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АНГЛІЙСЬКА МОВА ДЛЯ АКАДЕМІЧНИХ ЦІЛЕЙ.
Академічне письмо

ENGLISH FOR ACADEMIC PURPOSES.
Academic Writing

**НАВЧАЛЬНИЙ ПОСІБНИК ДЛЯ СТУДЕНТІВ БАКАЛАВРАТУ,
МАГІСТРАТУРИ ТА АСПІРАНТУРИ**

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Передмова

Більшість студентів повинні писати реферати та доповіді для іспитів та курсових робіт, але написання академічною англійською мовою є одним із найвимогливіших завдань, з якими стикаються студенти.

Чотири основні частини навчального посібника «АНГЛІЙСЬКА МОВА ДЛЯ АКАДЕМІЧНИХ ЦІЛЕЙ. Академічне письмо ENGLISH FOR ACADEMIC PURPOSES. Academic Writing»:

- Процес написання
- Елементи письма
- Лексика для письма
- Написання моделей

Кожна частина розділена на короткі одиниці, які містять приклади, пояснення та вправи, для використання на занятті або для самостійного вивчення. Підрозділи чітко організовані, щоб викладачі та студенти могли знайти потрібну їм допомогу у написанні завдань, тоді як перехресне посилання дозволяє легко отримати доступ до відповідних розділів.

Кожен етап процесу написання демонструється та практикується, від вибору відповідних джерел, читання, конспектування та планування до переписування та коректури.

- Усі елементи письма чітко пояснені, з повним словником для довідки
- Моделі, передбачені для всіх типів навчальних текстів: есе, доповіді, огляди та тематичні дослідження
- Повний спектр практичних вправ
- Використання автентичних академічних текстів.

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Part 1 The Writing Process

1 The purpose of academic writing

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

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

■ Can you suggest any other reasons?

- _____
- _____

Whatever the purpose, it is useful to think about the probable readers of your work. How can you explain your ideas to them effectively? Although there is no fixed standard of academic writing, it is clearly different from the written style of newspapers or novels. For example, it is generally agreed that academic writing attempts to be accurate and objective. What are its other features?

■ Working alone or in a group, list your ideas below.

- _____
- _____
- _____
- _____

2 Common types of academic writing

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

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

Notes.	A piece of research, either individual or group work, with the topic chosen by the student(s).
Report	The longest piece of writing normally done by a student (20,000+ words), often for a higher degree, on a topic chosen by the student.
Project	A written record of the main points of a text or lecture, for a student's personal use.
Essay	A general term for any academic essay, report, presentation or ...

Dissertation/ Thesis	A description of something a student has done.
Paper	The most common type of written work, with the title given by the teacher, normally 1,000-5,000 words.

3 The format of long and short writing tasks

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

Introduction

Main body

Conclusion

Longer essays and reports may include:

Introduction

Main body

Literature review

Case study

Discussion

Conclusion

References

Appendices

Dissertations and journal articles may have:

Abstract

List of contents

List of tables

Introduction

Main body

Literature review

Case study

Findings

Discussion

Conclusion

Acknowledgements

References

Appendices

Organising your writing

Openings

Look at these openings from students¹ written work, and note the items in bold.

This assignment will address the problem of socio-economic data in health studies.

This dissertation is concerned with individual differences in the ability to connect thoughts and emotions.

The aim of this paper is to explore constant acceleration formulae, with a focus on motion along a slope.

The purpose of this essay is co-investigate the use of focus group interviews.

This thesis consists of four parts. Each part describes different set of experiments which contribute to the final results.

This assignment is divided into three sections, with each section devoted to a different aspect of world trade.

<i>useful when ..</i>	<i>Items</i>	<i>Examples</i>
working through a list of different things	<ul style="list-style-type: none"> * first(ly), secondly, thirdly * next * finally 	<p>First(ly), let us look at the history of the problem, [firstly is more formal than first]</p> <p>Next, there is the issue of air resistance.</p> <p>Finally, let us consider increased taxation as a possible solution.</p>
changing topics / bringing in new points	<ul style="list-style-type: none"> * we now / let us turn to * at this point 	<p>We now turn to the question of which model provides a better explanation of the phenomenon.</p> <p>At this point it is important to look again at the data.</p>
referring forward in the text	<ul style="list-style-type: none"> » below * in the next section • later the following 	<p>We shall see below that depopulation has been a major factor, [lower on the page or later in the essay/article] Later, I shall look at other possible reasons for this.</p> <p>The following example comes from Hillson (1998),</p>
referring back to something	<ul style="list-style-type: none"> * above * in the preceding section / earlier * (as) we saw / have seen that/in 	<p>The above figures indicate a significant decrease</p> <p>Three hypotheses were listed in the preceding section, [the section immediately before this one]</p> <p>I noted earlier that lack of fresh water was a serious problem. As we saw in section 2, this is a complex topic.</p>
referring to examples, diagrams, pages, etc.	<ul style="list-style-type: none"> * see * consider * take, for example, * as can be seen in 	<p>For the complete results, see Appendix A, page 94. Consider Figure 1, which shows changes from 1976-8. Take, for example, Sweden, where industrialisation was rapid, as can be seen in Figure 2.</p>
referring separately to different people or things	<ul style="list-style-type: none"> * respectively * the former the latter 	<p>Groups A and B consisted of 14-year-olds and 16-year-olds, respectively [i.e. group A was 14-year-olds and group B was 16-year-olds]</p> <p>Rostov and Krow both studied the problem. The former wrote a book; the latter published two papers, [the first and then the second person or thing mentioned]</p>

¹ Tolstoy's most famous novels are *War and Peace* and *Anna Karenina*, the former being first published between 1865 and 1869 and the latter between 1875 and 1877.

Which of Tolstoy's novels was published in the 1860s?

■ **Find the words in the lists above that match the following definitions:**

(a) A short summary that explains the paper's purpose and main findings.

—
(b) A list of all the sources the writer has mentioned in the text.

—
(c) A section, at the end, where additional information is included.

—
(d) A short section where people who have helped the writer are thanked.

—
(e) Part of the main body in which the views of other writers on the topic are discussed.

—
(f) A section where one particular example is described in detail.

—
■ **Read the text below and identify the features underlined, using the words in the box.**

sentence heading sub-title paragraph title phrase

(a) **A fishy story.**

(b) Misleading health claims regarding omega-3 fatty acids.

(c) Introduction.

(d) There has been considerable discussion recently about the benefits of omega-3 fatty acids in the diet.

(e) It is claimed that these reduce the risk of cardiovascular disease and may even combat obesity. Consequently, food producers have added omega-3s to products ranging from margarine to soft drinks in an attempt to make their products appear healthier and hence increase sales.

(f) However, consumers may be unaware that there are two types of omega-3s. The best (long-chain fatty acids) are derived from fish, but others (short-chain fatty acids) come from cheaper sources such as soya. This latter group have not been shown to produce the health benefits linked to the long-chain variety. According to Tamura *et al.* (2009), positive results may only be obtained either by eating oily fish three times a week, or by taking daily supplements containing 500 mg of eicosapentaenoic acid (EPA) or docosahexaenoic acid (DHA).

(a) Title _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____

4 Some other common text features

- (a) Reference to sources using citation: *According to Tamura et al. (2009)*
- (b) The use of abbreviations to save space: *docosahexaenoic acid (DHA)*
- (c) Italics: used to show words from other languages: *Tamura et al.* (= and others)
- (d) Brackets: used to give extra information or to clarify a point: . . . *but others (short-chain fatty acids) come from cheaper sources such as soya.*

5 Simple and longer sentences

■ Study the table below.

Dragon Motors - vehicle production 2009-2013

2009	2010	2011	2012	2013
135,470	156,935	164,820	159,550	123,075

All sentences contain verbs:

In 2009, the company **produced** over 135,000 vehicles.

Between 2009 and 2010, vehicle production **increased** by 20 per cent.

Simple sentences (above) are easier to write and read, but longer sentences are also needed in academic writing. However, students should make clarity a priority, and avoid writing very lengthy sentences with several clauses until they feel confident in their ability.

Sentences containing two or more clauses use conjunctions, relative pronouns or punctuation to link the clauses:

In 2009, Dragon Motors produced over 135,000 vehicles, **but** the following year production increased by 20 per cent. (conjunction)

In 2011, the company built 164,820 vehicles, **which** was the peak of production.
(relative pronoun)

Nearly 160,000 vehicles were produced in 2012; by 2013, this had fallen to 123,000. (punctuation)

■ **Write two simple and two longer sentences using data from the table above.**

(a) _____
—
(b) _____
—
(c) _____
—
(d) _____
—

6 Writing in paragraphs

■ **Discuss the following questions:**

- What is a paragraph?
- Why are texts divided into paragraphs?
- How long are paragraphs?
- Do paragraphs have a standard structure?

■ **Read the text below and divide it into a suitable number of paragraphs.**

BIOCHAR

Charcoal is produced by burning wood slowly in a low-oxygen environment. This material, which is mainly carbon, was used for many years to heat iron ore to extract the metal. But when Abraham Darby discovered a smelting process using coke (produced from coal) in 1709 demand for charcoal collapsed. At approximately the same time the carbon dioxide level in the atmosphere began to

rise. But a new use for charcoal, re-named biochar, has recently emerged. It is claimed that using biochar made from various types of plants can both improve soil quality and combat global warming. Various experiments in the United States have shown that adding burnt crop wastes to soil increases fertility and cuts the loss of vital nutrients such as nitrates. The other benefit of biochar is its ability to lock CO₂ into the soil. The process of decay normally allows the carbon dioxide in plants to return to the atmosphere rapidly, but when transformed into charcoal this may be delayed for hundreds of years. In addition, soil containing biochar appears to release less methane, a gas which contributes significantly to global warming. American researchers claim that widespread use of biochar could reduce global CO₂ emissions by over 10 per cent. But other agricultural scientists are concerned about the environmental effects of growing crops especially for burning, and about the displacement of food crops that might be caused. However, the potential twin benefits of greater farm yields and reduced greenhouse gases mean that further research in this area is urgently needed.

Unit 1.4 Avoiding Plagiarism

Plagiarism is a concern for teachers and students, but it can be avoided by understanding the issues involved. In the English-speaking academic world, it is essential to use a wide range of sources for your writing and to acknowledge these sources clearly. This unit introduces the techniques students need to do this. Further practice is provided in Units 1.7 Paraphrasing and Summarising and 1.8 References and Quotations.

1 What is plagiarism?

Basically, plagiarism means taking ideas or words from a source (e.g. a book or journal) without giving credit (acknowledgement) to the author. It is seen as a kind of theft, and is considered to be an academic crime. In academic work, ideas and words are seen as private property belonging to the person who first thought or wrote them. Therefore, it is important for all students, including international ones, to understand the meaning of plagiarism and learn how to prevent it in their work.

The main difficulty that students face is that they are expected:

(a) to show that they have read the principal authorities on a subject - by giving citations.

BUT

(b) to explain these ideas in their own words and come to their own original conclusions.

There are several reasons why students must avoid plagiarism:

- To show that they understand the rules of the academic community
- Copying the work of others will not help them develop their own understanding
- Plagiarism is easily detected by teachers and computer software
- Plagiarism may lead to failing a course or even having to leave college

2 Acknowledging sources

If you borrow from or refer to the work of another person, you must show that you have done this by providing the correct acknowledgement. There are two ways to do this:

Summary and citation

Smith (2009) claims that the modern state wields power in new ways.

Quotation and citation

According to Smith: 'The point is not that the state is in retreat but that it is developing new forms of power . . .' (Smith, 2009:103).

The citation makes it clear to the reader that you have read Smith and borrowed this idea from him. This reference gives the reader the necessary information to find the source if the reader needs more detail.

3 Degrees of plagiarism

Although plagiarism essentially means copying somebody else's work, it is not always easy to define.

■ Working with a partner, consider the following academic situations and decide if they are plagiarism.

	Situation	Plagiarism? Yes/No
1	Copying a paragraph, but changing a few words and giving a citation.	Yes

2	Cutting and pasting a short article from a website, with no citation.	
3	Taking two paragraphs from a classmate's essay, without citation.	
4	Taking a graph from a textbook, giving the source.	
5	Taking a quotation from a source, giving a citation but not using quotation marks.	
6	Using something that you think of as general knowledge (e.g. the ownership of mobile phones is increasing worldwide).	
7	Using a paragraph from an essay you wrote and had marked the previous semester, without citation.	
8	Using the results of your own research (e.g. from a survey you did), without citation.	
9	Discussing an essay topic with a group of classmates and using some of their ideas in your own work.	
10	Giving a citation for some information but misspelling the author's name.	

This exercise shows that plagiarism can be accidental. For example, situation 10 above, when the author's name is misspelt, is technically plagiarism, but really carelessness. In situation 9, your teacher may have told you to discuss the topic in groups, and then write an essay on your own, in which case it would not be plagiarism. Self-plagiarism is also possible, as in situation 7. It can be difficult to decide what is general or common knowledge (situation 6), but you can always try asking colleagues.

However, it is not a good excuse to say that you did not know the rules of plagiarism, or that you did not have time to write in your own words. Nor is it adequate to say that the rules are different in your own country. In general, anything that is not common knowledge or your own ideas and research (published or not) must be cited and referenced.

4 Avoiding plagiarism by summarising and paraphrasing

Quotations should not be overused, so you must learn to paraphrase and

summarise in order to include other writers' ideas in your work. This will demonstrate your understanding of a text to your teachers.

Paraphrasing involves rewriting a text so that the language is significantly different while the content stays the same.

- Summarising means reducing the length of a text but retaining the main points.

Normally, both skills are used at the same time, as can be seen in the examples below.

- Read the following text and then compare the five paragraphs below, which use ideas and information from it. Decide which are plagiarised and which are acceptable, and give your reasons in the table opposite.

RAILWAY MANIAS

In 1830 there were a few dozen miles of railways in all the world - chiefly consisting of the line from Liverpool to Manchester. By 1840 there were over 4,500 miles, by 1850 over 23,500. Most of them were projected in a few bursts of speculative frenzy known as the 'railway manias' of 1835-1837 and especially in 1844-1847; most of them were built in large part with British capital, British iron, machines and knowhow. These investment booms appear irrational, because in fact few railways were much more profitable to the investor than other forms of enterprise, most yielded quite modest profits and many none at all: in 1855 the average interest on capital sunk in the British railways was a mere 3.7 per cent.

(From *The Age of Revolution* by Eric Hobsbawm, 1995, p. 45)

(a) Between 1830 and 1850 there was very rapid development in railway construction world wide. Two periods of especially feverish growth were 1835-1837 and 1844-1847. It is hard to understand the reason for this intense activity, since railways were not particularly profitable investments and some produced no return at all (Hobsbawm, 1995: 45).

(b) There were only a few dozen miles of railways in 1830, including the Liverpool to Manchester line. But by 1840 there were over 4,500 miles and over

23,500 by 1850. Most of them were built in large part with British capital, British iron, machines and know-how, and most of them were projected in a few bursts of speculative frenzy known as the 'railway manias' of 1835-1837 and especially in 1844-1847. Because most yielded quite modest profits and many none at all these investment booms appear irrational. In fact few railways were much more profitable to the investor than other forms of enterprise (Hobsbawm, 1995: 45).

(c) As Hobsbawm (1995) argues, nineteenth century railway mania was partly irrational: 'because in fact few railways were much more profitable to the investor than other forms of enterprise, most yielded quite modest profits and many none at all: in 1855 the average interest on capital sunk in the British railways was a mere 3.7 per cent' (Hobsbawm, 1995: 45).

(d) Globally, railway networks increased dramatically from 1830 to 1850; the majority in short periods of 'mania' (1835-1837 and 1844-1847). British technology and capital were responsible for much of this growth, yet the returns on the investment were hardly any better than comparable business opportunities (Hobsbawm, 1895: 45).

(e) The dramatic growth of railways between 1830 and 1850 was largely achieved using British technology. However, it has been claimed that much of this development was irrational because few railways were much more profitable to the investor than other forms of enterprise; most yielded quite modest profits and many none at all.

	Plagiarised	or	Reason
(a)			
(b)			
(c)			
(d)			
(e)			

5 Avoiding plagiarism by developing good study habits

Few students deliberately try to cheat by plagiarising, but some develop poor study habits that result in the risk of plagiarism.

- Working with a partner, add to the list of positive habits.
 - Plan your work carefully so you do not have to write the essay at the last minute.
 - Take care to make notes in your own words, not copying from the source.
 - Keep a record of all the sources you use (e.g. author, date, title, page numbers, publisher).
 - Make sure all your in-text citations are included in the list of references.
 - _____
-

6 Practice

- Revise this unit by matching the words on the left with the definitions on the right.

Source	Using the exact words of the original text in your work
Citation	To gain advantage dishonestly
Summarise	Short in-text note giving the author's name and publication date
Quotation	To reduce the length of a text, but keeping the main points
Reference	Any text that students use to obtain ideas or information
To cheat	Full publication details of a text to allow a reader to access the original

7 Research

Does your college or university have a policy on plagiarism? Look on their website to find out. It may raise some issues that you want to discuss with colleagues or your teachers.

If you cannot find anything for your institution, try one of these sites:

<http://owl.english.purdue.edu/owl/resource/589/01/>

www.uefap.com/writing/plagiar/plagfram.htm

Unit 1.5 From Understanding Titles to Planning

In both exams and coursework, it is essential for students to understand what an essay title is asking them to do. A plan can then be prepared, which should make sure the question is answered fully. This unit looks at:

- key words in titles
- essay length and organisation
- alternative methods of essay planning

1 The planning process

Teachers frequently complain that students do not answer the question set, but this can be avoided by more care at the start of the process. Planning is necessary with all academic writing, but clearly there are important differences between planning in exams, when time is short, and for coursework, when preparatory reading is required. However, in both cases, the process of planning should include these three steps:

- (a) Analyse the title wording
- (b) Decide how long each section should be
- (c) Prepare an outline using your favourite method

With coursework, your outline will probably be revised as you read around the topic.

2 Analysing essay titles

Titles contain key words that tell the student what to do. Note that titles often have two (or more) parts:

What is meant by a demand curve and why would we expect it to slope downwards?

In this case, ‘what’ is asking for a description and ‘why’ for a reason or explanation.

- Match the key words on the left to the definitions on the right.

Analyse	Give examples
Assess/Evaluate	Deal with a complex subject by reducing it to the main elements
Describe	Divide into section and discuss each critically
Discuss	Break down into the various parts and their relationships
Examine/Explore	Make a proposal and support it
Illustrate	Look at various aspects of a topic, compare benefits and drawbacks
Outline/Trace	Give a detailed account of something
Suggest	Explain a topic briefly and clearly
Summarise	Decide the value or worth of a subject

3 Practice

- Underline the key words in the following titles and consider what they are asking you to do.

- Summarise the main reasons for the growth of e-commerce, and discuss the likely results of this.
- Describe some of the reasons why patients do not always take their medication as directed.
- What are the benefits of learning a second language at primary school (age 6-10)? Are there any drawbacks to early language learning?
- What are the most significant sources of renewable energy? Evaluate their contribution to the reduction of carbon emissions.
- Discuss the response of buildings and soil to earthquakes, indicating what measures can be used to ensure structural stability.

4 Brainstorming

It is often helpful to start thinking about a topic by writing down the ideas you have, in any order. Taking the example from 3(a), you might collect the following points:

Growth of e-commerce - likely results

Main reasons

- Businesses can offer a wider range of products via Internet
- More convenient for customers than travelling to shops
- Businesses can reduce overheads by centralising distribution centres
- Prices can often be lower

Likely results

- Decline in conventional shops
- Growth in delivery businesses
- Shopping centres become entertainment areas
- Working with a partner, brainstorm ideas for the title below.

What are the benefits of learning a second language at primary school (age 6-10)? Are there any drawbacks to early language learning?

5 Essay length

Coursework essays usually have a required length, normally between 1,000 and 5,000 words. You must keep to this limit, although 5 per cent more or less is generally acceptable. However, at the planning stage, you need to consider what proportion of the essay to give to each part of the question.

As a basic guide, 20 per cent is usually sufficient for the introduction and conclusion together (references are not included in the word count). Therefore, in a 2,000-word essay, the introduction and conclusion would have 400 words and the main body 1,600 words.

If this was the length given for title 3(a) above, you might decide on the following allocation:

Main	- benefits for buyers	500 words
	- benefits for sellers	300 words
Likely	- for businesses	400 words
	- for urban development	400 words
Total		1,600 words

This calculation is useful since it can guide the amount of reading you need to

do, as well as providing the basis for an outline. Moreover, it prevents you from writing an unbalanced answer, in which part of the question is not fully dealt with.

Essays in exams do not have a word limit, but it is equally important to plan them in similar terms (e.g. part 1: 40 per cent, part 2: 60 per cent).

■ Underline the key words in the following titles and decide what percentage of the main body to give to each part.

Title	Part 1 (%)	Part 2 (%)
(a) Describe the typical social, cultural and environmental impacts experienced by tourist destinations in developing countries. How can harmful impacts be reduced or avoided?		
(b) How can schools make better use of IT (information technology)? Illustrate your answer with examples.		
(c) Outline the main difficulties in combating malaria. Suggest possible strategies for more effective antimalaria campaigns.		
(d) What is 'donor fatigue' in international aid, and how can it be overcome?		

6 Outlines

An outline should help the writer to answer the question as effectively as possible. Care at this stage will save wasted effort later. The more detail you include in your outline, the easier the writing process will be.

Note that for coursework, it is usually better to write the main body first, then the introduction and finally the conclusion. Therefore, you may prefer to outline just the main body at this stage.

There is no fixed pattern for an outline; different methods appeal to different students. For example, with first part of title 3(a) above:

'Summarise the main reasons for the growth of e-commerce.'

The outline might be a list:

- 1 Benefits for buyers
 - greater convenience in shopping by computer at any time
 - lower prices
 - better choice
- 2 Benefits for sellers
 - cost saving by centralising distribution

- global customer base
- 24/7 trading

Unit 1.6 Finding Key Points and Note-making

After finding a suitable source, identifying relevant sections of text and preparing an outline, the next step is to select the key points that relate to your topic and make notes on them. This unit explains and practises this process, which also involves skills further developed in Unit 1.7 Summarising and Paraphrasing.

1 Finding key points

Before making notes, you need to find the main ideas in a text. One of these is often, but not always, in the first sentence of a paragraph.

■ Read the following paragraph, about the growing market for products designed for older people, and underline two key points. Then choose a title for the paragraph.

Title: _____

The generation born after the Second World War, sometimes called the baby boomers, are now reaching retirement age, and businesses are starting to realise that they are a wealthier market than any previous retirement group. Financial products, travel and medicines are well-established industries that interest the over-60s, but others are now focusing on this age group. Volkswagen, for instance, has produced a car with raised seats and more interior space to appeal to their tastes. In Japan, with its ageing population, companies have more experience of selling to the retired, and have been successful with unusual products such as a robotic seal, which serves as a pet substitute for the lonely. There are, however, certain difficulties in selling to this market. Some customers resent being addressed as 'old' since they see themselves as more youthful, while there is a huge variation in the profile of the baby boomers, ranging from healthy and active to the bed-ridden and infirm.

2 Finding relevant points

When preparing to write an essay, you have to search for information and ideas

relevant to your subject. Therefore, the key points that you select must relate to that topic.

You are given an essay title: 'Does the state have a role in promoting public health?'

Research and study aims

A Expressing aims

<i>word</i>	<i>example</i>	Comment
deliberate	We took the deliberate decision to keep our study small.	= intentional ; is often used for something negative
goal	have something as a goal, achieve your goal	we don't usually say 'reach your goal'
intention	with the intention of -ing, have no intention of -ing	verb = Intend followed by the infinitive
motive	motive for -ing [reason]	verb = motivate ; more general noun =* motivation
objective	meet/achieve objectives	= what you plan to do or achieve
priority	top priority, take priority over	implies a list of important things
purpose	Our purpose was to test our theory.	on purpose means deliberately
strategy	Their strategy was to proceed slowly.	detailed plan for success
target	reach/achieve/attain a target	= level or situation you hope to achieve

- Read the following article and underline five key points that relate to your essay subject.

A SLIMMER AMERICA?

In the USA there has recently been more pressure for informative food labelling, and campaigns to encourage school children to eat more fruit and vegetables. Although Americans often dislike being told what to do by their government, these campaigns may finally be having an effect. Certainly about a third of the population attempt a slimming programme every year, and although many give up, it appears that the number of people who succeed may be rising.

Currently over two-thirds of Americans are believed to be either overweight or obese, but recently it has been discovered that the situation may have stabilised.

The rate of increase appears to have virtually stopped, so that on average women and children weigh no more now than they did ten years ago. This trend may have important consequences for the health care system: according to a recent study (Finkelstein *et al.*, 2009) an obese American is likely to cost the system over 40 per cent more than someone with normal weight. This is due to the increased risks of medical conditions such as diabetes, to which should be added extra costs connected with illness and resulting absence from work.

Until recently it was assumed that the long-term trend would continue so that ultimately all Americans would become overweight; Wang (2008) had estimated that this would happen by 2048. Obviously, such an assumption implies steadily rising medical insurance costs. If the new trend continues there are clear benefits for public health and the associated finances, but medical researchers still struggle to understand the basic causes of the problem, which is that obesity in America is now three times greater than fifty years ago.

There is substantial evidence that obesity is linked to social class: those with irregular and badly paid employment are more likely to eat what is convenient and tasty rather than have the time or energy to organise a healthy diet. The number of people in this category may have risen in recent years. Another possibility is that food now is cheaper relative to income, while free time is more valuable, so people are attracted to consuming convenient but often unhealthy fast food. In addition, washing machines and other devices mean that fewer calories are used in doing domestic chores around the house. Although valid, these factors apply in many other countries where the same growth in obesity has not been seen.

(Herapath, T. (2012) Journal of Transatlantic Contexts 14: 319)

3 Practice A

- Complete the notes for 'Does the state have a role in promoting public health?'

Source: (Herapath, T. (2012) Journal of Transatlantic Contexts 14: 319)

Have Americans stopped getting fatter?

1 US govt. campaigns to encourage healthy eating may be succeeding

2 _____

3 _____

4 _____

5 _____

4 Why make notes?

- What are the main reasons for note-making? Add to the list below.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

5 Note-making methods

- You are looking for information on the current media revolution. Study the text below (key points underlined) and the notes in the box on p. 40. What do you notice about the language of the notes?

• _____

THE DEATH OF THE PRESS?

A hundred years ago news was exclusively provided by newspapers. There was no other way of supplying the latest information on politics, crime, finance or sport to the millions of people who bought and read newspapers, sometimes twice a day. Today the situation is very different. The same news is also available on television, radio and the internet, and because of the nature of these media, can be more up-to-date than in print. For young people especially, the internet has become the natural source of news and comment.

This development means that in many countries newspaper circulation is falling, and a loss of readers also means a fall in advertising, which is the main income for most papers. Consequently, in both Britain and the USA newspapers are closing

every week. But when a local newspaper goes out of business an important part of the community is lost. It allows debate on local issues, as well as providing a noticeboard for events such as weddings and society meetings.

All newspapers are concerned by these developments, and many have tried to find methods of increasing their sales. One approach is to focus on magazine-type articles rather than news, another is to give free gifts such as DVDs, while others have developed their own websites to provide continuous news coverage. However, as so much is now freely available online to anyone with a web browser, none of these have had a significant impact on the steady decline of paid-for newspapers.

(Source: *New Business Monthly*, May 2013, p. 37)

Decline of Newspapers *New Business Monthly*, May 2013, p. 37)

- (a) Newspapers only source of news 100 yrs ago - now also TV, radio + www
 - (b) Newspaper sales > decline in advertising > newspapers shutting
 - (c) Attempts to attract readers:
 - more magazine content
 - free gifts
 - websites
- but none very effective

6 Effective note-making

Notes are for your personal use so you should create your own style. Your teachers will not

read or mark them, but you need to make sure you can still understand your notes months

after reading the original book or article:

- (a) To avoid the risk of plagiarism, you must use your own words and not copy phrases from the original.
- (b) The quantity of notes you make depends on your task: you may only need a few points, or a lot of detail.
- (c) Always record the source of your notes. This will save time when you have to write the list of references.
- (d) Notes are often written quickly, so keep them simple. Do not write sentences. Leave out articles (a/the) and prepositions (of/to).
- (e) If you write lists, it is important to have clear headings (underlined) and numbering systems (a, b, c, or 1, 2, 3) to organise the information. Do not crowd your notes.
- (f) Use symbols (+, >, =) to save time.

(g) Use abbreviations (e.g. = for example). You need to make up your own abbreviations for your subject area. But do not abbreviate too much, or you may find your notes hard to understand in the future!

7 Practice B

You have to write an essay titled 'Improving student performance: an outline of recent research.'

■ Read the following text, underline the relevant key points and make notes on them.

SLEEP AND MEMORY

In many countries, especially in hot climates, it is the custom to take a short sleep in the afternoon, often known as a siesta. Now it appears that this habit helps to improve the ability to remember and therefore to learn. Researchers have known for some time that new memories are stored short-term in an area of the brain called the hippocampus, but are then transferred to the pre-frontal cortex for long-term storage. They now believe that this transfer process occurs during a kind of sleep called stage 2 non-REM sleep. After this has occurred the brain is better able to take in new information, and having a sleep of about 100 minutes after lunch seems to be an effective way to permit this.

Research by a team from the University of California sought to confirm this theory. They wanted to establish that a short sleep would restore the brain's ability to learn.

A group of about 40 people were asked to take part in two 'lessons'; at 12 noon and 6 pm. Half the volunteers were put in a group which stayed awake all day, while the others were encouraged to sleep for an hour and a half after the first session. It was found that in the evening lesson the second group were better at remembering what they had learnt, which indicates that the siesta had helped to refresh their short-term memories.

The most effective siesta seems to consist of three parts: roughly 30 minutes of light sleep to rest the body, followed by 30 minutes of stage 2 sleep which clears the hippocampus, and finally 30 minutes of REM sleep which is when dreams are experienced: possibly as a result of the new memories being processed as they are stored in the pre-frontal cortex. This process is believed to be so valuable that some researchers argue that a siesta can be as beneficial as a full night's sleep.

(Kitschelt, P. (2006) *How the Brain Works*. Berlin: Freihaus, p. 73)

Unit 1.7 Summarising and Paraphrasing

Summarising and paraphrasing are normally used together in essay writing. Summarising aims to reduce information to a suitable length, allowing the writer to condense lengthy sources into a concise form, while paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Both are needed to avoid the risk of plagiarism, and this unit practises them separately and jointly.

1 What makes a good summary?

Summarising is a common activity in everyday life. It is used to describe the main features of the subject.

- Write a short description of one of the topics below in no more than 20 words.

- (a) A book you have enjoyed
- (b) A town or city you know well
- (c) A film you have recently watched

- Compare your summary with others in your class. What is needed for a good summary?

-

-

2 Stages of summarising

Summarising is a flexible tool. You can use it to give a one-sentence outline of an article, or to provide much more detail, depending on your needs. Generally, a summary focuses on the main ideas and excludes examples or supporting information.

- Study the stages of summary writing below, which have been mixed up. Put them in the correct order (1-5).

- (a) Write the summary from your notes, reorganising the structure if needed.
- (b) Make notes of the key points, paraphrasing where possible.
- (c) Read the original text carefully and check any new or difficult vocabulary.
- (d) Mark the key points by underlining or highlighting.

(e) Check the summary to ensure it is accurate and nothing important has been changed or lost.

3 Practice A

■ Read the following text and the summaries that follow. Which is best? Give reasons.

MECHANICAL PICKERS

Although harvesting cereal crops such as wheat and barley has been done for many years by large machines known as combine harvesters, mechanising the picking of fruit crops such as tomatoes or apples has proved more difficult. Farmers have generally relied on human labour to harvest these, but in wealthy countries it has become increasingly difficult to find people willing to work for the wages farmers are able to pay. This is partly because the demand for labour is seasonal, usually in the autumn, and also because the work is hard. As a result, in areas such as California part of the fruit harvest is often unpicked and left to rot.

There are several obvious reasons why developing mechanical pickers is challenging. Fruit such as grapes or strawberries comes in a variety of shapes and does not always ripen at the same time. Outdoors, the ground conditions can vary from dry to muddy, and wind may move branches around. Clearly each crop requires its own solution: machines may be towed through orchards by tractors or move around by themselves, using sensors to detect the ripest fruit.

This new generation of fruit harvesters is possible due to advances in computing power and sensing ability. Such devices will inevitably be expensive, but will save farmers from the difficulty of managing a labour force. In addition, the more intelligent pickers should be able to develop a database of information on the health of each individual plant, enabling the grower to provide it with fertiliser and water to maintain its maximum productivity.

(a) Fruit crops have usually been picked by hand, as it is difficult to mechanise the process. But in rich countries it has become hard to find affordable pickers at the right time, so fruit is often wasted. Therefore, intelligent machines have been developed that can overcome the technical problems involved, and also provide farmers with useful data about the plants.

(b) Developing machines that can pick fruit such as tomatoes or apples is a challenging task, due to the complexity of locating ripe fruit in an unpredictable outdoor environment, where difficult conditions can be produced by wind or water. But recent developments in computing ability mean that growers can now automate

this process, which should save them money and increase their profits.

(c) Strawberries and grapes are the kind of crops that have always been hand-picked. But many farmers, for example in California, now find it increasingly difficult to attract enough pickers when the fruit is ripe. However, computing advances have produced a solution to this problem that will save farmers from worrying about the pickers, and also collect vital data.

- 1) _____
- 2) _____
- 3) _____

4 Practice B

- (a) Read the following text and underline the key points.

WEALTH AND FERTILITY

For most of the past century an inverse correlation between human fertility and economic development has been found. This means that as a country got richer, the average number of children born to each woman got smaller. While in the poorest countries women often have eight children, the rate fell as low as 1.3 children per woman in some European countries such as Italy, which is below the replacement rate. Such a low rate has two likely negative consequences: the population will fall in the long-term, and a growing number of old people will have to be supported by a shrinking number of young.

But a recent study by researchers from Pennsylvania University suggests that this pattern may be changing. They related a country's fertility rates to its human development index (HDI), a figure with a maximum value of 1.0 which assesses life expectancy, average income and education level. Over 20 countries now have an HDI of more than 0.9, and in a majority of these the fertility rate has started to increase, and in some is approaching two children per woman. Although there are exceptions such as Japan, it appears that rising levels of wealth and education eventually translate into a desire for more children.

- (b) Complete the notes of the key points below.

- (i) Falling levels of fertility have generally been found _____
- (ii) In some, number of children born _____
- (iii) Two results: smaller populations and _____
- (iv) Recent research claims that _____

(v) Comparison of HDI (human development index: life expectancy/income/education) with fertility rate found that in most highly rated (+ 0.9) countries,

(vi)

■ (c) Join the notes together and expand them to make the final summary. Check that the meaning is clear and no important points have been left out. Find a suitable title.

Title: _____

5 Practice C

■ Summarise the following text in about 50 words.

THE LAST WORD IN LAVATORIES?

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

6 Paraphrasing

Paraphrasing and summarising are normally used together in essay writing, but while summarising aims to reduce information to a suitable length, paraphrasing attempts to restate the relevant information. For example, the following sentence:

There has been much debate about the reasons for the Industrial Revolution happening in eighteenth-century Britain, rather than in France or Germany.

Could be paraphrased:

Why the Industrial Revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussion.

Note that an effective paraphrase usually:

- has a different structure to the original

- has mainly different vocabulary
- retains the same meaning
- keeps some phrases from the original that are in common use (e.g. 'Industrial Revolution' or 'eighteenth century')

7 Practice D

- Read the text below and then rank the three paraphrases in order of accuracy and clarity (1-3), giving reasons

THE CAUSES OF THE INDUSTRIAL REVOLUTION

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

(a) A focus on demand may help to explain the UK origin of the industrial revolution. At that time, workers' pay was high, but energy from coal was inexpensive. This encouraged the development of mechanical inventions based on steam power, which enabled bosses to save money by mechanising production (Allen, 2009).

(b) The reason why Britain was the birthplace of the industrial revolution can be understood by analysing demand in the early 1700s, according to Allen (2009). He maintains that, uniquely, Britain had the critical combination of cheap energy from coal and high labour costs. This encouraged the adoption of steam power to mechanise production, thus saving on wages and increasing profitability.

(c) Allen (2009) claims that the clearest explanation for the UK location of the Industrial Revolution is seen by examining demand factors. By the eighteenth century, cheap energy and high wages were both aspects of the British economy. As a result, the mechanisation of industry through inventions such as the steam engine and mechanical spinning was profitable because employers were able to save money on employees by spending on coal. At that time, Britain was the only country with significant deposits of coal.

- 1) _____
- 2) _____
- 3) _____

8 Techniques for paraphrasing

(a) Changing vocabulary by using synonyms:

argues > *claims* / *eighteenth century* > *1700s* / *wages* > *labour costs* / *economise* > *saving*

(b) Changing word class:

explanation (n.) > *explain* (v.) / *mechanical* (adj.) > *mechanise* (v.) / *profitable* (adj.) > *profitability* (n.)

(c) Changing word order:

... the best explanation for the British location of the Industrial Revolution is found by studying demand factors.

> A focus on demand may help explain the UK origin of the Industrial Revolution.

Note that in practice, all these three techniques are used at the same time. Do not attempt to paraphrase every word, since some have no true synonym (e.g. demand, economy).

9 Practice E

■ Read the following text.

BRAINS AND SEX

It is widely agreed that men and women think and act in different ways. Women appear to have better memories, better social skills and are more competent at multi-tasking. Men, in contrast, seem to focus better on issues and have superior motor and spatial skills, although clearly many people are exceptions to these patterns.

These differences have been explained as behaviour adopted thousands of years ago, when the men went hunting while the women stayed at home and cared for their children. But another approach is to see the behaviour as a result of the way our brains function.

Recent research by Ragini Verma's team at the University of Pennsylvania has used brain scans to compare 428 men and 521 women. They tracked the pathways of water molecules around the brain area, and found fascinating differences.

The top half of the brain is called the cerebrum, and it is divided into a left and a right half. The left hemisphere is thought to be the home of logic and the right is the centre of intuition. Dr Verma found that with women most of the pathways went between the two halves, while with men they stayed inside the hemispheres. She believes that these results explain the gender differences in ability, such as women's social competence compared to men's more intense focus.

- Find synonyms for the words underlined. Rewrite the paragraph using these.

It is widely agreed that men and women think and act in different ways.

Women appear to have better memories, better social skills and are more competent at multi-tasking. Men, in contrast, seem to focus better on issues and have superior motor and spatial skills, although clearly many people are exceptions to these patterns.

- Change the word class of the underlined words. Rewrite the paragraph using the changes.

These differences have been explained as behaviour adopted thousands of years ago, when the men went hunting while the women stayed at home and cared for their children. But another approach is to see the behaviour as a result of the way our brains function.

- Change the word order of these sentences, rewriting the paragraph so that the meaning stays the same.

Recent research into brain functioning by Ragini Verma's team at the University of Pennsylvania has used brain scans to compare 428 men and 521 women. They tracked the pathways of water molecules around the brain area, and found fascinating differences.

- Combine all three techniques to paraphrase the final paragraph.

The top half of the brain is called the cerebrum, and it is divided into a left and a right half. The left hemisphere is thought to be the home of logic and the right is the centre of intuition. Dr Verma found that with women most of the pathways went between the two halves, while with men they stayed inside the hemispheres. She believes that these results explain the gender differences in abilities, such as women's social competence compared to men's more intense focus on a limited area.

10 Practice F

- Use the same techniques to paraphrase the following text.

THE PAST BELOW THE WAVES

More than three million shipwrecks are believed to lie on the sea bed, the result of storms and accidents during thousands of years of sea-borne trading. These wrecks offer marine archaeologists valuable information about the culture, technology and trade patterns of ancient civilizations, but the vast majority have been too deep to research. Scuba divers can only operate down to 50 metres, which limits operations to wrecks near the coast, which have often been damaged by storms or plant growth. A

few deep sea sites (such as the *Titanic*) have been explored by manned submarines, but this kind of equipment has been too expensive for less famous subjects. However, this situation has been changed by the introduction of a new kind of mini submarine: the automatic underwater vehicle (AUV). This cheap, small craft is free moving and does not need an expensive mother-ship to control it. Now a team of American archaeologists are planning to use an AUV to explore an area of sea north of Egypt, which was the approach to a major trading port 4,000 years ago.

Unit 1.8 References and Quotations

Academic work depends on the research and ideas of others, so it is vital to show which sources you have used in your work, in an acceptable manner. This unit explains:

- the format of in-text citation
- the main reference systems
- the use of quotations
- the layout of lists of references

1 Why use references?

There are three principal reasons for providing references and citations:

- (a) To show that you have read some of the authorities on the subject, which will give added weight to your writing.
- (b) To allow readers to find the source, if they wish to examine the topic in more detail.
- (c) To avoid plagiarism.

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

Yes/No

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

2 Citations and references

It is important to refer correctly to the work of other writers that you have used. You may present these sources as a summary/paraphrase, as a quotation, or use both.

In each case, a citation is included to provide a link to the list of references at the end of your paper:

Smith (2009) argues that the popularity of the Sports Utility Vehicle (SUV) is irrational, as despite their high cost most are never driven off-road. In his view, 'they are bad for road safety, the environment and road congestion' (Smith, 2009: 37).

References

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

■ Underline the citations in the example above. Which is for a summary and which a quotation? What are the advantages of each?

Giving citations

A quotation Author's name, date of publication, page number (Smith, 2009: 37)

A summary Author's name, date of publication Smith (2009)

3 Reference verbs

Summaries and quotations are usually introduced by a reference verb:

Smith (2009) argues that...

Janovic (1972) claimed that...

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

4 Reference systems

There are several main systems of referencing employed in the academic world, each used by different subjects. Your teachers will normally give you guidelines, or you may find these on the library website. With any system, the most important point is to be consistent (i.e. to use the same font size, punctuation, etc. throughout). These are the principal systems:

(a) The Harvard system, generally used for the social sciences and business, illustrated in

(2) on p. 53.

(b) The Vancouver system, widely used in medicine and science. Numbers in

brackets are inserted after the citation and these link to a numbered list of references:

Jasanoff (5) makes the point that the risk of cross-infection is growing.

References

(5) *Jasanoff, M.* Tuberculosis: A Sub-Saharan Perspective. *New York: Schaffter* (2001).

(c) The footnote/endnote system, commonly used in the humanities, in which sources are listed at the bottom of the page or at the end of the paper. The numbers in superscript run consecutively throughout the paper:

*The effects of the French Revolution were felt throughout Europe.*³

³ *Karl Wildavsky*, *The End of an Era: Spain 1785-1815* (Dublin: Dublin University Press, 2006), p. 69.

Referencing is a complex subject, and students should use an online reference guide for detailed information. Your university library may provide one.

Sussex University provides a convenient guide to the different systems at:
www.sussex.ac.uk/library/infosuss/referencing/index.shtm

5 Using quotations

- Discuss with a partner the reasons for using quotations in your written work.

Using a quotation means bringing the original words of a writer into your work. Quotations are effective in some situations, but must not be overused (e.g. to pad out your work) They can be valuable:

- when the original words express an idea in a distinctive way
- when the original is more concise than your summary could be
- when the original version is well known

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

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

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

As James remarked: 'Martin's concept of "internal space" requires close analysis.'

(b) Longer quotations are either indented (given a wider margin) and/or printed in smaller type. In this case, quotation marks are not needed.

(c) Page numbers should be given after the date.

(d) Care must be taken to ensure that quotations are the exact words of the original. If it is necessary to delete some words that are irrelevant, use points (. . .) to show where the missing section was:

'Few inventions ... have been as significant as the mobile phone.'

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

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

Reporting verbs

Reporting what others say is a key aspect of academic English and you need a range of verbs to do this in an appropriate and varied way. Note the structures used with each verb.

In her latest article Morton explains how information technology is changing society,

Schmidt describes the process of language change.

Kon suggests that all poets are strongly influenced by their childhood, [says indirectly or tentatively!]

Lee states that problems arose earlier than was previously thought, [says directly]

Patel argues that governments should continue to fund space research, [use of this verb suggests he gives reasons for his view]

Greenberg emphasises/highlights/stresses the importance of taking a liberal approach, [gives particular importance to]

Kim demonstrates/shows how Bach's music draws considerably on earlier composers' work. Gray proves there is a link between obesity and genes, [shows that something must be true]

In the book Dean mentions some new research in the field. [refers to briefly]

McIntosh pinpoints the key features of the period in question, [focuses in on]

Vaz advances/puts forward/proposes a new theory, [used with idea, theory, hypothesis] Davidson casts doubt on previous research in the field, [suggests it is inaccurate]

Gerhard questions previous interpretations of the play, [expresses doubts about]

Reporting nouns

Academic writing also frequently uses nouns rather than verbs to report others' ideas (see Unit 1). Notice the corresponding nouns for some verbs in A. Note how these nouns often head long phrases (underlined below) which can be either the subject or the object of the verb.

Morton provides an explanation as to how information technology is changing society. Schmidt gives a description of the process of language change.

Kon's suggestion that poets are influenced by their childhood is uncontroversial.

T.cc's statement that problems arose earlier than previously thought has been challenged. Uvarov's claim/assertion/contention that the causes of the revolution can be traced back to the 18th century is worth considering in some depth.

Van Ek's implication that other historians have misinterpreted the period has caused some controversy, [suggests indirectly]

Patel's argument that governments should continue to fund space research is convincing. Greenberg's emphasis/stress on the importance of taking a liberal approach is not new. Levack's observation that there are contradictions in Days interpretation of the poem has been supported by a number of other scholars.

Kim's demonstration of the way in which Bach's music draws on the work of earlier composers is fascinating.

Gray's proof of the link between obesity and genes is of considerable interest.

6 Practice

■ Study the following paragraph from an article titled 'The mobile revolution' in the journal *Development Quarterly* (Issue 34, pages 85-97, 2012) by K. Hoffman

According to recent estimates there are at least 4 billion mobile phones in the world, and the majority of these are owned by people in the developing world. Ownership in the developed world reached saturation level by 2007, so countries such as China, India and Brazil now account for most of the growth. In the poorest countries, with weak transport networks and unreliable postal services, access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets. Studies have shown that when household incomes rise, more money is spent on mobile phones than any other item.

■ Compare the following:

(a) Summary

Hoffman (2012) points out that the main market for mobile phones is now the developing world, and stresses the critical importance of mobile phones for the

growth of small businesses there.

(b) Quotation

According to Hoffman, mobile phone ownership compensates for the weaknesses of infrastructure in the developing world: ‘In the poorest countries, with weak transport networks and unreliable postal services, access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets’ (2012: 87).

(c) Summary and quotation

Hoffman points out that most of the growth in mobile phone ownership now takes place in the developing world, where it has become crucial for establishing a business: ‘. . . access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets’ (2012: 87).

In such countries the effect of phone ownership on GDP growth is much stronger than in the developed world, because the ability to make calls is being offered for the first time, rather than as an alternative to existing landlines. As a result, mobile phone operators have emerged in Africa, India and other parts of Asia that are larger and more flexible than Western companies, and which have grown by catering for poorer customers, being therefore well-placed to expand downmarket. In addition Chinese phone makers have successfully challenged the established Western companies in terms of quality as well as innovation. A further trend is the provision of services via the mobile network which offer access to information about topics such as healthcare or agriculture.

- Write a summary of the main point, including a citation.
- Introduce a quotation to show the key point, referring to the source.
- Combine the summary and the quotation, again acknowledging the source.

7 Abbreviations in citations

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

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

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

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

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

op cit.: taken from the same source as previously, but a different page.

Note that journal articles increasingly tend to use full citations, but students should still use the above in their work.

8 Secondary references

It is quite common to find a reference to an original source in the text you are reading.

For instance, if you are reading a text by Graham, you may find:

In relation to post-natal infections, Poledna (2008) points out that the rate of infection fell when midwives were literate.

You may wish to use this information from the original (i.e. Poledna) in your writing, even if you have not read the whole work. This is known as a secondary reference. If it is not possible to locate the original, you can refer to it thus:

Polenda (2008), cited in Graham (2011: 241) argued that the rate of infection fell.

You must include the work you have read in the list of references (i.e. Graham).

9 Organising the list of references

There are many software systems available (e.g. RefWorks or Endnote) that automate the making of a list of references. Using one of them not only saves time, but may also help to produce a more accurate result. Some are free and others require payment, but if you search your library website you may find one that you can access without charge.

At the end of an essay or report, there must be a list of all the sources cited in the writing. In the Harvard system, illustrated here, the list is organised alphabetically by the family name of the author. You should be clear about the difference between first names and family names. On title pages, the normal format of first name, then family name is used:

Sheila Burford, Juan Gonzalez

But in citations, only the family name is usually used:

Burford (2001), Gonzalez (1997)

In reference lists, use the family name and the initial(s):

Burford, S., Gonzalez, J.

If you are not sure which name is the family name, ask a classmate from that cultural background.

■ Study the reference list below, from an essay on the effects of age on second language learning, and answer the following questions.

REFERENCES

Bialystock, E. (1997) 'The structure of age: in search of barriers to second language acquisition', *Second Language Research* 13 (2): 116-137.

Dornyei, Z. (2009) *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press.

Flege, J. (1999) 'Age of learning and second language speech' in Birdsong, D. (ed.) *Second Language Acquisition and the Critical Period Hypothesis*. London: Lawrence Erlbaum Associates, 101-132.

Gass, S. and Selinker, L. (2001) *Second Language Acquisition: An Introductory Course*. London: Lawrence Erlbaum Associates.

Larson-Hall, J. (2008) 'Weighing the benefits of studying a foreign language at a younger starting age in a minimal input situation'. *Second Language Research* 24 (1): 35-63.

Myles, F. (nd) 'Second language acquisition (SLA) research: its significance for learning and teaching issues'. Subject Centre for Languages, Linguistics and Area Studies. www.llas.ac.uk/resources/gpg/421. Accessed 1 May 2013.

The International Commission on Second Language Acquisition (nd) 'What is SLA?' www.hw.ac.uk/langWWW/icsla/icsla.htm#SLA. Accessed 6 May 2013.

(a) Find an example of:

- (i) a book by one author _____
- (ii) a journal article _____
- (iii) a chapter in an edited book _____
- (iv) an authored undated website article _____
- (v) an anonymous webpage _____
- (vi) a book by two authors _____

(b) What are the main differences in the way these sources are referenced?

- (i) _____

- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____
- (vi) _____

Unit 1.9 Combining Sources

For most assignments, students are expected to read a range of sources, often containing conflicting views on a topic. In some cases, the contrast between the various views may be the focus of the task. This unit explains how writers can present and organise a range of contrasting sources.

1 Mentioning sources

In the early stages of an essay, it is common to refer to the views of other writers on the subject, to show that you are familiar with their work, and that your work will take their research into account.

- Read the following example, from a study of 'technology readiness' in consumers, and answer the questions below.

The extent to which consumers desire to use new technology is commonly influenced by factors such as consumer attitudes toward specific technologies (Bobbitt and Dabholkar, 2001; Curran *et al.*, 2003), the level of technology anxiety exhibited by consumers (Meuter, Ostrom, Bitner and Roundtree, 2003), and consumer capacity and willingness (Walker, Lees, Hecker and Francis, 2002). Mick and Fournier (1998) argue that consumers can simultaneously exhibit positive feelings (such as intelligence and efficacy) and negative feelings (such as ignorance and ineptitude) towards new technology. Venkatesh (2000) found that 'computer playfulness' and 'computer anxiety' serve as anchors that users employ in forming perceptions of ease of use about new technology.

- (a) How many sources are mentioned here?
- (b) What was the subject of Meuter, Ostrom, Bitner and Roundtree's research?
- (c) Which source contrasted fear of computers with playing with computers?
- (d) Which source examined the paradox of positive and negative attitudes to computers?
- (e) How many sources are cited that studied attitudes to particular technologies?

2 Taking a critical approach

It is important to compare a range of views to show that you are familiar with

different and conflicting views on a topic. This is because most subjects worth studying are the subject of debate. The two texts below reflect different views on the topic of climate change.

- Read them both and then study the extract from an essay that contrasts the two sources. Answer the questions that follow.

2.1 WHY THE EARTH IS HEATING UP

Most scientists now agree that global temperatures have risen over the last century, and that this trend is reflected in such phenomena as the melting of sea ice and the retreat of glaciers. There is a near-consensus that over the period the level of carbon dioxide (CO₂) in the earth's atmosphere has also risen, mainly as a result of burning fossil fuels such as coal and oil. The common view is that the first change is the result of the second; in other words a warmer climate has been caused by the CO₂, which has the effect of causing the heat from the sun's rays to be trapped inside the atmosphere; the so-called 'greenhouse effect'. If these theories are accepted it can be expected that temperatures will continue to increase in future as carbon dioxide levels rise, and since this will have harmful effects on agriculture and other human activities, efforts should be made to reduce the burning of fossil fuels.

(Lombardo, 2009)

2.2 DOUBTS ABOUT GLOBAL WARMING

The conventional view that global warming is caused by a rise in carbon dioxide levels has been criticised on a number of grounds. Some critics claim that the recent

period of warming is part of a natural cycle of temperature fluctuations that have been recorded over the past few thousand years. They point out that Europe experienced a warm period about 800 years ago which was unrelated to CO₂ levels. Other critics question the reliability of the basic temperature data, and maintain that the apparent rise in temperatures is caused by the growth of cities, regarded as 'heat islands'. In addition some claim that the warming is caused by a reduction in cloud cover, allowing more sunlight to reach the earth's surface. This effect, they believe, is the result of solar activity or sunspots, which are known to fluctuate on an 11-year cycle. As a result of these doubts, sceptics argue that there is no need to attempt to reduce the industrial activity that causes carbon dioxide to be produced.

(Wong, 2011)

2.3 HOW STRONG IS THE EVIDENCE FOR GLOBAL WARMING?

Lombardo (2009) puts forward the view that the significant rise in the earth's temperature over the past century is the product of increased levels of atmospheric CO₂ caused by greater use of fossil fuels. He maintains that this position is now generally agreed, and that steps should be taken to reduce future warming by restricting the output of greenhouse gases such as carbon dioxide. However, Wong

(2011) presents a range of counterarguments. She mentions evidence of historical climate change that cannot have been caused by rising levels of CO₂, and also discusses the difficulty of obtaining reliable data on temperature changes, as well as other claims that solar activity may affect the amount of cloud cover and hence temperature levels. Such uncertainty, she considers, raises doubts about the value of cutting CO₂ production.

(a) 2.3 above summarises ideas from both Lombardo and Wong. Find two examples of a summary in the extract and match them with the original text from 2.1 or 2.2.

Example:

Summary	Original
<i>. . . the significant rise in the earth's temperature over the last century is the product of increased levels of atmospheric CO₂, caused by greater use of fossil fuels.</i>	<i>There is a near-consensus that over the period the level of carbon dioxide (CO₂) in the earth's atmosphere has also risen, mainly as a result of burning fossil fuels.</i>

Summary	Original

(b) Which verbs are used to introduce the summaries?

(c) Which word marks the point where the writer switches from summarizing Lombardo to Wong?

(d) What other words or phrases could be used at this point?

3 Combining three sources

■ Read the text on climate change below, and then complete paragraph 2.3 on p. 63 titled 'How strong is the evidence for global warming?' by summarizing Lahav's comments.

THE SCEPTICAL CASE

Debate on the issues around climate change have intensified recently, since while most scientists agree that global temperatures are rising as a result of ever-higher levels of carbon dioxide in the earth's atmosphere, a minority continue to argue that the rise is insignificant, short-term or unrelated to CO₂ levels. The controversy clearly has important political and economic implications, since international agreement is needed to control the output of greenhouse gases. Climate sceptics insist that computer models are unable to handle the complexity of the world's weather systems, and so should not be used as a basis for making major decisions. Their view is that because the science of global warming is uncertain, the money that would be spent, for example, on building wind farms could be better spent on improving health and education in the developing world.

(Lahav, 2010)

4 Practice

The three texts below reflect different approaches to the topic of globalisation.

Read them all and then complete the paragraph from an essay titled 'Globalisation' mainly benefits multinational companies rather than ordinary people - discuss', using all three sources.

4.1 THE BENEFITS OF GLOBALISATION

It has been argued that globalisation is not a new phenomenon, but has its roots in the age of colonial development in the seventeenth and eighteenth centuries. However, its modern use can be dated to 1983, when Levitt's article 'The Globalisation of Markets' was published. Among the many definitions of the process that have been suggested, perhaps the simplest is that globalisation is the relatively free movement of services, goods, people and ideas world-wide. An indication of the positive effect of the process is that cross-border world trade, as a percentage of global GDP, was 15 per cent in 1990 but is expected to reach 30 per cent by 2017. Among the forces driving globalisation in the last two decades have been market liberalisation, cheap communication via the internet and telephony, and the growth of the BRIC (Brazil, Russia, India and China) economies.

(Costa, L., 2008)

4.2 GLOBALISATION - DRAWBACKS

Considerable hostility to the forces of globalisation has been demonstrated in both the developed and developing worlds. In the former, there is anxiety about the outsourcing of manufacturing and service jobs to countries that offer cheaper labour, while developing countries claim that only a minority have benefited from the

increase in world trade. They point out that per-capita income in the 20 poorest countries has hardly changed in the past 40 years, while in the richest 20 it has tripled. The markets of Western nations are still closed to agricultural products from developing countries, and while there is free movement of goods and capital, migration from poor countries to rich ones is tightly controlled.

(Lin Y., 2006)

4.3 MULTI-NATIONALS AND GLOBALISATION

Multi-national companies have undoubtedly benefited from the relaxation of the import tariff regimes which previously protected local firms, allowing them to operate more freely in markets such as India which have recently liberalised. These corporations have evolved two distinct approaches to the challenge of globalisation. Some, e.g. Gillette, have continued to produce their products in a few large plants with strict control to ensure uniform quality worldwide, while others, for instance Coca-Cola, vary the product to suit local tastes and tend to manufacture their goods on the spot. They claim that an understanding of regional differences is essential for competing with national rivals.

(Brokaw, P., 2012)

Unit 1.10 Organising Paragraphs

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

- the components of paragraphs
- the way the components are linked together
- the linkage between paragraphs in the overall text

1 Paragraph structure

- Discuss the following questions with a partner.
- What is a paragraph?
- What is the normal length of a paragraph?
- Is there a standard structure for paragraphs?
- How is a paragraph linked together?

2 Example paragraph

■ Study the paragraph below. It is from the introduction to an essay titled 'Should home ownership be encouraged?'

The rate of home ownership varies widely across the developed world. Germany,

for instance, has one of the lowest rates, at 42 per cent, while in Spain it is twice as high, 85 per cent. Both the USA and Britain have similar rates of about 70 per cent. The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries. There appears to be no conclusive link between national prosperity and the number of home owners.

This paragraph can be analysed:

1. Topic sentence The rate of home ownership varies widely across the developed world.
2. Example 1 Germany, for instance, has one of the lowest rates, at 42 per cent, while in Spain it is twice as high, 85 per cent.
3. Example 2 Both the USA and Britain have similar rates of about 70 per cent.
4. Reason The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries.
5. Summary There appears to be no conclusive link between national prosperity and the number of home owners.

This example shows that:

(a) A paragraph is a group of sentences that deal with a single topic. Dividing up the text into paragraphs helps both writer and reader to follow the argument more clearly.

(b) The length of paragraphs varies significantly according to text type, but should normally be no less than four or five sentences.

(c) Usually (but not always), the first sentence introduces the topic. Other sentences may give definitions, examples, extra information, reasons, restatements and summaries.

(d) The parts of the paragraph are linked together by the phrases and conjunctions shown in bold. They guide the reader through the arguments presented.

3 Practice A

- Read the next paragraph from the same essay and answer the questions below.

Despite this, many countries encourage the growth of home ownership. Ireland and Spain, for instance, allow mortgage payers to offset payments against income tax. It is widely believed that owning your own home has social as well as economic benefits. Compared to renters, home owners are thought to be more stable members of the community who contribute more to local affairs. In addition, neighbourhoods of owner occupiers are considered to have less crime and better schools. But above all, home ownership encourages saving and allows families to build wealth.

(a) Analyse the paragraph by completing the left hand column in the table below with the following types of sentence: Supporting point 1, Supporting point 2, Supporting point 3, Example, Main reason, Topic.

(b) Underline the words and phrases used to link the sentences together.

(c) Which phrase is used to link this paragraph to the one before?

	Despite this, many countries encourage the growth of home ownership.
	Ireland and Spain, for instance, allow mortgage payers to offset payments against income tax.
	It is widely believed that owning your own home has social as well as economic benefits.
<i>Supporting point</i>	Compared to renters, home owners are thought to be more stable members of the community who contribute more to local affairs.
	In addition, neighbourhoods of owner occupiers are considered to have less crime and better schools.
	But above all, home ownership encourages saving and allows families to build wealth.

4 Development of ideas

■ (a) The sentences below form the third paragraph of the same essay, but they have been mixed up. Use the table on p. 70 to put them in the correct order.

(i) When this burst, millions of people lost their homes, which for many had contained their savings.

(ii) These mortgages had been developed to allow higher-risk poorer families to buy their own homes, but this contributed to a property price bubble.

(iii) Many economists now argue that there is a maximum level of home ownership which should not be exceeded.

(iv) All these claims were challenged by the economic crash of 2008, which was largely caused by defaults on American sub-prime mortgages.

(v) Even households that had positive equity still felt poorer and reduced their spending.

(vi) Others were trapped in their houses by negative equity, in other words their houses were worth less than they had paid for them.

Topic sentence	<i>All these claims were challenged by the economic crash of 2008, which was largely caused by defaults on American sub—prime mortgages.</i>
Definition	
Result 1	
Result 2	
Result 3	
Conclusion	

- (b) Underline the phrase used to link the paragraph to the previous one.
- (c) Underline the words and phrases used to link the sentences together.

5 Introducing paragraphs and linking them together

In order to begin a new topic, you may use phrases such as:

Turning to the issue of...

Rates of infection must also be examined . . .

. . . is another area for consideration.

Paragraphs can also be introduced with adverbs:

Traditionally, few examples were . . .

Finally, the performance of...

Currently, there is little evidence of. . .

Originally, most families were . . .

In the example paragraphs above, each new paragraph begins with a phrase that links it to the previous paragraph, in order to maintain continuity of argument:

Despite this (*i.e. the lack of a conclusive link*)

All these claims (*i.e. arguments in favour of home ownership*)

6 Practice B

- Use the information below to write a paragraph about Bill Gates.

1955 Bill Gates was born, the second child in a middle-class Seattle family

1968 At age 13, he became interested in writing computer programmes

1975 Gates and his school friend Allen started a programming business called Micro-Soft

1980 IBM asked Microsoft to write an operating system (called MS-DOS) for its new PC

1985 Microsoft launched Windows operating system

1995 Gates became the richest man in world

2006 He stepped down from working at Microsoft to focus on his charitable foundation

7 Practice C

- Use the notes below to write two paragraphs on the subject of 'trams'. Use conjunctions to organise the paragraphs, and a suitable phrase to introduce and link the paragraphs together.

- Trams (streetcars in the USA) were first developed in the late nineteenth century
- They provided cheap and convenient mass transport in many cities
- Rail-based systems were expensive to maintain
- Fixed tracks meant that system was inflexible
- During the 1950s-1960s, many European and Asian cities closed tram systems
- Today, trams are becoming popular again
- Some cities (e.g. Paris and Manchester) are building new systems
- Trams are less polluting than cars and cheaper to operate
- Problems remain with construction costs and traffic congestion blocking tracks
- Expense of building modern tramways means that they remain controversial

Unit 1.11 Introductions and Conclusions

An effective introduction explains the purpose and scope of the paper to the reader.

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

1 Introduction contents

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

■ (a) What is normally found in an essay introduction? Look at the list below, and choose the points you think might be included.

Components	Yes/No
(i) A definition of any unfamiliar terms in the title	
(ii) Your opinions on the subject of the essay	
(iii) Mention of some sources you have read on the	
(iv) A provocative idea or question to interest the	
(v) Your aim or purpose in writing	

Components	Yes/No
(vi) The method you adopt to answer the question (or an outline)	
(vii) Some brief background to the topic	
(viii) Any limitations you set yourself	

■ (b) Read the extracts below from introductions to articles and decide which of the components listed above (i-viii) they are examples of.

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

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

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

(D) There is no clear empirical evidence sustaining a 'managerial myopia'

argument. Pugh *et al.* (1992) find evidence that supports such a theory, but Meulbroeck *et al.* (1990), Mahoney *et al.* (1997), Garvey and Hanka (1999) and a study by the Office of the Chief Economist of the Securities and Exchange Commission (1985) find no evidence.

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

(F) This study will focus on mergers in the media business between 1995 and 2010, since with more recent examples an accurate assessment of the consequences cannot yet be made.

2 Introduction structure

Not every introduction will include all the elements chosen above.

- Decide which are essential and which are optional.

There is no standard pattern for an introduction, since much depends on the type of research

you are conducting and the length of your work, but this is a common structure:

- (a) Definition of key terms, if needed
- (b) Relevant background information
- (c) Review of work by other writers on the topic
- (d) Purpose or aim of the paper
- (e) Your research methods
- (f) Any limitations you imposed
- (g) An outline of your paper

- Study the extracts below from the introduction to an essay titled 'Evaluate the experience of e-learning for students in higher education'.

(a) Certain words or phrases in the title may need clarifying because they are not widely understood:

There is a range of definitions of this term, but in this paper 'e-learning' refers to any type of learning situation where content is delivered via the Internet.

(b) It is useful to remind the reader of the wider context of your work. This may also show the value of the study you have carried out:

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

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

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

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

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

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

A range of studies was first reviewed, and then a survey of 200 students was conducted to assess their experience of e-learning.

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

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

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

The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The second part presents the methodology of the survey and an analysis of the findings, and the final section considers the implications of the results for the delivery of e-learning programmes.

The complete introduction is as follows:

EVALUATE THE EXPERIENCE OF E-LEARNING FOR STUDENTS IN HIGHER EDUCATION

There is a range of definitions of this term, but in this paper 'e-learning' refers to any type of learning situation where content is delivered via the Internet. Learning is one of the most vital components of the contemporary knowledge-based economy.

With the development of computing power and technology, the Internet has become an essential medium for knowledge transfer. Various researchers (Webb and Kirstin, 2003; Honig *et al.*, 2006) have evaluated e-learning in a health care and business context, but little attention so far has been paid to the reactions of students in higher education (HE) to this method of teaching. The purpose of this study was to examine students' experience of e-learning in an HE context.

A range of studies was first reviewed, and then a survey of 200 students was conducted to assess their experience of e-learning. Clearly, a study of this type is inevitably restricted by various constraints, notably the size of the student sample, and this was limited to students of Pharmacy and Agriculture. The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The second part presents the methodology of the survey and an analysis of the findings, and the final section considers the implications of the results for the delivery of e-learning programmes.

(225 words)

3 Opening sentences

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

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

It is important to avoid opening sentences that are over general and vague.

Compare:

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

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

- Write introductory sentences for three of the following titles.
- (a) How important is it for companies to have women as senior managers?
- (b) Are there any technological solutions to global warming?
- (c) What can be done to reduce infant mortality in developing countries?

- (d) Compare the urbanisation process in two contrasting countries.

4 Conclusions

Conclusions tend to be shorter and more varied in format than introductions. Some articles may have a 'summary' or 'concluding remarks'. But student papers should generally have a final section that summarises the arguments and makes it clear to the reader that the original question has been answered.

Analysis in academic texts

Academic texts often include sections which deal with the analysis of data. In analysing a social or political issue, the writer may need to come to/reach a conclusion about the advantages and disadvantages of a particular course of action; The writer may, for instance, conclude that the benefits outweigh the drawbacks or vice versa. An analysis may be a matter of weighing up both sides of an argument, taking into account all the relevant aspects of the issue and discussing all the points raised by the research. When analysing the results of a scientific experiment, the writer is likely to need to take account of a range of variables.

Sentences relating to analyses

The survey provided some useful insights into the problem, [points that help us to understand more clearly]

The results point to an interesting trend, [show, indicate]

On the basis of our data we would predict continuing social unrest. [say something will happen in the future]

We found that women constitute 40% of the workforce, [account for]

We began with a critical review of the literature in the field. [giving opinions]

Most of our respondents were critical of the new law. [not pleased with, negative about]

We are reaching a critical period in terms of global climate change, [very important!]

The patient is in a critical condition, [serious]

deeply critical = very negative absolutely critical = extremely important

L3 Remember how English words often have several distinct meanings. Note examples as you meet them.

■ (A) Which of the following are generally acceptable in conclusions?

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

■ (B) Match the extracts from conclusions below with the acceptable components above. Example: (a) = (vi).

(i) As always, this investigation has a number of limitations to be considered in evaluating its findings.

(ii) These results suggest that the risk of flooding on this coast has increased significantly and so further coastal development may be at risk.

(iii) Another line of research worth pursuing further is to study the importance of language for successful expatriate assignments.

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

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

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

5 Practice

■ The following sentences form the conclusion to the essay titled 'Evaluate the experience of e-learning for students in higher education', whose introduction was given above, but they have been mixed-up. Put them into a logical order (1-5).

- (a) This finding was clear, despite the agreed convenience of e-learning.
- (b) Given the constraints of the small and limited sample, there is clearly room for further research in this field.
- (c) However, our survey of nearly 200 students found a strong preference for

traditional classroom teaching.

(d) But, in general, it would appear that e-learning is unlikely to be acceptable as a primary teaching method in higher education.

(e) This study found that little relevant research on the HE student experience of e-learning has been conducted, and the research that has been reported indicates a mixed reaction to it.

Unit 1.12 Rewriting and Proofreading

In exams, you have no time for rewriting, but for coursework it is important to take time to revise your work to improve its clarity and logical development. In both situations, proofreading is essential to avoid the small errors that may make parts of your work inaccurate or difficult to understand.

1 Rewriting

Although it is tempting to think that the first draft of an essay is good enough, it almost certainly can be improved. After completing your first draft, you should leave it for a day and then reread it, asking yourself the following questions:

- (a) Does this fully answer the question(s) in the title?
- (b) Do the different sections of the paper have the right weight (i.e. is it well balanced)?
- (c) Does the argument or discussion develop clearly and logically?
- (d) Have I forgotten any important points that would support the development?

2 Practice A

As part of a module on Qualitative Research Methods, you have written the first draft of a 1,000-word paper titled: ‘What would be an acceptable number of interviews to carry out for a Master’s dissertation?’

■ Study the introduction to this paper below, and decide how it could be improved, listing your suggestions in the table.

An interview can be defined as a conversation with a definite structure and objective. It goes beyond an everyday discussion with no particular purpose. There are many possible interview situations, but all involve an interviewer and an interviewee. It is normal for the former to ask the latter direct questions, and record the answers. The questions may be prepared in advance or they may occur as the interview develops. The recording is often done on paper, but may also be done by audio or video recording. Interviews can take place anywhere, in a street, cafe, office, bar, restaurant, etc. It is hard to say how many interviews can be carried out in one

day. I personally think that two is the maximum because it can get very tiring. A lot depends on the subject being researched.

	Suggestions for improvement
(a)	
(b)	
(c)	
(d)	
(e)	

Comments on the first draft might include some of the following:

- (a) Too much space given to basic points
- (b) No references are given
- (c) Sentences are too short
- (d) Style (e.g. I personally think) not suitable
- (e) Question in title not addressed

With these points in mind, the introduction could be re-written as follows:

Organising an interview involves a series of steps (Davies, 2007), including recruiting interviewees, finding a suitable venue and writing appropriate guidelines. However, depending on the research subject, a more flexible approach can be adopted, resulting in a less structured interview (Cooper and Schindler, 2008). For a Master's dissertation, interviews must contain data relevant to the research topic, which the interviewer can later process. As King states: 'gathering a large volume of cases does not guarantee the credibility of a study' (King, 2004: 16). Most writers agree that two one-hour interviews per day are effectively the maximum for one interviewer, given the time needed for preparation and subsequent processing. Moreover, if audio or video recording is used, there is more content to be analysed, for instance in terms of facial expression. The analysis of one interview can take up to three days' work. In order to answer the question, clearly much depends on the research topic and the time the researcher has available.

3 Practice B

- Read the next section on 'Possible ethical issues raised by this kind of research'. Decide how it could be improved, and rewrite it in the box below.

Any organisation that allows researchers to interview its employees runs a big risk. The interviewees may complain about the boss or about other workers. Another danger for the researcher is that employees may feel obliged to give positive answers to questions instead of their honest opinions, because they are afraid of their bosses finding out what they really think. Also, the reputation of the organisation may suffer. I believe that researchers should make sure that this does not happen. They must make it clear why they are doing the research, and keep everyone's name secret by using false names. If this is not done, there's a good chance that the validity of the whole research project will be threatened.

4 Proofreading

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

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

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

American senate once say: 'Truth is frist casualty off war.'

Clearly, you should aim to make your meaning as clear as possible. Note that computer spellcheckers do not always help you, since they may ignore a word that is spelt correctly but is not the word you meant to use:

Tow factors need to be considered . . .

5 Practice C

- Examples of the most common types of error in student writing are shown below. In each case, underline the error and correct it.

- Factual: corruption is a problem in many countries such as Africa
- Word ending: she was young and innocence
- Punctuation: What is the optimum size for a research team
- Tense: Since 2005 there were three major earthquakes in the region
- Vocabulary: . . . vital to the successfulness of a company operating in China
- Spelling: pervious experience can sometimes give researchers . . .
- Singular/plural: one of the largest company in Asia
- Style: . . . finally, the essay will conclude with a conclusion

- (ix) Missing word: an idea established by David Ricardo in nineteenth century
- (x) Word order: a rule of marketing which states that consumers when go out shopping . . .

6 Practice D

■ The following extracts each contain one type of error. Match each to one of the examples (i-x) above, and correct the error.

- (i) Products like Tiger biscuits are well-known to kids . . .
- (ii) Both companies focus on mass marketing to promote its line of products.
- (iii) Failure to find the right coffee may lead to torment for consumers.
- (iv) . . . different researchers have differently effects on the research.
- (v) After the single European market was established in 1873 . . .
- (vi) . . . experienced researchers can most likely come over these problems.
- (vii) Firstly because, it provides them with an opportunity for borrowing capital . . .
- (viii) The company selected Budapest in Hungry for setting up its research centre.
- (ix) These cases demonstrate why companies from the rest of world are eager to . .
- (x) From 2008 to 2012 there are few cases of cholera.

7 Practice E

■ **Underline the errors in the paragraph below and correct them.**

Bicycle is one of most efficient machine ever designed. Cyclists can travel for times faster than walkers; when using less energy to do so. Various people invented early versions of the bicycle, but the first modle with pedals which was successful mass- produced was make by a frenchman, Ernest Michaux, on 1861. Later aditions included pneumatic tyres and gears. Today hundreds of million of bicycles are in use over all world.

References:

1. **David Porter CHECK YOUR VOCABULARY FOR ACADEMIC ENGLISH by A & C Black London This third edition published 2007. – 284 p.**
2. **McCarthy M., O'Dell F. Academic Vocabulary in Use Cambridge University Press, 2008. — 176 p.**
3. **Tamzen Armer Bethany Cagnol Cambridge English for Scientists Cambridge University Press 2011 <http://www.cambridge.org/elt/englishforscientists>**