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Department of English Language and Literature**

Course Title:

**Written Expression Course for Third year LMD
Students**

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Introduction

Writing is an essential skill that helps students of English language build a stronger foundation in academic communication. At university, academic expectations differ from what students were expected to do in secondary schools. The amount of work students are required to accomplish increases, teachers assign a variety of tasks and expect them to spend hours for writing specific essays or papers. The quality of their written works also varies. It is insufficient to comprehend course information and outline it on examinations. Students are required to critically interact with novel concepts through reflection, analysis, critique, inference, and discovery of fresh perspectives on a particular issue.

Examining undergraduate students' written works revealed that many of them receive low exam grades not because they lack writing ideas, but rather because of their poor and awkward English writing. Even after four semesters of university study, some students are still unable to compose a flawless English essay. As a result, it is essential that students learn the fundamentals of effective writing and cultivate a writing culture. To ensure that they have a solid understanding of academic writing and a thorough awareness of the various writing styles, students must study writing conventions and techniques as well as practice writing various essay types. They also need to learn how write accurately, fluently, and concisely. Students will be able to meet these learning goals with the aid of this writing course.

Course description

This annual course of written expression is designed for third-year licence students of English language as well as other students in the department or from other fields who want to improve their English writing. Additionally, teachers can utilize this course to prepare for written expression lectures. This course will be taught over fourteen weeks per semester, with one session per week lasting ninety minutes.

The purpose of this course is to instruct students on the fundamentals of academic writing. It provides students with the necessary course contents, models or examples to observe, and assignments for each lecture. The course consists of eleven lectures covering the fundamentals of academic writing, as well as writing techniques such as summarizing and paraphrasing, letters, reports, and various essay types. Some of these types include the argumentative, expository, descriptive, narrative, evaluative and literary analysis forms of essays. Students will be given reading materials, self-assessment exercises, and writing assignments during each course lecture to assist them meet the course's objectives. It is essential that students thoroughly

review the material of each lesson before composing and modifying their written works. The lectures are organized as follows:

Lectures One and Two provide an important overview of academic writing to help students comprehend the formal writing style, its importance, features, and aspects that are necessary for becoming a successful writer in any academic field or study.

Lecture Three attempts to teach students the technique of writing a paragraph, which is necessary for success in any type of writing. It helps students learn about the paragraph structure, topic development, coherence, and cohesiveness.

Lecture Four introduces students to the writing strategies of quoting, paraphrasing, and summarizing, which will help them incorporate the works of others into their assignments and therefore avoid plagiarism.

Lecture Five focuses on the essential components for writing an essay. This key lecture provides help on how to create an effective introduction, body paragraph, and conclusion. Furthermore, it instructs students about the different kinds of essays.

In *Lectures Six and Seven*, students will practice writing argumentative and expository essays. After being exposed to essay models, they will begin to write a whole essay based on their prior knowledge and readings.

Students move on to writing formal letters after being introduced to argumentative and expository essays. Thus, the focus of *Lecture Eight* is on providing a comprehensive explanation of what constitutes a formal letter.

Lecture Nine, Ten, and Eleven are dedicated to three different types of academic writing that are considered to be crucial for students. These types of works include critique writing, literacy analysis, and research report.

The Practice part at the end of each lecture allows students to put their newly acquired knowledge into practice in order to improve their writing abilities.

Course Objectives

All that students should be able to accomplish by the end of this course are called objectives. These goals will direct students as they go through the course contents, assist them with self-evaluation, and point out areas in which their writing habits require improvement. At the completion of the course, students should be able to:

- ✓ Understand some of the fundamentals of academic writing.
- ✓ Recognize the characteristics of various writing forms, such as expository, argumentative, descriptive, and narrative essays, reports, critiques, literary

analysis essays, letters, and so forth.

- ✓ Try the practice tasks that will allow them to exhibit their newly gained abilities on various forms of writing.
- ✓ Learn from the writing samples and relevant readings provided in lectures.

Lecture One: Introduction to Academic Style “Formality in English Writing”

Introduction

Academic writers need to be sure that their communications are written in the appropriate style. The style of a particular piece must not only be consistent, but must also be proper for the message being conveyed and for the audience. A formal research report written in informal English may be considered too simplistic, even if the actual ideas and/or data are complex. One difficulty in using the appropriate style is knowing what is considered academic and what is not. Academic style is not used in all academic settings. Academic writing is characterized as quite structured, formal, impersonal and wordy. If a writer uses the wrong level of formality or informality for a particular context, it is immediately obvious and will result in less successful communication. For example, in the case of academic writing, informal language would make the writing sound like the content is only anecdote and impression rather than the synthesis of research, analysis and critical thinking. Through this lecture, students are expected to have an idea about the features of academic writing.

1.1 Informal Writing

There are a number of language features which contribute to writing sounding informal. The main ones are listed below with examples and explanations.

Language features	Examples and explanations
<p>Inclusion of personal pronouns: I think you’ll agree with me, such as I, we, you, our, etc.</p> <p>Inclusion of verbs which show the writer or speaker’s feelings.</p>	<p>Personal pronouns such as “I” establish a more personal and subsequently informal tone because the reader is aware of the writer’s presence in the text. Similarly, the pronoun “you” draws the reader into the text.</p> <p>“I disliked Prosser’s conclusion”.</p>

<p>Use of colloquial expressions.</p> <p>Use of everyday language.</p> <p>Use of strong arguments and emotive language.</p> <p>Use of rhetorical questions.</p>	<p>Clear expressions of personal feelings make the reader aware of the writer's presence.</p> <p>“So far the human resources manager is turning a blind eye to the problems”. Colloquial expressions are typically used in less formal contexts such as conversations with friends.</p> <p>“Retirement is something most of us must face sooner or later”. As with colloquial expressions, everyday language typically occurs in less formal contexts.</p> <p>“Age can never be totally irrelevant”. Emotional arguments are persuasive and subjective. These factors result in a less formal and objective text.</p> <p>“What on earth has this got to do with the topic?” Rhetorical questions invite a response from the audience. This reduces the distance between writer and reader.</p>
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1.2 Formal Writing

So far we have identified a number of language features which contribute to a text sounding informal. As academic writing is considered formal and objective, the previously identified language features are typically absent from successful academic texts. What language features then contribute to the ‘formality’ of academic English? The main ones are listed below:

For example, the phrase “we had a really good day” has a variety of references and interpretations. This type of vague sentence leaves your reader with questions.

<i>Really Good</i>	Is it lucky? fun? moving quickly? <i>productive day? lucky day? restful day? rewarding day? eventful day? sunny day.</i>
<i>Day</i>	vacation day or work day? Are you talking about the weather? Is it a good day with friend or alone?

- **Concise language:** This means that language should be brief and to the point. In a concise composition, a great deal is conveyed in just a few words. Concise writing is generally free of repetition and needless details. Writing that is not concise is “wordy,” “redundant”, “repetitive” and tends sometimes to be “irrelevant”. Getting to the point promptly can help you become a clearer thinker and a more engaging writer.

Example: *Because a great many of the words in this sentence are basically unnecessary, it would really be a very good idea to edit somewhat for conciseness.*

Revision: *Because many of the words in this sentence are unnecessary, we should edit it.*

Here are some tips to help you write concisely:

1. Eliminate redundant pairs: e.g. full and complete, each and every, hopes and dreams, first and foremost, true and accurate, always and forever. *e.g. Many uneducated citizens who have never attended school continue to vote for better schools.* A phrase that repeats itself—like "true fact," "twelve noon," "I saw it with my own eyes"

e.g.: For each and every book you purchase, you will receive a free bookmark.(13 words)

Revision: *For every book you purchase, you will receive a free bookmark.(11)*

2. Delete unnecessary qualifiers: Common qualifiers include: actually, really, basically, probably, very, definitely, somewhat, kind of, extremely, practically.

e.g.: Because a great many of the words in this sentence are basically unnecessary, it would really be a very good idea to edit somewhat for conciseness. (27words)

Revision: *Because many of the words in this sentence are unnecessary, we should edit it.(14 words)*

3. Identify and reduce prepositional phrases: Overuse of prepositional phrases (which begin with words like “in,” “for,” “at,” “on,” “through,” and “over”) can make a sentence clunky and unclear.

e.g: *The reason for the failure of the basketball team of the University of North Carolina in the Final Four game against the team from Kansas was that on that day and at that time, some players were frequently unable to rebound the ball. (43words)*

Revision: *UNC’s basketball team lost the Final Four game against Kansas because it could not consistently rebound the ball. (18 words)*

4. Locate and delete unnecessary modifiers: Sometimes the meaning of a word or phrase implies its modifier, making the modifier unnecessary.

e.g: *Do not try to anticipate in advance those events that will completely revolutionize society (14 word). In this example, “anticipate” already implies that something is in advance, and “revolutionize” already implies that something will be completely changed.*

Revision: *Do not try to anticipate revolutionary events.(7 words)*

5. Replace a phrase with a word:

e.g: *In the event that going out for the purpose of eating with them cannot be avoided, it is necessary that we first go to the ATM, in light of the fact that I am out of cash.*

Revision: *If we must go out to eat with them, we should first go to the ATM because I am out of cash.*

6. Identify negatives and change them to affirmatives: Expressing ideas in negative form means you must use an extra word; it also makes readers work harder to figure out your meaning.

e.g: *If you do not have more than five years of experience, do not call for an interview if you have not already spoken to human resources.*

Revision: *Applicants with more than five years of experience can bypass human resources and call for an interview.*

1.4 Moving from Informal to Formal Writing

When editing your university assignments, you should check your work for its level of formality. However, this is not just a matter of pinpointing and removing all the personal pronouns such as ‘I, we’, rhetorical questions, colloquial language, etc. When shifting your work from an informal style to a more formal one, you often need to change the distribution of information at sentence level, and perhaps reorganize the whole paragraph. These are some points you should take into consideration for writing in a formal style:

1. Longer/More Complex Sentences

Punctuation, proper grammar, and correct sentence structure are very important. A formal sentence you might see in an academic journal:

Research has shown that learning a second language, in addition to leading to expanded career and social opportunities, can also expand the reasoning capability of the brain, although this finding is disputed by some scientists.

A less formal way to express the same idea:

Learning another language can improve your career and social life. Some people also say it can make you smarter, but others disagree.

2. Larger and Less Common Words

A formal sentence you might see in an economic report:

The economy is currently quite robust; nevertheless, some specialists predict an imminent recession.

A simpler, less formal way to say the same thing:

The economy is very strong right now, but some specialists say we'll have a recession soon.

Some less formal words and their formal equivalents:

Less formal:	More formal:
help (n.)	assistance
buy	purchase
need	require
get	obtain
next/later	subsequently
also/plus	moreover
whole	entire
enough	sufficient

3. Avoid Phrasal Verbs

The price ~~went up~~.

The price rose/increased.

The problems have ~~come back.~~

The problems have returned.

We will ~~cut down on~~ spending.

We will reduce spending.

4. Avoid Contractions

I'm, you're, can't, don't, wasn't, it's...

~~They're manufactured in China.~~

They are manufactured in China

The shipment ~~won't~~ arrive

The shipment will not arrive

~~We'd like to inform you...~~

We would like to inform you...

What about this? – **The company's employees**

This is OK to use in formal English because ('s) is a possessive, NOT a contraction! It means "The employees of the company."

5. No Idioms, Slang, Text Speak

Idiom: The software is a piece of cake.

The software is extremely easy to use.

Slang: A million bucks in profit.

A million dollars in profit.

Text speak: Tks & we look 4ward 2 meeting u.

Thanks, and we look forward to meeting you.

Also avoid shortened words:

The ~~info~~ was incomplete.

The information was incomplete.

The results have arrived from the ~~lab.~~

The results have arrived from the laboratory.

fruits and ~~veggies~~

fruits and vegetables

6. Use the More Appropriate Formal Negative Forms.

not. . . any →no

not. . . much...-→little

not. . . many →few

The analysis *didn't* yield **any** new results. --- The analysis yielded **no** new results.

The government *didn't* allocate **much** funding for the program. --- The government allocated **little** funding for the program.

This problem *doesn't* have **many** viable solutions. ---This problem has **few** viable solutions.

7. Limit the Use of "Run On" Expressions, Such as "and So Forth" and "Etc."

These semiconductors can be used in robots, CD players, *etc.*

These semiconductors can be used in robots, CD players, *and other electronic devices.*

8. Avoid Addressing the Reader as "you" (except, of course, if you are writing a textbook).

You can see the results in Table 1.

The results can be seen in Table 1.

9. Limit the Use of Direct Questions.

What can be done to lower costs? ---;

We now need to consider what can be done to lower costs. *Or* We now need to consider how costs may be lowered.

10. Place Adverbs within the Verb.

Adverbs often are placed mid-position rather than in the initial or final positions. In informal English, adverbs often occur as clauses at the beginning or end of sentences.

Then the solution can be discarded. ---;. The solution can **then** be discarded.

The blood is withdrawn **slowly**. ---;. The blood is **slowly** withdrawn.

Lecture Two: Considerations in Academic writing (Audience/organization/Purpose/flow)

Introduction

Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing you do when you write stories. It is also different from personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family. Creative writing and personal writing are informal, so you may use slang, abbreviations, and incomplete sentences. However, academic writing is formal, so you should not use slangs or contractions. Also, you should take care to write complete sentences and to organize them in a certain way. Academic writing in English is probably different from academic writing in your native language. The words and grammar and also the way of organizing ideas are probably different from what you are used to. In fact, the English way of writing may seem clumsy, repetitive, and even impolite to you. Just remember that it is neither better nor worse than other ways; it is just different.

Having a clear sense of audience, purpose, organization, style, flow and presentation considerations is important for becoming a good writer in your field or discipline.

2.1 Organization

Academic writing follows a standard organizational pattern. For academic essays and papers, there is an introduction, body, and conclusion. Each paragraph logically leads to the next one. Each body paragraph has one main point to support the thesis, which is named in a topic sentence. Each point is then supported in the paragraph with logical reasoning and evidence. Each sentence connects to the one before and after it. The readers do not have to work to find the connection between ideas. The conclusion summarizes the paper's thesis and main points and shows the reader the significance of the paper's findings.

Information is presented to readers in a structured format. Even short pieces of writing have regular, predictable patterns of organization. You can take advantage of these patterns, so that readers can still follow, even if you make errors.

2.2 Audience

Audience is another way to refer to your readers. Even before you write, you need to consider your audience. The audience for most graduate students will be an instructor, who is presumably quite knowledgeable about the assigned writing topic. To be successful in your

writing task, you need to have an understanding of your audience's expectations and prior knowledge, because these will affect the content of your writing.

Audience, purpose, and strategy are typically interconnected. If the audience knows less than the writer, the writer's purpose is often instructional (as in a textbook). If the audience knows more than the writer, the writer's purpose is usually to *display* familiarity, expertise, and intelligence. The latter is a common situation for the graduate.

The first step to writing academically is to clearly define the purpose of the writing and the audience or reader. In general, most formal academic writing at university is set by, and written for, an academic tutor or assessor, and there should be clear criteria against which they will mark your work. You will need to spend some time and thought deciding how to tackle your assignments and what content and approach is going to be most appropriate.

2.3 Purpose

Purpose is your reason for writing. Are you writing to persuade, to explain, or to issue a call to action? Perhaps you have more than one purpose. Understanding your reason for writing will help you to choose an appropriate voice.

2.4 Flow

Another important consideration for successful communication is flow—moving from one statement in a text to the next. Naturally, establishing a clear connection of ideas is important to help your reader follow the text. Flow can apply within individual paragraphs and between different paragraphs.

2.4.1 Within Paragraphs:

Highlighting or emphasising a point	Changing direction or creating a comparison	Adding a similar point
<i>Importantly, In fact, importantly, Furthermore, It is also important to highlight,</i>	<i>However, In contrast, On one hand, In comparison, Compared to, Another point to consider is,</i>	<i>Similarly, Likewise, Again, Also,</i>

Summarising	Being more specific	Giving an example
<i>Finally, Lastly, In conclusion, To summarise, In summary, Overall, The three main points are,</i>	<i>In particular, In relation to, More specifically, With respect to, In terms of,</i>	<i>For instance, For example, this can be illustrated by, namely, such as,</i>
Acknowledging something and moving to a different point	Following a line of reasoning	
<i>Although, Even though, Despite, Notwithstanding,</i>	<i>Therefore, Subsequently, Hence, Consequently, Accordingly, As a result, As a consequence, To this end,</i>	

2.4.2 Between Paragraphs

“Flow” can also be applied to the connections between paragraphs. Each body paragraph should discuss only one major point. However, each body paragraph must also be different from the other paragraphs. Its major point should be *unique*.

The unique point of each paragraph should be identified before you begin writing: This is the most important part of the planning stage. You might be discussing several aspects of the answer, or analyzing it from different perspectives. You might be following it chronologically, or presenting one side and then the other.

If a paragraph flows well from point to point, it should be obvious to the reader when you move from one point to another. The signpost words described above can also be used between paragraphs, to indicate the *transitions* from one sub-topic to another. For example, if you are analyzing one study and then comparing it to another in a later paragraph, a transition would use a word or phrase from the “changing direction or creating a comparison” list:

In contrast to the conclusion drawn by Smith (2004), Nguyen (2006) showed that the connection between the factors was not causal in most circumstances.

- Transitions show the reader the “movement” between paragraphs:
- They show that they follow a logical order and build on each other.
- They can also show the reader how the paragraphs reconnect with the overall topic of the essay as described in the thesis statement.

If you cannot identify the movement from one paragraph to another, you may need to return to the plan to see if they are actually unique. If your paragraphs jump over important points, repeat themselves, or leave gaps in the explanation, this will also undermine the flow of the essay.

2.4.3 How to achieve flow:

A variety of methods create stronger flow, or coherence.

- Create an outline to help determine where key points.
- Write topic sentences and conclusions for each paragraph.
- Include transitional words and phrases to indicate the relationships between connected ideas. Repeat important words and phrases throughout the essay.

- Clear, concise wording. Clear and concise wording also creates flow. Take this sentence:

Online education, which means education in an online format where you are not face-to-face with your teacher or classmates, can help a student become more proficient in their area of expertise or field, which in turn can also help a student show leadership skills and receive a promotion or recognition for his/her good work at their job.

That's a long one. Note all the phrases and ideas stacked on top of one another that the reader must navigate. Instead, I could have easily said:

Online education helps students become proficient in their field, which can result in recognition for students in the form of a promotion.

- **Varied wording and sentence structure:** Avoiding repetition creates flow by getting readers interested in your ideas and in the way you talk about your ideas.
- **Use this technique: *this* + Summary Word**

Another way to maintain flow is to use *this/these* + a noun to join ideas together. Consider the following sentences.

1. *ESL lecturers know that students need to understand the differences between formal and informal language. However, this understanding cannot usually be acquired quickly.*

2. *In recent years, the number of students applying to Ph.D. programs has increased steadily, while the number of places available has remained constant. This situation has resulted in intense competition for admission.*

The phrases in italics contain a summary noun or word that refers back to the idea in the previous sentence. These phrases *summarize* what has already been said.

2.4.4 Cohesion & Coherence:

Coherence – Semantic Property

Coherence is a quality of a piece of text that makes it meaningful in the minds of the readers. When the text begins to make sense on the whole, it is said to be coherent. If the readers can follow and understand a text easily, it obviously has coherence. Coherence can be achieved through the use of titles, subtitles, paragraphing, formatting, logical ordering, etc.

Cohesion – Flow of a Text

Cohesion can be thought of as glue sticking different parts of furniture so that it takes the shape the writer wants it to give. Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. In short, the links that stick different sentences and make the text meaningful can be thought of as cohesion in the text. Establishing connections between sentences, sections, and even paragraphs using synonyms, adverbials, conjunctions, etc. is what brings cohesion in a text.

Cohesion & Coherence	Cohesion with NO Coherence	Coherence with NO Cohesion
<p>"My favourite colour is blue. I like it because it is calming and it relaxes me. I often go outside in the summer and lie on the grass and look into the clear sky when I am stressed. For this reason, I'd have to say my favourite colour is blue."</p>	<p>Now, here is a sentence that has cohesion but is not coherent.</p> <p>"My favourite colour is blue. Blue sports cars go very fast. Driving in this way is dangerous and can cause many car crashes. I had a car accident once and broke my leg. I was very sad because I had to miss a holiday in Europe because of the injury."</p>	<p>"My favourite colour is blue. I'm calm and relaxed. In the summer I lie on the grass and look up."</p>

Practice

The following tasks are adapted from “Academic writing for graduate students: essential tasks and skills (Michigan Series in English for Academic & Professional Purposes)” by Swales and Feak.

Task 1: Choose a verb from the list that reduces the informality of each sentence. Note that you may need to add tense to the verb.

assist - reduce – create- investigate- raise- establish –increase - determine - fluctuate - eliminate

1. Expert Systems can *help out* the user in the diagnosis of problems.
2. This program was *set up* to improve access to medical care.
3. Research expenditures have *gone up* to nearly \$350 million.
4. The use of optical character readers (OCRs) should *cut down* the number of problems with the U.S. mail service.
5. Researchers have *found out* that this drug has serious side effects.
6. Building a nuclear power plant will not *get rid of* the energy problem completely.
7. Researchers have been *looking into* this problem for 15 years now.
8. This issue was *brought up* during the investigation.
9. Engineers can *come up with* better designs using CAD.
10. The emission levels have been *going up and down*.

Task 2: Reduce the informality of each sentence by substituting a single verb for the one in italics.

1. The implementation of computer-integrated-manufacturing (CIM) has *brought about* some serious problems.
2. The process should be *done over* until the desired
3. Plans are being made to *come up* with a database containing detailed environmental information for the region.
4. Subtle changes in the earth's crust were *picked up* by these new devices.
5. Proposals to construct new nuclear reactors have *met with* great resistance from environmentalists.

Task 3: Which of the underlined words would be more suitable for an academic paper?

1. The government has made good/ considerable progress in solving environmental problems.
2. We got/ obtained encouraging results.
3. The results of *a lot of I numerous* different projects have been pretty good/encouraging.
4. A loss of jobs is one of the things that will happen/consequences if the process is automated.

Task 4: Supply a more academic word or phrase for the one *in italics* in each sentence.

1. The reaction of the officials was *sort of negative*.
2. The economic outlook is *mighty nice*.
3. The future of Federal funding is up *in the air*.
4. America's major automakers are planning *to get together* on the research needed for more fuel efficient cars
5. The resulting competition between countries is *good*.
6. The economy is affected by *things* that happen outside the country.
7. She was *given the sack* because of her poor record.
8. The examination results were *super*.

Task 5: Suggest alternatives to the following to avoid use of personal language.

1. In this essay, I will discuss the main differences between the English and Scottish legal systems.
2. I have divided my report into five sections.
3. I will conclude by proposing that all drugs should be legalized.
4. The opinion of the present author in this essay is that the importance of the monarchy should be reduced.
5. In the third part of the essay, we will look at the reasons for public hysteria over the SARS virus
6. Although I am not an expert in the field, I have tried very hard to understand the main ideas.

Task 6: Revise these sentences to state their meaning in fewer words.

1. There are several studies in epidemiology that have shown that when people consume alcohol in moderate amounts they have a lower risk of developing heart disease in comparison to those people who drink a lot of alcohol. (38)
2. At this point in time we can't ascertain the reason as to why the screen door was left open. (20)
3. Many uneducated citizens who have never attended school continue to vote for better schools. (15)
4. In spite of the fact that Bradley Hall is regularly populated by students, close study of the building as a structure is seldom undertaken by them. (27)
5. He dropped out of school on account of the fact that it was necessary for him to help support his family. (22)
6. It is expected that the new schedule will be announced by the bus company within the next few days. (19)
7. There are many ways in which a student who is interested in meeting foreign students may come to know one. (21)
8. It is very unusual to find someone who has never told a deliberate lie on purpose. (17)
9. Trouble is caused when people disobey rules that have been established for the safety of all. (17)
10. The subjects that are considered as the most important by students are those that have been shown to be useful to them after finishing their university studies. (28)

Lecture Three: Paragraph

Introduction

Most pieces of writing require more than one paragraph. Mastering the art of writing a paragraph is essential to succeed in any form of writing, whether it is a letter, a report, or a newspaper article, since all longer pieces contain a series of related paragraphs. In these longer pieces of writing, paragraphs generally introduce new ideas to develop the central theme. The division into paragraphs also prevents boredom as it provides a physical break on the page. The aim of this lecture is to help you in a systematic manner to write good paragraphs. We shall introduce you to the elements that go into the organization of a good paragraph, such as:

- (i) *the topic sentence*
- (ii) *the development of the topic*
- (iii) *connection between the sentences*
- (iv) *the use of transitional devices*

3.1 The Topic Sentence

A paragraph is a piece of writing which is unified by a central, controlling idea or theme. This idea or theme is called *the topic of the paragraph*. It is sometimes expressed at some place in the paragraph by one sentence which is usually called the topic sentence. This topic sentence may be a statement, a generalization or a problem. This sentence is most frequently found *at the beginning of the paragraph*, but can sometimes come at the end or even in the middle of the paragraph. Very often there may not be a topic sentence at all, but it may be implied within the paragraph. However, at this stage, it may be useful for you to develop your paragraph by writing out your topic sentence.

In most forms of university writing, the paragraph is a key element. Paragraphs should be *conceptual units*, in that each paragraph focuses on one central concept or theme, as well as *visual units*, in that each paragraph is clearly separated from another, either with extra line spacing or indentation. Paragraph structure is demonstrated in the following table (adapted from Oshima and Hogue, 1991, p. 34; 2007, p. 147):

Table 1: Paragraph structure and development

First sentence (Topic)	Introduces the main topic of the paragraph.
A. First supporting point	An explanation, or expansion of the main idea.
B. Second supporting point	Further expansion of the main idea – for example, evidence from your reading that supports your explanation.
C. Third supporting point	This may include further evidence, an example, or other detail.
D. Concluding sentence	Restatement or summary of main points or a final comment. (<i>Concluding sentences for body paragraphs are not always appropriate or necessary.</i>)

The number of supporting points (A, B, C) will, of course, vary from paragraph to paragraph.

Example 1: Topic Sentence at the Beginning

The vast majority of people, wherever they live and whatever their occupation come in contact with animals in one way or another and have to deal with them. It is obvious that the hunter has to know the ways of his quarry, the farmer must be aware of the habits of his farmyard animals and of creatures that damage his crops; the fisherman must know when and where to find his fish and how to outwit them. Even the modern city dweller meets animals. He may want to ward off the roaches in his kitchen or he may keep a dog or a bird and grow familiar with the way his pet behaves. All over the world, among primitive tribes as well as in the modern society, there are those who delight in the observation of animals, and there is a growing awareness of the fact that sharing our world with our fellow creatures is like traveling together – we enjoy being surrounded by other beings who, like ourselves, are deeply absorbed in the adventure of living. There is a growing sense of marvel and affinity. (*From Niko Tinbergen (ed). 'An infant science' in Animal Behaviour Time-life Books.*)

Beginning a paragraph with a topic sentence helps both the writer and the reader. As a writer, you will have less difficulty in constructing a unified paragraph because you will relate every sentence to the topic sentence and the central idea it expresses. Your reader will know immediately what the paragraph is about because the opening sentence states the central idea.

Example 2: Topic Sentence at the End

In the year 1830, a French official unearthed, in the valley of the Somme, strange implements of flint now recognized as weapons with which the men of the Old Stone Age made war. With these modest tools of death, it seems, Neanderthal men from what is now Germany, and Cro-Magnon men from what is now France, fought fifty thousand years ago for the mastery of the continent, and after a day of lusty battle, left perhaps a score of the dead on the field. Twenty years ago modern Germans and modern Frenchmen fought again in that same valley for that same price, with magnificent tools of death that killed ten thousand men in a day. *One art alone has made indisputable progress in history and that is the art of war.* (*Adapted from Will Durant: 'why Men Fight'*)

Placing the topic sentence at the end or in the middle is a more difficult skill. The advantage in having it at the end is that all the sentences build up to this topic sentence and the conclusion becomes more effective.

Self-Assessment Exercise: 01

The topic sentence of the paragraph below is hidden somewhere within the paragraph. Find it and place it in the correct position.

During its early weeks, it depends almost completely upon her, and she, in turn, fastens her attentions upon it, although from time to time she will allow the other females to hold and fondle it. Sheltered by its mother, the growing infant gradually widens its contact with the outside world. Though its first week is spent sleeping and nursing, by its second, it is already stumbling about and being restrained by a yank of the tail or leg. Nothing could be more important to the development of an infant Indian langur than its relationship with its mother. At four weeks, on unsteady feet, it ventures forth and discovers the world or at least that part of it within a save three or four feet of its mother.

Self-Assessment Exercise: 02

Is there a topic sentence in the following paragraph? Underline it, if it is there. If you do not find a topic sentence, state the main idea of the paragraph in your own words.

Men have cleared away forests to make fields for growing crops. They have moved mountains to make room for roads and cities. They have built huge dams across rivers to turn valleys into lakes, and they have built dykes to push back the sea and create more dry land to live on. Once everyone cheered at the progress that man made in changing his environment like this, but now many people are worried by the problems that such changes can bring. When the Aswan Dam was built across the River Nile in Egypt, it was meant to help the farmers by giving them water when they needed it. Unfortunately, people did not realize that much of the nourishing food for plants in the river would be trapped by the dam, so the farmers' crop would suffer. Also, hundreds of kilometres away at the mouth of the River Nile, less fresh water pours into the Mediterranean Sea. This means that the sea will become more salty and fewer fish will be able to live in it. When this happens, people who catch fish for their living will suffer. (*From Govil, M. and Subramaniam V. (eds.) Explorations, Madhuban Educational Books.*)

3.2 Developing the Topic

In order to develop the central theme of a paragraph, you have to expand the idea contained in the topic sentence. This can be done by adding more information, explanation, examples, illustrations, etc. to the idea expressed in the topic sentence. If you read the paragraph given under example 1 again, you will notice that this paragraph is developed mainly by adding examples.

Analysis of the Paragraph

Topic Sentence: “The vast majority of people, wherever they live and whatever their occupation, come in contact with animals in one way or another and have to deal with them.”

2. Examples Given to Develop the Paragraph:

- (i) the hunter
- (ii) the farmer
- (iii) the fisherman
- (iv) the city dweller.

3. Summing up: This is done by stating that there is a common bond between man and other creatures.

Self-Assessment Exercise: 03

In the following exercise, we have given you a topic sentence, the title, as well as some notes which might help you develop a paragraph. As you develop your paragraph, use only those points which will support the topic sentence and leave out the rest. Your paragraph should not be more than 100 words.

The secret of the Cockroach’s Survival

Topic Sentence: The cockroach is one of the earth’s oldest creatures, older than even the dinosaurs.

- (i) survived because it can live anywhere
- (ii) from coldest to warmest climate
- (iii) city as well as forest
- (iv) cockroach is a clean insect
- (v) can eat anything, including flower buds, paint, soap, wood
- (vi) some species are large, others are small
- (vii) can even live without food and water for months
- (viii) usually black or brown in colour
- (ix) keeps off predatory animals because of dirty smell from the scent glands

3.3 Coherence

An effective paragraph requires more than a topic sentence and supporting details: it must also be coherent. In a coherent paragraph, the writer takes the reader logically and smoothly from one idea to the next. The reader must clearly recognize that one sentence logically leads to the next.

Self-Assessment Exercise: 04

The following sentences go together to form a complete paragraph but they are in the wrong order. Keeping in mind the idea of coherence, put them in the right order.

- (a) When the box is removed, the ant will not continue on its former course, but will start off rapidly in a new direction.
- (b) This can easily be demonstrated by a simple experiment.
- (c) Place a light-tight box over an ant carrying food back to its nest, and keep it imprisoned for a few hours.
- (d) This new route will differ from the old by exactly the angle that the sun has shifted across the sky during the time the ant was imprisoned.
- (e) Many insects rely upon the direction of the sun's rays as a sort of compass.

3.4 Transitional Devices

Another technique which brings coherence in a paragraph is the use of transitional devices between sentences. These are words/phrases that help a writer move smoothly from one sentence to the next and show the logical relationship between sentences. We shall give you an example of what these transitional devices are and how they can be used. The transitional devices in example 3 are printed in *bold type*.

Example 3

Man has been able to spread across the earth so widely for four main reasons. **Firstly**, he is a terrestrial animal not restricted to the forest. **Secondly**, he can cross any natural barriers such as deserts, oceans and mountains. **Moreover**, he can live on a very wide variety of food. **Most important of all**, he has developed culture; he has learned to make clothes and build fires which allow him to live in climates where he would otherwise perish. To a large extent, he shares some of these advantages with the monkeys. They *too* can move over unforested land. They, *too* can cross some natural barriers as they have the ability to swim. And they, *too*, can digest many kinds of food. Thus, a single species of baboon has spread across Africa from Dakar in the west to Ethiopia in the east, and south all the way to the Cape of Good Hope. **Similarly**, Macaques have done at least as well. One species, the rhesus macaque, is equally at home in the forest, in open cultivated fields, and inside heavily populated cities. (*From Elmerl S. and De Vors. I. (eds.) The 'Monkey's Success in the Trees' in The Primates. Time-Life Books.*)

As you have seen, transitional devices are like **signposts** in a paragraph. They enable us to follow the writer's line of thought by showing us how one sentence relates to another. In example 3, the words/phrases *firstly*, *secondly*, *moreover*, *most important of all* indicate the four

main reasons why man has been able to spread so widely across the earth. *Most important of all* also shows that some reasons are more important than others. *Too* indicates that monkeys also share man’s characteristics. *Similarly* shows the relationship between the macaques and the baboons. The following list includes other words and phrases that function as transitional devices.

Table 02: “Signposts” and their function (Compiled from sources including Bright [2002] and Bate and Sharpe [1996].)

To add to a point already made; or to introduce a new point also:
Moreover; further; furthermore; again; what is more; then again; in addition; following this; besides; above all; too; as well (as); subsequently; consequently; as a consequence; in the meantime; neither ... nor; not only ... but also; similarly; correspondingly; in the same way; indeed; in fact; really; in reality; as for; as to; in respect to; respecting; in regard to; regarding.
To reinforce a point, or state it in a different way:
In other words; that is to say; to put it (more) simply; with this in mind; in view of this.
To indicate stages in a process:
First; second; third; to begin with; next; following this; another; in addition; concurrently; simultaneously; meanwhile; in the meantime; moreover; subsequently; consequently; before that; earlier; previously; by that time; at last; after that; at length; finally; in conclusion; to conclude.
To explain; to introduce an example:
That is to say; in other words; for example; for instance; namely; an example of this is; as in the following examples; such as; particularly; in particular; especially; notably; chiefly; mainly.
To show cause and effect:
Therefore; accordingly; as a result; from this it can be seen that; it is evident; because of this; thus; hence; for this reason; owing to; this suggests that; it follows that; it must then follow that; in other words; otherwise; in that case; this implies; unfortunately.
To show concession:
Admittedly; after all; all the same; at any rate; granted; however; in any case; in spite of; it is true that; nevertheless; still; to be sure.
To show conditions:
In this event; in these circumstances; this being so; provided that; in spite of; nonetheless; nevertheless; at the same time; even if; unless; otherwise; although; even though; despite; possibly; probably; apparently; presumably.
To compare/contrast:
In contrast; in comparison; on the one hand; on the other hand; here again; in the same way; conversely; on the contrary; alternatively; although; neither ... nor; however; instead; in spite of; despite; otherwise; rather than; still; yet; yet again.

To emphasise, show conviction:
After all; at least; evidently; certainly; conceivably; conclusively; doubtless; no doubt; surely; undoubtedly; unfortunately.
To sum up; to conclude:
Therefore; my conclusion is; in short; in conclusion; to conclude; in all; on the whole; to summarise; to sum up; in brief; altogether.
To show time-frame:
Now; since that time; during the past decade; at the same time; concurrently; during the 1960s; from the beginning of the 20th Century.

Self-Assessment Exercise: 05

In the following paragraph, the transitional words and phrases are missing. Fill in the gaps by choosing the most appropriate words/phrases from the list given below:

Despite also but however yet in the future

Of all the sea's possibilities for man's future, the greatest may be its promise of an important increase in the world's food supply. Square mile for square mile, the sea is estimated to be more productive than the land ...**(i)** ... at present, the oceans supply only one or two per cent of man's food ...**(ii)** ... all that he is learning about the sea, man's relationship to it is still primitive; he is a hunter rather than a harvester ...**(iii)** ..., along some coasts, oyster growers set out beds of oysters and fence out the oyster's enemies to increase the yield ...**(iv)** ..., in the Philippines, Indonesia, Japan and China, people already grow fish and prawns in fresh water ponds ...**(v)** ... this is just a beginning ...**(vi)** ..., to meet the great needs of a rapidly expanding world population, man will have to farm the sea as he has for so long farmed the land.

Further Notes

Does each paragraph have one main idea and is it expressed clearly in a topic sentence?

A topic sentence states the central idea of the paragraph clearly. The topic sentence is generally, but not always, the first sentence in the paragraph so it is very clear what the main idea is. The topic sentence acts as a signpost to your readers, letting them know the direction the essay is now taking. For example:

The first and most important reason for the American Revolution was dissatisfaction with taxation by the British without representation.

□ **Are all sentences in the paragraph relevant to the main idea?**

Check that all of your sentences support the topic sentence and are relevant to the development of the point. Delete any sentences which may be relevant to the general topic but not strictly relevant to the idea you are developing.

□ **Is there a set length to a paragraph?**

In short, no. A paragraph is an 'idea unit', not a unit of length, so the length of the paragraph is consistent with the relative importance of the idea. Paragraph length is always determined by the relative complexity and importance of its main point. However, a series of 'short' paragraphs (less than 2-4 sentences) may give the impression that you have not adequately developed or substantiated the topic. Short paragraphs are best used to announce a transition; a change of subject or approach, or to explain how the following part of the essay is organised. Paragraphs as a rough guide, *generally* average **around 10-12 lines** in a Word document.

□ **Is there a set length to a sentence?**

Again, no, but there are some guidelines that can be helpful. The average sentence length is 15-25 words (**about 2-3 lines** in a Word document). Sentences shorter than 15 words are fine, and can have an emphatic effect, but keep in mind that too many short sentences gives your writing a 'choppy' feel to it. At the same time, don't feel you have to write long, highly complex sentences. Sentences over 25 words are OK, but anything longer than 35 is becoming too long. Consider breaking long sentences up; idea control is lessened the longer the sentence goes.

Practice

Write a short paragraph “topic Sentence, supporting sentences and concluding sentence” for one the following topics:

- (i) *Education should be free for all.*
- (ii) *Life in the Town is better than Life in the City.*
- (iii) *The Food I like Best.*
- (iv) *Why must I Fail.*
- (v) *To Err is Human.*

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Lecture Four: Paraphrasing, Summarizing and Quoting

Introduction

Much of the work you produce at university will involve the important ideas, writings and discoveries of experts in your field of study. The work of other writers can provide you with information, evidence and ideas, but must be incorporated into your work carefully. Quoting, paraphrasing and summarizing are different ways of including the works of others in your assignments. Each of these methods, combined with the correct use of a referencing system, will help you to avoid the risk of **plagiarism**.

4.1 Definition

Quotations must be identical to the original text, using a narrow segment of the source (Bowker, 2007). They must match the source document word for word and must be attributed to the original author 'Citation'.

Paraphrasing involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. The paraphrase should be clearer and more easily understood than the original and is often about the same length.

Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material (Bowker, 2007).

How can these skills improve your writing?

- **Clarity:** Experts in the field may often be able to say things in a more specific, precise way than you.
- **Authority:** A good essay will build on the work of experts in the field. Also, you need to demonstrate that you have a good overall understanding of the topic, and that you are considering the issues from all angles.
- **Support:** A good balance of theory and evidence is required in academic writing. Published works can add relevant support to your own thoughts and reflections about a particular subject.

4.2 Quoting

Quoting involves using someone else's words (spoken or written) exactly as they appear in their work, and is clearly identified by the use of quotation marks. You need to quote:

- to show that an authority supports your point.
- to present a position or argument to critique or comment on.
- to present a particularly well-stated passage whose meaning would be lost if paraphrased or summarized.

Quotations should not be overused. Your own writing is more important to your teacher or supervisor. However, when you do include quotations they **should be acknowledged** with the correct reference conventions and listed at the end of your writing. Be careful also of the size of quotations.

- This is about the same length as the original writing
- The information is correctly referenced.

Quotes need to fit in with the point you are making. Reporting verbs indicate to your reader how you feel about the person's idea and should be selected carefully. There are many verbs and phrases that can be used to introduce quotations in writing:

- *As X observed/pointed out/suggested/noted/indicated "...."*
- *According to X, "...."*
- *For example, X argued that "...."*
- *X suggests that "...."*
- *The need for it is widely recognized: "...."*
- *Writing in 1979, X commented that "...."*
- *To quote X: "...."*
- *Recent research by X shows that "...."*

Note, however, that these verbs are not all interchangeable! *Before selecting a verb it is vital that you carefully read the source and clearly understand the author's claim(s).* Reporting verbs are also a way for you, the writer, to show your **'attitude'** towards the **source of information** you are citing. If you agree with what the author has said you can use for example: *acknowledge, affirm, certify*. If you **disagree**, you can use: *accuse, claim, guess....*, etc. If you think you are 'neutral', you may use: *adds, concludes, describes....*, etc. The verb tense can vary in many cases to suit the nature of what you are writing.

You can incorporate quotations in your writing for a variety of purpose such as:

- Support for an argument or point of view. *Similar to what or As X has observed "...."*

- Exemplification of the point being made. *Thus, for example, “....”*
- Introduction of a point or viewpoint etc. *According to X,*
- Conclusion of a discussion, analysis, etc. *Therefore X concludes: “....”*
- Explanation of a point, item, etc. *X explains it as follows: “....”*

4.3 Summarizing: These tips can help you better summarize your writing

- 1) Write the summary from your notes, re-organizing the structure if needed.
- 2) Make notes of the key points, paraphrasing where possible.
- 3) Read the original text carefully and check any new or difficult vocabulary.
- 4) Mark the key points by underlining or highlighting.
- 5) Check the summary to ensure it is accurate and nothing important has been changed or lost.

Self-assessment Exercise: 01

Read the following passage. What is the topic/main sentence?

“Culture shock' is the state of being confused when in contact with a different and unfamiliar civilization. 'Shock' suggests something that is negative: this may be true, especially at first. Typically, a person going to study in another country for the first time may miss family and friends and, consequently, feel homesick. The person may have sleeping difficulties and, in extreme cases, may become depressed or ill”. (In Jordan, R, *Academic writing course*, 1999, p.94).

Now read this summary of the passage above. Discuss why it is a reasonable summary. Is there anything you would change?

“Culture shock is the confusion caused by contact with an alien society. Initially, reactions may be negative”.

When you summarize, checklist the following:

- The MEANING is the same.
- The summary keeps the degree of certainty of the writer.
- This is a much shorter version of the original writing.
- The source/s of information is/are clearly referenced.

4.4 Paraphrasing:

There are many techniques that can be used for paraphrasing a text, these are some of them:

1. By changing the vocabulary (verbs/nouns)

e.g. She examined the difficulties that . . . = She *investigated the problems* that . . .

Rewrite the following: Smith and Jones (1991) found that the circumstances had influenced the performance of the students.

2. By changing the verb form (e.g. from active to passive: this can change the focus or emphasis)

e.g. Johns (1987) analysed the students' difficulties and . . . = *The students' difficulties were analysed by Johns (1987) and . . .*

Rewrite the following: Brown and White (1994) observed the problems caused by seminars.

3. By changing the word class (e.g. from verb to noun phrase)

e.g. The reports were completed in April to ensure that students had time to revise before their examination. . . = *The completion of the reports in April guaranteed enough time for students for the revision before examination.*

Rewrite the following: James and Harris (1984) concluded that there was a need for note-taking practice.

4. By synthesis

You may need to combine two or more viewpoints or pieces of information from other writers in your paraphrase and summary. Often one reference will support another, but there may be opposing views as well.

e.g. Johns and Dudley-Evans (1980) tackled the problems created by the lecturers' use of colloquial words and phrases. This use of informal language was also noted by Jackson and Bilton (1994) who investigated geology lectures given in English...

Paraphrase and synthesize the following quotations:

“Terseness of note taking . . . rather than mere quantity seems to be an essential ingredient of effective... note taking.” (Dunkel, 1988)

“Several other researchers have found similar positive relationships between "terseness" of notes and test performance...” (Chaudron, Loschky and Cook, 1994)

When you paraphrase, checklist the following:

- The MEANING is the same
- Most of the words have been changed.
- The sentences have been significantly restructured.

4.5 Role of reporting verbs

When introducing other voices into your text, you should choose a **precise** reporting verb to highlight what particular contribution an author or theorist has made to the topic under discussion. Effective use of reporting verbs can strengthen your argument and give the reader an idea of your attitude to the material you are presenting.

As X observes, has observed, remarks, says, affirms, argues, assumes, believes, claims, concludes, finds, maintains, suggests.....

Or

*X observes, has observed, remarks, says, affirms, argues, assumes, believes, claims, concludes, finds, maintains, suggest **that**.....*

Some reporting verbs are neutral. These verbs mean ‘say’ but do not provide any additional evaluative ‘flavour’ and should be kept a minimum in most academic writing such as *describes, states, explains, adds, remarks, etc.*

Example:

*Chang **states** that other forms of electronic communication and not email are the natural successors to letter-writing.*

Here, Chang simply provides an opinion, i.e. there is no interpretation of that statement.

Some reporting verbs mean ‘say’ but add some **interpretation** or **evaluation** through the choice of verb □ *Argues, disputes, concedes, speculates* etc.

Example:

*Chang **disputes** the idea that email is the natural successor to letter-writing.*

Here, through the writer’s use of the specific verb ‘disputes’, we feel the strength of Chang’s view.

4.6 Alternative reporting verbs

Avoid verbs which do not add anything significant to your discussion such as ‘say’ and ‘mention’. The phrase ‘according to’ is also generally overused by students and can lead to a more descriptive writing style. During editing, highlight all the reporting verbs / phrases you have used in your writing and change the ones that are weak and / or repetitive

There are more than 300 reporting verbs in English. This means that there are always several choices when reporting the ideas of others in your writing. Try to increase and refine your academic vocabulary using these alternative words:

<i>show</i> demonstrate, establish
<i>persuade</i> assure, convince, satisfy
<i>argue</i> reason, discuss, debate, consider
<i>propose</i> advance, propound, suggest
<i>advise</i> suggest, recommend, advocate, exhort, encourage, urge
<i>believe</i> hold, profess (the view that ...)
<i>emphasise</i> accentuate, stress, underscore
<i>support</i> uphold, advocate
<i>state</i> express, comment, remark, declare, articulate, describe, instruct, inform, report
<i>examine</i> analyse, discuss, explore, investigate, scrutinise
<i>evaluate</i> appraise, assess
<i>hypothesise</i> speculate, postulate
<i>claim</i> allege, assert, affirm, contend, maintain
<i>disagree</i> dispute, refute, contradict, object, dissent
<i>reject</i> refute, repudiate, remonstrate (against), discard, dismiss, disclaim

Self-assessment Exercise: 02

Read the Original text then decide which is the better summary:

“The movement toward education by computer is developing fast. Massive Open Online Courses, called MOOCs, are changing how people learn in many places. For years, people could receive study materials from colleges or universities and take part in online classes. But such classes were not designed for many thousands of students at one time, as MOOCs are.” (*MOOCs Are Moving Forward*, Voice of America, learningenglish.voanews.com)

a. “Computer education is growing fast. MOOCs are influencing how we study. People received materials from universities for a long time to be able to take classes online. MOOCs are the only ones thousands can take at a time.”

b. According to a Voice of America article, a fast-growing MOOCs movement allows thousands to take online classes at once, changing how we learn.

**A* is an inappropriate summary because it is almost as long as the original text, which is a characteristic of a paraphrase. A summary needs to be concise. *b* is an appropriate summary because it is much shorter than the original but still keeps the main idea.*

Self-assessment Exercise: 03

Comment on the following paraphrase and summary

Original text

Traditionally, in oral and written discourses, the masculine pronoun 'he' was used as a pronoun to refer to a person whose gender was unknown or irrelevant to the context. Recently, this usage has come under criticism for supporting gender-based stereotypes and is increasingly considered inappropriate (Smith, 2010, p. 24).

Paraphrase

If the gender of a person was not known or was unimportant to the meaning of oral or written texts, it was customary to use the masculine form of 'he' when a pronoun was required; however, there has been growing concern about this practice in modern usage because it appears to privilege stereotypes based on gender (Smith, 2010, p. 24).

Original text

“For most people, writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be an agonising experience, which doesn't necessarily get easier with the passage of time and the accumulation of experience. For this reason you need to reflect upon and analyse your own reactions to the task of writing. That is to say, the task will become more manageable if you learn how to cope with your own particular ways avoiding putting off the moment when you must put pen to paper” (Taylor 1989, p. 3).

Summary

Inexperienced and even skilled writers can feel a great deal of anguish when faced with writing tasks; however, this response can be managed by recognising and coping with personal avoidance strategies (Taylor, 1989, p. 3).

Practice

Task 01:

The growth of the car industry parallels the development of modern capitalism. It began in France and Germany, but ended in the US. There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production. In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company (In Bailey, S, *Academic writing: A practical guide for students*, 2003).

(a) Find synonyms for the underlined words.

(b) Change the word class of the underlined words, and then re-write the sentences.

(d) Combine all these techniques to paraphrase the paragraph as fully as possible.

Task 02: Paraphrase and summarize the following text

Generative writing can still prove useful, as we explore options. They can help us to move beyond the fragments of a thesis by having several attempts at pulling them together. They allow us to write – briefly – about the whole thesis. They can help us to find the type of story that our thesis will tell.

Task 03: Read the quotations below and then decide which is the better paraphrase, (a) or (b).

1. **“most of the shops are closed because of the bad weather conditions”**

a. most of the shops are closed because of the bad weather.

b. Since the weather is terrible, the grocery stores are not open

2. **“In short, adoption is a ubiquitous social institution in American society, creating invisible relationships with biological and adoptive kin that touch far more people than we imagine.”**

a. In America, more people are adopted than was originally thought.

b. Adoption touches a surprising number of people throughout American society.

c. Because adoptees are “invisible,” their circumstances are hard to imagine.

d. Relationships between biological and adoptive kin have international scope

3. “Some argue that the approximately 11 million undocumented immigrants in the United States ought to receive a path to US citizenship, while others claim that these immigrants need to be deported back to their home countries.”

a. Some say that the 11 million undocumented immigrants in the United States ought to receive a way for citizenship, while other people say that the immigrants should go back to their countries.

b. Although some individuals maintain that undocumented immigrants should go back to their countries, others defend these immigrants’ right for a path to citizenship.

Task 04: Study the following paragraph from an article titled ‘The mobile revolution’ in the journal ‘Development Quarterly’ (Issue 34 pages 85–97, 2009) by K. Hoffman. p. 87.

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

(a) Write a summary of the main point, including a citation.

(b) Introduce a quotation to show the key point, referring to the source.

(c) Paraphrase the text, acknowledging the source.

Lecture Five: Introduction to Essay

Introduction

An essay is a piece of academic work in which students are asked to write on a specific topic. All essays require an introduction, a body and a conclusion. The introduction orients the reader to your topic and approach. Its function is to tell the reader two main things: what the essay will be about and what you will be arguing. The body develops your arguments and analysis. The conclusion of the essay brings everything together, making the conclusions of your discussion clear for the reader. The aim of this lecture is to inform students about the structure of essay and its different types and help them in a systematic manner write effective essays.

5.1 Academic Essay Structure

The essay is a group of paragraphs about one subject. In many ways, an essay is like a paragraph in extended, fuller form (Bowker, 2007). Just as the paragraph has a topic sentence, body, and conclusion, so too the essay has an introduction, body, and conclusion.

5.1.1 Introduction:

- general statements - establish the general topic.
- provide background which puts topic in context.
- indicate the importance of the issue.
- state the position you will argue (thesis statement) or state the claim - position/controlling argument/main idea/assertion -of the essay, which should be substantive, contestable, and specific.
- essay outline (road map) - give the issues you will cover and in which order.

5.1.2 Body:

- provide evidence to support your position/thesis statement.
- each paragraph has a topic sentence that tells the reader the main idea of the paragraph.
- other sentences in the paragraph provide evidence to support the topic sentence.
- evidence can be: reasons, examples, statistics, ideas, research or arguments of other writers.

5.1.3 Conclusion:

- refer back to the essay question.
- restate the thesis/controlling argument.
- summarize and synthesize the main points.
- point to broader implications for policy and/or practice.
- **Note:** Do not add any new ideas or evidence in the conclusion.

5.2 Essay Types

Type	Method of development (outline)	Description
<p style="text-align: center;">EXPOSITORY ESSAY</p> <p style="text-align: center;">(chronology Process Progress, definition, classification, steps, etc.)</p>	<p>I. Introduction</p> <ul style="list-style-type: none"> A. Hook sentence B. Background and context for the topic C. thesis <p>II. Body Paragraph 1</p> <ul style="list-style-type: none"> A. Topic Sentence 1 B. Fact 1 supported with evidence C. Fact 2 supported with evidence D. Analysis <p>III. Body Paragraph 2</p> <ul style="list-style-type: none"> A. Topic Sentence 2 B. Fact 1 supported with evidence C. Fact 2 supported with evidence D. Analysis <p>IV. Body Paragraph 3</p> <ul style="list-style-type: none"> A. Topic Sentence 3 B. Fact 1 supported with evidence C. Fact 2 supported with evidence D. Analysis <p>V. Concluding Paragraph</p> <ul style="list-style-type: none"> A. Summarize your question or thesis B. also highlight the progression of your thought process C. Discuss the larger significance and/or D. Reveal unanswered questions 	<p>The main idea of any expository essay is to present a certain event or situation in detail to the reader. This essay may also be called a coalition of facts and opinions, which are free from the author’s criticism but with a deep analysis of the provided information.</p> <p>Introduction: Start your paper with a hook that catches the reader’s attention. Then provide the information the reader will need to understand the topic. State your arguable position on the topic that you will support with evidence in your body paragraphs. (Thesis Statement)</p> <p>Body paragraphs: Topic Sentence: Provide the main idea of the paragraph. Supporting Evidence: Include specific textual evidence: cited quotes, paraphrases or summary; or evidence that supports your thesis from other sources: anecdotes, first-person interviews or your own experience. Analysis: Explain to the reader the significance of the evidence you have provided. Think about why you chose to include it. How does the piece of evidence support your thesis? Don’t forget transitional sentences: Connect each paragraph with a sentence or two that demonstrates how each idea leads into the next, and how they work together to support your position.</p>

<p style="text-align: center;">ANALYTICAL ESSAY</p>	<p>I. Introduction</p> <ol style="list-style-type: none"> a. Hook b. Thesis statement c. How you're going to prove the thesis <p>II. Body Paragraph</p> <ol style="list-style-type: none"> a. Topic Sentence <ol style="list-style-type: none"> i. Claim <ol style="list-style-type: none"> 1. Evidence 2. Tie to the topic sentence ii. Claim <ol style="list-style-type: none"> 1. Evidence 2. Tie to the topic sentence iii. Claim <ol style="list-style-type: none"> 1. Evidence 2. Tie to the topic sentence <p>III. Body Paragraph</p> <ol style="list-style-type: none"> a. Topic Sentence <ol style="list-style-type: none"> i. Claim <ol style="list-style-type: none"> 1. Evidence 2. Tie to the topic sentence ii. Claim <ol style="list-style-type: none"> 1. Evidence 2. Tie to the topic sentence iii. Claim <ol style="list-style-type: none"> 1. Evidence 2. Tie to the topic sentence <p>IV. Conclusion</p> <ul style="list-style-type: none"> - restatement of main points that leave reader with sense of closure 	<p>Introduction The first part of your introduction should draw the reader in. Then, start getting to the point. This is where the thesis statement comes in. Let the reader know how you're going to prove your claim.</p> <p>Develop strong topic sentences. Each topic sentence in each body paragraph of your analytical essay outline should tell the reader exactly what that section is going to be about. Make your claim. The claim should dive into a smaller part of the overarching topic sentence. The topic sentence I gave can be broken down into several smaller claims. Provide evidence from the text to back your claims. You can't just go around making claims without any support. You can use quotes or paraphrase parts of the text to add evidence. Tie that evidence to the topic sentence. You have to make it absolutely clear why you included the evidence. If you don't, your analytical essay runs the risk of being a summary. Be sure you include effective transitions. This will help your essay flow.</p>
<p>ARGUMENTATIVE ESSAY</p> <p>The body structure of an argumentative essay may have three possible forms:</p> <p>Outline #1</p> <ol style="list-style-type: none"> 1. Supporting argmnts# 2. Supporting argmnt# 3. Opposing argument or arguments with further refutation <p>Outline #2</p> <ol style="list-style-type: none"> 1. Opposing argument or arguments with further refutation 2. Supporting arguments # 1 3. Supporting argument # 2 <p>Outline #3</p>	<p>I. Introduction</p> <ol style="list-style-type: none"> A. Hook sentence B. Background of the topic C. Thesis <p>II. Develop your arguments</p> <ol style="list-style-type: none"> a. Body Paragraph 1: make a claim1 <ol style="list-style-type: none"> a. Topic Sentence: claim1 b. Evidence/argument 1 c. Evidence 2 d. Evidence 3 b. Body Paragraph 2: make a claim2 <ol style="list-style-type: none"> a. Topic Sentence: claim2 b. Evidence 1 c. Evidence 2 d. Evidence 3 c. Body Paragraph 3: make a claim3 <ol style="list-style-type: none"> a. Topic Sentence: claim3 b. Evidence 1 c. Evidence 2 d. Evidence 3 	<p>Argument essay writing requires the ability of the author to show that he makes conclusions according to definite facts and not on his personal assumptions only. A good argumentative essay has several paragraphs that should be concentrated on different aspects of the essay</p> <ol style="list-style-type: none"> 1. Introduction (The reader is introduced to the analyzed phenomenon and the opinion is revealed through a strong thesis statement). 2. Previous attempts to solve the argument (provided from literature; statistics, published pieces of information). 3. The consequences of the problem (its negative or positive impact).

<p>1. Opposing argument #1 with further refutation</p> <p>2. Opposing argument #2 with further refutation, etc.</p>	<p>d. Concluding Paragraph</p> <p>a. Summarize your question or thesis and/or</p> <p>b. Discuss the larger significance and/or</p> <p>c. Reveal unanswered questions</p>	<p>4. Repercussion of the argument in case it is not finally solved (supported with sources).</p> <p>5. Connecting the argument with the provided facts.</p> <p>6. Summary (a conclusion including main ideas and the thesis restatement).</p>
<p>COMPARE AND CONTRAST ESSAY</p> <p>Block method</p> <p>Introduction of general topic</p> <ul style="list-style-type: none"> • Specific topic • Thesis = areas to be covered in this essay <p>Body paragraph 1</p> <p>Topic Sentence Topic 1</p> <p>Aspect 1:</p> <ul style="list-style-type: none"> • Detail 1 / • Detail 2 <p>Aspect 2:</p> <ul style="list-style-type: none"> • Detail 1 / • Detail 2 <p>Aspect 3:</p> <ul style="list-style-type: none"> • Detail / Detail 2 <p>Transition Sentence</p> <p>Body paragraph 2</p> <p>Topic Sentence – Topic 2</p> <p>Aspect 1:</p> <ul style="list-style-type: none"> • Detail 1 / • Detail 2 <p>Aspect 2:</p> <ul style="list-style-type: none"> • Detail 1 / • Detail 2 <p>Aspect 3:</p> <ul style="list-style-type: none"> • Detail / Detail 2 <p>Transition Sentence</p> <p>Optional: develop a paragraph to evaluate the comparison made in the essay</p> <p>III. Conclusion:</p> <ul style="list-style-type: none"> • Summary of main points • Evaluation and/or possible future developments • Significance of topic to author/advice/suggestion 	<p>Side by side method</p> <p>I. Introduction</p> <p>a. Introduction to the broad topic</p> <p>b. Specific topic</p> <p>c. Thesis statement</p> <p>II. Body Paragraphs</p> <p>a. Body paragraph #1</p> <p>—First aspect that’s similar or different</p> <p>i. Subject #1</p> <p>1. Detail #1</p> <p>2. Detail #2</p> <p>ii. Subject #2</p> <p>1. Detail #1</p> <p>2. Detail #2</p> <p>b. Body paragraph #2</p> <p>—Second aspect that’s similar or different</p> <p>i. Subject #1</p> <p>1. Detail #1</p> <p>2. Detail #2</p> <p>ii. Subject #2</p> <p>1. Detail #1</p> <p>2. Detail #2</p> <p>c. Body paragraph #2</p> <p>—Second aspect that’s similar or different</p> <p>i. Subject #1</p> <p>1. Detail #1</p> <p>2. Detail #2</p> <p>ii. Subject #2</p> <p>1. Detail #1</p> <p>2. Detail #2</p> <p>III. Conclusion</p> <p>a. Summary of main point</p> <p>Restate thesis while synthesizing information from body paragraphs</p> <p>b. Evaluate the similarities/differences and discuss any future implications (if applicable)</p> <p>c. Significance—what’s the point you’re making?</p>	<p>Shows similarities and differences. Two techniques often used are the block method and side-by-side method</p> <p>Introduction (Introduction is used to choose what will be compared and contrasted and to identify the major lines of comparison.)</p> <p>Body</p> <p>a. Each of the compared points has to be presented in a separate paragraph or if it is necessary in two paragraphs.</p> <p>b. When all the compared points are revealed to the reader the writer is suggested to put analyze them one more time together in order to put in one solid comprehension of the essay.</p> <p>c. The paragraphs must be connected with each other with very strong topic sentences. The reader is not supposed to face any difficulties understanding the reason the material is organized the way it is. In other words the reader is expected to understand the reason the writer is analyzing these given aspects.</p> <p>d. For better result the body should be analyzed from the perspective of an independent analytic, so it should be read a day after it was written or by another trusted person for review.</p> <p>Conclusion (Conclusion is used to summarize the key similarities and differences of the two analyzed things. Word for word restatements should be avoided. The reader is not supposed to feel any doubt in the compare and contrast essay perspective on the topic).</p>

5.3 Other Types of Essay: The two types of essays that are discussed here are:

(a) Descriptive and (b) Narrative

(a) Descriptive Essay:

Description essays typically describe a person, a place, or an object using sensory details. Sensory details are descriptions that appeal to our sense of sight, sound, smell, taste, and touch. Your descriptions should try to focus on the five senses because we all rely on these senses to experience the world. The use of sensory details, then, provides you the greatest possibility of relating to your audience and thus engaging them in your writing, making descriptive writing important not only during your education but also during everyday situations.

Description essays typically describe a person, a place, or an object using sensory details. The structure of a descriptive essay is more flexible than in some of the other rhetorical modes. The introduction of a description essay should set up the tone and point of the essay. The thesis should convey the writer's overall impression of the person, place, or object described in the body paragraphs.

The organization of the essay may best follow spatial order, an arrangement of ideas according to physical characteristics or appearance. Depending on what the writer describes, the organization could move from top to bottom, left to right, near to far, warm to cold, frightening to inviting, and so on.

For example, if the subject were a client's kitchen in the midst of renovation, you might start at one side of the room and move slowly across to the other end, describing appliances, cabinetry, and so on. Or you might choose to start with older remnants of the kitchen and progress to the new installations. Maybe start with the floor and move up toward the ceiling

(b) Narrative Essay:

Narration means the art of storytelling, and the purpose of narrative writing is to tell stories. Any time you tell a story to a friend or family member about an event or incident in your day, you engage in a form of narration. In addition, a narrative can be factual or fictional. A factual story is one that is based on, and tries to be faithful to, actual events as they unfolded in real life. A fictional story is a made-up, or imagined, story; the writer of a fictional story can create characters and events as he or she sees fit.

Ultimately, whether the story is fact or fiction, narrative writing tries to relay a series of events in an emotionally engaging way. You want your audience to be moved by your story,

which could mean through laughter, sympathy, fear, anger, and so on. The more clearly you tell your story, the more emotionally engaged your audience is likely to be.

Major narrative events are most often conveyed in chronological order, the order in which events unfold from first to last. Stories typically have a beginning, a middle, and an end, and these events are typically organized by time. Certain transitional words and phrases aid in keeping the reader oriented in the sequencing of a story.

The following are the other basic components of a narrative:

- Plot. The events as they unfold in sequence.
- Characters. The people who inhabit the story and move it forward. Typically, there are minor characters and main characters. The minor characters generally play supporting roles to the main character, or the protagonist.
- Conflict. The primary problem or obstacle that unfolds in the plot that the protagonist must solve or overcome by the end of the narrative. The way in which the protagonist resolves the conflict of the plot results in the theme of the narrative.
- Theme. The ultimate message the narrative is trying to express; it can be either explicit or implicit.

Table 01 below sets out a range of assignment instructions and how they might be interpreted, but note that the definitions provided are not intended to be precise, and that some terms are used interchangeably (e.g., *analyse* and *discuss*). If you are not sure how to approach the essay, check with your tutor or lecturer.

Table 01: Interpreting essay instructions

<i>Account for</i>	Give reasons for something.
<i>Analyse</i>	Focus on the ‘how’ and ‘why’ of an issue or topic. Do not simply describe or summarise.
<i>Compare</i>	Find similarities and differences between two or more objects, ideas, events or theories.
<i>Contrast</i>	Similar to compare, but differences should be emphasised.
<i>Criticise</i>	Assess the merit of something. Consider both good points and bad points and give the results of your analysis.
<i>Define</i>	Give precise meanings with key details. Examples may be useful.
<i>Describe</i>	Recall specific details about size, cost, texture, appearance et cetera.

<i>Discuss</i>	Present a point of view after considering both sides of an issue or question. Your opinion should be supported by arguments and evidence.
<i>Evaluate</i>	Consider both strengths and weaknesses and make a judgement.
<i>Explain</i>	Relate how something happens in the order in which it occurs, or, clarify reasons, causes and effects.
<i>Illustrate</i>	Use examples to demonstrate a point.
<i>Interpret</i>	Express in your own words. Examples may be useful.
<i>Justify</i>	Express valid reasons for accepting a particular interpretation or conclusion, probably including the need to 'argue' a case.
<i>List</i>	Write your answer as an itemised series which may be in point form.
<i>Outline</i>	Provide main points and leave out minor details.
<i>Prove</i>	Give factual evidence, examples or clear logical reasons which demonstrate the validity of a statement/idea.
<i>Relate</i>	Tell the story in clear sequence, or, show how things are connected or similar to each other.
<i>Review</i>	Examine a subject critically, analysing and commenting on the main point
<i>State</i>	Present the main points in brief, clear sequence.
<i>Summarise</i>	Give the main points or facts in condensed form
<i>To what extent</i>	Consider both sides, make a judgement and defend it. Similar to evaluate or discuss.

Lecture Six: Argumentative Essay

Introduction

The purpose of persuasion in writing is to convince, motivate, or move readers toward a certain point of view, or opinion. The act of trying to persuade automatically implies more than one opinion on the subject can be argued. The idea of an argument often conjures up images of two people yelling and screaming in anger. In writing, however, an argument is very different. An argument is a reasoned opinion supported and explained by evidence. To argue in writing is to advance knowledge and ideas in a positive way. Written arguments often fail when they employ ranting rather than reasoning. Through this lecture, students are expected to be able to develop good argumentative essays.

6.1 Argumentation

In an **argumentative essay**, your role is make the reader agree with your opinion about a controversial topic. You have to (1) state your opinion, (2) give reasons to support your opinion, and (3) argue against the opposite opinion. Overall, you must **convince** the audience that your side of the argument is correct. To convince the audience, your essay must be balanced—it must include your viewpoint and the opposing viewpoint, or **counterargument**.

Even though you are arguing only one side of an issue, you must think about what the other side would say about your opinion. After you give the counterargument, you must refute it by showing that it is wrong. If your essay is balanced, a reader is more likely to agree with you.

6.2 Structure

The most common type of argumentative essay has six paragraphs. Like all essays, it begins with an introduction and ends with a conclusion. In between are the body paragraphs where you must do three things: support your opinion, present the opposing point of view, and tell why that viewpoint is wrong.

INTRODUCTION	Paragraph 1	Hook Connecting/Background Information Main idea Statement/Thesis Statement
BODY	Paragraph 2	Support 1 (first reason) <ul style="list-style-type: none">• Explanation, detail, example• Explanation, detail, example
	Paragraph 3	Support 2 (second reason) <ul style="list-style-type: none">• Explanation, detail, example• Explanation, detail, example
	Paragraph 4	Support 3 (third reason) <ul style="list-style-type: none">• Explanation, detail, example• Explanation, detail, example

	Paragraph 5	Opposite Side <ul style="list-style-type: none"> • Counterargument 1 • Refutation (ATTACK) • Counterargument 2 • Refutation (ATTACK)
CONCLUSION	Paragraph 6	Repeat your thesis statement in different words Suggestion/Opinion/Prediction for the future

6.3 Samples of Argumentative Essay

Sample One: The following essay argues for the use of school uniforms. Read the example carefully and comment on its content and overall structure.

School Uniforms

Individualism is a fundamental part of society in many countries. Most people believe in the right to express their own opinion without fear of punishment. This value, however, is coming under fire in an unlikely place – the public school classroom. The issue is school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students be required to wear a uniform? School uniforms are the better choice for three reasons.

First, wearing school uniforms would help make students' lives simpler. They would no longer have to decide what to wear every morning, sometimes trying on outfit after outfit in an effort to choose. Uniforms would not only save time but also would eliminate the stress often associated with this chore.

Second, school uniforms influence students to act responsibly in groups and as individuals. Uniforms give students the message that school is a special place for learning. In addition, uniforms create a feeling of unity among students. For example, when students do something as a group, such as attend meetings in the auditorium or eat lunch in the cafeteria, the fact that they all wear the same uniform gives them a sense of community. Even more important, statistics show the positive effects that school uniforms have on violence and truancy. According to a recent survey in a large school district in Florida, incidents of school violence dropped by 50 per cent, attendance and test scores improved, and student suspensions declined approximately 30 per cent after school uniforms were introduced.

Finally, school uniforms would help make all the students feel equal. Students' standards of living differ greatly from family to family, and some people are well-off while others are not. People sometimes forget that school is a place to get an education, not to promote a "fashion show." Implementing mandatory school uniforms would make all the students look the same regardless of their financial status. School uniforms would promote pride and help to raise the self-esteem of students who cannot afford to wear expensive clothing.

Opponents of mandatory uniforms say that students who wear school uniforms cannot express their individuality. This point has some merit on the surface. However, as stated previously, school is a place to learn, not to flaunt wealth and fashion. Society must decide if individual expression through clothing is more valuable than improved educational performance. It is important to remember that school uniforms would be worn only during school hours. Students can express their individuality in the way that they dress outside of the classroom.

In conclusion, there are many well-documented benefits of implementing mandatory school uniforms for students. Studies show that students learn better and act more responsibly when they wear uniforms. Public schools should require uniforms in order to benefit both the students and society as a whole.

(In Barbee, M, *Argumentative Essay Writing*, 2015)

Sample Two: The following essay argues for both the merits and disadvantages of money. Read the example carefully and comment on its content and overall structure.

Money Cannot Buy Happiness

Can you imagine living without money in this day and age? Is it even possible to survive without money in today's materialistic and cash-driven world? It has been said that money makes the world go round. Hence, it is no wonder that money has become the central focus of many people's lives. Everyone seems to be working tirelessly for money. Even students are studying hard so that they can get a well-paid job and earn lots of money in future. Although money cannot buy happiness, it is something that humans cannot live without.

It is clear that money cannot buy happiness as many people who work hard and long every day for money are often very unhappy. Most of them do not even have time to spend their hard-earned money due to heavy workload or long working hours. They have no time or energy for leisure activities and needless to say, their family and friends hardly get to see them too. This can make them feel lonely and depressed. Thus, working hard for money does not bring happiness but instead misery in this case.

Worse still, money is often the main culprit that ruins relationships. People frequently fight over money and this can become a very serious problem, whether it is between friends or family members. For instance, it is not uncommon to hear of family members fighting over inheritance or longtime business partners squabbling over money-related matters. In some cases, ugly lawsuits ensue and relationships are destroyed forever. What then is the point of having lots of money when there is no one to share it with?

However, from a different perspective, money can sometimes make one happy. For some, earning enough money to pay their monthly bills and put food on the table makes them happy. For others, it could be saving up enough money to buy things of their interests or go on a dream vacation. Having some savings instead of living pay cheque to pay cheque also gives one peace of mind. After all, a person cannot possibly be happy if he or she is constantly worrying about running into financial difficulties. Hence, money does buy happiness where one's survival is concerned or when he wishes to satisfy his wants.

Mark Twain once said, "The lack of money is the root of all evil." I agree with him as no one can survive without money in this day and age. Like it or not, money matters and one's financial situation has a direct bearing on his happiness. That said, money does not guarantee contentment. Money often rears its ugly head and ruins relationships. One also has to make sacrifices such as lack of family time in the pursuit of wealth and material comforts. Therefore, to be happy, I think one must realize that there is more to happiness than money.

(From College Essay Website: <https://collegeessay.org/blog/college-application-essay-writing>)

Practice

Try to complete the following outline before you begin writing your argumentative essay. You may use more supporting sentences if you need. Choose one of the following essay topics:

1. Mobile phones should be banned in classrooms.

2. Distance learning is preferable to face-to face teaching method.

1. Introduction (Paragraph 1)

A. Hook:

B. Connecting Information:

C. Thesis Statement:

2. Body

A. First Reason (Paragraph 2) topic sentence:

1.

Support

B. Second Reason (Paragraph 3) topic sentence:

1.

Support

C. Third Reason (Paragraph 4) topic sentence:

1.

2.

3.

Support

D. Counterargument (Paragraph 5)

1. Counterargument #1:

Refutation (attack):

2. Counterargument #2:

Refutation (attack):

3. **Conclusion** (Paragraph 6)

A. Restated Thesis:

B. Opinion/Suggestion/Prediction:

Lecture Seven: Expository Essay

Introduction

Unlike narrative writing, expository writing is a type of nonfiction writing that informs, clarifies, and persuades readers about a variety of subjects. It is believed that expository writing adheres to logic and uses conceptualization and classification frameworks to build a framework for integrating disparate elements. The aforementioned system is based on premises that lead to generalisations, disjunctions, strict implication, and hierarchical classifications. Because this writing style is logical in nature, it aims to be non-controversial, consistent, and systematic.

Expository texts are incredibly important in educational settings, and they are also a learners' constant companion in daily life. In reality, nonfiction writing is all around us—you may find it in menus, guides, brochures, newspapers, magazines, and online publications. Recently, lists, sequences, comparison/contrast, cause/effect, and problem/solution are the most widely used exposition patterns. The aim of this lecture is to introduce students to expository writing and inform them about its different types.

7.1 Illustration/ exemplification essay

To illustrate is to explain a general statement by means of one or more specific examples. No wonder that another name for that kind of essay is exemplification. The illustration essay topic has examples or supporting details.

e.g. Many famous athletes have overcome severe illness or injury.

e.g. The museum contains many fascinating examples of African art.

e.g. In my family, certain traditions (or values or beliefs) are very important.

Transitional Expressions for Illustration:

for instance * for example * an illustration of this * a case in point is * * to illustrate *
another instance of * another example of * another illustration of * here are a few
examples (illustrations, instances)

7.2 Process essay and the explanation essay

The how-to essay gives the reader directions on how he or she can do something: how to decorate a room, how to get to the airport, or how to plant a garden. The goals of such directions are the decorated room, the arrival at the airport, or the planted garden. In other words, the reader should be able to do something after he or she has read the essay.

The explanation essay, on the other hand, tells the reader how a particular event occurred or how something works. For example, an explanation essay might explain how an internal combustion engine works or how trees reproduce. After reading an explanation essay, the reader is not expected to be able to do anything, just to understand how it happened or how it works.

e.g. Many experts believe that recovery from addiction, whether to alcohol or other drugs, has four main stages.

Transitional Expressions for Process:

(at) first second, third step, when, finally,
Initially, until, while, at last
begin by, after(ward), as soon as,
then, as, next, upon,
later, during, before, meanwhile.

7.3 Definition essay

To define is to explain clearly what a word or term means. Definition is a clear explanation of what a word or a term means. It may be a sentence or a longer piece of writing (up to a paragraph and essay). As you write, you will sometimes find it necessary to explain words or terms that you suspect your reader may not know. For example, net profit is the profit remaining after all deductions have been taken; a bonsai is a dwarfed, ornamentally shaped tree. Such terms can often be defined in just a few carefully chosen words. However, other terms—like courage, racism, or a good marriage—are more difficult to define. Sometimes, the writer may need an entire essay in which he or she develops the definition by means of examples, descriptions, comparisons, contrasts, and so forth.

7.4 Compare and contrast essay

To contrast two persons, places, or things is to examine the ways in which they are different. To compare them is to examine the ways in which they are similar. When you go shopping, you often compare and contrast. For instance, you might compare and contrast two brands of frozen foods in order to get the most nutritious meals for your family.

Your employer might ask you to write a comparison and contrast report on two computers, two telephone answering services, or two types of packing crates. Your task would be to gather all the relevant information about these products to show in what ways they are similar and in what ways they are different.

- **Block format:** Present all the information about A and then provide parallel information about B.
- **Alternating format:** Move back and forth between A and B. Present one point about A and then go to the parallel point about B. Then move to the next point and do the same:

First A, point 1; then B, point 1

First A, point 2; then B, point 2

First A, point 3; then B, point 3

Transitional Expressions for Contrast:

Transitional expressions in contrast paragraphs stress opposition and difference:

* although * whereas * but * however * on the contrary *
 * on the other hand * in contrast * while * yet * conversely * unlike *

Transitional expressions in comparison paragraphs stress similarities:

* in the same way * and, also, in addition * as well as * similarly * likewise *
 * both, neither * each of * just as... so * similarly * like * too * the same

7.5 Classification Essay

To classify is to gather into types, kinds, or categories according to a single basis of division or some principle. Mailroom personnel, for example, might separate incoming mail into four piles: orders, bills, payments, and inquiries.

e.g. College students fall into three categories: the grinds, the goof-offs, and the well-adjusted

e.g. kinds of teachers

e.g. kinds of restaurants

e.g. kinds of friends

7.8 Sample of Classification Essay

Types of Higher Education Programs

Today's students have many choices when it comes to pursuing a degree: four-year programs, two-year programs, large or small classroom settings, and even daytime or evening classes. With all the different options to consider, potential students should learn about *the different types of colleges* so they can find a school that best fits their personality, budget, and educational goals.

One type of higher education program for students to consider is a liberal arts college. These schools tend to be small in size and offer a range of undergraduate degrees in subjects like English, history, psychology, and education. Students may choose a liberal arts college if they want a more intimate classroom setting rather than large lecture-style classes. Students may also consider a liberal arts college if they want to gain knowledge from a variety of disciplines, rather than focus on a single area of study. Many liberal arts schools are privately owned, and some have religious affiliations. Liberal arts schools can come with a hefty price tag, and their high cost presents an obstacle for students on a tight budget; moreover, while some students might appreciate a liberal arts school's intimate atmosphere, others might encounter a lack of diversity in the student body. Still, students seeking a well-rounded education in the humanities will find liberal arts colleges to be one option.

Universities, *another type* of higher education program, offer both undergraduate and graduate degrees. Usually universities are larger than colleges and can accommodate tens of thousands of students in many different majors and areas of study. A large student body means that class sizes are often larger, and some classes may be taught by graduate students rather than professors. Students will feel at home at a university if they want a focused academic program and state-of-the-art research facilities. While some universities are private, many are public, which means they receive funding from the government, so tuition is more affordable and some even offer discounted in-state tuition for state residents. Also, universities attract many international students, so those looking for a variety of campus cultural groups and clubs will appreciate a greater sense of diversity among the student body. Universities can be overwhelming for some, but they are the right fit for students who seek research opportunities and academic studies, especially in the fields of mathematics and science.

Community college is a *type* of higher education program popular with students on a limited budget who want to take college courses but may not know what they want to major in. Most schools offer degrees after two years of study, usually an associate's degree that prepares students to enter the work force; many students choose to study at a community college for two years and then transfer to a four-year college to complete their undergraduate degree. Like liberal arts schools, classes are small and allow instructors to pay more attention to their students. Community college allows students to live at home rather than in a dormitory, which also keeps costs down. While some young people might not like the idea of living at home for school, many adults choose to attend community college so they can advance their education while working and living with their families.

Online universities are *another type* of higher education program that are gaining popularity as technology improves. These schools offer many of the same degree

programs as traditional liberal arts colleges and universities. Unlike traditional programs, which require students to attend classes and lectures, online universities offer greater academic flexibility and are a great option for students wishing to pursue a degree while still working full time. At online universities, students access course materials, such as video lectures and assessments, remotely using a personal computer and are able to speed up or slow down their progress to complete their degree at their own pace. Students may attend classes in the comfort of their own home or a local library, but students hoping for the social community of higher education might not enjoy this aspect of higher education.

With so many colleges and universities to choose from, it may be difficult for a student to narrow down his or her selection, but once a student knows what he or she is looking for, the process may become much easier. It is very important for students to learn about the different types of higher education programs available before making their selections.

(From *Writing for Success* by University of Minnesota Libraries Publishing, 2015).

7.9 Sample of Definition Essay

Defining Good Students Means More than Just Grades

Many people define good students as those who receive the best grades. While it is true that good students often earn high grades, I contend that grades are just one aspect of how we define a good student. In fact, even poor students can earn high grades sometimes, so grades are not the best indicator of a student's quality. Rather, *a good student pursues scholarship, actively participates in class, and maintains a positive, professional relationship with instructors and peers.*

Good students *have a passion for learning* that drives them to fully understand class material rather than just worry about what grades they receive in the course. Good students are actively engaged in scholarship, which means they enjoy reading and learning about their subject matter not just because readings and assignments are required. Of course, good students will complete their homework and all assignments, and they may even continue to perform research and learn more on the subject after the course ends. In some cases, good students will pursue a subject that interests them but might not be one of their strongest academic areas, so they will not earn the highest grades. Pushing oneself to learn and try new things can be difficult, but good students will challenge themselves rather than remain at their educational comfort level for the sake of a high grade. The pursuit of scholarship and education rather than concern over grades is the hallmark of a good student.

Class participation and behavior are another aspect of the definition of a good student. Simply attending class is not enough; good students arrive punctually because they understand that tardiness disrupts the class and disrespects the professors. They might occasionally arrive a few minutes early to ask the professor questions about class materials or mentally prepare for the day's work. Good students consistently pay attention during class discussions and take notes in lectures rather than engage in off-task behaviors, such as checking their cell phones or daydreaming. Excellent class participation requires a balance between speaking and listening, so good students will share their views when appropriate but also respect their classmates' views when they differ from their own. It is easy to mistake quantity of class discussion comments with quality, but good students know the difference and do not try to dominate the conversation. Sometimes class participation is counted toward a student's grade, but even without such clear rewards, good students understand how to perform and excel among their peers in the classroom.

In addition, *good students maintain a positive and professional relationship with their professors.* They respect their instructor's authority in the classroom as well as the instructor's privacy outside of the classroom. Prying into a professor's personal life is inappropriate, but attending office hours to discuss course material is an appropriate, effective way for students to demonstrate their dedication and interest in learning. Good students go to their professor's office during posted office hours or make an appointment if necessary. While instructors can be very busy, they are usually happy to offer guidance to students during office hours; after all, availability outside the classroom is a part of their job. Attending office hours can also help good students become memorable and stand out from the rest, particularly in lectures with hundreds enrolled. Maintaining positive, professional relationships with professors is especially important for those

students who hope to attend graduate school and will need letters of recommendation in the future.

Although good grades often accompany good students, grades are not the only way to indicate what it means to be a good student. The definition of a good student means demonstrating such traits as engaging with course material, participating in class, and creating a professional relationship with professors. While every professor will have different criteria for earning an A in their course, most would agree on these characteristics for defining good students.

(From *Writing for Success* by University of Minnesota Libraries Publishing, 2015).

7.10 Sample of Compare-and-Contrast Essay

Comparing and Contrasting London and Washington, DC

Both Washington, DC, and London are capital cities of English-speaking countries, and yet they offer vastly different experiences to their residents and visitors. Comparing and contrasting the two cities based on their *history, their culture, and their residents* show how different and similar the two are.

Both cities are rich in world and national history, *though* they developed on very different time lines. London, for example, has a history that dates back over two thousand years. It was part of the Roman Empire and known by the similar name, Londinium. It was not only one of the northernmost points of the Roman Empire but also the epicenter of the British Empire where it held significant global influence from the early sixteenth century on through the early twentieth century. Washington, DC, *on the other hand*, has only formally existed since the late eighteenth century. Though Native Americans inhabited the land several thousand years earlier, and settlers inhabited the land as early as the sixteenth century, the city did not become the capital of the United States until the 1790s. From that point onward to today, however, Washington, DC, has increasingly maintained significant global influence. Even though *both cities have different histories*, they *have both held, and continue to hold*, significant social influence in the economic and cultural global spheres.

Both Washington, DC, and London offer a wide array of museums that harbor many of the world's most prized treasures. *While* Washington, DC, has the National Gallery of Art and several other Smithsonian galleries, London's art scene and galleries have a definite edge in this category. From the Tate Modern to the British National Gallery, London's art ranks among the world's best. This difference and advantage has much to do with London and Britain's historical depth *compared to that of the United States*. London has a much *richer past than* Washington, DC, and consequently has a lot *more* material to pull from when arranging its collections. *Both* cities have thriving theater districts, but again, London *wins this comparison*, too, both in quantity and quality of theater choices. With regard to other cultural places like restaurants, pubs, and bars, *both cities are very comparable*. *Both* have a wide selection of expensive, elegant restaurants as well as a *similar* amount of global and national chains. *While* London may be better known for its pubs and taste in beer, DC offers a different bar-going experience. With clubs and pubs that tend to stay open *later than* their British counterparts, the DC night life tend to be *less reserved* overall.

Both cities also *share and differ* in cultural diversity and cost of living. Both cities *share* a very expensive cost of living—both in terms of housing and shopping. A downtown one-bedroom apartment in DC can easily cost \$1,800 per month, and a similar “flat” in London may double that amount. These high costs create socioeconomic disparity among the residents. *Although both cities' residents are predominantly wealthy*, both have a significantly large population of poor and homeless. Perhaps the most *significant difference* between the resident demographics is the racial makeup. Washington, DC, is a “minority majority” city, which means the majority of its citizens are races other than white. In 2009, according to the US Census, 55 percent of DC residents were classified as “Black or African American” and 35 percent of its residents were classified as “white.” London, *by contrast*, has very few minorities—in 2006, 70

percent of its population was “white,” while only 10 percent was “black.” The racial demographic differences between the cities is drastic.

Even though Washington, DC, and London are major capital cities of English-speaking countries in the Western world, they have many *differences along with their similarities*. They have vastly different histories, art cultures, and racial demographics, but they *remain similar* in their cost of living and socioeconomic disparity.

(From *Writing for Success* by University of Minnesota Libraries Publishing, 2015).

Lecture Eight: Letter Writing

Introduction

Letters are a well-organized text in form and content which generally follow a pattern that is similar to basic composition writing. A well-composed letter, like a good composition in English, usually has three basic components:

1. A salutation , corresponding to the introduction
2. A general message, corresponding to the body
3. A closing and signature, corresponding to the conclusion of the composition.

In this lecture, students are supposed to learn how to write different types of formal letters.

8.1 Structure and Organization

In English, there are a number of conventions that should be used when writing a formal letter. A letter should be written as simply and as clearly as possible, and it should not be longer than necessary. Remember to use the following tips in writing your letter, letters usually contain the following information (in this order):

- Letterhead or sender's address
- Date
- Inside address
- Salutation or Greeting
- Message
- Closing
- Signature, printed name, and position of sender.

Addresses:

1) Your Address

The return address should be written in the top right-hand corner of the letter.

2) The Address of the person you are writing to

The inside address should be written on the left, starting below your address.

Date:

Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

Salutation or greeting:

1) Dear Sir or Madam,

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

2) Dear Mr. Jenkins,

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she is 'Mrs or Miss', you can use 'Ms', which is for married and single women.

Ending a letter:

1) Yours Faithfully,

If you do not know the name of the person, end the letter this way.

2) Yours Sincerely,

If you know the name of the person, end the letter this way.

3) Your signature

Sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name.

Content:

The first paragraph should be short and state the purpose of the letter- to make an enquiry, complain, request something, etc.

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. Most letters in English are not very long, so keep the information to the essentials and concentrate on organizing it in a clear and logical manner rather than expanding too much.

The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

8.2 Types of letters

8.2.1 Application letter/ Cover Letter

When you submit your resume (CV), you will typically need to write a cover letter as well. In this letter, you will make a case for your candidacy, highlighting your relevant skills. Since a cover letter is a formal document, there are set guidelines for what information to include in the letter, as well as how to format it. Cover letters are not just for job applications, although this is the context many people think of when they hear the term. Cover letters can be used on any collection of documents or media for the purpose of describing reasons for sending them. You may put a cover letter on a fax, on a proposal or anything that needs an explanation.

An application letter is a specific type of cover letter that is used on an application. Application letters can accompany job applications, and they can also go with applications for admissions to schools, applications for grants or any other types of application materials. They are usually more detailed than general cover letters. For example, an application letter for a job should contain at least two to three paragraphs explaining why you are interested in the job, highlighting your qualifications, requesting an interview and thanking the reviewer for his time.

8.2.2 Motivation letter

When applying for a graduate programme leading to a study degree, applicants are requested to submit a letter of motivation (sometimes also called “statement of purpose”). These letters of motivation play an important role in the selection process. Regrettably, however, they often fail to convince any member of a selection committee. How do you write a successful letter of motivation?

1. Take your time and start early. The letter of motivation is a crucial document in your application. Never try to write it down in one evening.
2. Do not start your letter of motivation by repeating your CV.

Cover/Application Letter layout	Motivation Letter Layout
<p>Your Information Name Address City, State, Zip Code Phone Number Email Address</p> <p>Date</p> <p>Recipient Contact Information <i>(if you have it)</i> Name Title Company Address City, State, Zip Code</p> <p>Subject: Application of _____ (name of scholarship) at your institute.</p> <p>Salutation Dear Mr./Ms. Last Name(if known),</p> <p>The first paragraph of your letter should include information on why you are writing. Mention the position you are applying for and where you found the job/ grant listing. Include the name of a mutual contact, if you have one.</p> <p>Middle Paragraph(s). The next section of your cover letter should describe what you have to offer the employer. Mention specifically how your qualifications match the job you are applying for. Think of this section of the cover letter as where you are making a pitch for your fit as an employee and show what makes you a great candidate. Keep in mind that employers will be more interested in what you can do for them. Make the connection between your qualifications and the job requirements clear. Use this section to interpret your resume—do not repeat from it verbatim.</p> <p>Final Paragraph. Conclude your cover letter by thanking the employer for considering you for the position. Include information on how you will follow-up. Optionally, you can briefly restate why you would be a good fit for the position.</p> <p>Complimentary Close Respectfully yours,</p> <p>Signature</p>	<p>Your Information Name Address City, State, Zip Code Phone Number Email Address</p> <p>Date</p> <p>Recipient Contact Information <i>(if you have it)</i> Name Title Company Address City, State, Zip Code</p> <p>Subject: Motivation letter for _____ (name of scholarship) at your institute.</p> <p>Salutation Dear Mr./Ms. Last Name(if known),</p> <p>In a best case, a motivational letter has no more than 4 paragraphs. The goal of the first one is to specify what you are applying for and how did you hear about that vacancy.</p> <p>The second paragraph should list your qualifications. Read carefully the call, identify the requirements and see how your professional/educational profile matches. Use examples to prove that you possess skills and other knowledge needed for the position. In the best case, you should start from your experience and show how you have developed those qualifications by doing what you have been doing or studying. The same as in the case of your resume, the result should portrait you as a creative, independent person with initiative and ability to deal with responsibilities, apart from the specific skills needed for the job/grant. Briefly, the second paragraph should show why you are good for the job/grant.</p> <p>The third paragraph should point out why you want this job/grant. You should state your interest for the skills you are going to learn if you get the job. You should leave the impression that you can make a genuine contribution to the company’s operations, while simultaneously deriving satisfaction from your work.</p>

Enclosures:

[List of attachments, like: CV, Diplomas, Transcripts, Statement of purpose, etc.]

The last one indicates your availability for an interview, suggesting in this way a concrete follow-up for your application.

After the 4th paragraph leave a blank line, same as you should do in the beginning, after the salutation (Dear). Write the proper closing, as described above and your name.

Complimentary Close

Yours respectfully ,

Signature**Enclosures:**

[List of attachments, like: CV, Diplomas, Transcripts, Statement of purpose, etc.]

Sample Cover/Application Letter

Lisa J. Hall

2340 University Avenue Green Bay, WI 54311

September 22, 200X

Jacqueline C. James Program Director Fox Valley Autism Center 309 De Witt Street Appleton, WI 54911

RE: Application for Family Advocate Position

Dear Ms. James,

After reading the Family Advocate listing available with Fox Valley Autism Center on the Career Services' Phoenix Recruitment Online, I have become quite interested in this position. As a senior at the University of Wisconsin-Green Bay, I will complete my Bachelor's Degree in Human Development in May 20XX. The prospect of joining your staff in this role would be a welcome and exciting challenge.

Over the past semester, I have had the opportunity to participate in an internship with the Wisconsin Early Autism Project. This involved working one-on-one with autistic children on cognitive and behavioral issues, and participating in staff meetings to review therapy plans. Through this experience, I have demonstrated the ability to work independently as well as become a valued team member. In addition to my internship, my communication and leadership skills have been cultivated through my extracurricular involvement and conducting class group projects and presentations. Through this combination of skills and experience, I am confident that I could be an asset to your staff in the Family Advocate position.

My resume is enclosed for your review. If you have questions or wish to arrange an interview, I may be reached at (920) 639-XXX. Thank you for your time and consideration.

Sincerely,

Lisa J. Hall

Enclosure: Resume

(From *Scribd website*, <https://www.scribd.com/document/493886591/TUGAS-Formal-Application-Letter-Templates>)

Sample Motivation letter

Name of the Sender
Address
Email
Date: Month DD, YYYY
Name Surname
School of Psychology
University [Name]
Address

RE: Motivation for MA in Psychology with an emphasis in Counseling Psychology

Dear Dr. [Surname],

With this letter I would like to state my strong motivation and submit my application for a Master of Arts program in Psychology with an emphasis on Counseling Psychology in the School of Psychology of the Webster University.

I am interested in particular in the Counseling Psychology of the Master Program because I was captivated by the work of the two professors of the Webster University, who have done comprehensive research in the field of Psychopathology and Developmental Psychology. As you may see in the application file and in my curriculum, I have completed bachelor degree in Psychology from the University of [Name of the University] with a major in applied statistics and psychological research. Following graduation, I have strived to utilize my theoretical skills and have been consequently involved in several research projects.

Thanks to one of the research projects I have participated in, I got keen to learn more about counseling psychology and decided to apply for a Master course. I am in particular interested to pursue my career in Family counseling, because I believe this is an emerging area of counseling psychology.

I expect that this Master program will provide me with an opportunity to strengthen my theoretical knowledge base, which I can later use in the practical setting. After gaining some experience in counseling practice I would like to obtain a license to work as a Family counselor, and I perceive a Master degree in Psychology with an emphasis on Counseling Psychology as a good starting point toward my career goals.

I would like to thank you for the time and effort you invested in considering my application. Please feel free to contact me if there is anything else I should provide to you. I look forward to your positive response and I am fully prepared and keen to become a student of the Webster University.

Sincerely,
Name Surname
[Signature]
Enclosures: Resume

(From *Motivationletter.com*, <https://motivationalletter.com/2016/08/02/motivation-letter-sample-for-a-master-in-psychology/>)

8.2.3 Academic Recommendation Letters

When you apply in any university or institution, you may need a recommendation letter. These might be college recommendation letters, graduate school recommendation letters, letters from teachers, letters for teachers, and more. Generally, the letter of recommendation is related to employment or education. So, in such a letter you can include several things like: Qualification of an individual, Skills of an individual, Qualities as well as capabilities of a candidate and extra educational details.

8.2.4 Reference Letter

A reference letter is a letter in which skills and capabilities of another person are mentioned in a positive way. It is used for: The university admission, the job application or the scholarship application. The person writing a reference letter is called as a referee and sometimes is also called as a sponsor. The referee can be anyone like: A boss, a supervisor, a teacher, a professor, etc. It is a letter in which the writer makes a general assessment of the qualities, interests, attitude, integrity, community involvement, and personal characteristics of a person.

The Difference between a Recommendation Letter and a Reference Letter

People usually, get confused when it comes to recommendation letter and the reference letter. Although both types of letters are primarily used to introduce a person and vouch for his or her skills, abilities, integrity, character, and interests, the difference between the two is significant. A recommendation letter is more specific and usually for the purpose of obtaining employment or admission to advanced education. The information is more related to skills and abilities than it is to personal characteristics. While, a reference letter is usually more general in nature and refers more to the overall character of a person. The information is more related to an individual's personality and character than it is to their skills and abilities.

Academic Recommendation Letter sample

Dear Admissions Committee,

I had the pleasure of teaching Sara in her 11th grade honors English class at Mark Twain High School. From the first day of class, Sara impressed me with her ability to be articulate about difficult concepts and texts, her sensitivity to the nuances within literature, and her passion for reading, writing, and creative expression- both in and out of the classroom. Sara is a talented literary critic and poet, and she has my highest recommendation as a student and writer.

Sara is talented at considering the subtleties within literature and the purpose behind authors' works. She produced an extraordinary year-long thesis paper on creative identity development, in which she compared works from three different time periods and synthesized cultural and historical perspectives to inform her analysis. When called upon to give her thesis defense in front of her peers, Sara spoke clearly and eloquently about her conclusions and responded to questions in a thoughtful way. Outside of the classroom, Sara is dedicated to her literary pursuits, especially to poetry. She publishes her poetry in our school's literary magazine, as well as in online magazines. She is an insightful, sensitive, and deeply self-aware individual driven to explore art, writing, and a deeper understanding of the human condition.

Throughout the year Sara was an active participant in our discussions, and she always supported her peers. Her caring nature and personality allow her to work well with others in a team setting, as she always respects others' opinions even when they differ from her own. When we held a class debate about gun laws, Sara opted to speak for the side opposite her own views. She explained her choice as motivated by a desire to put herself in other people's shoes, view the issues from a new perspective, and gain a clearer sense of the issue from all angles. Throughout the year, Sara demonstrated this openness to and empathy for the opinions, feelings, and perspectives of others, along with shrewd powers of observation, all qualities that makes her outstanding as a student of literature and burgeoning writer.

I am certain that Sara is going to continue to do great and creative things in her future. I highly recommend her for admission to your undergraduate program. She is talented, caring, intuitive, dedicated, and focused in her pursuits. Sara consistently seeks out constructive feedback so she can improve her writing skills, which is a rare and impressive quality in a high school student. Sara is truly a stand-out individual who will impress everyone she meets. Please feel free to contact me if you have any questions at callmeclemens@gmail.com.

Sincerely,
Ms. Scribe
English Teacher
Mark Twain High School

(From *Scribd* *website*,
<https://www.scribd.com/document/359223591/This-is-an-Example-of-a-Robust-Recommendation-Letter>)

Reference Letter Sample

John Smith
123 Main Street
Anytown, CA 12345
555 555-5555
jsmith@email.com

September 1, 2018

Jane Kiel
Director, Human Resources
Anytown Riding Institute
123 Business Rd.
Anytown, CA 54321

Dear Ms. Kiel,

I have known Jane Doe in a variety of capacities for many years. She has been my daughter's riding instructor for the past several years. In addition, she is my partner in a small business where she is responsible for writing and editing articles and website content.

Jane is efficient, detail-oriented, and extremely competent. She often successfully finishes a task well before the deadline. She is extremely organized, and never misses a deadline or forgets an assignment.

Jane also has an excellent rapport with people of all ages. She has taught riding to both young children and the elderly, and every age in between. Her excellent communication skills (both written and verbal) allow her to connect with all kinds of people and to inspire them to put forth their best effort.

In summary, I highly recommend Jane for any position or endeavor that she may seek to pursue. She will be a valuable asset to any organization.

If you have any questions, please do not hesitate to contact me.

Sincerely,

John Smith

(From *The Balance website*, <https://www.thebalancemoney.com/character-reference-letter-example-2058721>)

8.2.5 Inquiry Letter

Any kind of a letter that is written for collecting information can be called as an inquiry letter. This information can be related to anything like product, price, job, contract etc. Employers and business owners write this type of a letter to generally obtain the desired information.

Inquiry Letter Sample

Mark Thompson
128 Somewhere Road
Birmingham
B18 6NF
Date: 6th January 2011
Major UK Company
123 Made Up Road
Derby
D11 1AA

RE: Inquiry about_Vacancy for an IT Project Manager

Dear Sir / Madam,

I am writing to you to inquire about a vacancy in your company's London office for an IT Project Manager. I have been told of this opening by Mr. Richard Brown who is currently employed by your company.

If the position exists, then I am very interested in it as I feel it is a perfect fit for my skills and abilities. I am currently working for a leading multinational company, where I have been successful in controlling cost and budgets, improving staff performance and completing projects to time.

I look forward to discussing my relevant work experience and academic qualifications with you and also explaining how I contribute to your company's continued growth and success.

Please feel free to contact me if you require clarification or any further information. I thank you for your time and I look forward to hearing from you.

Yours faithfully,

(From *DayJob.com website*, <https://www.dayjob.com/inquiry-letter-sample-409/>)

8.3 Opening and Closing lines

3.1 Opening lines: Why do we need an opening line in a letter or formal email?

- to make reference to previous correspondence
- to say how you found the recipient's name/address
- to say why you are writing to the recipient.

Some Good Opening Lines:

With reference to your letter of 8 June, I ...
I am writing to enquire about ...
After having seen your advertisement in ... , I would like ...
After having received your address from ... , I ...
I received your address from ... and would like ...
We/I recently wrote to you about ...
Thank you for your letter of 8 May.
Thank you for your letter regarding ...
Thank you for your letter/e-mail about ...
In reply to your letter of 8 May, ...

3.2 Closing lines: Why do we need a closing line in a letter or email?

- to make a reference to a future event
- to repeat an apology
- to offer help

Some Good Closing Lines:

If you require any further information, feel free to contact me.
I look forward to your reply.
I look forward to hearing from you.
I look forward to seeing you.
Please advise as necessary.
We look forward to a successful working relationship in the future.
Should you need any further information, please do not hesitate to
contact me.

Once again, I apologise for any inconvenience.
We hope that we may continue to rely on your valued custom.
I would appreciate your immediate attention to this matter.

When the recipient's name is unknown to you:

Dear Sir ... Yours faithfully
Dear Madam ... Yours faithfully
Dear Sir or Madam ... Yours faithfully

8.4 Useful Expressions in Letter Writing

It is helpful to know some common phrases and set expressions. Being able to use these will allow you to express your ideas quickly and effectively.

Apologizing

I'm sorry about...

I am sorry that...

I'm very sorry about...

I'm very sorry for...

Please forgive me for...

I'd like to apologize for...

Please accept my apologies.

Please accept my sincere apologies. (Very formal)

Asking for Help

I'd be grateful if you could...

I would be grateful if you could...

I would appreciate it if you could...

Could you please...

I was wondering if you could help me. (Informal)

I would like to know...

Asking for Information

I am writing to enquire about...

I am writing to find out about...

What I am looking for is...

I would like to know about/if...

Closing

I look forward to seeing you.

I look forward to hearing from you.

I look forward to meeting you.

Complaining / expressing dissatisfaction

I'm writing to express my dissatisfaction with...

I'm writing to express my annoyance with...

I am not happy about...

...was very disappointing.

Conveying regards

Please give my best regards to your family.

Please pass on my best wishes to your wife and children.

Please give my regards to your parents.

Expressing satisfaction

I was delighted to hear that...

I was very happy to learn that...

I was thrilled to find out that...

I was glad to hear that...
...was very enjoyable.

Expressing concern / sympathy

I was sorry to hear about... (your accident/ illness)
I am writing to express my concern about...

Giving bad news

I regret to inform you that...(semi-formal)
I am sorry to tell you that...(informal)
I regret to advise you that...(formal)
I am afraid I have some bad news.(informal)

Giving good news

I am pleased to inform you that...(semi-formal)
I am delighted to tell you that...(informal)
I am happy to advise you that...(formal)
I thought you might like to know that...

Giving reasons

This is because...
This is because of...
This is due to... (formal)
This is as a result of...(formal)
This is owing to...(formal)

Making suggestions

Would it be a good idea to...
Perhaps it would be a good idea to...

Thanking

Thanks.
Thank you.
Thank you very much.
Thank you kindly.
I can't thank you enough.
No words can express my gratitude.
I am extremely grateful for...
I very much appreciate your _____ing

Practice

1. In light of what you have studied in the classroom about application letters, ***write an application letter for an interesting company job***, taking into consideration the formal style, the appropriate pattern, and the right format that should be used in this kind of letters. Do not forget to mention the position you are applying for, you need to include your relevant skills, your qualifications and explain why you would be a good fit for the position.

2. In light of what you have studied about the lecture of letters writing, and after having read the given samples on motivation letter, ***write a motivation letter for an educational scholarship in a particular major***. As it was discussed in the classroom, you need to specify what you are applying for, to what institution or university you are applying for. You have to write about your skills and qualifications that match the institution requirements. Most importantly, you should point out why you want this scholarship.

In writing your letter, you should include the following information (in this order):

- Letterhead or sender's address
- Date
- Inside address
- Salutation or Greeting
- Message
- Closing
- Signature, printed name, and position of sender

Lecture Nine: Critique Writing

Introduction

A critique is usually written in response to a creative work, such as a novel, a film, poetry, or a painting. However, critiques are also sometimes assigned for research articles and media items, such as news articles or features. A critique is slightly different than a traditional 5-paragraph theme, as it is usually focused on the overall effectiveness and usefulness of the work it is critiquing, rather than making a strictly analytical argument about it. Organizing your critique into five paragraphs can help you structure your thoughts. This lecture aims to help you write effective critiques. We shall introduce you to the organization and steps that should be taken for writing good critiques.

9.1 Definition

A critique is a piece of writing that critically evaluates a piece of literary work, a political or philosophical theory in detail. A critique could be a critical essay, an article evaluating a literary piece, or a review. It may be just like a summary that identifies the central issue, raises questions, takes notice of theoretical and experimental approaches, and reviews the significance of the results. Apart from that, its purpose is to highlight both the shortcomings as well as strengths of a literary piece or an art work. Moreover, critically evaluation or assessment requires sufficient knowledge about the subject matter.

Examples

1. A famous writer, Jonathan Yardley, gives a complete analysis of F. Scott Fitzgerald's popular novel, *The Great Gatsby* in *The Washington Post*. He calls this novel as an enormous achievement in the career of Fitzgerald. It is his masterwork and seems that no other American novel could ever come close to its literary artistry. Precisely this novel is very popular, and its every passage is famous, thus there is no need to retrace its details and familiar background. Fitzgerald has written it with unusual subtlety and sustained that tone in the entire novel. In the end, he adds further by saying that this novel is "the most beautiful, compelling and *true* in all of American literature." Then he says, "If from all of our country's books I could have only one, *The Great Gatsby*, would be it."

2. Victoria Lambert, in *The Daily Telegraph*, writes her critical reviews on Jane Austen's novel, *Pride and Prejudice*. She describes the novel as surprisingly comforting as much as iconoclastic. It is a great story that challenges the people's perceptions and

also makes a line in their thoughts and female history. Certainly, there is an enjoyment of the Georgian grace, a world where we can solve problems by a ball-invitation, a new gown, and scrumptious gossips. The social life at Hampshire Vicarage, its complex social mores, obsessions with money and class, its picnics and parities draw the readers, especially females, to a point of obsession. The critics appreciate Austen's overall depiction of the way money rules a society. She also admits Austen's ability to describe human heart in detail, sets her literary pulse racing.

3. A critical reading on Shung's (1776) Effects of Classroom Testing by Microcomputer published in the Journal of ABCDE revealing that it was a very in-depth research project, particularly for a journal article. For the most part, it was well written and well organized. There was a definite need for a short review of literature to develop the situation. The article did get a little complicated in the reporting of data due to the complicated statistical procedures used. Overall, it was a very interesting, significant contribution to the field of research. This critical review suggests that additional research is needed in other classroom settings to see if consistent findings about cognitive performances, time requirements, and attitude are achieved.

9.2 Writing Critiques

9.2.1 Laying the Groundwork

1. Read the text. Keep in mind some questions and take notes as you read. These will help guide your formulation of your ideas later. For example:

- Does the writer clearly state her/his main point or goal? If not, why do you think that is?
- Who do you think is the writer's intended audience? This can be crucial to determining the success of a work; for example, a movie intended for young children might work well for its intended audience but not for adult viewers.
- What reactions do you have when reading or viewing this work? Does it provoke emotional responses? Do you feel confused?
- What questions does the work make you think of? Does it suggest other avenues of exploration or observation to you?

2. Do some research. You usually will not need to do a lot of research, but in order to talk about how the work relates to a larger issue or context, you will need to know what it is responding to, what context it was created in, etc.

- For example, if you are critiquing a research article about a new treatment for the flu, a little research about other flu treatments currently available could be helpful to you when situating the work in context.
- As another example, if you're writing about a movie, you might want to briefly discuss the director's other films, or other important movies in this particular genre (indie, action, drama, etc.).
- Your school or university library is usually a good place to start when conducting research, as their databases provide verified, expert sources. Google Scholar can also be a good source for research.

9.2.2 Writing the Introductory Paragraph

1. Give the basic information about the work. The first paragraph is your introduction to the work, and you should give the basic information about it in this paragraph. This information will include the author's or creator's name(s), the title of the work, and the date of its creation.

- For a work of fiction or a published work of journalism or research, this information is usually available in the publication itself, such as on the copyright page for a novel.
- For a film, you may wish to refer to a source such as IMDb to get the information you need. If you're critiquing a famous artwork, an encyclopedia of art would be a good place to find information on the creator, the title, and important dates (date of creation, date of exhibition, etc.).

2. Provide a context for the work. The type of context you provide will vary based on what type of work you're evaluating. You should aim to give the reader some understanding of what issues the creator or author may have been responding to, but you don't need to provide an exhaustive history. Just give your reader enough information to be able to understand the rest of your critique.

- For example, if you're assessing a research article in the sciences, a quick overview of its place in the academic discussion could be useful (e.g., "Professor X's work on fruit flies is part of a long research tradition on Blah Blah Blah.")
- If you are evaluating a painting, giving some brief information on where it was first displayed, for whom it was painted, etc., would be useful.

- If you are assessing a novel, it could be good to talk about what genre or literary tradition the novel is written within (e.g., fantasy, High Modernism, romance). You may also want to include details about the author's biography that seem particularly relevant to your critique.
- For a media item, such as a news article, consider the social and/or political context of the media outlet the item came from (e.g., Fox News, BBC, etc.) and of the issue it is dealing with (e.g., immigration, education, entertainment).

3. Summarize the creator's goal or purpose in creating the work. This element should consider what the thesis or purpose of the work is. Sometimes, this may be clearly stated, such as in a research article. For other texts or creative works, you may have to formulate what you believe to be the creator's goal or purpose yourself.

- The authors of research articles will often state very clearly in the abstract and in the introduction to their work what they are investigating, often with sentences that say something like this: "In this article we provide a new framework for analyzing X and argue that it is superior to previous methods because of reason A and reason B."
- For creative works, you may not have an explicit statement from the author or creator about their purpose, but you can often infer one from the context the work occupies. For example, if you were examining the movie *The Shining*, you might argue that the filmmaker Stanley Kubrick's goal is to call attention to the poor treatment of Native Americans because of the strong Native American themes present in the movie. You could then present the reasons why you think that in the rest of the essay.

4. Summarize the main points of the work. Describe, briefly, how the main points are made. For example, you might talk about a work's use of characters or symbolism to depict its point about society, or you could talk about the research questions and hypotheses in a journal article.

- For example, if you were writing about *The Shining*, you could summarize the main points this way: "Stanley Kubrick uses strong symbolism, such as the placement of the movie's hotel on an Indian burial ground, the naming of the hotel "Overlook," and the constant presence of Native American artwork and representation, to call viewers' attention to America's treatment of Native Americans in history."

5. Present your initial assessment. This will serve as your thesis statement, and should make a claim about the work's general effectiveness and/or usefulness. Is your evaluation going to be principally positive, negative, or mixed?

- For a research article, you will probably want to focus your thesis on whether the research and discussion supported the authors' claims. You may also wish to critique the research methodology, if there are obvious flaws present.
- For creative works, consider what you believe the author or creator's goal was in making the work, and then present your assessment of whether or not they achieved that goal.

9.2.3 Writing the 3 Body Paragraphs

1. Organize your critical evaluations. These should form the bulk of your critique and should be a minimum of three paragraphs. You can choose to organize your critique differently depending on how you want to approach your critique. However, you should devote a paragraph to each main topic, using the rest of the steps in this section to develop each paragraph's discussion.

- If you have three clear points about your work, you can organize each paragraph by point. For example, if you are analyzing a painting, you might critique the painter's use of color, light, and composition, devoting a paragraph to each topic.
- If you have more than three points about your work, you can organize each paragraph thematically. For example, if you are critiquing a movie and want to talk about its treatment of women, its screenwriting, its pacing, its use of color and framing, and its acting, you might think about the broader categories that these points fall into, such as "production" (pacing, color and framing, screenwriting), "social commentary" (treatment of women), and "performance" (acting).
- Alternatively, you could organize your critique by "strengths" and "weaknesses." The aim of a critique is not merely to criticize, but to point out what the creator or author has done well and what s/he has not.

2. Discuss the techniques or styles used in the work. This is particularly important when evaluating creative works, such as literature, art, and music. Offer your evaluation of how

effectively the creator uses the techniques or stylistic choices s/he has made to promote her/his purpose.

- For example, if you are critiquing a song, you could consider how the beat or tone of the music supports or detracts from the lyrics.
- For a research article or a media item, you may want to consider questions such as how the data was gathered in an experiment, or what method a journalist used to discover information.

3. Explain what types of evidence or arguments are used. This may be more useful in a critique of a media item or research article. Consider how the author of the work uses other sources, their own evidence, and logic in their arguments.

- Does the author use primary sources (e.g., historical documents, interviews, etc.)? Secondary sources? Quantitative data? Qualitative data? Are these sources appropriate for the argument?
- Has evidence been presented fairly, without distortion or selectivity?
- Does the argument proceed logically from the evidence used?

4. Determine what the work adds to the understanding of its topic. There are a couple of ways to approach this. Your goal in this section should be an assessment of the overall usefulness of the work.

- If the work is a creative work, consider whether it presents its ideas in an original or interesting way. You can also consider whether it engages with key concepts or ideas in popular culture or society.
- If the work is a research article, you can consider whether the work enhances your understanding of a particular theory or idea in its discipline. Research articles often include a section on “further research” where they discuss the contributions their research has made and what future contributions they hope to make.

5. Use examples for each point. Back up your assertions with evidence from your text or work that support your claim about each point. For example, if you were critiquing a novel and found the writing dull, you might provide a particularly boring quotation as evidence, and then explain why the writing did not appeal to you.

9.2.4 Writing the Conclusion Paragraph and References

1. State your overall assessment of the work. This should be a statement about the overall success of the work. Did it accomplish the creator's goal or purpose? If so, how did it achieve this success? If not, what went wrong?

2. Summarize your key reasons for this assessment. While you should have already presented evidence for your claims in the body paragraphs, you should provide a short restatement of your key reasons here. This could be as simple as one sentence that says something like "Because of the researcher's attention to detail, careful methodology, and clear description of the results, this article provides a useful overview of topic X."

3. Recommend any areas for improvement, if appropriate. Your assignment or prompt will usually say if recommendations are appropriate for the critique. This element seems to be more common when critiquing a research article or media item, but it could also apply to critiques of creative works as well.

4. Provide a list of references. How you present these will depend on your instructor's preferences and the style (MLA, APA, Chicago, etc.) that is appropriate to your discipline. However you format this list, you should always include all the sources you used in your critique.

9.3 Critique Sample “Article Critique”

Graduate student enrollment has increased in recent years, but these students face many challenges on their path to a degree. Researchers have noted that graduate students experience anxiety and stress that may be connected to high attrition rates (Poock, 2002). In the article “Student anxiety: Effects of a new graduate student orientation program,” Megan Hullinger and Dr. R. Lance Hogan (2014) examined the impact of an online orientation program on student anxiety. While this article produced significant results showing that an orientation program could reduce anxiety of new graduate students there are limitations related to the replicability, sample, and generalizability of results.

Hullinger and Hogan (2014) used a sample of 32 incoming graduate students to examine the impact of an online orientation program designed to connect new students with resources across the university. The researchers collected demographic information of participants and used the State Trait Anxiety Inventory to measure anxiety before and after the orientation program. Using t-tests, Hullinger and Hogan found that the participants experienced a significant reduction in anxiety following the completion of the online orientation program.

The researchers discussed an important topic, as administrators continue to attempt to improve retention efforts in higher education. The approach of an online orientation program could be useful for students as it would allow them to have important information at their fingertips, regardless of if they are on campus or not. However, Hullinger and Hogan (2014) did not provide key information about the orientation program they used in their study. This lack of detail would make it difficult to replicate their program in order to further expand the research on this kind of program.

Significant results were noted in the results of this study, but there are limitations to these findings. First, the sample size was small. Out of 802 incoming students who were invited to participate, only 32 students completed the pre- and post- anxiety inventory. With such a small sample size it is difficult to generalize these findings to the larger graduate student population. Also, all participants in this study were from a state university in the Midwest; this also limits the generalizability of these findings to the larger student population. While Hullinger and Hogan (2014) stated that the study should be replicated with a larger population and at other schools, the authors did not discuss how these factors of their study were limitations

This article focused on an important topic within higher education, as administrators need to find solutions to improve retention. One of the barriers graduate students face is anxiety, so an online orientation designed to reduce anxiety could be one useful tool to address this problem. Hullinger and Hogan (2014) shared encouraging results of an online orientation program designed to connect incoming graduate students with university resources. However, this study did not adequately describe this orientation program so that future researchers can replicate this program in other samples. Furthermore, the small sample size and lack of diversity among participants limits the generalizability of these findings. Future research on online orientation programs with a clear description of the program among a larger more diverse sample is necessary to provide evidence of the impact of online orientation programs.

References

- Hullinger, M., & Hogan, R. L. (2014). Student anxiety: Effects of a new graduate student orientation program. *Administrative Issues Journal: Education, Practice, and Research*, 4(2), 27-34. <https://doi.org/10.5929/2014.4.2.3>
- Poock, M. C. (2002). Graduate student orientation: Assessing need and methods of delivery. *Journal of College Student Development*, 43(2), 231-245

(From *UAGC Writing Center*, <https://writingcenter.uagc.edu/writing-article-critique>)

Practice

In light of what you have studied in the lesson of “**Critique Writing**”, write a critique for a creative work (movies, TV drama series, music, etc.) of your own choice. You should write a -5- paragraph critique essay. The critique essay should communicate your understanding of the creative work’s main points and offer an analysis of its strengths and weaknesses. Moreover, the critique should comment on the work’s usefulness and its impact on the audience. You need to take into consideration the following structure:

- **Introduction:** provides information about the evaluated work and his creator, and an overview of the work’s purpose and its main arguments. You should state your thesis regarding the evaluated work’s strengths and weaknesses.
- **Summary paragraph:** briefly reviews the evaluated work’s key points.
- **Assessment paragraphs:** analyze the creative work’s strengths and weaknesses. In discussing strengths, you can point to the work’s presentation of original ideas, the light shed on some social or cultural issues, the use of interesting characters or symbolism to depict particular points, the inclusion of related historical context, persuasive interpretations, and strong evidence, etc. In critiquing weaknesses, you can examine the work’s ineffective use of evidence, inaccuracy, unconvincing arguments, failure to appeal to the audience’s interest, failure to explore ideas within the scope of the work’s main purpose, or disregard of scenes that would better support the work’s aim.
- **Conclusion:** presents a restatement of your thesis, an overview of your critique; the key points and comments written about the evaluated work. You can provide some appropriate recommendations to any weakness areas for improvement.

Lecture Ten: Writing a Literary Analysis Essay

Introduction

Writing a literary analysis essay is a piece of academic work in which students are asked to write on a specific aspect of a literary work (poem, play, short story, or novel). This type of writing requires the sharpened and focused expression of thought and study. When composing your literary analysis essay, it is imperative that you demonstrate your critical thinking and perceptual skills. Your objective in writing a literary analysis essay is to convince the person reading your essay that you have supported the idea you are developing. In this lecture, we shall discuss literary analysis essays which are a different type of writing that university students may be required to complete.

10.1 Literary Analysis

The purpose of a literary analysis essay is to carefully examine and sometimes evaluate a work of literature or an aspect of a work of literature. As with any analysis, this requires you to break the subject down into its component parts. Examining the different elements of a piece of literature is not an end in itself but rather a process to help you better appreciate and understand the work of literature as a whole. For instance, an analysis of a poem might deal with the different types of images in a poem or with the relationship between the form and content of the work. If you were to analyze (discuss and explain) a play, you might analyze the relationship between a subplot and the main plot, or you might analyze the character flaw of the tragic hero by tracing how it is revealed through the acts of the play. Analyzing a short story might include identifying a particular theme (like the difficulty of making the transition from adolescence to adulthood) and showing how the writer suggests that theme through the point of view from which the story is told; or you might also explain how the main character's attitude toward women is revealed through his dialogue and/or actions.

Unlike ordinary conversation and classroom discussion, writing must stick with great determination to the specific point of development. This kind of writing demands tight organization and control. Therefore, your essay must have a *central idea (thesis)*, it must have *several paragraphs* that grow systematically out of the central idea, and *everything in it must be directly related to the central idea and must contribute to the reader's understanding of that central idea.* These three principles are listed again below:

1. *Your essay must cover the topic you are writing about.*
2. *Your essay must have a central idea (stated in your thesis) that governs its development.*
3. *Your essay must be organized so that every part contributes something to the reader's understanding of the central idea.*

10.2 The Elements of a Solid Essay

10.2.1 Thesis Statement

The thesis statement tells your reader what to expect: it is a restricted, precisely worded declarative sentence that states the purpose of your essay -- the point you are trying to make. *Without a carefully conceived thesis, an essay has no chance of success.* The following are thesis statements which would work for a 500-750 word literary analysis essay:

- Gwendolyn Brooks's 1960 poem "The Ballad of Rudolph Reed" demonstrates how the poet uses the conventional poetic form of the ballad to treat the unconventional poetic subject of racial intolerance.
- The fate of the main characters in *Antigone* illustrates the danger of excessive pride.
- The imagery in Dylan Thomas's poem "Fern Hill" reveals the ambiguity of humans' relationship with nature.

Typically, the thesis statement falls at the end of your introductory paragraph.

10.2.2 Introduction

The introduction to your literary analysis essay should try to capture your reader's interest. To bring immediate focus to your subject, you may want to use a quotation, a provocative question, a brief anecdote, a startling statement, or a combination of these. You may also want to include background information relevant to your thesis and necessary for the reader to understand the position you are taking. *In addition, you need to include the title of the work of literature and name of the author.* The following are satisfactory introductory paragraphs which include appropriate thesis statements:

1. What would one expect to be the personality of a man who has his wife sent away to a convent (or perhaps has had her murdered) because she took too much pleasure in the sunset and in a compliment paid to her by another man? It is just such a man—a Renaissance duke—who Robert Browning portrays in his poem "My Last Duchess." A character analysis of the Duke reveals that through his internal dialogue, his

interpretation of earlier incidents, and his actions, his traits—arrogance, jealousy, and greediness—emerge.

2. The first paragraph of Alberto Alvaro Rios's short story "The Secret Lion" presents a twelve-year-old boy's view of growing up—everything changes. As the narrator informs the reader, when the magician pulls a tablecloth out from under a pile of dishes, children are amazed at the "stay-the-same part," while adults focus only on the tablecloth itself (42). Adults have the benefit of experience and know the trick will work as long as the technique is correct. When people "grow up," they gain this experience and knowledge but lose their innocence and sense of wonder. In other words, the price paid for growing up is a permanent sense of loss. This tradeoff is central to "The Secret Lion." The key symbols in the story reinforce its main theme: change is inevitable and always accompanied by a sense of loss.
3. The setting of John Updike's story "A & P" is crucial to the reader's understanding of Sammy's decision to quit his job. Even though Sammy knows that his quitting will make life more difficult for him, he instinctively insists upon rejecting what the A & P represents in the story. When he rings up a "No Sale" and "saunter[s]" out of the store, Sammy leaves behind not only a job but the rigid state of mind associated with the A & P. Although Sammy is the central character in the story, Updike seems to invest as much effort in describing the setting as he does Sammy. The title, after all, is not "Youthful Rebellion" or "Sammy Quits" but "A & P." The setting is the antagonist of the story and plays a role that is as important as Sammy's.

10.2.3 The Body of the Essay and the Importance of Topic Sentences

The term regularly used for the development of the central idea of a literary analysis essay is the *body*. In this section you present the paragraphs (*at least 3 paragraphs for a 500-750 word essay*) that support your thesis statement. Good literary analysis essays contain an explanation of your ideas and evidence from the text (short story, poem, play) that supports those ideas. *Textual evidence* consists of *summary, paraphrase, specific details, and direct quotations*.

Each paragraph should contain a *topic sentence* (usually the first sentence of the paragraph) which states one of the topics associated with your thesis, combined with some assertion about how the topic will support the central idea. The purpose of the topic sentence is twofold:

1. To relate the details of the paragraph to your thesis statement.
2. To tie the details of the paragraph together.

The substance of each of your *developmental paragraphs* (the body of your essay) will be the explanations, summaries, paraphrases, specific details, and direct quotations you need to support and develop the more general statement you have made in your topic sentence. The following is the first developmental paragraph after one of the introductory paragraphs (C)

TOPIC SENTENCE

Sammy's descriptions of the A & P present a setting that is ugly, monotonous, and rigidly regulated. The chain store is a common fixture in modern society, so the reader can identify with the uniformity Sammy describes. The fluorescent light is

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as blandly cool as the "checkerboard green-and-cream rubber tile floor" (486). The "usual traffic in the store moves in one direction (except for the swim suited girls, who move against it) and everything is neatly organized and categorized in tidy aisles. The dehumanizing routine of this environment is suggested by Sammy's offhand references to the typical shoppers as "sheep," "house slaves," and "pigs" (486). These regular customers seem to walk through the store in a stupor; as Sammy indicates, not even dynamite could move them out of their routine (485).

TEXTUAL EVIDENCE

above:

This paragraph is a strong one because it is developed through the use of quotations, summary, details, and explanation to support the topic sentence. *Notice how it relates back to the thesis statement.*

10.2.4 The Conclusion

Your literary analysis essay should have a concluding paragraph that gives your essay a sense of completeness and lets your readers know that they have come to the end of your paper. Your concluding paragraph might restate the thesis in different words, summarize the main points you have made, or make a relevant comment about the literary work you are analyzing, but from a different perspective. *Do not introduce a new topic in your conclusion.* Below is the concluding paragraph from the essay already quoted above (A) about Browning's poem "My Last Duchess":

If the Duke has any redeeming qualities, they fail to appear in the poem. Browning's emphasis on the Duke's traits of arrogance, jealousy, and materialism make it apparent that anyone who might have known the Duke personally would have based his opinion of him on these three personality "flaws." Ultimately, the reader's opinion of the Duke is not a favorable one, and it is clear that Browning intended that the reader feel this way.

10.3 Considerations in Literary Analysis Essay

10.3.1 The Title of Your Essay

It is essential that you give your essay a title that is descriptive of the approach you are taking in your paper. Just as you did in your introductory paragraph, try to get the reader's attention. *Using only the title of the literary work you are examining is unsatisfactory.* The titles that follow are appropriate for the papers (A, B, C) discussed above:

Robert Browning's Duke: A Portrayal of a Sinister Man

The A & P as a State of Mind

Theme in "The Secret Lion": The Struggle of Adolescence

10.3.2 Audience

Consider the reader for whom you are writing your essay. Imagine you are writing for not only your professor but also the other students in your class who have about as much education as you do. They have read the assigned work just as you have, but perhaps they have not thought about it in exactly the same way. In other words, *it is not necessary to "retell" the work of literature in any way.* Rather, it is your role to be the explainer or interpreter of the work—to tell what certain elements of the work mean in relation to your *central idea (thesis)*. When you make references to the text of the short story, poem, or play, you are doing so to remind your audience of something they already know. *The principle emphasis of your essay is to draw conclusions and develop arguments. Be sure to avoid plot summary.*

10.3.3 Using Textual Evidence

The skillful use of textual evidence -- *summary, paraphrase, specific detail, and direct quotations* -- can illustrate and support the ideas you are developing in your essay. However, textual evidence should be used judiciously and only when it directly relates to your topic. The correct and effective use of textual evidence is vital to the successful literary analysis essay.

Summary:

If a key event or series of events in the literary work support a point you are trying to make, you may want to include a *brief summary*, making sure that you show the relevance of the event or events by explicitly connecting your summary to your point. Below is an effective summary (with its relevance clearly pointed out) from the essay already quoted above on "The Secret Lion" (**B**):

The boys find the grinding ball, but later attempt to bury it (*SUMMARY*). Burying it is their futile attempt to make time stand still and to preserve perfection (*RELEVANCE*).

Paraphrase:

You can make use of paraphrase when you need the details of the original, but not necessarily the words of the original: paraphrase to put someone else's words into your own words. Below is an example (also from the paper on "The Secret Lion") of how to "translate" original material into part of your own paper:

Original: "I was twelve and in junior high school and something happened that we didn't have a name for, but it was nonetheless like a lion, and roaring, roaring that way the biggest things do."

Paraphrase: Early in the story, the narrator tells us that when he turned twelve and started junior high school, life changed in a significant way that he and his friends could not quite name or identify.

Specific Detail:

Various types of details from the text lend *concrete* support to the development of the central idea of your literary analysis essay. These details add credibility to the point you are developing. Below is a list of some of the details which could have been used in the developmental paragraph from the paper on John Updike's short story "A & P" (*see the paragraph again for which details were used and how they were used*).

"usual traffic" "fluorescent lights"

"checkerboard green-and-cream rubber-tile floor" "electric eye"

shoppers like "sheep," "house slaves," and "pigs" neatly stacked food dynamite

10.4 Sample of Literary Analysis Essay

Disappointment

"The Story of an Hour" is a short story in which Kate Chopin, the author, presents an often unheard of view of marriage. Mrs. Louise Mallard, Chopin's main character, experiences the exhilaration of freedom rather than the desolation of loneliness after she learns of her husband's death. Later, when Mrs. Mallard learns that her husband, Brently, still lives, she know that all hope of freedom is gone. The crushing disappointment kills Mrs. Mallard. Published in the late eighteen hundreds, the oppressive nature of marriage in "The Story of an Hour" may well be a reflection of, though not exclusive to, that era.

Though Chopin relates Mrs. Mallard's story, she does not do so in first person. Chopin reveals the story through a narrator's voice. The narrator is not simply an observer, however. The narrator knows, for example, that Mrs. Mallard, for the most part, did not love her husband (paragraph 15). It is obvious that the narrator knows more than can be physically observed. Chopin, however, never tells the reader what Mrs. Mallard is feeling. Instead, the reader must look into Mrs. Mallard's actions and words in order to understand what Mrs. Mallard feels.

Mrs. Mallard is held back in her marriage. The lines of her face "bespoke repression" (paragraph 8). When Mrs. Mallard learns of her husband's death, she knows that there will "be no powerful will bending her" (paragraph 14). There will be no husband who believes he has the "right to impose a private will upon a fellow creature" (paragraph 14). Mrs. Mallard acknowledges that her husband loved her. Brently had only ever looked at Mrs. Mallard with love (paragraph 13). This information implies to the reader that Brently is not a bad man; he simply believes that it is his right, and perhaps his obligation as a husband, to direct Mrs. Mallard in everything she does. When Mrs. Mallard learns of her husband's death, she realizes that he will no longer be there to repress her; there will be no one, save her, to direct her will. Then, in a crushing blow, everything she has just realized and begun to look forward to is stolen from her grasp.

Upon learning of her husband's death, Mrs. Mallard realizes that she is now free. She repeats the words "Free, free, free!" (paragraph 11) and feels her body come alive. Her pulse beats faster; her blood runs warmer; her eyes brighten (paragraph 11). Mrs. Mallard knows that from now on she can live for herself and no one else, that "all sort of days... would be her own" (paragraph 19). Mrs. Mallard sees the chance to live out the rest of her days for herself; she sees the opportunity to be her own person. Mrs. Mallard now looks forward to a long life. She

had previously dreaded the years ahead spent under the thumb of her husband (paragraph 19). Now, though, Mrs. Mallard is someone who has much to look forward to and many joys to appreciate. This opportunity is taken from her just as her chance of freedom is taken from her when she learns that Brently still lives. When Mrs. Mallard sees Brently walk through the front door, the disappointment and the devastation of loss that she suffers cause her heart to fail.

When Mrs. Mallard walks down the stairs with her sister, she has triumph in her eyes (paragraph 20). The front door opens, however, and Brently walks in. What effect does this have on Mrs. Mallard? It kills her. Mrs. Mallard has, in a very short time, realized the world is a wonderful place and that she can live in it anyway she chooses. She gains freedom, independence, individuality, and a whole host of things to look forward to in life. When Brently walks in the door, though, Mrs. Mallard knows that she will have to spend the rest of her life as no more than his wife does, just as she had been. She knows that she will never be free. This is too much for Mrs. Mallard to handle. Life had been grim before, with her looking forward to the years ahead "with a shudder" (paragraph 19). Now that Mrs. Mallard has tasted what life might have been like without her husband, the idea of resuming her former life is unbearably grim. When Mrs. Mallard sees that her husband still lives, she dies, killed by the disappointment of losing everything she so recently thought she had gained.

Mrs. Louise Mallard experiences the exhilaration of freedom after she learns of her husband's death in "The Story of an Hour". Later, when Mrs. Mallard learns that her husband still lives, she know that all hope of freedom is gone. The crushing disappointment kills her. The oppressive nature of marriage in "The Story of an Hour" may well be a reflection of, though not exclusive to the late eighteen hundred.

(From *Internet Public Library*, <https://www.ipl.org/essay/Disappointment-In-Kate-Chopins-The-Story-Of-FK45QLNPJE86>)

Lecture Eleven: Writing a Research Report

Introduction

A report is a structured written presentation delivered to interested readers in response to a specific purpose, goal, or request. Reports provide details on a completed assignment or research. Reports differ from typical writings. A report has specific elements that must be analysed, explored, and reported on. In this lecture, you will learn the basic structure of reports. Research reports contain common elements and generally follow the basic format outlined as follows.

11.1 Title

Your title should be brief, topic-specific and informative, clearly indicating the purpose and scope of your study. Include **key words** in your title so that search engines can easily access your work. Example:

Measurement of water flows around Station Pier

11.2 Abstract

An abstract is a concise summary that enables readers to quickly assess the contents and direction of your paper. It should be brief (around 5% of the total), written in a single paragraph and should cover the **scope** and **purpose** of your paper..

11.3 Introduction

The introduction sets the context for your research. It should supply sufficient background to allow the reader to understand and evaluate the present study without needing to refer to previous publications. After reading the introduction your reader should understand **exactly** what your research is about, what you plan to do, why you are undertaking this research and which methods you have used. Introductions generally include:

- the **rationale** for the present study. Why are you interested in this topic? Why is this topic worth investigating?
- **key terms** and **definitions**
- an **outline** of the research questions and hypotheses; the assumptions or propositions that your research will test.

11.4 Literature Review

A literature review is a critical survey of recent relevant research in a particular field. Its purpose is both to offer the reader an overview of the current state of research and to situate your paper within that research. Frequently, the review is part of the introduction. The review should be a selection of carefully organised, focused and relevant literature that develops a narrative ‘story’ about your topic. Your review should answer key questions about the literature:

- What is the current state of knowledge on the topic?
- What differences in approaches / methodologies are there?
- Where are the strengths and weaknesses of the research?
- What further research is needed?

The review may identify a gap in the literature which provides a rationale for your study and supports your research questions and methodology.

11.5 Methodology (Materials and Methods)

The purpose of this section is to detail how you conducted your research so that others can understand and replicate your approach. You need to briefly describe the subjects (if appropriate), any equipment or materials used and the approach taken.

If the research method or method of data analysis is commonly used within your field of study, then simply reference the procedure. If, however, your methods are new or controversial then you need to describe them in more detail and provide a rationale for your approach.

The methodology is always written in the past tense. This section should be written succinctly.

11.6 Results

This section is a concise, tabular or graphic summary of your findings, listed under headings appropriate to your research questions.

Present your results in a consistent manner. For example, if you present the first group of results as percentages, it will be confusing for the reader and difficult to make comparisons of data if later results are presented as fractions or as decimal values.

Do not discuss your results here. Any analysis of your results occurs in the Discussion section.

Raw data or details about the method of statistical analysis used should be included in the Appendices.

Notes on visual data representation:

- Graphs and tables may be used to reveal trends in your data, but they must be explained and referred to in adjacent accompanying text.
- Figures and tables do not simply repeat information given in the text: they summarise, amplify or complement it.
- Graphs are always referred to as 'Figures', and both axes must be clearly labeled.
- Tables must be numbered in the top left hand corner, and they must be able to stand-alone or make sense without your reader needing to read all of the accompanying text.

11.7 Discussion

The Discussion focuses on the hypothesis or research question. This section is where you interpret your results, account for your findings and explain their significance within the context of other research.

Consider the adequacy of your sampling techniques, the scope and longevity of your study, any problems with data collection or analysis and any assumptions on which your study was based.

Checklist for the discussion

- To what extent was each hypothesis supported?
- To what extent are your findings validated or supported by other research?
- Were there unexpected variables that affected your results?
- On reflection, was your research method appropriate?
- Can you account for any differences between your results and other studies?

The discussion may include some statements of conclusion; or you may be required to present the conclusion separately.

11.8 Conclusion

The conclusion is generally fairly short and should follow on naturally from key points raised in the discussion. In this section you should discuss the significance of your findings.

- To what extent are your findings conclusive?
- Are there any practical applications?
- Have your findings uncovered new questions or directions to be extended or explored in future research?

11.9 Reference List / Bibliography

A **Reference List** contains all the resources you have cited in your work, while a **Bibliography** is a wider list containing all the resources you have consulted (but not necessarily cited) in the preparation of your work. It is important to check which of these is required, and the preferred format, style of references and presentation requirements of your own department.

11.10 Appendices

Appendices (singular 'Appendix') provide supporting material to your project. Examples of such materials include:

- relevant letters to participants and organisations (e.g. regarding the ethics or conduct of the project);
- background reports;
- raw data;

- detailed calculations.

Different types of data are presented in separate appendices. Each appendix must be titled, labelled with a number or letter, and referred to in the body of the report. E.g.:

The data obtained are summarised below. The detailed data are given in Appendix 3.

Appendices are placed at the end of a report, and the contents are **not** included in the word count

Practice

Write an academic report about a topic of your own choice; take into consideration these guidelines when doing your writing.

1. **Title:** clear and precise
2. **Introduction:** context of the inquiry. Key related research in the field
 - Why did you undertake this particular inquiry?
3. **Aim:** a brief statement of what exactly you were aiming to find out or achieve in the inquiry
4. **Method:** what you did - a clear, concise account of what you actually did to carry out the research
 - how exactly the experiment or inquiry was set up or carried out
 - why you did it this way
 - how your methods relate to your aims
 - consider using numbered subheadings
5. **Results:** your findings/data
 - how you processed your results clear presentation of your results in words
 - straightforward presentation of your processed data in graphs/charts (raw data is in the appendix or lab diary)
 - integrate your data and comment
 - use numbered subheadings
6. **Discussion of results**
 - point out patterns and trends
 - relate results to each other
 - relate results to title and aims
 - critical assessment of methods used. How what you did may have affected outcomes. What improvements in methods can you suggest? What were the limitations of your study?
7. **Conclusions:** key points you take away from the investigation.
 - Stick to what the data shows, even if this seems very modest
 - State your conclusions clearly and do not enter into more discussion
 - Don't add anything that was not in the Discussion section
8. **Appendix**
 - Working tools (eg questionnaire, lab diary)
 - Summary of raw data (in tally or table form)

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