun + verb)

It’s widely agreed that carbon emissions are rising.

The car’s advanced design was its most distinct feature.

* lose (verb)/ loose (adj)

No general ever plans to lose a battle.

He stressed the loose connection between religion and psychology.

* principal (adj/ noun)/ principle (noun)

All economists recognise the principle of supply and demand. Zurich is the principal city of Switzerland.

* rise (verb – past tense rose)/ raise (verb – past tense raised) The population of Sydney rose by 35% in the century. The university raised its fees by 10% last year.

* site (noun)/ sight (noun)

The site of the battle is now covered by an airport.

His sight began to weaken when he was in his eighties.

* tend to (verb)/ trend (noun)

Young children tend to enjoy making a noise.

In many countries there is a trend towards smaller families.

8.2.4.5. Practice 07: Choose the correct word in each sentence.

- The company was founded on the principals/ principles of quality and value.
- Millions of people are attempting to lose/ loose weight.
- Sunspots have been known to affect/ effect radio communication.
- Professor Poledna received their compliments/ complements politely.
- The ancient symbol depicted a snake eating it's/ its tail.
- Both social and economical/ economic criteria need to be examined.
- It took many years for some of Einstein's theories to be accepted/ excepted.

8.3. Post-Writing Phase

The post-writing phase is all about editing your work and checking the finer details before submitting the final version.

8.3.1. Edited version

Check your writing about grammatical correctness and adherence to scientific practices. Academic practices include the proper use of discourse vocabulary (subject-specific language), formal style (not personal), and formal registration (avoidance of short forms). Grammar clarity often includes proper sentence patterns and punctuation. Remember that proper use of grammar is effective in contributing to its intended meaning. Therefore, if you are considering the services of a professional proofreader, you should reconsider the impact of the proposed changes (Bowden, 2008).

8.3.2. The Final Version

Here you need to focus on the presentation of the written piece in terms of the layout (consistent headings, fonts, spacing; numbering etc) and technical academic conventions (e.g. correct referencing methods etc.) (Bowden, 2008).

8.3.3. Editing Checklist:

1. Structure and organization:	
Abstract	
Concise	
Outlines the problem and your responses	
Paragraphs	
Each deals with one aspect, clearly stated in a topic sentence	
All sentences within each paragraph are related	
Paragraphs in each section of my article are linked, in a logical order	
2. Argument:	
All aspects are covered	
Each aspect is adequately discussed	
Definitions are provided (where required)	
Argument is developed logically	
Argument is convincing	
Generalizations are supported with specific examples / evidence	
Argument draws on a number of sources	
3. Plagiarism, direct quotations, references:	
Quotations	
Set out correctly, according to the accepted convention	
Used for specific purpose (functional)	
All direct quotations, maps, tables, diagrams are acknowledged	
References	
All facts, theories and opinions that are not my own are properly acknowledged	
There is a clear distinction between references and my own statements / interpretations	
All references in the text are correct and included in the list at the back	
4. Style	
Logical outline of headings and subheadings	
The article / thesis flows (reads easily)	
The style is concise	

The language is clear	
Appropriate use of abbreviations and acronyms	
5. Spelling and grammar	
Correct spelling (use spell check)	
Consistent use of capitalization	
Correct grammar, punctuation, and tense use	
6. Presentation and layout	
Consistent numbering and layout of headings and subheadings	
Standard size paper (A4) with 1,5 spacing and printed single sided	
Pages are numbered	
Accurate typing	
Proofread by a proficient language person	
All relevant sections included (e.g. title page, abstract, references, appendices, etc)	
Keep an electronic file and hard copy of the paper / chapter for yourself.	

(Hartley, 2008)

8.3.4. Some other common text features:

- (a) **Reference** to sources using **citation**:

According to Tamura et al. (2009)

- (b) The use of **abbreviations** to save space:

docosahexaenoic acid (DHA)

- (c) **Italics**: used to show words from other languages: *Tamura et al.* (= and others)

- (d) **Brackets**: used to give subsidiary information or to clarify a point:

. . . but others (short-chain fatty acids) come from cheaper sources such as soya.

8.3.5. Practice 08: Credibility in academic writing

Which of the following statements reads as most credible and convincing? Why?

- Emotional intelligence is essential in the practice of management.
- In my opinion emotional intelligence is essential in the practice of management.
- According to Smith (1967) emotional intelligence is essential in the practice of management.
- Jones (2004) argues that emotional intelligence is essential in the practice of management. In his view successful management practice hinges on effective communication between people, and emotional intelligence can contribute to that.

8.3.6. Practice 09: preciseness in Academic Writing: Acknowledging exceptions and limitations

- How would you make these sentences more precise?
- Narrative is the structure used for a novel or film.
- Historians believe that history is the study of significant past events which have relevance for the present and future.
- Knowledge of grammar improves the standard of writing.
- Smokers die at a younger age than non-smokers.

8.3.7. Practice 10: Formality: Formal and impersonal language

Some of the language in the following examples is more appropriate for speaking than writing. Identify which expressions are too informal and personal.

-When I look at the situation in emergency wards, with many staff leaving, it's hard not to worry about how many doctors will be available to treat patients in the future.

If we consider the situation in emergency wards, with increasingly low staff retention rates, there are concerns about the capacity of hospitals to maintain adequate doctor to

patient ratios.

-It's so obvious that people were given jobs just because they were male or female. I don't think that is an acceptable approach and is even against the law.

-It appears that in a number of instances jobs were assigned on the basis of gender. Given the current anti-discrimination laws, this raises serious concerns.

8.3.8. Practice 11: Rewrite the sentences in a more academic style using verbs from the list below. Note that you may need to change the verb tense.

investigate	assist
raise	discover
establish	increaseeliminate

- Systems analysts can help out managers in many different ways.
- This program was set up to improve access to medical care.
- Medical research expenditure has gone up to nearly \$350 million.
- Researchers have found out that this drug has serious side effects.
- Exercise alone will not get rid of medical problems related to blood pressure.
- Researchers have been looking into this problem for 15 years now.
- This issue was brought up during the coroner's inquest(*Bowden, 2008*).

II/ Lecture Two: Paragraphs

Objectives

After going through the lecture the student will be able to discuss in detail how important it is to understand the structure of a paragraph, the role of the topic sentence in a paragraph, describe the principles of paragraph writing and properties of paragraphs the significance of evidence or supporting sentences to make the paragraph focused and importance of concluding observation in making a paragraph self-contained.

1. Introduction

Writing the right word may be easy, but writing the right sentence is not. Also, writing paragraphs is the most difficult because there are many things to deal with at the same time. Ideas, languages, grammar rules, and vocabulary need to be considered at the same time. The ideas we choose need to be expressed in the right words. Paragraphs are the foundation on which all writing pyramids stand. You cannot write a letter, essay, story, report, article, or dissertation without complete knowledge of the paragraph. Paragraph sizes vary from one sentence to an entire page. Informal and technical writing uses compact, small, descriptive and decorative paragraphs, while creative and informal writing speaks clearly and doesn't care about its length and width. (Zemach & Rumisek, 2005)

2. Definition of Paragraphs

All paragraphs have the same components. It means the main idea or topic of a paragraph should be explained in a so-called topic sentence, which comes to the position of the topic. Often it will be the first. The rest of the paragraph consists of sentences that support, develop, or describe key topics. They must be

logically connected to the preceding and following statements. After all, the last sentence is usually a summary of paragraph inferences, and you need to look ahead to the next paragraph. To keep paragraphs consistent, most sentences should have the same subject, ideas should be clearly and logically related to each other, and information should flow from old ideas to new ones. It helps if you sometimes turn your readers. (Butler, 2014)

A paragraph is made of a few sentences that talk about one single topic. You should have at least five to seven sentences in the paragraph. The topic can have some evidence or examples to support it, but these should all be related to each other. Do not introduce any new topic. Each paragraph should have coherence and cohesion.

3. Organizing paragraphs

Paragraphs are the basic building blocks of academic writing. Well-structured paragraphs help the reader understand the topic more easily by dividing up the argument into convenient sections.

3.1. Practice 01

‘Should home ownership be encouraged?’

The rate of home ownership varies widely across the developed world. Germany, for instance, has one of the lowest rates, at 42 per cent, while in Spain it is twice as high, 85 per cent. Both the USA and Britain have similar rates of about 69 per cent. The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries. There appears to be no conclusive link between national prosperity and the number of homeowners.

This paragraph can be analyzed:

1 Topic sentence	<i>The rate of home ownership varies widely across the developed world.</i>
2 Example 1	<i>Germany, for instance, has one of the lowest rates, at 42 per cent, while in Spain it is twice as high, 85 per cent.</i>
3 Example 2	<i>Both the USA and Britain have similar rates of about 69 per cent.</i>
4 Reason	<i>The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries.</i>
5 Summary	<i>There appears to be no conclusive link between national prosperity and the number of homeowners.</i>

This example shows that:

- (a) A paragraph is a group of sentences that deal with a single topic.
- (b) The length of paragraphs varies significantly according to text type, but should be no less than four or five sentences.
- (c) Normally (but not always) the first sentence introduces the topic. Other sentences may give definitions, examples, information, reasons, restatements and summaries.
- (d) The parts of the paragraph are linked together by the phrases and conjunctions shown in bold in the table. They guide the reader through the arguments presented. (Butler,2014)

4. Basic Principles for Writing a Paragraph

While writing a paragraph, we generally follow some basic principles. The following are some of the significant principles.

- A paragraph is a group of related sentences;
- A good paragraph is thoughtful, unified, coherent, and well-developed;
- Each paragraph should contain one point;
- Each paragraph should have its own internal structure and stand on its own;

- Each paragraph should state its purpose in the form of a topic sentence;
- Each paragraph should have a “headline” to help the readers keep the main argument in their minds throughout their reading of the paragraph;
- Each paragraph should have one clear focus. (Unity).
- All the concepts, propositions and examples within the paragraph should be clearly related to each other and go with the main idea of the paragraph expressed in the topic sentence. (Coherence)
- The readers should be able to identify the topic sentence easily and clearly. They should help the readers skim through a large piece of writing and easily follow the logical ‘flow’ of ideas.

The topic sentence should be supported by examples, statistics, quotes, etc. (Zemach & Rumisek, 2005)

4.1. Practice 02

Let’s have a look at the following paragraphs.

(A) Many of Mohan’s friends know him as a good batsman. But he is essentially a bowler. Whenever he has the ball in his hand, he is filled with fire and acts passionately. Before throwing the ball, he makes it a point to rub it thoroughly to put life into it. Immediately after the ball goes out of his hand, it moves with an extraordinary speed and hits the wicket or lands into the hands of his fellow fielders. For his Coach Selvin he is an all rounder who can be trusted in moments of crisis.

(B) Barack Obama is charismatic leader. Wherever he treads, he mesmerizes people with his words and actions. With his child like simplicity, youth-like

activeness and old-man-like wisdom, he is able to win the hearts of millions. Being the first ever black American president, he has inspired the backward people in all cultures to follow him and pursue their dreams. He has spread the message of peace all around the world and has bagged the most coveted Nobel Prize for peace.

(C) None of the villagers approved of his arguments. The betrayer stood there in the middle, least bothering about poor villagers who had paid for his education and upbringing. They had expected him to speak like a wise man and argue in favour of his fellow people. But he spoke like a city bred dog, faithfully following the footprints of his false counterparts in the city. Speaking in tune with the opponent's advocate, he placed his arguments to weaken their stand and falsified their claims that he was their man.

We can clearly see that Paragraph A starts in the middle, paragraph B starts in the beginning and Paragraph C starts in the end. (Zemach & Rumisek, 2005)

5. Structure of a Paragraph(different parts of paragraph)

Insufficient paragraph description can make it difficult for the reader to understand the idea of the text. Well-written paragraphs, on the other hand, clearly and comprehensively show the author's ideas. It enhances the credibility of the author in the eyes of the reader.

Whatever is the length of a paragraph, every paragraph has the following structure:

- **Topic Sentence:** Every sentence moves round a single topic which is contained in the topic sentence.
- **Supporting Evidence:** The topic sentence should be supported by

supporting ideas withadequate evidence

- **Concluding Observation:** The sentences that the closes the arguments and leads to the next paragraph in a given passage. (Butler,2014)

5.1. Practice 03:

Tick the correct statements and cross out the wrong ones. Write the correct forms of the incorrect statements.

- (a) A good paragraph is thoughtful, unified, coherent, and poorly-developed.*
- (b) The readers should be able to identify the topic sentence in a paragraph easily andclearly.*
- (c) Every paragraph, however small, contains multiple ideas or thoughts and is self- contained*
- (d) A well-written paragraph presents the reader's ideas in a clear and comprehensivemanner.*
- (e) A structured paragraph should have a topic sentence, supporting arguments and concluding observation.*

5.2. The Topic Sentence

Before you start writing a paragraph, you need to select the topic you want to write. Next, you need to decide what to say about the paragraph topic. Whatever we want to say, it needs to have a major idea developed in the process of the paragraph. Therefore, paragraphs are the main idea. The main ideas are expressed in thematic phrases. The subject text indicates the content of the paragraph. It follows or precedes the supporting details.

This is a proper, focused topical sentence that gives the paragraph a size and determines the orientation of the paragraph. On the other hand, if the topic sentence is too general, the paragraph can become long, ambiguous, and

undirected. Topic sentences are the main discussion of ideas that you want to focus on in a paragraph. It can be at the beginning, middle, or end of a paragraph. Sometimes you can see it, but sometimes you can't. If unrecognized, the main idea is split into several sentences or entire paragraphs.

Paragraphs contain three main parts: a topic sentence, supporting sentences and a concluding sentence. **A topic sentence contains the topic and an opinion, or controlling idea.** It is often, but not always, the first sentence of the paragraph. Paragraphs that begin with the topic sentence move from the general to the specific. They open with a general statement about a subject (and then discuss specific examples).E.g.

A nutritious diet is one way of maintaining good health.

The **topic** of this paragraph is maintaining good health. The **controlling** idea is that one way to do this is with a nutritious diet.

The topic sentence in a paragraph should be an active argument, not an expression of an observation or statement of facts. Let's have a look at the following sentences.

- **A topic sentence based on a fact (Weak):** Participation of women in politics in Odishais very high.
- **A topic sentence based on an active argument (strong):** Increasing participation of women in politics in Odisha is a sign of their empowerment.

We can use the following methods to support or develop a

topic sentence:

- Provide definitions of the terms being discussed
- Provide examples (from real life or imaginary) and illustrations (through words and pictures)
- Cite data (facts, statistics, polls, evidence, details)
- Use quotes and paraphrases to explain or elaborate points
- Use an anecdote or story or personal experience, examples from life to explain the idea
- Use comparison and contrast
- Evaluate causes and reasons
- Show cause and effect relationship between ideas
- Analyze the topic and show implications
- Describe the topic
- Provide chronology of an event (in time segments) to show logical relationships. (Whitaker, 2019)

A Topic Sentence is a sentence that tells the reader what your paragraph is about. You can write your topic sentence in the beginning, middle, or end of your paragraph. If you are a new writer, it might be easier for you to start your paragraph with your topic sentence and take it from there.

Remember this formula:

Topic Sentence = Topic + Controlling Idea

Controlling Idea

As the name implies, controlling an idea controls your thoughts and ideas. Control ideas tell the reader certain aspects of this topic that you are about to write.

Example of Topic Sentence and Controlling Idea

Look at the following example:

Raw Vegetables

If I say raw vegetable, nobody will know what I will write about raw vegetables. I could write about how they are planted, what they are used for, different recipes calling for raw vegetables, the vitamins in them, etc. By writing a controlling idea, I can clarify what I am talking about.

Look at the following example:

Raw vegetables might not be as healthy as we thought they were.

Here I made it clear that I am going to talk about the health related aspect of raw vegetables. So, my topic is “raw vegetables” and my controlling idea is “might not be as healthy as we thought they were”. I also started my sentence with a shocking claim that raw vegetables might actually be harmful!

5.2.1. Practice 04

Answer the following questions in about 10-15 words.

(a) What happens when the topic sentence is too general?

(b) What kind of a topic sentence is said to be weak? Why?

(Whitaker, 2019)

5.2. Supporting Details

If a paragraph has five sentences, the three sentences after the topic sentence are usually called supplementary details (sentences). These statements include explanations, evidence, and reasons for your allegations.

5.2.1. Example of Supporting Sentence

Take the example of our paragraph about Raw Vegetables. I can write three supporting sentences bringing evidence to support my claim that raw vegetables might not be as healthy for you.

Read the first supporting sentence below:

We all agree that raw vegetables are full of vitamins and minerals, but some of these raw vegetables can also carry toxic

ingredients that can cause severe harm to your health if you don't cook them.

5.2.2. The following are the principal functions of supporting sentences

- expand or explain the main point
- define or describe the key terms
- offer explanations
- give examples or illustrations to strengthen the arguments
- give additional details to elaborate the main argument.

5.2.2.1. Practice 05

(b) What are the principal functions of supporting arguments?

5.3. Concluding Sentence

The last sentence in a paragraph is called the last sentence. Nothing new is introduced in the last section. It summarizes what you have already said or paraphrases the topic statement.

5.3.1. Example of Concluding Sentence

Raw vegetables have always been considered one of our best friends when it comes to our diet, but we should always familiarize ourselves with the ingredients inside them and the best way to eat them: cooked or uncooked.

5.4. 1. Model Answers to practice 03

- (a) Incorrect. Correct version: A good paragraph is thoughtful, unified, coherent, and well-developed.
- (b) Correct
- (c) Incorrect. Correct version: Every paragraph, however small, contains a single idea or thought and is self-contained
- (d) Incorrect. Correct version: A well-written paragraph presents the author's ideas in a clear and comprehensive manner.
- (e) Correct

5.4. 2. Model Answers to practice 04

Answer the following questions in about 10-15 words.

- (c) What happens when the topic sentence is too general?

When the topic sentence is too general, the paragraph loses focus, becomes lengthy and is found to be without direction.

- (d) What kind of a topic sentence is said to be weak? Why?

A topic sentence or argument which is only based on facts is said

to be weak because it only states the facts but does not present any active argument.

5.4. 3. Model Answers to practice 05

Answer the following questions in about 10-15 words.

- (a) How can we make an argument strong?

We can make an argument strong by giving evidence from multiple sources to justify or support the argument in the topic sentence.

- (b) What are the principal functions of supporting arguments?

5.5. More practices

For the following three questions, choose the topic sentence that best fits the paragraph.

1. The term *spices* is a pleasant one, whether it connotes fine French cuisine or a down-home, cinnamon-flavored apple pie. _____ . In the past, individuals traveled the world seeking exotic spices for profit and, in searching, have changed the course of history. Indeed, to gain control of lands harboring new spices, nations have actually gone to war.

a. The taste and aroma of spices are the main elements that make food such a source of fascination and pleasure.

b. The term might equally bring to mind Indian curry made thousands of miles away and those delicious barbecued ribs sold on the corner.

c. It is exciting to find a good cookbook and experiment with spices from other

lands—indeed, it is one way to travel around the globe!

d. The history of spices, however, is another matter altogether, and at times, it can be filled with danger and intrigue.

2. It weighs less than three pounds and is hardly more interesting to look at than an overly ripe cauliflower.

_____. It has created poetry and music, planned and executed horrific wars, and devised intricate scientific theories. It thinks and dreams, plots and schemes, and easily holds more information than all the libraries on Earth.

a. The human brain is made of gelatinous matter and contains no nerve endings.

b. The science of neurology has found a way to map the most important areas of the human brain.

c. Nevertheless, the human brain is the most mysterious and complex object on Earth.

d. However, scientists say that each person uses only 10% of his or her brain over the course of a lifetime!

3. Gary is a distinguished looking man with a touch of gray at the temples. Even in his early 50s, he still turns heads. He enjoys spending most of his time admiring his profile in the mirror. In fact, he considers his good looks to be his second-most important asset. The first, however, is money. He is lucky in this area, too, having been born into a wealthy family. _____.

He loves the power his wealth has given him. He could buy

whatever he desires, whether that be people, places, or things. Gary checks that mirror often and feels great delight with what he sees.

a. Gary's gray hair is his worst characteristic.

b. Conceit is the beginning and the end of Gary's character; conceit of person and situation.

c. Gary feels blessed to be wealthy and the joy consumes his every thought.

d. The only objects of Gary's respect are others who hold positions in society above him.

Practice: For the following questions, a topic sentence is given.

Try choosing the sentence that best develops or supports it.

Life on Earth is ancient and, even at its first appearance, unimaginably complex.

a. Scientists place its beginnings at some three billion years ago, when they hypothesize that the first molecule floated up out of the ooze with the unique ability to replicate itself.

b. The most complex life form is, of course, the mammal—and the most complex mammal is humankind.

c. It is unknown exactly where life started, where the first molecule was “born” that had the ability to replicate itself.

d. Darwin's theory of evolution was one attempt to explain what essentially remains a great mystery.

Cosmetic plastic surgery is one of the fastest growing segments of U.S. medicine.

- a.** Cosmetic plastic surgery can have dangerous side effects, some of which can be fatal.
- b.** Americans are eager to make their bodies as perfect as possible and to minimize the visible signs of aging.
- c.** The price of cosmetic plastic surgery is also on the rise.
- d.** This increase in cosmetic plastic surgery says something quite disturbing about our culture. (Whitaker, 2019)

III/ Lecture Three: Different types of Paragraphs

Objectives

At the end of this lecture, students should be able to provide: different types of Paragraphs. There are many types for a paragraph, most known of them, Narrative paragraph, Description paragraph, Illustration paragraph, Process analysis paragraph, Classification paragraph, Definition paragraph, Comparison and contrast paragraph, Cause and effect paragraph, and Argument paragraph.

1. Comparison and contrast paragraph

The main difference to remember when working with such paragraphs is that comparisons "show similarities between subjects-people, ideas, situations, or objects", while contrasts "show differences". (Ancher, 2010). One of the reasons for using the comparison and contrast approach may be to determine how the two subjects (intelligence and success) exist in the same system & # 40; Life Goals & # 41; Discuss their similarities and differences. The following points are useful when designing comparison and contrasting paragraphs (Anker, 2010).

- "Topics with sufficient similarity are used to make meaningful comparisons / contrasts": This is the basic principle of the sequence of topics → limited topics.
- "It serves a purpose-to help readers make decisions or help them understand the topic": This is the position you want to express in your topic statement → Key points
- "Provides some important parallel comparisons / opposites": Includes the most important parallels in support
- Arrange points in logical order: You can select some order of logical representation. B. Time series (before), start with the least important one or start with the most important one. Be sure to choose a logical order, not multiple combinations.

1.1. Practice 01

Topic: Compare and compare the first phone with the current phone Some things to keep in mind when working on paragraphs:

- For certain time frames (eg 10 years), you can set a meaningful comparison / contrast window
- When looking at similarities and differences, try to include the point in the thesis statement, which allows you to focus on both.
- You can also end the paragraph with the recommendations contained in Conclusion.

Sample comparison/ contrast paragraph	Element
My first and current phones illustrate how a decade of technological development affect user experience.	topic sentence
The most obvious difference is how current smartphones are much larger than phonesfrom the late 2000s.	support #1
Of course, using older devices is severely limited due to basic or disclosed app support.	support #2
However, if one only needs a phone to make calls and send text messages , even a ten-year-old device will suffice, as both old and new phones have these features.	support #3
Smartphones are constantly extending their usability, yet if one only requires basicphone features, even an older device will do the job at a fraction of the price.	conclusion

(Jordan, 2003)

2. Narrative paragraph

The main purpose of the narrative paragraph is to share the story and guide the reader through the main steps. (Anker, 2010) cites the following as the basis for narrative writing:

- "It shows you something important": This will be your thesis statement,
- Includes all major events in history: These are the supports described in the drafting section of the document.

Three should provide enough context.

- Bring your story to life with the details of the most important events : If you have word restrictions, such details can be important (for example, secondary support as a

take description).

- Can be included up primary support. (Anker, 2010).
- “It presents the events in a clear order, usually according to when they happened”: because you want to guide your reader through the main steps, by using a **chronological order** you can make sure they can follow your story without confusing time jumps

Keep in mind that a narrative paragraph needs to have events presented usually in past tense and not just include a description of what happened to make sense.

2.1. Practice 02

Topic: tell a story about a time when listening to music did or did not make you happy

Some things to keep in mind when creating a paragraph:

- You don't have to define what happiness or sadness is
- You don't have to write about being sad and happy because of music
- You can write about a specific time (1 day) or period (summer)

Sample narrative paragraph focusing on a time period	Element
My first summer job often made me sad but listening to music at the end of the day always managed to cheer me up.	topic sentence
I worked in retail and encountered rude people with offensive remarks on a daily basis.	support #1
The second half of the workdays always included heavy lifting in the store warehouse.	support #2
By the end of the day, I was constantly sad and tired but the new playlists I would find on Spotify during my trips home made me forget this stressful job for the time being.	support #3
Listening to music made me happy during a difficult first job as it cleared my mind after each stressful day.	conclusion

(Anker, 2010).

2.2. Practice 03

Topic: tell a story to show whether beauty matters A few things to keep in mind when working on your paragraph:

- a topic can require **narrative events**, be sure to signal the time with **adverbs** and **adjectives**

Sample narrative paragraph focusing on a single day	Element
Beauty is one of those skills that you cannot put on your C.V. but can get you the job anyway.	topic sentence
About a week ago, I found a job listing that was perfect for my skills and qualifications.	support #1
Next, I spent hours researching everything to know about the company before theint	support #2
By the time I got to the interview, the position was already given to a lovely young lady who was less qualified, but the company saw her as a better asset.	support #3
In my experience with job interviews, beauty can provide edge over preparation.	conclusion

(Anker, 2010).

3. Illustration paragraph

An illustration paragraph is essentially the combination of a description and argumentation paragraph. (Anker, 2010) lists the following as key features of illustrative writing:

- "I have a purpose": Make sure you can provide appropriate support as well as explanation as this will be your subject phrase.
- "I have a concrete example to point, explain, and prove": your support will respond why are you asking about your thesis statement.
- "Contains supporting example details": If absolutely necessary, put such details in a separate statement. Otherwise, insert it in the supporting statement.
- "Sufficient examples are used to get the point out to the reader": Share the top three reasons to convince the reader when creating the introductory text.

3.1. Practice 04

Topic: explain your attitude to video sharing sites in general

A few things to keep in mind when working on your paragraph:

- focus on describing your general attitude and do not go into detail about every such website
- Be sure to present your attitude and not a general attitude.

Sample illustration paragraph	Element
My attitude towards video sharing websites is overwhelmingly positive as I see the mas possibly the best way of creating, sharing and accessing content.	topic sentence
There are thousands of videos uploaded to YouTube everyday meaning there is always new content to consume.	support #1

I follow a number of content creators whose work I could not access without YouTube.	support #2
As a vlogger, YouTube provides a platform to share my work, get feedback and connect with people who with similar interests.	support #3
I am a big fan of video sharing websites and they provide opportunities for watching and creating videos as well as getting in contact with the community.	conclusion

(Jordan, 2003)

4. Description paragraph

When you want to get across a certain concept situated in an experience, you can use a descriptive paragraph. The main issues to keep in mind according to (Anker, 2010) are as follows:

- “It creates a major impression (overall effect, emotion, or image) about the subject”: When working with the subject set, focus on the big picture of what you are trying to explain.
- “Get the main impression using a specific example”: With the help of the reader, all the content described should be contextualized so that the reader can reach a similar impression.
- "Support these examples with details that appeal to the five senses of sight, hearing, smell, taste, and touch": Your text does not have to include all five senses in the description.
- “It brings the reader to life with a person, place, or physical object”: This is almost always the case with experience, but the main idea of providing the reader with sufficient detail remains (Jordan, 2003).

4.1. Practice 05

Topic: describe the entertaining or learning

A few things to keep in mind when working on your paragraph:

- From a structural point of view, this type of descriptive paragraph is a more descriptive paragraph.
- You can fill in such paragraphs without any sensory details
- You don't need to define a scene because you can assume that the reader is

familiar with the scene.

- You need to write about entertainment or learning possibilities. Not both.
(Jordan, 2003)

Sample description paragraph without sensory details	Element
The Szenes Club can be accessed throughout school days and parties and thus has a variety of entertainment possibilities.	topic sentence
The club is open from morning until late afternoon, plus Monday evenings, and host a variety of programs from the well known Monday parties to even improvisation nights.	support #1
Although the club has computers that can be accessed free of charge to work on, the environment with its constant music and general buzz is not ideal for learning.	support #2
However, you can always visit the place with some friends to watch a movie or simply play a board game.	support #3
Szenes is known for being a social place to unwind and have fun which is supported by its varied program line up.	Conclusion

4.2. Practice 06

Topic: introduce a YouTube video you are familiar with

Some things to keep in mind when creating a paragraph:

- Sensory details (visual, auditory) can complete such paragraphs
- When introducing a video, make sure you understand the core idea, even if you haven't actually seen it.

Sample description paragraph with sensory details	Element
A YouTube video I know well, as I watch it a couple of times a year, is Harry Potter on Kinect from Call Me Kevin and his reactions to that buggy mess are simply hilarious.	topic sentence
At the start, he tries to scan his face with the Kinect for the playable character, but it does not work and he ends up looking like a bad drawing for the rest of the game.	support #1
Kevin adds out of context music bits and he also changes his voice for great jokes.	support #2
It is also hilarious to watch his restless movements as the Kinect is motion controlled.	support #3
Harry Potter on Kinect was a hidden gem for me which the many programming bugs and the content creator's presentation make a joy to watch.	conclusion

5. Process analysis paragraph

(Anker, 2010) explains that process analysis helps explain two purposes: "how to do something (...) [and] how something works". doing. These are the main uses of process analysis, but they can also be used to discuss changes over time, such as: B. How has your understanding of a particular problem evolved? In this case, it's similar to combining an illustration with a paragraph in a story. Process analysis is basically summarized in the following points (Anker, 2010) :

- "It tells the reader the process they need to know and makes points about It. ": Make sure your topic phrase clarifies the process and what you have to say about it
- "Introducing the main steps of the process": Writing support is similar to writing a recipe. Think about the steps your readers need to know to understand your position introduced in the thesis statement
- "I will explain the procedure in detail": The required details depend on the topic and space restrictions.
- "Display steps in logical order (usually in chronological order)": Returning to the recipe analogy, it doesn't make sense to start a pizza recipe with a 15-minute golden brown baking, so the order is: Make sure you allow. Use the reader and follow your points Subject:

5.1. Practice 07

Topic: explain how your view on beauty was formed some things to keep in mind when creating a paragraph:

- Make sure that the subject phrase contains the changes that are detailed in the process.
- Present in the past tense, focusing only on the important steps to mark or prepare changes. (Jordan, 2003)

Sample process analysis paragraph		ment
I used to think that beauty is observable at first glance, however, I came to realize that it is multilayered.		topic sentence

As a child, I grew up seeing billboards everywhere and associated looks with beauty.	support #1
By the time I got to high school, I started to realize how this image might be limited.	support #2
The real change came about during my university studies where I met different people and cultures that made me understand how beauty can be much more than simply looks.	support #3
Today I see beauty as a construct with multiple levels where looks are only one element.	conclusion

(Jordan, 2003)

6. Classification paragraph

Classification paragraphs are useful when you need to explain what can be categorized into subcategories. This approach gives readers insight into how they see the mechanics and possibilities of a particular area. Here are some things to consider when classifying (Anker, 2010):

- “Groups of people and things make sense by categorizing them”: These categories make sense and should not overwhelm the reader. You have your category in your support, so 3 should be enough
- "There is a purpose to organize people and things": This purpose should be expressed in the thesis statement (point: how a terrible boss makes your life difficult in various ways)
- "Classify according to the principle of a single order": This works the same as the purpose of the topic sentence (restricted topic: boss → terrible boss)
- “There is a detailed example or description of what applies to each category”:
Get support Represent these categories (terrible boss types: irresponsible, impatient, unqualified).

6.1. Practice 08

Topic: Explain the meaning of being intelligent some things to keep in mind when creating a paragraph:

- Illustrations or definition paragraphs can be used to address this topic
- A classification approach can be used to provide a more systematic overview

Sample classification paragraph	Element
At the surface, intelligence seems to simply equal being smart, but it is a more complex construct.	topic sentence

One distinction focuses on the logical (IQ) versus emotional (EQ) intelligence.	support #1
Another approach is interpreting skill-based knowledge as intelligence.	support #2
However, the most accurate results probably lie in the multiple intelligences theory covering almost a dozen different intelligences such as mathematical, linguistic, kinesthetic and so on.	support #3
Intelligence is more about the areas in which one can excel as opposed to the traditional IQ scores which show a more limited picture without personal differences.	conclusion
(Jordan, 2003)	

7. Definition paragraph

The definition paragraph "Description explaining what a term or concept means" is fairly simple (Anker, 2010). Such paragraphs may need to define terms from comprehension (eg perfect hobby) or explain how the concept you are using makes sense (eg rain film).) Is useful. When writing the definition paragraph, keep the following in mind (Anker, 2010).

- "It tells the reader what is defined": This is in the first half of your thesis statement
- "Provides a clear and basic definition": This constitutes most of your subject set
- "Illustrate the meaning of the author": This is your main support and is often sufficient, especially if you are short of space.
- "Provides details about examples that the reader can understand": As a secondary support, you can add context if the configuration is a bit vague.

7.1. Practice 09

Topic: Define what you see as a perfect hobby some things to keep in mind when creating a paragraph:

- Focus on one hobby and don't combine multiple hobbies
- This is your idea of a perfect hobby, not a general agreement

Sample classification paragraph	Element
As I see it, the perfect hobby is travelling as it includes visiting new places, experiencing various cultures and expanding your horizon.	topic sentence
Travelling to a foreign country will give you a new perspective about the world	support #1
There is a lot to experience ranging from meeting new people, sightseeing, trying the local	support #2

cuisine and so on.

No matter where you go, you will always come back richer with experiences.

support #3

Travelling is a universal hobby that everyone can enjoy in more ways and is thus a
prime candidate for being the perfect hobby.

Conclusion

(Jordan, 2003)

8. Argument paragraph

An argument paragraph has a central role. That is, "take a position on the topic and provide supporting evidence to encourage others to accept or at least consider that position" (Anker, 2010). Such paragraphs work as follows (Anker, 2010).

- "Take a strong and clear position": Make sure that this is essentially your subject phrase and can help potential readers convince your position to be valid.
- "There is good reason and supporting evidence to defend your position": Most of you Support focuses on contextualizing your position and persuading your readers.
- "Take into account dissenting opinions": Including the other side in your discussion and accepting their validity strengthens your general support.
- "There is enthusiasm and energy from start to finish": If the discussion is presented calmly, the discussion can hold up well, so omit this feature while writing the discussion paragraph without losing anything. can do

8.1. Practice 10

topic: Discuss whether intelligence will make us successful

Some things to keep in mind when creating a paragraph:

- You need to determine the type of connection you claim between intelligence and success
- By not moving in either extreme direction (always connected-not connected), you can take a more realistic and supportive position, including the other side.
- You can provide examples of support by mentioning celebrities that you may be familiar with.

Sample argument paragraph	Element
The relationship between intelligence and success is not straightforward as it may notlead to the kind of success one originally might want.	topic sentence
Some of the wealthiest people, like Bill Gates and Elon Musk, had success in thebusiness sphere because of their intelligence.	support #1
However, there are celebrities who became successful because of their looks alone.	support #2
While intelligence in itself does not necessarily lead to financial gains, it can present acknowledgement in science, breakthrough discoveries and cementing your namewh all forms of success.	support #3
Thus, intelligence does not guarantee success, but it is one possible way to achieve it.	conclusion

(Jordan, 2003)

9. Cause and effect paragraph

If you need to explain the reason and effect of a change, you can use the Cause and Effect paragraph to explain it. There is a fundamental distinction between the cause of "what caused the event" and the result of "what happened as a result of the event" (Anker, 2010). Keep the following in mind when constructing causal paragraphs (Anker, 2010):

- “The point reflects the author's intent. Explain the cause, impact, or both.”:

The topic statement must include what is causing the particular change and what is causing it. ..

- “If the purpose is to explain the cause, these are the real causes”: Based on a set of topics Emphasize the role of cause and effect, and your support should reflect your focus. A topic that discusses why you changed your mind about pet adoption is a particular event, in this case how your cause happened. Therefore, your support will focus on that pre-event (pre-event) factor. You need a company to save one, such as loving animals
- “If the purpose is to explain the effect, it is the actual effect”: As in the previous case, the set of topics needs to establish focus, here the factors after the resulting event. Focuses on. Events; Discussing topics such as how animal adoption has changed your life can lead to increased responsibilities, changes in life rhythms, and experiencing animal affection. I have
- "Provide the reader with a detailed example or description of the cause or effect": Make sure that we can provide appropriate support for either the cause or the effect

9.1. Practice 11

Topic: Explain how your view of fairness came about

Some things to keep in mind when creating a paragraph:

- Topics focus on changing opinions, so you can tackle this with the formulation of causes (significant events) in the topic set and support for explaining the effects (event outcomes).
- Neither the event nor the result needs to be positive for the paragraph to make sense
- If you change your mind like this, use the past tense, as the effect is similar to the structure of the story.

Sample cause and effect paragraph	Element
A meeting with one of my professors concerning a failed paper made me reevaluate my stance on fairness.	topic sentence

We spent quite some time on identifying its issues and how it could be improved.	support #1
After this discussion I had a better understanding of what to keep and what to change.	support #2
Seeing how I was actively trying to improve my work, my professor offered to assess my revised essay and consider it as 50% of the final grade I would get for my paper.	support #3
This meeting with my professor and the offered chance to improve my grade had a highly positive effect on how I see fairness today.	conclusion

(Jordan, 2003)

IV/ Lecture Four: Sentence transition & Paragraph transition

Objectives

At the end of this lecture, students should be able to provide: what is meant by Sentence transition & combination (linking words and punctuation), Paragraph transition, (introductory words in paragraphs) and Phrases and words (precision in word choice, avoidance of phrasal verbs, vague pronouns)

1. What is a transition or coordination?

In writing, a transition is a word or phrase that connects one idea to another. This connection can occur within a paragraph or between paragraphs. Transitions are used to show how sentences or paragraphs are related to each other and how they relate to the overall theme of the paper (Bowker, 2007).

To understand coordination, be sure you know the meaning of the following three terms.

A **clause** is a group of words that has a subject and a verb:

she spoke

when she spoke

NOTE: Of the two clauses above, only she spoke could be a sentence. The clause when she spoke could not stand alone as a sentence because it does not express a complete thought.

An **independent clause** is a clause that can stand alone as a simple sentence:

She spoke.

The three preceding terms are all part of the definition of coordination. **Coordination** is the combining of two or more related independent clauses (you may think of them as simple

1.2.2. Practice 03

In each of the following compound sentences, draw a single line under the subject and draw two lines under the verb for both independent clauses. Then circle the semicolon, adverbial conjunction, and comma. An example follows:(Lynch, 2013).

The jet was the fastest way to get there comfortable. ; moreover, it was

1. The restaurant is always too crowded on Saturdays ; nevertheless, it serves the best food in town.
2. The land was not for sale ; however, the house could be rented.
3. The lawsuit cost the company several million dollars ; consequently, the company went out of business a short time later.
4. The doctor told him to lose weight ; furthermore, she instructed him to stop smoking.

1.2.3. Practice 04

Combining Sentences Using Adverbial Conjunctions

The simple sentences in each of the following pairs could be combined by using an adverbial conjunction. Decide on the relationship between the two sentences, and circle the letter of the adverbial conjunction that makes the most sense. (Bowker, 2007).

1. Women are supposed to talk more than men. This may not always be true.
 - a. thus
 - b. moreover
 - c. also
 - d. however
2. The cell phone has become a part of everyday life. Researchers have become interested in this new area of study.
 - a. furthermore
 - b. therefore
 - c. on the other hand
 - d. nonetheless
3. Researchers began with a popular assumption about women and men. They found the results of the study led to an opposite conclusion.
 - a. thus
 - b. nonetheless
 - c. also
 - d. likewise
4. Women use their wireless phones 377 minutes a month.
Men, on average, use their wireless phones a good deal more—438 minutes a month.
 - a. on the other hand
 - b. therefore

c. thus

d. likewise

5. Men can be seen using their phones almost everywhere. Women use their phones mostly at home.

a. similarly

b. in addition

c. however

d. accordingly

6. Men use their phones in very public places.

They prefer to conduct a great deal of their business in this way.

a. however

b. meanwhile

c. indeed

d. otherwise

7. Women still rule the traditional phones at home. Women talk 544 minutes a month at home compared with men's use of just 314 minutes.

a. however

b. in fact

c. besides

d. meanwhile

8. Researchers counted the number of times men used their cell phones. They listened carefully to the male tone of voice.

a. otherwise

b. therefore

c. in addition

d. instead

9. The use of cell phones in public is annoying to many. The use of cell phones while driving can be dangerous.

a. therefore

b. furthermore

c. otherwise

d. nevertheless

10. The cell phone is relatively new technology. Companies are hopeful about people's increased use of the cell phone.

a. likewise

b. in addition

c. accordingly

d. meanwhile (Bowker, 2007).

1.3. Third option for coordination: using a semicolon

A third and less commonly used way to form a compound sentence is to combine two independent clauses by using only a semicolon. (Lynch, 2013).

Third Option for Coordination

Independent clause

Semicolon

Independent clause

I had worked hard

;

I expected results.

You might choose the semicolon if the grammatical structure of each independent clause is similar or if the ideas in each independent clause are very closely related.

1.3.1. Practice 05

Combining Sentences Using the Semicolon

Read each of the following sentences. If the sentence is a compound sentence that requires a semicolon, insert the semicolon where needed. If the sentence requires no punctuation, leave it as is.

1. The assistant wrote the speech the manager delivered it at the national meeting.
2. The man stood in front of me the others stood to the side.
3. The apartment was light and airy the property was neat and clean.
4. Shoppers were pushing grocery carts down the aisles workers were stocking the shelves.
5. My sister plans to learn three foreign languages in the next four years.
6. He worked in the stockroom counting inventory his coworkers handled the customers.
7. He tried to explain nobody gave him a chance.
8. Many teenagers spend hours playing video games they neglect their studies.
9. The forum was an annual gathering for poets and friends of poetry.
10. Ming-Na agreed to take the teaching position she turned down a job singing backup in a rock band (Scarry, 2008).

2. What is subordination?

In coordination, you learned that both clauses in a compound sentence are independent clauses. In subordination, only one clause can be an independent clause. Any other clause must be a dependent clause. Such a dependent clause is dependent on (that is, subordinate to) the independent clause, and together these clauses make up a complex sentence.

Subordination is the method of combining two clauses that contain ideas not equally important. The more important idea is in the independent **clause**, and the less important idea is in the **dependent clause**. The result is a **complex sentence**. (Scarry, 2008).

2.1. Practice 06

Independent clause:

We listened.

Dependent clause:

when she spoke

Complex sentences:

We listened when she spoke.

When she spoke, we listened.

2.2. The difference between an independent clause and a dependent clause

An independent clause stands alone as a complete thought; it could be a simple sentence.

Example: Independent clause:

I drank the water.

A dependent clause begins with a connecting word, and even though the clause contains a subject and a verb, it does not stand alone as a complete thought. The idea is not complete.

Example: Dependent clause:

When I drank the water, . . .

Before you write your own complex sentences, practice the following exercises to be sure you recognize the difference between an independent clause and a dependent clause.

2.2.1. Practice 07

Identifying Dependent and Independent Clauses

In the blank to the left of each group of words, write IC if the group of words is an independent clause (a complete thought) or DC if the group of words is a dependent clause (not a complete thought, even though it contains a subject and a verb).

- _____ 1. William Faulkner was a regional writer
- _____ 2. he was born near Oxford, Mississippi
- _____ 3. where he lived and died
- _____ 4. even if he used the dialect of the area
- _____ 5. some of his books share the same characters and themes
- _____ 6. because Faulkner devoted many pages to greed, violence, and meanness
- _____ 7. until the year he died
- _____ 8. he won the Nobel Prize in 1950
- _____ 9. when he was recognized as one of America's greatest writers (Bowker, 2007).

_____ 10. although Faulkner departed from the traditional style of prose

2.3. Frequently used subordinating conjunctions

After	in order that	Unless
Although	Once	Until
as, as if	provided that	when, whenever
as long as, as though	rather than	where, wherever
Because	Since	whereas
Before	so that	whether
even though	Though	while
if, even if		

2.3.1. Using relative pronouns

Definition A **relative clause** is a dependent clause that begins with a relative pronoun.

whom the journalist interviewed *which* he incorporated into his
article *that* we read in the magazine

2.3.2. List of the relative pronouns:

Relative Pronouns

who (whose, whom)	used if the	what	
whoever (whomever)	pronoun refers	whatever	used if the pronoun
	to a person	which	refers to a thing
		whichever	
that	used most often	where	used if the pronoun
	to refer to things,		refers to a place
	but is sometimes		
	used to refer to		
	people	when	used if the pronoun
			refers to a time

2.3.2.1. Practice 08

Combining Sentences Using Relative Pronouns

Insert a relative clause into each of the following height sentences. Use each of the possibilities (who, whose, whom, which, that) at least once. Be sure to punctuate correctly. An example has been done for you. (Bowker, 2007).

Simple sentence: **The leader was barely five feet tall.**

Complex sentence: **The leader, who was always self-conscious about his height, was barely five feet tall.**

1. The president _____ asked his advisors for help
2. His advisors _____ met with him in his office.
3. The situation _____ was at a critical point.
4. Even his vice president _____ appeared visibly alarmed.
5. Stacked on the table, the _____ looked impressive.
6. The meeting _____ began at two o'clock.
7. Every _____ was examined in great detail.
8. Several maps _____ showed the area in question.

3. Using transitions between paragraphs

Transitions can be useful between paragraphs to connect two ideas. Effective transitions highlight the key information from one paragraph to the next and help to create a logic flow between ideas. These transitions do not always have to use transitional words or phrases; however, they can be useful. P1 represents the last sentence in paragraph one. P2 represents the first sentence of paragraph two. The transitional phrase is bolded and italicized. (*Scarry, 2008*).

Example:

P1: The author's work includes many examples of symbolism.

P 2: In the story, multiple themes are present.

Revision:

P1: The author's work includes many examples of symbolism.

P2: In addition to the symbolism in the text, multiple themes are present.

Rationale: The transition helps to show how the two paragraphs are related and helps to show the reader the underlying similarities.

3.1. Commonly used transitions

Purpose	Examples
Addition	again, also, and, another, as a result, as well as, besides, both, consequently, equally important, finally, first-second-etc., for example, for instance, further, furthermore, however, in addition to, in fact, in the same way, in the second place, last, likewise, moreover, next, not only-but also, otherwise, similarly, than, therefore, thus, too
Concession	although, at any rate, at least, even though, granted that, in spite of, of course, still, thought, while it may be true
Consequence or Result	accordingly, as a result, because, consequently, due to, for this reason, hence, in other words, since, so, so that, then, therefore, thus, with the result that
Contrast	at the same time, but, contrarily, conversely, however, in contrast, in spite of, nevertheless, nor, notwithstanding, on one hand- on the other hand, on the contrary, or, rather, while this may be true, yet

Details	especially, including, in detail, in particular, namely, specifically, to enumerate, to explain, to list
Emphasis	above all, again, also, besides, certainly, furthermore, in addition, indeed, in fact, in truth, of course, really, surely, truly
Examples	as an illustration, for example, for instance, in other words, in particular, thus, to illustrate
Illustration	for example, for instance, in other words, in particular, namely, specifically, such as, thus, to illustrate
Similarity of Comparison	analogous to, in a like fashion, in a like manner, likewise, similarly
Space	above, across, adjacent, along the edge, around, at the bottom, at the front, at the left, at the rear, at the right, at the top, behind, below, beneath, beside, beyond, in front of, in the background, in the center, in the distance, in the foreground, nearby, nearer, next to, on the side, on top, opposite, out of sight, over, straight ahead, surrounding, under, under, within sight
Suggestion	for this purpose, therefore, to this end, with this in mind, with this purpose in mind
Summary	accordingly, as a result, consequently, finally, in brief, in conclusion, in short, therefore, thus
Time	after, afterward, another, at first, at last, at length, at the same time, before, concurrently, during the morning-day-week-etc., eventually, finally, first-second-etc., for a minute-hour-day-etc., formerly, generally, immediately, in order to, in the meantime, last, later, meanwhile, most important, next, once, ordinarily, previously, rarely, simultaneously, soon, subsequently, then, to begin with, usually

(Bowker, 2007).

V/ Lecture Five: Errors to avoid in academic writing

Objectives

At the end of this lecture, the students should be able to know Different errors to avoid in academic writing, Sentence fragments, Run-on sentences, and Wordiness.

1. Definition of fragment sentence: A fragment is a piece of a sentence.

1.1. How many kinds of fragments are there?

- A fragment could be a phrase:

I sat down. In the school bus. Howard, the school bully, came and satdown beside me.

NOTE: The prepositional phrase in the school bus is a fragment, not a sentence.

2. - A fragment could be a dependent clause:

As I sat down. Howard, the school bully, came and sat down beside me.

NOTE: The dependent clause as I sat down is a fragment, not a sentence.

3. - A fragment could be a combination of phrases and dependent clauses:

As I sat down in the school bus that was filled with screaming kids.

NOTE: As I sat down is a dependent clause; in the school bus is a prepositional phrase; that was filled is a dependent clause; and with screaming kids is a prepositional phrase. A combination of phrases and dependent clauses is not a sentence (Bailey, 2006).

1.2. Practice 01:

Recognizing and Correcting Fragments

Read the following paragraph carefully. Find the five fragments and underline them. Then fix each fragment, and write the new sentences on the lines below.

Howard Crane the shortest kid in my entire seventh grade. He was always getting into fights, and he used terrible language. If you've ever known a bully. Howard was a prime example. One Friday afternoon as we sat in the school bus on our way home. Howard began taunting my younger brother. Because our parents had told us to ignore Howard. So my brother just looked straight ahead. Saying nothing. I was growing angrier and angrier. I had to do something (Peterson, 2003).

1. _____
2. _____
3. _____
4. _____
5. _____

2. What is a run-on sentence?

In conversation, when we retell events that have occurred, we often link our thoughts together in one long narrative. Here is what one person involved in a car accident reported to a police officer at the scene: (Mackevell et al, 2010)

I was driving along on Route 80 and my daughter asked my wife to change the radio station and my wife told my daughter to do it herself so my daughter unhooked her seatbelt and reached over from the back seat to change the station but then her brother tickled her and she lost her balance and fell on the gear shift and that moved the gear into neutral so the car instantly lost power and that's when we were hit by the van behind us.

The man relating the accident ran all the parts of this entire event together without any separations. As a result, the account appears as a **run-on**. In formal writing, a run-on is considered a serious error.

So, Run-ons are independent clauses that have been combined incorrectly.

2.1. Kinds of run-ons sentences

Run-ons may occur when the writer is unable to recognize where one complete thought ends and another thought begins. Run-ons also may occur if the writer is not sure of the standard ways of connecting ideas. Certain marks of punctuation are needed to show where two clauses join. Other punctuation signifies the end of a thought. Study the following three types of run-ons(Whitaker, 2019).

- **The and run-on:** two or more relatively long independent clauses connected with a coordinating conjunction without any punctuation

Incorrect: I met Charlyce in a yoga class at the YWCA and we liked each other immediately and we soon became friends.

- **The fused run-on:** two or more independent clauses run together without any punctuation

Incorrect: I met Charlyce in a yoga class at the YWCA we soon became friends.

- **The comma splice:** two or more independent clauses run together with only a comma

Incorrect: I met Charlyce in a yoga class at the YWCA, we soon became friends.

2.2. How do you correct a run-on sentence?

There are three basic ways to correct a run-on sentence.

- Make two sentences with end punctuation.

Correct: I met Charlyce in a yoga class at the YWCA. We soon became friends.

- Make a compound sentence using one of the three methods of coordination.

Correct: I met Charlyce in a yoga class at the YWCA, and we soon became friends.

I met Charlyce in a yoga class at the YWCA; indeed, we soon became friends.

I met Charlyce in a yoga class at the YWCA; we soon became friends.

- Make a complex sentence using subordination.

Correct: Soon after I met Charlyce in a yoga class at the YWCA, we became friends.

Charlyce and I became friends soon after we met in a yoga class at the YWCA.

2.3. Practice 02

Below are five run-on sentences. Correct them by using any of the three strategies given for correcting run-ons.

- In recent years several celebrities, including Michael J. Fox, Lance Armstrong, and Melissa Etheridge, have shared their health situations with the public, this has had a beneficial effect.
- In 1995, Christopher Reeve became a quadriplegic after a horse riding accident, he and his wife worked tirelessly until their untimely deaths to draw attention to the need for better treatments and cures for spinal cord injuries.
- Katie Couric, the American media personality, lost her husband to colon cancer in 1998 after his death, Katie became a spokeswoman for colon cancer awareness.
- In fact, Katie had a colonoscopy on the air in March of 2000, and she inspired many to follow her example.
- Katie Couric's efforts have become known as the "Couric effect," we now know a celebrity can draw significant attention and support to worthwhile causes (Bailey, 2006).

3. Definition of wordiness:

"Wordiness" means "stating ideas, concepts, and/or thoughts in an excessively lengthy, redundant, and verbose manner." A less-wordy way to describe "wordiness" is "using too many words!". (Whitaker, 2009).

Principles to remember in avoiding wordiness:

1. Distill your idea into the fewest words possible.
2. Do not state what you reader can infer.

3.1. Types of wordiness problems:

➤ **Redundant pairs**

Examples: hopes and desires, each and every, first and foremost, questions and problems

➤ **Redundant modifiers**

Examples: past memories, each individual, basic fundamental, true facts, consensus of opinion, free gift

➤ **Redundant categories**

Examples: period of time, green in color, of a slimy appearance, in a grotesque manner, educational process

➤ **Meaningless modifiers**

Examples: kind of, basically, really, apparently, given, various, different, for all intents and purposes (Bailey, 2006).

➤ **Pompous diction**

Example: (wordy) After receiving an encouraging response from my supervisor, I made the decision that a review of division priorities should be initiated.

(better) Encouraged by my supervisor, I decided to review administrative priorities.

➤ **Obvious implications**

Example: (wordy) Energy used to power our industries and homes will in the years to come be increasingly expensive in terms of dollars and cents.

(better) Future energy will be increasingly expensive.

➤ **Excessive details**

Example: (wordy) A microwave oven that you might buy in any department store uses less energy which is much more expensive than a conventional oven that uses gas or electricity.

(better) Microwave ovens use less energy than conventional ovens.

➤ **Using a phrase for a word (phrasiness)**

Examples: the reason for, due to the fact that, on the grounds that, this is

why, despite the fact that, with regard to, concerning the matter of, it is important that, in a position to, in anticipation of

➤ **Excessive metadiscourse (words that guide the reader)**

Example: (wordy) It is almost certainly the case that, for the most part, totalitarian systems cannot allow a society to settle into what we would perceive to be stable modes of behavior or, even more crucially, stable relationships.

(better) Totalitarian systems cannot allow a society to settle into stable behavior or stable relationships.

➤ **Indirect negatives**

Example: (wordy) there is no reason not to believe that if you don't use too many negatives you won't confuse the reader.

(better) Using too many negatives confuses the reader.

➤ **Expletives (it or there followed by a form of the verb to be and the subject)**

Example: (wordy) It is unfortunate that there were only seven people in attendance at the meeting.

(better) Unfortunately, only seven people attended the meeting.

➤ **Nominalizations in place of verbs**

Example: (wordy) The committee has no expectation that completion of the project will occur.

(better) The committee does not expect to complete the project.

3.2. Eliminating Wordiness

For a sentence to flow well, it should not be cluttered with unnecessary words. Sentences should be concise and direct. (Bailey, 2006).

3.2.1. Remove Unnecessary Words

Avoid redundancy by removing words that do not contribute to a sentence.

Examples: ~~I enjoy power walking at a quick pace in the nighttime twilight under the dark sky.~~

~~She is one of the many girls who attends and walks the corridors of my school.~~

3.2.2. Remove Redundant Words

Remove words that are redundant. These are some common pairs of words that are redundant; one word should be removed from each pair.

*first and
foremost each
and every any
and all
hopes and
desires always
and forever final
outcome
ancient history
future plans
free gift
terrible
tragedy
reflect back*

3.2.3. Remove Meaningless Intensifiers

Intensifiers such as *so*, *very*, *many*, *quite*, *really*, and *definitely* are unnecessary. If they add no significance to the sentence, they can be removed.

Examples: Lisa is ~~definitely~~ a ~~very~~ skilled writer.

She ~~really, truly~~ dances ~~quite~~ well.

3.2.4. Remove Prepositions

Limit the number of prepositions used in one sentence. Using excessive prepositions consecutively within a sentence is known as a “preposition pile-p” or “preposition choo-chootrain.”

Example: I ~~go~~ ~~to~~ work] [~~from~~ ~~between~~ 9:00 a.m.] [~~to~~ ~~about~~ 5:00 p.m.] [~~with~~ ~~and~~ ~~take~~ a one-hour break] [~~in~~ ~~between~~] [~~at~~ ~~about~~ ~~around~~ noon].

I work from 9:00 a.m. to 5:00 p.m. and take a one-hour break around noon.

3.2.5. Avoid Lengthiness

Avoid lengthy expressions that make a sentence wordy. Eliminating this problem may require removing words around in the sentence.

Example 1: ~~At this point in time,~~ There are ~~currently~~ ~~far~~ too many prisoners of war, ~~also known as~~ (POWs).

There are currently too many prisoners of war (POWs).

Example 2: ~~If you really want to know, I can truthfully say that I actually~~ don't ~~really~~ care ~~about~~ where we ~~go to~~ eat ~~for~~ dinner.

I don't care where we eat dinner.

(Bailey, 2006).

3.3. Practice 03

Eliminate any unnecessary words in the following sentences. Rephrase if necessary.

1. I really love my daughter very much from the bottom of my heart.
2. In my essay paper, I wrote about my absolute hopes and desires.
3. There are possibly only three reasons why she could have done what she did.

4. Water polo is basically a water sport that involves a multitude of players struggling to compete against one another in successfully capturing the ball in the respective goal.
5. After that fight that we had, our amicable friendship is basically ancient history.
6. The honest truth is that I really do not like shrimp very much.
7. About the email you sent me last week on July 3rd about your vacation, I wanted to talk to you in person before responding.
8. If the two groups cooperate together, there will definitely be positive benefits for both.
9. There are some people who think that the metric system is basically un-American (Peterson, 2003).

VI/ Lecture Six: An Essay

Objectives

At the end of this lecture, students would be able to differentiate between the different parts of an essay.

1. Definition of an essay:

As it has already been learned, a paragraph is a group of sentences about one topic and has three main parts: the introductory sentence, the supporting sentences(the body of the paragraph), and the concluding sentence. The essay follows the same structure differing from the paragraph in that it is a group of paragraphs that deals with the same topic and is made of three different parts: the introduction, the body, and the conclusion. The following shape shows how a paragraph and an essay follow the same plan (Hartley, 2008).

2. Outlining an essay

The Essay

Introductory Paragraph

General Statements

THESIS
STATEMENT

Body paragraphs

Topic Sentence
Body (supporting sentences)
Concluding sentence

TOPIC SENTENCE
Supporting sentences
(Concluding sentence)

TOPIC SENTENCE
Supporting sentences
(Concluding sentence)

TOPIC SENTENCE
Supporting sentences
(Concluding sentence)

Concluding Paragraph

Concluding Sentence(s)
Final Thoughts

Essay purpose

The purpose of an essay is to present a coherent argument in response to a stimulus or question, and to persuade the reader that your position is credible. In other words, you're given a question or task description and you need to think about the task, research the topic, decide on your position, and then convince the reader by presenting a reasoned response supported by evidence from the research you have done (Bowker, 2007).

In the following we are going to deal with the different parts of the essay

What are the parts of an essay?

- Most writers think of essays as having three main parts:
 - Introduction
 - Body
 - Conclusion
- Each is made up of one or several paragraphs.

How do I write an introduction?

- The purpose of this section is to introduce the topic and why it matters, identify the specific focus of the paper, and indicate how the paper will be organized.

1. Begin your introduction by telling readers what the general topic of the paper is.
 - To keep from being too broad or vague, try to incorporate a keyword from your title in the first sentence.
2. Explain why the topic matters. Why should we care?
 - For example, you might tell readers that the issue is part of an important debate or provide a statistic explaining how many people are affected.
3. Introduce key terms, theories, or texts that will be discussed throughout the paper.
 - Defining your terms is particularly important if there are several possible meanings or interpretations of the term.
4. State the main point of your paper, and tell us how you will support it.
 - Try to frame this as a statement of your focus. This is also known as a purpose statement, thesis argument, or hypothesis.

How do I write the body of my essay?

- The purpose of this section is to provide information and arguments that follow logically from the main point you identified in your introduction.
1. Identify the main ideas that support and develop your paper's main point.
 2. Place these ideas in a logical order (e.g., by chronology or importance)

- For longer essays, you may be required to use subheadings to label your sections. (Bowker, 2007).
3. Develop each idea in a paragraph or series of paragraphs. Not sure how to structure your paragraphs? Try this approach:
 - Point: Provide a topic sentence that identifies the topic of the paragraph.
 - Proof: Give evidence or examples that develop and explain the topic (e.g., these may come from your sources).
 - Significance: Conclude the paragraph with sentence that tells the reader how your paragraph supports the main point of your essay.

How do I write the conclusion?

- The purpose of this section is to summarize the main points of the essay and identify the broader significance of the topic or issue.
1. Remind the reader of the main point of your essay (without restating it word-for-word).
 2. Do one (or more) of the following:
 - Summarize the key ideas that supported your main point. (Note: No new information or evidence should be introduced in the conclusion.)
 - Suggest next steps, future research, or recommendations.
 - Answer the question “Why should readers care?” (implications, significance).

3. Practice

4. Academic Writing Topic 1

If you could travel to 3 countries, where would you go and what would you do? (Opinion)

Academic Writing Topic 2

In order to have a successful marriage, what steps should a couple take before getting married? (Opinion)

Academic Writing Topic 3

Is book learning or experience more significant in a person's life? Why? (Opinion)

Academic Writing Topic 4

Is luck or effort more important in one's life? Why do you think so? (Opinion)

Academic Writing Topic 5

Should art be taught in public schools? Why or why not? (Opinion)

Academic Writing Topic 6

Should businesses that pay for healthcare require employees to exercise? (Opinion)

Academic Writing Topic 7

Should caps or limits be put on the salaries that professional athletes can earn? Why or why not? (Opinion)

Academic Writing Topic 8

Should everyone go to college? Why or why not? (Opinion)

Academic Writing Topic 9

Should grades in school be given? Why or why not? (Opinion)

Academic Writing Topic 10

What are 3 common fears and how can people overcome them? (Opinion)

Academic Writing Topic 11

What are 3 fun vacation places that most anyone would enjoy? (Opinion)

Academic Writing Topic 12

What are 3 good hobbies or sports? (Opinion)

Academic Writing Topic 13

What are 3 important cultural norms or traditions from your cultural background? (Opinion)

Academic Writing Topic 14

What are 3 of the most significant news stories this year? (Opinion)

Academic Writing Topic 15

What are advantages and disadvantages of cars? (Opinion)

5.

6. Academic Writing Topic 16

What are the 3 most important characteristics of a leader? (Opinion)

Academic Writing Topic 17

What are the 3 most important subjects that students should study in high school to prepare them for the future? Why? (Opinion)

Academic Writing Topic 18

What are the 3 most important subjects that students should study in college to prepare them for the future? Why? (Opinion)

Academic Writing Topic 19

Do movie stars have a responsibility to be good role models? Why or why not? (Opinion)

Academic Writing Topic 20

Do sports stars have a responsibility to be good role models? Why or why not? (Opinion)

Academic Writing Topic 21

What are the advantages and disadvantages of computers? (Opinion)

Academic Writing Topic 22

What are the benefits of gardening? (Opinion)

Academic Writing Topic 23

What are the benefits of knowing your family history? (Opinion)

Academic Writing Topic 24

What are the benefits of personal goal setting? (Opinion)

Academic Writing Topic 25

What are the benefits of space exploration? (Opinion)

Academic Writing Topic 26

What are the differences between long-time friends and new acquaintances? (Opinion)

Academic Writing Topic 27

What are the steps that can be taken to achieve world peace? (Opinion)

Academic Writing Topic 28

What are your top 3 to-dos on your life's list? (Opinion)

Academic Writing Topic 29

What is independence and why have so many wars been fought over it? (Opinion)

Academic Writing Topic 30

What is the government's role in providing assistance to survivors of natural disasters? (Opinion)

VII/ Lecture Seven: Introductions and definitions

Objectives

At the end of this lecture, students should be able to know the importance of Introductions and Conclusions, their purpose, and their types.

1. Definition of Introductions

An effective introduction explains the purpose and scope of the paper to the reader. In coursework both introductions and conclusions are normally written after the main body.

This criterion assesses the extent to which the introduction makes clear how the research question relates to existing knowledge on the topic and explains how the topic chosen is significant and worthy of investigation (Bailey, 2006).

Achievement level	Descriptor
0	Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic.
1	Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.
2	The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.

(Bailey, 2006).

1.2. The function of an introduction

- captures your audience's attention.
- gives background on your topic.
- develops interest in your topic.
- guides your reader to your research question.

1.3 The process should you use to write an introduction

One writes the introduction before writing the body of your essay. As the essay develops, the introduction may need to be revised. Many people write a rough draft and from that find out what their purpose really is and what they really believe. Then they revise the focus, language, or order of their introduction. This sequence -- of drafting an introduction and then revising and refining it once the body of the paper is sketched out -- is very common. Neither of the above situations is better (Olson, 2009).

1.4. Introduction contents

Introductions are usually no more than about 10 per cent of the total length of the assignment. Therefore in a 2,000 word essay the introduction would be about 200 words.

1.4.1. Practice 01

What is normally found in an essay introduction? Choose from the list below.

	Y/N
<i>(i) A definition of any unfamiliar terms in the title.</i>	
<i>(ii) Your opinions on the subject of the essay.</i>	
<i>(iii) Mention of some sources you have read on the topic.</i>	
<i>(iv) A provocative idea or question to interest the reader.</i>	
<i>(v) Your aim or purpose in writing.</i>	
<i>(vi) The method you adopt to answer the question (or an outline).</i>	
<i>(vii) Some brief background to the topic.</i>	
<i>(viii) Any limitations you set yourself.</i>	

1.4.2. Practice 02

Read the extracts below from introductions to articles and decide which of the functions listed above (i – viii) they are examples of best introductions.

(i) In the past 20 years the ability of juries to assess complex or lengthy cases has been widely debated.

(ii) The rest of the paper is organized as follows. The second section explains why corporate governance is important for economic prosperity. The third section presents the model specification and describes the data and variables used in our empirical analysis. The fourth section reports and discusses the empirical results. The fifth section concludes.

(iii) The purpose of this paper is to investigate changes in the incidence of extreme warm and cold temperatures over the globe since 1870.

(iv) There is no clear empirical evidence sustaining a ‘managerial myopia’ argument. Pugh et al. (1992) find evidence that supports such theory, but Meulbrook et al. (1990), Mahoney et al. (1997), Garvey and Hanka (1999) and a study by the Office of the Chief Economist of the Securities and Exchange Commission (1985) find no evidence.

(v) ‘Social cohesion’ is usually defined in reference to common aims and objectives, social order, social solidarity and the sense of place attachment.

(vi) This study will focus on mergers in the media

business between 1990 and 2005, since with more recent examples an accurate assessment of the consequences cannot yet be made (Olson, 2009).

1.5. Introduction structure

Not every introduction will include all the elements listed above.

Which are essential and which are optional?

There is no standard pattern for an introduction, since much depends on the type of research you are conducting and the length of your work, but a common framework is:(Peterson, 2003)

<i>A</i>	<i>Definition of key terms, if needed.</i>
<i>B</i>	<i>Relevant background information.</i>
<i>C</i>	<i>Review of work by other writers on the topic.</i>
<i>D</i>	<i>Purpose or aim of the paper.</i>
<i>E</i>	<i>Your methods and the results you found.</i>
<i>F</i>	<i>Any limitations you imposed.</i>
<i>G</i>	<i>The organisation of your work.</i>

1.5.1. Practice 03

Study the extracts below from the introduction to an essay titled:

‘Evaluate the experience of e-learning for students in higher education.’

(a) Certain words or phrases in the title may need clarifying because they are not widely understood: There are a range of definitions of this term, but in this paper ‘e-learning’ refers to any type of learning situation

where content is delivered via the internet.

(b) It is useful to remind the reader of the wider context of your work.

This may also show the value of the study you have carried out:

Learning is one of the most vital components of the contemporary knowledge-based economy. With the development of computing power and technology the internet has become an essential medium for knowledge transfer.

(c) While a longer article may have a separate literature review, in a shorter essay it is still important to show familiarity with researchers who have studied this topic previously. This may also reveal a gap in research that justifies your work:

Various researchers (Webb and Kirstin, 2003; Honig et al., 2006) have evaluated e-learning in a healthcare and business context, but little attention so far has been paid to the reactions of students in higher education to this method of teaching.

(a) The aim of your research must be clearly stated so the reader knows what you are trying to do:

The purpose of this study was to examine students' experience of e-learning in a higher education context.

(b) The method demonstrates the process that you undertook to achieve the aim given before:

A range of studies was first reviewed, and then a

survey of 200 students from a variety of disciplines was conducted to assess their experience of e-learning.

(c) You cannot deal with every aspect of this topic in an essay, so you must make clear the boundaries of your study:

Clearly a study of this type is inevitably restricted by various constraints, notably the size of the student sample, and this was limited to students of Pharmacy and Agriculture.

(d) Understanding the structure of your work will help the reader to follow your argument:

The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The second part . . .

(Peterson, 2003)

1.6. Opening sentences

It can be difficult to start writing an essay, but especially in exams, hesitation will waste valuable time. The first few sentences should be general but not vague, to help the reader focus on the topic. They often have the following pattern:

Time phrase	Topic	Development
<i>Currently,</i>	<i>the control of water resources</i>	<i>has emerged as potential cause of international friction.</i>
<i>Since 2008</i>	<i>electric vehicles</i>	<i>have become a serious commercial proposition.</i>

It is important to avoid opening sentences that are over-general. Compare:

Nowadays there is a lot of competition among different providers of news.

Newspapers are currently facing strong competition from rival news providers such as the internet and television.

1.6.1. Practice 04

Write introductory sentences for three of the following titles.

(a) How important is it for companies to have women as senior managers?

(b) Are there any technological solutions to global warming?

(c) What can be done to reduce infant mortality in developing countries?

0

(d) Compare the urbanization process in two contrasting countries.

1.6.2. Practice 05

You have to write an essay with the title
'Can everyone benefit from higher education?'

Use the notes below to write the introduction in about 150 words (it is not necessary to refer to sources in this exercise).

Definition: Higher education (HE) = university education
Background: Increasing demand for HE

worldwide puts pressure on national budgets >
many states seek to shift costs to students. In most
countries degree = key to better jobs and
opportunities

Purpose: To decide if access to HE should be
restricted or open to all, given costs involved

Method/Outline: Discussion of following points: HE
is expensive, so who will pay?

Increasing numbers = lower quality

Is it fair for all taxpayers to support students who
will earn high salaries?

How to keep HE open to clever students from poor
backgrounds?

Limitations: The use of your own country as an
example



2. Definition of conclusions

The conclusion should provide a clear answer to any
question asked in the title, as well as summarising the main
points. In coursework both introductions and conclusions are
normally written after the main body.

Conclusions tend to be shorter and more diverse than
introductions. Some articles may have a 'summary' or

‘concluding remarks’. But student papers should generally have a final section that summarises the arguments and makes it clear to the reader that the original question has been answered (Peterson, 2003).

This criterion assesses the extent to which the essay incorporates a conclusion that is relevant to the research question and is consistent with the evidence presented in the essay.

Achievement level	Descriptor
0	Little or no attempt is made to provide a conclusion that is relevant to the research question.
1	A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay.
2	An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.

Your conclusion wraps up your argument and leaves the reader with some final things to think about. Your conclusion should stem from what you have already written. Effective conclusions therefore often refer back to ideas presented in a paper’s introduction.

In general, your conclusion should echo your major thesis without repeating the words. However, since your paper has already proven your thesis, your conclusion should move beyond it to reflect on the significance of the ideas you just presented. It should answer the question, “OK, I’ve read your paper, but so what?” In other words, why are these ideas

important?(Olson, 2009)

2.1. Practice 06

Which of the following are generally acceptable in conclusions?

- (a) A statement showing how your aim has been achieved.
- (b) A discussion of the implications of your research.
- (c) Some new information on the topic not mentioned before.
- (d) A short review of the main points of your study.
- (e) Some suggestions for further research.
- (f) The limitations of your study.
- (g) Comparison with the results of similar studies.
- (h) A quotation that appears to sum up your work.

2.2. Practice 07

Match the extracts from conclusions below with the acceptable components above.

Example: $a = vi$

- (i) As always, this investigation has a number of limitations to be considered in evaluating its findings.
- (ii) These results suggest that the risk of flooding on this coast has increased significantly and is likely to worsen.
- (iii) Another line of research worth pursuing further is to study the importance of language for successful

expatriate assignments.

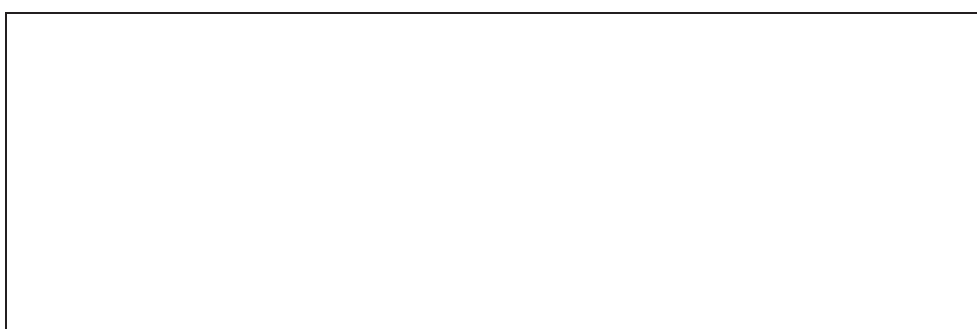
(iv) Our review of 13 studies of strikes in public transport demonstrates that the effect of a strike on public transport ridership varies and may either be temporary or permanent.

(v) These results of the Colombia study reported here are consistent with other similar studies conducted in other 2 countries (Baron and Norman, 1992).

(vi) This study has clearly illustrated the drawbacks to family ownership of retail businesses (Bailey, 2006).

2.3. Practice 08

Organising paragraphs, study the notes for the first two paragraphs, then write a concluding paragraph that summarises the main points and answers the question in the title (i.e. Are high rates of home ownership bad for the economy?). Discuss any implications that arise and suggest possible further research.



2.4. Effective conclusions:

- Reflect on how your topic relates to larger issues (in the novel,

in society, in history).

- Show how your topic affects the reader's life.
- Evaluate the concepts you have presented.
- Issue a call for action on the part of your audience.
- Ask questions generated by your findings.
- Make predictions.
- Recommend a solution.
- Connect back to introduction, esp. if you used a metaphor, anecdote, or vivid image (Olson, 2009).
- Give a personal statement about the topic.

2.5. Conclusions to avoid:

- Beginning with "In conclusion ..."
- Restating your thesis and all your main points without adding anything new.
- Bringing up a new topic.
- Adding irrelevant details (esp. just to make a paper longer) (Olson, 2009).

VIII/ Lecture Eight:

Objectives

At the end of this lecture, students would be able to use sources, quoting, summarizing, paraphrasing, and writing a bibliography.

1. Definition of Paraphrasing

Paraphrasing means changing the words of a text so, it is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism. It demonstrates your understanding of a source. Paraphrasing and summarising are normally used together in essay writing, but while summarising aims to **reduce** information to a suitable length, paraphrasing attempts to **restate** the relevant information (Zemach, 2005).

1.1. The characters of an effective paraphrase are usually

- has a different structure to the original
- has mainly different vocabulary
- retains the same meaning

keeps some phrases from the original that are in common use (Zemach, 2005).

1.1.1. Practice

Read the text below and then evaluate the three paraphrases (1=best), giving reasons.

The causes of the industrial revolution

Allen (2009) argues that the best explanation for the British location of the industrial revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy. Consequently, the mechanisation of industry through such inventions as the steam engine and mechanical spinning was profitable because employers were able to economise on labour by spending on coal. At that time, no other country had this particular combination of expensive labour and

abundant fuel.

- (a) A focus on demand may help to explain the UK origin of the industrial revolution. At that time workers' pay was high, but energy from coal was inexpensive. This encouraged the development of mechanical inventions based on steam power, which enabled bosses to save money by mechanising production (Allen, 2009).
- (b) The reason why Britain was the birthplace of the industrial revolution can be understood by analysing demand in the early 1700s, according to Allen (2009). He maintains that, uniquely, Britain had the critical combination of cheap energy from coal and high labour costs. This encouraged the adoption of steam power to mechanise production, thus saving on wages and increasing profitability.
- (c) Allen (2009) claims that the clearest explanation for the UK location of the industrial revolution is seen by examining demand factors. By the eighteenth century cheap energy and high wages were both aspects of the British economy. As a result, the mechanisation of industry through inventions such as the steam engine and mechanical spinning was profitable because employers were able to save money on employees by spending on coal. At that time, Britain was the only country with significant deposits of coal (Anker,2007).

<i>A</i>	
<i>B</i>	
<i>C</i>	

1.2. Techniques for paraphrasing

1.2.1. Changing vocabulary by using synonyms: argues > claims/ eighteenth century > 1700s/ wages > labour costs/ economise > saving

NB. Do not attempt to paraphrase every word, since some have no true synonym, e.g. demand, economy, energy

1.2.2. Changing word class:
explanation (n.) > explain (v.) / mechanical (adj.) > mechanise (v.) / profitable (adj.) > profitability (n.)

1.2.3. Changing word order:
... the best explanation for the British location of the industrial revolution is found by studying demand factors.
> A focus on demand may help explain the UK origin of the industrial revolution (Anker,2007).

1.2.3.1. Practice 01

Read the following text and then practise the techniques illustrated above.

Four wheels good

The growth of the car industry parallels the development of modern capitalism. It began in

France and Germany, but took off in the United States. There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production. In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company. After the Second World War the car makers focused on the styling of their products to encourage more frequent model changes. From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully. At the same time, trades unions became increasingly militant in defence of their members' jobs. Today the industry owns some of the most famous brands in the world. However, many car makers are currently threatened by increased competition and saturated markets (Boweker, 2007).

(a) Find synonyms for the words underlined.

- (i) The growth of the car industry parallels the development of modern capitalism.
Example: The rise of the automobile industry matches the progress of contemporary capitalism.
- (ii) It began in France and Germany, but took off in the United States.
- (iii) There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production.
- (b) Change the word class of the underlined words, and then re-write the sentences.
- (i) In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company.
Example: In the 1920s, with help from the managerial theories of Alfred Sloan, General Motors dominated the world's car companies.
- (ii) After the Second World War the car makers focused on the styling of their products, to encourage more frequent model changes.
- (iii) From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully.

(c) Change the word order of the following sentences (other changes may be needed).

- (i) At the same time, trades unions became increasingly militant in defence of their members' jobs.
Example: At the same time increasingly militant trades unions defended their members' jobs.
- (ii) Today the industry owns some of the most famous brands in the world.
- (iii) However, many car makers are currently threatened by increased competition and saturated markets. (Boweker, 2007).

2. Definition of Summarising

Making oral summaries is a common activity, for example when describing a film or a book. In academic writing it is a vital skill, allowing the writer to condense lengthy sources into a concise form. Like most skills it becomes easier with practice, and this unit explains the basic steps needed to achieve an accurate summary (Hartley, 2008).

2.1. Stages of summarising

Summarising is a flexible tool. Some basic steps need to be followed in order to write a good summary.

- (a) Read the original text carefully and check any new or difficult vocabulary.
- (b) Mark the key points by underlining or highlighting.
- (c) Make notes of the key points, paraphrasing where possible.
- (d) Write the summary from your notes, re-organising the structure if needed.
- (e) Check the summary to ensure it is accurate and nothing important has been changed or lost (Hartley, 2008).

2.1.1. Practice 02

Summarise the following text in about 50 words.

The Last Word in Lavatories?

Toto is a leading Japanese manufacturer of bathroom ceramic ware, with annual worldwide sales of around \$5 bn. One of its best-selling ranges is the Washlet lavatory, priced at up to \$5,000 and used in most Japanese homes. This has features such as a heated seat, and can play a range of sounds. This type of toilet is successful in its home market since many flats are small and crowded, and bathrooms provide valued privacy. Now Toto hopes to increase its sales in Europe and America, where it faces a variety of difficulties. European countries tend to have their own rules about lavatory design, so that different models have to be made for each market. Although Toto claims that its Washlet toilet uses less water than the average model, one factor that may delay its penetration into Europe is its need for an electrical socket for installation, as these are prohibited in bathrooms by most European building regulations. (Hartley, 2008).

2.2. References and quotations

Academic writing depends on the research and ideas of others, so it is vital to show which

sources you have used in your work, in an acceptable manner.

2.3. Why use references?

Citation is an important aspect of academic writing of all kinds. There are good reasons for this:

- To show that you have read some of the authorities on the subject, which will give added weight to your writing.
- To allow the reader to find the source, if he/ she wishes to examine the topic in more detail.
 - To avoid plagiarism.
 - Citations tell the reader of your text that you understand the topic and have read about it. You give authority to your statements and add value to your writing by showing that other writers have supported your arguments.
 - Citations show how well you know the field. It is important to show that you know who the important writers are in a specific field and if you leave some of them out, or if you use the writings of those who are less highly regarded or who have been discredited, it may detract from your own work.
 - Citations show how up-to-date your reading has been. In certain subject fields it is very important to be aware of the most recent developments.
 - Writing is “intellectual property” and you have to give credit to persons who first expressed an idea.
 - Citations enable the *reader* of your work to check the accuracy of a quotation, or to find the source and the context of a quotation.
 - Citations are most important in protecting you from being accused of plagiarism (Scarry, 2008).

2.3.1. Practice 03

Decide if you need to give a reference in the following cases.

	Y/N
(a) Data you found from your own primary research	
(b) A graph from an internet article	
(c) A quotation from a book	
(d) An item of common knowledge	
(e) A theory from a journal article	
(f) An idea of your own based on reading several sources	

2.4. Citations and references

It is important to refer correctly to the work of other writers that you have used. You may present these sources as either a summary/ paraphrase or as a quotation. In each case a citation is included to provide a link to the list of references at the end of your paper (Anker,2007).

2.4.1. Practice 04

Smith (2009) argues that the popularity of the Sports Utility Vehicle (SUV) is irrational, as despite their high cost most are never driven off-road. In his view ‘they are bad for road safety, the environment and road congestion’ (Smith, 2009).

References

Smith, M. (2009) Power and the State. Basingstoke: Palgrave MacMillan.

2.5. Reference verbs

Summaries and quotations are usually introduced by a reference verb:

Example:

Smith (2009) argues that . . . Janovic (1972) claimed that . . .

These verbs can be either in the present or the past tense. Normally the use of the present tense suggests that the source is recent and still valid, while the past indicates that the source is older and may be out-of-date, but there are no hard-and-fast distinctions. In some disciplines an old source may still have validity (Anker,2007).

2.6. Citation styles

There are a number of different styles and conventions which are widely used. Well-known style manuals include the Chicago Manual of Style, and those published by the American Psychological Association (APA), the Modern Language Association of America (MLA) and The (British) Modern Humanities Research Association (MHRA). One of the best-known, but also one of the simplest, is the “author-date” style for citations and reference lists (sometimes known as the “Harvard method”). Scientific publications often use the citation or

style guides published by societies and institutions in their own disciplines. In all cases, consistency in presentation is the most important consideration.

For theses and dissertations it is essential to make sure of the specific details of the citation convention required by your department and then to pay particular attention to capitalization and the use of italics (or underlining) and to check punctuation very carefully. External examiners usually pay particular attention to citations and references. The requirements of different citation styles with exhaustive examples are given in the following website:<http://www.lib.uct.ac.za/infolit/bibl.htm>(Zemach, 2005).

It is essential to remember that all full bibliographic references, regardless of style, essentially have to convey the same kind of information and consist of the same elements, although the basic order may differ slightly according to different conventions. The purpose of all citations essentially is to provide sufficient information for an item to be found. All citations should therefore contain, in the order prescribed by the citation style, the following elements:

- **Name** of the author(s) or originator(s) of the document you are using as a source.
- **Date** of publication
- **Title** of the publication (and, if it is part of a larger work, e.g. an article in a journal, or one paper in an edited collection, also the title of the whole publication)
- **Publication details** (Place of publication & Publisher if the item is a book; Volume and/or issue number if the item is a journal)
- Inclusive **page numbers** if the reference is to an item smaller than a whole book.

3. Using quotations

Using a quotation means bringing the original words of a writer into your work. Quotations are effective in some situations, but must not be over- used. They can be valuable:

- when the original words express an idea in a distinctive way
- when the original is more concise than your summary could be
- when the original version is well-known(Zemach, 2005).

All quotations should be introduced by a phrase that shows the source, and also explains how this quotation fits into your argument:

Introductory phrase	Author	Reference verb	Quotation	Citation
<i>This view is widely shared;</i>	<i>as Friedman</i>	<i>stated:</i>	<i>‘Inflation is the one form of taxation that can be imposed without legislation’</i>	<i>(1974: 93).</i>

Short quotations (2–3 lines) are shown by single quotation marks. Quotations inside quotations (nested quotations) use double:

As James remarked: ‘Martin’s concept of “internal space” requires close analysis.’

- (a) Longer quotations are either indented (given a wider margin) or are printed in smaller type. In this case quotations marks are not needed.
- (b) Page numbers should be given after the date.
- (c) Care must be taken to ensure that quotations are the exact words of the original. If it is necessary to delete some words that are irrelevant, use points . . . to show where the missing section was:

‘Few inventions . . . have been as significant as the mobile phone.’ (Boweker, 2007).

- (d) It may be necessary to insert a word or phrase into the quotation to clarify a point. This can be done by using square brackets []:

‘modern ideas [of freedom] differ radically from those of the ancient world. . .’

3.1. Practice 05

Study the following paragraph from an article titled ‘The mobile revolution’ in the journal ‘Development Quarterly’ (Issue 34 pages 85–97, 2009) by K. Hoffman. p. 87.

According to recent estimates there are at least 4 billion mobile phones in the world, and the majority of these are owned by people in the developing world. Ownership in the developed world reached saturation level by 2007, so countries such as China, India and Brazil now account for most of the growth. In the poorest countries, with weak transport networks and unreliable postal services, access to telecommunications is a vital tool for starting or

developing a business, since it provides access to wider markets. Studies have shown that when household incomes rise, more money is spent on mobile phones than any other item.

(a) Summary

Hoffman (2009) stresses the critical importance of mobile phones in the developing world in the growth of small businesses.

(b) Quotation

According to Hoffman, mobile phone ownership compensates for the weaknesses of infrastructure in the developing world:

‘In the poorest countries, with weak transport networks and unreliable postal services, access to telecommunications is

a vital tool for starting or developing a business, since it provides access to wider markets’ (2009: 87).

(c) Summary and quotation

Hoffman points out that most of the growth in mobile phone ownership now takes place in the developing world, where it has become crucial for establishing a business: ‘. . . access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets’ (2009: 87) (Hartley, 2008).

3.2. Abbreviations in citations

In-text citations use the following abbreviations, derived from Latin and printed in italics:

- et al.: normally used when there are three or more authors. The full list of names is given in the reference list:

Many Americans fail to vote (Hobolt et al., 2006: 137).

- ibid.: taken from the same source (i.e. the same page) as the previous citation:

Older Americans are more likely to vote than the young (ibid.) . . .

- op. cit.: taken from the same source as previously, but a different page (*Hartley, 2008*).

4. List of references at the end of the text

Whereas in your text you use only the reference indicator (makes for more fluent reading), in your bibliography at the end of your thesis or assignment you must give full details of all the quoted sources in your text. This enables your reader to find the original source. Here is the full reference for the example above:

Pretorius, E.J. 2000. What they can't read will hurt them: reading and academic achievement. Innovation 21: 33-41.

Note that the page reference now indicates the length of the entire paper and not just the

page on which the quotation appeared

This list at the end of your text may be called “References” or “Bibliography”. A list of “References” includes only those works (reference indicators) you have noted in your text. A “Bibliography” lists all the works you have consulted for your writing, both those noted in your text as well as those that have informed your thinking about the topic you’ve written on, but which you have not referred to directly in your text.

- The list of references is arranged alphabetically by surname of the author. Alphabetical order enables a reader to locate details of all the sources cited quickly and efficiently. If a work has no identifiable author or organization, the alphabetic arrangement is by the name of the editor(s) or by the first main word of the title (Scarry, 2008).

If you are using an author or organization who has more than one source published in the same year, you need to distinguish for your reader exactly which one you’re referring to. Do this by adding an “a”, “b” etc directly after the year. Use this distinction in both your text reference indicator as well as in the reference list at the end. Examples of two publications by the same author(s)/ organization in a single year:

Department of Labour, 2000a. *Framework for general training*. Government Printers: Pretoria.

Department of Labour, 2000b. *Technology 2005: Discussion document*. Government Printers: Pretoria.

Or

Bauer, P.J. & Wewerka, S.S. 1995a. Effects of experience and reminding on long-term recall in infancy: remembering not to forget. *Journal of experimental child psychology*. 59:260-298.

Bauer, P.J. & Wewerka, S.S. 1995b. One- to two-year olds’ recall of events: the more expressed, the more impressed. *Journal of experimental child psychology*. 59: 475-496.

4.1. Citing Books

Things to remember in citing books:

- The names of authors are shown with surname first. Forenames may be abbreviated to the initials only, but be consistent. Sometimes, an *organization* may function as the author.
- If there is more than one author, list them in the order given on the title page, separating them with the use of commas and the ampersand (&) sign. Alphabetic order will be according to the surname of the first author.
- An editor may be treated like an author, but attach the abbreviation “Ed.” to the name, as the function of an editor is different from that of an author.
- If there is no identifiable author or editor, the first part of the entry is the title of the work and alphabetic order will be according to the first word in the title that isn’t “A”, “An” or “The”. (E.g. The Cape Times)
- It is a convention that the *titles* of all *published* materials are listed using *italic* type or by underlining. If your word processing package and printer can display italic type you may use either *italics* or underlining, but not both.
- The edition should be mentioned unless it is the first edition. When there is no edition statement, you may assume that the work is a first edition. (Anker,2007).

4.1.1. Examples of references to books:

Examples of how to cite:

A book by a single author:

Bloom, A. 1987. *The closing of the American mind: how higher education has failed democracy and impoverished the souls of today's students*. New York: Simon and Schuster. (Anker,2007).

A book with more than one author:

Behrens, S.J., Olën, S.I. & Machet, M.P. 1999. *Mastering information skills*. Pretoria: Unisa.

A book produced by an editor rather than an author:

Stone, R.L. Ed. 1989. *Essays on The closing of the American mind*. Chicago: Review

Press.

An edition of a book other than the first:

Visser, N. 1992. *Handbook for writers of essays and theses*. 2nd ed. Cape Town: Maskew Miller Longman.

A section or a chapter in a book:

Burns, T. 1984. Mechanistic and organismic structures. In *Organization theory: selected readings*. 2nd ed. edited by D. S. Pugh. Harmondsworth, Middlesex: Penguin. 40-51.

Green, K. 1996. The use of auditory and visual information in phonetic perception. In *Speechreading by humans and machines*, D. Stork and M. Hennecke, Eds. Berlin, Germany: Springer. 55-77 (Zemach, 2005).

4.2. A paper from a conference publication:

Poll, R. 1998. The house that Jack built: the consequences of measuring. *Proceedings of the 2nd Northumbria International Conference on Performance Measurement in Library & Information Services*. 7-11 September 1997, Longhirst Hall, Northumberland. 39-45.

4.3. Citing journal articles

Things to remember in citing a journal article:

- Articles are listed according to the surname of the first author that appears on the article. If there are more than three authors, you may give the name of the first author only, followed by "...[et al.]" which means "and others".
- The title of the *journal* is italicized (or may be underlined).
- Volume and issue numbers of the journal are given, followed by the page number (or starting and ending pages if it covers more than one page) of the complete article. Some journals have volume or issue numbers only and not both (see the first and third examples below).

By indicating the volume numbering in the fixed sequence: Volume(issue number):starting page(-end page) it is not necessary to use the abbreviations *vol.*; *no. pp.* or *p.* to indicate volume, issue and page numbers. (Zemach, 2005).

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4.3.1. Examples of references to journals:

Kiondo, E. 1999. Access to gender and development information by rural women in Tanzania. Innovation. 19:18-27.

Levitt, A.G. & Wang, Q. 1991. Evidence for language-specific rhythmic influences in the reduplicative babbling of French and English learning infants. Language and speech. 34(3): 235-249.

Lillard, A. 1998. Wanting to be it: children's understanding of intentions underlying pretense. Child development. 69:981-993. (Boweker, 2007).

4.4. Citing a thesis or an unpublished discussion

Things to remember in citing an unpublished source:

- The titles of unpublished works are not underlined or italicised.

4.4.1. Examples of references to unpublished sources

Makhubela, P.M. 1998. Public libraries in the provision of adult basic education programmes: the case of the Western Cape Province, South Africa. D.Bibl. Thesis. Department of Library and Information Science, University of the Western Cape.

Thapisa, A.1998. Co-operation with the University of Botswana. [Personal interview, 10 March]. Cape Town. (Unpublished). (Boweker, 2007).

4.5. Citing electronic sources

Things to remember in citing electronic sources:

- Citation conventions for electronic sources are sometimes regarded as problematic, but citations for electronic sources are essentially no different from any other citations: the reader wants clear instructions about *how* and *where* to find an item. Frequently, data held electronically may be moved to different locations, so that hyperlinks become obsolete and documents sometimes disappear entirely. It also becomes necessary, therefore, to show the *date* of consultation when referring to such sources, to indicate how recently a link was still functioning (*Hartley, 2008*).
- Electronic information might be found in electronic mail services, such as listservers for specific interest groups, or published on CD-Rom discs or in electronic databases and the Worldwide Web. Information published electronically may have counterparts that are also published on paper. Where electronic sources also exist in traditional print form, it is advisable to note in your references the details about the print as well as the electronic sources, as web sources are not yet archived very well and web addresses may change (*Hartley, 2008*).

Any citation to an electronic source should conform to your chosen citation style and should contain:

- an **author** if you are able to establish one
- the **date** on which the document was produced or updated
- the **title** of the electronic document
- the **medium**, which may be “Online” or “CD-Rom” in square brackets, or you may use “Electronic” if you are not sure whether the source is online or networked CD-Rom
- the **uniform resource locator** (URL) which may sometimes be given between angle brackets (< >). If the URL is very long, it may be written on two lines, but try to break a line only where a punctuation mark occurs and do not *add* a hyphen, as this will alter the URL.
- the **date** on which the document was last accessed, often in square brackets (*Hartley, 2008*).

4.5.1. Examples of how to cite:

4.6. An electronic journal:

Aird, A. 2001. *E-commerce in higher education: can we afford to do nothing?* Ariadne. 26. [Online]. Available: <http://ariadne.ac.uk/issue26/e-commerce/intro.htm> [2001, March 8].

Smith, A.G. 1997. *Testing the surf: criteria for evaluating Internet information resources. The public-access computer systems review* 8(3). [Online]. Available: <http://info.lib.uh.edu/pr/v8/n3/smit8n3.html> [2002, September 12].

4.7. A journal article available in both electronic and print formats:

Brink, P.J. 2001. Violence on TV and aggression in children. *Western journal of nursing research*. 23(1):5-7. [Electronic]. Available: EBSCOHost: Academic Search Premier. [2002, September 11].

4.8. Articles from the World Wide Web:

Standler, R.B. 2000. *Plagiarism in colleges in the USA*. [Online]. Available: <http://www.rbs2.com/plag.htm> [2002, September 11].

Walker, J. 1997. *Intellectual property in the information age: a classroom guide to copyright*. [Online]. Available: <http://www.cas.usf.edu/english/walker/papers/copyright/ipdummie.html> [2002, September 11]. (Scarry, 2008).

CONCLUSION

Every academic paper is a kind of communication tool that allows students to convey the acquired knowledge in a certain discipline. For this reason, academic writing and research always feature a serious tone and present particular theories and facts that touch upon a given argument. Students learn academic writing to improve learning development. It is also used by professors to assess course comprehension.

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