

ACADEMIC WRITING SKILLS FOR INTERNATIONAL STUDENTS

SIEW HEAN READ

Academic Writing Skills for International Students

Study Skills

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Academic Writing Skills for International Students (2nd edn)
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Academic Writing Skills for International Students

Second edition

Siew Hean Read

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Introduction

Who is the book for?

- The book is primarily written for international students who have met the language requirement for entrance to an English-medium university (typically in the form of a minimum score on a test like International English Language Testing System [IELTS] or Test of English as a Foreign Language [TOEFL]) but are looking for explicit guidance on how to develop their academic essay writing skills.
- Native speakers of English can also find useful tools to help them make a successful transition from secondary school or college writing to writing for university.
- Students in postgraduate studies may find appropriate ways to advance their writing skills.
- The book is also a useful supplementary resource for tutors teaching Academic Writing courses.

What can you learn from the book?

University written assignments can vary across different subject areas. Examples of writing are taken from more than twenty subject areas to show that there are common skills and competencies that can be learnt, practised and applied to different types of writing.

More specifically, you will learn techniques to

- read and understand assignment questions
- plan, organise and develop ideas logically
- write different types of essays (e.g. analytical, argumentative, discursive, reflective)
- undertake specific assignments (e.g. case studies, literature reviews, research proposals)
- write in an academic writing style and use academic writing conventions correctly
- proofread and critically assess your own writing with confidence.

What are the distinctive features of the second edition?

In the first edition, which was published in 2019, the step-by-step approach and use of authentic examples from student writing have been well received. These features are continued in the second edition but with three key changes:

1. **Revised organisation.** The second edition also consists of five parts, but they have been revised to increase connectivity and user engagement.

PART I Essential features of academic writing introduces five key principles underlying good overall written communication in university contexts: appropriate writing style; conventions for using sources; formal structure, organisation and layout; coherent flow of ideas; and accurate use of language.

PART II Types of university written assignments provides an overview of the structure and style of writing tasks such as essays (e.g. argumentative, analytical, discursive), case studies, literature reviews, proposals and reports. The most significant change is the integration of Part IV 'Presenting a point of view: argumentation' from the first edition into Part II Unit 1 'Essays'. It is a better fit and addresses possible overlaps and repetition.

PART III The writing process. Renamed for the second edition, Part III focuses on the three stages of the writing process: planning, organising and developing ideas, including models for writing introductions, conclusions and constructing paragraphs.

PART IV Techniques for developing ideas. Separating this section from Part III gives a lot more flexibility and direct access to core techniques for expanding ideas in paragraphs, including using examples, evidence, extended definitions and explanations.

PART V Putting it all together presents six full-length essays for analysis. Five essays have annotations to alert you to features of structure and style. The sixth essay has no annotations. Instead, you are asked to assess the essay using a Writing Checklist, which serves as a final review of the academic writing skills covered in the book.

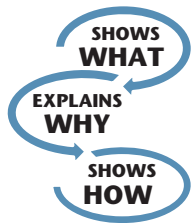
2. **Practice exercises.** In the second edition, practice exercises appear at the end of each topic. You can check your understanding and progress at each stage. There is a wide range of practice tasks including read and answer, gap-filling, sentence completion, reflection and noticing exercises, and writing from notes. The tasks are not only ideal for independent study but also suitable for pair or group work in the classroom. Answers are provided for all practice exercises.

3. **Writing checklist.** This is a new feature in Part V to encourage you to be a critical reader of essays. With references to all the units, the checklist is also a review of the core writing principles addressed in the book.

How can you use this book effectively?

As with the first edition, the second edition uses a pedagogy that supports and promotes independent learning with a three-step approach.

It:



a particular aspect of writing skill involves.

it is especially challenging.

you can master it and apply it to different writing tasks.

The 'support-and-promote' pedagogy is evident throughout. Each unit has these elements:

- a **brief introduction** to the topic (an aspect of writing or a problem)
- an **Example** (usually a short extract from student writing with annotations to point to specific features) – study the Example before doing the Practice exercise
- one or more **PRACTICE** exercises (read and answer questions, gap-filling, sentence completion and writing from notes) labelled alphabetically, for example PRACTICE A, B, C. The alphabetical sequence starts again with each new unit.

Enjoy using the book. I hope you will find useful tools to help you write academic assignments with confidence.

Part I

Essential features of academic writing

Part I highlights five features which characterise good academic written communication and practice.

Main units

Unit 1 Appropriate writing style

Unit 2 Correct conventions for using sources

Unit 3 Formal structure, organisation and layout

Unit 4 Coherent flow of ideas

Unit 5 Accurate use of language

UNIT 1 Appropriate writing style

Key topics

- 1.1 Comparing spoken and written styles
- 1.2 Developing an academic writing style

What is style?

'Style' refers to the way you use words and sentences to express ideas. Writing appropriately means using a writing style that is right for university contexts and the assignment you have been given.

1.1 Comparing spoken and written styles

Spoken communication typically involves active participants in face-to-face situations, as in a tutorial session at university. It relies on facial expressions and gestures, rephrasing and repetition.

- A spoken style is **subjective**. It is influenced by personal feelings or opinions.
- It is **informal** and **casual**, using conversational language and often incomplete sentences.


Written communication is a carefully planned activity. You do not have visual contact with your reader.

- An academic writing style is **objective**. It is based on facts and evidence gathered from research. It conveys ideas through logical reasoning and analysis.
- It is **formal**, using precise and academic words and formal sentence structures.

Table 1. Features of language use in both styles

Spoken style	Written academic style
1 uses <i>I, me, my, we, us, our</i> (personal pronouns or personal reference) (<i>Personally, I think, technology has changed the way we communicate.</i>)	does not use personal pronouns (<i>Technology has changed the way people communicate.</i>)
2 uses emotive (<i>great, incredible, remarkable</i>) and conversational language (<i>tons of, lots, kind of, get, kids, so many</i>)	uses academic words and specialised vocabulary of a subject area (<i>significant, substantial, converse, communicate, address, young people, children</i>)
3 uses simpler, less specific words (<i>Many things were turned upside-down by the storm. A lot of land is now under water.</i>)	uses precise words (<i>The damage is extensive. Two-thirds of the land is submerged under two metres of water.</i>)

4 includes incomplete sentences (<i>Not a good time to look for a job these days. Not when the economy is in crisis. Especially for new graduates.</i>)	consists of complete sentences (<i>In the current economic crisis, employment opportunities for new graduates are limited.</i>)
5 uses non-standard word order (<i>Also, it is; It also can; Mainly, people use this method</i>)	uses standard word order of formal sentences (<i>It is also; It can also; People use this method mainly; This method is mainly used to</i>)
6 may use mainly simple sentences	uses different types of sentences (see Unit 5)
7 uses simple connectors (<i>and, so, but, or, also</i>) and informal devices to link ideas (<i>like, and so on</i>)	uses formal devices to link ideas (<i>in addition, however, similarly, by contrast, as a result, first of all, another</i> – see Unit 4)
8 uses contracted or shortened forms (<i>it's, don't, wouldn't, there's, there're</i>)	uses full forms (<i>it is, do not, would not, there is, there are</i>)

 Some subject areas allow shortened forms and abbreviations. You may find a list of acceptable abbreviations in your course handbook.

PRACTICE A

Read this extract on the value of a university degree.

Actually, more and more jobs need a university degree these days. Like in China, also employers are always looking for university graduates for basic-level jobs. And not only that, for some specialised fields you need to get post-graduate qualifications. Like a masters or a PhD. There's so much competition for jobs. Also, I think we face lots of pressure from society to keep providing proof of scholarship and skill. So, a university degree's a good investment for our future. Especially nowadays with more people chasing fewer jobs.

Find examples of the following features:

- | | |
|----------------------------------|---|
| 1. informal words or slang | <i>e.g. actually, more and more, nowadays, lots, like</i> |
| 2. emotive language | _____ |
| 3. contracted forms | _____ |
| 4. personal pronouns | _____ |
| 5. incomplete sentence | _____ |
| 6. sentences in wrong word order | _____ |
| 7. informal connectors | _____ |

PRACTICE B

Here is a rewritten version of the extract.

Write the replaced words in the right-hand column

1. Today, a university qualification is essential for most 2. work. In China. 3. For example, employers are also increasingly looking for university graduates for the basic-level work. 5. In addition, some specialised fields 6. require post-graduate qualifications 7. such as a master's or a doctoral degree. With 8. increasing competition, there is 9. considerable pressure from society to keep providing evidence of scholarship and skill. 10. Therefore, a university degree is an important investment for 11. the future, especially when 12. demand for work exceeds availability.

1. replaces *e.g. these days* _____
2. replaces _____
3. replaces _____
4. replaces _____
5. replaces _____
6. replaces _____
7. replaces _____
8. replaces _____
9. replaces _____
10. replaces _____
11. replaces _____
12. replaces _____

1.2 Developing an academic writing style

Restrict the use of personal pronouns such as *I, we, my, our, us, you, your*

Most university writing requires a thesis or opinion on an issue. Some assignment instructions ask for opinion in a direct way: 'Do you think ...?'. You might feel that it is necessary to respond with 'I think' or 'In my personal opinion'. This style is not preferred in most academic writing contexts. Over-using personal pronouns can get in the way of the message.

Table 2. Subjective versus objective style

overly personal

Personally, **I** think education can be influential in shaping **our** lives. In this essay, **I** will discuss three benefits of having a university degree: increasing **our** professional and personal opportunities, broadening **our** knowledge and skills, and enabling **us** to make a significant contribution for the advancement of **our** society.

personal experience as evidence

People say that higher study is vital for development. In **my** case, pursuing university study has been the most important decision of **my** life. **I** can say that it has expanded **my** world view.

objective and impersonal

Education can be influential in shaping lives. This essay discusses three benefits of having a university degree: it can increase professional and personal opportunities, broaden knowledge and skills, and contribute to the advancement of society.

evidence from research

The pursuit of higher study can be vital for development. It could be the most important decision of a person's life. **According to a study by Jones (2000), 70 per cent of graduates reported that university study expanded their world view.**

✗ speaking to the reader

A university degree is essential for **your** life. If **you** have a university degree, **you** are in a better position to compete for the best jobs and improve **your** employment prospects.

✓ third person referencing

A university degree is essential for **many people**. With a university degree, **they** are in a better position to compete for the best jobs and improve **their** employment prospects.

⚠ In some subject areas, such as Sociology and Language Teaching, reflective essay assignments are given to encourage self-reflection. Instructions for these types of writing may say that you can use 'I' and 'My' in your journal entries. (See Part II, Unit 1 Essays, 1.4 Reflective.)

PRACTICE A

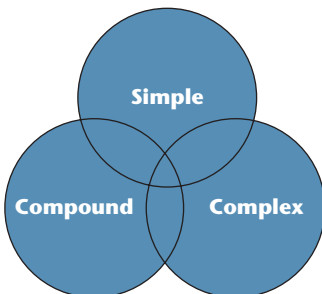
(1st year Engineering, Practical Report evaluating the work experience)

Rewrite the report in a formal style:

My main task for each day was to complete the computational analysis. **I** also had to write a one-page report at the end of **my** day's work for **my** project leader. For **me**, the most valuable experience was that **I** had the opportunity to be involved in a real project and **I** could understand more clearly how theory informed practice.

Your revision

➔ **Expand your sentence range**



Writing different types of sentences with different lengths can add a mature and academic quality to your writing.

You can write simple sentences:

Digital cameras are portable.

Their 35mm counterparts are more burdensome by nature.

Digital cameras provide more freedom to filmmakers.

Shooting a film becomes a spontaneous, flexible and creative process.

OR add some complexity by joining two or more simple sentences with a conjunction *but* to create a compound sentence (the joined ideas have the same status):

Digital cameras are portable, *but* their 35mm counterparts are more burdensome.

OR create a complex sentence using different techniques (in which one sentence is the main idea and the other is the subordinating or dependent idea.)

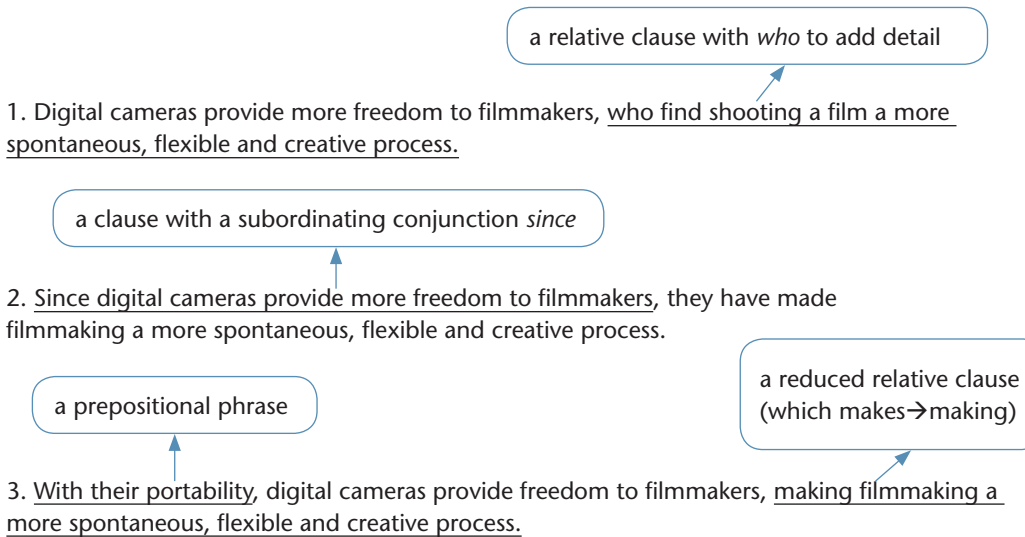


Table 3. Subordinating conjunctions

Meanings	Subordinating conjunctions
Time	<i>after, as, before, since, until, when, while, until, as soon as, whenever</i>
Place	<i>where, wherever</i>
Condition	<i>if, unless</i>
Contrast	<i>while, whereas, although</i>
Reason	<i>because, since, as</i>
Purpose	<i>in order to, so as to, so that</i>
Result	<i>so, so that</i>
Preference	<i>rather than</i>

PRACTICE B

Combine each set of simple sentences into one sentence. You may have to remove some words to make the sentence grammatical.

1. The Statue of Liberty is an internationally known symbol of freedom. The statue is of a woman wearing long, flowing robes.

2. In her left hand, she carries a tablet with the Declaration of Independence date on the cover. In her raised hand, she holds a torch. The torch symbolises enlightenment.

3. The statue is mounted on a 150-foot-high rectangular stonework pedestal. The pedestal has a foundation. The foundation is in the shape of an irregular eleven-pointed star.



Vary sentence starters

If you often start sentences with 'The', 'There is' or 'It /This is', try these variations:

The new technologies are also having a significant impact on a global scale.

→ **On a global scale**, the new technologies are also having a significant impact.

It is impossible to activate the alarm system without the C34 device.

→ **Activating the alarm system** is impossible without the C34 drive.

There will be substantial benefits when the overhead rail is completed.

→ **Once completed**, the overhead rail will bring substantial benefits.

PRACTICE C

Rewrite each sentence without starting with 'The' or 'There'.

1. The government is increasing the retirement age to delay superannuation payments.

2. The specimens were analysed and some were found to be contaminated.

3. There was evidence that the plagiarism-detection software was effective in discouraging students from copying other people's work.

Use academic and precise vocabulary

The following text uses conversational and vague language (e.g. *thing*)

Education is a great thing for your life and work. A university education also gives people lots more room for self-improvement and do cool stuff. Nowadays, there is a huge pressure to get rich and high level in life.

PRACTICE D

Read the revision on the left. Write the words that are replaced in the right-hand column.

Revision

Education can have a significant impact on people's lives and their employment prospects. A university education can provide more opportunities for self-improvement, career advancement and skills development. Today, there is considerable pressure to accumulate wealth and status.

Original

great thing

PRACTICE E

Rewrite each of the following sentences using more formal sentences and academic words.

1. Resources are running out. *e.g. Resources are being depleted.*
2. Maybe there'll be a change in policy. _____
3. It is a worrying issue. _____
4. We must tackle the problem head on. _____
5. The role of a manager is to keep an eye on things to make sure everything is going well. _____



For an understanding of academic vocabulary and a list of academic words, visit this website: <https://www.wgtn.ac.nz/lals/resources/academicwordlist>

➔ Write with conviction, authority and caution

Writing with conviction shows you have a firm belief in your ideas. Writing with authority shows you have good knowledge of the subject. Using caution makes you sound more reasonable and less extreme.

Some ways to show caution

- Use 'hedging' words (*generally, tend to, could, may, would, might, it is possible that*)

Hedging reduces the forcefulness of a statement.

Example

✗ Uses no hedging

As future citizens of a society, we **should** strive to better ourselves and society.

Get a university degree and **contribute** to society as an effective citizen.

giving instructions

✓ Uses hedging

Future citizens of a society are **generally expected** to better themselves and society.

Pursuing a university degree **can** enhance people's ability to contribute to society as effective citizens.

- Make your point clearly and in a direct way.

Example

✗ Asks questions (to the reader)

How can literacy help to create a better world? What are the benefits of a university degree?

✓ Makes the point clearly

Literacy can help to create a better world and pursuing university study can have positive outcomes for everyone.

- Use formal, non-emotive language.

✗ Uses informal, emotive language

In Chinese culture, having a university degree is an **amazing** achievement. **Sadly**, more than 90 per cent of Chinese families are one-child families and parents spend all their energy and time (even their entire fortune) on their children. There is at least one graduate in the family!

inappropriate punctuation

emotive language

✓ Uses formal, non-emotive language

In Chinese culture, a university degree is viewed as a significant achievement. **In fact, it is not uncommon** to find at least one graduate in every family. More than 90 per cent of Chinese families are one-child families and the parents **tend to** expend all their energy, time and finances on their only child.



Two problems:

Overusing hedging: avoid words such as *seems, appears, suggests, potentially, essentially*. Overusing hedging can create uncertainty and can weaken your arguments.

Being extreme or emotive: avoid words such as *definitely, certainly, very, totally, absolutely, greatly, really, strongly*.

PRACTICE F

Remove evidence of over-hedging and extreme or strong language in the following sentences. One has been done as an example.

1. There is some evidence to ~~suggest~~ that eco-friendly alternatives are ~~generally~~ better for the environment than offshore drilling.
2. Breathing in a small amount of smoke when passing someone smoking on the street is very unlikely to have harmful effects.
3. With ever increasing immigration, understandings of race became more complicated and racial antipathy greatly intensified.
4. The research findings indicate that the new machine can potentially decrease energy cost by at least 30 per cent.
5. It is an extremely efficient system and will definitely save energy in the long run.
6. The committee is strongly against offshore drilling. In their view, it is totally unnecessary because there are actually many eco-friendly alternatives, which are far more suitable.

UNIT 2 Correct conventions for using sources

Key topics

- 2.1 Referencing: commonly asked questions
- 2.2 Using quotations: some DOs and DON'Ts
- 2.3 Paraphrasing and summarising: some strategies

At university you are expected to read other people's research and ideas and use them to support your arguments. Today, there is a lot of academic material available on the internet. It is tempting to copy material into your own writing without acknowledging the source.

The practice of taking someone else's work and presenting it as your own is called **plagiarism**. If you do it deliberately, it is considered a serious offence and is likely to result in a failing grade for your assignment. Universities typically use plagiarism-detection software such as Turnitin.com and require students to send their assignments to it. Turnitin provides an overall similarity index as a percentage. An index of more than 20 per cent indicates that there may be too much copied material in your assignment.

2.1 Referencing: commonly asked questions



Why should I reference?

If you use material from a source, you must acknowledge it along with publication details. By referencing, you also show the amount of research you have undertaken to answer the assignment question.



Even if you provide a reference for a source but you copied directly from it, you have plagiarised. (See Units 2.2. and 2.3.)



What should I reference?

You must reference all published academic material used in your assignment. Facts like the following do not need referencing:

- Water boils at 100 degrees Celsius.
- Bangkok is the capital of Thailand.
- Taylor's Scientific Management Principles are still relevant today.



What referencing style should I use?

At university you will become familiar with at least one of these referencing styles: American Psychological Association (APA), Harvard, Modern Language Association (MLA) and Chicago. Use a style that is suitable for your subject area or is recommended by your faculty. **Do not mix styles** in the same essay or report.

Table 4. Comparison of citation styles

Style	System	In-text (in the essay) citation	Source details at end of essay
APA (7th edn) Harvard	author-year-page	In his Harm Principle, Mill (1956) states that ‘the only purpose for which power is ...’ (p. 13).	Mill, J.S. (1956). <i>On Liberty</i> . The Bobbs-Merrill Company, Inc.
MLA	author-page	In his Harm Principle, Mill states that ‘the only purpose for which power ...’ (13)	Mill, John Stuart. <i>On Liberty</i> . The Bobbs-Merrill Company, Inc.
Chicago	Footnote/numeric	In his Harm Principle, Mill¹ states that ‘the only purpose for which power is ...’. 1. John S. Mill, <i>On Liberty</i> (Indianapolis, IN: The Bobbs-Merrill Company, Inc., 1956), 13.	Mill, John Stuart. <i>On Liberty</i> . Indianapolis, Ind.: The Bobbs-Merrill Company, Inc. 1956.

How should I reference?

You need to refer to sources in two places (see Table 4):

- in the essay itself (as an ‘in-text citation’).
- at the end of the essay (on a new page with the heading ‘References’). It lists all the sources you have used with full details.

How does it work?

Example (1st year Business)

References in the essay itself (in-text citation)

There are two competing theories about the definition of entrepreneurship. Proponents of the behaviourist theory believe that entrepreneurs are individuals who are naturally more creative, more extroverted and more confident... **(Fisher & Koch, 2008)**. However, there are some scholars who argue that entrepreneurship is a behaviour as opposed to a set of innate personality traits. For example, **Spinelli and Adams (2012)** defined entrepreneurship as “a way of thinking, reasoning, and acting that is opportunity observed, holistic in approach, and leadership balanced for the purposes of ... creation and capture” **(p. 87)**.

References at the end of the essay on a new page

Fisher, J., & Koch, J. (2008). *Born, not made: The entrepreneurial personality*. Retrieved from <http://web.b.ebschohost.com>.

Spinelli, S., & Adams, R. (Eds.). (2012). *New venture creation: Entrepreneurships for the 21st century* (9th edn.). McGraw-Hill.

in-text citations (author, year, page)

List of sources in alphabetical order by surname

? If I use the same source in the same paragraph, do I need to cite it again?

You do, but cite it differently:

Example (1st year Anthropology, discussing early European settlements)

Most sites were situated along a coastal route (Curtis, 2003) and many were open-air sites along the upper glacier (Curtis, 2003). Settlement was relatively predictable within this period with logical settlement patterns around resource-rich areas and local specialised sites for the manufacture of hunting tools. Such bases were regularly by Cro-Magnon (early modern humans) and Neanderthal (Curtis, 2003).

All citations are at the end of the sentence

The revised example shows how you can cite a source several times and differently:

This phrase introduces the source.

This indicates that you are still using the same source.

According to Curtis (2003), most sites were situated along a coastal route, and many were open-air sites with a preference for showing cave occupations during along the upper Paleolithic glacial. **Curtis also points to** archaeological evidence which showed ... logical settlement patterns around resource-rich areas and local specialised sites for the manufacture of hunting tools. **This evidence further** confirmed that these bases were used regularly by Cro-Magnon (early modern humans) and Neanderthal.

This phrase refers to the evidence in the previous sentence. Source citation is not needed.

PRACTICE

In this extract, the same source is mentioned three times and the citations are placed at the end of each sentence.

[1] The traditional family structure changed with the industrial age, when men left the home daily to seek wage labour (Hook, 2006). [2] This led to the separation of men's and women's labour: men as breadwinners, women as caregivers (Hook, 2006). [3] Today the familiar family model features both men and women working outside the home, but even though unpaid work time has increased for men, 'it has not compensated for women's decline nor reached parity with women's time' (Hook, 2006, p. 1).

Vary the citation style and integrate the quotation into the text.

Introduce the three citations differently as shown in the revised example:

- [1] _____
[2] _____
[3] _____

2.2 Using quotations: some DOs and DON'Ts

A quotation is a group of words or sentences taken directly from the source. In academic writing, you use quotations to back up something you have stated. Avoid beginning your essay or report with a quotation.

Quotations are enclosed in quotation marks. As a rule, UK English uses single quotation marks ('...') and US English uses double quotation marks ("..."). Check with your faculty and use the preferred conventions consistently throughout your writing.

? What should I quote?

In general, paraphrase or summarise. Use a quotation only if it:

- has a powerful point of view
- gives a new perspective and supports your own thesis
- states an important principle or law

Example (2nd year Education)

Meyer (2001) also emphasises that the goals of a modern nation-state education are to achieve 'individual equality and collective progress' (p. 72).

Example (1st year Business)

Spinelli and Adams (2012) defined entrepreneurship as 'a way of thinking, reasoning, and acting that is opportunity obsessed, holistic in approach, and leadership balanced for the purposes of value creation and capture' (p. 87).

Example (1st year Philosophy)

In this principle, Mill (1956) states that 'the only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others. His own good, either physical or moral, is not sufficient warrant' (p. 13).

? How can I integrate a quotation into my writing?

Introduce the quotation to give a smooth transition from the previous sentence.

Example (1st Year Anthropology, using MLA author-page citation style)

Quotation not introduced

Settlement in Asia happened much earlier than in Europe. **'The spread out of Africa most probably was eastward first via Ubeidiya in Israel and Dmanisi, Georgia'** (Roebeck 20).

Quotation integrated into sentence

Settlement in Asia happened much earlier than in Europe. **Evidence from one study showed that** 'the spread out of Africa most probably was eastward first via... in Israel and... Georgia' (Roebeck 20).

OR use an **author tag** with a **reporting verb**

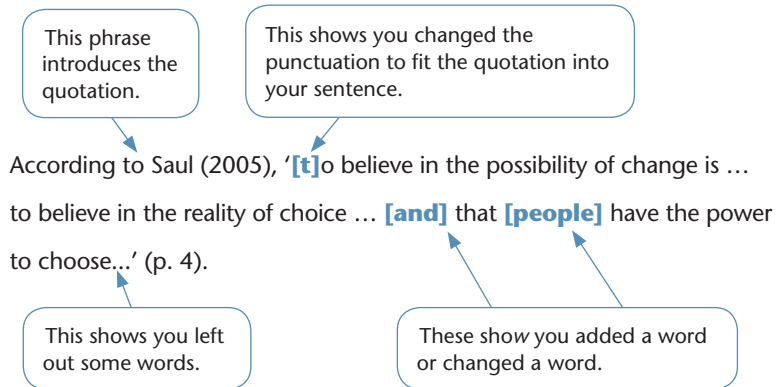
Roebeck suggests that

? How can I show that I have made changes to the quotation?

Example You wish to quote parts of this source text: Saul, J.R. (2005). *The collapse of globalism and the reinvention of the world*. Viking.

To believe in the possibility of change is something very precise. It means we believe in the reality of choice. That there are choices. That we have the power to choose in the hope of altering society for the greater good.

Indicating changes to the quotation (using three dots ... and square brackets [])



Some ineffective use of quotations

- Unnecessary quotation

The two quotations in the following extract from an Anthropology essay could easily be paraphrased. The first quotation is not very useful unless the reader understands what 'African savannah' is. The second quotation is too commonplace to have much impact.

Example

Unnecessary quotation

European settlement was perhaps much later because the Middle East and Asia were more favourable environments at the time being **'more comparable to African savannah'** (Roebeck, 1994, p. 303) unlike Europe which was a **'heavily forested'** (Roebeck, 1994, p. 303) environment.

Paraphrase

Roebeck (1994) argues that settlement in Europe came much later because settlers from Africa were probably drawn to the open grassy plains of the Middle East and Asia. Europe's dense vegetation, however, was seen as a less favourable environment for settlement (p. 303).

Notice the changes in the paraphrase.

- Too many quotations in the same paragraph

Using quotations to build a whole paragraph does not show the reader that you have understood the issues. The two quotations in this short introduction are too close together.

Example

In his essay *On Liberty*, John Stewart Mill poses the question: **'what restrictions are legitimate, or morally justifiable, and what ones are unwarranted interference in the freedom of individuals to act as they wish to?'** (Dare, 2010). Mill proposed an answer to his question in the form of the Harm Principle. In this principle, he states **'the only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others. His own good, either physical or moral, is not sufficient warrant'** (Mill, 1956, p. 13). In this essay, I will discuss ...

2.3 Paraphrasing and summarising

Paraphrasing and summarising help you to express other people's ideas using *your own words*. You also demonstrate that you have understood what you have read.

How is a paraphrase different from a summary?

Table 5. An overview of the main differences

Aspects	Paraphrase	Summary
Definition	rewording of ideas using own or different words	a report of the most important points excluding details and examples
Purpose	to rephrase the full content of a source text or most of it	to give an overview of ideas from a single or multiple sources
Length	could be almost the same length as the original text or slightly shorter	shorter than paraphrase; could be less than a third of the original length

PRACTICE A

(2nd year Business)

The writer uses a combination of comments, quotations and paraphrases/summaries. Fill in the boxes in the right-hand margin with one of the following (NOTE: some phrases can be used more than once):

paraphrase/summary

writer's comment

quotation

writer's thesis

Some have been done as examples.

There are two competing theories about the definition of entrepreneurship. Traditionally, entrepreneurship is defined in terms of the personal characteristics that distinguish entrepreneurs from non-entrepreneurs. Proponents of this theory believe that entrepreneurs are more creative, more extroverted, more confident ... (Fisher & Koch, 2008, p. 1). Those born with these entrepreneurial traits simply cannot become an entrepreneur, even if they have been trained to think and behave like an entrepreneur (Thompson, 2004, p. 246). There are, however, some scholars who reject the traditional approach of defining entrepreneurship. Instead, these scholars believe that entrepreneurship is a behaviour as opposed to a set of innate personality traits. Spinelli and Adams (2012) defined entrepreneurship as 'a way of thinking, reasoning, and acting that is opportunity obsessed, holistic in approach, and leadership balanced for the purposes of value creation and capture' (p. 87). Proponents of the behavioural approach believe that anyone can learn to become an entrepreneur, regardless of their personality traits, because it is possible to teach individual to act and think entrepreneurially (Drucker, 1985, p. 23; Spinelli & Adams, 2012, p. 42). Although the theory that entrepreneurs owe their success to a set of innate personality traits remains widely accepted, some aspects of entrepreneurship can be taught through education.

1. *Writer's comment*

2.

3.

4.

5.

6.

7. *Writer's thesis*

When should I paraphrase or summarise?

- Paraphrase or summarise long quotations.

Example (1st year Anthropology, discussing whether gender is biologically determined)

This quotation consists of 120 words. It describes a gender upbringing practised in a community in Canada (NOTE: conventions require long quotations to be indented without quotation marks):

Stewart (2002) describes a *kipijuituq* upbringing thus:

Male infants judged to be *kipijuituq* become socially female: they are dressed in female clothing, expected to act as girls, and are referred to by female kinship terminology. They do not, however, take on all elements of culturally defined feminine gender roles. That is, a *kipijuituq* may play with dolls and otherwise behave in a feminine manner but is not taught sewing, cooking, and other traditionally feminine activities. If an infant is judged to be *kipijuituq*, that judgment must be obeyed by the child, its parents, and kinspeople. It is (was) believed that if that judgment were ignored, the infant and its kinspeople would be visited by misfortune, such as a hunting accident or a poor catch (p. 15).

Paraphrase (rephrases the whole quotation; 52 words)

Stewart (2002, p. 15) explains that in a *kipijuituq* culture, boys who are deemed to be feminine must wear girls' clothes and behave like girls, but they do not perform household tasks which are traditionally done by girls. The decision of the community cannot be changed. Failure to follow the decision could bring ill luck to the boys and their families.

PRACTICE B

Read the paraphrase and answer these questions.

1. How many words from the original are used in the paraphrase? _____
2. Complete this summary of the quotation by filling in the gaps with suitable words.

[1] _____ Stewart (2002, p.15), boys in *kipijuituq* culture must [2] _____ girls' clothes and [3] _____ like them, [4] _____ they do not [5] _____ household tasks. [6] _____ to comply could have serious [7] _____ for the boys' families. (35 words)

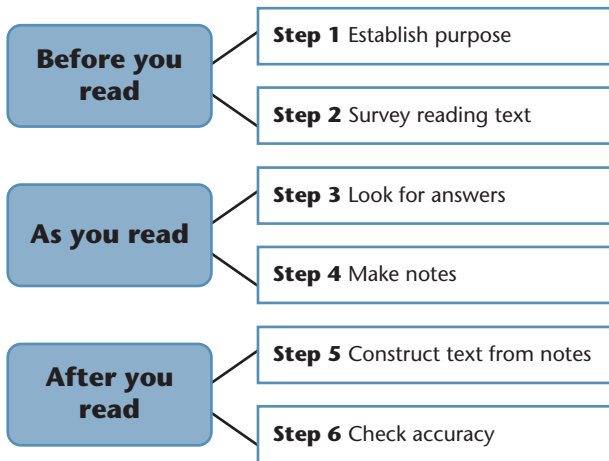
How can I paraphrase and summarise successfully?

Successful paraphrasing and summarising require two skills:

- identifying the main ideas quickly – this requires effective reading skills.
- expressing ideas in your own words – this requires a good level of vocabulary and grammar.

A strategy for academic reading

This strategy improves concentration and understanding:



How does the strategy work?

Paraphrasing a quotation

Example (1st year Philosophy)

In this principle, he states ‘the only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others. His own good, either physical or moral, is not sufficient warrant’ (Mill, 1956, p. 13).

Step 1 Establish purpose: to rephrase a quotation

Step 2 Survey for general idea of quotation:

Harm Principle – Q: when to intervene to stop a person from acting in a certain way

Step 3 Look for answers:

intervention to protect general public – justified; intervention for the person’s own sake – x justified

Step 4 Make notes:

condition for intervention/control – public at risk - cannot intervene to protect person from hurting himself.



This is a user-friendly website to visit for some note-making styles: <http://www.learninghub.ac.nz>

Step 5 Construct paraphrase from notes:

In this principle, Mill (1956) states that a necessary condition for intervening in a person’s actions is if the public is put at risk. Control of any kind to protect an individual person is unjustifiable.

Step 6 Check accuracy: review Steps **1**, **2** and **4** to check the accuracy of the content.

Summarising a longer text

Step 1 Establish purpose: you are responding to this question: ‘Using sweatshops as an example, examine the associated geographies of production and consumption’ (1st year Economics). The annotations in the article represent Steps **2**, **3** and **4**:

Blood, sweat and tears: the emergence of sweatshops

M R Reid 2017

In modern societies, globalised production has become the norm due to the increased links between nations. The change in the **geographies of space and place** are extremely important in relation to the production processes of brands utilising sweatshops.

Driven by capitalism

In Western capitalist societies, the aim of production is to maximise profit. Wage labour is an important part of the capitalist system and sweatshops are viewed as easy ways for companies to **gain profit by driving down the cost of production**. Generally characterised by **low wages, long hours and poor working conditions**, sweatshops illustrate two important features of the geographies of production. Firstly, Western corporations can significantly lower their production costs by utilising the **cheaper labour of developing countries**, thereby increasing their margin of profitability. This is now recognised as a global division of labour with **management being carried out in the West and production being carried out in developing states**. In the clothing sweatshops in Bangladesh and Nike's contract factories in Hanoi, Vietnam, many identical products are produced in this environment through the **efficiency** of the division of labour. Secondly, the notion of the 'shrunk world'

means that fewer resources are needed to transport commodities back to the Western world due to technological improvements. This reinforces the idea of place in the development of commodities, where production is carried out in the developing world and management in the developed world.

Consumer sovereignty

Consumer sovereignty drives production and the prevalence of sweatshops. Heintz (2004) believes the **increased consumption of the West has meant an increase in production** has had to take place. Heintz argues that this process has allowed many citizens of developing countries to be employed in sweatshops. Indeed, many corporations realise the effects that decreased consumption would have on production and attempt to conceal the poor conditions of many sweatshops. Timmerman (2009b) examines the large numbers of sweatshops that have guards, as well as strict procedures around entering their premises.

The culturist perspective

This perspective argues that society has a **culture through trends** and people purchase products to uphold this identity. Corporations will continue to use sweatshops to extend and influence this culture. This concept can be shown through the corporation of Nike and its sweatshops. Nike's manufactured shoes were originally targeted at the American hip-hop trend, but its sweatshops in Hanoi, Vietnam exploit this culture of buying trends and brands.

STEP 2 Survey title headings and key words (highlighted here)

STEP 3 Look for answers to questions from step 1:

What does 'geographies of space and place' mean?

Why do sweatshops exist?

How are consumption and production connected?

STEP 4 Make notes on highlighted parts

Sweatshops – hard work for low returns, cheap available

Production in Asia; management and consumption in West

Sweatshops for maximum profit – main aim of production in capitalist economy

Sweatshops – on-going enterprise – produce branded goods – fuelled by consumption patterns in the West

Your notes:

Increasing demand for branded goods - production in Western countries

move to third-world developing countries - why? - access to a large labour force for mass rapid production - exploited - Save on wages and operational costs - resources e.g. cramped work areas, uncomfortable - large returns for companies. sweatshops - an ongoing enterprise - fuelled by consumption patterns - capitalist society + fashion-conscious culture.

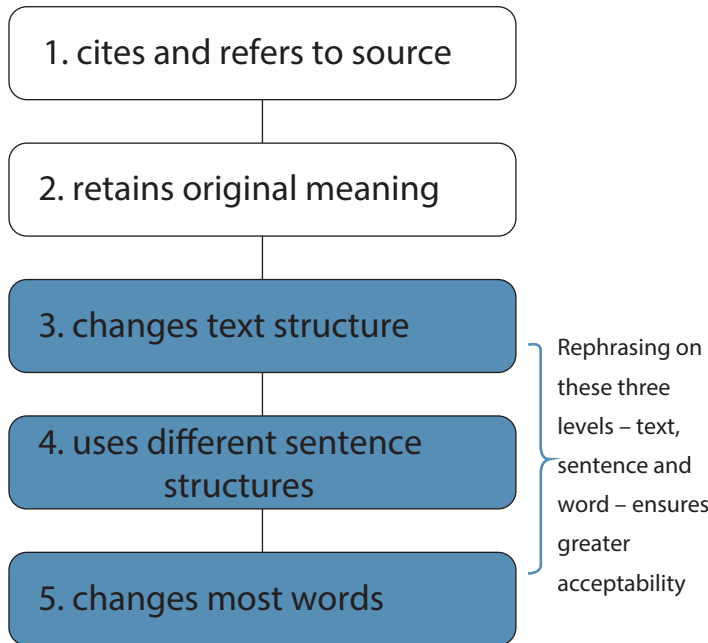
PRACTICE C

Complete this summary (**Step 5**) by filling in the gaps with suitable words from the notes above:

In the article, Reid (2017) points to the [1] _____ of sweatshops to meet increasing [2] _____ for branded goods by [3] _____ in the Western world. Western manufacturers are moving their [4] _____ lines to poor [5] _____ countries in Asia, where they have [6] _____ to a large [7] _____. In addition, they can [8] _____ profit significantly by saving on operational costs, [9] _____ and providing [10] _____ work areas with minimum [11] _____. In Reid's opinion, sweatshops will continue because capitalist societies are driven by [12] _____ and a [13] _____ of fashion.

? What is an acceptable paraphrase or summary?

Use these five criteria to construct an acceptable paraphrase or summary:




Criterion 1 Cites and refers to the source

Table 6. Three ways to cite and refer to the source

Referencing style	At end of paraphrase or summary to emphasise the idea	At start of paraphrase or summary to emphasise the author using different reporting verbs	At start of paraphrase or summary to refer to both work and author
APA (author, year)	... (Mill, 1956).	Mill (1956) states that ...	In his essay, <i>On Liberty</i> , Mill (1956) states that ...
Harvard (author, year)	... (Mill, 1956).	Mill (1956) argues that ...	In his essay, <i>On Liberty</i> , Mill (1956) argues that ...
MLA (authors page)	... (Mill 13).	Mill points out that ... (13).	In his essay, <i>On Liberty</i> , Mill (13) points out that ...
Chicago (numeric/ footnote)	... ¹	Mill suggests that ... ¹	In his essay, <i>On Liberty</i> , Mill suggests that ... ¹

Table 7. A classification of reporting verbs. These verbs clearly identify the nature of the subject matter or the action

Reporting purpose (usually in the present tense)	Reporting methodology (usually in the past tense)	Reporting results	Reporting point of view of author. The tense may vary
aims to	analysed	confirmed	argues that
considers	compared	demonstrated	claims that
is concerned with	conducted	identified	concludes that
defines	drew on, used	found that	challenges
describes	investigated	highlighted	holds the view that
explains	interviewed	mentioned	is critical of
gives, provides	measured	established	notes that
presents	surveyed	reported that	proposes, suggests
states	used	showed	questions

 **Tense changes in reporting verbs.** Use the present tense when summarising or paraphrasing. Use the past tense when reporting findings. Tense shifts like these are common in literature reviews and reports (see *Part II, Units 3 and 4*).

Example The following extracts show some good use of reporting verbs:

Extract 1

Lee (2005) **argues that ...** As Bryson and Henry (2001: 343–344) **explain ...** Massey (1995) **describes ...** However, Bryson and Henry (2001: 344) **allude to** the notion of a ‘shrunk world’ ...

Extract 2 (note the tense changes)

In *Learning to Labour*, Willis (1977) **examines** the way in which individuals ... In an ethnographic study of ... conducted in 2014, Wills **found** that ... Will **suggests** that ...

Criterion 2 Retains original meaning

Your paraphrase or summary must accurately represent the author’s ideas and not your own.

Criterion 3 Changes organisation or text structure

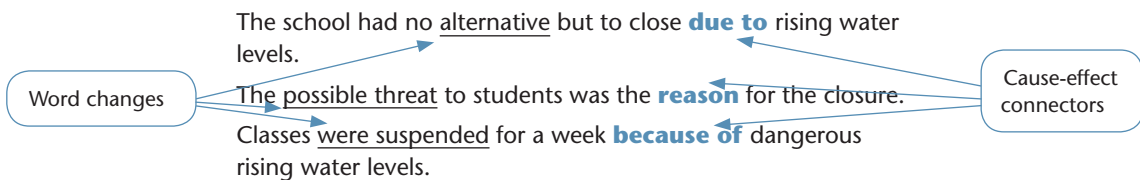
Use your notes to write the paraphrase. This will make sure that it is not like the source text.

Criterion 4 Uses different sentence structures

A good knowledge of English sentences helps to ensure you express other people’s ideas differently. The following sentence, for example, expresses a cause-and-effect relationship:

The school was forced to close for a week due to the potential risk to students from the flooding.

You can use different sentence structures and words to express the cause-and-effect relationship:



Criterion 5 Changes most of the words

If you use more than three words from the original source in the same sentence, revise your paraphrase. Think of words with similar meaning to replace words in the source text.

PRACTICE D

Paraphrase the quotation (2nd year Business, on entrepreneurship can be taught).

Read three paraphrases of a quotation used in the essay. Measure each paraphrase against the five criteria. Mark an * or a ✓ against each criterion on the right. Finally, decide if it is an acceptable or unacceptable paraphrase.

Quotation

In his book, *Innovation and Entrepreneurship: Practice and Principles*, Drucker (1985) identifies innovation as a specific tool of entrepreneurship. It is the means by which entrepreneurs exploit change and use it as an opportunity. What defines entrepreneurs is their attitude to change: the entrepreneur searches for it, responds to it and exploits it as an opportunity and to exploit change is to innovate (p. 23).

Paraphrase 1

In his book, ..., Drucker (1985) states that entrepreneurs are innovative people.
[acceptable/unacceptable]

1. cites and refers to source

2. retains original meaning

3. changes text structure

4. uses different sentence structures

5. changes most words

Paraphrase 2

According to Drucker, innovation is a particular instrument used by entrepreneurs. It is their ability to see possibilities in new ideas. Their actions are driven by the way they look for possibilities which in their view need to be taken advantage of. The ability to do this is a sign of innovation.
[acceptable/unacceptable]

1. cites and refers to source

2. retains original meaning

3. changes text structure

4. uses different sentence structures

5. changes most words

Paraphrase 3

Drucker (1985) claims that innovative entrepreneurs can analyse current situations to see where and how they can be improved. They can see business possibilities in new ideas and constantly look for avenues to review and renew business practices. They can conceive and deliver new models for the benefit of profit and success.
[acceptable/unacceptable]

1. cites and refers to source

2. retains original meaning

3. changes text structure

4. uses different sentence structures

5. changes most words

UNIT 3 Formal structure, organisation and layout

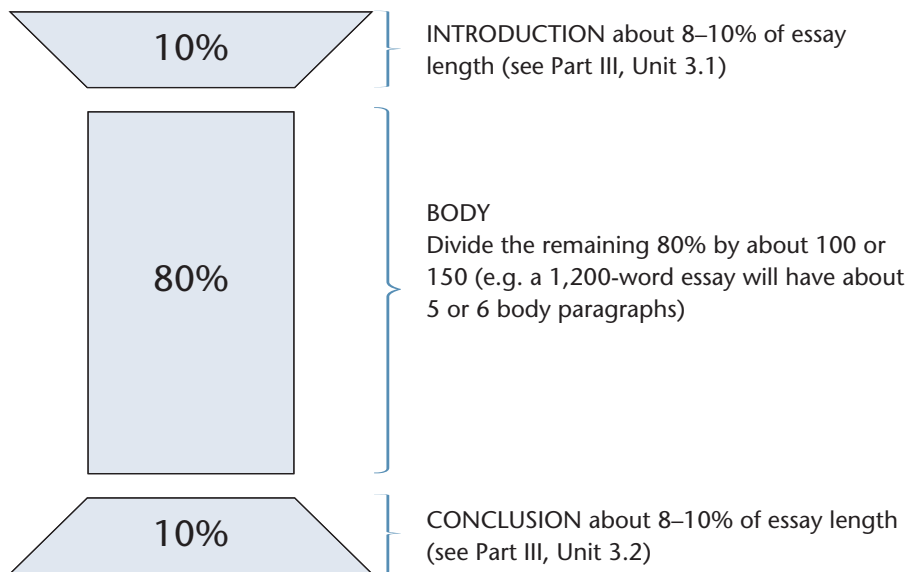
Key topics

- 3.1 Principles of structure, organisation and layout
- 3.2 Guidelines for using headings

Markers' comments such as 'poor structure' or 'not well-organised' relate to how you present your writing on paper.

3.1 Principles of structure, organisation and layout

STRUCTURE refers to the conventional 'shape' of an essay or report. An academic essay has three main elements: introduction, body and conclusion. The body consists of several paragraphs, each consisting of a series of connected sentences discussing one main idea. (Paragraphs in essays are not numbered. Sentences are not listed as bullet points.)



The body of a report or research proposal consists of methods, results and a discussion section (see Part II, Unit 4).

ORGANISATION refers to the logical progression or flow of ideas in the body of the essay. It involves the ordering of ideas in a way that enables the reader to follow the discussion or reasoning easily. The organisational method you choose will depend on the assignment question (more on this in Part III, Unit 2).

LAYOUT refers to the way your text **looks** on paper or on the computer screen. Here are some general principles to consider:

- **Divide your text into visible paragraphs**

A whole page of uninterrupted text makes reading difficult. (See Part III, Unit 3.3 for more on paragraph structure and construction.)



- **Use consistent paragraphing and spacing**

Variable paragraphing (too short or too long paragraphs) and inconsistent spacing between paragraphs cause confusion.



- **Use block or indented paragraphs**

Choose a style and use it consistently.



Block paragraphs with spacing



Indented paragraphs with no spacing



Indented paragraphs with spacing

3.2 Guidelines for using headings

As a rule, headings are used in reports. However, headings may be necessary in longer essays of more than 2,500 words. Some referencing style guides provide advice for using headings such as numbering of headings, different levels of sub-headings, the preferred typescript to distinguish between headings and sub-headings.

The following are some guidelines (*see also* Headings versus topic sentences in Part III, Unit 3.3):

- Keep headings short (preferably no more than five words).
- Use phrases not whole sentences or questions.
- Use the same grammatical form for all headings in the essay or report.
- Decide between numbered or unnumbered headings. Headings in essays are not numbered. Report headings may have a more complex numbering system (see Part II, Unit 4).



Headings and sub-headings



Numbered headings

Example (2nd year Sociology)

These four headings appear in the body of an essay, assessing men's contribution to childcare and housework.

History and two views
Who's doing the important work?
Assigning gender and power relations
Why men don't

The last three headings have different grammatical forms from the first heading (which is a noun phrase). They can be revised to make all the four headings noun phrases:

Allocation of work
Gender and power relations
Lack of men's contribution

PRACTICE A

Here are the headings used in the body of an essay, discussing the question: Is caffeine a drug of abuse?

	Introduction
Heading 1	Sources and consumption
Heading 2	Properties of caffeine
Heading 3	Criteria for drug abuse classification
Heading 4	Is caffeine a drug?
Heading 5	Reinforcing effects of high doses of caffeine

Answer these questions.

1. Which headings need revising? _____

2. How would you revise them?

PRACTICE B

(1st year Music)

The following essay received 'satisfactory' for content and discussion but 'poor' for structure and layout. Review the information regarding LAYOUT. Read quickly through the first two pages of the essay. Can you identify the structural and layout problems numbered 1 to 4 in the left-hand margin?

(NOTE: Focus only on how the text looks on the page rather than the content itself).

[1]	In fact, I disagree with his opinion about symphony, because we can find many important and wonderful symphony pieces from the great composers who have created many new fashions of symphony towards the end of the 19 th century and after the 19 th century.
[2]	I think symphony at the end of the 19 th century and the beginning of the 20 th century was not going to die. Instead, I think symphony moved a step forward and became stronger. It depends on the style of each composer. The development of human society and the effects of the Second World War had a huge influence on people's emotions at the beginning of the twentieth century. Many composers wrote symphonies about the war or human experiences and created a style of symphony that is different from the style at the end of the nineteenth century...These composers did not follow the traditional convention of symphony, especially in orchestration, arrangement of movements, tonality and form.... Schoenberg's symphony which uses a 'twelve-tone system' was a great innovation of the 20 th century. ...In addition, most symphonies composed at the end of the 19 th century and at the beginning of the twentieth century hardly showed clear major and minor keys. Traditional symphonies consisted

PRACTICE B

	<p>of three or four movements, but the modern composers combine four or five movements.... In orchestration, wind and brass movements ...have gained the same status as string instruments...The kaleidoscopic orchestral treatment ...add choir. First of all, we will examine some works of Mahler, Stravinsky, Shostakovich, and Schoenberg who were famous composers at the beginning of the 20th century. They composed...Wagner didn't see the trend of symphony for the 20th century and did not imagine what would happen after the Romantic period. But in fact, many composers (end of page 1)</p>
<p style="text-align: center;">[3]</p>	<p style="text-align: center;">Page 2</p> <p>were influenced by Wagner and have developed new symphonic forms...Now we will examine four examples:</p> <p>1. Mahler Gustav (1860–1911). He was the most important composer between the 19th and 20th century.</p> <p>Mahler completed ten symphonies</p> <p>.....</p> <p>.....</p> <p>His symphony No. 5 was written between 1901 and 1902, and has the following particular features:</p>
<p style="text-align: center;">[4]</p>	<ul style="list-style-type: none"> • A huge orchestra arrangement: This is <p>In this symphony, Mahler shows this point very clearly.</p> <ul style="list-style-type: none"> • The extension of structure: this symphony is divided into 5 movements, which is much longer than others. • The traditional symphonies usually have four movements. This is an innovation of symphony and was used by other composers after Mahler. • Particular orchestration: use of mandolin and human voice. <p>2. Stravinsky (1883–1971). He was born in Russia and learned from.....</p> <p>..... His symphony in C major was composed between 1938 and 1940. From this symphony, we</p> <p style="text-align: center;">(end of page 2)</p>

 Check your comments with those in the Answer Key in Appendix A.

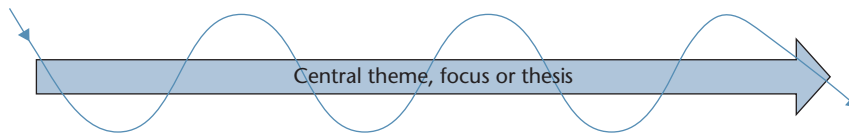
UNIT 4 Coherent flow of ideas

Key topics

- 4.1 Four cohesive devices
- 4.2 Coherence within a paragraph
- 4.3 Coherence between paragraphs

What is coherence?

Coherence is the quality of ideas being logically related. A piece of writing is coherent when the flow of ideas from one paragraph to the next is logical and can be understood. All the ideas are relevant to the main purpose of the writing task:

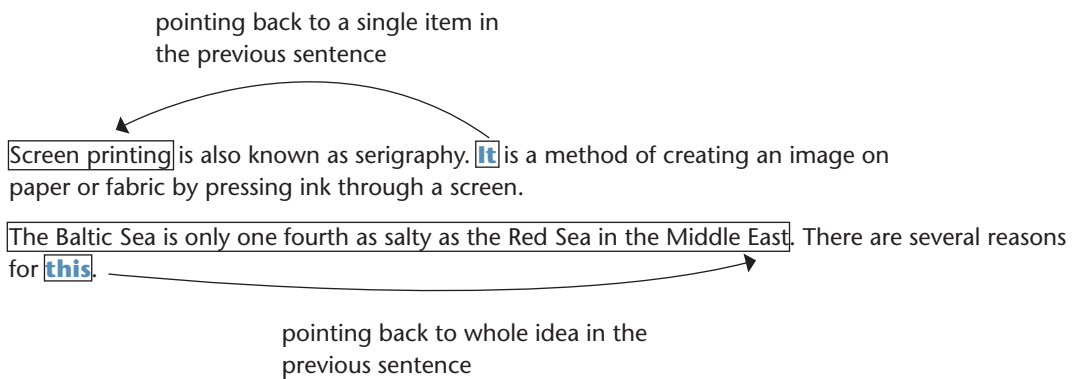


How can you achieve coherence in writing?

The logical flow or 'coherence' of ideas can be improved by using cohesive devices. The four devices examined here will give you a wider range of techniques for connecting ideas (instead of simple connectors such as *and*, *but*, *or* and *so*).

4.1 Four cohesive devices

➔ **Reference pronouns** (*it*, *they*, *them*, *these*, *this*, *those*) allow you to point or link back to a previously mentioned idea without unnecessary repetition.





Repetition A key word is repeated if the reference pronoun is unclear because there is more than one key word.

Example

One difference between high school and university is that **it** offers more learning options.

Which word (high school or university) does **it** refer to? Coherence is achieved by repeating the relevant word: One difference between university and high school is that **university** offers more learning options.

Repetition provides a coherent link in the following ways:

- repeating a key word
- using a synonym (a word with the same meaning)
- changing the form of a word (that is, changing the part of speech, e.g. verb to noun or adjective) (see Glossary in Appendix B for definitions).

PRACTICE A

The following example shows the use of repetition in these three ways. Fill in each box with the correct technique:

changes form of word

repeats a keyword

uses a synonym

1.

Screen printing is a method of creating an image on paper or fabric by pressing ink through a screen. The technique is used both for making fine art prints and for commercial applications, such as printing company logos on coffee mugs and T-shirts. A significant characteristic of screen printing is that a greater thickness can be applied to the substrate than is possible with other printing techniques. Because of the simplicity of the application process, screen printing is a popular art form.

2.

3.



Logical connectors These are words or phrases used to signal purpose or links between ideas, such as adding information or an example and contrasting. They are useful in explanations and reasoning in argumentative essays.

Table 8. List of some common logical connectors

Purpose	Example
Adding or reinforcing ideas	<i>in addition, moreover, another above all, furthermore,</i>
Clarifying or explaining further	<i>in particular, in other words, namely, that is, this means, more specifically,</i>
Emphasising	<i>As a matter of fact, in fact, indeed more importantly</i>
Listing	<i>first of all, to begin with, a second the last finally,</i>
Exemplifying/Illustrating	<i>for instance, for example, such as</i>
Giving reasons	<i>for this reason due to because of</i>
Showing contrast or giving alternative perspective	<i>alternatively, although, by comparison, in contrast, despite however, in spite of, instead, on the other hand, rather</i>
Showing result or logical consequence	<i>thus, therefore, consequently, as a result, subsequently</i>
Showing similarity	<i>both similarly, in the same way, equally, the same as</i>
Summarising	<i>to conclude, to sum up, overall</i>

PRACTICE B

The four sets of sentences show a logical progression of events. Different connectors are used to signal each stage. Fill in each gap with a connector indicated by type in brackets.

- In 2006, a proposal to build a stadium near the city waterfront was seriously considered. In fact, several plans had already been drawn up. (EMPHASIS)
- The plans were submitted to the City Council for consideration in April. _____, there were objections to the plans from waterfront residents. (CONTRAST)
- The main objection to the proposal was the possible destruction of the waterfront views. _____, the resultant traffic congestion in the city centre would be phenomenal. (ADDITION)
- In the end, the total costs were considered too high. _____, the project was abandoned. (RESULT)

PRACTICE C

(1st year History, on how immigration has led to changes in racial attitudes)

Track the use of connectors in this paragraph. Identify the type of connector in each box:

Prior to immigration, understandings of race were focussed around physical differences. With the influence of immigration, **1 however**, racial antipathy intensified **2 due to** the economic threat that immigrants posed because they were willing to work for low wages and many Americans saw this as a direct threat to their ability to earn money. **3 Therefore**, it was commonly thought that cheap Asian labour 'lowered the American standard of living'. **4 Thus**, the competition for resources that the cohabitation of races brought made racist attitudes prominent.

- e.g. 1. *contrast*
2. _____
3. _____
4. _____



Overusing or misusing connectors can cause confusion because the reader is receiving too many different signals. **Notice the deletion of unnecessary connectors in this example.**

If people stopped smoking, it might delay the onset of liver diseases, **as-a-result**, **for-example**. **In addition**, the government could **also** help by raising the sales. **However**, resources are limited. **Therefore**, a new tax policy on tobacco sales may **thus** be delayed.



Parallel structures (balanced structures) This cohesive device is the use of similar grammatical forms or sentence structures when listing or when comparing two or more items.

Example

This essay discusses three benefits of a university degree:
better employment opportunities, a secure future and
continued professional enhancement.

similar grammatical
forms: adjective + noun

The success of the programme depends on the involvement
of both the state and the community. **State involvement would**
secure some funding for the project; **community involvement**
would ensure its continuity.

parallel
structures

PRACTICE D

Correct the underlined faulty parallel structures.

1. This essay examines three main arguments against Friedman's perspective: impact of managers' decisions, economic return is a narrow focus, and treating profit as the only social responsibility.

2. The concept of corporate social responsibility states that a manager's choices and actions should not only maximise profits but also include a set of responsibilities: economy, legal, ethics and discretionary.

4.2 Coherence within a paragraph

Using the four cohesive devices can produce a coherent development of ideas in a paragraph.

PRACTICE E

(1st year Business, on whether entrepreneurship can be taught)

Identify the type of device used in each case.

Creativity and innovation have often been cited as the most important characteristics of an entrepreneur. **1 However**, according to Allen (2012), there are many individuals who create an innovative product and fail to ... **2 This** example shows that to be a successful entrepreneur, a person must know how to act and think entrepreneurially. **3 Successful** **4 entrepreneurship** **5 also** needs communication, team-building skills and domain experience... **6 Unlike** personality traits, **7 these** skills can be taught ... **8 For example**, entrepreneurs can learn how to create a business plan.

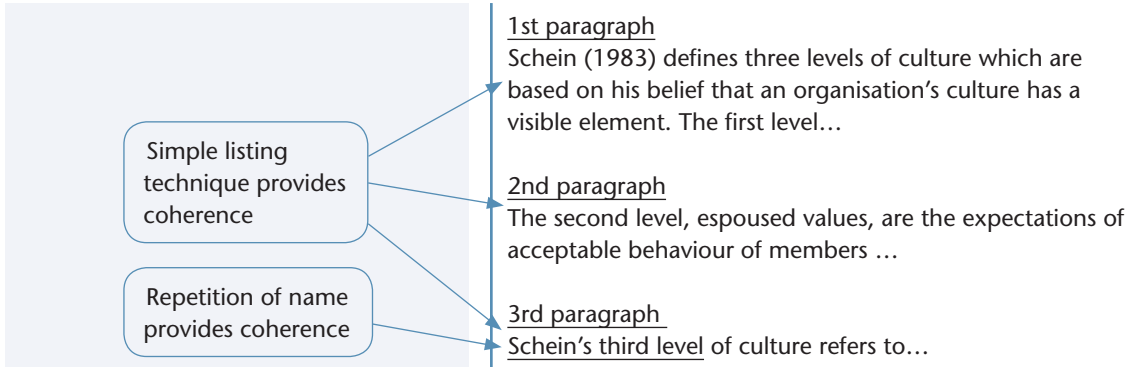
e.g. 1. logical connector

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

4.3 Coherence between paragraphs

It is important to have a smooth transition from one paragraph to the next. In this example, simple cohesive devices are used to achieve coherence.

Example (2nd year Business, on organisational culture theory)



PRACTICE F

(1st year Political Studies, a case study of defence diplomacy)

Identify the cohesive devices used in the opening sentence of each paragraph with one of the following options.

repetition of a key word

reference pronoun + repetition of key word

different form of key word

synonyms

Second paragraph

1.

Defence diplomacy has contributed strongly to improving bilateral relations with the United States ...

→ **This successful** defence diplomacy with the United States has laid the precursor for a possible Free Trade Agreement (FTA) with the world's largest economy ...

Third paragraph

2.

→ **Defence diplomacy** complements New Zealand's standing as a responsible citizen in the international community by the provision of peace keeping ...

Fourth paragraph

3.

→ New Zealand's **contribution** to international security and a **peaceful environment** has a particular emphasis towards the Pacific region ...

4.

UNIT 5 Accurate use of language

Key topics

5.1 Common trouble spots

5.2 Grammar: problematic issues

5.3 Sentences: some key issues

5.4 Vocabulary: word use and spelling

Accuracy is an important feature of written communication. If your writing has too many errors, it cannot express meaning clearly. **International** students can ask a native speaker or a tutor or download a grammar checker software such as *Grammarly* for proofreading assistance. In the long term, however, it is useful to understand where the common problems lie so that you can proofread your writing first.

5.1 Common trouble spots: a proofreading challenge

Can you spot the eleven types of mistakes in this text on the value of a university degree?

- Circle (box it or underline) the main mistakes
- Identify the type of mistake: [G] grammar; [S] sentence structure and [W] word use (includes spelling and wrong word)
- Try to correct the mistake.


G – having

Firstly, have university degree improve a persons opportunity in life. Not only for employment but also for future studies and research. Finding employ can be difficult if the amount of people exceed the number of available jobs. Particularly the high pay positions. In addition, there is often a close correlation between a level of education and poor in society which it reflects the difference in income between those with a university degree and those with a high school certificate.


Check your proofreading with the error analysis below. How **did you do**?

The diagram shows the following error types and their locations in the text:

- G – verb error**: points to 'have'.
- G – missing 'a'**: points to 'persons'.
- G – agreement**: points to 'improve'.
- G – singular/plural**: points to 'person's'.
- W – wrong word**: points to 'employ'.
- S – incomplete sentences**: points to the sentence starting with 'Finding employ'.
- W – spelling errors**: points to 'available'.
- WF – wrong form**: points to 'exceed'.
- S – long, clumsy sentence (47 words)**: points to the entire paragraph.
- G – wrong article**: points to 'a' before 'level of education'.
- G – wrong voice**: points to 'it reflects'.

 Read the corrected text in Appendix A. Each type of mistake presented in the analysis is explained from 5.2 onwards.

5.2 Grammar: problematic issues

 **Agreement** relates to the concepts of singularity and plurality. English has the following rules of agreement:

Rules of agreement

1. Number-noun agreement
2. Noun-verb agreement
3. Noun-pronoun-noun agreement
4. Extended subject-verb agreement
5. Two joined nouns must agree

Example

There are two points of view.

The problem concerns the lack of funds.

People should not ignore the factors that may affect their lives.

One of the main problems concerns the lack of funds.

Both the similarities and differences are important.

PRACTICE A

Read each sentence and correct any mistakes of agreement.

1. Only a small number of people are responsible for the project.
2. The living wage contribute to economic growth.
3. Many manufacturers will benefit as more product are consumed.
4. Over the past few year, the minimum wage has generated much debate.
5. Recently, there have been much debate around the world about paying a minimum wage as it affect daily life directly.

Articles (a, an, the)

Articles identify nouns in a specific way. The two most common problems are:

1. articles not used
2. articles incorrectly used.

FOUR easy ways to use articles correctly (see the chart of English articles in Appendix B):

1. If the noun is a non-specific single unit and begins with a *consonant* sound ('r' in this case),

e.g. This is a risk of critical importance.

Use 'a'

2. If the noun is a non-specific single unit and begins with a *vowel* sound ('i' in this case),

Use 'an'

e.g. This is **an issue** of critical importance.

3. If the noun is specifically identified (*this/that* chapter exactly),

Use 'the'

e.g. **The chapter** on the Battle of Britain is historically accurate.

4. If the noun is an abstract concept or idea or makes a *general statement*,

Use no article

e.g. **Organisational culture** is defined as ... **Computers** are used everywhere.

PRACTICE B

Place 'a' or 'an' before these nouns or noun phrases.



Some English words are not pronounced the way they are spelt. For example, although the word 'university' begins with the letter 'u', it is pronounced with a consonant sound ('yuh').

- e.g. 1. a university professor
2. ____ social problem
3. ____ economic growth
4. ____ practical solution

5. ____ irregular pattern
6. ____ controversial topic
7. ____ argument
8. ____ global crisis

9. ____ unemployed person
10. ____ honourable person
11. ____ typical situation
12. ____ hourly rate

PRACTICE C

Read each sentence and correct any mistakes of article use.

1. The organisational culture at Mars Incorporated is management-driven.
2. Use of fMRI in this study will allow far more in-depth analysis of relationship between background music and concentration.
3. There is a sufficient evidence to suggest that entrepreneurship can be taught.
4. Methanol is more expensive than natural gas.



Here is a quick practice exercise you can create yourself. Select a short paragraph from your textbook. As you copy it out, leave out every article you come across. Working only from your copy, put the articles back in. Reading the text out loud helps. Check your answers with the textbook.

➔ Prepositions

In English, prepositions are used to express relationships between words (see the chart of prepositions in Appendix B).

Two problems of use

- Common prepositions (*at, in, on, with, from, by, of*) are problematic because the same preposition can express different relationships:
at noon (time); at work (state or condition); at the entrance (place or location).
- Prepositions after certain nouns, adjectives and verbs:

noun + preposition

The majority of the people are against the proposal.

adjective + preposition

The government is concerned about the housing problem.

verb + preposition

These practices relate to the theory of scientific management.

Prepositions are common in visual analyses assignments (see Part II, Unit 1.2).

PRACTICE D

Read this description of a cafeteria. Fill in each blank with a suitable preposition.

The Shamrock is a few steps *below* street level. [1] _____ the left [2] _____ the entrance is a full bar. [3] _____ the middle [4] _____ the room are four large tables and benches made [5] _____ natural wood. Two elderly men are sitting [6] _____ one of the tables. Three lanterns hang down [7] _____ the ceiling. Two large artworks are displayed [8] _____ the wall opposite the bar.

➔ Tense

In English, tense is used to indicate the time of the action described by the verb. Study the chart of English tenses in Appendix B before you begin.

PRACTICE E

Select the correct tense for each sentence.

1. Youth crime is rising | has been rising steadily for ten years.
2. This graph is showing | shows the trends in internet use from 2005 to 2015.
3. This essay is going to discuss | will discuss | discusses three main issues.
4. Up to now, the candidate has met | meets the requirements to advance to the next level.
5. Throughout the twentieth century racial tensions increased | have increased significantly.

➔ Verb phrases

Some verbs need other words to complete their meaning.

completes 'enjoyed'

Pattern 1 ✗ The people enjoyed very much. ✓ The people **enjoyed** the display very much.

These verbs take this pattern:

admit	believe	feel	hear	like	notice	protect	search
attend	climb	fear	invite	love	operate	question	sell
admire	deny	guess	keep	miss	prepare	report	want

Pattern 2 Financial ruin **forced** him to review his plans. (✗ 'forced him review')

He was **allowed** to leave early. (✗ 'allowed leave')

A smaller number of verbs take this pattern:

advise ask convince enable encourage invite persuade request teach urge

Exceptions Verbs following 'make', 'let', 'watch', 'see', 'hear':

The radiation made the people suffer. (✗ 'made... to suffer')

The lecturer let the students record the lecture. (✗ 'let ... to record')

Many people watched the building collapse. (✗ 'watched ... to collapse')

Pattern 3 Verb with *ing* endings

- **as a noun:** Watching too much television is harmful to children. (✗ 'Watch too much television')
- **after a preposition:** She thought about applying for the position. (✗ 'about apply')
- **after certain verbs:** The workers spent hours repairing the leak. (✗ 'spent to repair/ repair')

These verbs take this pattern:

avoid	consider	contemplate	delay	prevent
risk	start	stop	succeed	suggest

PRACTICE F

Select the correct verb for each sentence.

1. According to Friedman, managers should focus on maximise | maximising profits.
2. Friedman claims that an organisation's responsibilities are limited to obey | obeying laws and increase | increasing returns to shareholders.
3. To treat | Treating profit as the only social responsibility is a narrow economic concept.

➔ Voice: active or passive?

In English, voice is concerned with emphasis. It is indicated by changing the form of the verb.

- Use the **active** voice to emphasise the *doer* (or performer) of the action:
The government passed a new law on the use of marijuana yesterday.
- Use the **passive** voice (two-part verb) to emphasise the *action*:
A new law on the use of marijuana was passed yesterday.

PRACTICE G

Select the correct voice for each sentence.

1. The government [promised | has promised] to monitor the housing market situation.
2. The dominant role of the breadwinner began [to challenge | to be challenged] during the mid-twentieth century.
3. Zimmerman (2002) argues that the differences which [created | are created] between men and women are not biological.
4. The proposed teacher strikes [are estimated | are estimate | estimated] to cost the government \$2 million.

5.3 Sentences: some key issues

➔ **Punctuation** Some sentence errors relate to the use of commas:

1. Using a comma between two independent sentences or ideas:
 - ✗ Insufficient financial assistance is a major problem, third world economies cannot survive without it.
2. No punctuation between two complete sentences (run-on sentences):
 - ✗ Insufficient financial assistance is a major problem third world economy cannot survive without it.

Correction:

- **Write 2 sentences:** Insufficient financial assistance is a major problem. Third world economies cannot survive without it.
- **Join with a subordinating conjunction:** Insufficient financial assistance is a major problem because third world economies cannot survive without it.

→ Incomplete sentences

The following sentences are incomplete because one or two elements are missing (^):

The major problem ^ insufficient financial assistance. (^ 'is')

For example, ^ insufficient financial assistance. (^ 'there is')

People ^ pursue wealth and status are unlikely to find happiness. (^ who)

Because there is insufficient medical assistance.^ (^ a main clause)

✓ Because there is insufficient medical assistance, **the death toll continues to rise.**

✓ **The death toll continues to rise** because there is insufficient medical assistance.

PRACTICE A

Correct the incomplete sentences. (NOTE: You will need to add or remove words or correct punctuation mistakes.)

e.g. While, Friedman, as a well-known critic of corporate social responsibility, who states that generating profit is the only responsibility of a business.

1. Friedman claims that an organisation is morally neutral it just responds to external stimuli.
2. There are two main arguments against Friedman's perspective. Firstly, the managers' decisions. Secondly, treating profit as the only social responsibility.
3. For example the teachers' strike. Young people who are the most affected.

→ Wrong word order

This problem occurs when some clauses in the sentence are misplaced or are in the wrong order, causing confusion.

Example

The camera cover is equivalent of a man's weight, which is made of strong plastic, must be able to withstand a force of 750N, so that the sharp camera parts cannot fall out.

Correction

→The camera cover, which is made of strong plastic, must be able to withstand a force of 750N, which is the equivalent of a man's weight, so that the sharp camera parts cannot fall out.

→The camera cover is made of strong plastic so that the camera parts cannot fall out. It must also be able to withstand a force of 750N, which is the equivalent of a man's weight.



Over-long sentences



Over-long sentences are often caused by unnecessary repetition. If your sentence is over 25–30 words long and you have not finished explaining, stop writing. You have lost control of your idea. Start a new sentence.

Example (1st year Japanese Studies)

This sentence consists of 47 words (mainly caused by unnecessary repetition):

Throughout both the Tokugawa and Meiji periods, Japan was impacted by the presence of the European powers and the United States who – from both within and outside the Japanese realms – influenced the education of the Japanese people and consequently brought social change to the entire Japanese realm.

PRACTICE B

Complete this revision by filling in the gaps with key words from the example text.

[1] _____ the Tokugawa and Meiji periods, the Japanese education system was influenced by [2] _____ powers and the United States, which [3] _____ social change to the country. (26 words)

Example (2nd year Property management)

This sentence describing two urban planning projects has over 60 words:

The committee prefers developing the Wilton Bush Project over the One Tree Hill project because promoting the Wilton Bush redevelopment project will give the government an important role to play in quality control by eliminating ineffective regulation and implementation which could exacerbate the negative impact and providing effective state legislation to mitigate the impact of land ownership and land contamination issues.

PRACTICE C

Complete the revision by filling in the blanks with key words from the example sentence.

The committee prefers [1] _____ the Wilton Bush project because the government will be able to provide more effective state [2] _____ and [3] _____ during the implementation stage. Their involvement will mitigate the impact of [4] _____ ownership and contamination issues. (45 words and three sentences)

PRACTICE D

These sentences consist of unnecessary repetition, making them longer than they need to be. Revise them by removing the repetition.

1. This design report describes in detail a design solution for the device that will solve the need for the device to perform all the necessary functions and specifications as specified in the project. (Engineering)

2. The combination together of elements is evident and reflection of the artist's unique and special style in the way he uses different and various colours and hues for the addition of texture and emotion to the work. (Fine Arts)
3. Various research evidence throughout the 1990s looked at the teaching and learning of English and the conclusion was that pupils' knowledge and skills in the use of English could be substantially increased and improved to a more advanced and more proficient level. (Language Teaching)

5.4 Vocabulary: word use and spelling



Be concise. Remove repetition and unnecessary words.

PRACTICE A

Remove unnecessary words.

discuss ~~about~~ | circulated round | mention about | revert back to | emphasise on | counted up | each and every individual person | very unique | red in colour | positive benefits | more and more | past history | final and conclusive | optional choice | first and foremost | true facts | basic and fundamental | currently at this point in time | final and last point | various and different

PRACTICE B

Rewrite the following sentences to make them more concise.

1. The expansion of different metals depends on the degree of exposure to heat.
e.g. Metals expand at different rates when exposed to heat.
2. There is a requirement for the attendance of all new academic staff at the initiation course.

3. As has been noted, these examples show that the experiments of innovation by composers have always experimented with innovation again and again.



Use the right word

In English, some pairs of words are often confused because they are too similar in spelling and pronunciation. Here is a small sample. Check in a good dictionary if you are unsure.

affect/effect compliment/complement cause/course	lose/loose number/amount its/it's	principle/principal past/passed whose/who's	weather/whether were/where
--	---	---	-------------------------------

 **Use the correct form or part of speech.**

In English, the form of a word usually changes according to its function in the sentence: naming function (noun), modifying function (adjective, adverb), describing action (verb).


Example

- noun: The **analysis** of the findings took five days.
- adjective: The problem needed a more **analytical** approach.
- verb: A team of experts **analysed** the data.
- adverb: The problem needs to be approached **analytically**.

PRACTICE C

Using a dictionary, complete the word form changes in the Table:

Noun	Adjective	Verb	Adverb
difference	different	differ	differently
		compete	
		organise	
interaction			
			communicatively

 **Use correct spelling.** When you learn a word, learn how it is spelt too. Here are some spelling points to look out for:

ie /ei ence/ance	br <u>ief</u> pi <u>ec</u> e be <u>lie</u> ve re <u>cei</u> ve ce <u>il</u> ing de <u>cei</u> ve in <u>de</u> pendence att <u>en</u> dance ex <u>ist</u> ence
double consonants	ac <u>co</u> modation <u>co</u> mm <u>it</u> tee <u>co</u> mm <u>it</u> ment <u>co</u> nn <u>e</u> ction di <u>ff</u> erence <u>eff</u> ective <u>fi</u> tted <u>im</u> mediate <u>im</u> migration ne <u>cess</u> ary o <u>pp</u> ortunity <u>oc</u> currence <u>po</u> ssible re <u>co</u> mm <u>e</u> nd su <u>gg</u> est
silent letters (not pronounced)	sc <u>s</u> issors <u>p</u> sychology re <u>c</u> eipt col <u>m</u> u <u>n</u> <u>w</u> rong <u>s</u> cene <u>h</u> our <u>h</u> onest de <u>b</u> t sch <u>o</u> ol <u>k</u> n <u>igh</u> t ex <u>h</u> ibition <u>g</u> uard

 You can use British or American spelling but be consistent.

REVIEW OF PART I

Complete the following sentences:

1. Written communication is _____ and _____.
2. Personal pronouns such as _____ are associated with spoken communication.
3. Using caution and other _____ devices such as _____ make you sound more reasonable, especially when presenting arguments.
4. Using a _____ of sentences can add _____ and an academic quality to your writing.
5. Plagiarism is the practice of _____ without _____.
6. _____ and _____ are alternatives to over-reliance on _____. They show your understanding of content because you express ideas in your own _____.
7. Sources have to be cited in two places in your assignment:
 - a) _____
 - b) _____
8. A formal academic structure consists of three structural elements: _____, _____ and _____.
9. A formal layout refers to principles of _____ and _____.
10. Cohesive devices such as _____, _____, _____ and _____ give a smooth progression of ideas, but overusing and incorrect use can cause confusion because you are giving too many _____ to the reader.
11. Proofread the text for mistakes in style, punctuation, grammar, sentences and word use.

Concept of CSR state that a manager decision and actions should not only to maximise profits to the corporation but also it is to increase well-being of the society. Which includes a set of responsibilities: economic, legal, ethical and discretionary. While Friedman claim that organisation morally neutral. Friedman opinion is that a business should just responds to external stimuli such as need of customers its responsibilities are to obey laws and increasing profit to investor. In his view, when a employee enter a organisation as a manager, he or she should focus totally on maximisation shareholder returns rather than on other matter. For example, discharging pollutants into river cause fish to die. Corporation don't have to do a thing about it as long as they haven't broke any law.

Further reading

Harrison, M., Jakeman, V., and Paterson, K. (2023). *Improve your grammar: The essential guide to accurate writing*. 3rd edn. Bloomsbury Publishing PLC.

<https://owl.purdue.edu>

<https://uefap.net/writing>

<http://www.just-the-word.com/> (useful for collocations – words that go with other words, e.g. impact on, impact of)

Part II

Types of university written assignments

Part II presents different types of written assignments you may be given to do. The focus is on features of structure and style rather than how the different parts of the essay are developed. Developing the essay is addressed in Part III 'The writing process'.

Main types of assignments

Unit 1 Essays

Unit 2 Case studies

Unit 3 Literature reviews

Unit 4 Reports

Unit 5 Research proposals

UNIT 1 Essays

Key essay types

- | | |
|---------------------|-------------------|
| 1.1 Analytical | 1.4 Reflective |
| 1.2 Visual analysis | 1.5 Argumentative |
| 1.3 Discursive | |

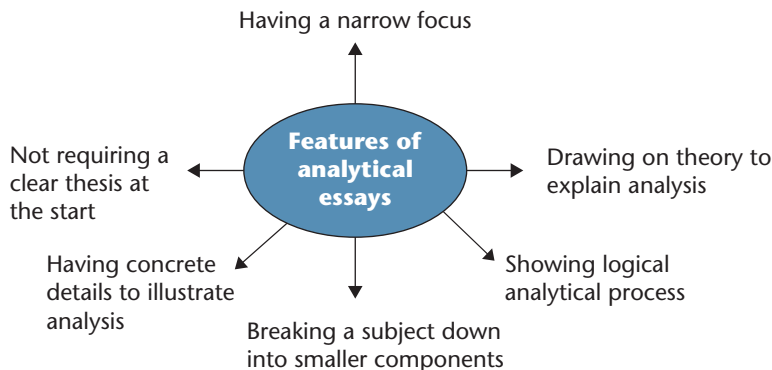
Essays are the most common types of undergraduate writing. They usually require an indication of a point of view (or thesis) on an issue. For some types of essays, the thesis may not be stated clearly at the beginning, but it is usually expected at the end of the essay.

1.1 Analytical essays

'analyse': break a subject down into smaller parts, describe, explain, and assess each part.

– *The New Oxford Dictionary of English* (1998)

The aim of analysis is to increase the reader's understanding of a topic by providing the facts of what, when, where, how and why something is or happens. It draws on a range of evidence and theories to build and support a point of view, along with concrete examples and details.



Sample assignment questions

Provide a critical overview of Paolo Freire's main educational ideas and explain how he considered education to have the power to transform society. (1st year Education)

Analyse the organisational culture at a firm of your choice, indicating whether the firm manufactures a culture or if it is generated by employees. Discuss using relevant theories and analyse the firm's culture from a mainstream and critical perspective. (2nd year Business)

Compare the ways in which *The Last Samurai* and *Gosford Park* use historical setting to comment on contemporary issues. (2nd year Film, Television and Media Studies)

Analyse the state of food security: sources and solutions. (Honours year Political Studies)

Read these essays in PART V.

Structure and Style

Academic essays have three structural elements: introduction, body and conclusion. Headings are not usually used, except in long essays (exceeding 3,000 words).

Example (Postgraduate, Political Studies on 'The state of food security')

The complex topic of food security is broken down into smaller components for analysis:

INTRODUCTION

BODY

Defining food security

Current state of food security

Current food security efforts: role of international organisations

Causes of food insecurity

Natural

Political

Addressing food insecurity

Realist approach

Neo-liberal institutional approach

A third way: research and development

CONCLUSION

PRACTICE A

Read a paragraph from the essay analysing the current state of food security.

Current state of food security

The issue of food security is one of the most potent human security issues in our time. The East African drought ... has resulted in 12 million people requiring emergency assistance, ... The Somali famine is a catastrophe of shocking proportions... Chronic undernourishment is currently experienced in as many as 10 countries in Africa. Global hunger figures are sobering; 925 million people were undernourished in 2010, and 22 countries are classified as being... Food insecurity has traditionally been viewed as a humanitarian concern, but it has the potential to create political instability. Food riots in 2008 destabilised several governments ...

What is the dominant feature of this analysis?

Provides _____.

PRACTICE B

(2nd year Business, analysing the organisational culture at a firm)

Read the text and answer the questions.

Schein (1983) identifies three levels of culture which are based on his belief that an organisation's culture has visible and invisible elements. The first level refers to the visible artefacts which reflect a shared purpose and mission in employees. At Mars Incorporated, the visible artefacts are the uniforms and laboratory coats that employees wear. Posters of the Five Principles that constitute the foundation of its organisational culture – quality, responsibility, mutuality, efficiency, and freedom – are displayed on the walls. Computer screens dispersed throughout the offices update staff on current financials ... (Cubiks, 2010).

1. Which element is identified for analysis? _____
2. Which descriptive details support the idea of 'shared purpose' and 'shared mission'?

Some analyses have a critical element (suggested in the instruction '*Critically analyse*').

PRACTICE C

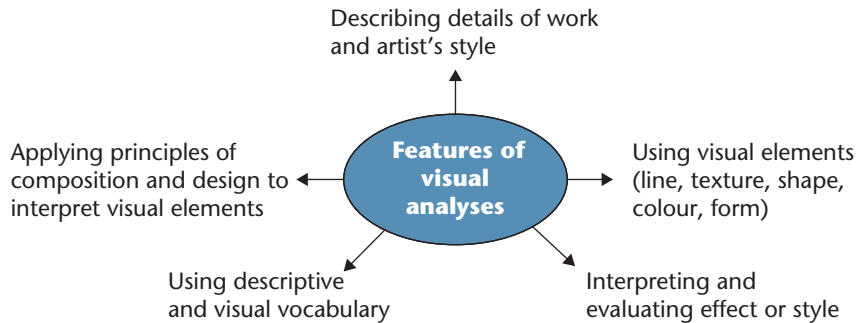
(2nd year Language teaching, a critical review of Brazilian educator Paolo Freire's main ideas)

Read these extracts from the first two body paragraphs which analyse Freire's first main idea. The first paragraph analyses; the second paragraph critiques. Write some style features (e.g. word use) of analysis and critique in the boxes on the left.

<p>Analysis</p> <p>e.g. <i>explains</i></p>	<p>Freire (1972) used the term 'banking concept' to describe the way a classroom operates, where teachers have all the knowledge ... and the purpose of education is for the teacher to pass knowledge to the students who accept what they are told ... without question or challenge ...</p>
<p>Critical analysis</p> <p>e.g. <i>evaluates</i></p>	<p>Freire argues that this method of education is oppressive ... and education is a political act because the powerful in society can enforce ideas through the education system. For example, Overall, Freire makes a good point about education: that a classroom based on the 'banking method' does not encourage students to be critical, which is dangerous because students will learn to ignore problems in society.</p>

1.2 Visual analysis essays

Visual analysis essays are relevant for students of Fine Arts and Architecture. A visual can be a static image (e.g. a painting or photograph) or moving image (e.g. a film clip).



Sample assignment questions

Visit an art gallery or museum and select FIVE art works that portray a contemporary theme. Compare the art works in terms of subject-matter and style. (1st year Fine Arts – Painting)

Locate an area on campus and discuss the use of space, function and flow. (1st year Fine Arts – Architecture)

Review a comic (visual narrative) and explore issues pertaining to page layout or design, panel construction, narrative and image/word relation. (3rd year Television, Film and Media Studies)

Analyse a scene from a film to show how the scene contributes to the overall theme of the film. (2nd year Film and Media Studies)

Structure and Style

Visual analyses are organised in order of space and location rather than topically. They define space and location using prepositions and visual language. The analysis also includes critical elements.

A question commonly asked by international students writing a visual analysis is: **Where do I start?** Consider these organising principles:

horizontally	left to right or right to left
vertically	top to bottom or upper to lower
by distance	foreground to middle ground to background
by size or proportion	small to large, part to whole or whole to part
diagonally	one corner to opposite corner
in a circular line	clockwise or anticlockwise
by compass points	to/in the north, south, east, west

PRACTICE A

Visual description of a sculpture (three-dimensional art form).

Read the analysis. You will see that the writer combines analysis and critique. Reflect on the structure and style by answering the questions in the left- and right-hand margins.

STRUCTURE

1. Which sentence in this paragraph indicates the organisation of the analysis?

Molly MacAlister, *Maori Warrior* (bronze, 3225 mm) 1964–1966, Queen Street. Molly MacAlister's statue is a stylised figure of a Maori warrior. This is clear in the treatment of texture, form, composition, line and space.

The statue is made of bronze ... It has been cast in separate parts ... The surface has a weathered, natural texture, like clay but represents a feathered cloak. The statue has a limited palette, ... The only touches of colour are tints of green ... This makes the sculpture part of the surrounding environment, referencing both the dulled hues of the city behind and the earth beneath

The form of the statue is bulky and solid, as if hewn from stone, rising from its distinct base like an obelisk ... At almost 3 metres tall, the statue is double the height of an average human ... This gives the statue a formal, monumental quality ... The vertical line of the statue and the arching edge of the cloak pull the viewer's gaze upwards. The space in which the statue sits extends beyond its immediate surroundings. It is the first thing visitors arriving in the harbour see.

STYLE

2. What tense is used in the analysis?

3. What is the writer doing in this sentence?

4. What is the purpose of these two sentences?

5. How does the writer end the analysis?

PRACTICE B

Using a suitable organising principle, put these in a logical order.

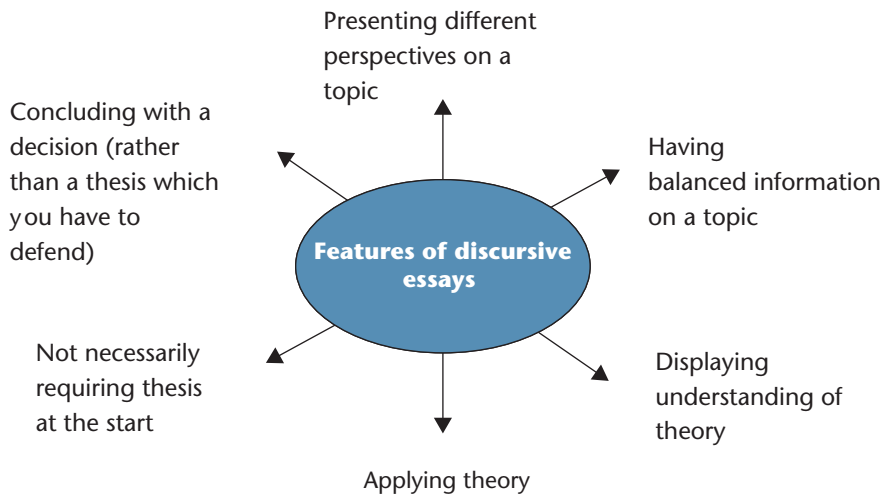
- [1] The Statue of Liberty is an internationally known symbol of freedom that was completed in 1886.
- [2] The statue is of a woman wearing long, flowing robes.
- [3] It is placed near the entrance to the New York City harbour.
- [4] On her head, she has a crown of seven spikes that symbolise the seven oceans and the seven continents.
- [5] The statue weighs 450,000 pounds and is 152 feet (46.5 m) high.
- [6] In her left hand, she carries a tablet with the Declaration of Independence date 'July IV MDCCLXXVI' written on the cover.

1.3 Discursive essays

'**discuss**': write about a topic in detail by examining it from different perspectives.

– *The New Oxford Dictionary of English* (1998)

Discursive essays are more exploratory than analytical essays. They present different perspectives on a topic, but they also have a critical element (required in some assignment questions, e.g. '*Critically discuss*'). An opinion or thesis is usually expected (indicated in the question e.g. '*Consider whether ...*'), but it may not be stated in the introduction.



Sample assignment questions

Drawing on theory, themes and examples from the course, **critically discuss** what social justice is in education for schooling and education in [country]. (2nd year Education)

Discuss issues and trends in nursing. (1st year Nursing)

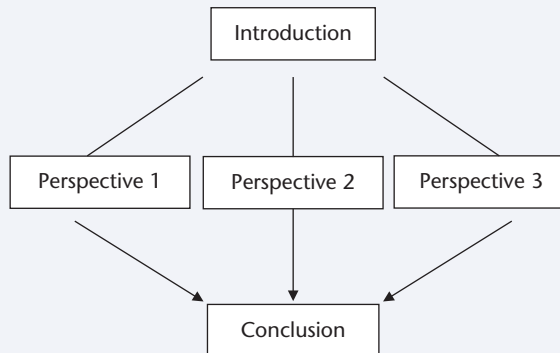
Is caffeine a drug of abuse? (2nd year Health Sciences)

Read these essays in PART V

Popular representation suggest that today's fathers make significant contributions to childcare and other housework duties. Drawing on recent sociological research, **discuss** the accuracy of such representations and consider whether a gendered division of labour still exists in childcare and housework. (2nd year Sociology)

Structure and Style

The overall shape of discussion may be represented as follows:



Different perspectives are explored and related to theory before arriving at an opinion or conclusion

PRACTICE A

(2nd year Sociology, draws on sociological concepts and theory to discuss the accuracy of the claim that 'today's fathers are contributing more to housework')

Read the first two paragraphs. Answer questions (1–5) in the left- and right-hand margins.

STRUCTURE

STYLE

1. Is there a thesis in the introduction?

The history of men's involvement in family life has changed significantly over time ... Hook (2006) describes how this has led to separation of men's and women's labour The dominant role of breadwinner began to be challenged during the mid-twentieth century, with married women leaving 'the home to pursue waged work' (Hook, 2006, p. 1). Today the familiar family model features This essay critically discusses Secondly, it draws on Thirdly, it will also discuss Lastly, this essay highlights

3. Do you notice any changes in the use of tense?

4. How are the citations integrated into the text?

Craig (2016) describes two main views... The 'gender convergence' view is that This view assumes that ... (Hook, 2006; Craig & Mullana, 2001). The oppositional view argues that ... Craig argues that women in paid work are also 'retaining responsibility of the unpaid domestic work, which indicates that woman are in fact working much more than their husbands' (p. 51).

5. Where does the writer address the 'accuracy' issue?

2. Is there a thesis in the conclusion?

Conclusion paragraph

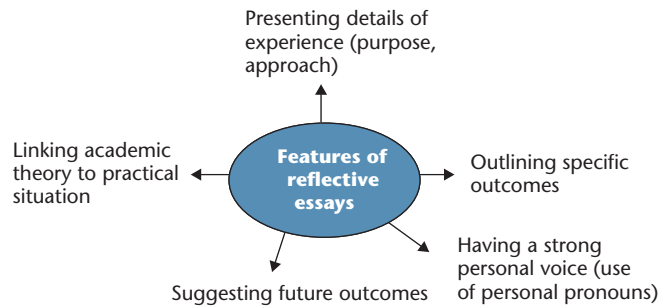
This essay has critically discussed the notion that... Statistics from research show that...women have continued to experience inequality According to Hook (2006), even though time doing unpaid work has increased for men, 'it has not compensated for women's decline nor reached parity with men'.

1.4 Reflective essays

'reflect': think deeply and carefully about something and evaluate its value.

– *The New Oxford Dictionary of English* (1998)

Reflective essays are common in the Arts and Social Sciences. Such essays require you to give a personal response to an experience or situation, explain how you have been changed or influenced by it and support your reflections using academic theory. You may also consider what implications the experience might have for similar tasks in the future.



Sample assignment questions

1. Write a socio-autobiography. Apply at least two sociological concepts. Include at least two outside references. (1st year Sociology)
2. Reflective essay assignment in two parts. (3rd year Business)
3. Reflect on benefits and challenges. (Postgraduate Computer Science, one section of a final project report)
4. Select a reading or short story, reflect on the themes and relate to personal experience. (Honours year, one section of a final project report)

Structure and Style

Personal experience and a personal voice are features of reflective writing. Therefore, the use of 'I', 'I think' or 'my' is acceptable. The three examples display style differences.

Example 1 (1st year Sociology, a socio-autobiography – a stand-alone reflective essay)

The student is required to reflect on the relevance of THREE sociological concepts to the work experience. The following are extracts from two body paragraphs:

Working in a position that requires interaction with customers involves dealing with emotional issues and conflict (Biron & van Veldhoven, 2012, p. 126). In *The Managed Heart*, Hochschild (2012) argues that such jobs demand 'emotional labour'. In other words, Emotional labour can be as exhausting as physical labour ... (Curtis, 2013, p. 300).

Part of my job as a sales assistant involves ... emotional labour. This means that in the face of disrespect or abuse from a customer, I am required to remain courteous and calm. There have been many occasions when such emotions are very hard to implement On one occasion, a customer became extremely frustrated with a member of staff, swearing, and gesturing rudely, but It was a very upsetting day for all of us. Although we appear to be in control of our emotions, in reality, we will usually feel angry and disrespected by such encounters.

PRACTICE A

Read Example 1 and answer these questions.

1. The first paragraph has a more academic style. Why? _____
2. Rewrite the second paragraph in a more academic style (e.g. remove personal pronouns: *I, my, we*; see Part I, Unit 1).

Example 2 (3rd year Marketing, 700/750-word reflective essay on Group Assignment in two parts)
The 'introduction-body-conclusion' formal structure is not required for this assignment.

Part A: Reflect upon your experiences working in your team this semester. Comment on what went well, and why, what did not go as well in your team and reflect on what you could do differently in future teamwork.

Part B: Analyse and reflect on the challenges involved in considering corporate social responsibility when making strategic business Reflect on your team assignment experiences from the perspective of this learning outcome and how ... achieving this learning outcome might help you in your future business career. As part of this discussion link to the reading *The Truth About CSR* by Rangan, Chase and Karim (2015).

Part A

The time spent on this group project was an interesting experience in team dynamics. As we chose an NGO, I learnt how difficult it was to ensure CSR was a core part of the corporate strategy ... it proved to be a unique experience. A positive note regarding our team dynamic was ...

I felt that when each member focussed on what they could do, the best work was produced. However, it can be argued that There were research overlaps In future assignments, it might be better to

An issue that we did not do well was It resulted in... In hindsight ... it might be beneficial if we

Part B

During these meetings, we discussed the strategies applicable to the Housing Foundation (HF) ... corporate social responsibility (CSR) was naturally a core theme. The foundation's entire business model was geared towards benefitting society, which is akin to theatre three of Rangan, Chase and Karim (2015) The challenge was to ensure that

From this experience, I learnt that However, I also understand that integrating CSR into corporate strategy is important. As a business, we must be able to say 'Yes' when asked 'Does your fundamental business enhance society?' (Rangan, Chase and Karim 2015). This experience also provided practice in

The experience of strategising for an NGO by placing CSR at the forefront of planning was a unique one. The team learned

PRACTICE B

Read Example 2 and complete these sentences.

1. There are style differences. The writing style in Part A is _____ because _____.
2. The writing style in Part B is _____ because _____.
3. The dominant tense in the reflective writing in Parts A and B is _____. In the second to last paragraph of Part A, verbs such as *can*, *could*, *might* are used to reflect on _____.

Example 3 (Postgraduate, Project report)

This section of the report (with the heading 'Benefits and Challenges') addresses these questions: Describe the lessons you have learned from working in a team. What are the benefits, and are there any challenges, drawbacks or difficulties? How have they been overcome in your team?

Benefits and challenges

From working together on this project, a lesson learned was the importance of initially mapping out the structure, identifying the steps required and establishing a timeline for completion of each stage. By managing the timeline of the project and assigning tasks in a correct sequence, progress can be made rapidly. There were a few occasions when Therefore, it is important to focus on one update or enhancement at a time in programming projects to ensure that

During the project, the team encountered some difficulties. For example, not all team members were confident in using GIT for managing their forked repositories This led to In hindsight, more time should have been allocated prior to starting to ensure that every member was confident in using the software. Communication was also challenging ... which led to some inefficiency communicating on SLACK

However, despite these challenges, the team was able to make some significant adjustments especially in work allocation, in the use of BITBUCKET to increase communication efficiency especially in the review and update stages of the project

PRACTICE C

Read Example 3 and review Examples 1 and 2. Complete this sentence.

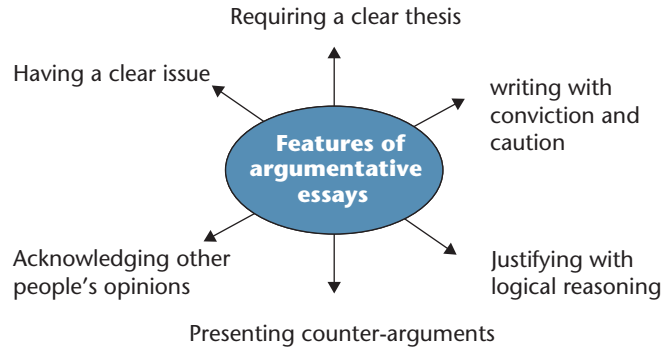
One difference between the writing style in Example 3 and Examples 1 and 2 is that no relation to theory is required. Instead, _____

1.5 Argumentative essays

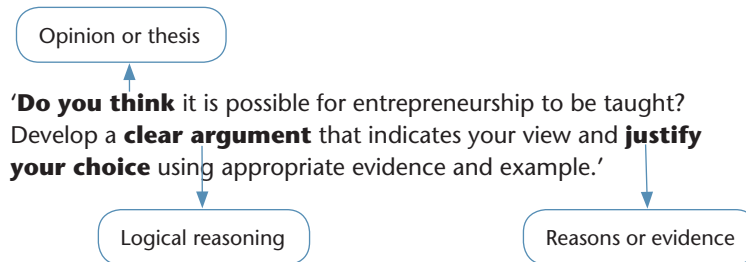
'argue': give reasons for your ideas or opinion; **'justify'**: show or prove.

– *The New Oxford Dictionary of English* (1998)

Argumentative essays discuss issues or topics that people have different opinions about. (In other resources, they may be referred to as 'claim essays' or 'stance or position essays'.) Your task is to agree or disagree with the claim or opinion in the question and justify your opinion (thesis) with logical reasoning and evidence.



Argumentative assignment questions are written in a way which tells you what is expected:



Sample assignment questions

'Art is corrupted by technology.' Do you agree? (Anthropology)

Do you think entrepreneurship can be taught? (Business)

Read the full essay in Part V.

Wagner said that the symphony would be 'dead' by the end of the nineteenth century. Do you agree? (Music)

Evaluate arguments between corporations' social responsibility and Friedman's opinion and develop a personal stance about how businesses should operate. (Business)

Should we use force to intervene to protect and/or improve the lives of others? (Political Studies)

Structure and Style

The first three questions in the sample require a thesis-led style (that is, requiring a clear opinion or position at the start of the essay; the argument which follows aims to justify the position). The last two questions require a discussion-led style (that is, being more exploratory) but a thesis or final decision on the issue is still expected. It is established after weighing up all the evidence.

Four elements of argumentation

- ➔ **1. The issue.** Explaining the issue is important to help the reader understand the issue. More specifically, it establishes clearly *why* there is disagreement on the issue. Explaining the issue is part of the introduction (see Part III, Unit 3.1 for a model for constructing introductions).

Example (1st year Philosophy, on the issue of the Harm Principle and raising the tobacco tax)

The concept of harm reduction has application in a number of policy areas including tobacco sales. Increases in tobacco taxes are widely regarded as a highly effective strategy for reducing tobacco use and its consequences. The government's main argument for raising the tax on tobacco sales is that tobacco 'has no redeeming qualities' and 'the aim ... is to stop its use entirely' ('Time to Quit,' 2010). Some people may view the government's decision as undemocratic and a violation of human rights. *In his essay On Liberty*, Mill (1956) examines the grounds on which interference in the freedom of individuals to act as they wish is morally justifiable. He proposed an answer to this dilemma with his Harm Principle, which states that 'the only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others. His own good, either physical or moral, is not sufficient warrant' (Mill, 1956, p. 13). In this essay, I will argue that, according to Mill's Harm Principle, raising the tax on tobacco sales is not a restriction on the liberty of those who purchase cigarettes.

Refers to Harm Principle

CONTEXT
(lead-in to issue)

TOPIC FOCUS
(issue)
Two views:
a) Government's view
b) Mill's view

THESIS statement
(This tells the reader clearly which view is supported)

- ➔ **2. The thesis statement.** A thesis statement or point of view is required early to guide the reader through the argument. (See Part III, Unit 3.1 Introductions.)

Three problems:

- Repeating the question or claim statement:

Question: Wagner claimed that the symphony would be 'dead' by the end of the nineteenth century. Do you agree?

In fact, I disagree with Wagner's opinion that the symphony would be 'dead' by the end of the nineteenth century.

- Being vague or too simple:

This essay will argue that paying a living wage is better than a minimum wage.

- Being too forceful and emotive:

I strongly disagree with the Smithsonian Institute's view and I am going to argue why their view is totally wrong and misguided.

PRACTICE A

(1st year Business, evaluating arguments between corporations' corporate social responsibility and Friedman's opinion, and developing a personal stance about how businesses should practice)

Read the introduction and answer the questions.

People hold different views about the responsibilities of businesses. Proponents of corporations' corporate social responsibility (CSR) assert that organisations should adopt a set of responsibilities which are concerned for the welfare of the broader society as well as increase benefits to the organisation in terms of high profit returns to their shareholders (Jonker & Marberg, 2007). Friedman, a well-known critic of CSR, states that generating profit is the only responsibility of a business if its business practices are within 'the rules of the game'. This essay evaluates arguments between corporations' views on CSR and Friedman's opinion and develops a personal stance about how businesses should practice.

1. Is the issue clearly established? _____
2. Which words need further explanation? _____

3. What is the problem with the last sentence? _____



3. Argumentative style

- Write with authority and conviction:
 - Show your knowledge of your subject by using subject-specific vocabulary.
 - Support your arguments by using concrete examples and evidence.
- Show reasonableness by acknowledging the opinions of others by using a 'Yes-but' strategy (concession-counterargument):

It is true that ('Yes', concession), but ('but', counter-argument)
There is no denying that However,
Some critics/proponents point to the fact that Nevertheless,
Some scientists believe that On the contrary,
Although there is clear evidence that ..., it could be argued that

- Show caution by using varying degrees of certainty and hedging (see Table 9).
(See also Part I, Unit 1.2.)

Table 9. Modal verbs on a scale of certainty

Modal verbs	Scale of certainty
MUST	Duty, Obligation
SHOULD	
WILL	Absolute certainty (certain result-for assertions/claims)
CAN	Theoretical possibility (or general possibility)
WOULD	Conditional (if) certainty (probable or likely given certain conditions)
COULD MAY	Partial certainty (possible, less likely)
MIGHT	Least certainty (least likely result)

- Replace emotive language with concrete adjectives, verbs and nouns.



Thesis-led arguments may use the *Yes-but* strategy more than discussion-led arguments. (See also Part I, Unit 1.)

PRACTICE B

(1st year Anthropology)

Read this paragraph, disagreeing with the statement that 'Art is corrupted by technology.' Look for the use of the concession-counter-argument ('*Yes-but*') strategy.

Which sentences show concession (*Yes*)? _____. Which show counterargument (*but*)? _____.

[1] A commonly raised argument concerning technology is that it is an inauthentic form of ... [2] There is a discourse around music which dictates that only if you know how to play a 'real' instrument are you a 'real' artist, and technology corrupts this idea of music as real, authentic art (Théberge, 1999). [3] This viewpoint overlooks the fact that ... [4] Music technology is often considered inauthentic and a corrupting force on art because musicians rely on a technology such as autotune to correct any imperfections. [5] However, autotune can, in fact, have the opposite effect....

Thesis-led arguments may use the *Yes-but* strategy more than discussion-led arguments. Using the *Yes, but* strategy for every argumentative point can make your writing sound monotonous and formulaic. Use some variation. (See also Part 1, Unit 1.2.)

PRACTICE C

(1st year Music)

Read this first body paragraph in response to 'Wagner claimed that the symphony would be "dead" by the end of the nineteenth century. Do you agree?'

I think symphony at the end of the nineteenth century and the beginning of the twentieth century was not 'dead' as Wagner claimed. Instead, I think the symphonic form has advanced further since the end of the nineteenth century and has grown even stronger than before. The development of human society and the effects of two world wars had a significant influence on people's emotional state at the beginning of the twentieth century and created a path for a whole new form of symphony that is different from the nineteenth century. Many composers' symphonies depicted the tragedy of war and human experiences of displacement and loss. Composers did not follow the traditional convention of symphony, especially in orchestration, arrangement of movement, tonality and form. Far from being 'dead', symphony is very much alive as composers became more and more innovative and experimental to express a range of human emotions and experiences.

Answer the following questions.

1. Would you say the argumentative style is 'authoritative, reasonable, and convincing'? Give reasons for your answer with examples from the paragraph.

2. Is the concession-counter-argument (*Yes-but*) strategy used? How does the use or non-use of the strategy affect the argument? _____
3. Is there some informality in the argumentative style? Give examples.



4. Process of logical reasoning

In argumentation, you want to make sure that the reader can follow your reasoning. One way to achieve this is by using logical connectors.

PRACTICE D

(1st year Anthropology)

Read a paragraph from a thesis-led argument supporting the raising of the tobacco sales tax.

It could be argued that raising the tax on tobacco sales is not a paternalistic interference on smokers' liberty because preventing them from smoking would also prevent others from having to encounter harmful second-hand smoke. Another argument on a similar vein is that smokers may cost the health system a lot more than non-smokers due to the increased health risks in smoking, which would have a negative impact on the taxpayer. I do not believe that these are particularly compelling arguments, however, as there are already many laws in place to prevent people from smoking in certain areas It is a well-documented health risk that breathing in a small amount of smoke can be as harmful In addition, smokers tend to have a shorter life expectancy. This could mean reduced costs in health care, thus balancing the cost of Therefore, if the main reason for raising the sales tax is to dissuade people from smoking for their own benefit, interference is deemed legitimate.

Answer the following questions.

1. Identify the five logical connectors used to build the argument.

_____ ; _____ ; _____ ; _____

2. Complete this sentence: Example 1 expresses caution by using verbs such as _____



Logical connectors are not always essential and there is also the problem of overusing them. (See Part I, Unit 4 for a list of connectors.)

PRACTICE E

(2nd year Political Studies)

Read a paragraph, responding to this question: 'Should force be used to intervene and improve or protect the lives of others?'

Another argument for intervention is that in some cases forceful intervention is the only option left to alleviate suffering on a large scale. In the case of NATO's intervention in Kosovo, President Milosevic had repeatedly failed to comply in talks for earlier resolutions. The UK representative Greenstock stated that to avoid a human catastrophe on a large scale, the international community was morally obliged to act. It was deemed better than non-action. If NATO had not intervened, the Yugoslav regime would have continued its inhuman repression of the Albanian population.

Answer these questions.

1. How is the argumentative style different from that used in **PRACTICE D**?

2. Is the argument still convincing? Give some examples.

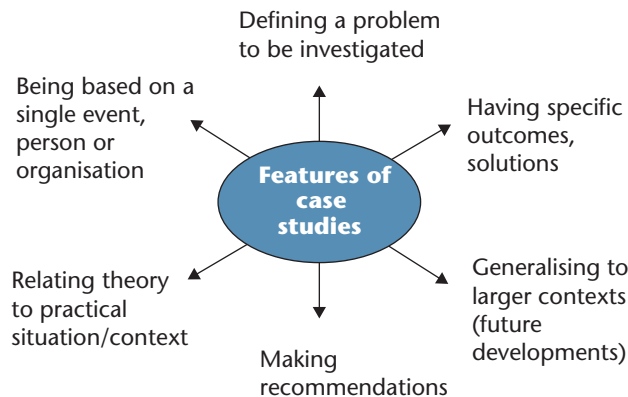
UNIT 2 Case studies

'case' (noun): an instance of a particular situation

– *The New Oxford English Dictionary* (1998)

A case study uses a real-life context to define and investigate a problem, arrive at a decision, propose solutions and make recommendations. The case may be presented as a *scenario*, which is a fictional sequence of events. A case study may be described as a problem-solution essay.

Case study assignments are common in the Arts (especially Business, Education), Law, Political Studies and the Health Sciences. One of the purposes of case study assignments is to test your understanding and application of concepts and principles.



Sample case study assignments

- 1 Scenario: The case of James and Susan against Ben. (1st year Commercial Law)
- 2 Use a case study to justify nursing intervention and develop a nursing care plan. (2nd year Nursing)
- 3 The politics of famine: the case study of Somalia. (2nd year Political Studies)
- 4 Scenario: You are teaching at a private language school in East Asia, using a CLT-influenced coursebook. Complaints come from students and parents, who want to revert to local-style curriculum and materials. 1. Discuss why this might be. 2. To what extent is CLT compatible with Confucianism-heritage material? 3. From your position as a member of the Curriculum Development Team for the institute, what recommendations would you provide to management about solving this problem and regarding future curriculum development and in-service teacher development at the institute. (3rd year Language Teaching)

Structure and Style

The structure and style of case studies vary across different subject areas. In terms of structure,

Example 1 uses a format that is common in Law essays.

Example 2 uses a prescribed format typical of some Nursing assignments.

Examples 3 and 4 have the conventional introduction-body-conclusion structure of an academic essay but use headings to separate the different elements of the case: the context or background information; the problem/issue; solution and recommendations.

Example 1 (1st year Commercial Law)

You are given a case and asked to assume the role of legal adviser to a client. This was used in the short-answer section of the examination paper. The main purpose is to test your understanding and application of legal concepts.

Reference: ABO and ABP v ZYP [2013] NZDT65 (2 April 2013). Retrieved from www.disputestribunal.govt.nz. Creative Commons Attribution (BY) 4.0 International Licence. (Names have been added for this assignment.)

The case

James and Susan bought a second-hand washing machine from Ben on the online auction site, Trade Me, for \$150 and paid an extra \$40 delivery fee. The machine stopped working one month after the purchase. James and Susan wanted Ben to replace the washing machine or have it repaired. This was declined. James and Susan are claiming compensation to the amount of \$115.

Structure of law essays: **ILAC** (**I**ssues, **L**aw, **A**pplication, **C**onclusion). In this case, **Issues** are:

- a) whether Ben has met the contractual obligations; and
- b) whether James and Susan are entitled to compensation.

Law is the Sale of Goods Act of 1908 ('SGA').

Application involves relating the law to specific aspects of the case.

Conclusion states that the claim cannot succeed because Ben has met his contractual obligations and James and Susan did have one month's use of the machine.

Example 2 (3rd year Nursing, using the case of a real patient to justify intervention and devise an individualised nursing care plan)

A prescribed format consisting of three parts is used. A particular challenge in such assignments is managing the tense shifts.

PRACTICE A

Read the extracts. Track the tense changes in the right-hand margin.

Meaning of abbreviations:

PP=Past Perfect (*had+Ved* (for regular verbs; V=verb)); P=Past; PrP=Present Perfect (*has/have+Ved*);

Pr=Present tense

PART 1 Client details

Present

e.g. 1

Mary is a 77-year-old European woman. She has presented with an episode of generalised seizure. During the session, Mary displayed altered levels of consciousness for 30 seconds.

PP	P	PrP	Pr
		↔	x
		x	
	x		

Medical history

2

Mary's medical history shows that she has no problems with alcohol and has never been on any anti-epilepsy medication. Between 2004 and 2007, Mary experienced only two episodes of syncope (loss of consciousness). Since August 2008, however, she and her husband have noticed that ...

PP	P	PrP	Pr
		↔	

Incident summary

3

On the day of admission, Mary had just finished playing a round of golf when she suddenly felt dizzy and collapsed. Her husband reported that Mary hit her head on the concrete pavement and lost consciousness ...

PP	P	PrP	Pr
		↔	

PART 2 Diagnostic assessment of Mary's case (Mostly in the past tense; note exceptions)

Throughout Mary's clinical examination, no abnormalities were found The examinations confirmed that the patient has normal coordination. This means her fall is not caused by weakness of the limbs. Her blood pressure was ..., which eliminates the ... due to hypotension All the evidence points to the presence of a tumour.

Present tense for conclusions/comments

PART 3 Nursing interventions (Notice the use of the present tense in the first two paragraphs)

This section uses the results from Part 2 to discuss the importance of nursing intervention. Here are the opening sentences of the four paragraphs.

Firstly, assessing patients' neurological status is the most significant form of nursing intervention.

Secondly, anti-epileptic drugs are very effective for preventing further seizures and avoiding hospitalisation.

In addition, nurses should be familiar with emergency procedures and management when patients are having seizures.

Recommendations

Finally, patient education should be included in the care plan.

Example 3 (2nd year, Political Studies)

The case study of Somalia to determine if famine is a security risk. Headings are created for the essay:

- Introduction
- Recognition of famine as a security risk
- The case of Somalia
- How postcolonialism provides an understanding of Somalia
- An alternative viewpoint to Western intervention
- Conclusion

heading shortened



As a rule, it is better to write headings as short phrases and keep all headings in the same grammatical form. **Notice** the change made to the second heading. (See also Part I, Unit 3.)

PRACTICE B

Shorten the fourth and fifth headings.

Fourth heading → _____

Fifth heading → _____

In terms of style, explaining the facts of the case is a necessary feature of case study essays. In the following example, the facts about Somalia provide the context for understanding the issue (that famine is a security risk).

Read the case and context details for the second heading.

The case study of Somalia

The situation in Somalia presents a contemporary and critical case of famine Exacerbated in 2011 by a combination of poor harvest and infectious disease, famine in Somalia was officially declared by the UN in July, at which point the famine has claimed tens of thousands of lives, with projected estimates of 750,000 deaths by December 2011 ... in Somalia, the United Nations had to intervene. It declared famine zones in the south, where 2.8 of the 3.7 million were suffering from famine Complicating the situation further is the role of the Islamic militant group al-Shabaab, which placed limitations on Western aid.

Context: a historical account of events.

Statistical data as evidence.

Example 4 (3rd year Language Teaching, investigating the unsuitability of CLT for an East Asian institute)

The writing style is more like a report of findings.

PRACTICE C

1. Read each paragraph or section and identify its purpose (b to g) with the correct options:

explains the main problems

defines key issues

shows understanding

identifies a critical philosophy

shows concession

explains benefits of CLT coursebook

2. What do 'showing understanding' and 'showing concession' demonstrate?

3. Read the second paragraph under 'Recommendations'. How many suggestions are provided in the solution? As a representative of the institute and spokesperson for the parents, would you be satisfied with the recommendations or solutions? What specific suggestions would be useful?

Introduction

Communicative Language Teaching (CLT) is an approach to language teaching that has dominated for more than 40 years. CLT focuses on communication and interaction ... in meaningful social situations ... it has become a highly favourable approach to use (Hiep, 2007, p. 193; Hu, 2002, p. 96). However, this does not mean CLT works in every situation. The context, including students' needs, their goals for learning, cultural values and philosophy are important too (Bax, 2003, p. 282). This report explains ... considers ... and recommends how this conflict can be resolved.

a) Describes briefly CLT approach

b)

CLT approach and coursebooks

CLT-based coursebooks, such as *Cutting Edge*, focus on ... language fluency and meaningful use (Hiep, 2007, p. 196) ... *Cutting Edge* consists of ... (301 text, p. 22). In CLT classrooms, pair and group work in role-plays are favoured over 'teacher-talk' ... (Hu, 2002, p. 96). *Cutting Edge* CLT has very engaging aspects, as does the coursebook *Cutting Edge*. The lessons are pre-planned and transparent ... CLT also provides learners with communicative competence and help teachers to keep up with methods and approaches that are used outside East Asia (Liao, 2004, p. 270). Thompson (1996) suggests that learners are not only more likely to speak in a class that uses CLT ... but will also read and write more diverse texts (p. 12) However, this learner-centred approach to tasks may conflict with Asian views on education.

c)

Institutional facts and practice

Several facts about the institute and its learners explain the problems of using a CLT coursebook.

Learners and learning goals

Students at this institute are learning English to pass tests ... assessments require grammar and lexical knowledge ... (Littlewood, 2007, p. 245). Furthermore, the learners do not intend to travel to an English-speaking country soon, making CLT and its speaking and fluency principles meaningless to them The learners are young adults find the CLT coursebook topics and activities childish or demoralising The same coursebook is prescribed for all levels ... which could reduce motivation

e)

Teachers' expertise

Most teachers ... are locals and trained in the structural approach, which favours grammatical knowledge and vocabulary learning They are unlikely to have had the training or the confidence required to teach CLT-based courses (Beaumont & Chang, 2011, p. 294)

Classroom size

The classroom consists of 15–25 students, making group and pair work more difficult to monitor ... (Littlewood, 2007, p. 244; Sakui, 2004, p. 160). Furthermore, English lessons are held four hours a week, making it more difficult to cover the curriculum and make strong classroom bonds (Burnaby & Sun, 1989, p. 229).

Confucian-heritage culture and CLT

View of education

CLT is not suitable in some East Asian countries due to their approach to education and their Confucian-heritage culture. Hu (2002) argues that Confucianism influences its views on education education is seen as accumulating knowledge

f)

View of teacher's role

In Confucianism, the teacher in Asian contexts is respected as a role-model and authoritative figure for learners (Cortazzi & Jin, 1996, p. 179). This view conflicts with the CLT approach, which suggests that

Recommendations

The Committee appreciates that although oral communication is important, it cannot fully take place without grammar control (Hiep, 2007, p. 194). It is essential to incorporate grammar, and components from traditional methods ... (Thompson, 1996, p. 10). Reading and writing skills, which are commonly tested in assessments in this situation, are just as beneficial ... as speaking skills ... (Beaumont & Chang, 2011, p. 299)

g) shows concession (acknowledges benefits of traditional methods)

The Curriculum Development Team proposes a solution which combines the strengths of both approaches. CLT can incorporate ... teachers can select activities from the coursebook that complement their teaching style Interactive activities could be conducted in both L1 and L2. Developing a curriculum that combines both CLT and grammar-focussed principles could bring many positive benefits Butler (2011) notes that students in East Asia have shown positive attitudes towards CLT before, and the idea of teaching in Asia being teacher-focussed and rigid is not always correct (p. 40) A programme for teacher training could be developed to expand teachers' knowledge and skills

Summary and conclusion

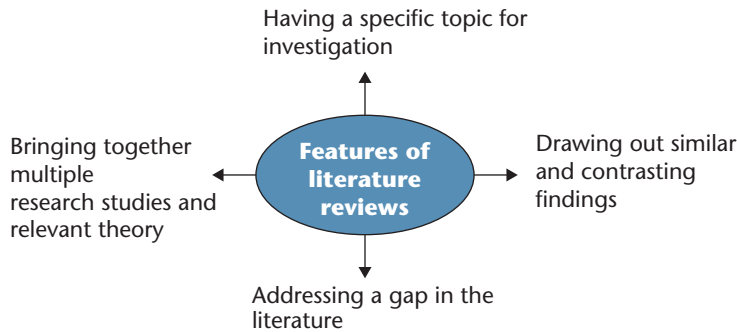
It is evident that contextual issues can be both motivating and constraining factors ... it is understandable to see why teachers, learners and their parents have expressed dissatisfaction with the CLT-based coursebook and its aspects. In conclusion Allowing one approach to dominate is also not the most effective way forward. There should be a ... place for both communicative and traditional principles Incorporating cultural ideas and preferences in curriculum design and materials development can ensure that positive language learning is achieved.

UNIT 3 Literature reviews

'review' (noun): a careful examination and evaluation of something.

– *The New Oxford Dictionary of English* (1998)

A literature review (referred to as 'literature survey' in other resources) is a thorough investigation of what has been published and researched on a topic. It identifies a **'research gap'** in the literature (what has been overlooked or not studied adequately before). A literature review can be a stand-alone assignment or included in a research proposal assignment (see Part III, Unit 5).



Sample stand-alone literature review assignments

1. Access to emergency contraception for young people and adolescents. (Population Health)
2. Effect of background music on performance. (Music)
3. Relationship between early adversity and depression. (Nursing)

Structure and Style

Literature review 1 uses a thematic approach with headings for each theme. It is structured like a formal essay with the main elements: introduction, body and conclusion.

Literature review 2 uses a methodological approach and adopts the IMRDC report format (see p 77). In both formats, the literature review is usually after the introduction.

Focus on style

- Past or present tense: As a rule, use the past tense when describing findings of a study; use the present tense when reviewing or commenting
- Active or passive voice: As a rule, the active voice is used more than the passive voice, which is used in 'Methods' section
- Language of review: A review is more than a descriptive summary. It evaluates, comments on strengths and weaknesses, and draws out similar and contrasting findings.

PRACTICE A

Literature review 1 (2nd year Psychology, stand-alone literature review on the relationship between early adversity and depression)

Main headings used in the literature review

Introduction
Definition and measurement of variables
Relationship between early adversity and depression
The effect of socio-economic status and gender
Limitations of current research
Suggestions for future research

Read extracts from Literature Review 1. Track the style of the review by answering the nine questions in the right-hand margin. Some have been done for you.

Relationship between early adversity and depression

Introduction

[1] The relationship between early adversity and the onset of depressive disorders has been well documented in the literature. [2] In a seminal study, Kessler and Magee (1993) outlined several key variables: clear definitions of both adversity and depression, the dynamic relationship between and depression, the effect of socio-economic status and gender, and the stress specificity of early adversity in relation to depression. [3] All studies, however, have major limitations, most notably, sample selection and the exclusion of some key dependent variables. [4] There are still many options for future research, especially on the link between adversity and depression, the direction of the relationship and the exact mechanism of the link.

Definition and measurement of variables

To clearly understand the relationship between early adversity and depression, the definitions of (and methods of measuring) these two variables should be considered Some studies considered 'early adverse life events' and 'early adversity' to mean In contrast, Uhrlass & Gibb (2007) assessed Much of the literature (Hammen, Henry, & Daley, 2000; ...) did not distinguish between these two types of early adversity, and investigated the effects of both on the onset of depression.

A range of measurement tools were used for assessing adversity within the literature, most taking the form of a specially written survey or interview. Others used ... (Uhrlass & Gibb, 2007). Phillips et al. (2005) and Hazel et al. (2008) used ... Similarly, Sadowski et al. (1999), Hammen et al. (2000), Turner & Butler (2003), and Turner & Lloyd (2004) employed the use of In contrast, some studies used depressive symptoms as the independent variable. Uhrlass & Gibb (2007) used ... while Ge et al. (1994) used the Symptom Checklist (SCL-90-R).

Title: gives
specific focus

1. What is needed
before sentence
[1] _____

2. Identifies

3. What tense is
used? *present*

4. What tense is
used here?

5. What do
the underlined
connectors show?

Dynamic relationship between adversity and depression

There appears to be a consensus amongst the studies that ... adversity in childhood affects the development of depression in adolescence and later life

It is suggested in the literature that socio-economic status also plays a role in determining the likelihood of childhood adversity and the onset of depressive disorders To a lesser extent, the role of gender is

6. What do these expressions show?

Limitations to current research

Although a clear link has been established between childhood adversity and depression and the mediating roles of socio-economic status and gender, other mental illnesses have been largely neglected in the research

7. Which two words point to limitations?

Another limitation in several of the studies is the use of self-reporting This can be an unreliable method, ... (Uhrlass & Gibb, 2007)

8. How many limitations are raised? _____

Several of the studies also investigated a narrow age range. For example, Turner & Lloyd (2004) examined ... and the sample used by Hazel et al. (2008) consisted of only This is a limitation because ... depression in later life ... cannot be traced The sample used by Ge et al. (1994) consisted solely of ... families living in rural areas; similarly, other studies (Uhrlass & Gibb, 2007; Turner & Lloyd, 2004; Hammen et al., 2000) selected their samples from small geographical areas This makes it difficult to generalise the results to other populations.

Suggestions for future research

There are three clear areas emerging from the current research that could be examined in the future. Firstly, ... (Phillips et al., 2005).

It has become clear, although some who face early adversity go on to develop depressive disorders, others do not (Turner & Lloyd, 2004). ... A pertinent research topic would be to investigate

9. Why are these hedging words used here? To show

Finally, Hazel et al. (2008) suggests further research into both the biological and psychosocial mechanisms Such research could produce favourable clinical outcomes in both the prevention and treatment of depressive disorders.

PRACTICE B

Literature review 2 (2nd year Population Health, on access to emergency contraception for young people and adolescents)

This review uses a methodological approach and adopts the IMRD or IMRDC report format (see Part II, Unit 4.1). Answer the questions in the right-hand margin.

IMRD

STYLE

I

INTRODUCTION

[1] In many countries, most pregnancies that occur are unintended or unwanted, and adolescent pregnancy is a significant problem. [2] Adolescent pregnancy has many negative consequences both for the mother and the child, including impact on education and poverty (As-Sanie, Gantt & Rosenthal, 2004).

Common contraceptive methods are not always used by young people and even when they are they may fail or be used incorrectly [4] It is hypothesised that increased use of emergency contraception could lead to a reduction in abortions and unwanted pregnancy (Lindberg, 2003). [5] Emergency contraceptives are available from pharmacies in many countries. [6] However, age restrictions are in place Adolescents and young people are more likely to face barriers to accessing emergency contraception, despite having the greatest need

1. Is the context clear?

2. Which sentence (1–6) states the main focus of the review?

M

METHOD

Articles were found using the Scopus database. Searches were performed using keywords such as

Notice the use of past tense.

R

RESULTS (8 sub-headings)

There are two broad categories of barriers The first is The second is

Lack of knowledge about emergency contraception

Knowledge about emergency contraception varied between health professionals and from study to study. Uphadhyia et al. (2009) reported good knowledge of emergency contraception amongst paediatric residents, while Goyal et al. (2009) found that 43% of emergency room physicians ... were unable to ...

Many of the studies found a general lack of knowledge about emergency contraception for young people. This included ... (Mollen et al., 2008; Calabretto 2009), confusion about ... (Johnson et al., 2009; Mollen et al., 2008; Calabretto 2009), as well as a lack of awareness of (Johnson et al., 2009; Gilliam, Davis, Neustadt & Levey, 2009). One study, for example ... (Calabretto 2009).

3. How does the writer draw out similar and contrasting findings?

D

Includes
conclusion

DISCUSSION

The studies in this review use a wide variety of approaches. Some took a qualitative approach which included ... (Johnson et al., 2010). For example,

Some studies used quantitative methods which were ... (Conard et al., 2003; Goyal, et al., 2009). As Upadhyia (2009) noted, this is problematic because Many of the studies were also subject to self-selection bias (Gilliam et al., 2009; Calabretto, 2009; Johnson et al., 2010; Goyal et al., 2009). This is problematic because This means that the results may not be representative. Some studies also used a convenience sampling method ... (Calabretto, 2009; Johnson et al., 2010) There is potential for the sample to not be representative and the researcher was also unable to estimate the level of non-response. Non-response bias was also a problem for some of the studies (Goyal et al., 2009; Conard et al., 2003)

Overall, the various approaches to studying barriers to access to emergency contraception provide a good understanding of the topic Follow-up studies could help clarify whether More research is needed to evaluate It would also be beneficial to compare This could provide an understanding of whether pharmacy access has an influence on barriers.

Emergency contraception ... has the potential to reduce unwanted pregnancies amongst young people. However Ensuring that young people use regular contraception should be the focus Emergency contraception has been proven to be safe and effective ... and it should be made more accessible to young people.

4. Underline examples of 'review' style in this paragraph.

5. Why are hedging devices used here?

6. Why does the writer use 'should' here?

UNIT 4 Reports

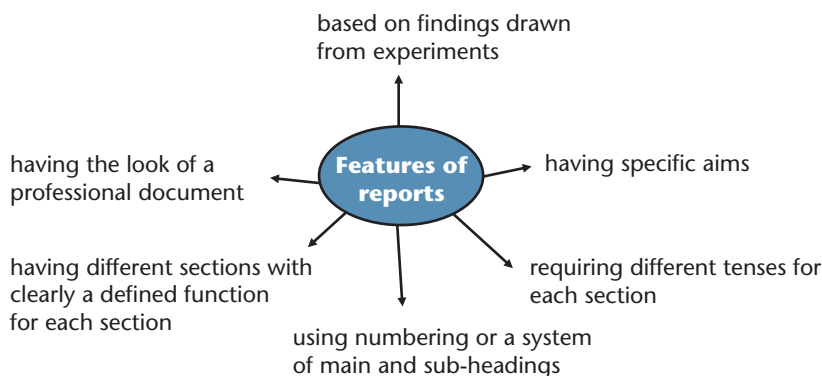
'report' (noun): a written account of what has been observed, done or investigated.

– *The New Oxford Dictionary of English* (1998)

Key topics

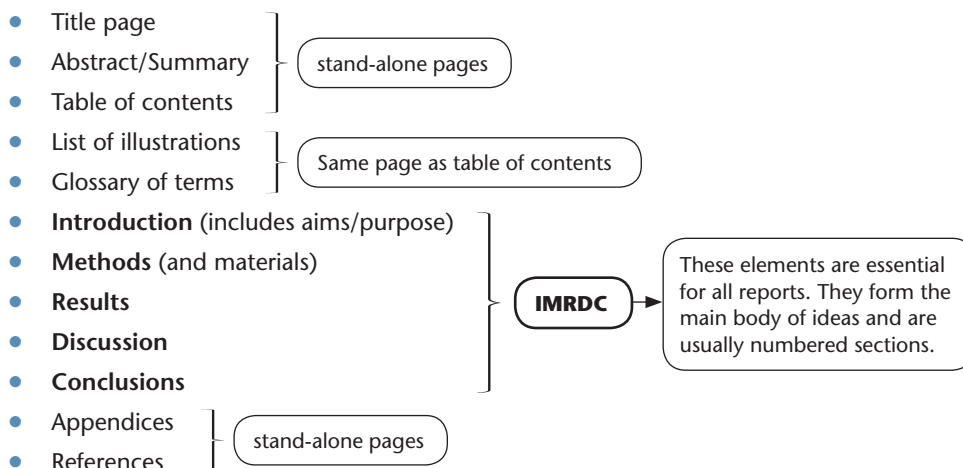
- 4.1 Focus on structure
- 4.2 Three style issues
- 4.3 Description of data in figures and tables
- 4.4 Focus on language

Report writing gives you practice in preparing a professional document. Depending on the type of report, you also show your ability to plan research, describe methods and materials, analyse and discuss findings, and draw conclusions. Undergraduate reports are common in the Business, Physical Sciences, Social Sciences and Life Sciences.



4.1 Focus on structure

Undergraduate reports typically have the **IMRDC** or **IMRD** structure.



In your third year you may be asked to write a report in the style of published academic papers. It is likely to have all the elements of the standard IMRDC report structure:

Example (3rd year Biological Sciences, on the 'Effects of Temperature Increase on Heart Rate in *C. Japonica*')
The assignment brief is to 'view it as writing a paper for a scientific journal'.

In the outline of the report, the length of each section is included here to indicate how the research content is distributed:

Title	Effects of Temperature Increase on Heart Rate in <i>C. Japonica</i>
Abstract	178 words
Introduction	360 words
Materials and methods	331 words
Results (with 4 figures)	330 words
Discussion	903 words
Concluding remarks	138 words
<u>Total length</u>	<u>2,042 words</u>

In other reports, some sections of the IMRD structure may not be used.

Example (1st year Psychology, short laboratory reports)

Students undertake short experiments every two or three weeks and a template is provided, featuring only the Results and Discussion sections:

(Write neatly within the boxes provided)

<i>Please provide all information in this box for every laboratory assignment submitted.</i>	
Name:	
Laboratory Session:	
Full Name of Instructor:	
Aim of Experiment:	
<u>RESULTS</u>	
<i>Write a brief description of the main findings of the experiment in the space below. (2 marks)</i>	
<i>You should also construct a table that summarises the results. (1 mark)</i>	
<u>DISCUSSION</u>	
<i>Write a brief discussion of the results from the experiments in the space below. Your discussion should be about one page long. (7 marks)</i>	

In other reports, topic-specific sections may be added or used instead, replacing some headings of the standard IMRD structure.

Example (2nd year Chemical Engineering, risk analysis report for setting up a methanol plant)

The outline from the reports shows a complex numbering system. Topic-specific headings after Methods replace Results and Discussion sections.

- 2.0 Methods and material**
 - 2.1 Process line diagram
 - 2.2 HAZOP study
- 3.0 Economic considerations**
 - 3.1 Set-up costs
 - 3.2 Operational costs
- 4.0 Production capacity**
- 5.0 Risk factors analysis**

4.2 Three style issues

➔ 1 Tense use: The present tense is used in the Introduction. The past tense (in active and passive voice) is used in the Methods and Results sections. In research proposals (future 'will' is used because the study has not happened yet (see 4.4). The present tense is used in the Discussion section and Conclusion. (Review Tense and Voice in Part I, Unit 5.)

Example (3rd year Medical Sciences, a laboratory report)

This report has a conventional IMRDC structure. The number of words for each element shows its relative size in relation to the whole report.

PRACTICE A

Read the report extract and complete the annotations in the left- and right-hand margins on the structure and use of tense.

IMRDC Structure	EXPERIMENT: Comparison of body size and composition between lean and obese mice. AIMS: a) To dissect organs, weigh and measure body size and blood glucose levels	DEVELOPMENT & STYLE
I explains _____	INTRODUCTION (actual length 682/3,644 words) Obesity is an increasingly prevalent issue The use of animals can help us understand The agouti mouse model can help us understand the genetics of obesity	Uses _____ tense
M describes _____	METHOD (actual length 429/3,644 words) Two mice were dissected and measured.... After euthanasia, blood from each mouse was collected by	Uses _____ tense and _____ voice.
R reports _____	RESULTS (actual length 1,114/3,644 words – includes 6 graphs) Figure 1 shows that the average blood glucose level in male wild-type mice was The results of a Student T-test gave	Uses _____ tense
D explains _____ of findings	DISCUSSION (actual length 1,331/3,644 words) The agouti mice shows symptoms of insulin resistance and diabetes, which is expected The significant difference found only in females does not seem to agree with findings in other studies This could be	Uses _____ tense
C answers _____	CONCLUSION (actual length 88/3,644 words) Overall, it was found that	Uses _____ tense

2. Results, discussion and conclusion

Results relate directly to the findings of the study or experiment, presented in figures or tables.

Example (3rd year Population Health, on risk factors of myocardial infarction)

Read an extract of the Results and Discussion sections.

Table 10. Crude and adjusted odds ratios (OR) of CVD risk factors

Risk factors	Crude OR	Adjusted OR
Smoker	3.16	3.41
Obese	2.47	2.30
Hypertension	1.99	1.92
Age (40–49)	1.78	1.68
Age (50–59)	1.30	1.20
Age (60–65)	2.04	1.98

RESULTS (relate directly to findings)

Smoking was the strongest predictor of risk of myocardial infarction, followed by obesity and hypertension. The independent effect of smoking showed smokers were almost 3.5 times more likely to develop myocardial infarction than non-smokers

There were no statistically significant differences between age groups in the risk of developing myocardial infarction

DISCUSSION (explains, interprets and assesses significance of results)

This study shows that smoking increases the risk of myocardial infarction more than any other factor we measured. Obesity and a history of hypertension also increased the risk of myocardial infarction significantly. These results support previous findings that smoking is the strongest predictor of myocardial infarction (Yusuf et al., 2004). The magnitude of the effects of obesity and hypertension is similar to effects found in other studies (Yusuf et al., 2004).

An interesting result in this study was the finding that age was not associated with an increased risk of myocardial infarction. This could be because our study did not include men older than 65. It may be that age becomes an important risk factor for myocardial infarction later in life.

Some limitations of this study were that ...

The results of this study are important because ...

The implications for public health are that ...

Any future studies should include ...

interprets, evaluates, compares

explains why

gives wider impact of study

CONCLUSION

A **report conclusion** differs from an essay conclusion. Usually written with an 's', it is made up of a series of concise statements that specifically answer the research aims or questions and may be written as a bulleted list. It may also make recommendations.

Example (3rd year Medical Sciences, a laboratory/experiment report)

The plural form 'conclusions' Past tense for method and results

CONCLUSIONS

The rate of metabolic energy consumption was measured indirectly by observing the heart rate, respiration rate and proportions of inspired and expired O₂ and CO₂. These factors directly affected the rate of respiration and change according to the amount of mechanical energy expended. Metabolic energy consumption was lowest at rest and increase in energy consumption depended directly on the rate of mechanical energy expenditure.

Reviews main findings, links back to aims of the experiment.

This conclusion consists of a bulleted list (uses the present tense).

Example (2nd year Chemical Engineering, conclusions of a risk analysis report)

5.0 Conclusions

We think a methanol plant is commercially viable. It should break even after two years.

- There are large reserves of natural gas in the world. It can therefore be bought in bulk at low prices.
- Methanol is more expensive than natural gas, but with a production capacity of 200,000 tonnes, the annual revenue could be close to \$87 million.

3. Abstract versus summary

In accordance with the conventions of scientific journal articles, a research report may include an abstract. Some technical or business reports may require a full summary. Table 11 shows the similarities and differences between an abstract and a summary.

Table 11. Similarities and differences between an abstract and a summary

Abstract	Summary
1 descriptive summary of the main points of the entire paper	
2 written after completion of the report	
3 written on a new page	
4 written as a single paragraph	divided into paragraphs
5 organised like a short essay with three structural elements: introduction, body and conclusion	organised using the IMRDC report format but with no headings
6 about 8 per cent of report length (usually half a page)	length may be specified in the assignment question but is usually about a page

Example (3rd year Biological Science, full abstract of report)

[1] Due to climate change, temperature is becoming an increasingly prominent concern for marine life and the heart is arguably the most susceptible organ to increases in temperature. [2] It is important to be aware of the extent to which temperature increase affects invasive species to monitor their threat levels to native species. [3] This study looks at the effects of thermal stress on the heart rate of *C. japonica*, an invasive species of paddle crabs in New Zealand. [4] Different parameters were examined including gender, previous experience of temperature increase, as well as starvation, to assess wider physiological implications of thermal stress on the species. [5] Increase in temperature was found to have a strong correlation with increase in heart rate. [6] There were some observable trends showing variation in sensitivity within the previously mentioned sub-divisions. [7] However, none proved statistically significant. [8] It can be said with some confidence that *C. japonica* displays some level of plasticity when dealing with thermal stress.

PRACTICE B

Read the abstract.

1. Write down the sentence numbers that relate to each element:
Introduction (establishes aim/significance): _____
Body (outlines methods, materials, summarises findings): _____
Conclusion (answers research aim): _____
2. Which sentence states the research aim? _____
3. Which sentence states the hypothesis (possible answer to research aim)? _____

Example (2nd year Chemical Engineering, summary of feasibility report on setting up a methanol plant)

PRACTICE C

Fill in each box with the correct heading:

Findings and discussion

Answer/decision

Purpose

Method and materials

IMRDC Structure

SUMMARY

- I _____ This report examines the issues involved in setting up a methanol plant with an output of 200,000 metric tonnes per year to determine its commercial viability including the environmental and operational impacts.
- M _____ A process line diagram for the system was first mapped using *Visio*. Technical drawings were made using *Autocad* of the main units: steam reformer, shift reactor, methanol reactor and distillation column. Qualitative calculations were made on the consumption, production and emission of some streams. Estimations of set-up costs were made using An environmental impact analysis and a HAZOP study were also conducted.

R&D _____








The environmental analysis shows that The calculations reveal The HAZOP study reveals the effects of valve malfunction or rupture In addition, thermal stress could also cause ruptures, so regular checking of the heat exchanger is recommended The HAZOP study also reveals



C _____

Our conclusion is that the methanol plant is commercially viable. With a production capacity of 200,000 tonnes, the annual revenue from selling methanol should be about \$87 million a year. Revenue is expected to

4.3 Description of data in figures and tables

Table 12. Range of visuals in terms of use and language

Visual	Type of data	Use	Language
line graph 	a chronological or continuous data set	displays trends and compares changes over time	percentages and proportions, comparison and contrast language
bar graph 	data in different categories or groups	compares trends/patterns between groups	
table 	independent values	provides a summary of findings, not trends	
pie chart 	parts of a whole	compares parts of a whole	
process 	steps in a logical sequence	describes how something works from beginning to end	
cycle 	interaction between connected elements	describes how something works	
flow chart 	usually text	shows process and/or relationship between ranks	cause-effect language, sequence connectors

Visual	Type of data	Use	Language
matrix 	usually text	shows parts that make up a whole	percentages and proportions
map 	drawing or diagram	illustrates geospatial data (space, location, geographical features)	adjectives, prepositions, quantity, proportions

How do you describe graphic information?

Describing data is not a matter of repeating the data as it appears in the table or figure. It involves interpreting and commenting on the data accurately using evaluative language such as *the most popular*, *the least favoured*, *more popular than*.

A three-step approach

<p>Describe purpose and specific content</p> <p style="text-align: center;">↓</p>	What does the figure show: the relationship between values, a comparison, trends?
<p>Interpret the data</p> <p style="text-align: center;">↓</p>	What does the data mean? What trends or patterns stand out? Why?
<p>Comment on the data</p>	How significant are the findings?

Example Read two descriptions of Table 13.

Table 13. Four methods of learning English

Methods	Percentage of respondents
Conversing face to face with native speakers	45
Enrolling in a course	20
Chatting online with native speakers	25
Watching English movies	10

Description 1 reports the data as it appears in the table, which is not very useful. The reader can extract this information from the table:

Table 13 presents findings from a survey of 100 international students on their preferred method of learning English. Forty-five per cent selected face-to-face conversations with native speakers. Enrolling in a course was preferred by 25%, while chatting online was chosen by 25% of students. Only 10% watched English movies.

Description 2 combines description, interpretation and commentary to highlight significant data, patterns or trends:

Description

Interpretation

The highlighted words compare trends and point out what is significant.

Commentary

Table 13 presents findings from a survey of 100 international students on their preferred method of learning English from four options. The **most popular** method was face-to-face conversations. **Nearly half** of the respondents favoured face-to-face conversations with native speakers. Using modern technologies ... also **featured well** with **about a quarter** of the respondents preferring online interactions. **The more formal** method of learning English by enrolling in a course was **less favoured**, with only **one-fifth** of the respondents selecting it. The **more passive and solitary** nature of watching movies was the least preferred method, accounting for only 5% of respondents. The results suggest that activities that involve learning through spontaneous interactions are more popular ways of improving English.

Percentages expressed as proportions

PRACTICE A

(3rd year Biological Sciences, laboratory report on the effect of temperature on heart rate)

The graph below presents one of the main findings of the experiment.

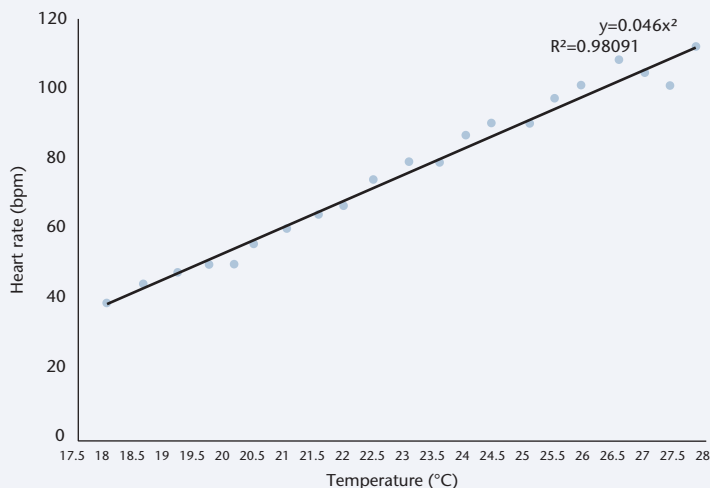


Figure 1. Average heart rate in beats per minute against temperature of water in degrees Celsius for *C. japonica*. Trend line is an exponential curve.

Read the description and answer the questions below it:

[1] Figure 1 shows the relationship between heart rate and water temperature. [2] It shows that there is a positive relationship between heart rate and temperature, with heart rate increasing as temperature increases. [3] This trend conforms to an exponential trend-line with an R^2 of 0.98 suggesting that the trend-line explains 98% of the variation in the data. [4] Regression analysis provided a *P-value* of 7.919×10^{-16} , displaying clear evidence of a relationship between the two factors. [5] There is a slight fall in heart rate after 26.5°C, which is expected when the organism starts to shut down. [6] The crabs were only taken to a temperature that caused them stress. [7] Therefore, the thermal limit for this species is not defined by this study and no break point is seen in the data.

- a) Which sentence(s) ...
 describe the purpose and specific content? _____
 interpret the data? _____
 comment on the data? _____
- b) Give three evaluative expressions (adjectives, adverbs, verbs) which indicate interpretation:
 _____; _____; _____

PRACTICE B

(2nd year Chemical Engineering, a feasibility report on the viability of setting up a methanol plant)

Table 14 presents findings from the HAZOP study. (HAZOP is a standard tool commonly used in Engineering feasibility studies to evaluate potential hazards and gather data to support recommendations for improving process safety.)

In about 100 words, describe the textual data in Table 14.

Table 14. Summary of HAZOP study on the shift reactor

Risk factors	Explanation	Consequences	Action (70% 80% success)	Safeguard features (70% 80% success)
Low water flow in reactor	Rupture in pipe inlet	Leakage, flammable hydrogen gas catches fire	Install mass flow meter	Level indicator alarm (LIA)
Too much water flow in reactor	Malfunction of valves at pipe inlet	Pressure in tank increases, reactor may burst	Install outlet to direct gas out of reactor	LIA
No water flow in reactor	Blockage in opening of reactor	Pressure in tank increases, causing rupture	Install mass flow meter	LIA

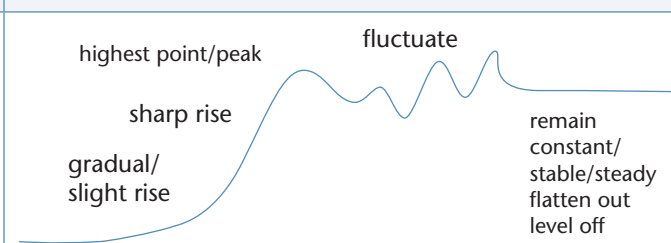
Your answer (Use the three-step approach: describe, interpret, comment on page 84)

4.4 Focus on language

Table 15. Some useful sentence structures

Verbs stating purpose	The graph shows provides gives compares summarises displays presents	
Verbs analysing or interpreting data	The findings reveal demonstrate (that) indicate (that) suggest that	
Referring to the graph	✓ The graph shows ...	✗ The graph is showing ...
	✓ According to Table 1, there was a sharp decline in ...	✗ As you/we can see in the graph, it shows ...

Table 16. Describing trends or changes over time

Upward movement	Downward movement	Degree of rise/fall/change
increase rise climb	decrease decline fall	 <p>highest point/peak</p> <p>fluctuate</p> <p>sharp rise</p> <p>gradual/slight rise</p> <p>remain constant/stable/steady flatten out level off</p>

Expressing percentages

According to the graph, 20 per cent of women reported that. (**NOT** 20 percentage of women.)

A small percentage of women. (**NOT** A small per cent of women.)

There was a 20 per cent increase in sales. (**NOT** There was a 20 percentage increase.)

Sales increased by 20 per cent. (**NOT** Sales increased by a per cent of 20%.)

Forty-five per cent of participants used this method of learning English. (**NOT** *There are 45 per cent of participants used this method of learning English.*)

Expressing percentages as proportions

Expressing a percentage as a proportion of change rather than exact data can show that you are interpreting the magnitude of the data and highlighting significant trends.

Table 17. Expressing percentages as proportions

Percentages	Proportions and comparison/contrast language
90%	ninety per cent nearly all the vast majority of nine-tenths of
60%–70%	more than half; nearly two-thirds
increase of 45%	almost doubled
decrease of 45%	almost halved
40%	less than half
10%	a low percentage a few a small minority one tenth of
0–5%	marginal increase/fall
A 20%; B 45%	The percentage of B was two times higher than twice that of A there was almost twice as many doubled
A 20%; B 22%	the same number of nearly the same number of

Expressing quantities

More than 2.7 million people live in the capital city. (**NOT** 2.7 millions people)

Five thousand people lived below the poverty line. (**NOT** 5 thousand people)

Common sentence structure errors (especially with sentences beginning with ‘There is/are’):

✗ According to the graph, there were 75 per cent of people who bought something online.

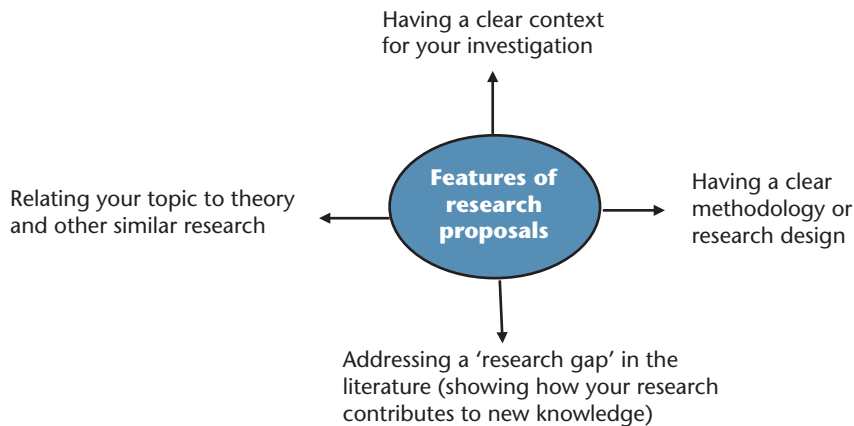
✓ According to the graph, 75 per cent of people bought something online.

UNIT 5 Research proposals

'proposal' (noun): a formal written plan or suggestion put forward for consideration or discussion by others.

– *The New Oxford Dictionary of English* (1998)

In your third year of undergraduate study, you may be asked to submit a research proposal on a topic related to your course. A research proposal is a practical exercise in planning a research study on a problem or issue and thinking about research methods, procedures and possible outcomes.



Structure and Style

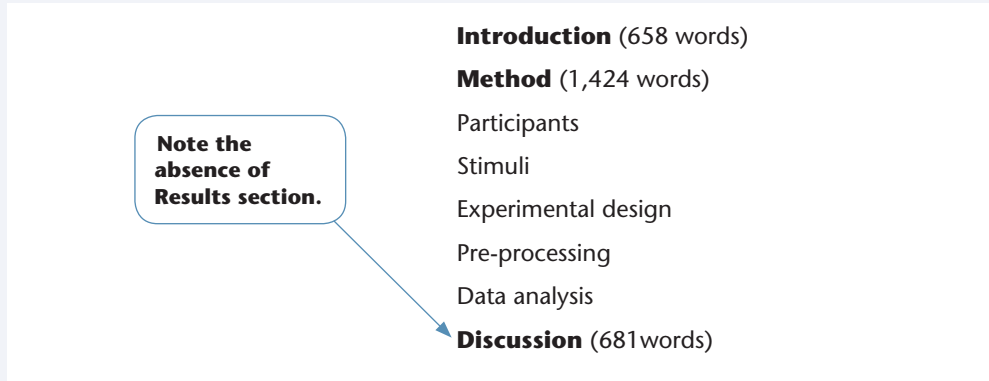
A research proposal uses the conventional IMRD report structure, with some style differences particularly in the Methods, Results and Discussion sections. In terms of style, you will notice the use of the future *will* to establish aim and expressions such as *may*, *could*, *is expected*, *is likely* to explain proposed procedures and expected results and conclusions because the research has not happened yet.

Basic structural elements:

Title page	may not be required in undergraduate research proposals
Abstract	may not be required in undergraduate research proposals
Introduction	provides relevant background information and theoretical framework and explains research question (or hypothesis)
Literature review	justifies the investigation (identifies a 'research gap'; see Part III, Unit 3)
Discussion	discusses expected findings
Conclusion	establishes possible contributions to the research gap and future research

Example (3rd year Psychology; length: 2,763 words)

Outline of the research proposal (with a word count for each section):



PRACTICE

Read extracts of this research proposal. Answer the questions on structure and style in the left- and right-margin boxes.

STRUCTURE

STYLE

Introduction

[1] The popularity of iPods and the ease of access to music online means that music can be with us while we work and study. [2] British office workers in one recent sample were found to listen to music for 36% of their working week, usually on headphones (Haake, 2011). [3] A glance at the students in libraries shows the high prevalence of music listening while studying for tests and working on assignments in this population group. [4] However, it is unclear what effect ... and whether musicians are affected differently to non-musicians. [5] This study will use functional magnetic resonance imaging (fMRI) to test the hypothesis that background music has a greater negative effect on working memory in musicians than non-musicians, and that musicians display different patterns

1. How could the context be improved?

2. Sentence 3 is weak. Why?

3. What is the purpose of sentence 5?

Literature review

Many respondents to Haake's office worker survey (2011) observed that listening to music helped them to ... but others reported that listening to music had a deleterious effect on their concentration. Similarly ... a large study of school and university students in several countries found great variability However ... many find that it improves their memorisation ability. Research studies into the quantitative effect of background music ... have also yielded mixed results. Nearly seventy years ago, Henderson, Crews and Barlow (1945) found that Hallam, Price and Katsarou (2002) found that playing 'calming' music ... while 'aggressive' music

One explanation for these varying results is that in many cases the background music has an effect, but one that is not of sufficient magnitude to alter the participant's reading comprehension, word recall or other such behavioural measure of memory. Perhaps these measures are not finely graded enough to reflect the effects that background noise can have on an individual's cognitive processes. Several electroencephalogram (EEG) studies support this explanation Jäncke and Sandmann (2010) found that However, their EEG data showed The use of fMRI in this proposed study will allow a far more in-depth comparison

4. Complete this sentence: The literature review assesses _____ . (See also Part II, Unit 3.)

Musical expertise may also have a major role in determining the effect of background music on working memory. Schmithorst and Holland (2003) used fMRI to show that musicians and non-musicians employ different cognitive processes when attending to music. Several differences were observed, but the most relevant to this study is that This study aims to determine whether

Methods

Participants

Forty participants (twenty musicians and twenty controls) **will participate** in this research.

Stimuli

The three background auditory stimuli will be

Experimental design

A change-detection task consisting of four components **will be used** to test working memory in this study...In each trial, participants **will first view** The display **will be viewed** for one second then erased

5. Why is 'will' used in Methods?

Discussion

[1] This study will make a valuable contribution to [2] As yet, no published research has used fMRI to show [3] Given the mixed results of behavioural studies in determining [4] Furthermore, no published studies have explicitly compared [5] If the hypothesis that musicians are more negatively affected is correct, then we can expect to see.... [6] It is also **possible** that ..., which **would** suggest that [7] A significantly lower mean accuracy in the musician group ... **would** support this hypothesis.

6. What is the purpose of sentences 1–5?

7. Why are words such as *possible* and *would* used here?

Conclusion

Overall, it is hoped that this study will help to clarify current knowledge about the effects of background music on memory. Specifically, the use of fMRI will allow This new information **could** lead to If significant behavioural differences are noted, this study **could** encourage

8. How does the writer conclude the proposal and with what tenses?

REVIEW OF PART II

1. Match the type of writing to its unique purpose and features.

Analysis	a) Provides an overview of relevant research on a topic.
Argument	b) Plans research on a problem or issue, considers methods and possible outcomes.
Case study	c) Provides a description of static or moving images, organised in order of space and location.
Discussion	d) Gives a written account of what has been done or investigated, including how it was done and what was found.
Reflection	e) Breaks a topic down into parts and explain each part systematically to support a position.
Literature review	f) Presents different perspectives on an issue and draws on theory to develop a position.
Report	g) Provides a personal response to an experience or situation and show the link between theory and practice.
Research proposal	h) Presents a point of view and justifies it with logical reasoning and other evidence.
Visual analysis	i) Identifies, defines, investigates a problem and makes recommendations for future action.

2. Decide if each of the following sentences is a **FACT (or statement)** or **OPINION (or a critical analysis)** (see Part II, Unit 1.1 Analytical essays: structure and style)

- A critical weakness of liquid crystal displays is their sensitivity to high temperatures and moisture.
- Research shows that today's fathers contribute to childcare and housework.
- Modern corporations and Milton Friedman have different views on CSR.
- Although research shows that fathers contribute to childcare and housework, a gendered division of labour still exists.
- Modern business practices reflect a wider application of CSR which embraces more than just profit maximisation.
- Liquid crystal displays are sensitive to high temperatures and moisture.

Part III

The writing process

Writing is thinking on paper.

– William Zinsser

Part III examines the main stages of the writing process from thinking about the assignment question and understanding what you are asked to do, to planning a response, collecting material, organising and finally developing your ideas into the required format and length. The focus of Part III is on writing essays.

Main topics

[Unit 1](#) Planning your essay

[Unit 2](#) Organising your ideas

[Unit 3](#) Developing your essay

UNIT 1 Planning your essay

'*plan*': to decide and arrange in advance.

– *The New Oxford Dictionary of English* (1998)

What do markers of written assignments expect?

- Relevant and adequate content that demonstrates understanding of the question and knowledge of your subject
- Logical organisation and ideas development
- Formal essay structure and layout.

Assignment questions vary considerably across subject areas. Some may have additional requirements and conventions.

1 Questions starting with a question word

What are the important attributes for the success of a political leader? *Discuss* in relation to the performance of two recent prime ministers. (Political Studies)

2 Questions starting with an instruction word

Discuss the legitimacy of raising taxes on tobacco with reference to the Mill's Harm Principle. (Philosophy)

3 Questions starting with a quotation or statement

International society has long recognised the economic disparity between North and South Hemispheres. However, it has not been reduced. Why? What are the implications? (Geography)

4 Questions with several parts

Describe ... (250 words). *Write* a literature review on ... *Discuss* and *compare* the different perspectives (600 words); *Reflect on* the discussion ... (350–450 words); *Conclude with ...* and *suggest* recommendations for (250 words) (Fine Arts)

In most cases, instruction words (mainly verbs) used in the assignment question can tell you WHAT skills are expected and HOW you are to structure and develop your response. In a question with several parts (Number 4 above), you are expected to deliver ideas differently for each part. Therefore, an understanding of the meaning of such instruction verbs can help you plan and write an appropriate response.



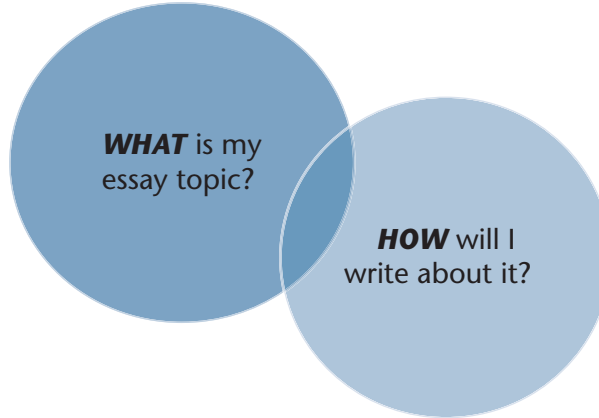
See the classification of instruction verbs chart in Appendix B.

A six-step planning strategy

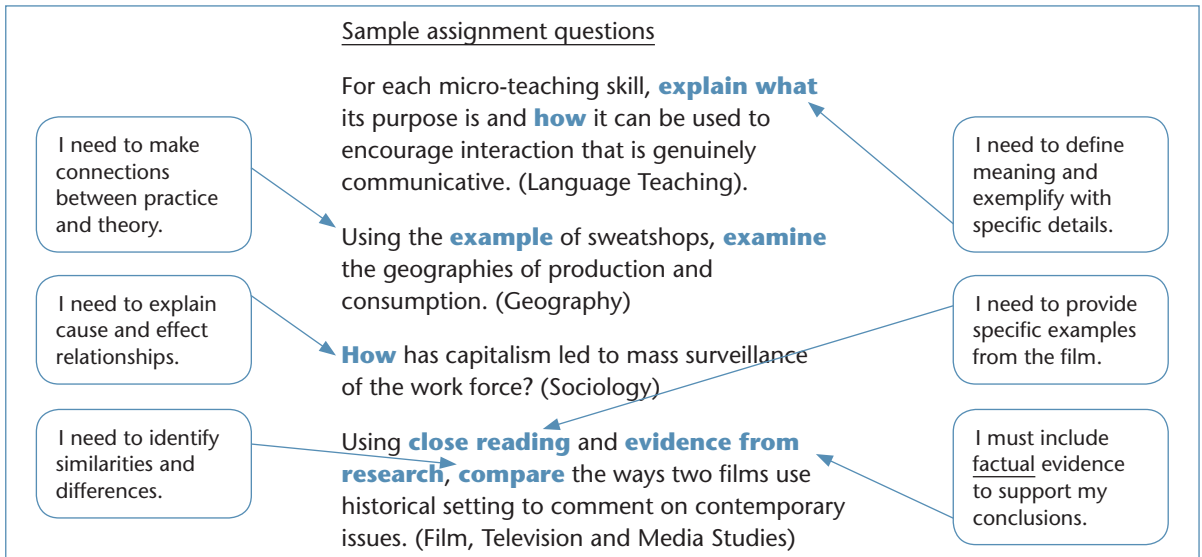
Use this strategy to help you plan a relevant and organised response.

➔ Step one Understand the question

Ask two questions:



Example

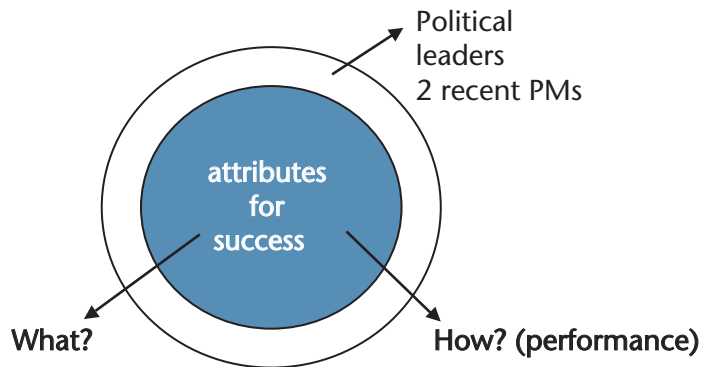


Step two Find the focus of the question

Some focus-finding techniques

Example question (Political studies): What are the important attributes for the success of a political leader? Discuss in relation to the performance of two recent prime ministers.

- Underline or circle key words
What are the important attributes for the success of a political leader?
Discuss in relation to the performance of two recent prime ministers.
- Highlight key words using different colours
What are the important **attributes** for the **success** of a political leader?
Discuss in relation to the **performance of two recent prime ministers**.
- Draw a 'map' of the question ('visual mapping')



Underlining, circling, or highlighting with different colours are commonly used by students, but a **visual map** can give you a clearer focus to plan your writing. The focus words are written in the centre and the context (useful for writing the introduction) is on the outer circle.

Step three Draw a map of initial ideas round the focus

Write down what you already know about the topic and other related facts or theories from your lecture notes or course textbook.

Example

Mapping ideas round the focus



➔ Step four Read round the focus

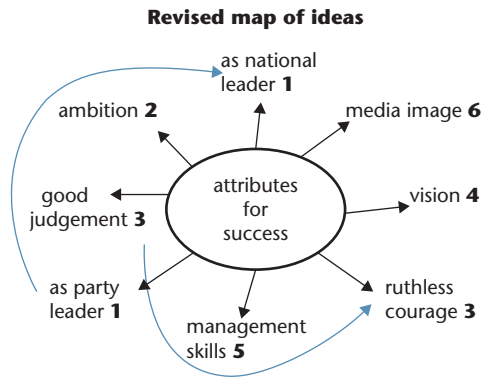
The initial map of ideas provides a framework for your reading and note-making. You see connections between ideas more clearly and can select relevant material in an organised way. (See Part I, Unit 2 for an effective reading strategy and note-making techniques.)

➔ Step five Revise your map of ideas

Once you have completed your readings, review your initial map of ideas. You may:

- Remove some ideas
- Add new ideas to existing ones
- Group related ideas
- Think about a logical order of ideas.

The revised map of ideas shows the thinking that has taken place in **step five**:



➔ Step six Make a logical outline

This is the last step before writing begins. It represents a move from gathering ideas around the focus to thinking about the most logical way to present the comparison.

Example (from a Political Studies question on the attributes of a political leader)

PRACTICE A

Study the essay outline. Consider how the writer has organised the ideas. Write your comments in the left-hand column. (See Part III, Unit 2 for more on organising principles and methods of organisation.)

Your comments

Logical order/essay outline

Introduction

Body points

1 party leader and national leader:
PM 1 – weak
PM 2 – strong

2 ambition:
PM 1 – weak
PM 2 – strong

3 ruthless courage & judgement:
PM 1 – weak
PM 2 – strong

4 vision:
PM 1 – weak
PM 2 – strong

5 management skill:
PM 1 – weak
PM 2 – strong

6 media image:
PM 1 – weak
PM 2 – strong

Conclusion

PRACTICE B

Draw visual maps for the following questions or use your own assignment question.

1. International society has long recognised the economic disparity between North and South Hemispheres. However, it has not been reduced. Why? What are the implications?



2. Discuss the accuracy of the claim that fathers are contributing more to housework by drawing on sociological research and considering whether a gendered division of labour still exists.



UNIT 2 Organising your ideas

'organize': arrange into a structured whole; order.

– *The New Oxford Dictionary of English* (1998)

Key methods of organisation

2.1 Classification or division

2.2 Logical enquiry

2.3 Chronology

2.4 Analysis or synthesis

A well-developed piece of writing has a progression of ideas which makes sense to the reader. In some assignment questions, the main topics and logical order are suggested in the question:

Discuss the operation of the 'Propaganda Model' (Herman & Chomsky, 2002) in New Zealand. What are the main features of the propaganda model, generated through the five filters, for New Zealand audiences? How effective is the propaganda model in serving vested interests? How effective are efforts to 'decode' this propaganda? (Sociology)

However, not all assignment questions are as explicit. You decide WHAT topics to include and HOW to organise them, using the most logical organisational method.

2.1 Classification or division

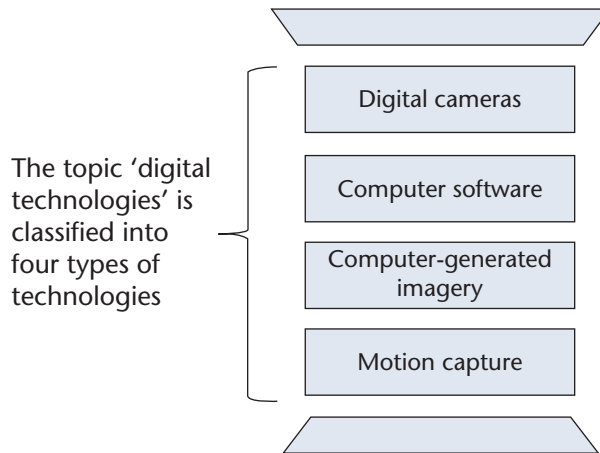
This method involves breaking a topic down into workable units and discussing each one systematically.

How does the method work?

Some assignment questions lend themselves easily to classification or division.

Example (1st year Film and Media Studies, discussing the effect of digital technologies on the form and style of filmmaking)

A sentence in the introduction identifies the main types of digital technologies such as cameras, computer-generated imagery (CGI) and motion capture, which have transformed many aspects of film production.



Logical connectors to improve coherence.

The portability of digital cameras has revolutionised filmmaking Another digital technology that has significant impact is computer editing software. The most visible advantage is the reduction in production costs.

The proliferation of digital software has also led to innovations such as ... (CGI).

PRACTICE A

(1st year English, examining different representations of power relationships in reading texts)

Read the topic sentences of four body paragraphs and complete the following tasks:

- a) In two or three words, identify the type of power relationship for each sentence.
- b) Underline any sequence markers used to move from one type to the next.

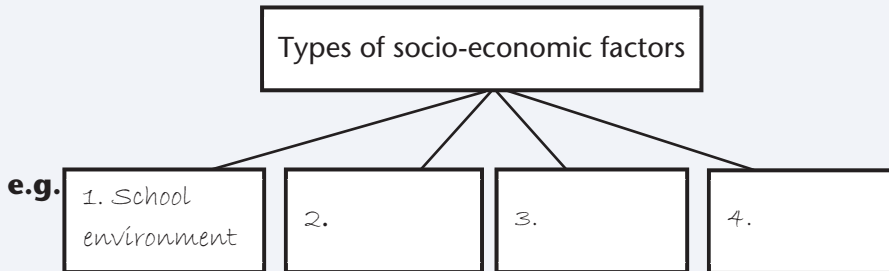
	Types of power relationships
The belief that men are superior to women and therefore more powerful is evident in several texts studied.	e.g. 1. <i>Men's superiority over women</i>
Political and institutional power is also represented in texts we have studied in several ways.	2.
Ethnic groups are often oppressed and stigmatised in societies in the same ways that women are.	3.
Another power relationship of interest represented in the texts is that between humans and nature.	4.

PRACTICE B

(2nd year Education, arguing that socio-economic factors have an impact on educational attainment)

Read the topic sentences of the four body paragraphs. Complete the diagram below to show the classification of socio-economic factors:

Complete the diagram below:



1. Parsons (1959) sees school as a place of socialisation, where children are trained to fulfil certain roles in society.
2. Bowles and Gintis (1976) were seen as far more radical than Parsons. They believed that education was directly related to the way a capitalist society is organised.
3. Gramsci (1971) and Bourdieu (1986) looked at the way in which culture can impact educational attainment.
4. Apple (1982) looked at the political power teachers can have in the classroom.



Starting each paragraph with the researcher's name removes the need for connectors, as is the case here. However, it might be useful to introduce some variation.

2.2 Logical enquiry

Logical enquiry involves asking questions about a topic systematically and with increasing complexity:

- From **knowledge** questions (WHAT, WHO, WHERE and WHEN) in the early paragraphs
- To more **analytical** questions (HOW and WHY) in the middle paragraphs to explain how ideas relate to each other and to the thesis and essay question.

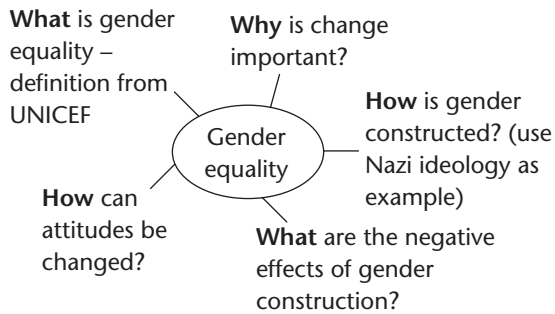
Each level of enquiry adds to the reader's understanding of the topic.

How does the method work?

Example (2nd year Political Studies, responding to the question: 'Is gender equality simply a matter of treating women the same as men?')

Questions are used to generate ideas in random order. In the essay outline, the questions are arranged in a logical order from knowledge to analytical questions:

'Map' of ideas



Logical order in the essay

- [1] What is gender equality?
- [2] How is gender constructed?
- [3] What are the negative effects of this construct?
- [4] How can attitudes be changed?
- [5] Why is change of attitude important?

PRACTICE A

(3rd year Political Studies, essay on 'The State of Food Security: Sources and Solutions')

Logical enquiry is used to examine the topic. Write an appropriate question word against each main heading: WHO, WHAT, WHY, HOW. One has been done as an example.

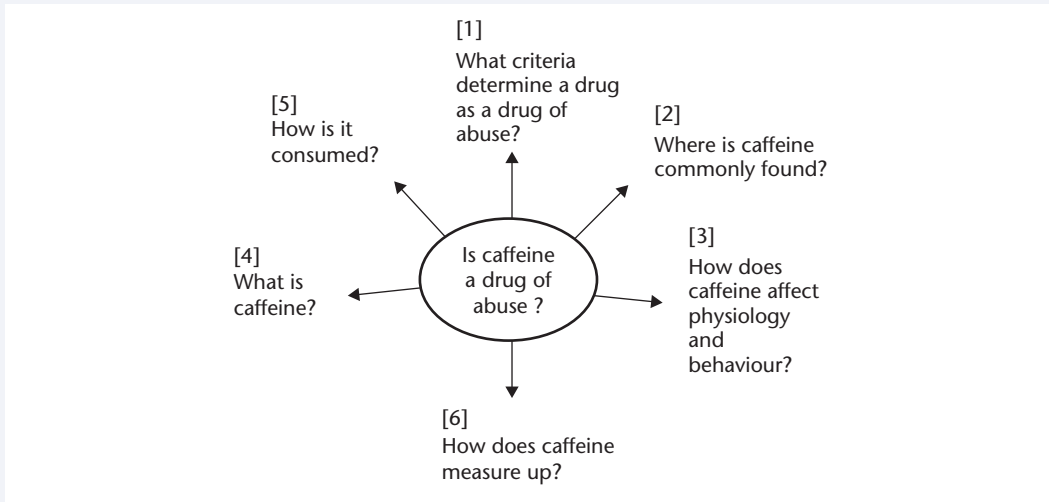
<u>Logical Enquiry</u>	<u>Headings in essay</u>
<i>e.g. WHAT</i>	Defining food security
_____	Current state of food security
_____	Role of international organisations
_____	Causes of food insecurity
_____	Addressing food insecurity

financial	Notice the use of classification to organise the causes and solutions
natural	
political	
realist approach	Notice the use of classification to organise the causes and solutions
neo-liberal approach	
research & development	

PRACTICE B

(2nd year Health Science, exploring if caffeine is a drug of abuse)

This is a 'map' of questions for the topic:



Below are the main headings used in the body of the essay, showing the logical order. Match the headings in the main body of the essay to the six questions in the map:

Source and consumption	Questions [], []
Properties of caffeine	Question []
Physiological and behavioural effects	Question []
Criteria for drug abuse classification	Question []
Is caffeine a drug of abuse?	Question []

2.3 Chronology

A chronological organisation traces changes in opinions and events over a period, usually from the past to the present. The method uses verb tenses (see the Chart of English tenses in *Appendix B*), time expressions (*after the Second World War, in the 1990s*) and connectors (*the first phase, finally*).

Sample assignment questions

How has immigration changed attitudes towards an understanding of race? (History)

Consider how the focus of healthcare workers has changed over time from treating and curing infectious diseases to managing chronic conditions. (Population Health)

Discuss issues and trends in Nursing. (Nursing)

How does the method work?

Example (1st year History, discussing how immigration has changed attitudes towards understandings of race)

The following opening sentences of each body paragraph link an attitude change to a particular time or event in history:

Time expressions and the past tense track changes in each period of history.

Racial tensions undoubtedly increased with the coming of immigrants to both New Zealand and American shores **throughout the nineteenth and twentieth centuries** in search of employment opportunities.

Throughout the nineteenth century, America experienced great waves of immigrants from many various nations.

Understandings of race changed as immigration intersected with the **World Wars of the twentieth century. During the First World War, from 1914 to 1918**, and the **Second World War, from 1939 to 1945**, suspicions and fears surrounding immigrants intensified.

In the post-war years, the most noticeable change in understandings of race, because of immigration, was the rise of nativism.

PRACTICE

(2nd year Nursing, discussing issues and trends)

A chronological method is used to organise the discussion of issues and trends in nursing.

- Identify some expressions that support the chronological method.
- Follow the progression of ideas by matching a heading from the options to the body paragraphs 1–4.

'Mother' era

Current status

Media image

'Sex object' era

1.

Although it is quite contrary to the nurses' professional role, the nursing profession has often been sexualised and this perception is consistently presented by the media.

2.

According to Warren et al. (1998), two major historical periods, the 'Mother' era and the 'Sex Object' era, ... have largely impacted the public perception of the role and image of the nurse. In 1820, Florence Nightingale

3.

The sexualised image of the nurse has historical origins from the mid- to the late 1900s.

4.

There are many current factors that also create perceptions that To many members of the public, nurses are still seen as subordinate to doctors.

2.4 Analysis or synthesis

These methods are used in assignments which analyse differences and similarities, explain causes and effects, and present for and against arguments. The analysis ('block') method discusses one topic in a 'block' of paragraphs, and then moves to the next topic. Synthesis ('point-by-point') discusses the topics together in the same paragraph for the same point.

Sample assignment questions

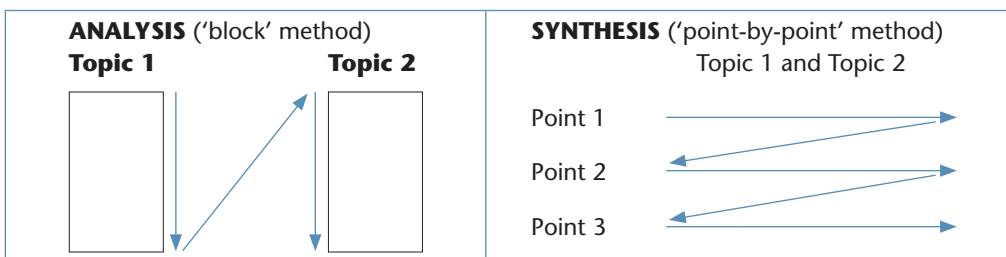
Using close reading and research, compare the ways in which *The Last Samurai* and *Gosford Park* use historical setting to comment on contemporary issues. (2nd year Film, Television and Media Studies)

Compare the opening paragraphs of two texts in terms of the speaker/writer's voice, language and stance or attitude toward the scene, topic, or subject. (1st year English)

How has capitalism led to mass surveillance of the work force? (1st year Sociology)

Discuss the effect of climate change on the marine eco-systems of Antarctica. (1st year, Biological Sciences)

Analysis and Synthesis methods of organisation may be represented in the following diagram:



How do the methods work?

Example (1st year English short assignment: ‘Compare the opening paragraphs of two texts in terms of the speaker/writer’s voice, language and stance or attitude toward the scene, topic, or subject’)

Analysis (‘block’) method. The texts are discussed separately.

Text 1: voice and style	In terms of voice, Bohannon uses first-person singular pronouns to suggest she is retelling a personal experience. Bohannon’s narrative style stresses the ways in which language affects cultural understanding. She gives dialogue privilege within her text, allowing her to better convey the importance language has in relation to various cultures.
Text 2: voice and style	Park, however , primarily uses first-person plural pronouns to show he is reporting a shared perspective. Park’s use of plural pronouns encourages the reader to engage with the text’s issues as they are reported. Park’s text details the effects British colonisation had on Maori life and culture. Park’s text primarily reports events and can be read as a monologue.

A single contrast marker introduces the comparison

Synthesis (‘point-by-point’) method. Both texts are discussed on the same point of comparison.

<u>First point of comparison:</u> Voice Texts 1 and 2 compared	Bohannon uses first-person singular pronouns to suggest she is retelling a personal experience. Park, however , primarily uses first-person plural pronouns to show he is reporting a shared perspective. Bohannon’s choice of singular pronouns and narrative allows the reader to follow the narrative as she experienced it. By contrast , Park’s use of plural pronouns encourages the reader to engage with the text’s issues from a cultural perspective, as they are reported.
<u>Second point of comparison:</u> Style Texts 1 and 2 compared	The two texts also differ in the way the writers’ narrative style, which reflects the writer’s attitude on the issues. Bohannon employs a narrative style and dialogue to stress the ways in which language affects cultural understanding while Park’s text details the effects British colonisation had on Maori life and culture. Park’s text primarily reports events and can be read as a monologue.

Contrast markers show how the discussion turns first to one text and then to the other on the same point

PRACTICE A

1. In terms of style, which method gives a clearer comparison?
2. Are logical connectors (e.g. contrast, addition) used in both comparisons? Do you notice any differences?

Which method works better: analysis ('block') or synthesis (point-by-point)?

In short comparison-contrast assignments with fewer points of comparison, the 'block' method is acceptable. However, in longer essays, the comparisons may become less clear as the writing progresses. In short-answer questions, it is important to use a suitable method to develop your answer. It could be the difference between a 'pass' and a low or 'fail' mark.

PRACTICE B

Read the two responses to this short-answer examination question: 'What is the connection between leadership and management?' A visual map of the question could look something like this:



Response 1

Drucker argues that the emergence of the 'knowledge worker' has made the task of leading and not managing people even more important. Firstly, leadership may be defined as the potential to influence and drive group efforts towards the accomplishment of goals It involves establishing Effective leaders can Leaders facilitate Strong leadership requires Secondly, management is the function that More specifically, management is concerned with Thus, organisations need both managers and leaders.

Response 2

Drucker argues that the emergence of the 'knowledge worker' has made the task of leading and not managing people even more important. Leadership and management are distinct concepts but they are necessarily linked. A healthy organisational culture needs both managers and leaders. Both leadership and management are Leaders facilitate Managers work with leaders In poorly performing organisations, the relationship between leaders and managers breaks down when Organisations which are over-managed and under-led do not perform up to the benchmark. Therefore, organisations need both leaders and managers to be successful.

Answer the following questions.

1. Which organisational method is used in Response 1? _____
2. Which organisational method is used in Response 2? _____
3. In your view, which response answered the question? Explain your answer.

UNIT 3 Developing your essay

'develop': to grow and become more advanced; elaborate on.

– *The New Oxford Dictionary of English* (1998)

Key topics

- 3.1 Introductions
- 3.2 Conclusions
- 3.3 Paragraph structure and construction

Developing your writing is the composing or building stage of the writing process. Here you think about the most effective way to:

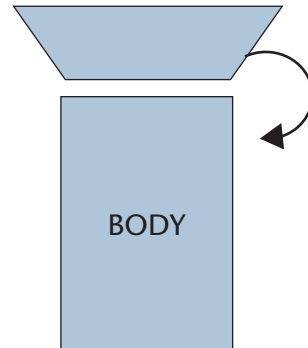
- begin the essay and introduce the topic
- develop the topic in the body of the essay by adding detail
- end the essay with a logical conclusion.

3.1 Introductions

➔ What does the introduction do?

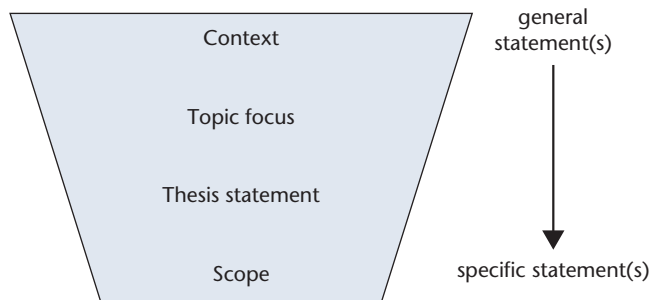
An effective introduction:

- Has an adequate length (about 8–10 per cent of essay length)
- Provides the reader with an entry into the essay
- Makes clear to the reader what specific aspects to expect
- Provides the context for discussion.



➔ A model for constructing introductions

Four key elements make up a good introduction of adequate length.



Explanation of the model

The 'shape' shows the movement of ideas from a broad or general point to a narrower and more specific focus. Context and topic focus make up about two-thirds of the introduction. Thesis statement and scope make up about one-third or slightly less.

Context	gives relevant background on the topic or issue (facts, evidence from theory, research, definitions, quotations) <ul style="list-style-type: none">• DO NOT start with a question or a series of questions or a story. These techniques are more suitable in public speaking or debates.
Topic focus	identifies and explains the main issues related to the key words in the assignment question
Thesis statement	gives your point of view or opinion on the topic or issue (usually required in all essays, to varying degrees; see Part III, Unit 1)
Scope	identifies the main points to be covered (in a logical order) to let the reader know what to expect in the main body of the essay.

➔ How does the model work?

The model can help you construct an introduction that explains the topic or issue fully and prepares the reader for the discussion in the body of the essay.

Example 1 (2nd year Management, analysing the organisational culture of a firm)

The length is good (about 10 per cent of the total length). All four elements of the model are used to construct the introduction.

Culture is an important organisational facet and plays a vital role in influencing employee behaviour. Organisational culture is defined as 'the shared values and beliefs that provide the norms of expected behaviour in an organisation' (Hogan & Coote, 2014, p. 1). It outlines what is important to that business and what its overall objective is. It provides a blueprint for employees on how to perform certain tasks and how to relate to other colleagues. Organisational culture can be manufactured by the firm according to its business philosophy and practice or allowed to emerge naturally. Kermally (2005) explains that in a firm with a strong manufactured culture, it is relatively easier to know what behaviour is expected as opposed to a business culture in which the behaviours and attitudes emerge naturally. Mars Incorporated has a manufactured culture which has led to its overall success. This essay focuses on seven principles of business practice at Mars Incorporated and relates them to Schein's and Handy's theories on culture and management. It also compares

CONTEXT

- facts
- reference
- definition
- quotation

TOPIC FOCUS

THESIS STATEMENT

SCOPE

Example 2 (Postgraduate, stand-alone literature review of access to emergency contraception for young people)

The model can be applied in longer introductions. This introduction consists of three paragraphs but the elements of the model can be clearly identified. The length is also within the percentage guideline.

- CONTEXT
- Facts
 - Theory
 - Definition
 - Quotation

Introduction

In many countries, most pregnancies among young people are unintended or unwanted, and adolescent pregnancy is a significant problem. Adolescent pregnancy has many negative consequences both for the mother and the child, including impact on education and poverty (As-Sanie, Gantt & Rosenthal, 2004). Common contraceptive methods are not always used by young people ... or used incorrectly

- TOPIC FOCUS
- THESIS STATEMENT

Emergency contraception is an They are available over the counter from pharmacies in many countries ... (Bayley, Brown & Wallace, 2009; Calabretto, 2009; Sampson et al., 2009). However, age restrictions are in place in some countries. In the United States, for example ... (Johnson et al., 2010). Adolescents and young people are more likely to face barriers to accessing emergency contraception, despite having the greatest need.

- SCOPE

This review summarises some of the evidence from the literature about the barriers that young people and adolescents face when accessing emergency contraception. It is hypothesised that increased use of emergency contraception could lead to a reduction in abortions and unwanted pregnancies.

PRACTICE A

(2nd year Sociology, introduction to essay assessing fathers' contribution to childcare and housework)

- a) Indicate with a ✓ if the element is present, a ✗ if it is not.
- b) Write down the sentence numbers that relate to each element.

[1] Men's involvement in family life has changed significantly over time, from the close family unit of production to the industrial age, when men left daily family life to seek wage labour. [2] According to Hook (2006), this led to the separation of men's and women's labour: men as breadwinners, women as caregivers. [3] However, the dominant role of the breadwinner began to change during the mid-twentieth century [4] Today, the family model features both men and women working outside the home, but the change in family time for men is under debate. [5] Hook notes that even though unpaid work has increased for men, 'it has not compensated for nor reached parity with women's time' (p. 1). [6] This essay highlights research that explains why men's contribution to housework and childcare is not as significant as women's. [7] It examines ..., draws on statistical evidence to measure men's participation in housework and discusses

CONTEXT
Sentence _____

TOPIC FOCUS
Sentence _____

THESIS STATEMENT
Sentence _____

SCOPE
Sentence _____

Three problematic or weak introductions

Problem 1 The introduction is too short (well below the 8–10 per cent guideline).

Example (1st year Music, arguing against Wagner’s statement that the symphony would be ‘dead’ by the end of the nineteenth century)

In fact, I disagree with Wagner’s opinion about the symphony, because there are many important and wonderful symphony pieces from the composers who have created many new styles of symphony towards the end of the nineteenth century and after the nineteenth century.

PRACTICE B

What can be added to the introduction? Two have been done as an example.

Context: e.g. *Some background on Wagner and his times, what he meant by ‘dead’.*

Topic focus:

Thesis statement: e.g. *Too simple; stated too early in the introduction.*

Scope:

Problem 2 The introduction focuses on telling the reader what the essay is about.

Example (2nd year Education, on the ideas of Paulo Freire; about 4 per cent of total length)

[1] Paulo Freire was a Brazilian educator who was most well-known for his idea that education was never neutral and always political. [2] I will introduce and critically evaluate three of Freire’s main ideas: ‘banking concept’ of education, praxis and conscientisation. [3] I will then explain how he believed education had the power to transform society because Freire believed education could serve as an instrument of either oppression or liberation.

PRACTICE C

1. Which element of the introduction model is the most dominant? _____
2. What words in sentence 1 could be explained briefly? _____
3. Which words in sentence 3 could be explained briefly? _____

Problem 3 The introduction is under 8 per cent of the essay length. There is more information but most of it is vague or too general or repeats the question.

Example (1st year Business, evaluating the impact of bureaucracy and/or post-bureaucracy from a mainstream and critical perspective with reference to the termination of employment scenes from the film *Up in the Air*)

[1] The *Up in the Air* movie clip is about bureaucracy. [2] Bureaucracy is an administrative system used in large organisations. [3] It is characterised by complex rules, hierarchy of authority, impartiality and a division of labour. [4] It has been considered to be the most efficient way to organise company operations. [5] All employees working in the organisation have to follow the rules and obey orders without question or consideration to their emotional state. [7] This essay discusses bureaucracy from a mainstream and critical perspective and also the limitations and dysfunctions of bureaucracy with examples from the film clip.

PRACTICE D

Answer the questions and identify the problems.

Which elements of the introduction model are used? Mark with a ✓ or a ✗. Give reasons for your answer.

e.g. Context: ✗ Comments: e.g. *There is no description or explanation of the film clip.*

Topic focus: _____ Comments: _____

Thesis statement: _____ Comments: _____

Scope: _____ Comments: _____

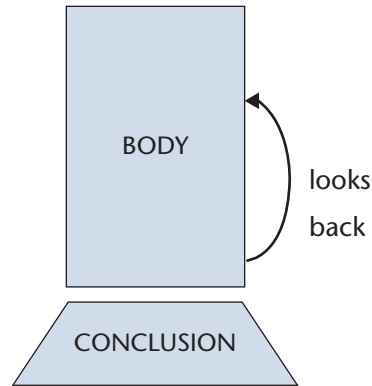
3.2 Conclusions

Ending the essay or report can also be challenging because you feel you are just repeating the same information. The length of the conclusion is also about 8–10 per cent of the total essay or report length (the same as for the introduction).

➔ What does the conclusion do?

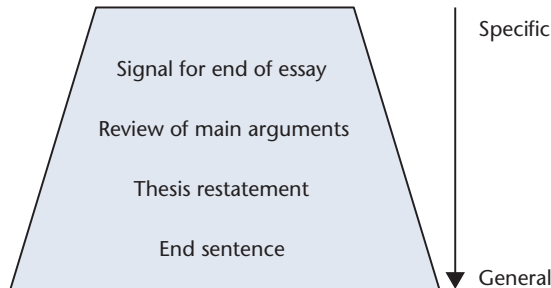
An effective conclusion:

- Provides a logical ending and a sense of completeness
- Reminds the reader of the main ideas
- Does not add new ideas
- Makes a final comment that links back to the question
- May point to a wider and related context
- Is your last chance to show that you have answered the question.



➔ A model for constructing conclusions

The conclusion model works in the opposite direction to the introduction. It moves the reader from a specific focus to a general and broader context. An effective conclusion looks back at the discussion in the body and *draws out* the main issues. The model has four key elements:



Explanation of the model

Signal for end of essay	Signals the end of essay with words such as ‘In conclusion’, ‘To sum up’, ‘Overall’). Such signalling is not essential, but it is commonly done. It is not needed if ‘Conclusion’ is used as a heading.
Review of main arguments	Evaluates main points or issues. It shows HOW and WHY the issues are significant. It is more than a summary. ⚠ (See ‘Review versus summary’ below)
Thesis restatement	Restates the thesis with more authority.
End sentence	Gives a final comment on the issue and may point to a wider but related context. DO NOT end with a question or quotation (although the latter is acceptable if it is a significant opinion). ⚠ (See explanation below.)



Review versus summary

SUMMARY: Freire used the term 'banking concept' to describe an educational practice in which teachers have all the knowledge and power; the students have none.

comments, evaluates

REVIEW: The banking concept of education creates passive learners rather than critical thinkers with control over their own learning.

describes, defines



END SENTENCE This element is often missing or is confused with thesis statement.

Example (1st year Business, on corporate social responsibility)

The essay ends with the thesis statement: 'In conclusion, my personal opinion is that I support corporations that have social responsibility as part of their business philosophy.'

An end sentence to round off the essay could be a link back to the question.

Example 'Profit maximisation is important but is too narrow a concept for modern corporate practices. The society in which they operate must be factored in for success and relevance in the long term.'



How does the model work?

Example 1 (Honours Political Studies, on 'The State of Food Security: Problems and Solutions')

This conclusion is an effective use of the model. The main headings from the introduction are presented in the right-hand margin to give you an idea of the main topics. **Notice** how the conclusion reviews each main idea in the body in a systematic manner.

Conclusion: The future of food security

Food insecurity is indeed one of the most pressing issues which modern policymakers must deal with. Although the Green Revolution **vastly improved food security worldwide, it lulled many into a false sense of security**. Spikes in the price of basic foodstuffs in recent years have also reignited Malthusian concerns over the availability of food. Demand for food is growing rapidly in emerging economies. Current efforts to improve food security are **well-intentioned but poorly coordinated**, creating wasteful overlap between UN agencies and research programmes. A realistic response would be to **view food insecurity as a conventional security threat**. This perspective would place greater pressure on the world's major powers to intervene. A neo-liberal institutional approach would see **greater potential** to provide greater focus on global food security efforts. I argue that the **most effective** policy is a second green revolution, or a 'gene revolution' through greater use of GE crops. States must place greater emphasis on cooperating to address food insecurity through coordinated research and development programmes. The issue risks fuelling conflict and damaging economic growth, to say nothing of the humanitarian imperatives.

SIGNAL (not used)

REVIEW (uses evaluative adjectives and other statements – highlighted here)

THESIS RE-STATEMENT

END SENTENCE points to wider contexts

Main headings from body:

Current state of food security

Role of international organisations

Causes – financial, natural, political

Addressing food insecurity

- realist approach
- neo-liberal
- second 'Green Revolution'

PRACTICE A

(3rd year Political Studies, on the attributes of a political leader with reference to the performance of two recent prime ministers; 4 per cent of total length)

Scope/Thesis from introduction: *'while there are many factors that aid a political leader to gain and retain power, it is the personal attributes that leaders utilize and exploit to their advantage that mark a successful leader.'*

Mark with a ✓ if the element is present, a ✗ if not. (as in PRACTICE B)

Successful leadership attributes differ with the times. Lange's vision, nationalism, intellect, and charisma were not enough to secure his leadership in the face of party fracture and unpopular reform. Lange's success, measured by his longevity in office, is less than Clark's, who utilised her integrity, stamina, strategic and managerial abilities to control her caucus, tend the nation, and retain power for three consecutive terms. Comparatively, Clark was clearly an exceptionally successful leader.

- Signal
- Review
- Thesis restatement
- End sentence
 - uses quotation
 - points to larger context
 - links back to thesis/question

PRACTICE B

(1st year Business on entrepreneurship; 5 per cent of total length)

'Scope' element from introduction: *'This essay will describe the competing theories about entrepreneurship and the most common argument used to justify the idea that entrepreneurs must have a specific set of inherent personality traits. It will also explain the reasons why, contrary to the widely accepted myth, it is possible for entrepreneurship to be taught to aspiring entrepreneurs.'*

Mark with a ✓ if the element is present, a ✗ if not.

In conclusion, there is sufficient evidence to suggest that a person can learn to become an entrepreneur through education. Despite the belief that entrepreneurs must possess a specific set of innate personality traits, real-life observations suggest that a person can become an entrepreneur without being born with the ideal entrepreneurial personality traits. Additionally, even though it is difficult to teach entrepreneurial soft skills such as the ability to think creatively and take calculated risks, there is evidence to suggest that students can acquire and improve those skills by participating in activities that simulate real-life entrepreneurial experience. Therefore, it is possible for an individual to learn to become an entrepreneur through education. Entrepreneurship is a discipline and to quote Drucker (1985), it is 'capable of being learned, it is capable of being practised' (p. viii).

- Signal
- Review
- Thesis restatement
- End sentence
 - uses quotation
 - points to larger context
 - links back to thesis/question

PRACTICE C

(1st year Economics, on the living wage debate)

'Scope' from introduction: 'This essay will argue that a living wage benefits individuals and the economy in three ways: a) it provides consumption efficiency; b) it increases productivity; and c) it creates better financial outcomes.'

Mark with a ✓ if the element is present, a ✗ if not.

In conclusion, every worker in New Zealand should be paid a living wage because it increases motivation and productivity of employees which in turn will contribute to economic growth significantly. A living wage has notable benefits that employers should consider. Economists argue that a mandate for the living wage will have advantages for both employees and employers. It is more than just about raising wages, but about achieving better outcomes by enhancing the welfare of employees, improving the work environment and conditions. In the long run, there will be better financial outcomes for society because reduced spending on social costs will benefit all other areas of society.

- Signal
- Review
- Thesis restatement
- End sentence
 - uses quotation
 - points to larger context
 - links back to thesis/question

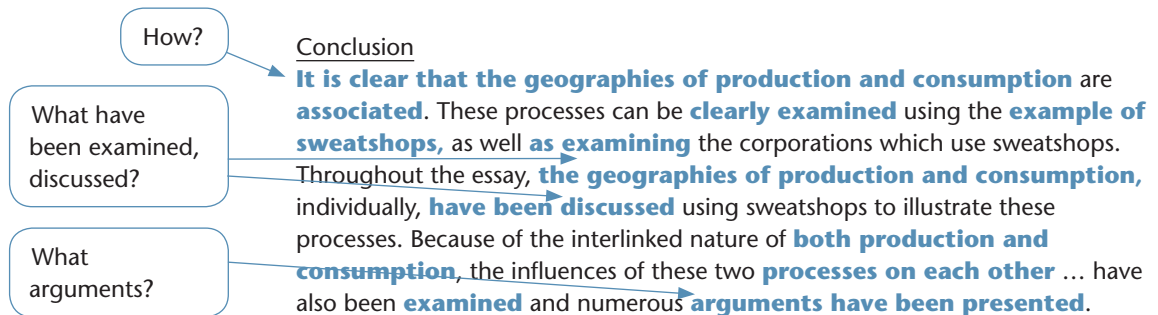
➔ Four problematic or weak conclusions

Problem 1 The conclusion is like the introduction. It does not *draw* content from the body of the essay. The same expressions appear in both, as shown by the highlighted parts.

Introduction

The geographies of production and consumption, as well as their **associated** nature, can **clearly examined using the example of sweatshops**. Although consumption has long been regarded as the endpoint of the production cycle ... is widely acknowledged that both processes and ... **cannot be separated from each other**. Through this lens and the example of sweatshops, **the processes of production and consumption** are discussed. The essay also discusses different perspectives on how the **processes influence each other**.

Example (1st year Geography)



Problem 2 The conclusion is too short.

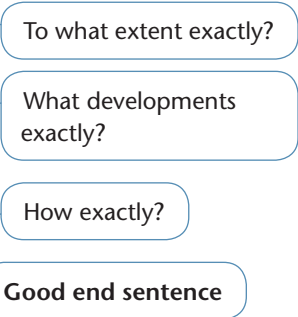
The relationships of power are extensive and various. They are usually represented in terms of the power of one over the other, or in terms of resistance to that power.

One of the functions of a conclusion is to *remind* the reader of the main arguments raised. A short conclusion cannot do this successfully. Words such as ‘extensive’ and ‘various’ are too vague. State exactly what the power relationships are.

Problem 3 The conclusion consists of vague or general statements.

Example (1st year History, examining to what extent Japan’s modernisation was an imitation of Western developments)

Following the Meiji restoration, the Japanese did appear to imitate Western developments **to some extent**. Closer examination, however, reveals that for the most part, **these developments** were carefully selected and adopted to suit the purposes of the Japanese government. Periods of indiscriminate imitation were **limited both in time and scope** and were followed by a return to emphasis on Japanese values and identity. As a result, Japan successfully used Western developments to become a modernised nation while retaining its own identity and values.



Problem 4 The conclusion describes rather than reviews.

Example (2nd year Education, giving a critical overview of the ideas of Brazilian educator Paulo Freire and explaining why he believes that ‘education can transform society’)

The conclusion is a descriptive summary rather than a review.

[1] Freire’s banking concept of education describes a classroom where the teacher has all the knowledge, and the student has none. [2] Students accept what they are taught without question.... [3] Freire introduces a problem-posing education as an alternative where the students are encouraged to [4] In a problem-posing classroom, both the teacher and student are learners. [5] Praxis is a term used to describe people becoming active critics of society by [6] Conscientisation, a process that arises out of praxis, refers to people becoming active participants [7] Freire believed education has the potential to transform society.

Focuses on WHAT (defines, describes)

! If you find yourself writing ‘definition’ statements in the conclusion (e.g. sentences 1, 5, 6 from the example above), you are describing not reviewing.

PRACTICE D

Read this revised conclusion.

Freire's educational philosophy and pedagogy **promote a student-centred system of learning** that challenges how knowledge is constructed and delivered in the classroom. Instead of a banking concept of education, which produces passive learners, Freire believed that a problem-posing approach transforms classrooms into opportunities for active participation, critical thinking and questioning, where teachers and students are learners together. It is a teaching and learning pedagogy that highlights the positive impact of Freire's third concept of education, conscientisation, empowers learners with the capacity become agents of change.

Identify some examples of *review* language (concrete verbs and adjectives). One example of review language is highlighted in the revised conclusion. Identify two more examples of review language:

- a) _____
- b) _____

3.3 Paragraph structure and construction

Why does paragraphing matter?

Paragraphing is useful for splitting discussion points. Readers generally associate a paragraph break with the start of a new point. Effective paragraphing also increases readability. (See also Part I, Unit 4; Part III, Unit 1.)

This is an image of a page from a 2nd year Medical Sciences laboratory report, which discusses the function of the kidney in the body. This section is over two pages long with no paragraph breaks.

Discussion

The urine flow rate described the amount of urine the body produced in one minute. The sodium excretion rate measured the amount in mmols of sodium ions excreted by the body in one minute. The free water clearance rate outlined the amount of water in mLs discharged in one minute. The GFR measured the quantity of blood filtrate through glomerula in the kidney in mLs per minute. The kidneys control urine concentration by varying the amount of water and sodium reabsorbed in the distal regions of the nephron. The general trend of subject 1 in sodium excretion vs time was decreasing. Because subject 1 did not drink anything throughout the whole experiment, he was the first one to conserve the amount of Na⁺ in the body in order to maintain osmolarity ... At first the sodium excretion rate of all were n early the same, however, that of subject 1 increased. The rate of subject 2, 3 and 4 dropped a little 20 minutes after the beginning of the experiment and then started to go up. Because subjects 2 and 3 drank a relatively large amount of water, the osmolarity of their bodies was lower than that of subject 1. In this case, it was sensed by the osmoreceptor in the anterior hypothalamus, and their bodies would have to reserve the sodium balance. The reabsorption of Na⁺ in the kidney is regulated by the steroid hormone aldosterone. The more aldosterone is secreted, the more Na⁺ is absorbed. One target of aldosterone was to increase the activity of Na⁺/K⁺ ATPase. Aldosterone is synthesized in the adrenal cortex and its primary target is the last third of the distal tubule and the portion of the collecting duct that runs through the kidney cortex. The major cell of aldosterone acts on its principal cells. From here, it can be said that the response time of aldosterone is relatively fast. At the time of 20 minutes after starting the experiment the sodium excretion rate of subject 4 also dropped and then increased. This was probably due to the sympathetic and parasympathetic reflexes. As he was lying down at time zero, his sympathetic activity was suppressed and his parasympathetic activity was elevated. More blood flowed from the skeletal muscle to the gut and kidney. In order to maintain water and sodium levels, the sodium excretion dropped. There was a big decrease between the third and fourth samples in subject 1. After that the rate dropped gradually due to the reservation of sodium. Because the body lost more sodium, more aldosterone was released at each given time to reserve Na⁺ concentration. Although all the four subjects did different jobs in the lab, the overall trends of them were similar, especially at time 120 minutes. At first the trend of subject 3 was similar to subject 2. However, it went up significantly at time 60. Subject 3 had done some extensive exercise for 15 minutes after his diuresis was firmly established, then a urine sample was collected immediately. After the exercise, subject 3 sweated a lot. Through sweating he lost not only water but also salt. After exercise, a small quantity of sodium but not water could be reabsorbed by the skin and probably that was why at about 80 minutes his sodium elimination rate was the highest. Owing to the small amount of sodium absorption, his body had to increase the sodium excretion rate and reserve water to maintain normal osmolarity. This could also be observed in the urine flow rate graph. On account of the loss of water from sweating the blood pressure of the body must drop to a relative extent. JG cells in the kidney produce renin and change the angiotensinogen produced by the liver to ANG I if a drop in blood pressure is sensed by it. ANG II is produced from ANG I. ANG II does a lot of impressive jobs in the body. Activation of ANG II receptor in the brain increases ...

The reader indicates possible paragraph breaks in the student's text with the symbol 'Z'.

The four paragraph breaks appear to correspond to the five functions of the kidney.

What principles govern paragraphing?

Effective paragraphing is not a random activity. It is guided by two principles:

- paragraph length
- paragraph structure.

➔ Paragraph length

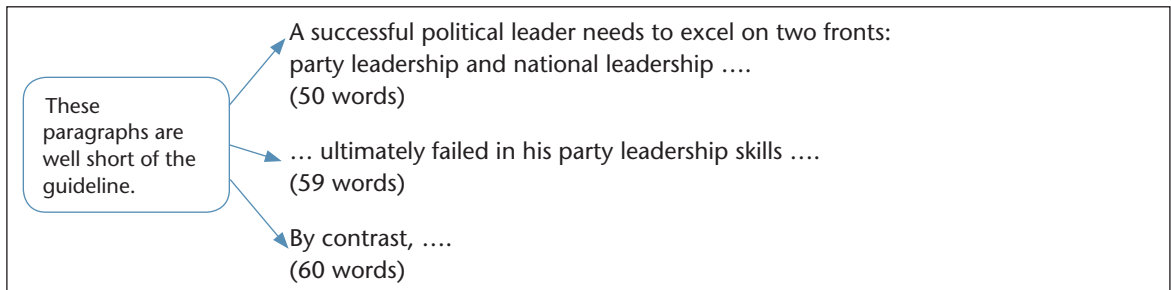
A paragraph should be long enough to provide a satisfactory discussion of a main idea. In undergraduate writing, an average length for a paragraph is between 100 and 150 words (about 10 per cent of the total essay/report length).

Two common problems:

Problem 1 Short paragraphs

A sequence of short paragraphs breaks up the flow of the essay, making it difficult for the reader to see connections between ideas. Too many short paragraphs can also make your discussion or arguments appear less convincing because they lack content.

Example (3rd year Political Studies, discussing the attributes of a political leader with reference to the performance of two recent prime ministers)

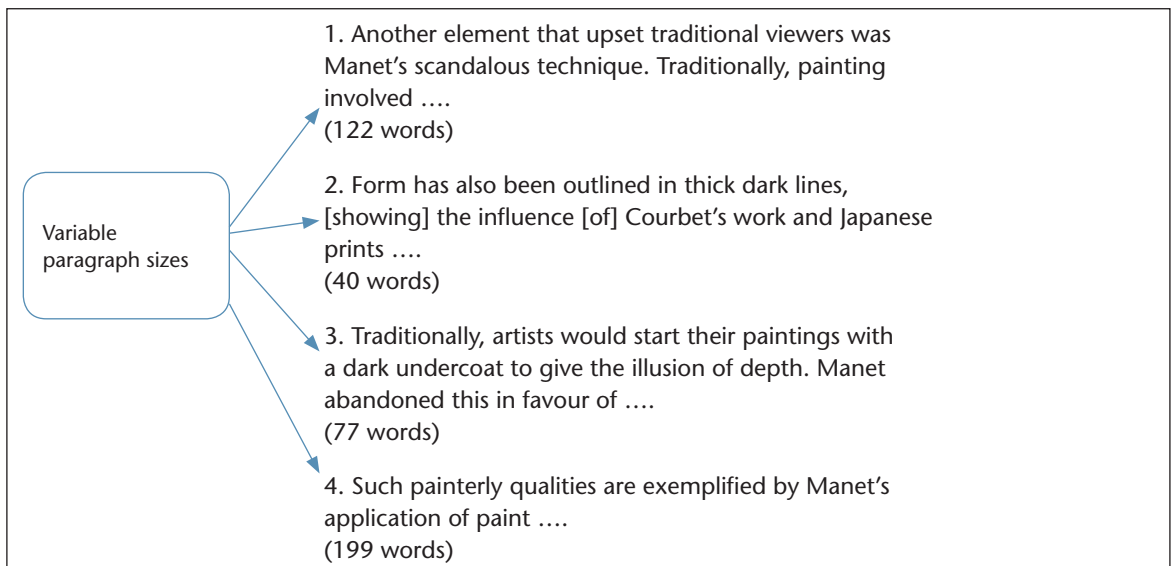



Problem 2 Variable or inconsistent paragraph lengths

Variable paragraph sizes can give confusing signals to the reader.

Example (2nd year Art History, examining Manet's style of painting)

In the example, the 40-word paragraph does not seem to be connected to either the paragraph before or after it.



 This is not to say that all body paragraphs must be of the same length. However, if you have very short paragraphs, think about combining them (if they are related) to improve coherence (see Part 1, Unit 4).


Paragraph structure

The role of paragraphs in the body of an essay is to develop main ideas, which provide a coherent answer to the assignment question. An effective body paragraph has a clear structure consisting of three elements:

- A beginning, which presents the topic or main idea of the paragraph
- A middle, which provides supporting details
- An ending, which signals completion of the discussion.

The TEC model for paragraph construction

The model provides a framework for developing paragraph ideas logically.

T Topic sentence	Is usually stated at the beginning of the paragraph. It tells the reader what the paragraph is about. It contains words which identify specifically the main idea or topic of the paragraph.
E Elaboration/Expansion	Consists of sentences which explain and develop the topic further using different techniques. The purpose is to enable the reader to understand the topic completely. (See Part IV, Techniques for developing ideas.)
C Comment	Signals the end of the discussion of the topic. It links the paragraph to the topic sentence and essay thesis.  DO NOT use the 'C' element to introduce the next paragraph.

How does the model work?

Example (1st year Film and Media Studies essay, discussing the effect of digital technologies on the form, style, and narrative of film)

This body paragraph discusses the impact of digital cameras.

TEC MODEL What is the function of the **boxed** words? (see Part I, Unit 4)

T [1]	[1] The appearance of digital cameras from the mid-1990s has changed the form and style of filmmaking. [2] The portability of digital cameras, as opposed to the burdensome nature of their 35mm counterparts, has given more freedom to filmmakers (Reid 256–257). [3] In Danny Boyle’s 2008 film, ‘Slumdog Millionaire’, for example , portable digital cameras were used to capture the urgency of Mumbai’s slums. [4] Without the burden of organising sizeable equipment, cinematographer Anthony Mantle was thus able to rapidly shoot without disturbing the ambience of the slum to create a realism that is virtually impossible with a 35mm camera. [5] As Boyle explains, ‘I wanted to be thrown right into the chaos as much as possible’ (<i>Slumdog Millionaire Shot with Innovative SI-2K Digital Cinema Camera</i>). [6] Digital technology has therefore allowed for spontaneity and realism to develop in contemporary cinema, which is a significant change for filmmaking.
E	
[2] contrast	
[3] example	
[4] evidence	
[5] quotation	
C [6]	
Links back to ‘T’ to wrap up point.	

PRACTICE A

(2nd year Business, arguing if entrepreneurship can be taught)

Identify the sentence(s) that relate to the three elements of the model. Name the techniques of expansion for the 'E' as shown in the example.

TEC MODEL

e.g. TS[1]	[1] Soft skills such as creativity and innovation are not easy to teach, but in his book, <i>Innovation and Entrepreneurship: Practice and Principles</i> , Drucker identifies innovation as a specific tool of entrepreneurship. [2] He argues that a feature of innovation is that it can be observed in the actions of people ... and therefore it can be learnt. [3] Other researchers also suggest that people can acquire and improve their creative thinking skills by participating in activities that are designed to stimulate real-life entrepreneurial experience, such as risk-taking, creative problem-solving and teamwork (Hasse & Lautenschlager, 2011). [4] A study based on the personal testimonies of entrepreneurs reported that real entrepreneurs acquire these soft skills through a combination of their personal experience and by observing the actions of senior entrepreneurs. [5] Swedish universities where entrepreneurship is taught using an activity-based approach have reported high company start-up rates among their graduates (Rasmussen & Sorheim, 2006). [6] The evidence suggests that it is possible
E	
C	for an individual to learn to be an entrepreneur through education.

PRACTICE B

(1st year History, explaining how immigration has led to changes in attitudes and understandings of race)

The eight sentences expand one change in attitude and understanding of race because of immigration – the rise of nativism. They are not in logical order. Using the underlined expressions to guide you, put the sentences in order to form a coherent TEC paragraph.

Logical order: [] [] [] [] [] [] [] [] [] []

- [1] In an attempt to preserve nativist ideals, New Zealand and America began to introduce new policies to limit the influx of undesirable immigrants.
- [2] The 1924 quota laws meant that each nation was allowed to let 2% of its population to immigrate to America.
- [3] These immigration restriction policies were viewed to be a direct response to the attitude that immigration had ultimately become a danger to the preservation of racially pure, national identities.
- [4] The most noticeable change in understandings of race, as a result of immigration, is the rise of nativism.
- [5] From 1920 onwards, New Zealand introduced immigration permits that made it more difficult for non-British and non-Europeans to enter the country.
- [6] With new immigrants arriving in America and New Zealand, citizens sought to distinguish themselves from immigrants.
- [7] This law also meant that races with older roots in America were favoured above more recent and undesirable immigrants, such as Asians and Southern and Eastern Europeans.
- [8] America too introduced quotas to restrict immigration to preserve their national identity.

The topic sentence ('T' element of the TEC model)

Writing a topic sentence can be challenging because you must generate it yourself. Usually placed at the start of a paragraph, a topic sentence serves two purposes: (1) it tells the reader specifically what the paragraph is about, and (2) it gives you a clear focus to expand the specific idea with relevant support details.

An effective topic sentence consists of **two** elements:

1. The *topic* (which relates to the essay question)
2. The *specific idea* (which relates to one aspect of the topic for discussion in the paragraph).

Example

topic
↑
The atomic bombing of Hiroshima and Nagasaki brought *specific idea*
↑
lasting environmental problems which still affect people's lives today.

PRACTICE C

(1st year English, reviewing a children's book)

Read each topic sentence. The topic is Dr Seuss' books. Underline the specific idea.

1. Dr Seuss' books are targeted at beginner readers, so it is essential that the composition of images communicates emotion and ideas to support the text.
2. As well as using composition to communicate important ideas visually, Dr Seuss allows his readers to relate to the characters.
3. Clarity of layout and text design for greater readability have always been important for Dr Seuss, and this is exemplified beautifully in this spread.
4. Dr Seuss' humorous touch is famous for rewarding exploration and imagination.

Effective topic sentences provide a coherent outline of your essay.

Example (1st year Anthropology, arguing against the claim that 'Art is corrupted by technology')

PRACTICE D


Underline the specific idea in each topic sentence (TS).

Introduction (thesis)	... Far from being corrupted by technology, art can be enhanced by it, explored in different ways and made more accessible.
TS 1	{ A commonly raised argument concerning technology is that it is an inauthentic form of music because synthesisers and drums do not require any skill at all.
TS 2	{ Rather than corrupting art, technology could be considered a creative form of art which extends artistic expression.

TS 3 } Part of the negativity around music technology is the idea that it alienates audiences.

TS 4 } Another argument against music technology is that musicians rely on technology to correct any imperfections rather than putting effort into their singing.

Conclusion
(last sentence) Technology is a new platform for artistic growth and exploration.

 Notice also the effective use of the introduction-body-conclusion academic structure (see Part I, Unit 3).

Three common problems

Problem 1 Purpose statement versus topic sentence

<u>Purpose statements</u>	<u>Topic sentences</u>
Let me briefly explain about the cause of the war.	Two main events led to the outbreak of war between ... and ..., namely ... and
Next, we will look at how Hiroshima and Nagasaki were changed by the atomic bomb.	The atomic bombing of Hiroshima and Nagasaki brought lasting environmental problems which still affect people's lives today.
I will now give reasons why I think the Smithsonian Institute's view is wrong.	The Smithsonian Institute's decision to focus on the technological magnificence of the Enola-Gay is flawed because it does not acknowledge the historical context.

Problem 2 General versus specific idea

In both sets of sentences, S1 is too general and S2 contains a specific idea or topic.

SET A S1: The theme of friendship in the story appeals to young readers.

S2: The theme of friendship between a pet and its owner appeals to young readers.

SET B S1: The responsibility of health professionals in maintaining patient confidentiality is of great importance.

S2: Maintaining patient confidentiality is an important responsibility of health professionals to establish trust between themselves and their patients.

What kind of friendship exactly?

More specific

Why is patient confidentiality important exactly?


Specific reason

Problem 3 Topic sentence versus heading

Headings are generally expected in reports but the use of headings in essays is increasing. A heading is *not* a topic sentence. (See also Part I, Unit 3 Guidelines for using headings.)

Example (2nd year Sociology, discussing the accuracy of the view that men contribute to housework and childcare)

Read two extracts from the essay. A topic sentence is provided to start the paragraph for Heading 1 but not for Heading 2. You must read further to understand the content in the paragraphs.

Heading 1 Topic sentence states main idea clearly.	The assignment of gender and power relations Representations of participation in unpaid work need to be viewed from the way gender is constructed from birth and how it becomes a way of behaving and performing appropriately (West & Zimmerman 2002).
Heading 2 No topic sentence 	Who is doing the important work? Everyday human existence requires the essentials of life produced by unpaid labour that feeds, clothes, shelters and cares for the family. These are just as important 'to the maintenance of society as the productive work that occurs in the formal market economy' (Coltrane, 2000). One argument for the lack of men's participation in unpaid work is that they are doing the more important work of providing financial security in paid work.

PRACTICE E

Heading 2 is a question. It does not accurately identify the content in the paragraph. Read the paragraph and answer these questions.

- a) What is the main point of the paragraph? _____
- b) Write a suitable topic sentence for the paragraph.

PRACTICE F

(1st year Business, arguing against Friedman's claim that the purpose of corporate social responsibility is to maximise profit)

Read a paragraph on one argumentative point.

_____. Therefore, they have no right to just pursue profit maximisation for investors without considering the consequences. One example is the case of the Ford Pinto, which was put on the market only after a two-year production period. The company appeared to have followed government standards but there were some safety issues that were overlooked. This oversight for the sake of profit could cause the loss of lives because the vehicle could potentially burst into flames from over-heating because the fan belt was constructed from low grade material.

Which of the following sentences is the most effective topic sentence for the paragraph?

- a) The first argument against Friedman's perspective is that managers' decisions can affect society in many ways.
- b) The first argument against Friedman's perspective is that managers' decisions have a significant impact on the safety of the wider society.
- c) The first argument against Friedman's perspective is that managers' decisions should not be just about profit maximisation.

PRACTICE G

(2nd year Management, analysing organisational culture)

Read a paragraph analysing one aspect of organisational culture.

_____ . However, Hogan and Coote (2014) maintains that it is still an imperative force that governs organisational behaviour, effectiveness and performance. Schein attempts to define culture according to three aspects/levels, the first being artefacts, which are the tangible features accessible to the senses (Knights & Wilmott, 2012). At Mars these are suits and lab coats that employees wear, the posters of the Five Principles ..., the computer screens dispersed throughout the offices that constantly update staff on current financials ... (Cubiks, 2010). These artefacts infuse a shared purpose and mission among employees and reiterate the team aspect of a business.

Which of the following sentences is the most effective sentence for the paragraph?

- a) Assessing an organisation's culture is difficult because there is no consensus on what it means.
- b) Assessing an organisation's culture is difficult because it refers to a range of different things.
- c) Assessing an organisation's culture is difficult because it is determined by beliefs, values and customs.

REVIEW OF PART III

1. Planning your essay ensures that you understand _____ the assignment question requires and _____ you are to respond to it.
2. Organising ideas is concerned with thinking about the most _____ way to present your ideas.
3. Developing the essay is the composing or _____ stage of the writing process.
4. Four key elements of the introduction model are: _____, _____, _____ and _____.
5. Four key elements of an effective conclusion are: _____, _____, _____ and _____.
6. In terms of length, the introduction and conclusion each make up about _____ per cent of the total length of the essay or report.
7. Short introductions are not effective because _____.
8. Weak conclusions summarise and describe rather than _____.
9. A well-developed paragraph has three elements: _____, _____ and _____. It should be long enough to provide sufficient _____.
10. An effective topic sentence has two elements: _____ and _____.
11. Topic sentences at the start of each paragraph identify clearly _____.
12. Expanding the topic sentence means _____.
13. The purpose of expansion or elaboration is to _____.
14. Give two ways to write an end sentence for the paragraph:
 - a) _____.
 - b) _____.

Part IV

Techniques for developing ideas

An international student once asked: *How can I make my paragraph longer?* Length is a consideration as we saw in Part III, Unit 3.3. More importantly, developing ideas is thinking about elaborating on and expanding ideas by **adding more detail** to support the main idea in the topic sentence.

Part III, Unit 3.3 presents the TEC model for paragraph structure and construction where T=Topic sentence, E=Elaboration/Expansion and C=Comment. Techniques for developing ideas relate specifically to the 'E' element, but the ideas are clearly linked to the 'T' and 'C' elements to create a coherent paragraph. The techniques are treated separately here but more than one technique may be used in the same paragraph depending on the question.

Main techniques

Unit 1 Using examples

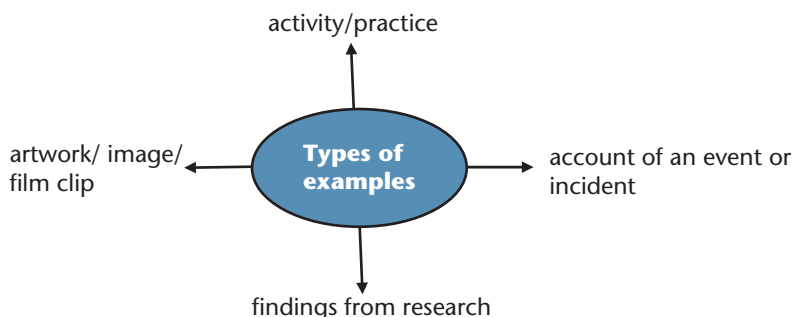
Unit 2 Giving evidence

Unit 3 Writing extended definitions

Unit 4 Providing explanation

UNIT 1 Using examples

An example is an instance of a case or occurrence used to clarify statements made earlier in the paragraph. The type of example varies depending on the assignment question:



The word *example* appears frequently (or is implied) with other techniques in assignment questions.

Explain the purpose of three micro-teaching skills in Communicative Language Teaching and *show how* they are used to encourage interaction and genuine communication. (Language Teaching)

Discuss issues and trends in nursing using *examples* and evidence. (Nursing)

Evaluate arguments between corporations' social responsibility and Friedman's opinion with specific *examples* and evidence and develop a personal stance about (Business)

Using *close reading* (examples from the film) and evidence from research, compare the ways in which two films use historical setting to comment on contemporary issues. (Film Studies)

➔ FOUR considerations when using examples

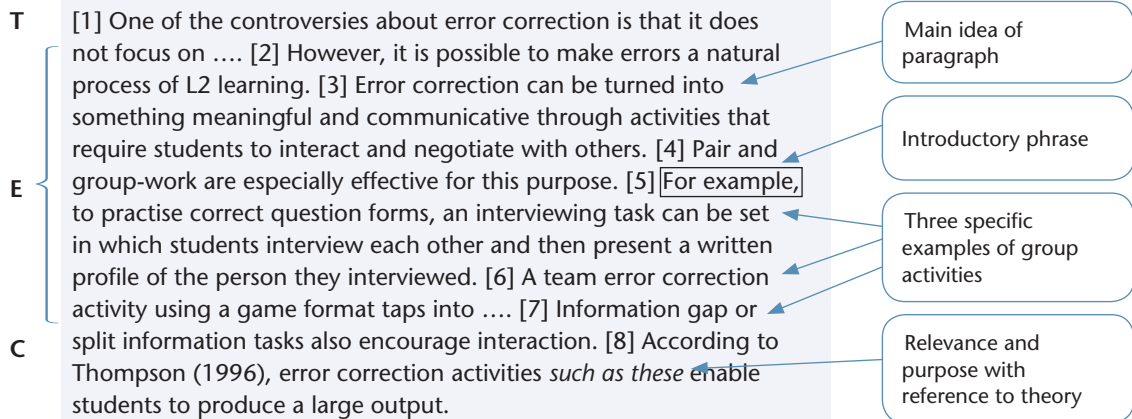
- Introduce the example (with words such as *For example*, *An example of this ...*, *The case of ... is a good example of ...*)
- Use a relevant example
- Identify the main purpose of the example (i.e. have a clear link to the main idea in the topic sentence)
- Explain with significant details only (i.e. avoid giving a long example or the full story).

➔ How does the technique work?

Example (1st year Language Teaching, giving examples to show how error correction can be used to encourage interaction and genuine communication)

Read the paragraph and annotations to follow the technique.

TEC paragraph model



PRACTICE A

(1st year Nursing, discussing issues and trends)

Read this paragraph developed by example.

- T** [1] The nursing profession has often been sexualised and this perception is consistently presented by the media. [2] One example is an artwork used in advertising. It depicts four doctors in the top row and five nurses in the second. Several features in the image reveal current nursing stereotypes [3] The positioning of the doctors and nurses implies a hierarchy in the medical team [4] Furthermore, the physicians are all portrayed as male and the nurses as female and associated with children.
- E** [5] This is a reinforcement of the long-standing stereotype that nursing is synonymous with nurturing and mothering and is an inherently feminine profession (Fagin & Diers, 1983). [6] The nursing staff in the image are holding non-technical equipment [7] In contrast, the doctors are all pictured with stethoscopes and diagnostic tools. [8] This reinforces the commonly held belief that nurses' clinical role is to assist ... (Jinks and Bradley, 2003).
- C** [9] The portrayal supports the widely held perception of nursing as a sexualised profession.

Answer these questions.

1. What type of example is used here? _____.
2. The writer describes the example and explains its significance.
 - a) Which sentences describe the example? _____
 - b) Which sentences explain its significance? _____
3. What is the purpose of sentence [9]? _____

PRACTICE B

(1st year Business, responding to Friedman's definition of Corporate Social Responsibility)

[1] The first argument against Friedman's perspective is that managers' decisions have a significant impact on the safety of society. [2] Therefore, they have no right to pursue profit maximisation without [3] A taxi driver, for instance, has an obligation to take passengers to their destination in the shortest time possible, but this does not mean that the driver can break the traffic laws and put other people at risk

The example in sentence [3] is **irrelevant**. Why? _____

PRACTICE C

(1st year Business, explaining corporate social responsibility)

Read this paragraph using the case of the Ford Explorer. It is well over the length guideline. The example (in italics) took up almost two-thirds of the total length (a whole page with no paragraphing).

[1] Secondly, treating profit as the only responsibility of business limits managers' decisions without thinking of the image and stability of the organisation in the long term. [2] *For example, in the case of the Ford Explorer and Firestone Tires after the tyres were recalled in 2000, the reputation of Ford was seriously damaged The company spent \$3 billion (Hettena, 2004). At the beginning, both companies Then Ford passed the responsibility to Firestone Tires Ford claimed that after receiving data from Firestone Tires, they found some problems with the tyres but in fact, evidence showed that prior to this, Ford had already received many complaints about the tyres, but had disregarded them. Instead they sent the complaints to Firestone Tires When ..., Later, It was found that ... but the damage has been done. A woman involved suffered* The case clearly shows that the managers of Ford had a short-term view of minimising costs and maximising profit which caused them to lose reputation and capital in the long run. If the managers had paid attention to the complaints at the beginning the corporation would have gained more by selling the product in the long run (Gibson, 2006).

Answer these questions.

The reader of the assignment made these comments in the margin: *'long example-story-telling. What is the point of this example?'*

1. What are two indicators of 'story-telling' in this example?
 - a) _____
 - b) _____
2. What details are unnecessary? _____

3. What details were vague? _____

PRACTICE D

(1st year Music, arguing against the claim by Wagner that 'the symphony would be dead by the end of the nineteenth century')

The first and last sentence of the paragraph are provided. Complete the development using the notes provided in the box:

At the end of the nineteenth and twentieth centuries – innovation-mature form emerging – Mahler's symphony No. 5 (1901–1902) five movements – Shostakovich's symphony No. 8 five movements. No break in movements – display of – diversification – innovation – twentieth-century symphonic forms. Stravinsky's well-known 1913 composition 'The Rite of Spring' – many novel features for its time – experiments in tonality, and orchestration.

Another argument against Wagner's statement is to point to innovations in the arrangement of movement after the nineteenth century. Traditional symphony consists of three or four movements but the works of composers such as _____

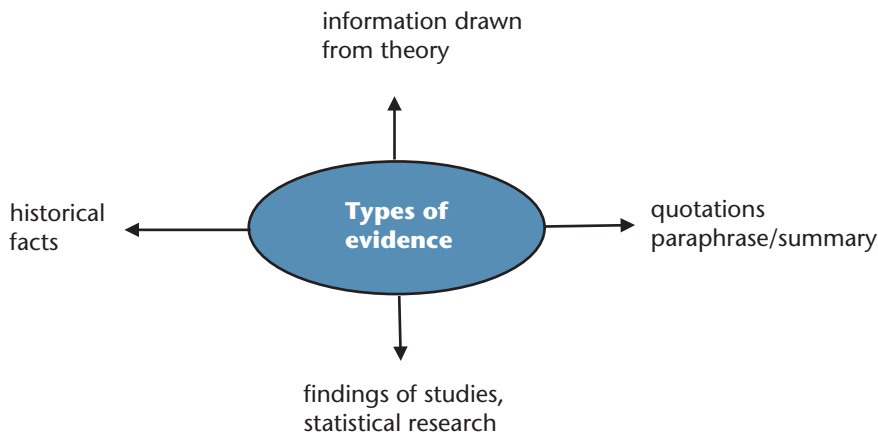
These composers paved the way for a new form of symphony to emerge proving that symphony was very much alive throughout the twentieth century.

UNIT 2 Giving evidence

'evidence': the available body of facts or information indicating whether a belief or proposition is true or valid.

– *The New Oxford Dictionary of English* (1998)

Evidence is used to support comments or opinions made by the writer. In argumentative writing or in literature reviews, the reliability of the evidence may also be discussed in relation to the question. All evidence must be referenced (see Part I, Unit 2, Using sources).



Sample assignment questions

Analyse the organisational culture at a firm of your choice, indicating whether the firm manufactures a culture or if it is generated naturally by employees. Discuss *using relevant theories*. (Management)

Popular representations suggest that today's fathers make significant contributions to childcare and other housework duties. *Drawing on sociological research* discuss the accuracy of such representations and consider whether (Sociology)

Is caffeine a drug of abuse? (Health Sciences)

Example (2nd year Sociology, drawing on recent sociological research to discuss whether ‘fathers make significant contributions to childcare and housework’)

Notice the use of evidence from research to support each comment of the writer.

S1 Writer’s comment	[1] Men’s involvement in family life has changed significantly over time, from the close family unit of production to the industrial age, when [2] According to Hook (2006), this led to the separation of men’s and women’s labour: the men as breadwinners, and the women as caregivers.
S2 Evidence (paraphrase)	[3] However, the dominant role of the breadwinner began to be challenged. [4] Today, the familiar family model features both men and women working outside the home but
S3 Writer’s comment	[5] Hook notes that even though unpaid work has increased for men, ‘it has not compensated for women’s decline nor reached parity with women’s time’ (p. 1).
S4 Writer’s comment	
S5 Evidence (quotation integrated into sentence)	

PRACTICE A

(2nd year Sociology, on men’s contribution to housework)

Read another paragraph from the same assignment.

[1] Although there is research to indicate that men’s participation in housework has gradually increased, it does not suggest that women’s contribution has reduced significantly. [2] In a 2000 study, Coltrane concluded that the average woman ‘still does about three times the amount of routine housework as the average man’ (pp. 1211–1212). [3] This disparity is also evident in another research. [4] A study by Statistics New Zealand in 2006 found that overall 98 per cent of women performed unpaid work compared to 86 per cent of men [5] An OECD report on unpaid childcare also supports the fact that there is an unequal distribution of responsibilities. [6] Women are disproportionately ‘spend[ing] two to ten times more on unpaid work than men’ (OECD, 2014, p. 1).

1. Track the development of this paragraph as shown in the example. Indicate also the type of evidence provided (e.g. paraphrase, quotation).

S[1] _____; S[2] _____; S[3] _____;

S[4] _____; S[5] _____; S[6] _____.

2. In sentence 6, why are square brackets used in the word ‘spending’? (See Part I, Unit 2.2.)

PRACTICE B

(2nd year Business, on whether entrepreneurship can be taught)

Read a paragraph presenting one argument.

[1] The widely accepted belief is that all entrepreneurs share a similar set of personality traits which enable them to become successful entrepreneurs such as passion, vision, risk-taking, fearlessness and tenacity (Drucker, 1985). [2] However, real-life observations of entrepreneurial behaviour suggest that these personality traits do not automatically determine a person's ability to become a successful entrepreneur and not all entrepreneurs possess the same traits. [3] In a study of 250 British entrepreneurs in the UK between 2000 and 2001, 52 per cent described themselves as being risk averse. [4] Lee (cited in Spinelli & Adams, 2012) points out this disparity: real-life entrepreneurs can be 'gregarious or low key, analytical or intuitive, charismatic or boring delegators or control freaks' (p. 42).

Track the use of evidence to build the paragraph in the same way as in Practice A.

S[1] _____; S[2] _____; S[3] _____;

S[4] _____.

PRACTICE C

(2nd year Health Sciences, on whether caffeine is a drug of abuse)

[1] In terms of substance dependence, caffeine clearly fulfils the DSM-IV criteria for tolerance and withdrawal. [2] In a study by Hughes et al. (1998), 56 per cent of people in the survey reported desire or unsuccessful attempts to reduce caffeine use, 50 per cent reported an increase in use and one person reported a withdrawal from social activities [3] However, as the data was collected using telephone interviews, it is difficult to tell whether the findings are sufficient to constitute levels of impairments or distress, and whether the criteria for substance dependence are clearly met

Answer these questions.

1. What is the purpose of sentence 3?

2. By including sentence 3 what does the writer show?

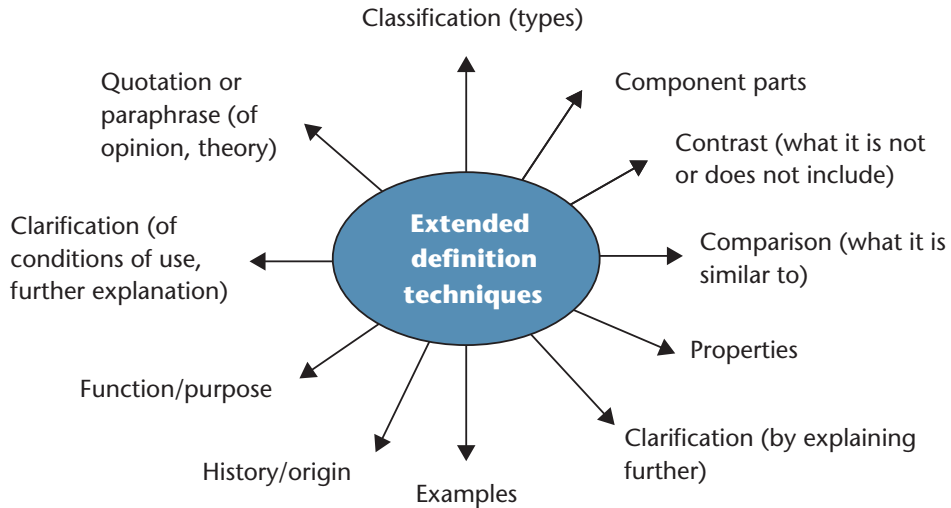
(Read the full essay in Part V, Essay 4.)

UNIT 3 Writing extended definitions

'definition': an exact statement or description of the nature, scope or meaning of something.

– *The New Oxford Dictionary of English* (1998)

University written assignments often deal with complex concepts which need more than a one-sentence definition to be understood clearly. Extended definitions of concepts are commonly used by students in the Physical Sciences and may appear in the introduction.



Example (Postgraduate, Political Studies, on 'The state of food security: sources and solutions')

A whole paragraph explains the term 'food security' from a one-sentence general definition to a broader definition comprising of specific aspects.

Defining food security

[1] Defined in its most general sense, food security represents someone having access to enough food to lead a healthy lifestyle. [2] This definition does not address adequately [3] The definition adopted at 1996 World Food Summit provides a narrower and clearer understanding of the problem:

[4]'Food security exists when all people, at all times, have physical and economic access to sufficient safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.'

[5] The Food and Agriculture Organisation (FAO) identifies four key components of food security: availability...; accessibility...; nutritious food supply... lifestyle; and stability

general definition

limitation

introduction to quotation

quotation

components

PRACTICE A

(Postgraduate Computer Engineering, design report on an intelligent tutoring system)

This extended definition is the first paragraph in the introduction section. Write the appropriate technique for each sentence from these options. One has been done as an example.

GENERAL | EXAMPLE | COMPARISON | COMPONENTS
FUNCTION | LINKS BACK TO TOPIC SENTENCE | PROPERTIES

[1] Intelligent Tutoring System (ITS) is an intelligent computer programme used to aid learning using the latest technologies. [2] It plays a vital role in engineering education because it has the advantage of being able to provide a range of learning options, which include individualised tutoring, feedback and performance monitoring that is not bound by time. [3] This intelligent tutoring system consists of four components: the expert module, the student diagnosis module, the tutoring module and the human computer interface. [4] These four components collectively test, instruct, guide and monitor independent learning. [5] Other ITS systems may have different components. [6] The Summary Sheet, for example, has an interface which engages students in a sequence of writing, obtaining feedback and rewriting. [7] However, they all share the common aim to engage students in innovative independent learning.

S[1] e.g. GENERAL

S[2] _____

S[3] _____

S[4] _____

S[5] _____

S[6] _____

S[7] _____

PRACTICE B

(1st year Political Studies essay, debating whether force should be used to protect and/or improve the lives of others)

The student begins the argument with an extended definition of the key concept 'force'.

[1] To begin with, it is important to define the keyword in the question. [2] In political contexts, force basically implies two meanings: armed force and non-armed force. [3] Non-armed force is an economic sanction. [4] Its basic purpose is to restrict foreign trade and finance or withhold economic benefits such as state aid from targeted or other targeted non-state actors to accomplish broader security or foreign policy objectives. [5] For example, as part of the six-party talks in 2007 over North Korean nuclear disarmament, an important incentive for North Korea to comply was the promise of aid. [6] By contrast, armed force is the deployment of military power and weapons to protect the interests of the state and its citizens. [7] The problem arises in the case of using armed force since it is basically illegal for a single actor to use force in the international community unless it is for self-defence. [8] Only the UN and the UNSC can use armed force or authorise a single actor to use armed force if there is a real threat to peace. [9] This makes justifying intervention by armed force a controversial issue.

S[2]

S[3]

S[4]

S[5]

S[6]

S[7]

S[8]

S[9]

Answer these questions.

1. What is the function of the boxed words in the text?

2. Write the appropriate definition technique for each selected sentence from these options (each option may be used more than once: CLASSIFICATION | EXAMPLE | CLARIFICATION | CONTRAST | PURPOSE | ONE-SENTENCE DEFINITION).

3. Sentence 9 is not part of the extended definition. What is its purpose?

UNIT 4 Providing explanation

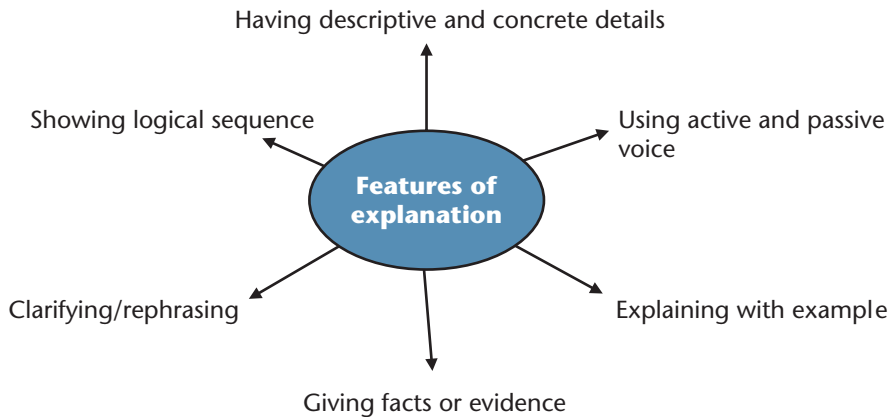
'*explanation*' (noun): a statement or account that makes something clear.

– *The New Oxford Dictionary of English* (1998)

Explanation is used in combination with other techniques. It may be preceded by words such as *In other words*, *This means that* or sequence markers such as *The first stage*, *The next phase*, *After*, *Before*.

As a technique of development, explanation is used in the following contexts:

- Explaining how something works (complex processes, principles, devices)
- Giving reasons to explain why something happens or why something is
- Explaining cause-and-effect relationships
- Explaining similarities and differences.



Sample assignment questions

How have digital technologies changed the form and style of filmmaking? (Film Studies)

How has capitalism led to mass surveillance of the work force? (Business)

With reference to a clip from the film *Up in the Air*, discuss the impact of bureaucracy on the lives of employees. (Business)

➔ 4.1 Explaining how something works

Example (1st year Film Studies, on the use of digital technologies in filmmaking)

This paragraph explains what motion capture is and how it works. A coherent and logical explanation is achieved by using cohesive devices (boxed here) and other techniques such as example, definition and evidence.

T	[1] topic	[1] Motion capture has enhanced the hyper-real effect of many twenty-first-century films and changed the actor's role. [2] It is the acquirement of a live actor's performance by digitally filming the actor's body which is covered in reflective light points (Crockett 13). [3] <u>This means</u> that human expression and actions can be directly transferred to a 3-D animated character. [4] Motion capture was used to create the hyper-realistic <i>Na'vi</i> tribes in <i>Avatar</i> [5] The director of the film <i>Avatar</i> explains that the digital practice of motion capture creates a 'real time moving skeleton', which pushes an actor's performance beyond a physical presence into a purely digital form (Balcerzak 204). [6] <u>This digital recording</u> of objects and movement raises significant questions about the actor's role in the digital age. [7] With software able to manipulate a performance, <u>motion capture</u> typifies an actor's lack of control, possibly compromising the authenticity of performance. [8] <u>In this respect,</u> motion capture signals the decline of the 'autonomous actor' (Balcerzak 202).
	[2] evidence (definition/paraphrase)	
	[3] explanation	
	[4] example	
E	[5] example	
	[6] explanation of limitation	
	[7] explanation	
C	[8] links back to [1]	

PRACTICE A

(2nd year Education, explaining how a 'banking concept' of education works.

Read the explanation paragraph.

T	[1] Freire (1972) used the term 'banking concept' to describe a one-sided concept of education in which the teachers have all the knowledge and the students have none. [2] In the classroom, this means the teacher deposits knowledge to the students who listen passively, follow instructions and learn what they are taught without being able to question or challenge it. [3] For example, students may be asked to write or do mathematics in a certain way, but they are not told why it is important or what the purpose of learning it is. [4] In other words, students are not encouraged to be active agents in the learning process. [5] Freire argues that the banking concept of education is oppressive because oppressors can perpetuate information that allows them to remain powerful. [6] Therefore, not encouraging students to actively engage with the learning material can be seen as a political act of oppression.
E	
C	

Answer these questions:

1. Which key words in sentence 1 identify the topic of the paragraph? _____
2. What specific words are used to show clarification by explaining further in these sentences:
S[2] _____; S[4] _____.
3. What is the purpose of sentence [5]? _____
4. What idea in sentence [6] is linked to sentence [1]? _____

➔ 4.2 Explaining or giving reasons

This technique is common in argumentative writing, which aims to justify a point of view with *logical reasoning*.

PRACTICE A

(1st year Population Health)

Read extracts from two paragraphs explaining why understanding society is important to understanding health.

[1] ... since 1955, global life expectancy has increased by nearly 20 years (Dakin, 2001). [2] Until recently, this improvement was thought to be due to the development of modern medicine (Browne, 2005). [3] However, it is now evident that ... infrastructures such as clean water, sewage systems and improved housing are responsible for the eradication of infectious disease and the subsequent improvement in life expectancy ... (National Health Committee, 1998; Browne, 2005). [4] In Sierra Leone, for example, the life expectancy is ... compared with ... and is ranked lowest in the world in terms of social and economic development (WHO, 2004; United Nations 2008).

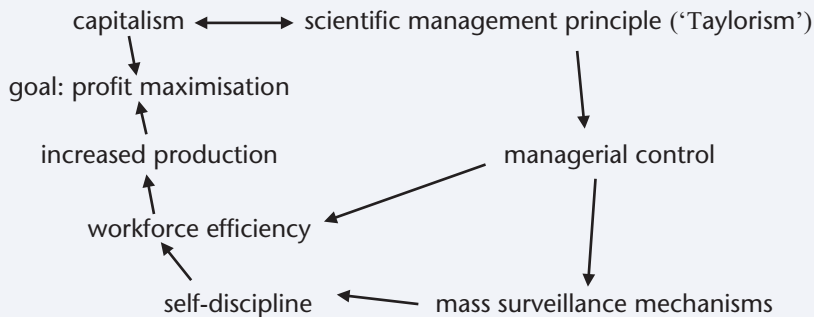
Increase in life expectancy, however, does not necessarily result in improved health overall. In modern society, ... chronic diseases such as obesity, diabetes, heart disease and cancer ... have been proven to be strongly linked to social factors, such as the consumption of highly processed foods and sedentary lifestyles (Browne, 2005) In addition, inequities such as the gap between the rich and the poor, and unequal access to health care and information are the products of society Reducing them and ultimately improving overall health requires social solutions (Commission on Social Determinants of Health, 2007).

Answer these questions.

1. How many reasons are given for the significance of societal factors to health? _____
2. Identify them specifically: _____

PRACTICE B

(1st year Business, on why mass surveillance exists in the workforce and how it is connected to capitalism)



Complete this explanation with words from the diagram (or your own words), conjunctions of reason (because) and cause-and-effect expressions from the list (or your own). Forms of some words may need to be changed (e.g. *maximise*, *maximisation*, *maximising*, etc.) to fit the sentence.

T Capitalism is an economic system with the goal of increasing production and [1] _____ profit (Fulcher, 2004, p. 2). Capitalism requires workers to be as [2] _____ as possible. It ascribes to the principles of scientific management, referred to as [3] _____.
E At the core of Taylorism is the belief that workers cannot operate efficiently without [4] _____ (Curtis, p. 297). This belief has led to the use of different mechanisms of [5] _____ in the workforce today. Employers believe that mass surveillance can promote [6] _____
C and performance and ultimately increase [7] _____ and [8] _____.

4.3 Explaining cause-and-effect relationships

This technique of development involves explaining the reasons for and results of an action, event or decision.

Cause-and-effect relationships can be expressed with:

explicit cause-and-effect words	<i>causes produces leads to is due to results in has an effect on affects contributes to consequently subsequently has an impact on has been linked to is associated with a correlation exists between</i>
active and passive voice	<i>cause can be caused by</i>
verbs and adjectives (show possibility)	<i>can could may is likely to cause it is possible</i>
logical connectors	<i>thus therefore furthermore also in addition</i>
conditionals	<i>if ... when ... once ...</i>

PRACTICE A

(2nd year Chemical Engineering, a paragraph from a risk analysis feasibility report on the environmental impact of gas emissions)

Read the paragraph explaining the environmental effects of waste gas emissions.

T [1] Every chemical plant operation brings environmental effects caused by waste gas emissions such as hydrogen sulphide, carbon monoxide, carbon dioxide and hydrogen. [2] Human health, plant life and animals can be severely threatened if exposed to large amounts of the gases over a prolonged period. [3] Hydrogen sulphide (H₂S) has an unpleasant smell and poses a high risk ... when the gas
E level reaches over 50ppm. [4] According to Kilburn (2012, 'H₂S poisons the brain, and the poisoning is irreversible'. [5] Furthermore, there is medical evidence that exposure to large amounts of H₂S produces [6] Carbon monoxide is also a poisonous gas, but it is hard to detect since it is an odourless gas. [7] Carbon monoxide reduces oxygen delivery to body tissues and is extremely dangerous once the gas level reaches 200ppm.
C [8] The environmental impact of gas emissions must be factored in, when planning a methanol plant.

Answer the following questions:

1. What is the effect of the boxed words in this explanation? _____
2. Survey all the verbs. Is the active voice used more than the passive voice? Why?

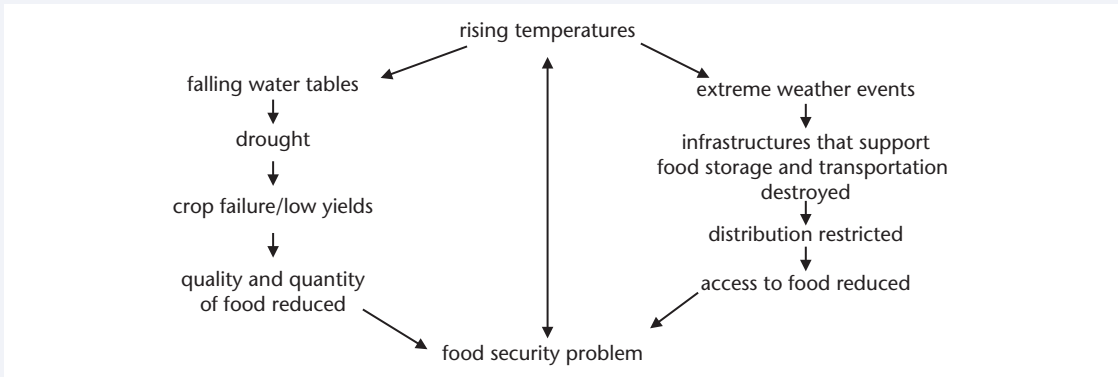
3. There are only two instances of the use of 'can'. Why? _____

PRACTICE B

(Postgraduate Political Studies essay on 'The state of food security: sources and solutions')

The topic and end sentences are provided. Use the notes to build the paragraph to explain the relationship between climate change and food insecurity. Use logical connectors to ensure a smooth progression.

Alternatively, you may prefer to write individual sentences for each cause and effect, for example *Rising temperatures have led to extreme weather events.*



Climate change will play an increasingly important role in food security as world temperatures continue to rise. _____

It is expected that climate change will increase the number of malnourished people by between 35 million and 170 million by 2080.

➔ 4.4 Explaining differences and similarities

Example (2nd year Film, Television and Media Studies, comparing how two films use historical settings to comment on contemporary issues)

Notice the range of *cohesive devices* used to develop a coherent explanation: logical connectors, reference pronouns and repetition of key words – boxed words. (See Part I, Unit 4 for a review of these devices.)

Both films are set in important periods of history. *The Last Samurai* is set in 1870s Japan during the Meiji Restoration period. [It] was an important period in Japanese history, one marked by strides towards modernisation. [This period] **also** signalled the decline of the Samurai class and way of life. [The film] uses many varied settings to introduce the main themes of contrasting East–West cultures, ideologies and national identity. **By contrast**, *Gosford Park* does not have such epic settings, but the setting of 1930s Britain is **just as** significant, particularly in relation to the crumbling of its rigid class system with the outbreak of the Second World War in 1939. **Unlike** [The Last Samurai], the entire action of [Gosford Park] takes place in a wealthy English country house, in which exist two social worlds: the downstairs world of the domestic servants and the upstairs world of their employers. [This single location] provides **greater** opportunities for close observations of the two social classes.

comparison-contrast connectors

adjective of comparison

Read two responses to this question in Part V (Essays 5 and 6).

PRACTICE A

Using techniques shown in the example and the notes, write a paragraph to compare two views on child poverty: a 2010 report from an independent advisory group and the government's policies in the 1990s.

View of the government in the 1990s	View of the Expert Advisory Group for Child Poverty Solutions (2010 report)
<ul style="list-style-type: none"> ● Favoured minimal state intervention ● Removed family benefit payments (which lasted from 1945 to 1991) ● Promoted the ideals of personal individuality and self-reliance ● Believed citizenship was a gateway to entitlement of rights ● Universal payments system – unsustainable ● Targeting low-income groups – fiscally more viable. 	<ul style="list-style-type: none"> ● Favoured return to universal welfare ideologies ● Universal child payments to be made available to all parents with children under the age of six – viable method of providing government assistance to families with young children ● Government – important role – ensuring equal opportunities, sense of well-being ● Evidence of success of universal payment schemes in other countries.

Use the analysis (or 'block') method and this framework as a guide.

One of the Expert Advisory Group's most significant recommendation is the Universal child payment, which favours a return to universal welfare ideologies. It

By contrast, the view of the government in the 1990s was to

Instead of providing

Biased comparisons

This means the comparison favours or is against one party more than the other. In academic comparison-contrast analyses, it would normally be expected that some strengths are mentioned along with weaknesses. In the example below, although the evidence may be true, the comparison is unrealistic in that one prime minister is negatively rated.

Example (3rd year Political Studies, discussing the attributes of a political leader in relation to the performance of two recent prime ministers)

bias and
extreme language

[1] A successful political leader needs to excel on two fronts: party leadership and national leadership. [2] Party leadership requires [3] National leadership identifies [4] ... ultimately failed in his party leadership ability: his left-wing ideologies were disregarded ...; ministers defected [5] Traditional Labour voters suspended their support [6] The unpopularity of his government's economic reforms even undermined the positive nationalistic efforts [7] *By contrast*, ... successfully garnered the support of her party, controlled her cabinet and caucus, and coalesced the party ... and inspired nationalism

PRACTICE B

Complete the revision from sentences 4 to 9 by filling in each gap with a word from these options:

to some extent could a degree of viewed by some were regarded by some general

... 's party leadership style [4] *probably* contributed to problems faced by his party during critical periods. His left-wing ideologies were [5] _____ to promote This [6] _____ have explained why ... [7] _____, the 1990 election results reflected the growing lack of confidence of voters There was [8] _____ approval of his anti-nuclear and anti-apartheid stances which gained him [9] _____ national and international recognition and respect. However, these positive efforts [10] _____ economists to have been undermined by

REVIEW OF PART IV

1. Four considerations when using an expansion technique are:

- a) _____
- b) _____
- c) _____
- d) _____

2. Match the technique to the text in the right-hand column.

Evidence (from research)	a) Another educational idea of Freire's is the idea of 'praxis'. Karl Marx describes the word 'praxis' as revolutionary and uses it to describe how Freire uses the term similarly to describe the way in which He believes praxis occurs when people study theory and apply it to their society
Example	b) Non-armed force is an economic sanction. Its basic purpose is to restrict foreign trade or withhold economic benefits such as ... to accomplish broader security or foreign policy objectives. The promise of aid to North Korea, for example, could be viewed as a non-armed force or incentive to disarm its nuclear weapons.
Extended definition	c) The FAO's Food Price Index indicates that prices spiked in 2007–8 and again in 2010–11, hitting an all-time high in February 2011.
Explanation	d) People who work in a highly bureaucratic environment become trapped in an iron cage. This is embodied in the film <i>Up in the Air</i> . Ryan Bingham's life becomes an iron cage. He does not distinguish his working life from his private life. He spends 322 days on the road and 43 days at home and lives within the constraints of rationalisation to be in control.
Evidence (data from figures and tables)	e) Coltrane compared results from 1965 to 1985 and concluded that men's participation in unpaid work doubled from two hours to four hours a week, while women's unpaid work reduced from 24 to 16 hours a week.

Part V

Putting it all together

Part V brings together the principles of academic writing by analysing sample essays with the help of annotations (Essays 1 to 5 only). Questions in 'YOUR RESPONSE' at the end of each essay alert you to some areas that could be improved. Comments on each essay can be found in Appendix A.

A Writing Checklist is included on the next page. The checklist reviews all the principles of academic writing from Parts I to IV, with 'see' references to specific units. It also reflects the expectations of markers of written assignments. Use the checklist to rate the six essays and your own assignments.

Guide to annotations

Left margin: shows the overall essay structure.

Right margin: comments on development and style.

In the main text: boxed expressions point to the use of cohesive devices

Writing Checklist

Essay number: _____	Very good 4	Good 3	Fair 2	Poor 1
CONTENT & RELEVANCE (Part III, Unit 1) <input type="checkbox"/> understands essay question <input type="checkbox"/> displays knowledge of subject and depth of research				
STRUCTURE & ORGANISATION (Part I, Unit 3, Part III, Unit 2) <input type="checkbox"/> has academic essay structure <input type="checkbox"/> has a formal and clear layout <input type="checkbox"/> uses a logical organisational method				
DEVELOPMENT (Part III) <input type="checkbox"/> defines topic clearly (uses introduction model) <input type="checkbox"/> shows effective paragraph construction (uses TEC paragraph model) <input type="checkbox"/> expands topic with appropriate techniques <input type="checkbox"/> has a conclusion (uses conclusion model)				
DISCUSSION (Part I, Units 1, 2, 3; Part II, Units 1–5) <input type="checkbox"/> uses style appropriate to essay type <input type="checkbox"/> uses a formal academic style <input type="checkbox"/> displays conventions for referencing (in-text citations well-integrated) <input type="checkbox"/> provides a logical flow of ideas with effective use of cohesive devices				

Scoring and grading guide (Bands and grades for this book only):

16/16 (A+)	15/16 (A)	14/16 (A–)	
13/16 (B+)	12/16 (B)	11/16 (B–)	
10/16 (C+)	9/16 (C)	8/16 (C–)	0–7 (D)

ESSAY 1 Analysis

SUBJECT AREA: Management

YEAR: Second

LENGTH: 1,590 words

REFERENCING STYLE (excludes references): APA (Author, Year system)

ASSIGNMENT QUESTION: Analyse the organisational culture at a firm of your choice, indicating whether the firm manufactures a culture or if it is generated naturally by employees. Discuss using relevant theories and analyse the firm's culture from a mainstream and critical perspective.

STRUCTURE & ORGANISATION	DEVELOPMENT & STYLE
<p>INTRODUCTION MODEL</p> <p>Context using key words</p> <p>Topic focus →</p> <p>Scope →</p> <p>Thesis →</p>	<p>Culture is an important organisational facet and plays a vital role in influencing employee behaviour and a firm's success. Organisational culture is defined as 'the shared values and beliefs that provide the norms of expected behaviour in an organisation' (Hogan & Coote, 2014, p. 1). The critical perspective maintains that organisational culture is constructed naturally by employees and not something that management can manipulate (Knights & Wilmott, 2012). It creates a weaker culture because the same values are not shared by all employees (Saffold III, 1988). The mainstream perspective advocates that organisational culture plays a pivotal role in a firm's success. It describes culture as something an organisation 'has'; it is manufactured by management to unite staff and create a common goal (Knights & Wilmott, 2012). Kermally (2005) argues that in a firm with a strong manufactured culture, it is easier to know what behaviour is expected as opposed to a culture in which the behaviours and attitudes emerge naturally. This essay analyses the culture at Mars Incorporated, an American global manufacturer of pet care products, confectionery, drinks and health products. It draws on the theories of Schein (1989), Handy (1999) and Peters and Waterman's (1982) 7s framework for culture and management. It concludes that the manufactured culture at Mars has led to its overall success.</p> <div data-bbox="1086 805 1262 968" style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>Lead-in to discussion by defining 4 key terms in the question</p> </div>

BODY TEC
MODEL

T1 Schein's theory

Schein (1983) identifies three levels of culture which are based on his belief that an organisation's culture has visible and invisible elements. The first level refers to the visible artefacts which reflect a shared purpose and mission in employees. [At Mars Incorporated], the artefacts are suits and lab coats that employees wear, posters of the Five Principles that constitute the foundation of its organisational culture – quality, responsibility, mutuality, efficiency and freedom (Marketline, 2015) – displayed on the walls, the computer screens dispersed throughout the offices that update staff on current financials ... (Cubiks, 2010).

Explains theory

Relates theory to practice

The second level, espoused values, are the expectations of the acceptable behaviours of members in an organisation. According to Knights and Wilmott (2012) espoused values are difficult to measure or 'see' but individuals are conscious of them. [At Mars], these values exist in the family atmosphere created by the Mars owners who view their staff as family members and the business as the staff's legacy. Another espoused value is the equality of opportunity within the organisation, regardless of gender or ethnicity (Cubiks, 2010). This lack of discrimination encourages employees to constantly improve their skills, knowing that any promotion will be awarded solely on the basis of merit. [Mars] encourages interactions with other staff through the use of social rooms and by using escalators instead of elevators (Morand, 1998). This facilitates informal face-to-face contact among staff and nurtures the 'family' atmosphere.

Relates theory to practice

C links Mars culture to theory

T2 Schein's theory

Schein's third level of culture refers to deeply rooted values that staff share. Knights and Wilmott (2012) describes this as the psychological contract of implied expectations of the organisation and employees of each other. These expectations also include the organisation's relationship with society and its corporate social responsibilities. [According to Crainer (2014), in Mars Incorporated,] basic assumptions could be the idea that the owners expect their staff to be creative, constantly thinking and improving their skills, whilst the staff expect Mars to reflect the vibrant, exciting nature of its brands. There is also evidence that Mars initiates programmes that aim to create a sustainable environment and help the community (Kaplan & Adamo, 2013).

Uses opinion as evidence

C evaluates Mars' performance

[Crainer] describes experiences of employees who have taken part in the [Mars] Volunteer and Ambassador Programs where employees contribute to the well-being of their communities or visit Ghana to understand the process of growing cocoa beans.

T3 Handy's theory

Kermally (2005) explains that all organisations can be divided into one of four of Handy's cultures, based on the organisation's history, structure, ownership and environment. Mars fits into the task culture, where the key values are expertise and teamwork (Knights & Wilmott, 2012). This culture thrives in competitive and volatile markets or industries such as the food industry in which Mars operates (Knights & Wilmott, 2012). In this culture, creativity is vital and strong communication is essential to anticipate and adapt to change (Kermally, 2005). Crainer (2014) explains that Mars employees receive a mentor during their first year to introduce them to the culture. The open floor plan layout of the offices at Mars encourages communication and further emphasises the teamwork aspect of this culture. Furthermore, Mars employs individuals who are innovative and independent (Robison, 2008). These practices are essential in a task culture that operates in rapidly changing markets.

Explains task culture at Mars with specific examples

C links Mars' performance to theory

T4 7s model

Peters and Waterman, as described by Van de Ven (1983), identified seven major organisational components that successful organisations have – strategy, structure, systems, skills, staff and style (referred to as the 7s model). One of these is the hands-on, value-driven characteristic that managers must work among subordinates, instead of dictating over them (Knights & Wilmott, 2012). Morand (1998) explains that at Mars, the CEO's desk is in the middle of the floor, which creates a sense of collegiality and shared authority among colleagues, whilst demolishing any hierarchies. This leads onto the next characteristic which is that of simple form and lean staff. This promotes the abandoning of hierarchies, seen at Mars through their 'universal first naming' implied policy, where titles are abolished (Morand, 1998). Another value is the productivity through people, emphasising the importance of the employee as a resource (Van de Ven, 1983). The Mars owners are actively involved in the business and regularly work among staff and praise or reward them for any success (Crainer, 2014). This positive reinforcement increases employee pride and motivation. These three qualities are visible in Mars and according to Van de Ven (1983) create a singular optimal culture or way of carrying out practices that all staff share and believe in.

Gives example of Mars' 'manufactured culture'

C links Mars' performance to model

T5 Mars' manufactured culture

At Mars, the Five Principles were created by the owners and are reinforced in every place, task and employee at Mars (Mars Incorporated, 2003). This produces a top-down, manufactured culture, generated by senior management and followed by staff. Management's informal directions and rules about the culture are what create the shared homogenous beliefs that all employees have (Saffold III, 1988). Saffold III (1988) explains that an advantage of this strong culture is that it generates an irreplaceable

Uses evidence to show the strength of manufactured cultures

Uses author tags to refer to research

energy that empowers staff towards greater performance, contrary to some arguments that the mainstream approach of a strong culture may cause complacency and reduce creativity among staff and cause an organisation to become inflexible or slow to change, reducing its competitive advantage (Knights & Wilmott, 2012). However, these factors are minuscule at Mars. **According to Robison** (2008) independence and originality are rewarded in Mars employees. Additionally, **Crainer (2014) states** that being in the unstable food industry, complacency is non-existent and Mars continuously adapts to retain competitive advantage.

Uses author tags to refer to research

C reinforces success of Mars' culture

T5 Mars' 'family' culture

Kaliprasad (2006) states that high-performance cultures promote teamwork and commitment to the organisation. The owners and managers at Mars instil the 'family' culture into their staff by emphasising that everyone has an equally significant role in the organisation and that the owners' legacy is also the staff's legacy. Robison (2008) explains that Mars managers stress the importance of allowing their employees to perceive their jobs as managing a successful business rather than selling sweets.

This family culture is what allows Mars to have a geographical presence in more than seventy-four countries and still remain a single unified team across borders (Marketline, 2015). Santora (2009) continues that the more an organisation's culture values goal-setting, the more it will have a positive impact on its performance and lead to success. **It is this goal-oriented culture** that has led Mars to be the third largest privately-owned company in the United States (Crainer, 2014). Crainer (2014) points out that even the owners of Mars visit the factories and headquarters every day and are extremely involved in the business. This high degree of involvement, says Baker (1980), allows managers to solve problems faster and leads to greater organisational success. **At Mars,** this success has made it one of the world's most prominent candy manufacturers.

Gives evidence of success

C reinforces success of Mars' culture

CONCLUSION MODEL

Reviews but with general comments

This essay has explored the idea of organisational culture and its different aspects in relation to Mars Incorporated. Schein's model and Handy's task culture assessed the **different aspects and characteristics of Mars' culture**. Peters and Waterman's study was analysed and Mars was found to personify the **characteristics** that successful businesses contain. Mars' success was found to be associated with the culture that the original founders created and subsequent owners have implemented through the years. Mars' organisational culture rooted on the foundation of the Five Principles reflects the mainstream perspective that a manufactured culture unifies staff towards a common professional purpose and has contributed to its success.

Could mention some specific characteristics

**YOUR
RESPONSE**

1. Which organisational method is used in the essay?
ANALYSIS | CLASSIFICATION/DIVISION | CHRONOLOGY | LOGICAL ENQUIRY | SYNTHESIS
2. The questions require the use of relevant theories. How many theories are used and where are they mentioned in the essay? _____
3. The writer refers to the firm consistently throughout the essay in different ways (Mars, At Mars, etc). Is this an effective strategy? Why? _____

4. The conclusion is too general. Mention some 'aspects' and 'characteristics' that are personified by Mars.

5. Finally, make a copy of the Writing Checklist and provide an overall assessment of the essay. You could give it a score out of 16.

ESSAY 2 Argument (thesis-led)

SUBJECT AREA: Business

YEAR: Second

LENGTH: 1,467 words

REFERENCING STYLE (excludes reference list): APA (Author, Year system)

ASSIGNMENT QUESTION: Do you think it is possible for entrepreneurship to be taught? Develop a clear argument that indicates your view on the question, and justify your choice using appropriate evidence and examples.

STRUCTURE & ORGANISATION	REASONING & STYLE
<p>INTRODUCTION MODEL</p> <p>Two views</p> <p>Scope</p> <p>Thesis</p>	<p>The question of whether it is possible for a person to learn to become an entrepreneur has vexed numerous scholars. For many decades, entrepreneurs have been seen as individuals who are born with a specific set of personality traits and abilities that enable them to recognise and exploit business opportunities. A person who is not born with these innate attributes simply cannot be educated to become an entrepreneur. However, there is sufficient evidence to suggest that anyone can learn to behave entrepreneurially Research also shows that it is possible for aspiring entrepreneurs to learn to acquire entrepreneurial soft-skills, such as the ability to think creatively and take calculated risks through participation in activities that are designed to simulate real entrepreneurial experience. This essay will describe the competing theories about entrepreneurship and the most common argument used to justify the idea that entrepreneurs must have a specific set of inherent personality traits. Then this essay will explain the reasons why, contrary to the widely accepted myth, it is possible for entrepreneurship to be taught to aspiring entrepreneurs.</p> <p>Use the present tense: 'describes', 'explains'</p>
<p>BODY TEC MODEL</p> <p>Argument 1</p> <p>T two theories</p>	<p>There are two competing theories about the definition of entrepreneurship. Traditionally, entrepreneurship is defined in terms of the personal characteristics that distinguish entrepreneurs from non-entrepreneurs. Proponents of this theory believe that entrepreneurs are individuals who are more creative, more extroverted, more confident and more optimistic than the average population (Fisher & Koch, 2008, p. 1). Those who are not born with these entrepreneurial traits simply cannot become an entrepreneur, even if they have been trained to think and behave like an entrepreneur (Thompson, 2004, p. 246). There are, however, some scholars who reject the traditional approach of defining entrepreneurship. Instead, these</p> <p>Extended definition</p>

scholars believe that entrepreneurship is a behaviour as opposed to a set of innate personality traits. For example, Spinelli and Adams (2012) defined entrepreneurship as 'a way of thinking, reasoning, and acting that is opportunity obsessed, holistic in approach, and leadership balanced for the purposes of value creation and capture' (p. 87). Proponents of the behavioural approach of defining entrepreneurship believe that **it is possible** to teach individual to act and think entrepreneurially because its foundation lies in concept and theory rather than intuition.

Extended definition

Argument 2

T real-life entrepreneurs

To this day, there is **still** no consensus on the definition of entrepreneurship. The widely accepted belief is that all entrepreneurs share a similar set of personality traits which enable them to become successful entrepreneurs such as passion, vision, risk-taking, fearlessness and tenacity. However, real-life observations of entrepreneurial behaviour **suggest** that these personality traits do not automatically determine a person's ability to become a successful entrepreneur. Real-life entrepreneurs have a wide variety of personality traits, and not all successful entrepreneurs possess the same personality traits. For instance, in a study of 250 British entrepreneurs, 52 per cent described themselves as being risk averse, even though it is commonly believed that successful entrepreneurs are individuals who are not afraid of taking risks (Kim, 2012). As Lee (cited in Spinelli & Adams, 2012) once said, real-life entrepreneurs **can** be 'gregarious or low key, analytical or intuitive, charismatic or boring, good with details or terrible, delegators or control freaks' (p. 42).

Yes, but strategy

Brief reference to study

Quotation with citation

C reinforces T

Argument 3

T other skills

Creativity and innovation have often been cited as the most important characteristics of an entrepreneur. However, according to Allen (2012), there are many individuals who create an innovative product and **still** fail to commercialise their invention due to their lack of business skills to market the product. This example shows that to be a successful entrepreneur, a person must know how to think and act entrepreneurially. According to Drucker (1985), entrepreneurship is the practice of innovation, by which entrepreneurs search for change, respond to it and exploit it as an opportunity for a business or service. Successful entrepreneurship also needs communication, team-building skills and domain experience or 'on-the-job' training, supported by peer mentoring and practice. Unlike personality traits, these skills **can** be learnt and taught through new methodologies and tools with structured educational components created by entrepreneurs for entrepreneurs. For example, entrepreneurs must have a sound knowledge of business and management skills such as the ability to create a business plan. These skills are relatively easy to teach to students and are widely taught by educational institutions (Henry et al., 2003, p. 90).

Yes, but strategy

Author introductory phrases

Reasoning supported by five logical connectors

C reinforces T

Argument 4

T definition of innovation

It is true that soft skills such as those mentioned above are not easy to teach. [However], in his book, *Innovation and Entrepreneurship: Practice and Principles*, [Drucker] (1985) identifies innovation as a specific tool of entrepreneurship. He argues that a feature of innovation is that it can be observed in the actions of people or institutions and [therefore] it can be learnt. Other researchers [also] suggest that students can acquire and improve their entrepreneurial soft-skills of thinking creatively and exploiting opportunities by participating in activities that are designed to simulate real-life entrepreneurial experience (Haase & Lautenschlager, 2011, p. 157; Rasmussen & Sorheim, 2006, p. 188). A study based on the personal testimonies of entrepreneurs indicates that real entrepreneurs acquire their soft-skills through combination of their personal experience and by observing the actions of more senior entrepreneurs (Rae & Carswell, 2001, pp. 156–157). There is evidence which suggests that this method of teaching entrepreneurship can improve an individual's entrepreneurial soft-skills. Students participating in studies where they are required to participate in simulated entrepreneurial activities such as managing a pop-up shop and creating new products reported that their ability to think creatively, take risks and work effectively in a team improved over the course of the programme (Robinson & Stubberud, 2014; Bell, 2015). [Additionally], Swedish universities where entrepreneurship is taught using activities-based learning have reported high company start-up rates among their graduates (Rasmussen & Sorheim, 2006, p. 193). The evidence suggests that entrepreneurial skills, such as the ability to think creatively, can be taught to students, even though it cannot be communicated easily. [Hence], it is possible for an individual to learn to be an entrepreneur through education.

Yes, but strategy

Summary of research with citations

Specific example

C repeats thesis

CONCLUSION MODEL

Thesis restated twice

Quotation to end conclusion

[In conclusion], there is sufficient evidence to suggest that a person can learn to become an entrepreneur through education. [Despite] the enduring belief that entrepreneurs must possess a specific set of innate personality traits, real-life observations suggest that a person can become an entrepreneur without being born with the ideal entrepreneurial personality traits. [Additionally], even though it may be difficult to teach entrepreneurial soft-skills, such as the ability to think creatively and take calculated risks, there is evidence to suggest that students can acquire and improve those skills by participating in activities that simulate real-life entrepreneurial experience. [Therefore], it is possible for an individual to learn to become an entrepreneur through education. As such, entrepreneurship is 'capable of being presented as a discipline, capable of being learned, and capable of being practised' (Drucker, 1985, p. 23).

Little variation in thesis restatement

Degrees of certainty with modal verbs and language of possibility

**YOUR
RESPONSE**

1. What organisational method is used to structure the argument? _____
2. Name two ways in-text citations are introduced into the text?
 - a) _____
 - b) _____
3. How would you describe the use of the following strategies?
Circle a suitable answer.

<i>Yes, but</i> strategy	overuse adequate use limited use
Hedging/caution	overuse adequate use limited use
Emotive language	overuse adequate use limited use
4. Finally, assess the essay using the Writing Checklist. Give the essay an overall score out of 16 and a final grade using the marking schedule.

ESSAY 3 Argument (Discussion-led)

SUBJECT: Sociology

YEAR: Second

LENGTH: 2,048 words

REFERENCING STYLE (excludes references): APA (Author, Year system)

ASSIGNMENT QUESTION: Popular representations suggest that today's fathers make significant contributions to childcare and other housework duties. Drawing on recent sociological research discuss the accuracy of such representations and consider whether a gendered division of labour still exists in childcare and housework.

STRUCTURE & ORGANISATION	DEVELOPMENT & STYLE
<p>INTRODUCTION MODEL Brief context</p> <p>Scope element of the model mainly</p>	<p>The organisation of modern families has changed over time, with men and women participating in paid work to provide for family. With both in paid work, who performs the unpaid work that sustains day-to-day living? This research essay critically discusses the notion that men make significant contributions to childcare and other household duties. It will do this by first addressing a brief history of changes to the family organisation ... and describing two dominant views. Secondly, it draws on statistics from ... to argue the notion of men's significant participation in unpaid work. Thirdly, there is a discussion on the practice of 'doing gender' which describes how men and women participate in gender roles influenced by society It will also discuss the power relations between men and women, which comes from inequalities of income, policy, tradition and attitudes. Lastly, this essay highlights research that explain why men do not participate as much as women in unpaid work.</p> <p>Poses a question (avoid this style)</p> <p>Use present tense 'addresses'</p> <p>Use present tense: 'discusses'</p>
<p>BODY TEC MODEL</p> <p>T1a</p> <p>C sums up Craig's view</p>	<p>History and Two Views</p> <p>Men's involvement in family life has changed significantly over time, from the close family unit of production to the industrial age, when men left daily family life to seek wage labour (Hook, 2006). According to Hook, this led to the separation of men's and women's labour: the men as breadwinners, the women as caregivers. However, the dominant role of the breadwinner began to be challenged during the mid-twentieth century Today, the familiar family model features both men and women working outside the home, but the change in family time for men is under debate. Hook notes that even though unpaid work time has increased for men, 'it has not compensated for women's decline nor reached parity with women's time' (p. 1).</p> <p>Uses appropriate connectors to track changes</p> <p>Quotation with citation</p>

T1b

Craig (2016) describes two main views on how modern households manage paid and unpaid work. The 'gender convergence' view is that there is a decrease in specialisation of activity between the sexes. This view assumed that when women entered the paid workforce, unpaid work of the home would have naturally evened out between genders (Hook, 2006; Craig & Mullana, 2001). ... The oppositional view argues working women are dividing their time more efficiently to accommodate both paid and unpaid work, while men specialise only in the paid market. Craig argues that, in reality, although women participate in paid work, they are also 'retaining responsibility of the unpaid domestic work', which indicates women are in actual fact 'working much more than their husbands' (Craig, 2016, p. 51).

Paraphrase with citation

C concludes with reason

T2a

Who's Doing the Important Work?
Everyday human existence requires the essentials of life reproduced by unpaid labour that feeds, clothes, shelters and cares for the family. These are 'just as important to the maintenance of society as the productive work that occurs in the formal market economy' (Coltrane, 2000, p. 1209). Coltrane analysed a range of American research using different methodology. He compared results from 1965 to 1985 and concluded that men's participation in unpaid work doubled from two hours to four hours per week, while women's unpaid work reduced from 24 to 16 hours per week. Other similar research showed a slight reduction in women's contribution to housework while men's participation increased gradually. Coltrane argues that this finding is not an accurate representation because men contributions were at a lower level to begin with. Coltrane concluded that 'the average woman, still does about three times the amount of routine housework as the average man' (pp. 1211–1212).

These short quotes could be paraphrased

C assesses evidence

Provides statistical evidence from different research

T2b

A Statistics New Zealand's (2006) overview found that overall 98 per cent of women performed unpaid work compared to 86 per cent of men. Unpaid work in the home such as cooking, cleaning, household repairs and gardening was performed by 89 per cent of women compared to men at 82 per cent. Thirty-five per cent of women engaged in the unpaid care of children with men at 27 per cent An OECD report on unpaid care work also supports the fact there is an unequal distribution of care responsibilities and women are disproportionately 'spend[ing] two to 10 times more time on unpaid work care than men' (OECD, 2014, p. 1).

Quotation

T3a

The assignment of gender and power relations

Representations of participation in unpaid work need to be viewed from the way gender is constructed Maloney and Fenstermaker (2002) use the work of Butler (1997a) to illustrate that gender is a ritual performance and its powers come from continual 're-iterated, re-citational and re-signification' (p. 198). ...

This is evident in the way children are 'gendered' from birth by parents and society ..., and expected norms of behaviour and activities are carried into adulthood. West and Zimmerman (2002) argue that the division between men's and women's work reflects differences in 'feminine and masculine attitudes and behaviours that are prominent features of social organization' (p. 5). In addition, they argue that the differences created between men and women are not biological, but

Quotations could be paraphrased to clarify meaning

C comments on gender and equality

constructed 'to reinforce the essentialness of gender' (p. 13). Gender then becomes a way of behaving and performing according to 'institutional arrangements that are based on sex category' (p. 22).

T3b

It has also been suggested that gender differences can affect power relations in the family structure. Dermott (2008) reports that in British homes, men still contribute larger proportions of income to family, at approximately 67 per cent. Even in cases of dual income families, only a quarter show that women contribute more than 45 per cent of couples' total income. According to Dermott, women's inability to contribute more paid work is due to accepting shorter working hours and therefore a lower pay structure Unequal labour markets also cause women to specialise in unpaid work and men in paid work. They affect 'relative resources and household bargaining power, reinforcing attitudes about appropriate gender roles' (Craig & Mullana, 2011, p. unknown).

Provides statistical evidence

C comments on power relations

T4a

Why Men Don't

... Understanding why men do not participate in unpaid work requires some reflection into the past. Burgess (1997) provides a historical context of fatherhood from tribal times, where men were intentionally kept away from children for practical means ... because of the concern that if men became emotionally attached to their children, they would become ineffective in performing hard physical work and going to war Gauntlett (2002) suggests that the media portrayals of men and women in activities also reinforce the gender ideologies In a study of 720 television commercials, Bartsch et al. (2000) found that women were twice more likely to feature in advertisements for domestic products than men.

Refers to various views in different ways (e.g. with author tags and reporting verbs to begin the sentence or with citation at end of sentence)

T4b Finally, **there** is research that implies a tension within mothers where they 'actively prevent fathers from doing more with their children through gate-keeping and hampering [men's] involvement' (Craig & Mullana, 2011, p. unknown). It suggests women may do this to retain control of the home domain where they feel the most expert. Focusing on traditional gender roles, these perspectives claim that housework tasks have different meanings and standards for men and women. The cleanliness of the home and children's appearance is a reflection of a woman's competence as a wife and mother, not her husband's. **Because of this**, women may have high standards and are hesitant to relinquish control and trust their husband to perform housework and care tasks (Bianchi et al., 2000).

C sums up reason

CONCLUSION MODEL

Reviews main findings

End sentence points to future

Conclusion
This essay has critically discussed the notion that fathers today are participating more in the unpaid work of childcare and housework duties. Statistics from research show that male participation has increased over time. However, it is difficult to determine if men's participation in housework in the modern era is significant or accurate, because their contributions are still nowhere near parity with women's participation. The findings from evidence from different studies suggest that women in paid work are still continuing to do more work at home. Determining the accuracy of men's participation is further complicated by gender roles assigned from childhood, which continue to influence gendered behaviours into adulthood. In addition, as a result of institutional and state policies, women have continued to experience inequality resulting in less power to negotiate unpaid work of the home, and men as breadwinners still dominate the family organisation.

Refers to various views in different ways (e.g. with author tags and reporting verbs to begin the sentence or with citation at end of sentence)

Reminds reader of the question

YOUR RESPONSE

- Which of the following methods best describes the way the essay is organised?
DIVISION | LOGICAL ENQUIRY | CHRONOLOGY
- What elements of the introduction model are missing or inadequate?

- The second and third headings in the body of the essay are informal. Suggest alternative headings to replace the questions (write a short phrase of no more than five words):
2nd heading: _____; 3rd heading: _____.
- Assess the essay's effectiveness using the Writing Checklist. Give it a score out of 16.

ESSAY 4 Discussion

SUBJECT: Health Sciences

YEAR: Second

LENGTH: 2,597 words

REFERENCING STYLE (references not included): APA (Author, Year system)

ASSIGNMENT QUESTION: Is caffeine a drug of abuse?

STRUCTURE & ORGANISATION	DEVELOPMENT & STYLE
<p>INTRODUCTION MODEL</p> <p>Scope mainly</p>	<p>Introduction</p> <p>Some people have questioned whether caffeine should be considered a drug of abuse and caffeine dependence included in the Diagnostic and Statistical Manual of Mental Disorders (Hughes et al., 1992; Nehlig, 1999). This essay will describe the effects of caffeine and where it is found and explore whether caffeine should be considered a drug of abuse. The basis of this consideration will be whether caffeine fits the DSM-IV criteria for substance abuse or dependence, and the abuse liability of caffeine.</p> <p>Use present tense: 'describes', 'is'</p>
<p>BODY TEC MODEL T1</p>	<p>Sources and consumption</p> <p>Caffeine is the most widely consumed psychoactive substance in the world The average daily intake of caffeine is estimated at 200–300mg/day (Satel, 2006; Hughes et al., 1992). A natural alkaloid, caffeine ... is found in a number of plants including ... which are used to make beverages such as The amount of caffeine found in these foods and beverages varies widely. Coffee contains</p> <p>Provides facts</p>
<p>T2</p>	<p>Properties of caffeine</p> <p>Caffeine is a psycho-stimulant Once ingested, it is absorbed rapidly It readily crosses the blood-brain barrier Caffeine is metabolised in the liver The half-life of caffeine is variable and influenced by factors such as cigarette smoking, sex, age, pregnancy and use of oral contraceptives</p>
<p>T3a</p>	<p>Physiological and behavioural effects</p> <p>Caffeine's primary mechanism of action is as an adenosine receptor antagonist ... found in the brain Generally, caffeine has biphasic effects, with low doses producing desirable stimulation and high doses</p> <p>Explains causes and effects; uses cause-and-effect language</p>

unpleasant side effects. **Behavioural effects include** **In higher doses**, caffeine **can cause** anxiety, insomnia, tremors and seizures. **Effects on** other body systems include elevated blood pressure, increased respiration, increased metabolic rate and increased gastric acid secretion (Benowitz, 1990; Fisone et al., 2004).

T3b

Caffeine is toxic in high doses but only a few cases of death **due** to excess caffeine intake have been reported The **risk of intoxication is especially high** among children and younger adolescents Energy drinks consumed with alcohol **can mask** the **effects of** alcohol intoxication and **lead to** a greater occurrence of alcohol-related problems (Reissig et al., 2009).

Explains causes and effects; uses cause-and-effect language

T4

Criteria for drug abuse classification

There is no standard definition of a drug of abuse. However, important aspects to consider include the ability of the drug to induce physical dependence, the DSM-IV criteria for substance abuse and dependence and the abuse liability of the drug.

Good lead-in to sub-headings

T4a

Substance dependence

According to DSM-IV, substance dependence is a 'maladaptive pattern of substance use leading to clinical impairment or distress'. These criteria must be fulfilled in a 12-month period for a diagnosis of substance dependence: tolerance, withdrawal, reduction in social activities, desire to reduce use and continued use Tolerance is defined as Withdrawal is Together tolerance and withdrawal constitute physical dependence.

T4b

Substance abuse

DSM-IV criteria for substance abuse are one or more of the following in the last 12 months: recurrent failure to fulfil role obligations due to substance use; recurrent substance-related legal problems; recurrent use in situations in which use is physically hazardous; and continued use despite social or interpersonal problems caused or exacerbated by the substance (American Psychiatric Association, 2000).

Explains how the three criteria work

T4c

Abuse liability

Other important aspects to consider when evaluating whether a drug should be considered a drug of abuse are whether the drug is reinforcing and can be discriminated from other substances. The basis for discrimination is the presence or absence of effect or the presence or absence of withdrawal symptoms.

T5

a) First criterion

Is caffeine a drug of abuse?

In terms of **substance dependence**, caffeine clearly fulfils the DSM-IV criteria for tolerance and withdrawal. In a study by (Hughes et al., 1998), 56 per cent of people in the survey reported desire or unsuccessful attempts to cut down on caffeine use and 50 per cent of those surveyed reported a great deal of time spent using or obtaining the drug. One person reported a reduction in social activities. However, as the study collected data using telephone interviews, it is difficult to tell whether the findings are sufficient to constitute clinical levels of impairment or distress, and whether the criteria for substance dependence are really met. Another study found caffeine dependence amongst teenagers. In the study, participants were selected on the basis that they used caffeine daily and at least one criterion of dependence was reported in a screening interview. Twenty-two per cent of participants were found to be dependent on caffeine. The most commonly fulfilled criteria were tolerance, withdrawal and desire to cut down (Bernstein et al., 2002). ... However, given the lack of adverse effects as a result of caffeine use, it is difficult to justify including caffeine dependence as a clinical diagnosis in the DSM. It is debatable whether caffeine use can result in clinical levels of impairment or distress.

Measures caffeine against first criterion

Refers to two studies

Decides on first criterion

b) Second criterion

While caffeine clearly fulfils the DSM-IV criteria for tolerance and withdrawal, it is unlikely that it could fulfil the DSM-IV criteria for **substance abuse**. Caffeine is readily available and socially acceptable and the effects are such that it is unlikely to result in failure to fulfil role obligations, legal problems, or interpersonal or social problems. Use is not likely to cause accidents and is not physically hazardous.

Measures and decides on second criterion

c) Third criterion

Abuse liability, or the likelihood that use of a drug will lead to addiction, is determined by the reinforcing properties of a drug. As caffeine is, at best, weakly reinforcing, the abuse liability of caffeine is low. That is, humans and animals will self-administer caffeine in preference to a placebo under some conditions. Caffeine is not as reinforcing as other stimulants such as cocaine or amphetamines and reinforcement is maintained at lower doses. Caffeine **differs from** other stimulants and, **more generally**, other drugs of abuse in that it does not activate the mesolimbic dopaminergic pathway in the brain at usual doses. This pathway is **thought to be** responsible for the high addiction potential of other stimulants such as cocaine. While caffeine does

Measures and decides on third criterion

activate this pathway, it **only** does so in high doses by which time many other brain regions have already been activated. The actions of **other stimulants** on the mesolimbic pathway are **much more** specific, acting primarily on this pathway (Nehlig, 1999).

Measures and decides on third criterion

T6

Reinforcing effects of high doses of caffeine

The undesirable effects of high doses of caffeine are demonstrated using animal studies. Low doses of caffeine cause conditioned place-preference but high doses cause place-aversion. Caffeine **appears to be more** reinforcing in humans than in animals. Avoidance of withdrawal is **thought to be partly responsible** for reinforcement, rather than the stimulating properties alone. As caffeine appears to be reinforcing in **some** animals, the psychostimulant properties are also believed to account for some of the effects. However, **it is possible that** other aspects of caffeine use are reinforcing rather than the caffeine itself. Coffee is preferred over caffeine tablets in studies, and **it is possible that part of** the reinforcing properties of coffee and tea are related to enjoyment of the beverage itself. Additionally, tea and coffee are **often** consumed in social situations which **may** be reinforcing (Daly & Fredholm, 1998; Nehlig, 1999).

Compares with other stimulants
Note also the use of hedging (highlighted here)

CONCLUSION MODEL

Conclusion

States thesis which answers assignment question

While caffeine may meet the criteria for **substance dependence** in some people, it is unlikely to meet the criteria for **substance abuse**. The **abuse liability** is low relative to other stimulants. The unpleasant side effects of caffeine mean that it is usually consumed in moderation and is not usually taken in doses that are harmful. **Coffee drinking** is a social ritual that provides many people with enjoyment and it is important that behaviours such as these are not pathologised without good reason. However, caffeine use, especially in **energy drinks**, should continue to be monitored. The caffeine content of energy drinks should be restricted and labelling required, as people may not be aware of the high doses they contain. It may be that if the current increase in **consumption** of energy drinks continues and harmful effects become evident then caffeine should be considered a **drug of abuse**. However, at present, this consideration is not justified.

Mentions key words

Adequate length – good balanced review

End sentence points to future



**YOUR
RESPONSE**

1. Which of the following methods best describes the way the essay is organised?
DIVISION | LOGICAL ENQUIRY | CHRONOLOGY | ANALYSIS | SYNTHESIS
2. Which elements of the Introduction model need further development?

3. There seems to be some repetition in paragraphs under the headings 'Criteria for drug abuse' and 'Is caffeine a drug of abuse?' Consider discussing each criterion separately (using the Synthesis ['point-by-point'] method – see Part III, Unit 2.4).
4. Finally, assess the essay using the Writing Checklist. Give it a score out of 16.

ESSAY 5 Comparison and contrast (Analysis)

SUBJECT AREA: Film, Television and Media Studies

YEAR: Second

LENGTH: 2,154 words

REFERENCING STYLE: MLA (Author page system)

ASSIGNMENT QUESTION: Using close reading and research, compare the ways in which two films use historical setting to comment on contemporary issues.

STRUCTURE & ORGANISATION	DEVELOPMENT & STYLE
<p>INTRODUCTION MODEL</p> <p>Context</p> <p>Topic focus</p> <p>Thesis</p>	<p>The genre label 'historical film' is one of several used to describe films with narratives set wholly or partly in the past (Chapman 2). ... Other labels include costume, period or heritage film. These films put fictional characters in historical settings and provide glimpses of a past era. The accuracy of their representation of the past may be debatable but the visual accuracy of the setting achieved through mise-en-scène of authentic period objects and costume enable these films to reflect on social attitudes of the period in a specific and vivid manner. The following is an exploration of how two historical films, <i>The Last Samurai</i> and <i>Gosford Park</i>, ... construct images of the past that cause the audience to reflect on issues of class, intercultural and transnational relations, which still have relevance today.</p>
<p>BODY TEC MODEL</p> <p>T 1 Setting Film 1</p>	<p>Both films are set in important periods of history. <i>The Last Samurai</i> is set in 1870s Japan during the Meiji Restoration, which was an important period in Japanese history. It was marked by strides towards modernisation and signalled the end of the privileged Samurai class and way of life. The settings for the film's narrative are epic, moving from battle scenes to the formal court of Emperor Meiji and tranquil scenes of rural Japan. The opening scene shows how setting is used to introduce the film's main themes of contrasting cultures and ideologies in a dramatic way. It begins with panning shots of the rural landscape and the solitary figure of the samurai leader, Katsumoto in meditation atop a mountain. The tranquillity is suddenly interrupted by Katsumoto's vision of a battle with a foreign and mightier force, symbolised by the face of a roaring tiger. By referring to the American Civil War setting, the film also shows Algren's disenchantment with the U.S. army. These settings also have undertones of Western superiority and orientalism (Roan 183).</p>
<p>C comments on significance</p>	

Setting Film 2

Gosford Park **does not have such** epic settings, but the setting of 1930s Britain is **also** significant, particularly in relation to the crumbling of its rigid class system with the outbreak of the Second World War in 1939. The entire action takes place in a wealthy English country house, in which exist two social worlds: the downstairs world of the domestic servants and the upstairs world of their employers. **Unlike** the varied settings of *The Last Samurai*, the single location provides **greater** opportunities for observations of the two worlds. The **camera shifts** between these two clearly defined settings to show the contrast between them: the lavish furnishings, artefacts of wealth, languid days and dinners of the upstairs world, and the dim, simple and busy world of service downstairs. Many **shots** in the film are viewed through a door or window, further highlighting the two separate social worlds.

Explains by referring to history

Uses adjectives of comparison

Displays knowledge of film techniques

C comments on significance

T2 Film narrative – point of view

Both films are concerned with class and cultural differences. **In *The Last Samurai***, the film narrative of East–West dynamics is mainly from the point of view of a disillusioned American Civil War captain Nathan Algren, who writes about his experiences in 1870s Japan in his journal entries. Algren is placed in different settings for his encounters with the Japanese and Samurai culture in particular. He is changed by his experiences. The problems of cultural clashes are suggested through **mise-en-scène**. Emperor Meiji’s monologue near the end of the film urges his subjects to ‘not forget where [they] came from’ and he abandons the treaty negotiations with the United States. However, the motive for his actions comes from Algren.

Mentions one film and the other to show comparison on the same point

Last Samurai

Gosford Park

On the other hand, **the narrative of *Gosford Park*** is told from the point of view of the new lady’s maid and what the servants know and hear while serving upstairs. Higson describes *Gosford Park* as the ‘new heritage film’ (243). It is different from the conventional heritage films which Monk identifies as having a ‘particular aesthetic approach to the visualisation of the past’, which presents a ‘museum look’ of England and its inhabitants (185). However, except for the visual decadence of the McCordle estate, nostalgia is not the central theme. Both films, therefore, use setting to explore social issues.

Supports with quotations

C links to thesis and question

T3a Class/culture clash *Gosford Park*

The cultural and class differences are explored differently in the films. In ***Gosford Park***, the two social settings do not mix, although they exist in the same house. **Instead**, the contrast between them is heightened to point out the absurdities of class distinction and hierarchical rules. The **rain mise-en-scène** of the opening scene introduces this view vividly. A yellow Rolls Royce arrives at the McCordle estate for one of the dinner guests. While she is escorted to the car under cover of an umbrella, her lady’s maid stands in the pouring rain ... The servants are ‘nobodies’ to their employers. This view is expressed by the head housekeeper who declares: ‘I am the perfect servant, I

Illustrates with specific examples

have no life'. The 'upstairs' characters, **however**, are shown to be brutal, selfish and fickle. **This criticism** of the ... upper-class society is conveyed through the sympathetic portrayal of the 'downstairs' characters ... who are shown to be ultimately wiser. ... **For example**, the new lady's maid is shown to be closer to solving the murder of Sir William than the incompetent and pretentious Inspector. The film narrative after the murder seems to suggest a change in power relations, but the hierarchy and class distinction remain the same through the 1930s.

Logical connectors create flow

C links to thesis and question

T3b Class/culture clash *Last Samurai*

In contrast, in *Last Samurai*, Eastern and Western cultures clash through the experiences of the main character, who abandons his own culture for Japanese values and way of life. **Unlike** *Gosford Park*, the film presents a **more** ambivalent look at Japanese class systems and particularly the samurai way of life. The samurai leader Katsumoto learns of American 'history' through Algren's journal entries, which allow him, as well as the audience, to develop empathy for Algren. The friendship between Algren and Katsumoto is a story about clashing cultures, **but** it is presented as one of mutual respect and acceptance. The closing scene in the film shows Algren arriving back at the rural village, which is viewed in a **long shot**. His assimilation into Japanese culture is now complete. It is an idealistic and romantic view but the tranquil nature scenes of rural Japan hint at nostalgia for a gentler past and traditional values.

Uses contrast language to heighten comparison

Illustrates with example and film technique

T4 Period authenticity

Period authenticity is important in historical settings. **In both films**, there is attention to detail in the use of costumes and period artefacts. The aim is not only to recreate the mood and feelings of the period but also to comment on behaviour and class. **In Gosford Park**, furnishings are an index of wealth and status, and costume plays a role in establishing class difference. In the upstairs world, **for example**, the guests change clothes several times during the course of the day to avoid being caught wearing the same dress or the same clothes more than once. When the American guests at the McCordle estate appeared in the hunting scene in inappropriate clothes, instead of the traditional tweed jackets, they were viewed as vulgar by the British guests. **In the Last Samurai**, the mise-en-scène of Algren proudly putting on samurai clothes symbolises his transformation and adoption of Japanese culture. This contrasts vividly with the portrayal of Algren at the beginning of the film as a disillusioned soldier in his dusty army uniform.

Points out similarities

Gosford Park

Last Samurai

Exemplifies with specific details from each film

CONCLUSION MODEL

As evidenced above, **historical settings** are not just ornate backdrops, but serve as vehicles for social critique on class and cultural issues that still resonate with **contemporary concerns**.

Repeats key words to remind reader of the question

Reviews

It may be argued that the landscape shots in the *Last Samurai* conform to a classically orientalist image of Japan, which is 'aestheticized, unchanging, pastoral, and ahistorical' (Roan 187). However, these seemingly positive depictions of Japan's scenery lose some of their credibility in light of undertones of imperialism which can be ascertained from the film. In *Gosford Park* there is a similar issue of intercultural dissonance between the British and the Americans. In both films, therefore, there are undercurrents of uneasy intercultural and class relations, which still exist today although in different forms.

Mentions both films again

Restates thesis



1. Which of the following methods best describes how the comparison essay is organised?
DIVISION | LOGICAL ENQUIRY | SYNTHESIS (point-by-point) | ANALYSIS ('block')
2. How does the writer display (a) subject knowledge and (b) evidence of 'close reading'?
a) _____
b) _____
3. How does the writer maintain a comparative analysis throughout?

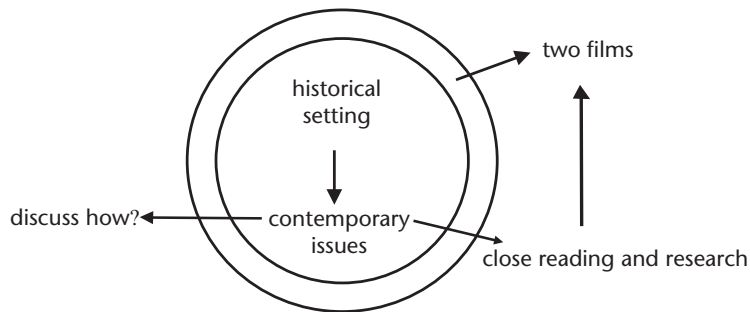
4. Assess the overall effectiveness of the essay of the essay using the Writing Checklist on page 150 and give it a total score out of 16.

ESSAY 6 Comparison and contrast

This is another response to the same question in Essay 5. There are no annotations for this essay. With the visual map of the question in mind, assess the essay using the Writing Checklist. Write comments on the structure and style in the left- and right-hand margins as shown in the first five essays.

Assignment question Using close reading and research, compare the ways in which two films use historical setting to comment on contemporary issues.

Visual map of question:



STRUCTURE

DEVELOPMENT & STYLE

The ability of historical films to convey key issues today is powerful. However, our understanding of history is often at odds with historians, who deny the importance of historic films. The following is an exploration of how two films, *The Last Samurai* and *Gosford Park* construct images of the past that reflect on present-day issues using historical setting. Far from being irrelevant, these films touch on concerns in contemporary society: issues of gender, class as well as the related issue of intercultural and transnational relations. The similarities and contrasts between the portrayals of 1930s England in *Gosford Park* and 1870s Japan in *The Last Samurai* will be examined, through close reading of the films as well as reference to theories surrounding historical films.

The debate about historical accuracy in historical films is a significant one. The argument from historians is that historical accuracy in films about the past is problematic. This is because 'history' is a set of recorded events that are logically ordered to (re)construct meaning. The recorded nature of history is alluded to in *The Last Samurai* in which American Civil War captain Nathan Algren documents his

journeys in Meiji Restoration era Japan. Algren's voice-over narration paired with mid-shots of him writing support the interpretation that the words in the narration come from his diary entries. Algren's written accounts of his past experiences with American Indians become important to the samurai leader, Katsumoto, who is intrigued by the foreigner who appears deeply troubled by his involvement in American Indian massacres. Katsumoto learns of American 'history' through Algren's journal entries However, Algren's documentations are an incomplete record of the past, because they are a subjective account of events ... framed in a historical setting.

The increased diversity in historical accounts prompts questions about whose history is being represented, and for whom. To further explore this crucial contemporary problem, we must first assess the legacy of the heritage film in relation to how it represents English society in *Gosford Park* Monk identifies heritage films as a 'particular aesthetic approach to the visualisation of the past' which presents a 'museum look' of England and its inhabitants (185). It is a sanitised version of England, occupied with nostalgia and a sense of national identity (Chapman, 23). In the case of *Gosford Park*, the focus is more on portraying the complex class system of the period. Nostalgia is rarely manifested, except for the visual decadence of the McCordle estate. Rather, nostalgia ... is replaced by camera shots of shadows, mirrors and reflective surfaces. It could be said that the abundant images of mirrors, distorted glass panes and other reflective materials in *Gosford Park* remind viewers that in contemporary life, as in historical pasts, all is not what it seems.

In contrast, in *The Last Samurai*, nostalgia and notions of national pride and the importance of tradition are more overtly portrayed. The 'Hollywood happy ending' in *The Last Samurai* showing Algren returning to an idealised Japanese setting can be seen as a call to recognise nostalgia and romanticisation. The emperor dressed in European clothes upon being presented with Katsumoto's sword is moved to say that '[we] must never forget where [we] came from'. These words still ring true today as tradition is lost with increased modernisation.

In *Gosford Park*, contrasts between national identity from 1930s England and contemporary society are depicted through issues such as class difference. Set in the twilight era of England's empire, with the crumbling of a rigid class system, the film draws parallels with issues of equality, race and gender. Despite their lofty status in society, the 'upstairs' characters are shown to be brutal, selfish and fickle. In contrast, the 'downstairs' servants are portrayed

sympathetically. In contrast, *The Last Samurai* presents a more ambivalent look at Japanese class systems, which had privileged samurai for centuries. The complex identity conflicts between the old traditions and modern technologies ... are embodied by clear distinctions between samurai and the rest of society. However, unlike *Gosford Park*, the internal identity struggles are not the focus of the main narrative, but rather, the assimilation of the white, American Algren into the Japanese culture.

As for the portrayal of Japan in *The Last Samurai*, images compose largely of tranquil nature scenes. These landscape shots adhere to a classically orientalist image of Japan, which Lee notes is 'aestheticized, unchanging, pastoral, and ahistorical' (quoted in Roan, 187). However, these positive depictions of Japan's scenery lose some of their credibility considering tones of imperialism which can be ascertained from the film. In *Gosford Park*, there is a similar issue of intercultural dissonance between the British and the Americans, exemplified by the American film producer Morris Weissman's misinformed views of British culture. In both films, undercurrents of uneasy or questionable intercultural relations are explored, which correspond to contemporary concerns around the impacts and effects of colonialism and multiculturalism.

As a genre, the historical film is subject to continuous change in response to cultural, economic, social and political and other contextual circumstances which are linked to the prevailing issues of the contemporary society. In both films, the imparting of contemporary understandings of class, race and history from representations of the past shows that past and present are infused.



1. Which of the following organisational methods is evident in the essay?
CLASSIFICATION | LOGICAL ENQUIRY | ANALYSIS ('BLOCK')
CHRONOLOGY | SYNTHESIS (POINT-BY-POINT) | NOT CLEAR

2. Are elements of the introduction model evident in the first paragraph?

3. Which paragraphs do not address the question of setting and contemporary issues? Why not?

4. Assess the overall effectiveness of the essay using the checklist on page 150 and give the essay a score out of 16.

FINAL REVIEW

Test your knowledge of the academic writing principles covered in the book by filling in the gaps with an appropriate word or phrase. The first letter for each gap is provided as a guide.

Expectations of markers of written assignments

- 1) content that is **r**_____, shows **d**_____ of research and knowledge and **a**_____ the essay question.
- 2) **a**_____ structure and **c**_____ layout with logical **p**_____ and consistent **s**_____.
- 3) introduction that provides an adequate **c**_____, **t**_____, **f**_____, **t**_____, **s**_____ and **s**_____ which tells the reader what to expect in the **b**_____ of the essay.
- 4) good paragraph structure and construction, beginning with a **t**_____ **s**_____, **e**_____ with relevant **d**_____ and ending with a final **c**_____.
- 5) conclusion that **r**_____ the main ideas and **l**_____ **b**_____ to the question.
- 6) a formal writing style using **a**_____ and **p**_____ vocabulary and formal **s**_____ **s**_____.
- 7) sources acknowledged with in-**t**_____ **c**_____ for **q**_____ and **p**_____ and a list of **r**_____ at the end of the essay.
- 8) advances ideas **l**_____ and coherently with adequate use of **c**_____ **d**_____.
- 9) writing style that is appropriate to the type of essay: **a**_____, **a**_____, **d**_____ or **r**_____.
- 10) reports that correctly display the standard _____ structure.

APPENDIX A Answers to practice exercises

Part I Essential features of academic writing

Unit 1 Appropriate writing style

1.1 Comparing spoken and written styles

Practice A

2. always, so much; 3. there's, a degree's; 4. I, you, our; 5. Especially nowadays with more people chasing fewer jobs; 6. And not only that; 7. so, Also

Practice B

2. jobs; 3. Like; 4. employers also are; 5. and not only that; 6. get; 7. qualifications such as; 8. so much; 9. lots of; 10. so; 11. our; 12. more people chasing fewer jobs

1.2 Developing an academic writing style

Practice A Rewrite in a formal style.

The main task each day was completing the computational analysis and writing a report for the project leader. The most valuable part of the three-month work experience was being involved in a real project. It was an opportunity to understand more clearly how theory informs practice.

Practice B Combine sentences

1. The Statue of Liberty, which is an internationally known symbol of freedom, is a statue of a woman wearing long, flowing robes.
2. In her left hand, she carries a tablet with the Declaration of Independence date on the cover and in her right hand, (she carries) a torch which symbolises enlightenment.
3. The statue is mounted on a 150-foot-high rectangular stonework pedestal, which has a foundation in the shape of an irregular eleven-pointed star.

Practice C Vary sentence starters

1. To delay superannuation payments, the government is increasing the retirement age.
2. Upon analysis, some specimens were found to be contaminated/Contamination was found in some specimens after analysis.
3. It was evident that the plagiarism-detection software discouraged students from copying other people's work.

Practice D Use academic and precise vocabulary

your life→people's lives; work→employment prospects; gives→can provide; lots more→more; room→opportunities; cool stuff→career advancement and skills development; Nowadays→Today; huge→considerable; get rich and a high level in life→accumulate wealth and status

Practice E Use formal sentences and academic words

2. There may be a change in policy.
3. The issue is causing concern.
4. The problem needs urgent attention./The problem needs to be resolved quickly.

5. The role of the manager is to ensure operational efficiency./The manager's role is to monitor operations and ensure efficiency.

Practice F Remove over-hedging and extreme language

2. very; 3. ever, greatly; 4. potentially; 5. extremely, definitely; 6. strongly, totally, actually

Unit 2 Correct conventions for using sources

2.1 Referencing

Practice

[1] According to Hook (2006), the...; [2] He believed that this led...; [3] but Hook argues that although ... 'it ...' (p 1).

2.3 Paraphrasing and summarising

Practice A

2. paraphrase; 3. paraphrase; 4. writer's comment; 5. quotation; 6. paraphrase

Practice B

1. it uses only two words from the original text (one is a technical term)
2. [1] According to; [2] wear; [3] behave; [4] but; [5] carry out/have; [6] Failure; [7] consequences

Practice C

[1] exploitation; [2] demand; [3] customers/consumers; [4] production; [5] developing; [6] access; [7] workforce/labour force; [8] maximise; [9] wages; [10] cramped; [11] comfort; [12] consumerism; [13] culture

Practice D

Paraphrase 1 – unacceptable – too short

✓ Cites source

Paraphrase 2 – unacceptable – not all criteria met

✗ Cites source ✓ Retains meaning ✗ Changes text structure ✗ Uses different sentence structures

✗ Changes most words

Paraphrase 3 – acceptable – most criteria met

✓ Cites source ✓ Retains meaning ✓ Changes text structure ✓ Uses different sentence structures

✓ Changes most words

Unit 3 Structure, organisation and layout

Practice A

1. Heading 4 is a question
2. Change it to a noun phrase: Heading 4 → Caffeine as a drug

Practice B

[1] short (one-sentence paragraph)
[2] overlong paragraph with multiple ideas
[3] numbered heading
[4] bulleted lists, not a paragraph

Unit 4 Coherent flow of ideas

4.1 Four cohesive devices

Practice A

1. synonym; 2. repeats a key word; 3. changes form of a word (applied [verb] → application [noun])

Practice B

2. However; 3. Furthermore/In addition; 4. Therefore/Consequently

Practice C

2. reason; 3. result; 4. result

Practice D

1. impact of managers' decisions, narrow focus of economic return, and treatment of profit as the only social responsibility (all noun phrases)
2. economic, legal, ethical, and discretionary (all adjectives)

4.2 Coherence within a paragraph

Practice E

2. reference pronoun; 3. repetition; 4. different form of word; 5. logical connector (addition); 6. contrast;
7. reference pronoun; 8. logical connector (example)

4.3 Coherence between paragraphs

Practice F

1. reference pronoun + repetition of key word; 2. repetition of key word; 3. synonyms (provision-contribution); 4. different form of word (peace-peaceful)

Unit 5 Accurate use of language

5.1 Common trouble spots

Firstly, having a university degree improves a person's opportunities in life, not only for employment but also for future studies and research (2nd sentence is incomplete, joined to first sentence). Finding employment can be difficult if the number of people exceeds the number of available vacancies, particularly highly paid and competitive positions. In addition, there is often a close correlation between the level of education and poverty in society. This is reflected in the difference in salary paid out to those with a university qualification and those without. (Last sentence is split into two sentences OR remove unnecessary words →) ... poverty in society which is reflected in the salary of those with a university qualification and those without.

5.2 Grammar

Practice A

1. no mistakes; 2. contributes; 3. products; 4. years; 5. has; affects; lives

Practice B

2. a; 3. an; 4. a; 5. an; 6. a; 7. an; 8. a; 9. an; 10. an; 11. a; 12. an

Practice C

1. no mistakes; 2. the use of; a far more; the relationship 3. no article needed; 4. no mistakes

Practice D

[1] To; [2] of; [3] In; [4] of; [5] of; [6] at; [7] from; [8] on

Practice E

1. has been rising; 2. shows; 3. discusses; 4. has met; 5. increased

Practice F

1. maximising; 2. obeying; increasing; 3. Treating

Practice G

1. has promised (active); 2. to be challenged (passive); 3. are created (passive); 4. are estimated (passive)

5.3 Sentences

Practice A

1. Friedman claims that an organisation is morally neutral; it just responds to external stimuli. OR Friedman claims that an organisation is morally neutral. It just responds to external stimuli.
2. There are two main arguments against Friedman's perspective: (1) the impact of managers' decisions and (2) treatment of profit as only social responsibility. OR There are two main arguments against Friedman's perspective. The first concerns the impact of managers' decisions. The second argument concerns the treatment of profit as the only social responsibility.
3. For example, the teachers' strike affects young people the most. OR For example, young people are the most affected by the teachers' strike.

Practice B

[1] Throughout; [2] European; [3] brought

Practice C

[1] developing/to develop; [2] legislation; [3] quality control; [4] land

Practice D

1. This design report describes in detail a design solution for the device that will enable it to perform the all necessary specified functions detailed/mentioned.
2. The combination ~~together~~ of elements is ~~evident~~ and reflects the artist's unique and special style in the way he (in the use of) different and various colours and hues (to add) texture and emotion to the work.
3. Various Research evidence throughout the 1990s ~~looked at the~~ (into the) teaching and learning of English concluded was that pupils' knowledge and skills in the use of English (proficiency in English) could be substantially increased and improved to a more advanced and more proficient level.

5.4 Vocabulary

Practice A

discuss about | circulated round | mention about | revert back to | emphasise on | counted up | each and every individual person | very unique | red in colour | positive benefits | more and more | past history | final and conclusive | optional choice | first and foremost | true facts | basic and fundamental | currently at this point in time | final and last point | various and different

Practice B

2. All new academic staff are required to attend the initiation course.
3. These examples show that composers have always experimented with innovation.

Practice C

Noun	Adjective	Verb	Adverb
difference	different	differ	differently
competition	competitive	compete	competitively
organisation	organised	organise	(no adverb form)
interaction	interactive	interact	interactively
communication	communicative	communicate	communicatively

REVIEW OF PART I

1. Written communication is objective and formal.
2. Pronouns such as I, me, my, our, you, your, us are associated with spoken communication.
3. Using caution and other hedging words such as would, could, it is possible, can, may make you sound more reasonable, especially when presenting arguments.
4. Using a range of sentences can add complexity and an academic quality to your writing.
5. Plagiarism is the practice of using other people's ideas without acknowledgement.
6. Paraphrasing and summarising are alternatives to over-reliance on quotations. They show your understanding of content because you express ideas in your own words.
7. Sources have to be cited in two places in your assignment:
 - a) in the essay itself (in-text citations)
 - b) at the end of the essay (list of references).
8. A formal academic structure consists of three structural elements: introduction, body and conclusion.
9. A formal layout refers to principles of paragraphing and spacing.
10. Cohesive devices such as connectors, reference pronouns, repetition and parallel structures give a smooth progression of ideas, but overusing and incorrect use can cause confusion because you are giving too many signals to the reader.
11. **The** concept of CSR states that a manager's decision and actions should not only ~~to~~ maximise profits to the corporation but also ~~it is to~~ increase **the** well-being of ~~the~~ society. ~~Which~~ **It** includes a set of responsibilities: economic, legal, ethical and discretionary, **while** Friedman claims that **organisations are** morally neutral. Friedman's opinion is that a business should ~~just~~ **only** respond to external stimuli such as **the** needs of customers. **Its** responsibilities are ~~to~~ **obeying the law** and increasing profit for investors. In his view, when **an** employee **enters an** organisation as a manager, he or she should focus ~~totally~~ **entirely** on **maximising** shareholder returns rather than on other matters. For example, **if corporations discharge pollutants into rivers causing fish to die, they are not required to solve the sewage problem if they have not violated any laws.**

(Main errors: agreement; articles, incomplete sentences, informal language, verb forms.)

Part II Types of university written assignments

Unit 1 Essays

1.1 Analytical essays

Practice A

Dominant feature: provides statistical evidence and concrete details.

Practice B

1. visible element
2. uniforms and laboratory coats; posters of the Five Principles on walls; daily updates on computer screens

Practice C

Analysis: descriptive details, definition; objective; informative

Critical analysis: argumentative; evaluative, opinion, supports with example, evidence

1.2 Visual analyses

Practice A

1. last sentence; 2. simple present tense; 3. interpreting, commenting; 4. opinion, evaluation; 5. using part-to-whole organising principle-locates statue in wider context or space, points to significance of the statue

Practice B

Statue of Liberty

[1] [3] [2]

[4] [6] [8] [12]

[11] [10] [5] [7] [9]

Suggested order and explanation

Description (subject-matter)

Analysis (compositional elements – form, shape)

Analysis (construction – material, dimensions)

Practice C

2. Focus on spatial composition: if you are a student of architecture, you might want to try this task. Use the suggested organising principles to help you organise your writing. Follow the logical line of your eye and move across the room in a logical way.

1.3 Discursive essays

Practice

1. no; 2. yes (implied in quotation. NOTE: It is not always a good idea to end with a quotation. Another sentence after would be more appropriate to link back to the question more explicitly); 3. past tense in introduction but present tense when discussing different theories; 4. adequate variation: some at the end of sentences, some with author tag + reporting (e.g. Craig argues); 5. in quotation from Craig (p. 51)

1.4 Reflective essays

Practice A Example 1

1. discussing concepts/theory; 2. here is one revision:

Part of a sales assistant's work entails This means remaining courteous and calm when confronted with disrespect or abuse from customers, but it can be challenging. For example, a customer became frustrated with a member of staff, swearing and gesturing rudely, but It was an upsetting day for the staff. Although every effort is made to show control in such situations, in reality, staff will feel angry at the disrespect shown to them. (NOTE: All personal pronouns and most emotive language have been removed.)

Practice B Example 2

1. informal; it uses more personal pronouns,
2. formal; it is discussing theory/concept
3. past tense; and point to the future and possibility

Practice C Example 3

Instead, there is reference to specific technology using technical vocabulary. The writer displays knowledge and application of a business concept to the design features and software (such as BIT, SLACK, BITBUCKET).

1.5 Argumentative essays

Practice A

1. no
2. CSR (repeated four times, requires more explanation and its relevance to modern corporate practice)
3. the last sentence is not a thesis statement, it repeats the question

Practice B

Yes: S1, S2; S4; But: S3, S5

Practice C

1. Authority is shown by the writer’s use of subject-specific vocabulary (tonality, arrangement, etc.). Reasonableness is shown by the limited use of personal pronouns and emotive language. Conviction is shown by a display of some logical reasoning and reference to history (the two world wars).
2. The *Yes, but* strategy is not used at all, but the argumentative elements are evident.
3. Slight informality in the first two sentences (use of ‘I’) and the last sentence (use of emotive and vague language (very much alive and ‘dead’, more and more).

Practice D

1. Another, however, In addition, thus, Therefore
2. expresses caution by using verbs such as could (×2), would (×2), may (×1), can (×1), tend to (×1)

Practice E

1. Does not use concession-counterargument strategy
2. Convincing. Explains and presents the issue objectively and in a formal style, supports arguments with historical facts.

Unit 2 Case studies

Practice A

2.

PP	P	PrP	P
		↔	xx
		x	
	x		
		x	

3.

PP	P	PrP	P
x		↔	
	xx		
	xx		

Practice B

4th heading: Postcolonialism and Somalia; 5th heading: Alternatives to Western intervention

Practice C

1. b) identifies key issues; c) explains the benefits of coursebook and CLT; d) shows understanding; e) explains the main problems; f) identifies a critical philosophy; g) shows concession (acknowledges benefits of traditional methods)
2. demonstrate being diplomatic and sensitive to an institute's situation and complaints
3. recommendations are too brief and general, some specific programmes for teacher development would be useful

Unit 3 Literature reviews

Practice A Literature review 1

1. needs context/background information; 2. identifies key themes; 3. present tense; 4. past tense (past research); 5. words show writer is drawing out contrasting findings; 6. expressions show language of review, assessing the value of the literature; 7. 'largely neglected'; 8. four limitations; 9. shows caution and possibility

Practice B Literature review 2

1. Yes; 2. sentence 6; 3. expressions such as *while, many of the studies, one study for example*; 4. language of review (*This is problematic because, results may not be, there is potential for results not to be representative, researcher unable to estimate, also a problem for some studies*); 5. to show caution and possibility; 6. emphasising recommendations. (NOTE: A heading 'Conclusion' could come before the last two paragraphs ['Overall, the ...'] or the last paragraph.)

Unit 4 Reports

4.2 Three style issues

Practice A

I explains topic and purpose, uses present tense; M describes procedures, uses past tense and passive voice; R reports findings, uses past tense; D explains meaning/significance of findings, uses present tense; C answers research question/aims, uses past tense

Practice B

1. Introduction: sentences [1] and [2]; Body: sentences [3], [4], [5], [6] and [7]; Conclusion: sentence [8]; 2. research aim stated in sentence [3]; 3. hypothesis stated in sentence [8]

Practice C

I Purpose; M Methods and materials; R&D Findings and discussion; C Answer/decision

4.3 Description of data in figures and tables

Practice A

1. Describes purpose and specific content: sentence [1]; interprets data: sentences [2], [3], [4] and [5]; comments on data: sentences [6] and [7]
2. Evaluative expressions of interpretation: positive relationship; clear evidence; slight drop

Practice B

Here is a suggested answer (96 words). Notice the use of cause-and-effect expressions in the description.

The HAZOP study identified three risk factors associated with water flows in the reactor. Too much water, low or no water could cause the valves in the pipe inlet to malfunction or become blocked. This would increase the pressure in the reactor tank resulting in rupture and leakage of flammable hydrogen gas and fires. The HAZOP findings showed that installing a mass flow meter and a level indicator alarm to check water flows could reduce the risks by more than 70 per cent. Therefore, these safety features must be factored into the design of the plant.

Unit 5 Research proposals

Practice

1. give more concrete evidence; 2. sentence 2 too subjective; 3. establishes research aim; 4. assesses limitations of other studies; 5. because the project has not happened yet; 6. identify 'research' gap; 7. show possibility; 8. restates research aim, contributions and implications for further research

REVIEW OF PART II

- Match the type of writing to its unique purpose and features.
Analysis (e); Argument (h); Case study (i); Discussion (f); Reflection (g); Literature review (a); Report (d); Research proposal (b); Visual analysis (c)
- a) Critique/evaluation; b) Fact; c) Fact; d) Critique/evaluation; e) Critique/evaluation f) Fact

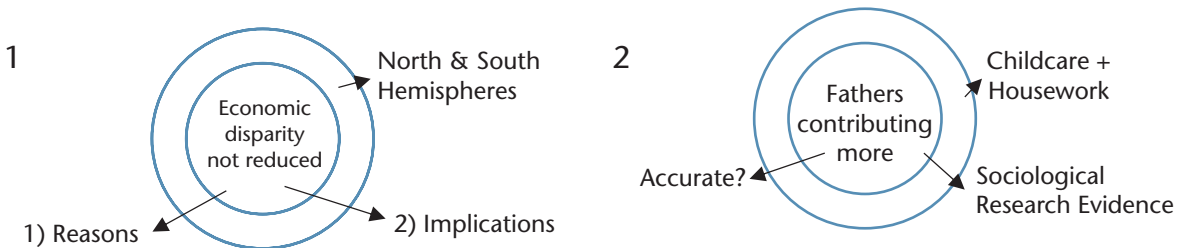
Part III The writing process

Unit 1 Planning the essay

Practice A

Comments on organisation of outline: organised by attributes, two PMs compared under each attribute

Practice B



Unit 2 Organising ideas

2.1 Classification or division

Practice A

- a) 2. institutional power; 3. power of the majority; 4. man over nature
- b) sequence markers: *also, another*

Practice B

2. capitalist society; 3. culture; 4. teachers

2.2 Logical enquiry

Practice A

WHAT, WHAT, WHAT, WHY, HOW

Practice B

2. logical order: source [2,5]; properties [4]; effects [3]; criteria [1]; A drug of abuse? [6]

2.3 Chronology

Practice

1. Media image; 2. 'Mother' era; 3. 'Sex object' era; 4. Current status

2.4 Analysis or synthesis

Practice A

1. Both methods are acceptable, but the analysis method is better suited for short comparisons with fewer points of comparison.
2. Yes. The synthesis method uses more contrast connectors.

Practice B

1. Response 1 uses Analysis ('Block') method
2. Response 2 uses Synthesis method
3. Response 2 answered the question. Emphasises the 'connection' with expressions such as *leading ... not managing; leadership and management; necessarily linked, both managers and leaders; over-managed and under-led*

Unit 3 Developing your essay

3.1 Introductions

Practice A

- ✓CONTEXT: sentences [1] and [2]; ✓TOPIC FOCUS: sentences [3] and [4]; ✓THESIS: sentence [5];
✓SCOPE: sentences [6] and [7]

Practice B

Topic focus: Some context to help reader understand Wagner's statement (e.g. the composer and the state of symphony during his time and what he means by 'dead').

Scope: Absent. Identify some key arguments (new forms/styles).

Practice C

1. Scope element
2. 'never neutral and always political'
3. 'instrument of oppression or liberation'

Practice D

Topic focus: ✘/unclear; related to the context, which is also missing or unclear.

Thesis statement: ✘; last sentence repeats the question.

Scope: ✘; no indication of key arguments.

3.2 Conclusions

Practice A (At 4 per cent of total length, the conclusion is too short)

✘ Signal; ✓ Review (but brief-listing attributes); ✓ Thesis restatement; ✘ End sentence

Practice B

✓ Review; ✓ Thesis restatement; ✓ End sentence (uses quotation)

Practice C

✓ Signal; ✓ Review; ✓ Thesis restatement; ✓ End sentence (points to larger context)

Practice D

Challenges, produces passive learners, transforms classrooms, active participation, critical thinking, highlights positive impact, empowers people

Unit 3.3 Paragraph structure and construction

Practice A

T S[1]; E S[2] (explain); S[3](evidence); S[4] (evidence); S[5] (example, evidence); C S[6]

Practice B

Correct order: [4], [6], [1], [5], [8], [2], [7], [3]

Practice C

1. composition; 2. characterisation; 3. clear and attractive text design; 4. use of humour

Practice D

TS 1 inauthentic; TS 2 extends artistic expression; TS 3 alienates audiences; TS 4 rely on technology

Practice E

a) That paid work is not necessarily more important than unpaid labour

b) Topic sentence: Unpaid labour is just as important as paid work. OR Paid work is not more important than unpaid labour

Practice F

Sentence b

Practice G

Sentence c

REVIEW OF PART III

1. what; how; 2. logical 3. building; 4. context, topic focus, thesis statement, scope; 5. signal word, review, thesis restatement, end sentence; 6. 8–10 per cent; 7. because they do not provide adequate information; 8. review; 9. topic sentence, expansion/elaboration, comment. It should be long enough to provide sufficient details to support the topic sentence; 10. topic, specific idea; 11. outline; 12. developing the main idea further; 13. to enable the reader to understand the topic fully; 14. a) link back to the question; b) point to a future but related context.

Part IV Techniques for developing ideas

Unit 1 Using examples

Practice A

1. artwork/image/advertisement
2. a) sentences [2], [4], [6] and [7]; b) sentences [3], [5] and [8]
3. end sentence links back to sentence [1] ('T' element)

Practice B

The example in sentence [3] is irrelevant because it is not a business example.

Practice C

1. a) Past tense; b) time and sequence expression (*during, later, then, when, later*)
2. The amount spent to recall tires; the correspondence between the two companies; a woman's tragic circumstance
3. No details about the specific nature of the complaints; critical issue of the case not clearly identified (e.g. safety issue)

Practice D

Writing from notes: Here is one possible answer between the first and last sentence.

... Mahler, Shostakovich and Stravinsky were evidence of an emerging mature and innovative symphonic form. Mahler's fifth symphony at the beginning of the twentieth century, for example, consisted of five movements. Shostakovich's symphony No. 8 also featured five movements with no break in the movements. His work was a display of diversification and innovation which characterised many twentieth-century symphonic forms. Stravinsky's well-known 1913 composition 'The Rite of Spring' contained many novel features for its time, including experiments in tonality and orchestration

Unit 2 Giving evidence

Practice A

1. S[1] Writer's comment; S[2] Evidence (quotation); S[3] Writer's comment; S[4] Evidence (statistics); S[5] Writer's comment; S[6] Evidence (statistics)
2. Square brackets indicate that the writer has changed the form of the verb 'spend'.

Practice B

S[1] Evidence (paraphrase); S[2] Writer's comment; S[3] Evidence (findings of survey); S[4] Evidence (quotation)

Practice C

1. Sentence 3 evaluates the significance of the findings in relation to the criteria
2. Using this style throughout the essay, the writer attempts to answer the question in the assignment 'Is caffeine a drug of abuse'.

Unit 3 Writing extended definitions

Practice A

S[2] Function; S[3] Components; S[4] Properties; S[5] Comparison; S[6] Example; S[7] Links back to topic sentence (S[1])

Practice B

1. They are cohesive devices to create a logical development (review in Part I, Unit 4)
2. S[2] Classification; S[3] One-sentence definition; S[4] Purpose; S[5] Example; S[6] Contrast; S[7] Clarification; S[8] Example/clarification
3. Sentence [9] is the 'C' element of the TEC paragraph model. Its purpose is to link back to the question. It also provides a lead-in to the main arguments to follow.

Unit 4 Explanation

4.1 Explaining how something works

Practice

1. 'one-sided concept of education'
2. S2 'In the classroom, this means'; S4 'In other words'
3. S5 opinion/evidence
4. Idea of 'not encouraging active participation in learning'.

4.2 Explaining or giving reasons

Practice A

- a) 6 reasons
- b) Infrastructures (clean water and sewage systems); improved housing; sedentary lifestyle; diet of processed foods; gap between rich and poor; unequal access to information and health care.

Practice B

[1] maximising; [2] efficient; [3] Taylorism; [4] managerial control; [5] mass surveillance; [6] self-discipline; [7] workforce efficiency; [8] production

4.3 Explaining cause-and-effect relationships

Practice A

1. Boxed expressions are cohesive devices to create a coherent explanation
2. Active voice is mainly used to focus on the cause (the gas emissions)
3. The effects of the emissions are scientific facts, not possibilities.

Practice B

Here is one answer from the notes:

Climate change will play an increasingly important role in food security as world temperatures continue to rise. Climate change is likely to increase the number of extreme weather events which are often direct causes of food insecurity. They destroy infrastructures that support food storage and transportation resulting in restricted distribution and reduced access to food. Rising temperatures also directly affect agricultural production. Falling water tables cause severe drought and lead to crop failure and declining yields. In this way, climate change does not only affect the quantity of food available, but also the quality of food is reduced. It is expected that climate change will increase the number of malnourished people by between 35 and 170 million by 2080.

4.4 Explaining differences and similarities

Practice A

One possible answer:

One of the Expert Advisory Group's most significant recommendations was the Universal child payment, which favoured a return to universal welfare ideologies. It recommended universal child payment be made available to all families with children under the age of six. It argues that universal child payments was a viable method of providing governmental assistance, as shown by the success of such schemes in other countries. The Group believed that the government had an important role in ensuring equal opportunities and a sense of well-being. By contrast, the view of the government in the 1990s was to promote ideals of personal individuality and self-reliance. Instead of providing universal welfare assistance, it believed in minimal state intervention and targeting low-income families was fiscally more viable and sustainable.

Practice B

[5] were regarded by some; [6] could; [7] To some extent; [8] general; [9] a degree of; [10] were viewed by some

REVIEW OF PART IV

1. Four considerations:
 - a) Introduce the example
 - b) Use a relevant example
 - c) Identify purpose
 - d) Explain with details
2. a) Explanation; b) Extended definition; c) Data in figures and tables; d) Example; e) Evidence

Part V Putting it all together

Essay 1

1. Division
2. Three theories (stated in the last sentence of Introduction)
3. Yes, it is an effective strategy because it creates coherence and reminds the reader of the question.
4. Specific aspects and characteristics (e.g. visible artefacts; family culture, shared values and mission, workplace layout and transparency, etc.).

Comments with reference to the Writing Checklist:

Content and relevance: answers essay question, consistently relates theory to practice. (4)
Structure and organisation: formal structure, clear layout, logical organisation. (4)
Development: effective topic sentence, TEC paragraph structure evident; ideas development-more concrete details of Mars needed. Conclusion is too general. (3)
Discussion: appropriate academic style, correct referencing, some use of cohesive devices. (3)
Overall score: 14/16 (Grade: A-)

Essay 2

1. Division (of criteria)
2. a) At end of sentence; b) at start of sentence with author tag and reporting verb
3. Yes, but strategy: Adequate use; Hedging/caution: Adequate use (may, can); Emotive language: limited use.

Comments with reference to the Writing Checklist:

Content: answers question. (4)

Structure and organisation: good academic essay structure and layout. (4)

Development: Inadequate context in intro; topic sentences could be more specific; adequate ideas development; adequate review in conclusion; adequate use of cohesive devices. (3)

Discussion: argumentative (thesis-led) style evident, hedging and caution, not too extreme; good referencing. (4)

Overall score: 15/16 (Grade: A)

Essay 3

1. Logical enquiry
2. Missing elements: context, topic focus and thesis statement
3. 2nd heading: Division of labour; 3rd heading: Men's non-participation/Reasons for men's non-participation.

Comments with reference to the Writing Checklist:

Content: Answers both parts of question; consistently draws on theory. (4)

Structure and organisation: some headings not clear and inappropriate; organisation and paragraphing not completely logical. (2.5)

Development: introduction (mainly scope); TEC model clumsy because of headings, topic sentences not always present; conclusion reviews and inks back to question. (3)

Discussion: some informality; draws on theory/research, inadequate use of cohesive devices (flow somewhat jerky, over reliance on headings to hold discussion together). (2.5)

Overall score: 12/16 (Grade: B)

Essay 4

1. Logical enquiry
2. Elements needing development: context; topic focus
3. Synthesis (point-by point) method to explain each criterion and how caffeine measures up in the same paragraph. This would remove repetition of the criteria under the heading 'Is caffeine a drug of abuse?'
Example: 'Substance dependence' criterion: *According to DSM-IV, substance dependence is a physical dependence. Caffeine clearly fulfils the DSM-IV criterion for tolerance and withdrawal.*

Comments with reference to the Writing Checklist:

Content: answers question; draws on scientific evidence and theory. (4)

Structure and organisation: Not a cohesive structure; headings are not very clear (2).

Development: Brief introduction and topic focus, TEC model not evident (over reliance on headings to advance discussion); good conclusion (2)

Discussion: formal style. Limited use of cohesive devices, adequate reference to theory. (3)

Overall score: 11/16 (Grade: B-)

Essay 5

1. Synthesis (point-by-point)
2. a) Using film vocabulary (mise-en-scène, camera shots, etc.); b) specific examples from films
3. Effective use of contrast connectors.

Comments with reference to the Writing Checklist:

Content: answers question; consistently shows connection between setting and contemporary issue; concrete examples from film. (4)

Structure and organisation: academic structure; logical paragraphing, clear layout. (4)

Development: Most elements of Introduction model but brief; paragraph model effectively used with topic sentences for all body paragraph; conclusion reviews but could be slightly longer. (3)

Discussion: formal style, mostly close reading, but insufficient use of evidence from research; cohesive devices used effectively. (3)

Overall score: 14/16 (A-)

Essay 6

1. Not clear; possibly a combination of analysis and synthesis but inconsistently used
2. At least three elements (context, topic focus and scope) but overall the introduction is too brief
3. The second paragraph and parts of the third paragraph discuss 'accuracy' of the historical representation and mainly in relation to one film.

Comments with reference to the Writing Checklist:

Content: Uneven, paragraphs dealing with 'accuracy' irrelevant to the question. (2)

Structure and organisation: difficult to follow; no consistent organisational pattern; comparisons not clearly shown. (2)

Development: Insufficient evidence of use of introduction, conclusion and paragraph models to build comparative analysis or close reading; some paragraphs developed in narrative style. (2)

Discussion: academic style but lack of coherence; flow of ideas not logical. (2)

Overall score: 8/16 (Grade: C-)

Final review (gap-filling exercise)

1. relevant, depth, answers
2. academic, clear, paragraphing, spacing
3. context, topic focus, thesis statement, scope, body
4. topic sentence, elaborating/expanding, details, comment
5. reviews, links back
6. academic, precise, sentence structures
7. in-text citations, quotations, paraphrases, references
8. logically, cohesive devices
9. analytical, argumentative, discursive, reflective
10. IMRD or IMRDC.

APPENDIX B Language charts

A classification of instruction verbs and their meaning

1. Verbs requiring display of **knowledge** of concepts

analyse	break something down to its parts and examine each part methodically and in detail
define	give the exact nature, scope or meaning
describe	give accurate details about something or someone
outline/list	give a summary or main features
identify/state	express a fact or requirement clearly and precisely

2. Verbs requiring demonstration of **understanding**

account for/explain	make an idea clear by describing it in more detail or by giving reasons
compare and contrast	show similarities and differences (NOTE: used on its own, 'compare' refers to similarities and/or differences)
discuss	write about a topic in detail by examining it from different perspectives
summarise	give a brief statement of the main points

3. Verbs requiring **knowledge application**

apply/draw on	use theories, models, other people's ideas as a resource to explain opinions/decisions/conclusions
illustrate/show	make something clear by using examples or figures
examine/explore	use a questioning approach to look closely at something
interpret	explain information as having particular significance
relate	show or describe the connection between ideas
synthesise	combine ideas from different sources to form a new understanding of theory (opposite of 'analyse')

4. Verbs requiring **evaluation** (includes justification, persuasion)

appraise/assess/evaluate	estimate the value, quality or ability of someone or something
argue/debate	give reasons in support of an idea, action, or theory, typically with the aim of persuading others to share one's point of view
comment on/reflect	express an opinion or reaction
critique	evaluate (a theory or practice) in a detailed and analytical way

justify/prove	give reasons to demonstrate how or why something is true
review/consider	think carefully and deeply about something, typically before deciding; examine a subject closely
survey	look carefully at a range of ideas to appraise their significance

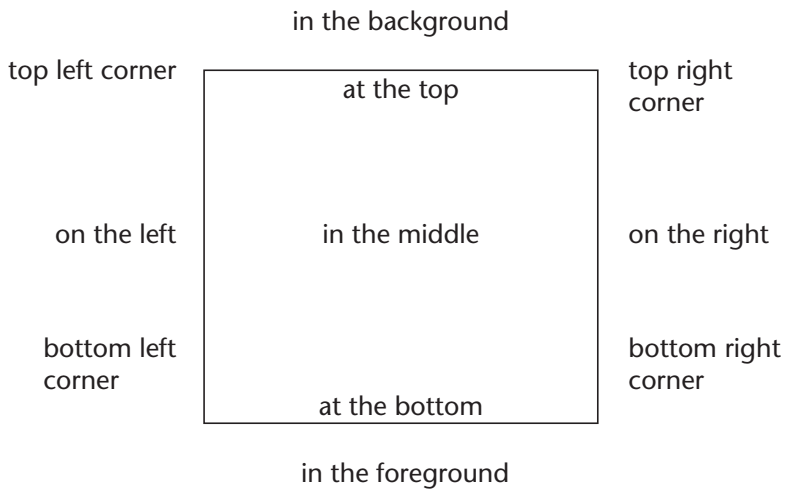
5. Verbs requiring **knowledge creation** or generation and research skills

construct	form an idea or theory by bringing together various concepts
design	create a system or method of doing something; decide on the look and functioning of a building or other object, typically by making a detailed drawing of it
formulate	create a strategy or method
propose/suggest	put forward an idea

The language of description

Points of reference in a space or on your canvas

The purpose of a visual description is to draw the reader's attention to the image and then move the reader's eye across the painting or space in a logical manner. Knowing how to refer to position and location points is helpful for this purpose:



Concrete use of language

As a student of the visual arts, you are likely to be provided with adequate visual vocabulary but here is a quick summary:

Visual elements	Adjectives
Line	horizontal, vertical, diagonal, bold, soft, flowing, crisp, clear, sharp, thin, thick
Colour/hue/tone	subtle, bold, vibrant, strong, warm, cool, complementary, light, dark, pale, earthy
Texture	smooth, rough, fine, coarse, uneven
Shape	geometric, curvaceous, angular, circular, round, square, an A-frame, U-shaped slab, an I-beam
Form	two-dimensional, three-dimensional, bulky, solid, static
Space	white space (airy, spacious), dark space (cramped), open, closed spaces

Tense and voice

Describing visual elements	Use present simple: The painting <u>shows</u> a solitary figure at a lake. (active voice) The statue <u>is made</u> of stone. (passive voice)
Describing activity	Use present simple progressive: The two men <u>are looking</u> up at the sculpture
Describe historical context	Use past tense (passive): The sculpture <u>was completed</u> in 2000.

Verbs (according to function)

Existential verbs	Categorising/compositional verbs	Connecting verbs (passive)	Locating verbs (passive)	Reporting verbs (active)
is/are	has/have consists of comprises is made up of contains covered/coated with	is attached to is connected to is mounted on is bolted to	is located in is enclosed in is surrounded by is suspended from	show represent illustrate demonstrate reflect describe

Expressing dimensions

Pattern A (is + measurement + adjective)	Pattern B (has + an/a + noun + of + measurement)	Pattern C (a/an + measurement + adjective + noun)
X is 30 km wide, 80 km long X is 90 m high, 20 m deep, 6 cm thick	X has a width of ... a length of ... has a height of ... a depth of ... a thickness of ...	a 90 m tall beam X is a 90 m tall beam

The English articles

Noun type	Context of use	Example	Article
COUNTABLE (takes plural)	Single unit	nouns beginning with consonant	A
		nouns beginning with vowels	AN
	Unique reference (only one)	<i>world, first, best, sun, earth</i>	THE
	Second mention	<i>There is a problem ... Problem ...</i>	
	With identifying phrase/clause	<i>problem of gambling, woman dressed all in red</i>	NONE
Many units/ general	<i>Road accidents commonly occur in wet conditions.</i>		
UNCOUNTABLE (does not take plural)	Mass noun (substance, material)	<i>Aluminium is commonly used in building construction.</i>	NONE
	Abstract noun (concept/quality)	<i>Mass surveillance is associated with capitalism. Diligence is a virtue.</i>	
	With identifying phrase/clause	<i>diligence with which the police conducted the investigation ...</i>	THE
PROPER NOUN	Names of people, places, institutions	<i>President Obama, Mount Everest, Lake Winnipeg, Lincoln University</i>	NONE
	Official title/part of name	<i>The President of the United States The Blue Danube, The Dean of the School of Humanities</i>	THE

The English prepositions

Single-word prepositions	<i>about, across, after, along, around, at, before, behind, beside, by, down, during, for, from, in, inside, into, of, off, on, onto, out, over, round, since, through, to, toward(s), under, until, up, with, without</i>
Two-word prepositions	<i>ahead of, apart from, because of, close to, due to, except for, instead of, near to</i>
Three-word prepositions	<i>as far as, by means of, in accordance with, in addition to, in front of, in spite of, in terms of, on behalf of, with reference to</i>

FUNCTION

Prepositions express different relationships of meaning between two parts of a sentence.

USE

Some prepositions can be used to express different relationship meanings.

POINT OF TIME	<i>about, after, at, by, during, for, from, in, over, past, throughout, until</i>
PURPOSE/REASON	<i>Search for gold, thank someone for their support</i>
PLACE/DIRECTION/MOVEMENT	<i>in London, at the traffic lights, travel from/to, drive through a tunnel, drive past</i>
MANNER (OF BEHAVIOUR)	<i>treat with kindness, answer without hesitation, work in silence, work by themselves</i>
MEANS (INSTRUMENT)	<i>travel by car, write with a pen, work without a plan</i>
QUANTITY/AMOUNT	<i>for twenty dollars, buy in bulk</i>
STATE/CONDITION	<i>in good health/difficulty/conflict/harmony</i>

IDIOMATIC USE

Refers to the use of certain prepositions after verbs, nouns and adjectives

After certain VERBS: *account for, consist of, depend, provide for, contribute to, relate to*

After certain NOUNS: *Impact on impact/effect on, success in/of, difference between,*

After certain ADJECTIVES: *according to, based on, capable of, composed of, interested in*

TIP Check in a good dictionary or concordance such as www.just-the-word.com

The English tenses

The aim of the chart is to help you see how the different verb tenses are placed in relation to time and status or aspect, so that you can manage tense and aspect shifts more successfully. [Notice the changes in the endings of the base verb 'try' according to what time or status is expressed.]

TIME OF ACTION		PAST [tried]		PRESENT [try/tries]	*FUTURE [will try]
ASPECT/ STATUS OF ACTION					
Past action <u>completed before another past action</u>	PAST PERFECT [had tried]				
Action that has <u>just completed or its effect continues into the present</u>			← PRESENT PERFECT → [has/have tried]		
Action <u>in progress</u> at a given time	PAST PERFECT PROGRESSIVE [had been trying]	PAST PROGRESSIVE [was trying]	PRESENT PERFECT PROGRESSIVE [has/have been trying]	PRESENT PROGRESSIVE [is/are trying]	FUTURE PROGRESSIVE [will be trying]

*Other ways of expressing future time: e.g. I [am going to] Paris next year, I [may/might] stay for two weeks.

APPENDIX C A glossary of grammatical terms and other words used in the book

- Abstract noun.** A noun used to describe a quality, an idea or experience rather than something physical, e.g. *intelligence, safety, kindness*.
- Academic vocabulary.** Formal words used in university writing contexts.
- Active voice.** This type of voice emphasises the doer of the action (He *designed* the product).
- Adverb.** A word which gives more information about a verb, adjective, adverb or phrase.
- Agreement.** In grammar, agreement is a way of showing that two grammatical units have a certain feature in common. It relates to the concepts of singularity and plurality and compatibility between nouns and verbs and number, e.g. *two schools, Many people are, One of the problems is*, etc.
- Clause.** A part of a sentence which contains a subject and a verb. A main clause (also known as an independent clause) can exist as a separate sentence. The clause that is not the main clause is known as a dependent clause – it depends on the main clause to complete its meaning.
- Cohesive devices.** Words or phrases that provide a smooth transition of ideas from one sentence or paragraph to the next.
- Complex sentence.** A complex sentence has more than one clause linked by subordinating conjunctions such as *because, although* and *when*. One is the main clause and the other clause or clauses are dependent clauses. See **Clause, Conjunction**.
- Compound sentence.** A compound sentence has more than one clause joined by coordinating conjunctions. The clauses in the sentence have the same grammatical status.
- Concrete adjectives, nouns, verbs.** Refers to entities which can be observed or measured as distinct from simple or imprecise words. See **Abstract noun**.
- Conjunction.** This is a linking word used to join sentences. Coordinating conjunctions such as *and, but, so, for, nor, or, both ... and, neither ... nor, either ... or* make compound sentences. Subordinating conjunctions such as *because, since, although* make complex sentences.
- Connectors** (also known as ‘transitions’ or ‘discourse markers’). Words which show the transition of ideas between sentences and paragraphs.
- Consonant.** Consonants in English are represented by the letters *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z*. Often two letters are used for a single sound, e.g. *th* in ‘the’ or *ng* in ‘sing’.
- Definite article.** Grammatical name for *the*, which is used with a noun to indicate that it is specific and known to speaker/writer and listener/reader. See **Indefinite article**.
- Indefinite article.** Grammatical name for *a/an* to express non-specific meaning (any one) or ‘a single unit’.
- Irregular verb.** A verb which indicates past tense in different way from regular *-ed* ending, e.g. *take-took-taken*. See **Regular verb**.
- Modal.** A verb used with the base form of another verb to express possibility, obligation, prediction or deduction, e.g. *can, could, may, might*.
- Noun.** Name of a person or thing, e.g. a word like *oil, memory, robot*, which can be used with an article.
- Parallel structures.** Expressions that are similar in grammatical form.
- Parts of speech.** Classification of words in English: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjection.
- Passive voice.** This type of voice emphasises the action (The product *was designed* by him).
- Personal pronoun.** One of a group of words to refer to three classes of people: first person, e.g. *I, we, my, our, us, me, my, mine*; second person, e.g. *you, your*; third person, e.g. *it, he, she, they, him, her*.
- Phrase.** A group of words which is not a complete clause. See **Clause**.
- Plural.** A grammatical form used to refer to more than one person or thing, e.g. *engine/engines, industry/industries*. See **Agreement, Singular**.

Pronoun. A word used instead of a noun to name someone or something, e.g. *he, she, they, them, our, you, your*. See **Personal pronoun**.

Regular verb. A verb which changes according to tense and aspect using conventional *-ed* ending for Past Tense and *-ing* ending for progressive aspect, e.g. walk-walked-walking. See **Irregular verb**.

Relative clause. A subordinate clause which gives more information about someone or something in the main clause, usually introduced by *who, which, that, whose*.

Relative pronoun. Used to link a relative clause at the head of the noun phrases, e.g. *who, whom, whose, which, that*.

Sentence fragment. An incomplete sentence, missing a key clause element that is either a verb or subject, e.g. *Students who study abroad*.

Simple sentence. A sentence with one clause expressing a single idea.

Singular. A grammatical form used to talk about one person, thing, etc., or about an uncountable quantity or mass. See **Agreement, Plural**.

Subordinating conjunction. A linking word which joins units of unequal grammatical status, making a complex sentence such as *although, so, because, as, when, before, after, if*.

Subject. The first element of a sentence which identifies the topic or theme of the sentence. See **Object**.

Tense. The term refers to the way the verb changes its ending to indicate the time at which an action takes place.

Verb endings. Denote time and tense. Present form *-ing*; Past form (*-ed*). Denote singularity and plurality, e.g. *The student tries* → *The students try*.

Voice. Refers to the way an action is viewed. See **Active voice and Passive voice**.

Vowel. The main English vowels are *a* (pronounced as 'ah'), *e* (pronounced as 'eh'), *i* (pronounced as 'e'), *o* (pronounced as 'or') and *u* ('oo'). English vowels are not always pronounced the way they are represented in writing. For example, 'put' and 'cup' are pronounced differently. 'Umbrella' is pronounced with the 'uh' sound, and 'university' is pronounced with the consonant sound 'y', sounding like 'yuniversity'.

Word forms. See **Parts of speech**.

Word order. Refers to the way different elements in a sentence are put together.

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