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English for Academic Purposes. Writing essays

*Сборник текстов и упражнений по развитию навыков письменной речи на
английском языке для студентов дневной формы обучения*

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ПРЕДИСЛОВИЕ

Сборник текстов и упражнений по развитию навыков письменной речи на английском языке "English for Academic Purposes. Writing essays» предназначен для проведения занятий со студентами дневной формы обучения, имеющими продвинутый уровень подготовки, а именно, студентами старших курсов, магистрантами и аспирантами.

Данный сборник составлен на основе современных текстов учебника "Discoveries in Academic Writing" (Barbara Harris Leonhard, University of Missouri-Columbia, 2003). Необходимость выпуска издания обусловлена недостаточным количеством специально разработанных учебников для обучения студентов написанию такого вида письменных работ как эссе. Сборник может быть использован для проведения аудиторных занятий, а также для самостоятельной работы студентов в качестве источника разнообразных текстов, примеров эссе, упражнений и творческих письменных заданий.

Курс рассчитан на 68 часов аудиторных занятий (один семестр при четырехчасовой сетке занятий в неделю), 34 часа отводятся для самостоятельной внеаудиторной работы студента.

Сборник состоит из пяти уроков, направленных на обучение письменной речи на английском языке с постепенным усложнением задачи: от структуры абзаца к структуре эссе с использованием аутентичного языкового материала. Каждый из уроков построен по единому принципу: урок предваряет изложение целей, далее следуют вводные упражнения, выполнение которых дает возможность студенту выразить свое мнение по изучаемой теме, а преподавателю определить уровень компетентности обучаемых. В каждый урок включена теоретическая часть («Introduction») на английском языке, внимательное чтение которой при дополнительном разъяснении преподавателя позволяет студенту понять содержание темы урока. Приводимые здесь же примеры значительно облегчают процесс усвоения материала.

Каждый урок содержит набор письменных упражнений формирующих навык написания эссе, причем упражнения составлены и подобраны таким образом, что их выполнение целенаправленно обучают особенностям эссеистического стиля – образности, подвижности ассоциаций, афористичности, открытости в изложении индивидуального суждения. Дополнительные лексические и грамматические упражнения существенно помогают студенту правильно оформить высказывания. Студенты начинают процесс письма с небольших сочинений в объеме 150-200 слов и заканчивают написанием сочинения в объеме 800 слов; для реализации этой задачи авторами разработаны задания «In-class Writing Assignment», выполняемые на занятии и «Out-of-class Writing Assignment», предназначенные для более глубокой подготовки и изложения вне аудитории. Для написания эссе требуется как хорошее знание языка, так и достаточно высокий уровень общей культуры студента, т.к. для раскрытия темы может потребоваться не только описание личного опыта, но и, например, знание англоязычной литературы.

Существенную помощь в обучении окажут аудио записи, сделанные носителями языка, а также комплект видеоматериалов «Video Aided Instructions», представляющий полный курс обучения с разъяснениями, иллюстрациями и упражнениями на английском языке.

Сегодня эссе как жанр сочинения активно вводится в учебные программы образовательных учреждений. Во многих вузах такой вид письменной работы как эссе предлагается в качестве выпускного или вступительного экзамена, причем не только там, где предметная область – литература и русский язык, но и иностранные языки. Умение писать эссе является требованием многих международных образовательных программ как составная часть обязательной языковой подготовки для обучения в университете за рубежом.

Авторы надеются, что сборник окажется интересным по содержанию, а предлагаемые задания помогут студентам овладеть практическими навыками написания эссе, которые будут востребованы ими при обучении в российском вузе, а также, возможно, и за рубежом.

Авторы

Оглавление

Предисловие	3
Unit 1	
English Academic Writing	
Effective academic writing	5
Audience and tone	9
Coherence	15
Unit 2	
Critical Writing skills	
Critical thinking & writing skills	23
Academic writing assignments	31
The process of writing	36
Peer review and revision.....	41
Unit 3	
Support in Expository Paragraphs	
Thesis statements & topic sentences.....	45
Relevant and convincing support.....	49
Outlining skills.....	52
Unit 4	
Using Sources	
Citing sources. Direct quotation	57
Paraphrasing	60
Summarizing.....	62
Plagiarism.....	65
Stating acknowledgements	71
Unit 5	
Essay development	
An overview of essay development: introduction, body, conclusion.....	73
Библиографический список	80

Unit1

English Academic Writing

Unit Topics:

Effective academic writing

Audience and tone

Coherence

Effective academic writing

Objectives

In this unit you will:

- learn what academic writing is;
- share experiences in academic writing;
- study the rules of effective academic writing;
- learn different kinds of writing tasks.

Starting up

Ex. 1 Discuss the following questions with your colleagues to share experience in academic writing.

1. Are the rules for writing essays in your native language the same as or different from those for English writing?
2. What do you hope to learn about English academic writing in this course? (Think about the writing assignments you will have to do in your academic course work.)
3. What kinds of composition courses have you had up to now?
4. Is writing hard for you?
5. What would you like to improve in your writing skills?

Ex. 2 Which of the following written materials can be considered academic writing? Why?

- | | | |
|------------------------|---------------------------|---------------------------|
| - thesis | - letter to a friend | - invitation to a concert |
| - article | - essay | - summary |
| - resume | - annotation | - complaint letter |
| - message | - presentation | - annotation |
| - dissertation | - fax | - composition |
| - statement of purpose | - invitation to a lecture | - memo |
| - abstract | - e-mail | - annotated bibliography |
| - cover letter | - outline | - report |
| - competition entry | - review | - essay test |

Ex. 3 Why should you get ahead in your academic writing? Choose the three most important tips from the list below. State your point of view.

1. to know English better
2. to manage my daily schedule
3. to learn how to write academic papers
4. to know how to synthesize information from a variety of sources
5. to get extra qualification
6. to learn to think logically
7. to get critical-thinking skills
8. to get one more certificate in English
9. to learn English grammar better
10. to have a good time in a company of clever guys
11. to get new acquaintances
12. to know what academic writing is

Introduction

Academic writing

Writing is necessary for all students in higher education. It is a process. It starts from understanding your task. It then goes on to doing the research and reading. The next stage is planning and writing various drafts. This is followed by proof-reading and editing. All this should lead to the final text.

Academic writing is a social practice. A social practice is what people do together. This means that you always write with a readership in mind. You always write with a purpose: to explain, to persuade, etc. It also means that what is right and wrong, appropriate or inappropriate is defined by the users in the social community. In your case these are other students, lecturers or examiners. There is nothing natural about the organization and the way language is used in a scientific report, for example. It is as it is because that is the way it has developed through centuries of use by practitioners. For that reason it has to be learned. No-one speaks (or writes) academic English as a first language. It must be learned by observation, study and experiment.

Academic writing is clearly defined by having a clear audience; a clear purpose, either an exam question to answer or a research project to report on. It is also clearly structured.

Academic writing in English is linear: - it starts at the beginning and finishes at the end, with every part contributing to the main line of argument, without digression or repetition. Whatever kind of writing you are producing, you, the writer, are responsible for making your line of argument clear and presenting it in an orderly fashion so that the reader can follow. Your written work should have the following sections: Preliminaries, Main text, End matter.

The preliminaries and end matter will depend on the kind of text you are writing. The main text will, however, generally contain an introduction, a main body and a conclusion. The introduction will usually consist of some background information, which will give the reason for the writing and explain, to some extent, how this will be done. This must be closely connected to the essay or research question. The main body will then contain some data - either experimental, from ideas or from reading - and some argument. This will then lead to the conclusion, which will refer back to the introduction and show that the purpose has been fulfilled. The actual form of the main body will depend on the type of writing.

(From <http://www.uefap.com/writing/writfram.htm>)

Ex. 4 Read the following essay. It explains the characteristics of effective academic writing. Then answer the Discussion Questions that follow.

English Academic Writing

Academic writing is writing completed in a college or university setting for an academic audience consisting of professors, instructors, teaching assistants, and students. There are several features of English academic writing which make it of value for nonnative speakers to learn. Failure to master the rules for effective academic writing in this culture will affect the learner's success in a course. Effective English academic writing has three major characteristics. It has convincing content, clear organization, and effective use of the English language.

First, the writing task has convincing content. To begin with, the content is informative and thought-provoking. The purpose of academic writing is to convey knowledge and understanding of a topic in a persuasive, formal, and objective manner. Such writing is not too general. In order to be convincing, academic writers in Western culture are expected to use specific and logical details, examples, facts, statistics, and case studies to support generalizations. Overly general and illogical content is not well received by professors. Second, the support is relevant. That is, the support relates directly to the thesis, which clearly presents the writer's topic, purpose, method, and opinion in an essay; and topic sentences, which do the same thing for each developmental paragraph in an essay. Writers are taught not to digress by telling stories or making "by the way" statements, which are out of tone with the assignment despite attempts to be creative and entertaining. All of the sentences contain well-thought-out ideas and relevant supporting points.

Third, although objective, academic writing can be creative in that the writer is able to demonstrate effective critical-thinking skills. The content, that is, has depth of thought. The writer effectively analyzes the information, interprets the facts, makes judgments, draws conclusions, summarizes, and defends opinions. Shallow writing is indicative of weak critical-thinking skills, and such papers, often described as "sophomoric," receive low marks. Finally, any writing task has a clear purpose, which helps direct the reader, the audience. This is because the writer has clear objectives and strong control of the content. The message is clear, logical, and to the point. Indeed, papers with strong, unified support which demonstrates effective critical-thinking skills are well received by professors.

In addition to being convincing, effective academic writing in Western culture is well organized according to certain patterns and rules which may vary from culture to culture. The general pattern is described as linear because of the direct relationship between generalizations and their supporting points. Academic papers generally have a deductive approach, in which the generalization is stated first and then supported by specific details, examples, and other kinds of support. Sometimes, however, academic writers use an inductive approach, in which the specific support is given before the generalizations. English academic writing is also organized on the rhetorical level. There are several classical patterns used: narration, description, definition, process, classification, comparison, cause/effect, and argumentation. The pattern chosen is the method by which the writer will convey the content. This involves learning the organizational cues for the patterns and ways to order the support with these rhetorical devices. The success of a paper depends on how well the writer handles these organizational principles.

Finally, good English academic writing demonstrates sophisticated use of the English language. First, academic tasks are clearly written at the sentence level. Organization is important not only at the rhetorical level; it is crucial at the sentence level. Disorganized sentences disrupt the flow of thought in a paper and interfere with the meaning of the passage. Frequent agreement errors, misspellings, incorrect punctuation, and other such problems also demonstrate lack of control of English and distract the reader. Second, style is important. Effective English academic writing demonstrates control over a variety of sentence types. In Western culture, complex and compound-complex sentences, which contain dependent clauses, are preferred in academic papers. Papers containing too many simple sentences and the conjunctions *for*, *and*, *nor*, *but*, *or*, *yet*, and *so* are considered boring and unimaginative. A wide vocabulary range is another characteristic of effective academic writing. Because information is conveyed in content words, weak (basic) vocabulary demonstrates weak thinking. Since effective sentence organization and vocabulary contribute to the content of a paper, writers who have a command of the English language are more convincing than writers who cannot articulate complex ideas.

In conclusion, if the professor's expectations are not met with regard to content, organization, and language, the papers may not be well received. Mastering the fundamentals of English academic writing will enable nonnative speakers to succeed in their academic studies. [777 words] (Kaplan, Robert B., " Cultural Thought Patterns in Intercultural Education" *Language Learning*, 2006)

Ex.5 Use the previous essay to answer the discussion questions.

1. What is the writer's purpose for this essay?
2. What are the three characteristics of English academic writing? Where are they stated?
3. Briefly define the following:

a) thesis statement	b) topic sentence
c) relevant	d) support
e) "by the way" statement	f) linear pattern
g) deductive approach	h) inductive approach
i) classical rhetorical patterns	j) sophomoric
4. Is the essay convincing? Did the writer succeed in persuading you to understand the value of learning about English academic writing?
5. Has reading this essay changed your expectations about English academic writing?
6. What problems might you experience as you are getting used to the English rhetorical system and professors' expectations? Why?

Ex. 6 Below are definitions of different kinds of written assignments. Read and analyze each case.

An essay is usually written for a teacher and may be written as a follow-up to a class activity. It should be well organized, with an introduction, clear development and an appropriate conclusion. The main purpose of the task is the development of an argument and/or discussion of issues surrounding a certain topic. Candidates will usually be expected to give reasons for their opinions.

A report is usually written for a superior (e.g. a boss or college principal) or a peer group (e.g. club members or colleagues). Candidates will be expected to give some factual information and make suggestions or recommendations. A report should be clearly organized and may include headings. Students need to be taught a report format, with the use of headings where appropriate. They should also work on specific vocabulary areas such as transport, leisure and entertainment, and learn how to make suggestions and recommendations.

A proposal is written for a superior (e.g. a boss or college principal) or a peer group (e.g. club members or colleagues). Candidates will be expected to make one or more suggestions, supported by some factual information, in order to persuade the reader of a course of action. A proposal should be clearly organized and may include headings. Proposals are often structured in a similar way to reports and should be clearly organized under headings.

A review is usually written for an English-language magazine, newspaper or website. The main purpose is to describe and express a personal opinion about something which the writer has experienced (e.g. a film, a holiday, a product, a website, etc.) and to give the reader a clear impression of what the item discussed is like. Description and explanation are key functions for this task, and a review will normally include a recommendation to the reader.

An article is usually written for an English-language magazine or newspaper, and the reader is assumed to have similar interests to the writer. The main purpose is to interest and engage the reader, so there should be some opinion or comment.

A competition entry is written for a judge or panel of judges. Candidates will usually be expected to nominate somebody for something or propose themselves for selection for something (e.g. a grant to study). A competition entry will include some degree of persuasion and give reason(s) why the candidate's choice is best.

An annotated bibliography is a short summary of several sources, usually books or articles. For each source, the writer begins with full publication information. Then the writer summarizes the source. The summary can be as long or as short as the prompt dictates.



Listening

Script 1

Ex.7 Alan Bradshaw is Lecturer in English at the University of Edinburg, where he counsels students and assesses their work every day. Listen to the Professor's reasoning about the necessity of academic writing in high school, and then answer the question: What seems to be the speaker's purposes: to inform, persuade, entertain, discuss, or what?

Ex. 8 Listen to the tape again and answer the questions:

1. Why is writing necessary for all students in higher education?
2. What are the stages of academic writing?
3. Why academic writing is called a social practice?
4. Why academic writing in English is called linear?
5. What are the main parts of any written work?
6. Which sections a written work should have? Describe each in short.

Script 2

Ex.9 Now Alan Bradshaw is presenting his book «Writing Essays». Below are some of the keys to successful writing, which are given in the book. In which order are these points mentioned?

- a) the internet
- b) stress-free methods of revision
- c) word processing
- d) proficiency in every aspect of composition from introductions and conclusion down to presentation and printing out
- e) impressing tutors with minimum effort
- f) knowing exactly what markers look for when they read your work
- g) effective library management

In-class writing activity

In Writing Fiction: A Guide to the Narrative Craft, Janet Burroway wrote: "Remember. Writing is easy. Not writing is hard." Write a short organized response to this quotation by explaining two or three major reasons that writing is hard (or not hard) for you. Use details and examples to support your discussion. (150-200 words, every other line).

Vocabulary

essay	hard	course	support
academic	characteristic	to target	failure
assignment	native speaker	example	to affect
response	to convince	to organize	persuasive
quotation	generalization	thesis	purpose
instructor	opinion	relevant	skill
creative	to interpret	judgment	sophomoric
content	message	pattern	linear
deductive	rhetorical	narration	description
definition	to process	classification	argumentation
comparison	to convey	to convert	to handle
sophisticated	crucial	to disrupt	misspelling
punctuation	lack of smth.	imaginative	to benefit
to master	to look for	fundamental	bibliography

Audience and tone

Objectives

In this unit you will:

- define what the academic audience is;
- define the levels of formality (audience, tone, vocabulary, style, language, content, organization);
- determine appropriate levels of formality;
- learn what colloquial and formal English is;
- analyze what target audience is.

Starting up

Ex.1 Discuss the following questions.

1. Have you ever had a chance to present your speech or report before an unknown audience?
2. Is speaking hard for you?
3. If speaking is hard for you, did you manage to think out some «helping tricks» to make the procedure easier?
4. Do you know any physiological techniques to help you while speaking before an unknown audience?

Ex. 2 If you were writing an oral presentation, you would consider your audience and adjust your style accordingly. The same procedure applies to writing. Choose the most important characteristics your audience will influence your

- | | |
|---|-------------------------|
| - choice of vocabulary | - the tone of the essay |
| - timbre of voice | - manner of behavior |
| - sentence structure | - the kind of language |
| - tempo of speech | - appearance |
| - the kind of evidence you use to support | your thesis |

Ex. 3 Starting to write an essay you should know what audience you are writing for. Why is it so important? State your point of view.

Introduction

The Academic Audience

Another feature of effective academic writing is control of audience and tone, or formality. The audience is comprised of the reader(s) the writer is targeting or addressing a message to. In an academic course, the reader will be the professor and often the other students. In addition, there are other academic situations in which the assignment may directly or indirectly state who the audience will be. For example, a master's degree candidate writing comprehensive exams knows that the audience consists of a committee of professors in his or her major. Also, a student applying for a scholarship usually has to write a statement of purpose, which will be read by the committee granting the scholarships. In each of these cases, the writing should be formal (serious and objective) and contain pertinent information the committee needs to know regarding why the candidate deserves to pass the comprehensive exam or get the scholarship. On the other hand, the same students writing letters to friends should choose an informal (intimate and friendly) style to describe their daily routines, personal problems, or travel plans.

As these cases show, addressing the audience with the correct level of formality helps the writers to connect with and persuade (or win) the audience. However, if the writers choose the wrong level of formality and language, they will probably alienate (or lose) their audiences. The committee members will consider the candidates disrespectful or immature (not academic material) if the language is too informal. In the same way, if the students use formal or technical language in their letters to friends, they may sound arrogant or condescending (superior to others).

Ex.4 Use the previous text to answer the following questions.

1. What are different situations when one might need to write an academic paper?
2. What are the characteristics of the formal writing?
3. What are the characteristics of the informal writing?
4. Why is it so important for the writer to analyze the audience?
5. What helps the writer to connect with and to persuade the audience?
6. Do you know any techniques to win the audience immediately?

Ex.5 Choose the correct words out of the given list to answer the following question: «When planning a paper addressed to or pertinent to a certain audience what factors are you to consider identifying the audience? ». State your point of view.

the audience's age, hobbies, marital status, sex, social status, level of education, special interests or needs, profession, nationality, knowledge of French, weight, cultural or racial background, family members, feelings and attitudes, relationship to you, occupation

Ex. 6 There are many occasions when a student needs to be convincing and persuasive in writing for different reasons (purposes). Below there is a short list of some situations. Can you think out some more?

You are writing to fulfill an academic assignment, complete an essay test in your major, share information with family or friends, get a scholarship, solve a problem, apply for a job, borrow money from your father, persuade a publisher to publish your book, win a short-story contest, ...



Listening

Script 3

Ex. 7 Alan Bradshaw gives some basic advice on the audience the students are writing for. Listen to his speech and decide whether the following statements are true (T) or false (F).

1. Audience you are writing for is one of the most important parts of the process of writing.
2. There is no need to consider your audience and adjust your style accordingly when writing an oral presentation.
3. Your audience will influence your choice of vocabulary, sentence structure, and even the kind of evidence you use to support your thesis.
4. Writing a paper for a university professor obviously requires a lower level of stylistic polish than writing a letter to your friend.
5. There is no need to keep in mind the preferences of the instructor, as well as the requirements of the essay while writing.
6. The person who gave the initial directions (your professor) determines a variety of approaches that may be taken and the appropriate path to follow when writing an essay.

Script 4

Ex. 8 Alan Bradshaw gives some basic advice to his students on the tone of the essay. Listen to the tape and note down as many as you can recognize.

Introduction

Levels of Formality

There are different degrees of formality, but these descriptions should help you find the right level for academic writing. Academic writing can be technical, especially when the audience and situation require specialized knowledge. Formal academic writing is usually less technical because the audience and/or level of knowledge may be more general. Personal writing, however, can range from informal to colloquial, depending on the relationship the writer has with the reader and the situation. The closer the relationship between the writer and the audience, the more relaxed the language is. Therefore, the most informal discourse is colloquial (conversational).

The range of formality

Technical → Formal → Informal → Colloquial

	Technical / Formal (Academic)	Informal / Colloquial (Personal)
Audience	professors	close friends and family
Tone	formal, objective, serious	informal, intimate, friendly
Vocabulary	academic, a wide range, concise, accurate	slang, idioms, contracted forms
Style	complex (subordination), sentence variety	may content frequent simple or compound sentences
Language	few, if any, errors	may content fragments, run-on sentences, misspellings, punctuation errors
Content	depth of thought, unified, tight, succinct	conversational, may be repetitive
Organization	clear, coherent, well planed	may be less structured then formal writing

Ex. 9 Use the previous text to answer the following questions.

1. What are different levels of formality?
2. Why is formal academic writing less technical?
3. Is personal writing colloquial or formal? Why?
4. Can you give some examples of technical academic writing?

5. Why is it so important to know about different levels of formality?
6. What are the characteristics of formal writing (audience, tone, vocabulary, etc. ...)?
7. What are the characteristics of informal writing (audience, tone, vocabulary, etc. ...)?

Ex.10 Determine appropriate levels of formality.

- What level of formality should be used in each of these writing tasks? Is it technical, formal, informal, or colloquial?
- Use the chart "Levels of Formality" to help you decide.

Examples

Your brother writes to you about his experiences as a college freshman. colloquial

You need to write a note for your professor, saying you had stopped by her office and want to make an appointment. formal

1. You need to write a seminar report for colleagues in your major field (other educators, other engineers, other sociologists).
2. Your friend needs to write a letter to his father, who fairly understands and with whom he is fairly close, explaining his poor grades.
3. You need to write a letter to your sponsor, explaining your poor grades and asking for more.
4. It is summer vacation, and you are writing a letter to your American roommate, who has not traveled much, persuading him or her to come to visit you in your country.
6. Your roommate is completing a term paper (a lengthy paper which usually takes several weeks and library research to complete) for a lower-level economics class.
7. You are writing comments on a peer review form for a classmate.
8. Your professor is writing an article on historical linguistics for The TESOL Journal.
9. You are writing about how to build a suspension bridge for an upper-level civil engineering course.

Ex. 11 Analyze the use of audience and tone.

Imagine you are teaching a composition course for native speakers. You have just finished a unit in which you studied Robert Kaplan's research on the cultural differences in writing.

- Read the following Essay Test Question and the three Essay Test Answers that follow.
- On a separate sheet of paper, analyze each Essay Test Answer for audience, tone, vocabulary, style, language content, and organization. Use the chart "Levels of Formality" as a guide.

Example Audience: *Other American students (we ... us).*

Essay Test Question

As you learned from the Kaplan article, people in different cultures have different approaches to writing. What do nonnative speakers need to know about the format rules in this culture? Write an essay in which you explain to nonnative speakers the rules for academic writing at universities in this culture. Be specific and informative.

Essay Test Answer 1

Professors in this culture have specific format rules. First, they want papers to be neat. This is true in other cultures too. But in our culture, we have to remember little things. Such as put the holes on the left, not the right. We also have to skip lines and leave the margin empty. Because the paper will be easy to read. Moreover, professors here want us to use only the front of the paper, not the back. We aren't supposed to flip the page over wrong. So what should be the top is used as the bottom, this is confusing.

Second, a composition is supposed to be like a picture. The words are the picture and the margin is the frame. We think this is beautiful. But maybe people in other cultures think something else is beautiful. Cultures are different, nobody is right or wrong. Also, if my paper is sloppy, it looks like I did it at the last minute. Professors here expect us to pay attention to details. Not just with format but with spelling, capitalization, and punctuation. For example, one of my professors gave me a C, I had too many mistakes.

Third, we have to type the right way. If a paper is typed wrong, our grade goes down. We have to double-space and leave spaces on the side. We also have to use font 12, not 15. If we use a computer to write our papers and print them, we have to make sure we tear the pages apart and put them in order. Professors do not like to do that for us. I think if nonnative speakers know these rules, they will do well with format. But they need to have interesting content, too. Because a paper won't get a good grade just because it looks nice.

In conclusion, it won't be hard for nonnative speakers to learn these rules; they are easier than thinking of ideas. [324 words]

Essay Test Answer 2

Cultural differences regarding the presentation of an academic paper may not be significant, but nonnative speakers should be aware of the format rules they will be expected to follow in academic courses.

First, effective academic writing in any culture looks polished and professional. In other words, it is well presented, not sloppy or illegible. Literally, the word "paragraph" means "picture of words." The completed writing assignment is pleasing to the eye and easy to read. Good writers care as much about the paper's appearance as its message. Writing a good paper takes effort, and the "format" of the paper is the wrapping on the gift. The professor will be more willing to appreciate the message if the presentation is pleasing to the eye. Such a paper demonstrates the writer's eye for detail in the completion of the paper, whereas a sloppy paper indicates a slipshod job, perhaps a last-minute attempt. A paper that looks professional will not necessarily get an "A" in a university here, but a carelessly assembled, messy paper will be lucky to get a "D," especially if the content is poor.

Although good academic writers in most cultures have high standards with respect to the presentation of their writing, the format rules they follow may vary in other cultures. To begin with, the use of holes, lines, margins, and the paper space are different from culture to culture. For example, in some cultures, writers prefer the paper holes on the right, not the left. Thus, their front page is the back of the page in this culture. Moreover, writers in other cultures may not like to waste paper, so they fill all the space on a page, including the margins. Professors here, however, will expect empty margins and double spacing to allow room for comments and aid readability. Also, the pages should be clearly numbered and in order, and the back of the paper should not be used. If the back is used, the writing should not be upside down. The paper, therefore, should not be flipped over from the bottom; the top of the back page should correspond to the top of the front page, not the bottom. Finally, there are other format rules to learn regarding typed papers. Typed papers should be double-spaced in font 12. The margins should be adequate also. Professors expect the pages to be numbered, torn apart if printed, and handed in the correct order.

In conclusion, nonnative speakers need to realize that, regardless of neatness, the format they are used to may be distracting to a professor here. Learning these rules is easier than learning how to compose a paper. [441 words]

Essay Test Answer 3

I'm going to write about the format rules for writing in school. I think good writing looks neat. What I mean is that it is not a piece of junk. My composition teacher said my paragraphs should be pictures. The paper is cool to look at. Easy to read if I do, I guess. I used to write yucky papers. But now I don't. Do you? I hear that format things are different everywhere. People use lines and stuff different all over the world. Weird. I guess people from other countries need to learn the same things as me. If they don't, they might turn their teacher off. Even if they are neat. Writing good papers are a pain. The "format" of the paper is a big deal. For my teachers, they will like my papers better if they look good. I care about the little things. That's what they think. A sloppy paper makes it look like I pulled an all-nighter. That's what I learned in my composition class. I want to write well. So that I don't get an F. Also, I shouldn't beat around the bush. I think that's all. [199 words]

Ex.12 Now that you have read the above Essay Test Answers, answer the following questions.

1. Which Essay Test Answer sounds the most academic in tone? Why?
2. Which one has the most formal and sophisticated vocabulary? Why?
3. Which one has the best control of style and language? Why?
4. Which one has the most effective content and organization? Why?

Introduction (continuation)

The following chart provides examples of the types of expressions you should and should not use in academic writing.

Colloquial vs. Formal English

In academic writing use formal, not colloquial (spoken) language.

Colloquial English

Contractions

don't
gonna
there're

Slang, Idioms

guy
kids
stuff, junk
drives me nuts

Spoken Transitions

anyway, anyhow

Vague Expressions

something like that
(Any expression with thing)

Basic Vocabulary

big
good
so
but
and

Formal English

Full Forms

do not
going to
here are

Formal Words

person
children
personal items, objects
is upsetting, upsets me

Formal Transitions

moreover, furthermore

Specific Expressions

tell who, what, where, when, why,
how much, and how many

Preferred Vocabulary

enormous, large, huge, immense
effective, suitable, beneficial
as a result, consequently
however, on the other hand
moreover, furthermore, in addition

Ex.13 Translate informal language.

- Review Essay Test Answers 2 and 3 (on format rules for academic writing assignments).
- Match the informal phrases based on Essay Test Answer 3 on the left with the formal translations based on Essay Test Answer 2 on the right. The first one is done for you.

Informal (Essay Test Answer 3)		Formal (Essay Test Answer 2)	
i	1. ... writing for school looks cool ...	a.	... learn the same rules as I am ...
	2. ... turn their teacher off ...	b.	In conclusion, ...
	3. ... pulled an "all-nighter" ...	c.	... very important. ...
	4. ... I want to write good ... *	d.	... my paper is unsatisfactory ...
	5. ... learn the same things as me ...	e.	... disappoint their professor ...
	6. ... my paper's a piece of junk	f.	... lines and other format rules ...
	7. ... lines and stuff...	g.	... pay attention to details ...
	8. ... that's all ...	h.	I want to write well/effectively.
	9. ... a big deal ...	i.	Effective writing looks presentable.
	10. ... pay attention to little things ...	j.	... stayed up all night to complete in assignment...

*Note: This is grammatically incorrect.

Ex. 14 Watch video aided instruction «Crafting sentences», fulfill the given tasks.

Out-of class writing activity

Writing a paper for a university professor obviously requires a greater level of stylistic polish than writing a letter to your friend.

Write a short organized response to this statement by explaining three or four major reasons. Give arguments to support your discussion. (150-200 words, every other line).

Vocabulary

level	assignment	master's degree	comprehensive
formality	committee	to apply for	formal
statement of purpose	to deserve	daily routines	colloquial
immature	to influence	evidence	to grant
to persuade	background	to polish	conversational
arrogant	subordination	coherent	compound
	to target	superior	certain

Coherence: point of view

Objectives

In this unit you will:

- discover what coherence is;
- learn what a good writing is;
- learn the characteristic features of effective academic writing;
- analyze what cohesive devices are;
- classify specialized linking words;
- learn different means of coherency;
- classify signaling words.

Starting up



Listening

Script 5

Ex. 1 Listen to the tape and answer the questions:

1. What is a good writing?
2. What is one of the most important aspects in a good writing?
3. Why is it so important to use particular types of words and phrases known as 'cohesive devices'?

Ex. 2 Listen to the tape again and complete these extracts.

1. Good writing needs to be as as possible so that the reader can easily sentences, ideas and details.
2. One of the most important aspects is to show the and between ideas.
3. Using types of words and phrases, known as '.....', to link sentences and of sentences, helps the reader to follow the without any difficulty.
4. They help the writing to flow , without unnecessary

Ex.3 Read two passages aloud. Place a checkmark (✓) on the line if the phrase describes the passage. The first one is done for you.

	<u>Passage A</u>	<u>Passage B</u>
Choppy/Basic✓.....
Fluent/Complex

Weak control of pronouns	.....	.....
Effective control of pronouns	.....	.....
Unclear audience	.....	.....
Clear audience	.....	.....
Excessive repetition	.....	.....
Effective repetition	.....	.....

One Benefit of Travel

Passage A

First of all, travel will enable people to take a break. People always have a lot of work to do. Hard work and pressure make you feel tired and uncomfortable. We are not working machines. They need time to take breaks. Travel will enable you to relax. Also, travel will energize people to work better, especially computer programmers. They use their brains a lot every day. After a long time, they may become slow-witted. Under such a condition, you cannot work effectively. We need to find a place for a vacation. You need to see natural phenomena, instead of looking at computers all day. They will get energy from nature and then come back to work much more efficiently than before. I have experience with this. I have been to Buffalo. I saw a wonderful sight there. I saw Niagara Falls. I looked up at it. It seemed to fall from the sky. It was very beautiful. You could feel the power coming from the falls. You were inspired to do your work. [173 words]

Passage B

First of all, travel will enable people to take a break. Because people always have a lot of work to do, sometimes hard work and pressure make them feel tired and uncomfortable. People are not working machines. Therefore, they need time to take breaks, and travel will enable them to relax. Also, travel will energize people to work better, especially computer programmers, who use their brains a lot every day. After a long time, they may become slow-witted. Under such a condition, they cannot work effectively, so they need to find a place for a vacation where they can see natural phenomena instead of looking at computers all day. They will get energy from nature and then come back to work much more efficiently than before. For example, travel helped me overcome burnout. To relax from my stressful job as a computer programmer, I went to Buffalo, where I saw a wonderful sight, Niagara Falls. When I looked up at the falls, the gushing water seemed to fall from the sky, and I could feel its power. The sight was so beautiful that I was more inspired to do my work. [191 words] (Adapted with permission, Yunhai Yang, Taiwanese)

Introduction

Coherence

Upon comparing the above two passages, you probably discovered that you preferred the second passage because it sounded smoother; that is, the ideas seemed to flow together well. The first passage has a very good progression from general to specific, yet there is only one idea in many of the sentences, causing the passage to sound choppy. Moreover, the control of point of view and pronouns is weak, causing confusion about who the audience is. The revision, however, shows more complexity in that the ideas are organized into complex and compound-complex sentences, creating a smoother flow of ideas from one sentence to another. As a result, the second passage is easier to understand at both the general and specific levels. Moreover, the relevance of the example is enhanced with improvement in vocabulary use. The control of pronouns and point of view and the repetition of key content words reinforce the writer's opinion about travel, making the example more relevant.

This book will provide practice with coherence devices to teach you how to make your writing sound fluent and cohesive. Learning effective coherence devices will enable you to improve your writing at both the sentence and paragraph levels.

"To cohere" means "to stick together"; "to be connected naturally or logically, by a common principle; to be consistent"; and "to become or stay united in action; to be in accord." Effective English writing is coherent; that is, the sentences follow each other smoothly and logically. In

addition, the relationships between the ideas in the composition are clear to the reader. For example, the reader is able to locate the main ideas and sort out the examples. The time relationships and other forms of chronological order (steps, stages) are also clear. Old ideas link with new ideas, and pronouns are used correctly. Vocabulary, moreover, is well chosen to aid in the development of the content at every level.

(Adapted from <http://www.uefap.com/writing/exercise/parag/paragex12.htm>)

Ex.4 Use the previous text to answer the following questions.

1. Can you comment on the expression «it sounds smoother»?
2. What synonyms can you give to the expression «it sounds smoother»?
3. What devices make the second passage more relevant?
4. What does the term «to cohere» mean?
5. Can you give your comments on the expression «Effective English writing is coherent»?
6. What are the characteristic features of effective academic writing from the point of view of coherence?

Introduction (continuation)

It is the responsibilities of the writer in English to make it clear to the reader how various parts of the paragraph are connected. These connections can be made explicit grammatically and lexically by the use of different reference words. Every text has a structure. It is not just a random collection of sentences. The parts that make up the text are related in a meaningful way to each other. In order to make these relationships in the text clear, it is necessary to show how the sentences are related. Words like "it", "this", "that", "here", "there" etc. refer to other parts of the text. You need to understand how to use these connections or links.

There are four main types of links used in academic texts: reference, ellipsis and substitution, conjunction and lexical cohesion.

Reference

Certain items of language in English have the property of reference. That is, they do not have meaning themselves, but they refer to something else for their meaning.

Example The scientific study of memory began in the early 1870s when a German philosopher, Hermann Ebbinghaus, came up with the revolutionary idea that memory could be studied experimentally. In doing so he broke away from a 2000-year-old tradition that firmly assigned the study of memory to the philosopher rather than to the scientist. He argued that the philosophers had come up with a wide range of possible interpretations of memory but had produced no way of deciding which amongst these theories offered the best explanation of memory. He aimed to collect objective experimental evidence of the way in which memory worked in the hope that this would allow him to choose between the various theories.

In this text "he" and "him" refers to "Hermann Ebbinghaus". In order to create such a text, you need to use these words correctly in the text.

Example These theories all stem from some underlying assumptions about people. To a large extent unproven, they tend to represent the dominant mood or climate of opinion at that time. Schein has classified them as follows, and it is interesting to note that the categories follow each other in a sort of historical procession, starting from the time of the industrial revolution.

Other words used in this way are "him", "it", "this", "that", "these", "those", "here", "there" etc.

Substitution and ellipsis

Substitution is the replacement of one item by another and ellipsis is the omission of the item. If writers wish to avoid repeating a word, they can use substitution or ellipsis.

Example The scientific study of memory began in the early 1870s when a German philosopher, Hermann Ebbinghaus, came up with the revolutionary idea that memory could be studied experimentally. In doing so he broke away from a 2000-year-old tradition that firmly assigned the study of memory to the philosopher rather than to the scientist. He argued that the philosophers had come up with a wide range of possible interpretations of memory but had produced no way of

deciding which amongst these theories offered the best explanation of memory. He aimed to collect objective experimental evidence of the way in which memory worked in the hope that this would allow him to choose between the various theories.

The writer has substituted "studying memory experimentally" with "so". Other words that can be used are "one", "ones", "do", "so", "not".

Ellipsis is substitution by zero.

Example Some of the water which falls as rain flows on the surface as streams. Another part is evaporated. The remainder sinks into the ground and is known as ground water.

"Another part" means "Another part of the water" and "The remainder" means "The remainder of the water".

Conjunction

Conjunction shows meaningful relationships between clauses. It shows how what follows is connected to what has gone before.

Example The whole Cabinet agreed that there should be a cut in the amount that the unemployed were receiving; where they disagreed was in whether this should include a cut in the standard rate of benefit. The opposition parties, however, were unwilling to accept any programme of economies which did not involve a cut in the standard rate of benefit.

The word "however" shows that this statement is opposite to the ideas that have come before. Other words used are "for example", "as a consequence of this", "firstly", "furthermore", "in spite of this", etc.

Lexical cohesion

This is a way of achieving a cohesive effect by the use of particular vocabulary items. You can refer to the same idea by using the same or different words.

Example Patients who repeatedly take overdoses pose considerable management difficulties. The problem-orientated approach is not usually effective with such patients. When a patient seems to be developing a pattern of chronic repeats, it is recommended that all staff engaged in his or her care meet to reconstruct each attempt in order to determine whether there appears to be a motive common to each act.

For cohesion to occur, it is not necessary for each word to refer to exactly the same item or even be grammatically equivalent. All the words related to "debt" contribute to the cohesion.

Example In each of these cases the basic problem is the same: a will has been made, and in it a debtor is left a legacy of *liberation* from what he owes the testator. The question is, if he has subsequently borrowed more from the testator, up to what point he has been released from his debts. It is best to begin with the second case. Here there is a straightforward legacy to the debtor of a sum of money and also of the amount of his debt to the testator. This is followed by a clause in which there is a general *damnation* and also a general trust that the legacies in the will be paid. The debtor goes on to borrow more money, and the question is whether that is taken to be included in the legacy too. The response is that since the words relate to the past, later debts are not included.

Other commonly used are "repetition", "synonyms" and "near synonyms", "collocations", "super/sub-ordinate relationships" (e.g. fruit/apple, animal/cat) etc.

Anaphoric nouns

Another useful way to show the connection between the ideas in a paragraph is what is called anaphoric nouns. Look at the following text:

Example Moulds do not usually grow fast, and conditions had to be found in which large quantities of *Penicillium notatum* could be produced as quickly as they were wanted. The solution to this problem was helped by N. G. Heatley, a young biochemist also from Hopkins's laboratory in Cambridge, who had been prevented by the outbreak of war from going to work in the Carlsberg laboratories in Copenhagen.

The phrase "this problem" summarizes the text in the first sentence and thus provides the connection between the two sentences.

Example Genetics deals with how genes are passed on from parents to their offspring. A great deal is known about the mechanisms governing this process.

The phrase "this process" summarizes the first sentence.

The phrase: This/these + noun is very useful in showing the connection between sentences and therefore in making sure that the paragraph flows. Other nouns typically used in this way are: "account, advice, answer, argument, assertion, assumption, claim, comment, conclusion, criticism, description, difficulty, discussion, distinction, emphasis, estimate, example, explanation, fall, finding, idea, improvement, increase, observation, proof, proposal, reference, rejection, report, rise, situation, suggestion, view, warning".

(<http://www.uefap.com/writing/exercise/parag/paragex12.htm>)

Ex.5 Identify the references in the following texts:

Exercise a

We all tend to complain about our memories. Despite the elegance of the human memory system, it is not infallible, and we have to learn to live with its fallibility. It seems to be socially much more acceptable to complain of a poor memory, and it is somehow much more acceptable to blame a social lapse on 'a terrible memory', than to attribute it to stupidity or insensitivity. But how much do we know about our own memories? Obviously we need to remember our memory lapses in order to know just how bad our memories are. Indeed one of the most amnesic patients I have ever tested was a lady suffering from Korsakoff's syndrome, memory loss following chronic alcoholism. The test involved presenting her with lists of words; after each list she would comment with surprise on her inability to recall the words, saying: «I pride myself on my memory! ». She appeared to have forgotten just how bad her memory was.

B Identify examples of substitution and ellipsis in these texts:

Exercise b

The human memory system is remarkably efficient, but it is of course extremely fallible. That being so, it makes sense to take full advantage of memory aids to minimize the disruption caused by such lapses. If external aids are used, it is sensible to use them consistently and systematically - always put appointments in your diary, always add wanted items to a shopping list, and so on. If you use internal aids such as mnemonics, you must be prepared to invest a reasonable amount of time in mastering them and practicing them. Mnemonics are like tools and cannot be used until forged. Overall, however, as William James pointed out (the italics are mine): «Of two men with the same outward experiences and the same amount of mere native tenacity, the one who thinks over his experiences most and weaves them into systematic relations with each other will be the one with the best memory».

Exercise c

This conflict between tariff reformers and free traders was to lead to the "agreement to differ" convention in January 1932, and the resignation of the Liberals from the government in September 1932; but, until they resigned, the National Government was a genuine coalition in the sense in which that term is used on the continent: a government comprising independent yet conflicting elements allied together, a government within which party conflict was not superseded but rather contained - in short, a power-sharing government, albeit a seriously unbalanced one.

Exercise d

The number of different words relating to "camel" is said to be about six thousand. There are terms to refer to riding camels, milk camels and slaughter camels; other terms to indicate the pedigree and geographical origin of the camel; and still others to differentiate camels in different stages of pregnancy and to specify innumerable other characteristics important to a people so dependent upon camels in their daily life.

Exercise e

There were, broadly, two interrelated reasons for this, the first relating to Britain's economic and imperial difficulties, the second to the internal dissension in all three parties.

C Identify examples of conjunction in the following texts

Exercise f

These two forms of dissent coalesced in the demand for a stronger approach to the Tory nostrum of tariff reform. In addition, trouble threatened from the mercurial figure of Winston Churchill, who had resigned from the Shadow Cabinet in January 1931 in protest at Baldwin's acceptance of eventual self-government for India.

D Identify examples of lexical cohesion in the following text:

Exercise g

The clamor of complaint about teaching in higher education and, more especially, about teaching methods in universities and technical colleges, serves to direct attention away from the important reorientation which has recently begun. The complaints, of course, are not unjustified. In dealing piece-meal with problems arising from rapidly developing subject matter, many teachers have allowed courses to become over-crowded, or too specialized, or they have presented students with a number of apparently unrelated courses failing to stress common principles. Many, again, have not developed new teaching methods to deal adequately with larger numbers of students, and the new audio-visual techniques tend to remain in the province of relatively few enthusiasts despite their great potential for class and individual teaching.

(<http://www.uefap.com/writing/exercise/parag/paragex12.htm>)

Introduction (continuation)

Signaling

It is the responsibilities of the writer in English to make it clear to the reader how various parts of the paragraph are connected. These connections can be made explicit by the use of different signaling words. For example, if you want to tell your reader that your line of argument is going to change, make it clear.

Example The Bristol 167 was to be Britain's great new advance on American types such as the Lockheed Constellation and Douglas DC-6, which did not have the range to fly the Atlantic non-stop. It was also to be the largest aircraft ever built in Britain. However, even by the end of the war, the design had run into serious difficulties.

If you think that one sentence gives reasons for something in another sentence, make it explicit.

Example While an earlier generation of writers had noted this feature of the period, it was not until the recent work of Cairncross that the significance of this outflow was realized. Partly this was because the current account deficit appears much smaller in current (1980s) data than it was thought to be by contemporaries.

If you think two ideas are almost the same, say so.

Example Marx referred throughout his work to other systems than the capitalist system, especially those which he knew from the history of Europe to have preceded capitalism; systems such as feudalism, where the relation of production was characterized by the personal relation of the feudal lord and his serf and a relation of subordination which came from the lord's control of the land. Similarly, Marx was interested in slavery and in the classical Indian and Chinese social systems, or in those systems where the ties of local community are all important.

If you intend your sentence to give extra information, make it clear.

Example He is born into a family, he marries into a family, and he becomes the husband and father of his own family. In addition, he has a definite place of origin and more relatives than he knows what to do with, and he receives a rudimentary education at the Canadian Mission School.

If you are giving examples, do it explicitly.

Example This has sometimes led to disputes between religious and secular clergy, between orders and bishops. For example, in the Northern context, the previous bishop of Down and Connor, Dr Philbin, refused for most of his period of leadership in Belfast to have Jesuits visiting or residing in his diocese.

(<http://www.uefap.com/writing/exercise/parag/paragex12.htm>)

Signaling words

Time/order

at first, eventually, finally, first, firstly, in the end, in the first place, lastly, later, next, second, secondly, to begin with

Comparison/similar ideas

In comparison, in the same way, similarly

Cause and effect

accordingly, as a result, because, consequently, for this reason, hence, in consequence, in order to, owing to this, since, so, therefore, thus

Generalization

as a rule, for the most part, generally, in general, normally, on the whole, in most cases, usually

Stating the obvious

after all, as one might expect, clearly, it goes without saying, naturally, obviously, of course

Summary/conclusion

finally, in brief, in conclusion, in short, overall, so, then, to conclude, to sum up

Condition

in that case, then

Contradiction

actually, as a matter of fact, in fact

(<http://www.uefap.com/writing/exercise/parag/paragex12.htm>)

Contrast/opposite ideas

but, despite, in spite of, even so, however, in contrast, in spite of this, nevertheless, on the contrary, on the other hand, still, whereas, yet

Condition

in that case, then

Addition

apart from this, as well as, besides, furthermore, in addition, moreover, nor, not only...but also, too, what is more

Examples

for example, for instance, such as, thus, as follows

Attitude

admittedly, certainly, fortunately, luckily, oddly enough, undoubtedly, unfortunately

Explanation/equivalence

in other words, namely, that is to say, this means, to be more precise, to put it another way

Support

actually, as a matter of fact, in fact, indeed

Emphasis

chiefly, especially, in detail, in particular,

Ex. 6 Identify the signaling words in the following paragraph.

Because language plays such an important role in teaching, Bellack and his colleagues chose to examine in some detail the "language game" in the classroom. They contended that "teaching is similar to most games in at least two respects. It is a form of social activity in which the players (teachers and students) fill different but complementary roles. Furthermore, teaching is governed by certain ground rules that guide the actions or moves made by the participants". By studying the language game, then, Bellack intended to identify the various types of verbal moves made by teachers and students and the rules they followed in making these moves. As a result, they could investigate the functions these verbal moves served and examine the meanings that were being communicated.

(Lorin Anderson & Robert Burns (1989) *Research in classrooms*, p. 278)

Ex. 7 In the following article on Nuclear Hazards the signaling words and phrases are missing. Replace them and check your answers.

There are three separate sources of hazard related to the use of nuclear reactions to supply us with energy. _____, the radioactive material must travel from its place of manufacture to the power station. _____ the power stations themselves are solidly built, the containers used for the transport of the material are not. _____, there are normally only two methods of transport available, _____ road or rail, and both of these involve close contact with the general public, _____ the routes are bound to pass near, or even through, heavily populated areas. _____, there is the problem of waste. All nuclear power stations produce wastes which in most cases will remain radioactive for thousands of years. It is impossible to de-activate these wastes, and _____ they must be stored in one of the ingenious but cumbersome ways that scientists have invented. _____ they may be buried under the ground, dropped into disused mineshafts, or sunk in the sea. _____ these methods do not solve the problem; they merely store it, _____ an earthquake could crack open the containers like nuts. _____ there is

the problem of accidental exposure due to a leak or an explosion at the power station. As with the other two hazards, this is extremely unlikely and _____ does not provide a serious objection to the nuclear programme, _____ it can happen, as the inhabitants of Harrisburg will tell you. Separately, and during short periods, these three types of risk are no great cause for concern. Taken together, _____, and especially over much longer periods, the probability of a disaster is extremely high.

(<http://www.uefap.com/writing/exercise/parag/paragex12.htm>)

Ex.8 Look at the signaling words below. Sort them out in nine groups:

consequently, undoubtedly, but, fortunately, in most cases, in other words, not only...but also, on the other hand, actually, because of this, in addition, in fact, more importantly, although, in consequence, thus, in detail, notably, particularly, nevertheless, finally, certainly, accordingly, what is more, on the whole, in particular, for example, yet, also, usually, oddly enough, for this reason, owing to this, in conclusion, moreover, normally, as a matter of fact, therefore, so, in contrast, mainly, moreover, in spite of, mainly, too, unfortunately, in addition, furthermore, especially, indeed, hence, accordingly, thus, generally

1. to signal a change in ideas: in contrast,
2. to signal a reinforcement of ideas: moreover,
3. to signal a conclusion: thus,
4. to signal attitude: fortunately,
5. to signal addition: what is more,
6. to signal emphasis: mainly,
7. to signal support: in fact,
8. to signal cause and effect: accordingly,
9. to signal generalization: as a rule,

**Signaling (specialized linking words) are powerful tools for pulling ideas together!
Remember them!**



Listening

Script 6

Ex. 9 Kate North is Lecturer in English at the University of Edinburg. Listen to the tape and decide whether these statements are true (T) or false (F).

1. Coherence in speaking is more difficult to sustain than coherence in writing, because speakers have no nonverbal clues to inform them if their message is clear or not.
2. Usually we speak about paragraph unity and sentence cohesion.
3. To achieve paragraph cohesion a writer must ensure a great amount of different factors.
4. To achieve sentence cohesion a writer can use some techniques, for example: collocation, synonymy, enumeration, parallelism, transitions and antonymy.

Ex.10 Now listen to the tape for the second time and answer the questions.

1. Why is coherence in writing more difficult to sustain than coherence in speech?
2. What must a writer ensure to achieve paragraph unity?
3. What techniques can be used to achieve sentence cohesion?

Ex. 11 Watch video aided instruction «Connections and transitions », fulfill the given tasks.

Out-of Class Writing Assignment

What is a good student?

Some writers believe that good students are well focused and diligent. Write a short response (150-200 words, every other line) in which you discuss a different characteristic of good students. Include convincing examples and details.

Vocabulary

coherence	revision	to create	transition
choppy	compound	opinion	writer's purpose
to sound smooth	complex	fluent	to emphasize
confusion	relevance	to be consistent	excessive
aspect	device	to follow	general
specific	content	stage	chronological order
to enhance	repetition	to link	weak control
reinforcement	to compare	progression	effective control
substitution	ellipse	conjunction	reference
to signal	comparison	cause	effect
summary	conclusion	contradiction	emphasis
support	addition	explanation	equivalence

Unit2

Critical writing

Unit Topics:

Critical thinking & writing skills

Academic writing assignments

The process of writing

Peer review and revision

Critical thinking and writing skills

Objectives

In this unit you will:

- discover what critical thinking is;
- learn means of sharpening critical thinking skills;
- discover what critical writing is;
- know the classification of intellectual behavior;
- know how to make connections between theory and practice;
- learn the skills of effective critical writing.

Starting up

Ex. 1 Discuss the following questions with your colleagues to share experience in critical thinking.

1. Do you know what critical thinking is?
2. Why do you think it is useful to sharpen critical thinking skills?
3. Is it difficult for you to ask questions?
4. Why is it so important to synthesize information from a variety of sources?
5. What is it necessary to do to interpret information?
8. What are the means of sharpening critical thinking?
9. Are you a critical thinker?



Listening

Script 7

Ex.2 Listen to the tape and complete these extracts.

Why study critical thinking?

1. **Critical thinking is a domain-general thinking skill.** The ability to think and is important whatever we choose to do. If you work in education, , finance, management or the legal profession, then critical thinking is obviously But critical thinking skills are not to a particular subject area. Being able to think well and systematically is an asset for any career.
2. **Critical thinking is very important in the new knowledge economy.** The global knowledge economy is driven by information and technology. One has to be able to deal with changes quickly and effectively. The new economy places increasing demands on , and the ability information and diverse sources of knowledge Good critical thinking such thinking skills, and is very important in the fast-changing workplace.
3. **Critical thinking enhances language and presentation skills.** Thinking clearly and can the way we express our ideas. In learning how to analyze the of texts, critical thinking also improves
4. **Critical thinking promotes creativity.** To come up with a to a problem involves not just having new ideas. It must also be the case that the new ideas being are useful and to the task at hand. Critical thinking plays a crucial role in new ideas, the best ones and them if necessary.
5. **Critical thinking is crucial for self-reflection.** In order to live a meaningful life and to our lives accordingly, we need to and on our values and decisions. Critical thinking provides the tools for this process of

Script 8

Ex. 3 Listen to the tape and tick skills, which were not mentioned.

Critical thinking is an essential tool in both academic writing and reading. Good critical thinkers are able to do the following:

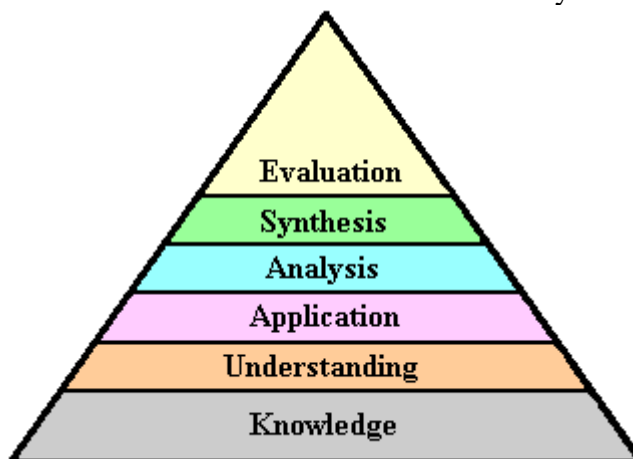
- understand the difference between facts and opinions
- evaluate information generated by observation
- understand a variety of viewpoints
- think logically
- summarize
- detect inconsistencies and common mistakes in reasoning
- analyze
- interpret information
- sort out general and specific points
- support and defend an opinion
- make judgments
- solve problems systematically
- make inferences
- draw conclusions
- understand the logical connections between ideas
- ask questions
- view a topic objectively (unbiased)
- synthesize information from a variety of sources

Introduction

Writing critically

In 1956, Bloom developed a classification of levels of intellectual behavior which is considered important in learning. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract

levels, to the highest level which is classified as evaluation. Most university level writing needs to



involve writing at this high level.

The six categories are listed in below. The categories can be thought of as degrees of difficulty. That is, the first one must be mastered before the next one can be taken.

Category	Key Words	Associated Questions	Typical Question Instructions
Evaluation: Makes judgments about the value of ideas or materials for a given purpose in a given context. Presents and defends opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. Compares and discriminates between ideas. Recognises subjectivity.	e.g. appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.	Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Evaluate the outcome....	advise assess estimate evaluate judge rate recommend
Synthesis: Puts parts together to form a whole, with emphasis on creating a new meaning or structure - compiles information together in a different way by combining elements in a new pattern or proposing alternative solutions. Generalises from facts.	e.g. categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.	What changes would you make to solve...? What would happen if...? Can you elaborate on the reason...?	arrange compose construct create design formulate manage organize plan prepare set up
Analysis: Examines and breaks information into parts by identifying motives or causes;	e.g. analyses, breaks down, compares, contrasts, diagrams, deconstructs,	What are the parts or features of...? How is _____ related	analyze calculate categorize compare

making inferences and finding evidence to support generalizations. Includes analysis of elements, relationships and organizational principles. Recognizes hidden meanings. Distinguishes between facts and inferences.	differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.	to...? Can you show connection between...? How would you compare/contrast...?	contrast criticize debate differentiate discuss distinguish examine experiment inspect
Application: Uses a concept in a new situation. Applies what was learned in the classroom into novel situations. Applies general ideas to concrete situations. Applies what is discussed in one paper to another paper. Predicts probable effects. Solves problems by applying acquired knowledge, facts, techniques and rules in a different way.	e.g. applies changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.	How would you use...? What examples can you find to...? Can you relate this information to the present situation?	apply demonstrate dramatize employ illustrate interpret operate practice schedule sketch use
Comprehension: Demonstrates understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas. States a problem in own words. Knows what is being communicated and can make use of materials or ideas without necessarily relating it to other materials or seeing further implications. It includes: translation of verbal material into symbolic statements; interpretation of data; extrapolation - trends and tendencies.	e.g. comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.	How would you classify the type of...? What was the text about? Can you summarize the author's point of view?	classify describe distinguish explain express identify illustrate locate recognize report restate review tell translate

Knowledge: Recalls data or information. Shows knowledge of previously learned material by recalling facts, terms, basic concepts and answers. Has knowledge of specific facts & terminology; knowledge of ways and means - conventions, trends and sequences, classifications and categories, criteria, methodology; knowledge of universals and abstractions - principles & generalizations, theories and structure.	e.g. defines, describes, identifies, knows, labels, lists, matches, names, outlines, quotes, recalls, recognizes, reproduces, selects, shows, states.	What is...? How is...? Where is...? When did _____ happen?	define list name recall record relate repeat state underline
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Therefore, in most academic writing it is important to analyze and evaluate or to write critically. Simple description is usually not enough. This means making connections between theory and practice, drawing links between theories, as well as evaluating theories and research. It means giving your opinions (positive and negative) on the work of others and your own opinions based on what you have learned. Critical evaluation requires you to evaluate arguments, weigh evidence and develop a set of standards on which to base your evaluation.

When writing critically, you need to:

- Analyze and categorize theories and research;
- Evaluate theories and research;
- Compare and contrast theories and research;
- Select from theories and research;
- Synthesise from theories and research;
- Make logical connections between theory and practice;
- Give opinions (positive and negative);
- Provide evidence for these opinions;
- Indicate gaps in theories and research;
- Weigh evidence and come to conclusions.

The following questions may be usefully asked about any text or author you refer to or make use of:

A Purpose and background

1. Why are you reading this text? What is your purpose?
2. What type of text is it: research report, essay, textbook, book review?
3. What do you know about the subject of the text?
4. What else has been written on the subject of the text?
5. What controversies exist in this area? How does this text fit in?

B The author and the text

1. Who is the author? What do you know about the author? What authority does the author have?
2. Who is the intended audience?
3. What is the author's purpose? Why has the text been written?

4. What is the source of the text? Is it reputable? Who is the publisher? What reputation to they have?
5. What is the date of publication? Is it appropriate to the argument?
6. What is the writer's attitude towards the topic?
7. What conclusions are drawn?

C Evidence used

1. Is there a clear distinction between fact and opinion?
2. Is evidence used to support arguments? How good is the evidence? Are all the points supported?
3. In an experimental study, was the sample size adequate and are the statistics reliable?
4. Are there any unsupported points? Are they well-known facts or generally accepted opinions?
5. How does the writer use other texts and other people's ideas?
6. Are the writer's conclusions reasonable in the light of the evidence presented?
7. How do the conclusions relate to other similar research?

D Assumptions made

1. What assumptions has the writer made? Are they valid?
2. What beliefs or values does the writer hold? Are they explicit?
3. Look at the language that is used, e.g. active/passive verbs, nominalisations, pronouns, ergative verbs, articles, etc. Is it always possible to identify participants and processes? e.g. compare: the government increased taxes; they increased the taxes, taxes were increased; taxes increased; the taxes increased, there was an increase in taxes
4. Look for emphatic words such as it is obvious, definitely and of course.
5. Look for hedges: possible, might, perhaps.
6. Look for emotional arguments, use of maximizes: completely, absolutely, entirely, or minimizes: only, just, hardly, simply, merely.
7. How else could the text have been written?

As always, all your points of view must be supported.

Language: Commenting on another point of view

Negatively

They X This			
X's approach position methods beliefs	is/are may be seem(s) to be would seem to be	somewhat rather	mistaken. wrong. rigid. inadequate.

Positively

I agree with X when he	writer says	that ...
---------------------------	----------------	----------

X is certainly correct X may be correct	when he in saying	says that ...
---	----------------------	------------------

Plus positive words: correct, right, accurate.

Ex.4 Read the following book review by Olga Semnova:

In sadness

Leonard Schapiro was exceptionally well-qualified to write a book on 1917. A leading academic authority on the Bolsheviks (Professor at the LSE, author of *The Communist Party of the Soviet Union* etc.), he witnessed the Russian revolution as well. Schapiro completed *1917* in 1983, just before he died. His book is the distillation of a lifetime's teaching and reflection on the Russian revolution. It is both a concise and lucid narrative and a highly-charged piece of political analysis. As narrative, *1917* fills a surprising gap in the literature on the subject. There are a large number of detailed studies of different aspects of the revolution, some of them brilliant works of scholarship. But no simple, comprehensive account of the two revolutions and the civil war exists. Schapiro's book is brief, but covers all the main points with absolute clarity. It also incorporates the conclusions of the most important recent research on the subject. The reader gets both an excellent introduction to the Russian revolution and an idea of how new material is causing thinking about it to change.

The value of Schapiro's analysis is more questionable. Schapiro was old and rigid, an adherent of the cold war/totalitarianism school. His interpretation of the Russian revolution is crude and unashamedly biased. He hates the Bolsheviks. He looks at the Russian revolution purely from the point of view of political power.

Schapiro's thesis goes roughly as follows. After the disintegration of the monarchy in February 1917, there was general support in the country for a broad-based socialist coalition. This quickly came to mean support for the Soviets, rather than for the Provisional Government. However, support for the Soviets did not mean support for the Bolsheviks, but for the 'traditional ideals of Russian socialism', represented by the SRs and, especially, the Mensheviks. The Bolsheviks were a small band of disciplined fanatics. They were able to seize power in October because no one organized to stop them. They held on to it by annihilating their opponents, ruthlessly manipulating public opinion and militarizing the economy. Right up to 1924, they were 'a largely unpopular party'. The first choice of a majority of the population would have been 'some form of moderate socialism'.

While it is undoubtedly true that the Bolsheviks were unscrupulous in their choice of methods and that they were not supported by a majority of the population when they seized power. Schapiro's thesis is prejudiced, one-sided and out-dated.

Schapiro's hostility to Leninism (which he sees as the precursor of Stalinism) leads him to maintain a position on the Bolsheviks which has been shown to be wrong. He presents them as an autocratically run and conspiratorial organization, staffed by a group of men whose opinions were (with rare exceptions) uniform. Recent research, however, including that of Rabinowitch (whom Schapiro himself quotes), has shown that the Bolshevik party was not a homogeneous body, but a collection of committees. Each of these tended to run its own affairs independently and take initiatives of its own, regardless of the opinions and instruction of the Central Committee.

Other problems with Schapiro's work stem from the fact that he was an old-fashioned political historian. *1917* is based on the premise that it is possible to understand the Russian revolution purely in terms of political power, without reference to social or economic questions.

This, firstly, leads Schapiro into errors of interpretation. He concentrates exclusively on the mechanics of the Bolshevik seizure of power. This approach allows him to avoid discussing the appeal which the Bolsheviks' programme held for industrial workers and peasants. He seriously underestimates the degree of popular support which the Bolsheviks enjoyed: the strong power base which, by October, they had in the cities; and the enthusiasm generated by their land policy in the countryside, which was probably the crucial factor in their victory in the civil war.

Secondly, Schapiro's purely political orientation affects his choice of period. He picks the dates 1917-1924 because they delimit the transfer of political power. But, for any real understanding of the Russian revolution, one needs to go both further back and further forward. 1917 is not the right point at which to start. The events of that year make sense only if viewed in the context of the rapid industrialization of Russia in the late 19th and early 20th centuries. 1924 is not a good place at which to stop, because the most dramatic changes resulting from the Bolshevik takeover - the social

and economic transformation of Russia undertaken by Stalin didn't happen until 1928-1933. Schapiro doesn't consider these events part of the Russian revolution. Younger historians, however, would argue that they were and that a revolution should be defined as the period of upheaval, social and economic as well as political, which intervenes between the fall of an old regime and the firm consolidation of a new one. This is the approach taken by Sheila Fitzpatrick, in her recent appraisal of the Russian revolution, a work which forms an interesting contrast to Schapiro's.

Schapiro's enduring advantage over more modern historians, however, is that he lived in Petrograd as a boy (from 1917-1920). This has helped him to bring what is essentially just a well written text book to life. He has managed to breathe into it something of the feel of the time - the euphoria, excitement and suffering of revolutionary Russia.

(*New Statesman*, 20 April 1984)

The review contains both positive and negative comments on the book. Look at the 10 paragraphs and decide whether or not they are positive or negative. Mark the parts of the text which give you this information.

Paragraph	Evaluation (+ or -)	Examples of language which give you this information.
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Ex. 5 Watch video aided instruction «Expressing yourself creatively», fulfill the given tasks.

Out-of-Class Writing Activity

How can you be creative?

Write a short organized response to the following statement: How can you be creative? Being creative means expressing your personality. Good creative writing opens the window to who you are. Support the discussion fully with specific examples, details and personal experience (200-250 words every other line). Use video «Expressing Yourself Creatively».

Vocabulary

to synthesize
to make inferences
to sharpen
to interpret
application
to justify
background

creativity
to promote
self-reflection
to draw conclusions
to recommend
assumption
approach

logical connections
cognitive
recognition
evaluation
synthesis
analysis
to distinguish

rate
estimate
assess
to advise
to arrange
to manage
to categorize

to support

adequate

to be valid

to debate

Academic writing assignments

Objectives

In this unit you will:

- identify kinds of academic assignments;
- analyze short writing assignments;
- analyze longer writing assignments;
- analyze a model assignment;
- learn what lead-in, assignment task, kinds of support are;
- know what instructions in assignment are.

Starting up

Ex.1 Identifying kinds of academic assignments.

- With the class or in small groups, list the kinds of assignments you have had so far in your academic studies. You do not need to restrict yourself to writing assignments.
- Place a ✓ next to those which require critical thinking.

Introduction

The Writing Process: A Preview

Another way you will use your critical-thinking skills in your academic course work is in writing. Completing an academic writing assignment is a thinking process which involves several activities.

The writing process

Activity	Description
Brainstorming	Gathering/Generating/Planning ideas
Organizing	Making a formal plan (outline)
Writing	Composing the paragraph or the essay
Revising	Making major changes
Proofreading and editing	Fixing minor errors

This process of writing begins with the assignment. The assignment may be oral or written out in detail. Some assignments may be clearly delivered and offer you a great deal of direction, while others may offer too much leeway, causing you to feel lost at first. Some assignments will be extended, allowing you a few weeks to complete them (e.g., term papers, theses, lab reports). However, other assignments may be due within a week or two (e.g., short papers, journal entries). Perhaps the most intense writing assignment is the essay test, which may have a strict time limit.

Regardless of the various time limits, all assignments must be followed precisely. It is important for you to read the assignments carefully and understand them. If you misread an assignment, your final paper may be off focus or off topic. Such papers may fail based on content even if the organization, grammar, and presentation are excellent. It follows that you must never change an assignment to suit your interests or knowledge. For example, if you cannot answer a question on an essay test, do not rewrite the question. Answer the professor's question in the best way you can because you might be given partial credit. However, if you change the question, you might not get any credit.

Following an assignment involves understanding its wording and design. Here are some common terms used in academic writing assignments.

Analyze

An analysis is the study or examination of the parts of something or aspects of an idea. How do the parts function? What is their purpose or importance? How do the ideas relate to one another? What is your personal opinion or judgment?

Argue

Argument requires taking a position in favor of or in opposition to an issue. State your position and defend it. Explain what should be done about a problem. Be sure to indicate that you understand the opposing viewpoint(s). (Argumentation is stronger than a response.)

Classify

Classification involves arranging or organizing things into categories (kinds or types). Define each category and illustrate it.

Compare and Contrast

Comparison involves examining qualities and characteristics in order to find similarities between two or more things; contrasting requires analysis of the differences between them. The assignment should clarify whether the focus is to be on similarities, differences, or both.

Define

Defining involves giving the formal definition of a term or thing by stating the term, class (or category) to which it belongs, and the features that distinguish it from other members of that class. It may also require writing an extended definition, which would include examples, details, and explanations.

Describe/Explain/Discuss

These terms are used broadly and require complete and detailed answers to a topic. You may have to describe a place or physical structure of some kind, give a chronological (time order) explanation, enumerate or list major points, examine causes or define a process, and compare or contrast. The other vocabulary in the assignment will guide you.

Enumerate

Enumeration is a general term for listing, classifying, and recounting one by one the major points. This term is basic to almost all rhetorical methods, especially comparison/contrast, process, cause, effect, exemplification, and classification.

Evaluate

In an evaluation, you have to analyze a text or work and judge its merits or correctness as well as its shortcomings. You may also need to examine advantages and disadvantages and give personal opinions on each side.

Explain

To write an effective explanation, provide support to clarify your points. Tell *how* and *why*. Anticipate the reader's questions and provide detailed answers. Look at causes and/or effects, or describe a process.

Illustrate

To write an effective illustration, supply a representative number of relevant examples. The examples can be hypothetical or specific and may include personal experience. Effective illustrations are highly valued in academic writing assignments.

Respond/Comment

Response assignments are thought papers in which you react with your personal interpretation of the text material. Agree or disagree and support your position with personal experience and/or references to assigned readings.

Summarize

In a summary, restate what the author's major points are in your own words. Do not add your own main points or opinions in a summary. Also, do not judge or evaluate the author's main points. A summary is a short report, not a critique.

Trace/Outline

When tracing or outlining the development of something, you need to provide an overview of historical events in chronological order or the major points of an issue.

Ex.2 Answer The Discussion Questions:

1. How can you use your critical skills in your academic course work?
2. What activities does academic writing involve?
3. Do you know what a brainstorming means?
4. Have you ever participated in a brainstorming when solving some problems?
5. What is the difference between oral assignment and written out in detail?
6. Why is it so important to follow the assignment task precisely?
7. What are some common terms used in academic writing assignments?
8. Can you give a full characteristic of each term used in academic writing assignments?

Ex. 3 Analyzing short writing assignments.

- Underline the key words. What do the following short assignments require?

- How would you complete them?

Example In what ways do porpoises (differ from) dolphins?

ways: enumeration; differ from: contrast

I would enumerate the differences between dolphins and porpoises

1. Explain how a caterpillar becomes a butterfly.
2. Discuss three major reasons that people who leave the security of their home cultures to move to another culture to study are heroes. Provide examples, details, and personal experience.
3. Enumerate the causes and effects of women's liberation.
4. Trace the development of satellites.
5. Enumerate the major features of effective academic writing. Discuss them in detail.



Listening

Script 8

Ex. 4 Listen to the tape and decide whether the following statement is correct:

The reason of the students' often failing when they write assignments is not because their writing skills are not high enough or because their knowledge of the subject matter is insufficient, but because they have not fully understood the given question.

Ex. 5 Listen to the tape again and tick which of phrases a-p the speaker uses?

- | | |
|--|--|
| a. writing skills | i. the point of view on the subject matter |
| b. knowledge of the subject matter is insufficient | j. strict instruction |
| c. evaluation of information | k. a new version of the question |
| d. to fully understand what a question means | l. the detailed limitation of the topic |
| e. writing without grammar mistakes | m. supporting remarks |
| f. to search for certain components | n. the subject matter. |
| g. the following technique is very effective | o. sequence |
| h. subject matter or topic | p. which often comes at the beginning |

Ex. 6 Listen again and make notes about the useful technique helping to understand the given question.

Introduction (continuation)

Analyzing assignment design

The Lead-in

The first part of an assignment may contain a situation or some general background information to get you thinking about the topic. This part may be more than one sentence long. Do not choose these ideas as your focus because your paper will be too general. Keep reading to find the actual limited subject of the assignment.

The Assignment Task

The actual assignment, called the assignment task, usually follows the lead-in. The assignment task contains a question or a statement limiting the topic, specific instructions containing imperatives and terms for academic assignments, and directions listing the kinds of support to use.

Kinds of support

Type	Description
Examples	Specific cases/instances for illustration
Details	In-depth analysis of topic
Facts and statistics	Charts ,graphs, surveys ,polls
Expert opinion and/or research	Books, articles, experiments, studies
Personal experience or case studies	True stories

Instructions in Assignments

Instructions in assignments are usually given with imperatives (command forms). Moreover, you may be given limits on how many subtopics you can have. Pay attention to such expressions as "two or three," "areas," "reasons," "causes," "effects," "similarities," "differences," and other rhetorical terms which signal the method of development. Also, pay close attention to the use of *and* and *or*. *And* directs you to address all of the assignment tasks, but *or* directs you to make a choice. If the assignment is to make a choice, you must do so.

Here are some examples:

Discuss two *or* three reasons for...

(You have a choice of two or three reasons. Do not discuss four.)

Analyze the causes *and* effects of. . .

(You must discuss both the causes and effects.)

Discuss the advantages *or* disadvantages of...

(You must choose advantages or disadvantages. Do not discuss both.)

Define "pecking order" *and* give examples . . .

(You must not only define the term; you need to give examples as well.)

Read the model essay *and* answer the questions that follow.

(You must do both tasks: read the essay and answer the questions.)

Example of Assignment Analysis:

Because the laser is such a powerful device, some people used to fear it. However, recently, scientists have found that the laser has a variety of applications (*lead-in*). Discuss four important areas where lasers have been used to the benefit of society. Use specific and convincing examples and details to support your discussion (*assignment task*).

The lead-in in the above assignment shows two opinions about the laser:

- Some people fear the laser because it is powerful.
- The laser is a good device which has several uses.

The assignment task limits the focus to the second opinion, the benefits of the laser to society. The essay must explore four areas of life in which the laser has helped people, not why people may fear the laser. There must also be specific and convincing examples and details.

Ex. 7 Analyzing longer writing assignments.

On a separate sheet of paper, analyze each of the following assignments.

- Which part is the lead-in?
- Which part is the assignment task?
- What does the assignment require?

1. Self-respect is the respect people have for themselves. People's success in life may depend on how much self-respect (self-esteem, self-regard) they have. How will having (or not having) self-respect help (or hinder) students in their academic pursuits? Discuss two or three ways self-respect (or the lack of it) can affect students' success. Provide specific support.
2. Studying in a university is challenging. Some students excel, some do an adequate job, but others fail. Why do some students do well? Discuss two or three major characteristics (qualities) of good students. Provide specific details, examples, and your own personal experience or that of someone you know.
3. Languages are living as long as they are spoken. Thus, they gradually change over time. Despite the fact that the English spoken today reflects current popular usage, contemporary grammar books still prescribe formal, standard rules which do not seem to apply to current usage. What problems, if any, does this create for you as a language learner? Discuss two or three problems with specific examples and details.

Ex. 8 Watch video aided instructions. Disk 9 «Avoiding Common Mistakes».

Ex. 9 Analyzing students' essays.

Use the assignment and the Student Essays to answer the following questions.

Assignment: Computers have become an important part of educational process. Write convincing illustration to this statement. Use specific and convincing examples and details.

Student Essay 1

Computer as a multipurpose universal instrument of education.

In our days computers have become an important component part of all spheres of science. There are a lot of advantages of this device which makes any work associated with the theory, calculations and modeling more easily and quickly. Especially computers find industrial application in academic life.

The main feature of all kind of computers is the ability to making calculations. Now it is not necessary to spend much time for converting and counting of equations, functions and other. All of the mathematic operations are made automatically by the machine. It is very useful for students because they are obliged to do some kind of works which contains a routine calculations, lab works, etc. For example software package called MathCAD enable to solve many mathematical tasks of any complexity.

Another function of the computer is a capability to create models of systems and processes. Any person can create a virtual object or operation with it and watch how it will be works. Frequently in aviation it is very difficult and expensive to make a prototype of the plane. That is why a constructor should make a model of the aircraft by the computer before creating a real one. In the labs of Institute of civil aviation students make virtual objects from electrical systems to the accidents during flight of the airplanes.

One more important thing is the information storage. Every day people who are engaged in science have a deal with some kind information. Libraries, archives, storehouses are require a lot of space and costs. But now all necessary information can be saved in the hard driver in size with a palm. Also it can be extract or copy for a second. There is no necessary to carry many books, papers, cartridges, pictures. Lecturers use a projector instead of posters, show presentations, videos, which improve the effectiveness of lectures. Students get a possibility to correct their works without rewriting of all of material.

In conclusion, computer has many other advantages like internet, entertainments and different tools, but all of these functions are directed to improve our academic life and make it easier, let people work harder, more effective and fast.

Student Essay 2

In contemporary life almost all activity of people is artlessly associated with a computer, wherever it is – at production, in a bank, in a shop, even in a car and at home. All in much is connected with use of quickness and simplicity of a computer. This attainment of engineering engages also the process of education. All that is connected with education should possess traffic rapidity, true and full data accessing. But what would be, if computer progress had bypassed academic life?

There wouldn't be such simplicity and rate of necessary study literature accessing. So, in libraries, all book data bases have been entered in the computer, as well as data bases regarding students, who are making use of it. I have appreciated it myself, when I was searching near a half hour the textbook, which I needed, without use of computer data base.

Internet access would be impossible in that case. Internet is now the most reliable and speedy way of data exchange and it is difficult without it as if we have no hands, eyes and ears. Neither postman is able to deliver necessary information in any place of the world within several seconds, but Internet!

And the most important, at least for engineer profession, there wouldn't be calculation simplicity. All that would take a lot of time for a student of an engineering university to solve large and complicated tasks is calculated for several seconds and even quickly with the help of a computer. I can confirm that from my experience, as far as all my yearly essays had been done solely with the help of a computer!

So, now it is clear, what a computer means for academic life: rapidly, easy and reliable. The process of education would be much difficult without these criteria, however, one cannot rely on education only by means of a computer, because there is probability to become a lazy student, the main thing one should remember- a computer is not a substitution of student's knowledge that is an aid for it receiving.

Discussion Questions

1. Do the essays address the assignment task? Why or why not?

Essay 1 _____

Essay 2 _____

2. What does each writer do well?

Essay 1 _____

Essay 2 _____

3. What grade do you think each essay received? Why?

Essay 1 _____

Essay 2 _____

4. What does each writer need to do to improve the essay?

Essay 1 _____

Essay 2 _____

Ex. 5 Watch video aided instruction «Overcoming writer's block», fulfill the given tasks.

Out-of class writing Assignment

Is laser really so dangerous?

Because the laser is such a powerful device, some people used to fear it. However, recently, scientists have found that the laser has a variety of applications (*lead-in*). Discuss four important areas where lasers have been used to the benefit of society. Use specific and convincing examples and details to support your discussion (*assignment task*) (200-250 words every other line).

Vocabulary

activity	analyze	to define	to outline
common term	to edit	to enumerate	precisely
revising	minor error	to evaluate	credit
proofreading	to argue	to trace	partial credit
to improve	to be off topic	specific detail	to classify

The process of writing

Objectives

In this unit you will: learn the process of writing (planning, writing, revising, proofreading, editing);
know what brainstorming is;
know what listing and outlining is;
determine the time management of the writing process.

Starting up

Ex.1 Read the following extract and develop your version of the process of writing.

Once you understand the assignment, you are ready to start the writing process. This process includes the planning, writing, revising, and proofreading and editing of your papers. These activities are not necessarily sequential, and everyone has preferences on how to complete the process. Some people prefer brainstorming before outlining, and some may prefer listing and outlining simultaneously. Some write and revise at the same time. Critical thinking is a major part of this process.

Introduction

The process of writing

Brainstorming (Generating/Collecting/Planning ideas)

1. List possible ideas that follow the assignment focus, and make lists and clusters to "get the juices flowing."
2. Determine your focus at this point (limit your topic) if the assignment does not do so for you.
3. Consider whom you are targeting as your audience at all times.
4. Examine the ideas and choose the most convincing ones.
5. Gather and evaluate information to support the ideas. Make final selections.

Organizing (Refining/Formalizing plan)

1. Determine how you will present your ideas (rhetorical method).
2. Make an outline or chart in which you clearly determine your thesis or topic statement, your subtopics (main points), and specific support.
3. Make changes; add or delete ideas.
4. Put the plan aside and take a break. New ideas will occur to you while you are resting.
5. Revise the plan some more.
6. Get feedback from your professor or peers (peer review).
7. Revise the plan.

Writing (Composing in longhand or on computer)

1. Compose the first draft of the paper. Follow the plan while composing.
2. Try to write without stopping frequently to look up words or revise for fluency.
3. New ideas may occur to you. Make changes as needed to include any improvements.
4. Put the paper aside for a while and take a break so that you can look at it again with a fresh eye.
5. Get feedback from your professor or peers (peer review).

Revising (Making major changes)

1. Return to the paper with an objective eye.
2. Be a critical thinker. Evaluate the paper. Is it effective?
3. Make major changes in the content, organization, and order of support.
4. Make the sentences more complex and smooth.

You may end up writing more than one draft to attain the final product.

Proofreading and editing (Making minor changes to mechanics)

1. Correct grammar errors.
2. Check for errors in spelling, punctuation, and capitalization.
3. Check format (margins, use of lines, labeling and paper type).

Ex. 2 Enumerate and describe each stage of the process of writing.

Introduction (continuation)

Time Management of the Writing Process

You learned that as a college or university student, you are very busy trying to juggle all of your course work in order to get all of your assignments done on time. Writing a paper may take more time than you think it will. Due to all of the activities involved in the process of writing, you do not want to wait until the last minute to start a paper. Pulling an "all-nighter" or trying to write the paper the morning it is due may well lead to bad results. Not only is such an approach stressful, it is usually unsuccessful. The quality and appearance of the final product reveal the haste in which the paper was done, giving the professor a bad impression. Professors expect papers to be complete, well organized, and clearly presented.

It is a good idea to start the prewriting activities soon after getting an assignment; if you plan time in your daily and/or weekly schedule to complete the assignment, you will feel less stressed and more satisfied with the product. Doing a little bit every day instead of procrastinating will make you a more productive and successful student.

Determining time management of the writing process

Now concentrate on the writing activities. Compare the amount of time you think each activity would take for both out-of-class and in-class writing assignments.

- By yourself, complete Chart 1 by calculating the percentage of time you would need in each activity.
- Then compare your answers to your partners'.
- Figure out the group's average in each area on Chart 2.
- Report to the class and answer the Discussion Questions that follow.

Chart 1 Your Own Percentages

	Out-of-Class	In-Class
Brainstorming		
Organizing		
Writing		
Revising		
Proofreading / Editing		
	100%	100%

Chart 2 Your Group's Averages

	Out-of-Class	In-Class
Brainstorming		
Organizing		
Writing		
Revising		
Proofreading / Editing		
	100%	100%

Ex.3 Now discuss these questions with the class.

1. How do the percentages differ in class vs. out of class? Why?
2. Which activity do you think is the most important in each case? Why?
3. Which activities take the least amount of time? Why?
4. Will you be making any changes to your approach to completing assignments? If so, explain.

Ex. 4 Brainstorming for a writing assignment.

To practice analyzing an assignment and determining the audience, do the following.

- Study the following model assignment carefully.
- Discuss the questions that follow.
- Complete the assignment by choosing one of the brainstorming methods.

Model Assignment

The International Student Organization (ISO) at your university or college publishes a newsletter read by students, professors, and administrators. The ISO would like short articles (1 to 2 typed pages, double-spaced) written by nonnative speakers on the benefits they gain by studying in the U.S. or Canada.

Brainstorm for a few minutes alone. Make lists, clusters, and/or charts to find ideas for the article you want to write. After working alone for a few minutes, share your notes with partners. Each of you should discuss your notes and revise them (add or discard ideas) as new ideas occur to you.

Discussion Questions

1. Which part is the lead-in? What is the situation? Who is the audience?
2. Which part is the assignment task? How many things do you have to do? List the imperative verbs.
3. What is the topic? List the important words in the topic.
4. What level of formality (and point of view) should be used in the article?
5. How long should the article be?
6. How should the article be presented (format)?
7. Do you have to write the article yet? Why or why not?

Ex.4 Methods of Brainstorming

Choose one of the following brainstorming methods to generate (create) ideas for the in-class assignment.

Method 1: Listing ideas is one way to brainstorm. First, list the ideas as they occur to you.

Example:

self-respect
care about self
polite behavior
respect for others
take care of appearance
avoid bad habits

get exercise
eat well
follow the rules
attend class
arrive on time
do homework

don't argue
be assertive
accept criticism
like yourself
obey the laws
self-regard

After that, organize the lists. Put related ideas together.

Example:

Self-respect

1. self-regard
2. like yourself
3. confidence
4. self-worth

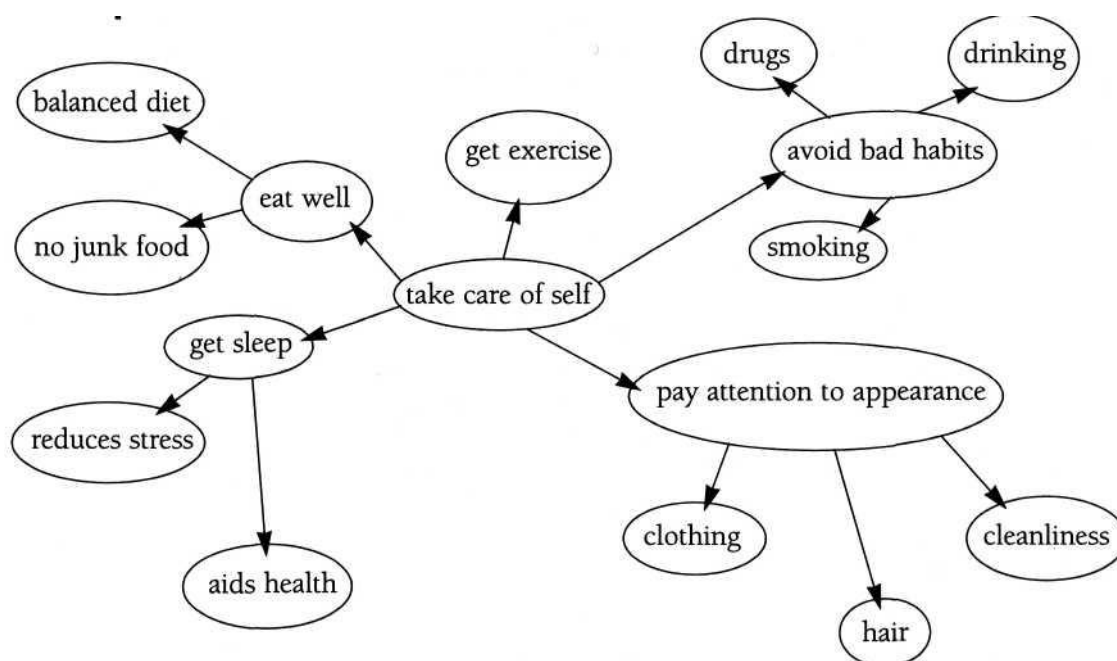
Care about self

1. take care of appearance
2. get exercise
3. eat well
4. avoid bad habits

Respect for others

1. polite behavior
2. follow the rules
3. obey the laws

Method 2: Clustering. If you are a visual learner, you might want to "cluster."



Method 3: Charting

Charts are useful if you know your main points and you want an informal way to move from general to specific.

Example

Self-Respect

General	→	Less General	→	Specific	→	More Specific
Care for my well-being		Care about appearance		Cleanliness dress appropriately		Laundry, bathing Work: formal School: informal Balanced diet 6-8 hours/night No drinking, smoking, drugs Conducting daily business, making friends Driving, time commitments,
		Care about my health		Eat well Sleep well No bad habits Polite behavior		
Show others respect		Sociability				
		Cooperation		Follow rules/laws/		

Be careful as you are planning the chart. Do not begin with ideas which are too general; otherwise, it will be difficult for you to find specific support. Notice that the last column (the one on the right) has specific information, such as "get eight hours of sleep a night" and "balanced diet." Finally, all of the points in the chart, even the specific ones, should be explained in the paper.



Listening

Script 10

Ex.5 Listen to the tape. In which order are the ground rules in brainstorming enumerated?

- | | |
|------------------------------|----|
| a. original ways of thinking | 1. |
| b. maximum ideas | 2. |
| c. new perspectives | 3. |
| d. reserving criticism | 4. |

Script 11

Ex.6 Kate North gives her advice on brainstorming session conduction. Listen to the tape and complete these extracts.

Session conduct

The facilitator leads the brainstorming session and ensures that ground rules are followed. The steps in a typical session are:

1. A..... to expose novice participants to the A simple problem is brainstormed, for example: What should be the CEO retirement present? Or: What can be improved in Microsoft Windows?
 2. The facilitator and gives a further if needed.
 3. The facilitator asks the brainstorming group for their
 4. If no ideas are forthcoming, the facilitator suggests a lead to
 5. All participants..... their ideas, and the idea collector them.
 6. To, participants may their ideas.
 7. When time is up, the facilitator organizes the ideas based on the topic goal and
 8. Ideas are
 9. The whole list is to ensure that everyone understands the ideas.
 10. and obviously are removed.
 11. The facilitator thanks all participants and gives each a token of..... .
- (<http://en.wikipedia.org/wiki/Brainstorming>)

Ex. 7 Watch video aided instruction «Prewriting», fulfill the given tasks.

In-class-writing Assignment

Writing the first draft in class.

Use your brainstorming notes from the previous assignment to organize and write a short article on the benefits of studying in the U.S., or Canada, or any other country you like.

- Choose three major benefits.
- Support your discussion with examples and details.
- Use the guidelines for in-class assignments in the following chart. Try to finish in the time given. (Calculate how many minutes to allow for each writing activity.) (300-350 words every other line).

Suggested Time Management for Writing Process Activities

	Out-of-Class	In-Class
Brainstorming	25%	15% (...minutes)
Organizing	10%	10% (...minutes)
Writing	20%	60% (...minutes)
Revising	35%	5% (...minutes)

	Proofreading / Editing	10%	10% (...minutes)
Vocabulary		100%	100% (...minutes)
to revise	sequential	to delete	simultaneously
proofreading	outlining	smooth	to focus at
to edit	improvement	chart	final selection
preference	feedback	to list	fluent
brainstorming	to share notes	benefit	management
to cluster	to occur	visual	to determine

Peer review and revision

Objectives

In this unit you will:

- learn what peer review is;
- learn what revision is;
- examine ground rules for peer-reviewing;
- know different approaches to peer-reviewing;
- define strategies for clarification;
- learn active vocabulary for peer-reviewing.

Starting up

Ex. 1 Answer the discussion question: Why do you think peer-reviewing requires critical-thinking skills?

Introduction

Peer review and revision

Peer-reviewing is an integral part of the writing process. When professors write textbooks and articles, they seek out their colleagues for feedback in order to revise effectively. Likewise, when you complete writing assignments in this text, you will seek out the opinions of your peers to improve the paper.

Peer-reviewing will help you grow as a writer and as a critical thinker. To begin with, peer-reviewing requires critical-thinking skills because you have to analyze the paper. In your peer reviews, you will have to identify the effective areas as well as the areas which need improvement. You may wonder how qualified you are to do this. After all, you are not a teacher. Nonetheless, you are a reader, and you will be helping your classmates tremendously if you target the unclear areas in their papers. In addition, by evaluating models and your peers' papers, you will become a better writer because you will see what works and what does not, and you will have frequent practice applying the rules for effective academic writing.

Although this activity may be hard at first, you will get better at it. Your confidence will build as you make progress with both your analytical skills and writing. The final benefit is the improvement you will see in your classmates' writing as the term or semester progresses. For example, the first time you peer-review, you may notice that your partners' compositions are short and not well organized. However, at the end of the term, both you and your partners will probably be able to compose interesting and well-organized essays.

Ground Rules for Peer-Reviewing

There are different approaches to peer review, but it is usually done before the final draft is due. In general, students exchange papers, complete the peer reviews, and discuss them. Because some people may feel intimidated by peer-reviewing and discussing their papers, you should follow certain ground rules and use strategies for clarification. These guidelines for effective group dynamics will help to build trust among group members.

1. Do not take charge or monopolize; share time with others. Help draw shy group members into the conversation. Everyone should participate.
2. Acknowledge what the writer did effectively before discussing the weak areas.
3. Defend your opinions tactfully. In other words, do not take the other students' observations and suggestions personally.

4. Be objective. Do not make fun of the writer's ideas, and do not criticize the writer for having opinions different from yours. Your task is to evaluate how well the writer defends the opinions.
5. Compromise to resolve differences of opinion. Do not let a difference of opinion hold up the group process.
6. Ask for repetition if you are unsure of what your partner said.
7. Be honest. Do not say the paper is good if there are problems. The writer wants to do a good job and deserves an honest reaction.
8. Be a good listener. Do not cut people off (interrupt).
9. Remember that you are not only giving advice, but also learning about your own writing and that of others.

Strategies for Clarification

Language in group discussions is unplanned and thus imperfect at times. People do not always have time to correct a grammar mistake or pick the best words. During a discussion, it may be difficult to understand everything that is said because of someone's speaking speed, grammar, and vocabulary choices. If you have problems communicating in your peer review groups for these reasons, use the following expressions.

If you do not understand, ask for clarification.

- I didn't catch that.
- Could you repeat that please?
- Could you say that another way?
- What did you say?
- I still don't quite know what you mean. Could you put it another way?

If you want to see if someone understands, check in these ways.

- Do you see/know what I mean?
- Are you following me?
- Are you with me?

If you think someone does not understand, restate what you have just said. Use different words.

- Let me try again.
- I'll say it another way.
- In other words, . . . (paraphrase)

If someone is not getting a chance to talk, include the person in the discussion and use his or her name.

- What do you think ...?
- What about you...?
- What's your opinion... ?

After a peer review session, you should study the comments your peers (and instructor) made and plan changes. The number of changes you make will depend on the number of problems your peers and instructor pointed out. This process of making changes is called *revision*. Revision involves making major changes in content and organization in order to improve the paper.



Listening

Script 12, Part 1

Ex. 2 Here is a list of questions prepared by Alan Bradshaw. Listen to the tape and tick questions which were not mentioned (the questions are listed in a mixed way).

I've prepared a list of highly detailed questions to ask that will ensure you properly evaluate your peer's essay.

1. What is one thing the writer does well in this essay?
2. Does the author do something in the first five lines of the introduction to catch the reader's attention? (interesting facts, eye-catching statistics, true anecdotes, startling quotations, etc.)
3. What is the one big thing the writer needs to work on with this essay?

4. The article title should not (usually) appear in the signal phrase. Has the author avoided doing this?
5. Does each of the topic sentences tie back to the thesis?
6. Is the main point an arguable assertion (it should be)? Could someone argue an opposing or contrasting point of view? What would that contrasting point be?
7. Does the essay offer insights that go beyond the obvious and offer original observations? How so? Did you learn something new from reading the essay? What? Why not?
8. Is the thesis placed in a clear manner near the end of the introduction?
9. Does each paragraph begin with a topic sentence? Do the topic sentences correctly describe the main points of the paragraphs?
10. Does each of the paragraphs have a clear, singular focus to them?
11. Are the paragraphs proportionately balanced? Are there any really short paragraphs that could be developed more? Long paragraphs that could be broken or shortened?
12. Does the introduction lead up to the thesis in a smooth, informative way? If not, what do you suggest the writer do?
13. What is the writer's main point? Phrase it briefly in your own words.

Ex.3 Listen to the tape once again. In which order are these questions mentioned?

Script 12, Part 2

Ex.4 Listen to the second part. It is the continuation of a list of highly detailed questions to ask that will ensure you properly evaluate your peer's essay. Complete these extracts.

14. Does each paragraph? What are the main ideas of each of the paragraphs? Write them out briefly (5 words or less each). If any paragraph is particularly difficult to pin down, perhaps the focus is off.
15. Does the writer for the points he or she makes in each paragraph? If so, is the evidence convincing?
16. Does the conclusion briefly summarize in a fresh way the writer's main argument and then end on a memorable note (such as a quotation, thought, image, or call to action)? What is that that the conclusion leaves?
17. Are quotations? Do they flow with the grammar of the sentence? Are authors named in signal phrases or source titles put in parentheses after the quotations?
18. Is there a reflecting each author quoted in the body of the essay?
19. Are the entries of the Works Cited page in correct format? Are they alphabetized? Does each entry have all the necessary? Does the Works Cited section appear on its own page?
20. Is the essay itself (one-inch margins, 12 font Times New Roman text, double-spacing, correct personal details on first page, header with last name and page number)?
21. Does the essay have a that describes the purpose/point of the paper in a catchy, clear way?
22. Are there in the essay?
23. If you were writing this essay, what would you do differently? Why?

Ex.5 Now, using the list of highly detailed questions analyze the following student's essay.

The advantages of using the computers in academic life

The computer has become a crucial part of the human life - whether searching for information, doing our office work, teaching children and so on. Unlike most machines, computers do not have a fixed purpose. They are multi-purpose tools. They can be used in a very wide variety of situations and are found in a wide range of systems including security systems, cars and phones. Medical expert systems, for example, can help doctors diagnose an illness and decide on the best treatment. As computer systems are developed, they are becoming more common and are gradually being used for more and more purposes. Nowadays it is started get to use computer in academic life for three major reasons.

The Internet is the most attractive largest information source with special tools for rapidly searching necessary information such as current news, opinions, e-books, contact information and services and it is easy-to-use. At present, the Internet contains approximately 2000 million Web pages meaning that the sheer quantity of available information is not problematic if Information is retrieved by using various searches, for example, Google, Yahoo, Yandex.

Moreover it allows of keeping in-touch with family, friends, teachers, native speakers of practicing language. In addition it is easy access to various information at any time (it does not need to go to the library, as a result you can save more time).

The other benefit of using computer is the variety of software for computation, modeling, simulation, visualization, development, documentation, and deployment. Common applications programs include word processors for creating and editing texts, spreadsheets for calculating mathematical formulae and databases for storing data in a way that allows the data to be sorted and searched. But if it is necessary to do other task you can install special software. For instance, Matlab can help students with projects of all sizes - from simple calculator operations to high-level software development. Matlab can perform symbolic as well as numeric computations. This means that in addition to being a calculator, it can help with algebra, calculus, and the sciences, classes across many disciplines. From simple line graphs to elegant 3D models, Matlab's powerful graphics functions let you control light sources, perspective, animation, and more. Matlab supports over 200 file formats for importing and exporting data. Incorporating the latest numeric and computational geometry algorithms, Matlab can provide statistical results for data sets of almost unlimited size.

There is no doubt that you can install suitable software for solving numerous different types of the tasks (Electronics Workbench for making circuits, AutoCAD for creating 2D models, Solid Works for creating 3D models and many other).

There is a range of sizes and types of computer. One of them is iPod. iPod extends teaching and learning beyond normal classroom hours, allowing students to easily and continuously learn. Many educators are already using iPod in their curricula with great results. They're integrating audio and video content including speeches, interviews, artwork, music and photos to bring lessons to life. In all, it is a great way for educators to create, organize and distribute content. All of which add new and exciting dimensions to learning.

As a result the computer can be your own laboratory, where you can decide all tasks from creating mathematic model of real development systems to their testing.

Out-of-Class Writing Assignment

What advantages have computers brought to academic life?

Write a short organized response to the following statement: Computers have become an important part of everyday life. In many areas, they have become invaluable in doing tasks more efficiently and effectively. What advantages have computers brought to academic life? Discuss three advantages of computers in academic life. Support the discussion fully with specific examples, details and personal experience (300-350 words every other line).

Vocabulary

seek out	approach	confidence	opinion
improvement	conversation	to identify	to deserve
to evaluate	to revise	benefit	to interrupt
benefit	to require	ground rule	clarification
to cover	extensively	to improve	major problem
assertion	evidence	impression	citation

Unit3

Support in Expository Paragraphs

Unit Topics:

Thesis statements & Topic sentences

Relevant and convincing support

Outlining skills

Thesis Statements & Topic sentences

Objectives

In this unit you will:

- learn what topic sentences are;
- learn the rules for composing effective topic sentences;
- know how to evaluate topic sentences;
- know how to choose topic sentences for assignments;
- know how to write topic sentences for paragraphs;
- know the difference between thesis statements and topic sentences.

Starting up

Ex.1 Read the following extract and answer the question: What is the difference between topic sentences and thesis statements?

Just as a single paragraph has a topic sentence which introduces the paragraph topic and the writer's opinion and method, so a thesis statement is the most important element of an essay. Thesis statements contain the writer's limited subject, opinion or attitude, and possibly a list of main points which you will discuss in the body of the essay.

Introduction

The main idea of each paragraph is usually expressed somewhere in the paragraph by one sentence (the main or topic sentence). This sentence is usually found at the beginning of the paragraph, but can come at the end or even in the middle of the paragraph. The rest of the paragraph generally expands the theme contained in the main sentence, and each idea round the main theme is supported by information and evidence (in the form of illustrations and examples), and by argument.

Example

This is a period when education faces many disturbing circumstances originating outside it. Budgets have been drastically cut throughout the country affecting every type of education. Enrolments are dropping rapidly, because the children of the post-World War II "baby boom" have now completed their schooling, and we are feeling the full effect of the falling birth rate. So there are fewer opportunities for new teachers, and the average age of teachers is increasing.

Rules for Composing Effective Topic Sentences

1. Topic sentences must be limited and correctly focused on the topic assigned.

Examples

Assignment: Computers are used in almost every area of life, such as business, science, and the home. Choose one area in which computers are used and discuss the benefits.

Problem: Off Topic Pursuing a degree in business is beneficial for several reasons.
(This sentence should introduce one area in which computers are used, not one area in which it is beneficial to get a degree.)

Problem: Off Focus It is easy to learn how to use a computer.
(This sentence is about computers, but the assignment is not to explain how to operate a computer.)

Correct Focus Computers have become essential in the home these days for three

major reasons.

(This sentence is about one area in which computers are used these days, so it follows the assignment.)

2. Each topic sentence must be about one topic.

Examples

Ineffective San Francisco has many tourist attractions and is a cosmopolitan city

Effective San Francisco has many tourist attractions that families enjoy seeing.
(Enumeration of Places/Description)

3. Topic sentences must be arguable (express an opinion) and include signals which indicate the method of development and writer's purpose.

Examples

Effective Dolphins and porpoises differ in several major ways. (Contrast)
Operating a word processor is an easy procedure if you follow these steps. (Process)

4. Topic sentences must be concise and complete sentences in statement form.

Examples

Incomplete The benefits of television to children. (Fragment)

Complete Television benefits young children in three major ways.
(Enumeration of Benefits/Effects)

Question Why are grades important?

Statement Grades are important for several major reasons. (Enumeration of Reasons/Causes)

Not Arguable I want to write about ways to maintain the health.

Arguable Maintaining good health is crucial. People can maintain their health in many ways. (Process/Enumeration of Suggestions)

5. Topic sentences must not be too specific because very specific statements are factual, not argued.

Example

Too Specific Abraham Lincoln was the sixteenth president of the United States.

Effective Abraham Lincoln's most outstanding quality was his honesty.
(Definition)

6. Topic sentences must not be too general because broad statements are difficult to support.

Example

Too General Overeating is bad.

Effective Overeating contributes to several health problems.
(Enumeration of Effects)

Thesis statements are expressed in much the same way as the topic sentence patterns!



Listening

Script 13

Ex.2 Listen to the tape in which Alan Bradshaw describes features of effective and complete thesis statements. Tick those which were mentioned.

Effective thesis statements:

- are complete, grammatical statements (not phrases or questions)

- are not too specific or too general
- are based on the audience
- are on one limited subject
- are stated at the end of the introduction
- contain the writer's precise opinion (are not just statements of fact).

Complete thesis statements:

- contain the limited essay topic
- are arguable (contain a precise opinion about the limited topic)
- show the method of the paper
- show the audience of the paper
- contain several ideas to be developed
- show the purpose of the paper.

Ex. 3 Evaluating topic sentences.

1. Evaluate the following topic sentences. Refer to the rules for composing effective topic sentences.

2. Identify those that are weak and what is wrong with them.
3. Offer a suggestion on how you would correct the problem.
4. Rewrite the item to make it more effective.
5. If the topic sentence is effective, write "correct" in the space provided.

Example How to use a library.

This is a fragment. Make it a complete sentence in statement form.

Learning how to use a library is easy if you follow these steps.

1. Learning to surf the net is essential for university students.
2. Why are Elvis Presley's songs still popular?
3. I would like to talk about Thomas Jefferson.
4. Napoleon was an emperor of France.

Ex.4 Read the following essay topic from a sociology subject:

In the last 20 years, rates of divorce have risen significantly in Western countries. Critically analyze some of the different explanations given for this phenomenon. In your discussion you should consider what implications these explanations might have for social policy.

Which words or phrases do you think are particularly important in working out what the topic is about? Tick the checkbox next to the important words below.

- | | | |
|---|---|--|
| <input type="checkbox"/> rates of divorce | <input type="checkbox"/> risen significantly | <input type="checkbox"/> Western countries |
| <input type="checkbox"/> critically analyse | <input type="checkbox"/> different explanations | <input type="checkbox"/> phenomenon |
| <input type="checkbox"/> discussion | <input type="checkbox"/> implications | <input type="checkbox"/> social policy |

For each word or phrase you have identified, think about its meaning in the context of the whole topic, comparing it with the underlined sections.

Ex.5 Look at the following sentences from a paragraph about the therapeutic uses of garlic. Unfortunately the sentences are not in the correct order. Reorganize these sentences in the proper order.

Garlic has been shown to reduce the risk of cardiovascular disease (Aboul-Enein and Aboul-Enein, 2005), and possess anti-microbial (Sivam, 2001) and antioxidant properties (Imai et al., 1994). This essay will explore research into garlic's potential roles in reducing cancer risk and in treating cancer. Garlic (*Allium sativum* L.) has been used for centuries for medicinal purposes. Its use for healing purposes can be traced back as far as 1550BC when documentations of its therapeutic use first appear in Egypt (Hassan, 2003; Rivlin, 2001). In modern times belief in the beneficial effects of garlic on health has led to it being used for a number of conditions.

Ex.6 Look at the following extract from an essay on cystic fibrosis. Can you identify the topic sentence?

Cystic fibrosis (CF) is one of the most common genetic disorders. CF is inherited as an autosomal recessive trait and a defective gene causes the body to produce an abnormal amount of very thick, sticky mucus which clogs the lungs and pancreas, interfering with breathing and digestion. This mucus builds up in the breathing passages in the lungs and the pancreas and respiratory complications develop from the blockage of the bronchial passages. Eventually, the cilia which are responsible for clearing the mucus are destroyed. In addition, the mucus traps bacteria which cause infections and permanent damage to the lungs, and may also block the ducts of the pancreas which contains enzymes necessary for the digestion of food.

Ex. 7 Choosing topic sentences for assignments.

- Study the following assignments and the suggested topic sentences that follow.
 - Circle the letter of the topic sentence that is appropriate for each assignment.
 - Explain your choices.
1. Some students like to study alone, but others enjoy studying groups. Which do you prefer? Discuss two or three advantages of the method you prefer. Include convincing examples, details, and personal experience as support.
 - a. There are several advantages and disadvantages of studying alone.
 - b. There are two major ways to study.
 - c. Studying with others is a good idea for three reasons.
 2. Many people value hard work and success. Working hard brings many rewards, such as status, a good income, and a nice home. Despite these benefits from hard work, working too hard can have serious consequences. What are two or three effects of overworking? Provide convincing examples, details and personal experience as support.
 - a. People overwork for three major reasons.
 - b. Hard work and success are important.
 - c. Overworking can cause two major problems.

Ex. 8 Writing topic sentences for paragraphs.

The following paragraphs are adapted from the article "This Year's Freshmen: A Statistical Profile," from *The Chronicle of Higher Education* (Sec. "Students," 12 January 1996, pp. A34-A35).

- Read each of the following short paragraphs carefully. Read the entire paragraph before deciding on the focus.
- Write a topic sentence that logically introduces each paragraph.
- Follow the rules for effective topic sentences.

1. According to the *Chronicle of Higher Education* (1996), of the American freshmen polled about their activities in 1995, 41% said they had participated in organized demonstrations. Moreover, a mere 22.7% said they had voted in a student election. Only 14.8% had discussed politics, and even fewer, 7.6%, had worked in a political campaign.
2. The report shows that 33.9% of the students polled complained of having been bored in class that year. Also, 65% admitted to not having submitted homework assignments on time. A smaller

percentage, about one-fourth of the students polled, complained that they had been too overwhelmed to complete their work. Around one-third, or 34%, claimed they had overslept and missed classes or appointments, and 9.7% said they had felt depressed.

3. First, whereas 83.8% of the freshman women polled had attended a religious service in 1995, 76.9% of the freshman men polled had done so. Also, 87.2% of the freshman women in the survey said they had studied with other students in 1995. However, 81.4% of the freshman men had participated in study groups. More freshman women, 49.6%, had tutored other students than freshman men did, 44.2%. It was also reported that 74.1% of freshman women, as opposed to 65.8% of freshman men, had performed volunteer work. Freshman women, furthermore, were more likely to ask a teacher for advice after class than freshman men were: 21.1% versus 17.7%, respectively. Finally, the *Chronicle* reports that in 1995 more freshman women, 63.3%, had socialized with someone of another racial or ethnic group than freshman men had, 57.9%.

Ex. 9 Watch video aided instruction «Building paragraphs», fulfill the given tasks.

Out-of-class Writing Activity

Working too hard can have serious consequences.

Many people value hard work and success. Working hard brings many rewards, such as status, a good income, and a nice home. Despite these benefits from hard work, working too hard can have serious consequences. What are two or three effects of overworking? Provide convincing examples, details and personal experience as support (400-450 words, every other line).

Vocabulary

thesis
topic

to expand
evidence

to be limited
arguable

precise
to contain

Relevant and convincing support

Objectives

In this unit you will:

- learn what relevant support is;
- learn what convincing support is;
- discover the ways of collecting convincing and supporting information;
- knowhow to organize support at all levels;
- examine the pyramid of support.

Starting up

Ex.1 Read the following extract and answer the question: What sources can be used to collect information? Then listen to the tape.

Having a well-designed topic sentence means nothing if there is weak support. Therefore, you need to collect information for the paper. Where you find support will depend on the purpose and scope of the assignment. One or all of the following sources could be used: personal knowledge and experience, readings in your courses or the library, lecture notes, the Internet, surveys, and interviews.



Listening

Script 14

Ex.2 Kate North gives some basic advice to her students on searching sources. Listen to the tape and note down as many as you can recognize.

Ex.3 Listen to the tape once again and decide whether the following statements are true (T) or false (F).

1. Internet is the only source of searching the material.

2. If you start with computer searches you will have to deal with a large number of references and to evaluate their significance.
3. Your faculty advisor can recommend you the list of literature.
4. Articles and books cited most frequently will help you to find works relevant to your topic.
5. The Web of Science database provides information about writing theses, dissertations and empirical papers.
6. Abstracts of recent and forthcoming conference papers will give you the most up-to-date information.

Introduction

Relevant and Convincing Support Sources of Support

Regardless of where you find your information, you need to choose support that will be interesting if you want to convince the reader. By brainstorming and listing, you can find direction and sort out the information you have. Do not choose just any example or detail. Pick support that you know the most about and that is the most representative, logical, and convincing. Consider the audience and assignment throughout this process. You do not want to lose the focus of the task. The subtopics are the main points in the paragraph. Make sure the subtopics you select:

- follow the topic sentence logically
- are distinctively different (do not overlap)
- belong together (are well matched, at the same level of generality)
- are parallel in form
- are thought-provoking
- are logical and appropriate choices that focus on major and representative ideas.

Ex.4 Evaluating Subtopics

The following items contain topic sentences and three subtopics. One of the subtopics in each item is weak. Study the examples and explanations.

1. Technology benefits people's lives in three areas.
 - a. Transportation
 - b. Industry
 - c. The kitchen

Explanation: "Kitchen" is too specific. "The home" would be better.

2. Nonnative students have problems on campus.
 - a. Taking notes
 - b. Writing compositions
 - c. Getting along with roommates

Explanation: The first two subtopics are about academic problems, so the last subtopic does not fit the list because it is about a personal problem. "Participating in class discussions" would be better. The topic sentence would be better stated to include "academic problems."

3. In choosing a school, students should carefully consider the following things.
 - a. Caliber of the faculty in their major
 - b. Requirements
 - c. Work load

Explanation: There is overlap in the last two subtopics since both are related to the work that needs to be done to get a degree. "Cost" may be better for point c.

Ex. 5 Brainstorming for effective subtopics

- Complete each of the following unfinished subtopic statements with a logical word or phrase that is parallel to the other items (the same grammatical structure).
- Write a suitable topic sentence on the lines provided.

Example

I dislike living in big cities because of the air pollution.

I dislike living in big cities because of the crime.

I dislike living in big cities because of thetraffic.... .

Topic Sentences I dislike living in big cities because of the air pollution, crime, and traffic.

Big cities can be unpleasant place to live for three reasons.

1. I look forward to the future because I plan to
I look forward to the future because I plan to find a good job.
I look forward to the future because I plan to get married and raise a family.
Topic Sentence
2. A good teacher is well organized.
A good teacher is.....
A good teacher is.....
Topic Sentence
3. With computers, students can compute complex mathematical problems.
With computers, students can
With computers, students can
Topic Sentence
4. In the future, people need to solve the problems caused by pollution.
In the future, people need to.....
In the future, people need to.....
Topic Sentence

Introduction (continuation)

Planning support at all levels

Unity is important at every level of generality. The standard expository paragraph is like a pyramid with the topic sentence at the top or highest level of generality. With each new specific level added for each subtopic, the base of support for the pyramid becomes stronger. Without such support, the pyramid will not stand, and the writer's purpose will not be fulfilled.

Once you have your subtopics, you are ready to develop the next level of generality, the specific support. Remember that you want to dig deeply, so develop support that follows a general-to-specific approach. For every rhetorical pattern, there may be variations in how to structure paragraphs, but effective writers are able to explain and illustrate at various levels. Thus, it is a good idea to keep the following strategy in mind when planning support for an expository paragraph with examples.

The pyramid of support

Topic Sentence

Two or More Subtopics

General Explanation of Each

Subtopic

General Examples to Illustrate Each

Subtopic

Specific Examples, Facts, Details, Statistics, Personal

Experiences

Explanation of Specific Examples, Facts, Details, Statistics,

Personal Experiences

A paragraph is unified if each subtopic is a logical division of the paragraph topic and if the specific support for each subtopic is relevant to that subtopic.

Topic Sentence. This is the topic of the paper. Express it in a statement with the focus you have chosen.

Subtopics. These are the main points, which are more specific than the topic. Plan at least two well-expressed main points.

Explanation of Subtopics. This will include a definition and/or a discussion in general terms of each main point. Plan at least two points of explanation; more is better.

General Examples. These are examples of experiences that people have every day. They may include hypothetical examples (*Let's suppose, let's say, imagine that, if*). Plan at least two general examples, but additional examples will provide a more representative range. Include all important details.

Specific Examples. These are specific examples and details of real-life events. This level can include past events and experiences of the writer or other people, case studies, or examples from history (*In my case, Once, The following true story illustrates*). Include all relevant details. Aim for one specific well-developed example or two or more less-developed ones. The examples should contribute to the content and not just repeat the main point word for word.

Ex. 6 Solving problems with topic and subtopic sentences

Bring into class a current draft of a composition you are working on. Discuss the problems you had or are having with your choice of topic and subtopic sentences.

- Explain how you solved them or how you are solving them.
- If necessary, brainstorm in small groups to find more effective subtopics.

In-class Writing Activity

You will be given a time limit in which to write a composition on a topic your instructor will provide (2-3 pages every other line).

- Plan before you write.
- Allow for time to proofread.
- Use all of the time allowed.

Vocabulary

relevant support	to convince	suitable	disadvantage
convincing support	to sort out	sophomoric	generality
representative	to overlap	duplication	to consider
scope	thought-provoking	advantage	to match
to be distinct	specific example	well-expressed	to illustrate

Outlining skills

Objectives

In this unit you will: learn what outlining is;
study the outlining
discover how to frame a paragraph;
learn rules for outlining.

Starting up

Ex.1 Agree or disagree with the following statement: Writing an outline allows you to think before you write. Give your arguments.

Introduction

Outlining Skills

An outline is a formal organized list of the ideas, explanations, details, examples, and other supporting points in a paper. When organizing a paper, it is easier to write an outline than to write the entire paper. If you have to make changes, do not rewrite every word; simply shift the points in the outline around and cut or add support as needed. It is necessary to learn outlining skills because

sometimes a professor will ask to preview an outline before the paper is due and then request the final outline with the paper.

Framing a Paragraph

An outline is a visual representation of the levels of generality. First, the symbols used to signify general ideas are different from those for specific ideas. We will approach outlining by showing how one paragraph is built in layers, beginning with the main points under each topic sentence and adding deeper and deeper support.

Layer One: A, B, C

The main ideas (subtopics) in a paragraph are labeled A, B, C, and so on, and must directly relate to the topic sentence. In the outline model that follows, the subtopics are stated in sentences as models of effective subtopic sentences.

Layer Two: 1, 2, and 3

In this level, the supporting points are labeled with Arabic numerals (1, 2, 3, and so on) and the list of supporting points is indented. In this way, the reader can easily identify the supporting points. The rule for unity applies at this level also. Note that in each main division (A, B, C) the supporting points (1 and 2) directly relate to the topic sentence.

Layer Three: a, b, c

This level, consisting of relevant explanations of each subtopic, is labeled with lowercase letters (a, b, c, and so on). This list is also indented. In the following model, the reader can quickly see how the writer plans to discuss each subtopic.

Rules for Outlining

In addition to the rules for labeling the levels of generality in outlines demonstrated above, there are other guidelines for effective outlining.

- 1. Equivalent Value Rule:** Clearly label the parts of the outline with the appropriate symbols for each level of generality. Remember that the support at the same level of generality should be labeled with the same type of symbol.
- 2. Balanced Support Rule:** Plan at least two subdivisions for each division for balanced, well-developed support.
- 3. Parallel in Form Rule:** List the support in parallel form. You can state all the points as sentence or noun phrases. It is a good idea to write out the subtopics as sentences to help with coherence when you write your paper.
- 4. Indentation Rule:** Indent for each new level of generality. Levels that are equal in value should have the same indentation.



Listening

Script 15

Ex. 2 Alan Bradshaw gives some basic advice to his students on how to write an outline. Listen to the tape and note down as many as you can recognize.

Ex. 3 Listen to the tape again and complete these extracts.

1. an outline allows you to think before you write.
2. What use is there in writing the entire paper only that, had you done a little more planning beforehand, you would have organized your essay in an way?
3. What if you realize later, after free-writing the essay, that you should have some paragraphs, the progression of your logic, and used more examples and other evidence?
4. You can go back and try to insert major revisions into the essay, but the may be like trying to add a thicker into a building already constructed.
5. When you construct your outline, keep it
6. If you can't your point into a one-liner, you probably don't have a what you're trying to say.

7. The outline allows you to think what you're going to write so that when you do write it, if you've done your planning right, you won't have to do as much

Script 16

Ex. 4 Listen to the second part of Alan Bradshaw speech and cross out the words which are not spoken.

Drawing up an outline allows you to see at a glance how each of the paragraphs perfectly fits into the larger picture. When looking at your paragraphs from this perspective, you can easily shift around the order to see how reorganization might be better. Remember that each paragraph in the essay should support the position or convincing argument of your paper.

As you're shifting paragraphs around (maybe like you would a Rubik's cube), you will probably begin to wonder what the best arrangement really is. In general, put what you want the attentive reader to remember either first or last, not in the middle. Studies in rhetoric have shown the readers remember least what is presented in the middle of an essay. Hence, the middle is where you should probably put your weaker arguments and weaker counterarguments.

Some writers urge a climactic arrangement, one that works up to your strongest point, which is delivered as a kind of grand finale. Another successful arrangement is the inductive argument, in which you build up the evidence first, and then draw conclusions. A problem-solution format involves presenting the problem first and then outlining the solution — this works well for some topics because it is a soft version of the scientific method. Whatever your choice, choose an arrangement that absolutely presents a clear, logical argument.
(<http://www1.aucegypt.edu/academic/writers/outline.htm>)

Ex. 5 Listen to the second part of Alan Bradshaw speech once again and decide whether the following statements are true (T) or false (F).

1. Drawing up an outline allows the student to see at a glance how each of the paragraphs perfectly fits into the larger picture.
2. Each paragraph in the essay should support the position or convincing argument of the paper.
3. The readers remember most what is presented in the middle of an essay; hence, the middle is where stronger arguments and counterarguments should be put.
4. Some writers urge a climactic arrangement, one that works up to the strongest point, which is delivered as a kind of grand finale.
5. Another successful arrangement is the deductive argument, in which the evidence is built up first, and then conclusions are draw.
6. A problem-solution format involves presenting the problem first and then outlining the solution.
7. Choosing an arrangement that absolutely presents a clear, logical argument is the optimal method of outlining.

Ex.6 In the second part of his speech Alan Bradshaw gives some more basic advice to his students on how to write an outline. Note down as many as you can recognize.

Ex. 7 Sum up all pieces of advice Alan Bradshaw gives to his students on how to write an outlining. Make a report on the topic «Outlining»

Ex.8 Read text «English Academic Writing» (Unit 1) once again, analyze the outlining to it.

Topic Sentence: First, the "A" paper has convincing content.

A. To begin with, the content is informative and thought provoking.

1. The purpose of academic writing
 - a. Persuasive approach
 - b. Formal tone

- c. Objective thinking
- 2. Specific and logical support
 - a. Details
 - b. Examples
 - c. Facts
 - d. Statistics
 - e. Case studies
- 3. Professor's reactions to general support
- B.** Second, the support is relevant.
 - 1. Direct relation to the thesis and topic sentences
 - a. Writer's topic
 - b. Writer's purpose
 - c. Writer's method
 - d. Writer's opinion
 - 2. No digression
 - a. No "by-the-way" statements
 - b. Well-thought-out ideas and supporting points
- C.** Third, although objective, academic writing can be creative in that the writer is able to demonstrate effective critical-thinking skills.
 - 1. Depth of thought
 - a. Analysis of information
 - b. Interpretation of facts
 - c. Judgments
 - d. Conclusions
 - e. Summaries
 - f. Defenses
 - 2. Shallow writing
 - a. Weak critical-thinking skills
 - b. "Sophomoric" ideas
- D.** Finally, an "A" paper has a clear purpose, which helps direct the reader, the audience.
 - 1. Clear objectives
 - 2. Control of content
 - a. Clear ideas
 - b. Logical support
 - c. Concise discussion

Concluding Remark: Indeed, papers with strong, unified support which demonstrates effective critical-thinking skills are well received by professors.

Ex. 9 Peer-reviewing outlines.

- Study the following outlines.
- Evaluate each of them. Imagine the writer is your classmate. Each outline has its own strengths and weaknesses, do not answer yes to all of the questions.

Assignment: Much has been said about the role TV plays in people's lives. Some people think TV is a bad influence. Others argue that TV is beneficial to people. What do you think? Discuss the advantages or disadvantages of TV. Provide convincing details, examples, and personal experience.

The Benefits of TV

Outline 1

TV is so related to our daily lives that we cannot even imagine the world without it. TV can give us benefits such as entertainment, information, and education.

A. One major benefit of TV is entertainment.

- 1. Joy
 - a. Large screen
 - b. Stereo sound
- 2. Various programs
 - a. Movies, sports, comedies, shows, music, soap operas, cartoons
 - b. Choosing favorite programs
- 3. My favorite programs

- a. Watching TV being my pleasure
 - b. Live sports relay
- B.** Another major benefit of TV is information.
 - 1. News
 - a. Community, country, world
 - b. CNN World Today
 - 2. Living
 - a. Weather
 - b. Shopping
 - c. Utility
 - d. Recreation
 - e. My weekend plan according to information from TV
- C.** Finally, TV benefits us because it provides education.
 - 1. Correspondence class
 - 2. Adult education
 - a. Why TV?
 - b. Learning computers

In conclusion, TV is becoming more beneficial in our daily lives when it is used correctly.

Outline 2

TV plays an important role in broadcasting the daily weather information.

- A.** Importance of weather information
 - 1. Increased reliability of weather information
 - a. improved predictability
 - 2. Making a daily plan according to the weather
 - a. Support of making a decision
 - b. Watching the Weather Channel
- B.** Practical use of the Weather Channel in my life
 - 1. Some activities depending on the weather
 - a. Cleaning and drying clothes
 - b. Car wash
 - c. Wearing clothes
 - 2. Memory of a wrong weather report
 - a. Rainy picnic
- C.** Watching warnings on TV about bad weather
 - 1. Effects of bad weather
 - a. Temperature
 - b. Wind
 - c. Rain
 - 2. Types of bad weather
 - a. Hurricane
 - b. Tornado

In conclusion, people benefit from the weather information on TV and make use of it in their daily live.

Ex. 10 Watch video aided instruction «Organizing your thoughts », fulfill the given tasks.

Out-of-class Writing Assignment

The Benefits of TV

Much has been said about the role TV plays in people's lives. Some people think TV is a bad influence. Others argue that TV is beneficial to people. What do you think? Discuss the advantages or disadvantages of TV. Provide convincing details, examples, and personal experience. Use the outlining given in ex. 9 (400-450 words every other line).

Vocabulary

to outline

explanation

to relate to

well-thought-out idea

skill	entire	persuasive approach	appropriate
frame	visual representation	to convince	informative
formal	to signify	content	benefit
to shift	concluding remark	digression	depth of thought

Unit4

Using sources

Unit Topics:

Citing sources. Direct quotation

Paraphrasing

Summarizing

Plagiarism

Stating acknowledgments

Citing sources. Direct quotation

Objectives

In this unit you will:

- know how to make use of the ideas of other people;
- discover the reasons for using the quotations;
- discover the reasons for not using the quotations.

Starting up

Ex. 1 Discuss the following statements with your colleagues to share experience in writing.

1. In your writing, however, the main voice should be your own and it should be clear what your point of view is in relation to the topic or essay question. 2. The emphasis should be on working with other people's ideas, rather than reproducing their words.

Introduction

Citing sources. Direct quotation

One of the most important aspects of academic writing is making use of the ideas of other people. The ideas and people that you refer to need to be made explicit by a system of citation. The object of this is to supply the information needed to allow a user to find a source. There are several reasons for this:

1. You need to show that you are aware of the major areas of thought in your specific subject. This allows you to show how your contribution fits in, by correcting previous research, filling gaps, adding support or extending current research or thinking.
2. You need to support the points you are making by referring to other people's work. This will strengthen your argument. The main way to do this is to cite authors that agree with the points you are making. You can, however, cite authors who do not agree with your points, as long as you explain why they are wrong. Do not make a statement that will cause your reader to ask, "Who says?"
3. If you are a student, you need to show that you have read and understood specific texts. You need to show that you have read around the subject, not just confined your reading to one textbook or lecture notes.
4. You must not use another person's words or ideas as your own so you need to say where they are from.

Occasionally you may want to quote another author's words exactly.

Example Hillocks similarly review dozens of research findings. He writes, "The available research suggests that teaching by written comment on compositions is generally ineffective".

References Hillocks, G. (1982). The interaction of instruction, teacher comment, and revision in teaching the composing process. *Research in the Teaching of English*, 16, 261-278.

Reasons for using quotations:

1. quote if you use another person's words: you must not use another person's words as your own;
2. you need to support your points, quoting is one way to do this;
3. quote if the language used in the quotation says what you want to say particularly well.

Reasons for not using quotations:

1. do not quote if the information is well-known in your subject area;
2. do not use a quotation that disagrees with your argument unless you can prove it is wrong;
3. do not quote if you cannot understand the meaning of the original source;
4. do not quote if you are not able to paraphrase the original;
5. do not use quotations to **make** your points for you; use them to **support** your points.

If you decide to use a quotation, you must be very careful to make it clear that the words or ideas that you are using are taken from another writer. This can be done in several ways, either integral or non-integral:

Example: Widdowson (1979, p. 5) states that "there is a good deal of argument in favor of extending the concept of competence to cover the ability to use language to communicative effect."

According to Widdowson, "there is a good deal of argument in favor of extending the concept of competence to cover the ability to use language to communicative effect" (1979, p. 5).

According to one researcher, "there is a good deal of argument in favor of extending the concept of competence to cover the ability to use language to communicative effect" (Widdowson, 1979, p. 5).

In all cases at end of essay you write:

References Widdowson, H.G. (1979, p.5). *Explorations in applied linguistics*. Oxford: Oxford University Press.

Ex.2 Incorporate the quotation in the text at a suitable point. Decide on a suitable place to include the quotation. Make any changes necessary to the text.

A

Quotation In this context saying thank you is very rude, for it suggests first that one has calculated the amount of a gift and second, that one did not expect the donor to be so generous.

References (Robert Dentan (1968). *The Semai: A non-violent people of Malaya*. New York: Holt, Rinehart and Winston. Page 49.)

Text To express gratitude for the portion received indicates that you are the kind of person who calculates how much you are giving and taking. Thus to call attention to one's generosity is to indicate that others are in debt to you and that you expect them to repay you. It is repugnant to egalitarian peoples even to suggest that they have been treated generously.

B

Quotation "The whole point of selecting a prefabricated string is to bypass analysis."

References (A. Wray (1999). In a book *Formulaic language and the lexicon*, published in Cambridge by Cambridge University Press. This quotation is from page 408.)

Text Wray (1999) maintains that formulaic language benefits both comprehension and production, in part because such expressions appear to be stored and retrieved as holistic, unanalyzed chunks and thus contribute to economy of expression.

C

Quotation "I postulate that the physical and social environment of the young child is perceived as a continuum. It does not contain any intrinsically separate 'things'. The child, in due course, is taught to impose upon this environment a kind of discriminating grid which serves to distinguish the world as being composed of a large number of separate things; each labeled with a name. This world is a representation of our language categories, not vice versa".

References (E. Leach (1964). Anthropological aspects of language: Animal categories and verbal abuse. In a book of article edited by E. H. Lenneberg *New directions in the study of language* (pp. 23-63). Cambridge, MA: MIT Press. The quote is from page 34)

Text Anthropologists have one popular view of categorization. According to this view, there is no basis for our category structure in the world itself. Instead this structure is imposed by categorical processes of the human mind, which in turn depend upon experiences within a particular culture. Thus the categories we use to distinguish varieties of flowers are simply those used by other members of our culture.



Listening

Script 17

Ex. 3 Listen to the tape and tick words, which were not mentioned.

The purpose of using direct quotation is to show the writers exact words. Therefore, you must accurately copy the passage word for word. Do not make any changes to the text. To indicate that the passage is a direct quotation, use the well-known punctuation rules. Pay very close attention to the use of capitalization and the placement of punctuation marks.

Once you have learned how to correctly punctuate direct quotations, it may become tempting to use them a great deal. However, direct quotations are used sparingly (not often) in academic writing.

Out-of-class Writing Activity

What are major characteristics of a good student?

Studying in a university is challenging. Some students excel, some do an adequate job, but others fail. Why do some students do well? Discuss two or three major characteristics (qualities) of good students. Provide specific details, examples, and your own personal experience or that of someone you know (500-600 words every other line).

Vocabulary

to cite	contribution	to extend	to confine
to make explicit	to fill gap	to strengthen	specific
to fit in	to add support	argument	to quote
integral	to include	to incorporate	to express

Paraphrasing

Objectives

In this unit you will: learn what paraphrasing is;
know the rules of paraphrasing;
discover how to change the structure of the text.

Starting up

Ex. 1 Read and analyze the extract.

Paraphrasing and summarizing is used to acknowledge another author's ideas. You can extract and summarize important points, while at the same time making it clear from whom and where you have got the ideas you are discussing and what your point of view is. Compare, for example:

Brown (1983, p. 231) claims that a far more effective approach is...

Brown (1983, p. 231) points out that a far more effective approach is...

A far more effective approach is ... (Brown, 1983, p. 231)

The first one is Brown's point of view with no indication about your point of view. The second one is Brown's point of view, which you agree with, and the third is your point of view, which is supported by Brown.

Introduction

Paraphrasing is writing the ideas of another person in your own words. You need to change the words and the structure but keep the meaning the same. Please remember, though, that even when you paraphrase someone's work, you must acknowledge it.

Example:

Source: It has long been known that Cairo is the most populous city on earth, but no-one knew exactly how populous it was until last month.

Paraphrase: Although Cairo has been the world's most heavily populated city for many years, the precise population was not known until four weeks ago.

The following stages may be useful:

1. Read and understand the text.
2. Make a list of the main ideas.
 - a. Find the important ideas - the important words/phrases. In some way mark them - write them down, underline or highlight them.
 - b. Find alternative words/synonyms for these words/phrases - do not change specialized vocabulary and common words.

Example: Memory is the capacity for storing and retrieving information.

Memory is the facility for keeping and recovering data.

3. Change the structure of the text.
 - a. Identify the meaning relationships between the words/ideas - e.g. cause/effect, generalization, contrast.
 - b. Express these relationships in a different way.

Example: Besides being a theory about the basis and origin of knowledge and the contents of our minds in general, empiricism is also sometimes a methodology.

Not only is empiricism a theory about the basis and origin of knowledge and the contents of our minds in general, it also sometimes a methodology.

- c. Change the grammar of the text: change nouns to verbs, adjectives to adverbs, etc.

Example: This rewriting of history was not so much *a matter of a new start*.

This rewriting of history was not so much *a matter of starting again*.

- change verbs to nouns

Example: The Normans *invaded* in 1066.

The Norman *invasion* took place in 1066.

- change active verbs to passive

Example: We *can relate* a study of this kind to texts in other media too

A study of this *kind can be related* to texts in other media too.

- break up sentences

Example: In 1851 the average family size was 4.7, roughly the same as it had been in the seventeenth century, but the 1 million couples who married during the 1860s, which the historian G. M. Young described as the best decade in English history to have been brought up in, raised the figure to 6.2.

In 1851 the average family size was 4.7, roughly the same as it had been in the seventeenth century. However, the 1 million couples who married during the 1860s, which the historian G. M. Young described as the best decade in English history to have been brought up in, raised the figure to 6.2.

- combine sentences

Example: Tropical forests are defined here as evergreen or partly evergreen forests. They grow in areas receiving not less than 100 mm of precipitation in any month for two out of three years. The mean annual temperature is 24-plus degrees Celsius. The area is essentially frost-free.

Tropical forests are defined here as evergreen or partly evergreen forests, in areas

receiving not less than 100 mm of precipitation in any month for two out of three years, with mean annual temperature of 24-plus degrees Celsius, and essentially frost-free.

4. Rewrite the main ideas in complete sentences. Combine your notes into a piece of continuous writing.
5. Check your work.
 - a. Make sure the meaning is the same.
 - b. Make sure the length is the same.
 - c. Make sure the style is your own.
 - d. Remember to acknowledge other people's work.

This is not enough by itself. You also need to change the words and the structure of the text!

Ex.2 Read the sentences and paraphrase them in your own words.

1. There are a number of methods of joining metal articles together, depending on the type of metal and the strength of the joint which is required.
2. In general, the population was spread irregularly with large numbers in the east and fewer people in the north. There were still, however, even in densely populated areas like Warwickshire, areas of forest with few people.
3. Mankind is always searching for a better life. One way of improving it is to plan work so that it corresponds to the capacities and needs of the worker. Ergonomics is concerned with fitting work to man. It doesn't limit its goal to the elimination of physical hazards to health, but aims at making the work more satisfying to the worker.
4. In most developing countries, two-thirds or more of the people live in rural areas, with few, if any, of the services the city-dweller takes for granted. Water taps in houses, for example, are almost unknown. At best, there may be a village well. Often the only source of water is a lake or a stream, perhaps several kilometers away. The drudgery of water-carrying can take up the better part of every day.
5. The way I see it, people need to be made far more aware of safety in ordinary everyday situations - a classic example, of course, is the child reaching for the bottle of tablets Mum forgot to lock away - and it seems to me that the cinema would be the ideal place in which to get the message across. A film about safety tucked at the end of the forthcoming attractions and advertisements would then be seen by a large section of the population.

(<http://www.uefap.com/writing/writfram.htm>)



Listening

Script 18

Ex.3 Listen to two students, Peter and Alice, discussing the article «Rules for Effective Paraphrasing» and make a note of anything which you find particularly interesting or surprising, or that you didn't know before.

Ex.2 Listen to the dialogue for the second time and complete the table below with the number of the four tips they consider the most helpful.

	Peter	Alice
1	Tip no	Tip no
2	Tip no	Tip no
3	Tip no	Tip no
4	Tip no	Tip no

(Based on an exercise from Cotton D., Falvey D., Kent S. Market Leader. Pre-intermediate English course Book. Longman, 2008)

Ex. 4 Sum up useful tips on writing a summary and make a short report on the topic.

Out-of-class Writing Assignment

Good writing is informative and interesting.

Writers are able to make their writing interesting by digging deeply into the topics. In other words, good writing has depth of thought. "Depth" is the noun for "deep," which is the opposite of "shallow." If a professor comments that a paper is shallow, it means that the writer did not dig deeply into the topic. The ideas are very general, and the support is lacking. In effect, shallow writing might be thought of as uninteresting because of weak critical-thinking skills. The following analogy presents a more vivid analogy of "depth of thought" (500-600 words, every other line).

Vocabulary

to paraphrase	to break up	in one's own words	to change
alternative	to combine	to claim	to maintain
to identify	meaning	to misuse the source	to make a list of smth.
to specialize	meaning relationships	original meaning	to rewrite

Summarizing

Objectives

In this unit you will: learn what a process of summarizing is;
learn to write a summary;
discover how to analyze the original source.

Starting up

Ex.1 Do you think there are any differences between the processes of paraphrasing and summarizing? Which ones? State your point of view. Give arguments.

Introduction

A summary is a shortened version of a text. It contains the main points in the text and is written in your own words. It is a mixture of reducing a long text to a short text and selecting relevant information. A good summary shows that you have understood the text. Please remember, though, that even when you summarize someone's work, you must acknowledge it.

Example

Source: The amphibians, which are the animal class to which our frogs and toads belong, were the first animals to crawl from the sea and inhabit the earth.

Summary: The first animals to leave the sea and live on dry land were the amphibian.

The phrase "which is the animal class to which our frogs and toads belong" is an example, not a main point, and can be deleted. The rest of the text is rewritten in your own words.

The following stages may be useful:

1. Read and understand the text carefully.
2. Think about the purpose of the text.
 - a. Ask what the author's purpose is in writing the text?
 - b. What is your purpose in writing your summary?
 - c. Are you summarizing to support your points?
 - d. Or are you summarizing so you can criticize the work before you introduce your main points?
3. Select the relevant information. This depends on your purpose.
4. Find the main ideas - what is important.
 - a. They may be found in topic sentences.

- b. Distinguish between main and subsidiary information.
 - c. Delete most details and examples, unimportant information, anecdotes, examples, illustrations, data etc.
 - d. Find alternative words/synonyms for these words/phrases - do not change specialized vocabulary and common words.
5. Change the structure of the text.
 - a. Identify the meaning relationships between the words/ideas - e.g. cause/effect, generalization, contrast. Express these relationships in a different way.
 - b. Change the grammar of the text: rearrange words and sentences. Change nouns to verbs, adjectives to adverbs, etc., break up long sentences, combine short sentences.
 - c. Simplify the text. Reduce complex sentences to simple sentences, simple sentences to phrases, phrases to single words.
6. Rewrite the main ideas in complete sentences. Combine your notes into a piece of continuous writing. Use conjunctions and adverbs such as 'therefore', 'however', 'although', 'since', to show the connections between the ideas.
7. Check your work.
 - a. Make sure your purpose is clear.
 - b. Make sure the meaning is the same.
 - c. Make sure the style is your own.
 - d. Remember to acknowledge other people's work.

4b/c. Distinguish between main and subsidiary information. Delete most details and examples, unimportant information, anecdotes, examples, illustrations, data etc. Simplify the text. Reduce complex sentences to simple sentences, simple sentences to phrases.

Examples:

- a. People whose professional activity lies in the field of politics are not, on the whole, conspicuous for their respect for factual accuracy. **Politicians often lie.**
- b. The climatic conditions prevailing in the British Isles show a pattern of alternating and unpredictable periods of dry and wet weather, accompanied by a similarly irregular cycle of temperature changes. **British weather is changeable.**
- c. It is undeniable that the large majority of non-native learners of English experience a number of problems in attempting to master the phonetic patterns of the language. **Many learners find English pronunciation difficult.**

(<http://www.uefap.com/writing/writfram.htm>)



Listening

Script 19

Ex. 2 Listen to the tape and answer the question: What seems to be the speaker's purposes? To inform, persuade, entertain, discuss, or what?

Ex.3 Listen to the tape for the second time and cross out the words which are not spoken.

A summary traditionally contains the main ideas of the original document. Depending on the method of development used by the writer, it might include some major examples. Sometimes a summary contains indirect quotation, but it usually does not contain direct quotation. Therefore, do not use direct quotation of the original wording.

A summary should be written only in your own words. You should not use the original wording. Instead, you should carefully read the original article, book, report, and so on carefully in order to understand the author's main ideas. Make an outline of the text in your own words. Use phrases in the outline. Then use your own words to say what the author wrote.

A summary usually contains the attitude and opinion of the author, so do not let your opinion interfere with the ideas you are summarizing. Also, do not add any new ideas to the summary that are not in the text being summarized. Do not elaborate with details not used in the original passage.

A summary should be concise, accurate, short, clearly written, complete, and well organized. It should also reflect your ability to understand the meanings of words, the author's attitude, and any implied meanings.

In a summary, never criticize or judge the writer in any way. A well-written summary is not a critique, response, or editorial.

Ex. 4 Now answer the questions to the extract:

1. What ideas does the summary contain?
2. What kind of quotation does a summary contain: direct or indirect? Why?
3. Why should a summary be written in your own words?
4. How should you analyze the original source?
5. A summary is to be concise, accurate, clearly written, complete, and well organized, isn't it?
6. Why is it not allowed to criticize or judge the writer of the original source in any way?

Ex. 5 Sum up useful tips on writing a summary and make a short report on the topic.

Ex.6 Make a summary of the following text.

Science problems can be roughly classified as analytic and synthetic. In analytic problems we seek the principles of the most profound natural processes, the scientist working always at the edge of the unknown. This is the situation today, for instance, within the two extremes of research in physics - elementary particle physics and astrophysics - both concerned with the properties of matter, one on the smallest, and the other on the grandest scale. Research objectives in these fields are determined by the internal logic of the development of the field itself. Revolutionary shocks to the foundations of scientific ideas can be anticipated from these very areas.

In-class Writing Activity

You will be given a time limit in which to write a composition on a topic your instructor will provide (2-3pages every other line).

Vocabulary

shortened version	to select	to delete	to criticize
to contain	to summarize	to rewrite	to distinguish
mixture	source	one's own words	main information
to reduce	relevant information	concise	subsidiary
to rearrange	to simplify	complete	information
original document	original wording	attitude	opinion
to elaborate	accurate	to be clearly written	to be well organized

Plagiarism

Objectives

In this unit you will:

- learn what plagiarism is;
- learn what a deliberate plagiarism is;
- learn what an accidental plagiarism is;
- know how to avoid plagiarism when writing.

Starting up

Ex.1 Discuss the following questions with your colleagues to share experience on the problem of cheating.

1. Why do some students cheat? List the reasons.

2. How do students cheat? List some examples of cheating behavior.
3. What are the consequences of cheating? List them.
4. Do professionals (e.g., professors and scientists) ever cheat? Why? How?
5. Have you ever heard of plagiarism? What is it?

Introduction

Plagiarism is a form of cheating that involves borrowing or paraphrasing ideas from another person without acknowledging the source. That is, plagiarism involves stealing from other peoples published or unpublished outlines, paragraphs, essays, papers, or speeches. The plagiarized portion can be anywhere from one or two characteristic words to an entire document.

Plagiarism is a crime in many countries because of copyright laws. A copyright is one's ownership of a created work. Plagiarism is considered a serious matter, therefore, and students who plagiarize are reported and punished.



Listening

Script 20 part 1

Ex.2 Listen to some reasons for plagiarism, in Alan Bradshaw opinion. Listen to the first part of his interview, in which he speaks about deliberate plagiarism and number each point in the order in which he mentions it.

Plagiarism can happen for many reasons:

- a. Because you do not have the energy to do the work yourself;
- b. or, perhaps, because you are not able to do the work yourself;
- c. this is when you make the decision to steal someone else's work. For example, this could be either: because you do not have the time to do the work yourself;
- d. because you think your lecturer will not care;
- e. because you think your lecturer will not notice.

Script 20 part 2

Ex.3 Listen to the second part of Alan Bradshaw's interview, in which he enumerates what plagiarism can involve and number each point in the order in which he mentions it.

Plagiarism can involve:

- a. asking another person to do the work for you;
- b. copying another student's work;
- c. or even paying for someone to do the work for you;
- d. copying another person's work from a book or a journal;
- e. buying the text from the Internet;
- f. copying another person's work from a web-site;
- g. downloading the complete text from the Internet.

Script 20 part 3

Ex.4 Listen to the third part of the interview, in which Alan Bradshaw speaks about accidental plagiarism and number each point in the order in which he mentions it.

- a. when you take notes from a book or journal, you copy out some sections and do not make this clear in your notes. Later when you re-read the notes, you forget that they are not your words or ideas;
- b. you borrow your friend's notes, not realizing that some of the words are plagiarized;
- c. you forget to acknowledge another person's words or ideas;
- d. you feel your written work is not good enough;
- e. you do not know that you must not copy a person's words directly;
- f. you do not have time to include the acknowledgments and list of references;
- g. you do not have the skill for expressing another person's ideas in your own words;
- h. you do not know the correct systems for indicating that you are using another person's words or ideas.

Ex. 5 Identifying examples of plagiarism.

Write an X next to each action that constitutes plagiarism.

- 1..... inventing (making up, creating) content for a research paper
- 2..... talking to another student during an exam
- 3..... submitting a composition that was copied from someone else
- 4..... paraphrasing from someone else's article without acknowledging the source
- 5 taking a test for someone else
- 6..... falsifying research data
- 7 writing a composition using someone else's outline, opinions, or ideas
- 8..... writing information (names, dates, mathematical formulas, and the like) on pieces of paper, articles of clothing, or parts of the body to refer to while taking a test
- 9 submitting for publication an article which was already published by someone else
- 10 looking at another person's answers on a test

Introduction (continuation)

Types of Plagiarism

Hamp-Lyons & Courter (1984, pp. 161-166) distinguish between four types of plagiarism:

- outright copying
- paraphrase plagiarism
- patchwork plagiarism
- stealing an apt term

Original Text	While the Education Act of 1870 laid the groundwork for the provision of elementary or primary education for all children in England and Wales, it was not until the implementation of the 1944 Education Act that all girls and boys were entitled to a secondary education. Indeed, the decades immediately following the Second World War saw such a rapid increase in educational provision - in the USA, and many countries of Western and Eastern Europe, as well as in Britain - that some writers refer to the 'educational explosion' of the 1950s and 1960s. The minimum school-leaving age was extended from 14 to 15 years (in 1947) and raised to 16 (in 1971-2), but the proportion of people choosing to pursue their studies beyond this age hurtled upward; by 1971, 30 per cent of 17- year-olds were in full-time education in schools or colleges, compared with 2 per cent in 1902, 4 per cent in 1938, 18 per cent in 1961 and 22 per cent in 1966. The Robbins Report (1963) undermined the view that there was a finite pool of ability - a limited number of people who could benefit from advanced education - and provided ammunition for the expansion of higher education. This expansion took place through the establishment of new universities and growth of existing ones, as well as through the conversion of colleges into polytechnics which could offer degree courses, and the founding of the Open University. In 1970, 17.5 per cent of 18- year-olds entered further or higher education on a full-time basis (compared with 1.2 per cent in 1900, 2.7 per cent in 1938, 5.8 per cent in 1954, and 8.3 per cent in 1960); another three million people enrolled for part-time day classes, evening classes or sandwich courses. Bilton, Bonnett, Jones, Stanworth, Sheard & Webster (1981, p. 381)
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- Outright copying is when a student uses exactly the same words as the original author without using quotation marks or saying where the words are from. **For example:**

Student's text	While the Education Act of 1870 laid the groundwork for the provision of elementary or primary education for all children in England and Wales, it was not until the
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	implementation of the 1944 Education Act that all girls and boys were entitled to a secondary education. Indeed, the decades immediately following the Second World War saw such a rapid increase in educational provision - in the USA, and many countries of Western and Eastern Europe, as well as in Britain - that some writers refer to the 'educational explosion' of the 1950s and 1960s.
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- Paraphrase plagiarism is changing some of the words and grammar but leaving most of the original text the same. **For example:**

Student's text	The Education Act of 1870 put down the basis for providing primary education for every child in the United Kingdom. It was not, however, until the establishment of the 1944 Education Act that all male and female children were given the right to education at secondary school.
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- Patchwork plagiarism is when parts of the original author's words are used and connected together in a different way. **For example:**

Student's text	The right to elementary education for every child in England and Wales was established in the 1870 Education Act. However, the right to secondary education had to wait until the implementation of the 1944 Education Act. Following that act, in many countries of the world, there was such a rapid increase in educational provision that it was called the 'educational explosion' of the 1950s and 1960s.
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- Stealing an apt term is when a short phrase from the original text has been used in the students work, possibly because it is so good. **For example:**

Student's text	In England and Wales, all 5 year all children have had the right to an education since 1870. This has not, however, been the case for 11 year olds, who had to wait until 1944 for a national system of secondary education. Once this system was established, though, secondary education expanded rapidly in the decades immediately following the Second World War. (http://www.uefap.com/writing/exercise/plagiar/plagex1.htm)
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Ex.6 Identify the types of plagiarism in the following texts:

1)Original Text	You have to tread quite a fine line between being accused, on the one hand, of <i>not making enough</i> use of the writers you have been reading on the course, and, on the other, of <i>having followed them too slavishly</i> , to the point of plagiarizing them. One of your early tasks as a student is to get a feel for how to strike the right balance.
Student's text	You have to tread quite a fine line between being accused, on the one hand, of <i>not making enough</i> use of the writers you have been reading on the course, and, on the other, of <i>having followed them too slavishly</i> , to the point of plagiarizing them. One of your early tasks as a student is to get a feel for how to strike the right balance.
2) Original Text	You have to tread quite a fine line between being accused, on the one hand, of <i>not making enough</i> use of the writers you have been reading on the course, and, on the other, of <i>having followed them too slavishly</i> , to the point of plagiarizing them. One of your early tasks as a student is to get a feel for how to strike the right balance.
Student's text	You must be careful of being blamed for not using the information you have read on your course, and, in contrast, of having used the information too much so that it looks like you have plagiarized. One of your first jobs as a student is to learn how to balance these two extremes
3) Original Text	You have to tread quite a fine line between being accused, on the one hand, of <i>not making enough</i> use of the writers you have been reading on the course, and, on the

	other, of <i>having followed them too slavishly</i> , to the point of plagiarizing them. One of your early tasks as a student is to get a feel for how to strike the right balance.
Student's text	When you are writing you need to be careful to use the information you have read well. At one extreme you may be blamed for not making enough use of the writers you have been reading on the course. While at the other extreme, you may be accused of having followed them too slavishly, to the point of plagiarizing them. Early on as a student you need to balance these two extremes.
4) Original Text	You have to tread quite a fine line between being accused, on the one hand, of <i>not making enough</i> use of the writers you have been reading on the course, and, on the other, of <i>having followed them too slavishly</i> , to the point of plagiarizing them. One of your early tasks as a student is to get a feel for how to strike the right balance.
Student's text	When you are writing you need to be careful to use the information you have read well. However, there is a difficult area here because, as a student, when you are doing assignments, you need to use what you have read or been taught in your lectures. It is important, however, not to make too much use of this information or you may be accused of having followed them too slavishly. Early on in your life as a student, you need to balance these two extremes. (http://www.uefap.com/writing/exercise/plagiar/plagex1.htm)

Ex. 7 Read the following text (Flower, 1990. p. v)

The study presented here takes an unusually comprehensive look at one critical point of entry into academic performance. It shows a group of freshmen in the transition into the academic discourse of college, looking at the ways in which they interpret and negotiate an assignment that calls for reading-to-write. On such tasks, students are reading to create a *text* of their own, trying to integrate information from sources with *ideas* of their own, and attempting to do so under the guidance of a *purpose* they must themselves create. Because these reading-to-write tasks ask students to integrate reading, writing, and rhetorical purpose, they open a door to critical literacy. Yet this same interaction often makes reading-to-write a difficult process for students to learn and to manage.

The following texts have used Flower's ideas and words. Which of them do you consider to be acceptable?

- A On such tasks, students are reading to create a text of their own, trying to integrate information from sources with ideas of their own, and attempting to do so under the guidance of a purpose they must themselves create. Because these reading-to-write tasks ask students to integrate reading, writing, and rhetorical purpose, they open a door to critical literacy. Yet this same interaction often makes reading-to-write a difficult process for students to learn and to manage.
- B The study presented here (Flower, 1990) takes an unusually comprehensive look at one critical point of entry into academic performance. It shows a group of freshmen in the transition into the academic discourse of college, looking at the ways in which they interpret and negotiate an assignment that calls for reading-to-write. On such tasks, students are reading to create a text of their own, trying to integrate information from sources with ideas of their own, and attempting to do so under the guidance of a purpose they must themselves create. Because these reading-to-write tasks ask students to integrate reading, writing, and rhetorical purpose, they open a door to critical literacy. Yet this same interaction often makes reading-to-write a difficult process for students to learn and to manage.
- C According to Flower (1990), on such tasks, students are reading to create a text of their own,

trying to integrate information from sources with ideas of their own, and attempting to do so under the guidance of a purpose they must themselves create. Because these reading-to-write tasks ask students to integrate reading, writing, and rhetorical purpose, they open a door to critical literacy. Yet this same interaction often makes reading-to-write a difficult process for students to learn and to manage.

- D In English, an essay is a piece of argumentative writing several paragraphs long written about one topic, usually based on your reading. The purpose of an essay is for you to say something for yourself using the ideas of the subject, for you to create a text of your own by integrating information from sources with ideas of your own. The emphasis should be on working with other people's ideas, rather than reproducing their words, but your own voice should show clearly. The ideas and people that you refer to need to be made explicit by a system of referencing.
- E In English, an essay is a piece of argumentative writing several paragraphs long written about one topic, usually based on your reading. The purpose of an essay is for you to say something for yourself using the ideas of the subject, for you to create a text of your own by integrating information from sources with ideas of your own (Flower, 1990). The emphasis should be on working with other people's ideas, rather than reproducing their words, but your own voice should show clearly. The ideas and people that you refer to need to be made explicit by a system of referencing.
- F On these tasks, students are reading in order to make a text of their own, trying to integrate facts from texts with their own ideas, and trying to do this with a purpose they must make themselves. As these reading-to-write tasks require students to combine reading, writing, and purpose, they provide a route to critical literacy. However, this same combination can make reading-to-write a complicated process for students to learn and to carry out.
- G In English, an essay is a piece of argumentative writing several paragraphs long written about one topic, usually based on the student's reading. The purpose of an essay is for the student to say something for themselves using the ideas of the subject, for them to present ideas they have learned in their own way. The emphasis should be on working with other people's ideas, rather than reproducing their words, but the student's own voice should show clearly. This is a very difficult task for students in the transition into the academic discourse of college.
- H When students start higher education, they have a great deal to learn about academic writing. In school academic writing usually consists of writing about things they have already learned about with no reference to how this was learned. In higher education, however, students will need to learn to negotiate an assignment that calls for reading-to-write. This involves reading sources and then trying to understand information from them. They then need to create their own texts by integrating this information with ideas of their own. All this must be done under the guidance of a purpose they must themselves create.
- I In English, an essay is a piece of argumentative writing several paragraphs long written about one topic, usually based on the student's reading. The purpose of an essay is for the student to say something for themselves using the ideas of the subject, for them to present ideas they have learned in their own way. The emphasis should be on working with other people's ideas, rather than reproducing their words, but the student's own voice should show clearly. Students should be, as Flower (1990, p. v) points out: "reading to create a text of their own, trying to integrate information from sources with ideas of their own, and attempting to do so under the guidance of a purpose they must themselves create. »
- J When students start higher education, they have a great deal to learn about academic writing. In school academic writing usually consists of writing about aspects they have already learned about with no reference to how this was obtained. In higher education, however, students will

need to learn to read and explicitly use the results of their reading to carry out the writing task. They will need to "negotiate an assignment that calls for reading-to-write" (Flower, 1990, p. v). This involves reading sources and trying to understand information from them, and then, according to Flower (1990, p. v) "create a text of their own" by «integrating information ... with ideas of their own."

- K According to Flower (1990, p. v) "On such tasks, students are reading to create a text of their own, trying to integrate information from sources with ideas of their own, and attempting to do so under the guidance of a purpose they must themselves create. Because these reading-to-write tasks ask students to integrate reading, writing, and rhetorical purpose, they open a door to critical literacy. Yet this same interaction often makes reading-to-write a difficult process for students to learn and to manage."
(<http://www.uefap.com/writing/exercise/plagiar/plagex3.htm>)

Ex. 8 Which of these do you consider to be unacceptable?

1. Change some of the words and sentences in a text, but keep the overall structure of the text and the vocabulary the same as in the original text.
2. Take some short fixed phrases from several different sources and put them together with some of your own words.
3. Copy a paragraph directly from the source with no changes.
4. Copy a paragraph making only small changes. For example, replace some words with words with similar meanings.
5. Copy out an article from a journal or textbook and submit it as a piece of your own coursework.
6. Cut and paste a paragraph: use the sentences of the original but put one or two in a different order and leave one or two out.
7. Paraphrase a paragraph: rewrite the paragraph but change the language, organization and detail, and give your own examples.
8. Quote a paragraph by placing it in quotation marks and acknowledge the source.
9. Rewrite a passage from another writer and present it as your own work.
10. Take just one word or phrase from a text because it is very well expressed.
11. Use another author's organization and way of arguing.

(<http://www.uefap.com/writing/exercise/plagiar/plagex>)

In-class writing assignment

What is cheating?

One thing we are taught at a very young age is not to cheat. What is cheating? Give examples and explain why we were taught that such behavior is bad (600-700 words, every other line).

Vocabulary

plagiarism	to acknowledge	portion	punishment
to cheat	acknowledgment	source	to handle
to borrow	to steal	crime	expulsion
to paraphrase	to involve	copyright law	to correct

Stating Acknowledgments

Objectives

In this unit you will: learn what acknowledgments are;
learn common elements in acknowledgments;
examine an example of a typical acknowledgment.

Starting up

Ex.1 Give your opinion to the debatable question:

Most academic articles contain acknowledgements to various sources of help received during their preparation. Although some authors delete them on the grounds that they add nothing to the content. Do you believe that it is reasonable and courteous to thank sources of financial support and colleagues and referees for their help in improving articles? (Hartley, J. (2008). *Academic Writing and Publishing, A practical handbook*, London & New York: Routledge)

Introduction

Acknowledgments have become an integral part of most RPs. Indeed, one famous professor once said that he always reads the Acknowledgments section of an RP first. When he was asked «why", he replied, "Oh, the first thing I want to know is who has been talking to whom." Acknowledgments can be more than a display of necessary politeness. Acknowledgments occur either at the bottom of the first page, following the Discussion, or sometimes at the end. They provide an opportunity for you to show that you are a member of a community and have benefited from that membership. Here we **list some of the common elements in Acknowledgments**.

1. Financial support

Support for this work was provided by (sponsor).

This research was partially supported by a grant from (sponsor).

This research was funded by Contract (number) from (sponsor).

2. Thanks

We would like to thank A, B, and C for their help . . .

I wish to thank A for his encouragement and guidance throughout this project.

We are indebted to B for . . .

3. Disclaimers (following element 1 or 2)

However, the opinions expressed here do not necessarily reflect the policy of (sponsor).

The interpretations in this paper remain my own.

None, however, is responsible for any remaining errors.

4. Other versions

An earlier/preliminary version of this paper was presented at (conference or seminar).

5. Source

This article is based on the first author's doctoral dissertation.

This paper is based on research completed as partial fulfillment for the Ph.D. requirements at (university name).

Notes

1. Acknowledgments should be written in the first person—/ for a single author and we for coauthors. It is possible to find phrases like "the present authors".

2. Financial support tends to come first, followed by thanks. Disclaimers seem optional. Mentions of other versions and sources (if used) seem to come either at the beginning or at the end. (But note that, in theses or dissertations, it is customary to open with thanks to supervisors, advisors, committee members, etc.)

Ex.2 Read the sample of Acknowledgments and analyze it according to the list of the common elements in Acknowledgments.

Acknowledgments

This thesis would not have been possible without the generous support of the Rothermere Foundation. In 1986, I received the Rothermere Foundation Fellowship, which is awarded yearly to a graduate student of Memorial University. The Fellowship permits the recipient to study at any institution in the United Kingdom, and has supported many distinguished scholars in the years since it was first instituted in 1956 by Viscount Rothermere who was then the Chancellor of Memorial University. At the time of my application, I was fortunate to come to the attention of Dr Deirdre Wilson, who agreed to act as my supervisor. In the years during which this research has wound its leisurely way to a conclusion, she has provided guidance, support, understanding and professional

and personal assistance of the most valuable kind. I wish also to acknowledge my gratitude to the Department of Linguistics at University College London for the patience and courtesy. To Dr Abbas and Mrs Shomais Afnan, and to Ms Sahba Akhavan, I owe a considerable debt. Their openhearted hospitality allowed me to return to the United Kingdom and complete the work on and the writing of this thesis. Dr Peter Baehr was kind enough to share his own work with me. For the opportunity to read 'Founders, Classics, and the Concept of a Canon' (Baehr and O'Brien 1994), and to discuss the connections between his research and my own, I am very grateful.

(Neil Murray and Geraldine Hughes. Writing up your University Assignments and Research Projects. A practical handbook, Open University Press, New York, 2008)



Listening

Script 21

Ex. 3 Match the words with their definitions. Listening to the tape will help you.

Different parts of an acknowledgement can be separated as follows:

- | | |
|---------------------------|--|
| 1. financial | A. providing access to tools, technologies, facilities, and also furnishing technical expertise, such as statistical analysis; |
| 2. instrumental/technical | B. recognizing the support of family, friends etc.. |
| 3. editorial | C. recognition of extramural or internal funding; |
| 4. conceptual | D. providing advice on manuscript preparation, submission, bibliographic assistance etc.; |
| 5. moral | E. source of inspiration, idea generation, critical insight, intellectual guidance, assistance of referees etc.; |

Ex.4 Write a suitable Acknowledgments section for one of your pieces of work. If necessary, invent some forms of assistance to expand the section.

In-class Writing Assignment

What would you do as a parent to prevent a generation gap?

Because parents and their children are from different generations, they have different values and perspectives (points of view about life). Such differences can cause conflicts between the two generations. What are some things you would do as a parent to prevent conflicts between yourself and your children? Identify two or three things you could do. Explain them with examples and details (700-800 words, every other line).

Vocabulary

integral	to occur	financial support	sponsor
acknowledgments	to provide	thanks	advisor
to display	to benefit	disclaimer	supervisor
politeness	common element	source	committee member

Unit5

Support in Expository Paragraphs

Unit Topics:

An overview of essay development:

the introduction

the body

the conclusion

An overview of essay development

Objectives

In this unit you will: know how to write the introduction, the body, the conclusion;

know what essay outline framework is;
learn what essay development is;
discover ten sequential steps in writing an essay.

Starting up

Ex. 1 Read the following extract and develop your version of writing the essay.

Essays are clearly organized according to the standard classical approach in which a paper has an introduction, a body, and a conclusion. Learning this approach will provide you with a solid foundation in your writing. As you mature as a writer and develop your reading skills in English, you will see ways to vary this classical approach.

Introduction

An overview of essay development

Essays consist of more than one paragraph and have three major parts: an introduction, a body, and a conclusion. A complete essay contains all of the following elements. (Those elements considered optional have been underlined.)

The introduction contains (usually in this order):

- background information, which attracts or "hooks" the reader
- a thesis, which limits the topic and states a precise opinion
- a list of the subtopics.

The body paragraphs contain:

- topic sentences which follow the MAP points in the thesis
- transitions introducing each subtopic
- repetition of the essay topic and precise opinion from the thesis
- relevant and generous convincing support (unity) and coherence
- a closing remark (final comment) showing the relevance of the support.

The conclusion contains:

- a paraphrase of the thesis
- a summary of the main points
- a closing remark (final comment).

The Introduction

The main point of a longer paper is found in the introduction, which is the material at the beginning of the paper. The length of the introduction depends on the scope of the topic. If your paper is three pages, the introduction will probably be only one paragraph. If your paper is fifteen pages long, the introduction may be more than one paragraph. (The element considered optional has been underlined.)

The introduction:

- attracts and holds the reader's attention (hooks the reader)
- introduces the general paper topic
- limits the topic to a manageable focus for the assignment
- indicates the writer's purpose (to show, to convince, to prove, to entertain, to demonstrate, to inform)
- presents the writer's opinion or attitude about the limited subject in a thesis statement
- indicates how the topic will be explored (basic enumeration, comparison, contrast, causal analysis, development by example, process, definition, classification)
- provides a MAP (the essay subtopics) for the reader of how the discussion will proceed.

Hooks

Most academic papers begin with a hook, which gets the reader's attention and introduces the topic. Hooks are not required on essay tests; due to the time limit, a strong thesis and MAP are usually all that are needed. There are five kinds of hooks, which can occur alone or in combination: question, quotation, dramatic, funnel, and refutation.

The Question Hook

Asking a question will cause the reader to think about the topic. However, limit your hook to one question. If you ask too many questions, the hook is not effective.

Example

The House of Life

How many decisions do people make in their lives? There could be thousands of decisions in one person's life. However, only a few of them will have a great influence. A metaphor of building a house shows how the five most significant decisions are related to one another and reflect on people's lives. The five most important decisions concern education, career, marriage, residence, and religion. [65 words] (Adapted with permission, Yungjing Hsieh, Taiwanese)

Thesis Statements

Just as a single paragraph has a topic sentence which introduces the paragraph topic and the writer's opinion and method, so a thesis statement is the most important element of an essay. Thesis statements contain the writer's limited subject, opinion or attitude, and possibly a MAP, which will be discussed in the body of the essay. The MAP is not required, but it is highly recommended because it will enable you to control the topic so that the readers will not get lost.

Maps (Message, Audience, Purpose)

A MAP is the list of main points which you will discuss in the body of the essay. Each MAP item, which you choose based on your message, audience, and purpose, will become a paragraph topic. Even if you do not state the MAP in the thesis, you must have a MAP in mind before you write the essay. It is a good idea to state the MAP at the end of the introduction. As you saw from the previous examples of essay introductions, MAPs can be stated as part of the thesis in many ways. Instead of the colon (:), you can say *such as*, and you can also make another sentence with the MAP. Here are variations of the MAPs you saw earlier.

Examples of Thesis Statements with Maps

- However, there are several problems with forcing children to comply. Forcing children to comply can cause a breakdown in communication between the children and the parents, rebellion, and failure in school.
- An essay has three major characteristics: convincing content, clear organization, and effective use of language.

MAP Points

- are relevant
- are distinctively different (do not overlap)
- belong together (are well-matched, at the same level of generality)
- are parallel
- are thought-provoking
- are logical and appropriate choices focusing on major and representative ideas
- are optional (but highly recommended).

Ex. 2 Analyzing introductions

- Analyze the following introductions.
- On a separate sheet of paper, list the hook, thesis, purpose, method, and MAP for each.

Example

Inventions That Have Revolutionized Our Lives

Compared to 100 years ago, the world of today is becoming so much closer than ever that people can easily attain whatever they want. As Alvin Toffler says in his book, "The Third Wave," modern society is characterized as an information society, in which people's lives are dramatically and unimaginably changed, in fact, to the better. Satellites and computers are good examples of inventions leading to an information society.

Hook: Quote by an expert

Thesis: Satellites and computers *are good* examples of inventions leading us to be *an* information society.

Purpose: To show the *reader* how satellites *and* computers *are* inventions which give us information *and, as a result*, greatly *benefit* society

Method: Development by example

MAP: Satellites and computers1.

1. The House of Life

How many decisions do people make in their lives? There could be thousands of decisions in one person's life. However, only a few of them will have a great influence. A metaphor of building a house shows how the five most significant decisions are related to one another and reflect on people's lives. The five most important decisions concern education, career, marriage, residence, and religion. (Adapted with permission, Lunging Hsieh, Taiwanese)

2. Good Students

University study is challenging. Some students succeed and some do not. What makes some students more successful at academic study than others? It depends a lot on the attitude of the student. Sandy Calhoun, a master's candidate at the University Of Missouri School Of Journalism, is an example of what professors call a good student. Sandy has a positive attitude about succeeding in an academic setting. He cares about learning, puts in time on his studies, and is interested in the world around him. (Adapted with permission, Varna Wilson, Thai)

Introduction (continuation)

The body

Essay Outline Framework

The body comprises the information in the essay. The body will be two or more paragraphs long, depending on the number of MAP points you have. The following sample of an outline framework shows that there is a correlation between the MAP and the topic sentences in the body paragraphs. The body paragraphs are discussed in the order the points are listed in the MAP. Moreover, roman numerals (I, II, III) are used to signify each paragraph in the essay. The capital letters A, B, C, and so on show subtopics in each paragraph. Each subtopic should be introduced with clear signals. The numbers 1, 2, 3, and so on indicate more specific support.

I. Introduction

- Hook
- Thesis Statement: X, Y, and Z (Map)

II. Topic Sentence 1 (First Map Point, X)

A. Subtopic Sentence 1

1. Support
2. Support
3. Support

B. Subtopic Sentence 2

1. Support
 - a. Specific Support
 - b. Specific Support
2. Support

III. Topic Sentence 2 (Second Map Point, Y)

A. Subtopic Sentence 1 (Support)

B. Subtopic Sentence 2 (Support)

IV. Topic Sentence 3 (Third Map Point, Z)

A. Subtopic Sentence 1 (Support)

B. Subtopic Sentence 2 (Support)

V. Conclusion

- Restatement of the Thesis
- Summary of the Map Points
- Closing Remarks (Final Comments)

(Each subtopic sentence should be supported with at least two examples or with one good extended example.)

Ex. 3 Composing and ordering topic sentences

- Analyze the following assignment. What is the lead-in? The assignment task?
- Read the introduction and conclusion that follow the assignment.
- On a separate sheet of paper, write three sets of topic sentences.

Model Assignment

Most people agree that certain modern inventions, such as the computer, X-ray machine, and laser, have benefited society greatly. However, there are a number of inventions that have hurt society and/or even threaten the existence of life on Earth. Choose three inventions (machines, devices, methods) which are considered dangerous to society and/or the planet Earth. Explain why these things threaten our well-being. Use specific examples, details, and cases (true stories).

I. Introduction

Can people imagine what their lives would be like today without all the inventions and technology of the modern era? Most people emphasize that modern inventions benefit society deeply by making daily life easier. However, only a few people have thought about the negative impact of those inventions. Despite the benefits and all the technological advances that inventions like the automobile, the handgun, and the television bring to our society, such inventions also cause many problems.

V. Conclusion

In summary, the automobile, the handgun, and the television have damaged our society in a substantive way. Some of the problems that these inventions cause are traffic, pollution, crime, and moral and ethical decline. However, these problems can be avoided or at least diminished provided that people learn to make rational use of such inventions. (Adapted with permission, Licette Galieta, Venezuelan)

Introduction (continuation)

The conclusion

Conclusions are longer for essays than they are for single paragraphs. In an essay, you do not need to have a concluding remark in every paragraph since the essay itself has a full conclusion. Following is a review of the rules for effective conclusions. (The element considered optional is underlined.)

Complete conclusions:

- contain a signal (*In conclusion. Indeed. To conclude.*)
- recall the limited topic and opinion in the thesis (paraphrase)
- summarize the MAP points (paraphrase if possible) in the same order
- contain a final comment (opinion).

Effective conclusions:

- follow the essay logically
- do not bring up new MAP points
- recognize all MAP points in the summary.

Ex. 4 Analyzing essay conclusions.

Analyze each of the following conclusions by answering the questions that follow.

Example

Inventions That Have Revolutionized Our Lives

Introduction

Compared to 100 years ago, the world of today is becoming so much closer than ever that people can easily attain whatever they want. As Alvin Toffler says in his book, "The Third Wave," modern society is characterized as an information society, in which our lives are dramatically and unimaginably changed, in fact, to the better. Satellites and computers are good examples of inventions leading to an information society. [69 words]

Conclusion

In conclusion, material was the sign of power in the past. Today, information is such. Our twentieth-century lives are becoming better and changing dramatically due to inventions such as satellites and computers, opening a road to the information society. Nobody knows what life will be like in the future. [49 words] (Adapted with permission, Jeong-Seog Lee, Korean)

Does the conclusion:

- | | |
|--|------------|
| • contain a signal (<i>In conclusion, Indeed, To conclude</i>)! | <u>Yes</u> |
| • recall the limited topic and opinion in the thesis (paraphrase)? | <u>Yes</u> |
| • summarize the MAP points (paraphrase if possible)? | <u>Yes</u> |
| • recognize all MAP points in the summary? | <u>Yes</u> |
| • bring up new MAP points? | <u>No</u> |
| • contain a final comment (opinion)? | <u>Yes</u> |
| • follow the essay logically? | <u>Yes</u> |

The House of Life

Introduction

How many decisions do people make in their lives? There could be thousands of decisions in one person's life. However, only a few of them will have a great influence. A metaphor of building a house shows how the five most significant decisions are related to one another and reflect on people's lives. The five most important decisions concern education, career, marriage, residence, and religion. [65 words]

Conclusion

The above five reasons—education, career, marriage, residence, and religion—control people's expectations in life. This metaphor illustrates how those five decisions are significant to people's lives. Therefore, people should think patiently and carefully before making important decisions. [38 words] (Adapted with permission, Yungjing Hsieh, Taiwanese)

The Kinds of Tornadoes and Their Effects

Introduction

Tornadoes are violent twisting wind storms that may accompany thunderstorms. The word "tornado" comes from two Spanish words, *tronada*, meaning "thunderstorm," and *tornar*, meaning "to turn" (Henson, p. 26). More than 1,000 tornadoes strike the U.S. annually, killing or injuring hundreds and causing millions of dollars in property damage. Tornadoes are classified according to the severity of the tornadic storm (or its rank) as defined on the Fujita Wind-Damage Scale: weak, strong, and violent.

Conclusion

In conclusion, regardless of strength, all tornadoes can kill, injure, and cause property damage. Such storms are not to be taken lightly. Although fascinating to watch, even the weakest tornado can be an enemy to anything in its path. As one eyewitness said after a tornado hit his Kansas town, "We don't take anything for granted anymore, and we watch the weather like the back of our hand. We watch it day and night." (*Weatherwise*, February/March, 1992, p. 29, from *Kansas Storms: Destruction, Tragedy, and Recovery*. 1991. Diane Silver, 1991) [74 words]

Answer the following questions. Does the conclusion:

- | | | |
|--|----------|----------|
| | <u>1</u> | <u>2</u> |
| • contain a signal (<i>In conclusion, Indeed, To conclude</i>)! | ..... | ..... |
| • recall the limited topic and opinion in the thesis (paraphrase)? | ..... | ..... |
| • summarize the MAP points (paraphrase if possible)? | ..... | ..... |
| • recognize all MAP points in the summary? | ..... | ..... |
| • bring up new MAP points? | ..... | ..... |
| • contain a final comment (opinion)? | ..... | ..... |
| • follow the essay logically? | ..... | ..... |

Ex.5 Making the Most of the Feedback on Your Writing

- Imagine the following essay was written by one of your classmates. Read it carefully.
- Using the skills you have learned so far about writing an essay to evaluate it.
- Compare your answers in groups.

Assignment: Studying at university is challenging. Some students excel, some do an adequate job, but other fail. Why do some students do well? Discuss two or three major characteristics (qualities) of good students. Provide specific details, examples, and your own personal experience or that of someone you know.

Catch the Three Tigers

Every year many freshmen start college life with their ambition and challenge. Some students enjoy their school life, but others do not. What are the important qualities to have an enjoyable campus life? How can freshmen adapt to the new environment and be a good student? It is very simple. The three main qualities for this delightful school and being a good student are a positive attitude, obligation of the school's rules, and a clear, firm goal after graduation.

First of all, being a good student requires a positive attitude toward his life. The open-minded and activity provide not only lots of opportunities to make many different types of friends but also various experience to be useful for after the school life. Keeping the challenge is important to the college life.

This is a good example to shows how useful having the challenge is. One of my international friends, Mr. Lee, did not speak English very well when he came to the U.S.A. He was also very shy. He was afraid of being spoken by his teacher and classmates. Soon he became to realize that his passive attitude of school and life and his shyness could not be helpful to improve his English. But later on, he changed his attitude. He tried to speak in his classes with his dictionary. He started to say "Hello" to his classmates in order to have some conversation. Also, every time he met the new vocabularies, he asked his American friends to explain the meaning of the words. Now his English has been improved incredibly. Many other international students that he has known envy his excellent English. To have a challenge and positive attitude makes a difference.

Second, obligation of the school's rules is important. Do not miss the classes that you are taking as much as you can. In order to make the classes enjoyable, it is needed to have the good relationship, with your teacher and classmates. If you show the effort and passion in the classes, they would not only like you but also respect you. Showing your love and energy to learn something in the classes you will make your school life more productive.

Many freshman students tend to think it is too early to plan their futures after graduation. But I like to stress that it is not early. Right now, I am a second bachelor student. According to my college life in my country, South Korea, it is never early to have a clear, firm goal after graduation. Time never waits for anyone. The sooner you have an organized goal, the better achievement you will have in the future. Believe me. It is based on my previous college life in my country.

These three qualities, positive attitude, obligation of the school's rules and having a clear, firm goal, are essential to have the enjoyable college life and being a good student. I am sure these qualities will guarantee you the productive and memorable college life. With three qualities, just go ahead. World will wait you with a big smile. (512 words) (Adapted with permission, Jung Hee Kang, Korean)

Ex. 2 Below are brief summaries of each of the ten sequential steps to writing an essay. Do Out-of-Class Writing Assignment given below, follow these steps while writing.

How to write an essay can be viewed sequentially, as if going through ten sequential steps in an essay writing process, or can be explored by individual topic.

- 1. Research:** Begin the essay writing process by researching your topic, making yourself an expert. Utilize the internet, the academic databases, and the library. Take notes and immerse yourself in the words of great thinkers.
- 2. Analysis:** Now that you have a good knowledge base, start analyzing the arguments of the essays you're reading. Clearly define the claims, write out the reasons, the evidence. Look for weaknesses of logic, and also strengths. Learning how to write an essay begins by learning how to analyze essays written by others.
- 3. Brainstorming:** Your essay will require insight of your own, genuine essay-writing brilliance. Ask yourself a dozen questions and answer them. Meditate with a pen in your hand. Take walks and think and think until you come up with original insights to write about.
- 4. Thesis:** Pick your best idea and pin it down in a clear assertion that you can write your entire essay around. Your thesis is your main point, summed up in a concise sentence that lets the reader know where you're going, and why. It's practically impossible to write a good essay without a clear thesis.

5. Outline: Sketch out your essay before straightway writing it out. Use one-line sentences to describe paragraphs, and bullet points to describe what each paragraph will contain. Play with the essay's order. Map out the structure of your argument, and make sure each paragraph is unified.

6. Introduction: Now sit down and write the essay. The introduction should grab the reader's attention, set up the issue, and lead in to your thesis. Your intro is merely a buildup of the issue, a stage of bringing your reader into the essay's argument.

(Note: The title and first paragraph are probably the most important elements in your essay. This is an essay-writing point that doesn't always sink in within the context of the classroom. In the first paragraph you either hook the reader's interest or lose it. Of course your teacher, who's getting paid to teach you how to write an essay, will read the essay you've written regardless, but in the real world, readers make up their minds about whether or not to read your essay by glancing at the title alone.)

7. Paragraphs: Each individual paragraph should be focused on a single idea that supports your thesis. Begin paragraphs with topic sentences, support assertions with evidence, and expound your ideas in the clearest, most sensible way you can. Speak to your reader as if he or she were sitting in front of you. In other words, instead of writing the essay, try *talking* the essay.

8. Conclusion: Gracefully exit your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action. Is there something you want the reader to walk away and do? Let him or her know exactly what.

9. MLA Style: Format your essay according to the correct guidelines for citation. All borrowed ideas and quotations should be correctly cited in the body of your text, followed up with a Works Cited (references) page listing the details of your sources.

10. Language: You're not done writing your essay until you've polished your language by correcting the grammar, making sentences flow, incorporating rhythm, emphasis, adjusting the formality, giving it a level-headed tone, and making other intuitive edits. Proofread until it reads just how you want it to sound. Writing an essay can be tedious, but you don't want to bungle the hours of conceptual work you've put into writing your essay by leaving a few misspellings and poorly worded phrases.

(Adapted from <http://www1.aucegypt.edu/academic/writers/brainstorming.htm>)

Ex. 5 Watch video aided instruction «Introductions and conclusions », fulfill the given tasks.

Out-of-Class Writing Assignment

In what areas in your writing have you needed to do the most revision so far?

- Review past comments made on your papers by your instructor and on peer review forms by classmates.
- Identify areas where you have had to make the most revisions so far.
- Write a summary of the areas you need to concentrate on the most in the future (700-800 words, every other line).

Vocabulary

optional	precise	closing remark	feedback
background	opinion	framework	restatement

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