

ACS101 Academic Skills
Student Materials

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PROLOGUE

As a university-wide module, ACS101 Academic Skills "aims to develop the knowledge and understanding of a range of academic skills required for study at university level. The module will focus on the development of academic writing, oral presentation, as well as listening skills to enable students to communicate effectively in both spoken and written forms. The module will enhance their learning throughout their studies at university and beyond, through close reading, discussions and critiquing of academic texts. Further, it will enhance students' capacity to critically reflect on their own learning" ("Module descriptor", 2018, p.5).

To achieve these, the module comprises a range of holistic units with theoretical introductions and exercises. Unit I covers different aspects of academic standards with a special focus on the purposes of academic skills, academic integrity and intellectual property rights. Unit II focuses on different types of note-taking methods that students need to adopt during their study period. These methods will be useful for both reading and listening purposes, and this unit is supplemented by a series of listening exercises. Unit III is based on academic reading, and this unit aims to provide students with features of academic texts, approaches to reading academic texts and examples of acceptable and poor paraphrases and summaries. Unit IV is about academic writing with its purposes, features, types and academic argument. Unit V is devoted to APA referencing style with a special emphasis on in-text citation and reference conventions with regard to different sources. Unit VI focuses on academic essays. This unit gives a detailed treatment to academic essays, focusing on the salient features, elements and structures. Finally, Unit VII covers oral presentation skills that are an integral part of students' academic life.

The units are arranged in a progressive order of learning as the subsequent units build upon the former units. To this end, Units VI and VII are supposed to be products or the outcomes of the whole module, meaning at the end of the module, students will have produced pieces of academic writing in the form of an academic essay and will have made presentations to the class on the topics of students' interest by incorporating features of effective presentations.

To help maintain uniformity among the ACS101 tutors across the colleges of the Royal University of Bhutan in terms of assessment, there are seven appendices given at the end of the materials. While samples should serve as working guides, the tutors should use all the criteria while assessing their students' activities.

Module Descriptor

Module Code and Title:	ACS101 Academic Skills
Programme:	University-wide module
Credit Value:	12
Module Tutors:	Rinchen Dorji, Tashi Tshomo, Ugyen Tshering, Wangmo
Module Coordinator:	Ugyen Tshering **General Objective**

This module aims to develop the knowledge and understanding of a range of academic skills required for study at university level. The module will focus on the development of academic writing, oral presentation, as well as listening skills to enable students to communicate effectively in both spoken and written forms. The module will enhance their learning throughout their studies at university and beyond, through close reading, discussions and critiquing of academic texts. Further, it will also enhance students' capacity to critically reflect on their own learning.

Learning Outcomes

On completion of the module, students will be able to:

- use effective note taking skills to extract relevant information from a range of academic texts
- lead and participate productively in group situations
- apply features of academic writing in academic discourses
- apply learned strategies to avoid the consequences of academic dishonesty
- employ a range of strategies and techniques to read academic texts
- demonstrate information retrieval and analysis skills by identifying, assessing and using appropriate sources i.e. author, publisher or website
- identify the content, viewpoint and relevance of articles and reports on a wide range of topics
- write academic papers using a process approach: planning, drafting, eliciting feedback and revising, following consistent academic standards
- construct a coherent and substantiated argument that integrates appropriate source material, and uses appropriate research and APA referencing conventions in clear and correct language in the form of an essay
- produce academic essays using process approach: planning, drafting, eliciting feedback and revising using appropriate terminology and a consistent academic style
- plan, organise and deliver clear, well-structured academic oral presentations.

Teaching and Learning Approach

Tutors will employ an interactive, student-centred approach, integrating language and critical thinking skills using the following strategies such as demonstrations/modelling, practical exercises and activities, group work (discussions, problem-solving activities, collaborative and individual tasks, peer feedback and debates), academic essay writing (process learning with diagnosis, feedback and remediation), oral presentation, portfolio, independent study and VLE discussions over the 120 credit hours.

Approach	**Hours per week**	**Total credit hours**
Demonstrations/modelling	1	15
Practical exercises and group works	2	30
Academic essay writing	1	15
Oral presentation	0.5	7.5
Portfolio	1.5	22.5
Independent study and VLE discussions	2	30
Total		120

Assessment Approach

Since the module is entirely assessed through continuous assessment, a student must complete all five components of the assessment outlined below and get an aggregate mark of 50% in order to pass. Assessment will be carried out on a continuous basis through the following tasks:

Academic Essay: Portion of the Final Mark (30%)

Students have to write one 800 to 1000-word academic essay following the rules of academic standards, essay writing, APA referencing and mechanics of language in order to practice and develop academic writing skills at the university level. The academic essay will be written in three drafts; the first draft to be peer reviewed, the second and final essay to be assessed based on the following criteria:

Second Draft (10%)	**Final Draft (20%)**
Content (4%)	Content (10%)
Language (2%)	Language (4%)
References (2%)	References (4%)
Format (2%)	Format (2%)

Presentation: Portion of the Final Mark (15%)

Each student has to make one 5-minute presentation. This will help them to acquire the skills necessary for carrying out effective oral presentations during the course of their university study. The students can choose presentation topics related to ACS101 from their programme modules. The presentations will be assessed based on the following criteria:

- Introduction 2.5%
- Content 4%
- Delivery 4%
- Presentation aids 2%
- Conclusion 2.5%

Portfolio: Portion of the Final Mark (25%)

Each student has to maintain a portfolio containing a series of exercises from both within and outside the classroom. This is to ensure the development of independent study, skills and ability to work with other students. The portfolio will be assessed based on the following criteria:

Class work and homework:

- Completeness 5%
- Extra material 3%
- Language 3%
- Neatness 2%
- Organisation 2%

Class notes:

- Completeness 5%
- Clarity and Organisation 5%

Class Test: Portion of the Final Mark (20%)

Students have to write one class test towards the end of Unit V. The test will mainly focus on features of academic writing and referencing skills.

VLE Discussion: Portion of the Final Mark (10%)

Students will contribute to VLE discussions on selected topics assigned by tutors.

- Nature of discussion 4%
- Content 3%
- Language 3%

An overview of the assessment approaches and weighting:

Areas of assessment	Quantity	Weighting
Academic essay	1	30%
Oral presentation	1	15%
Portfolio	1	25%
Class test	1	20%
VLE discussion	2	10%

Pre-requisite: None **Subject Matter**

Unit I: Academic Standards

1.1 Academic standards

1.2 Purpose of academic skills

1.3 Academic integrity and intellectual property

Unit II: Note-taking Methods

2.1 Introduction to note taking

2.2 Tips to take notes

2.3 Types of notes-taking methods

2.3.1 The mind map method

2.3.1 The outlining method

2.4 Listening and note taking

2.4.1 Practicing listening with partners

2.4.2 Listening to podcasts

2.4.3 Listening to IELTS test samples

Unit III: Academic Reading

3.1 Definition

3.2 Text features, graphic, informational and organisational aids

3.3 Reading strategies

3.3.1 Skimming and scanning

3.3.2 SQ3R

3.4 Paraphrasing

3.5 Summarising

Unit IV: Academic Writing

4.1 Definition and purpose

4.2 Features of academic writing

4.2.1 Formality

4.2.2 Structure

4.2.3 Logic

4.2.4 Evidence

4.2.5 Objectivity

4.2.6 Precision

4.3 Types of academic writing

4.3.1 Academic essays

4.3.2 Research paper

4.3.3 Literature reviews

4.3.4 Journal articles

4.3.5 Dissertation/theses and proposals

4.3.6 Reports

4.4 Academic argument

4.4.1 Definition

4.4.2 Distinction between academic argument and informal argument

4.4.3 Facts, opinions and beliefs

Unit V: APA Referencing Style

5.1 Introduction to APA referencing style

5.1.1 Using sources materials

5.1.2 Why and when to cite

5.1.3 Critical evaluation of sources

5.2 Referencing and academic integrity

5.2.1 Using sources as in-text citations

5.2.2 Direct and indirect voices

5.3 Writing references

5.3.1 Basic rules for references

5.3.2 Preparing references for different sources

5.4 Basic of APA paper layout

Unit VI: Academic Essays

6.1 Academic essay

6.2 Understanding written assignments

6.3 Writing process

6.3.1 Pre-writing, drafting, revising, editing and publishing

6.4 Essay format

6.4.1 The introduction

6.4.2 The body

6.4.3 The conclusion

Unit VII: Oral Presentations

7.1 Basics of oral presentations

7.1.1 Structure and organisation

7.2 Strategies for preparing an effective presentation

7.2.1 Signposting

7.3 Presentation aids

Reading List Essential Reading

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Department of Academic Affairs. (2019). *ACS101 Academic Skills: Students' materials*. Thimphu: Royal University of Bhutan.

Department of Academic Affairs. (2019). *ACS101 Academic Skills: Tutors' materials*. Thimphu: Royal University of Bhutan.

Additional Reading

Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). Abingdon, Oxford: Routledge.

Butler, L. (2007). *Fundamentals of academic writing*. New York, NY: Pearson Longman.

Gillet, A. (2013, January 15). *Using English for academic purposes (UEFAP): A guide for students in higher education.* Retrieved from http://www.uefap.com

Gillet, A., Hammond, A., & Martala, M. (2009). *Inside track successful academic writing.* England: Pearson Education.

Hogue, A. (2007). *First steps in academic writing*. New York: Pearson Education ESL.

Oshima, A., & Hogue, A. (2005). *Writing academic English* (4th ed.). White Plains, NY: Pearson Education.

Oshima, A., & Hogue, A. (2006). *Introduction to academic writing* (3rd ed.). New York, NY: Pearson Longman.

Ramsey-Fowler, H., & Aaron, J. E. (2010). *The little brown handbook* (11th ed.). New York, NY: Pearson Longman.

Unit I: Academic Standards

1.1 Academic Standards

Academic standards can be defined as a set of standards that students need to maintain in an academic culture. According to the Association of American Publishers (n.d.), academic standards can be understood as the knowledge and skills that students are required to use at university level. Scholarly work should follow established conventions and features of academic writing with consideration for academic integrity.

Also, "academic standards identify what students should know and be able to do in the classroom within a given subject or content area. Standards serve as goals for students' learning, guideposts for classroom instructions, and a framework for assessment" (Kimberly Area School District, 2018, para. 1).

It relates to the intellectual abilities of students and demonstrates the ability to meet a specified level of academic attainment, related to objectives or stated outcomes, operationalised via performance on assessed pieces of work (Harvey, 2006).

Further, academic standards are an explicit level of academic attainment that is used to describe and measure academic requirements and achievements of individual students and groups of students (United Kingdom Higher Education Quality Council, 1997).

1.2 Purpose of Academic Skills

To be successful at university, students need to develop their academic skills. These skills help students to become more effective at university level, develop research ideas and study skills that will help them during their study period and in the future.

Developing academic skills will help students to achieve the academic success that reflects their full potential. As part of this module, students will study essential academic skills such as note-taking, academic reading, academic writing, using references in their academic work and oral presentations. These skills are transferable to future careers.

Moreover, academic skills enhance the four basic skills of the English language such as listening, speaking, reading and writing (LSRW). These skills are a set of four capabilities that allow students to comprehend and produce language that is necessary for both academic and non-academic settings. To achieve these, all the skills need to be integrated into the teachinglearning process.

1.3 Academic Integrity and Intellectual Property

Academic integrity is "a core value" that "involves acting with honesty, fairness, trust and responsibility" (UOW, 2018, para. 1). If students fail to observe academic integrity, they will be penalised for instances of academic dishonesty.

Exercise 1

Discuss, in pairs, the following statements and categorise these actions as 'cheating', 'not cheating' or 'it depends'.

1. You copy just one answer from another student's homework and submit it.
2. You use a single sentence from an online source with a citation.
3. You discuss ideas with another student while preparing for an assignment.
4. You have been assigned a presentation task on IT skills. You include pictures downloaded from the internet on your slides.
5. You wrote a 5-page paper arguing against an issue in your History I class. Your History II lecturer assigns the same kind of paper three weeks later. You edit the same History paper and submit it.
6. You used a piece of information in an assignment with proper conventions. However, you reproduced the same information without acknowledgement in an exam response.

7. You quote a sentence from a reading or lecture slides in an assignment with acknowledgement.
8. Your command of written English is not as good as you would like it to be. You explain to your friend what you want to say in the essay – all your own ideas – and your friend writes it for you, and you then submit it.
9. You are unfamiliar with the essay topic assigned for ACS101. You realise your senior knows more about the topic so you ask her to write the assignment and submit it.
10. You have been assigned as part of a group to complete a group assignment. All members of the group work on some sections of the assignment, but you did the majority of the work so you submit it as an individual assignment.

Academic Integrity at the Royal University of Bhutan

According to the *Wheel of Academic Law* (2017, p. 85), academic dishonesty is considered as one of the following:

Collusion: the representation of a piece of unauthorised group work as the work of a single candidate

Commissioning: submitting an assignment done by another person as the student's own work

Duplication: the inclusion in coursework of material identical or substantially similar to material that has already been submitted for any other assessment within the University

False declaration: making a false declaration in order to receive special consideration by an Examination Board or to obtain extensions to deadlines or exemption from work

Falsification of data: presentation of data in laboratory reports and projects based on work purported to have been carried out by the student, which have been invented, altered or copied by the student

Plagiarism: the unacknowledged use of another's work as if it were one's own Examples of plagiarism are:

- verbatim copying of another's work without acknowledgement
- paraphrasing of another's work by simply changing a few words or altering the order of presentation, without acknowledgement
- ideas or intellectual data in any form presented as one's own without acknowledging the source(s)
- making a significant use of unattributed digital images such as graphs, tables and photographs taken from text books, articles, films, plays, handouts, internet or any other source, whether published or unpublished

- submission of a piece of work which has previously been assessed for a different award or module or at a different institution as if it were new work
- use of any material without prior permission of copyright from the appropriate authority or owner of the materials used.

Exercise 2

Reread the statements in exercise 1 and justify different categories of honest and dishonest academic practices.

Videos on Academic Integrity

Video lessons on academic integrity are available at:
https://www.youtube.com/watch?v=2wvXEAO4Q44 and
https://www.youtube.com/watch?v=dRRUeCEUm5E

Intellectual Property

The World Intellectual Property Organization ([WIPO], 2018, para. 1) defines intellectual property (IP) as "creations of the mind such as inventions; literary and artistic works; designs and symbols, names and images used in commerce".

Further, WIPO mentions five types of IP such as copyright, patents, trademarks, industrial designs and geographical indications, and it defines these as follows:

Copyright: It is a legal term used to describe the rights that creators have over their literary and artistic works.

Patent: It is an exclusive right granted for an invention. A patent provides the paten owner with the right to decide how – or whether – others can use the invention.

Trademark: It is a sign capable of distinguishing the goods or services of one enterprise from those of other enterprises.

Industrial design: It constitutes the ornamental or aesthetic aspects of an article.

Geographical indication: It is used on goods that have a specific geographical origin and possess qualities, a reputation or characteristic that are essentially attributable to that place of origin.

Videos on Intellectual Property

Video lessons on intellectual property are available at:
https://www.youtube.com/watch?v=EQsZf2G4Sdc and
https://www.youtube.com/watch?v=g4Tbq22NHag

Exercise 3

At the end of the video lessons, allow students to analyse and share to the class the importance of academic integrity and intellectual property.

Exercise 4

As a take home task, ask students to find one case or example each of academic dishonesty and theft of intellectual property and share to the class.

Unit II: Note-Taking Methods

2.1 Introduction to Note-taking

Taking notes is the most effective way of storing the information that students receive during lectures or seminars. It is impossible to remember all the information that is given to students; so, making notes allows them to store information until they are ready to make use of it. They also need to make notes for a variety of other reasons. These include notes for revision, an assignment or exam, to use during group work and as a record of their research. There are different methods of taking notes. Students may use any note-taking method.

Adapted from http://data.bolton.ac.uk

Benefits of Note-taking

Taking notes is an important part of different study strategies. Among other benefits, it helps students to:

- listen actively and critically to what is being taught
- prepare for effective writing and well-connected arguments
- organise information according to their learning
- improve their understanding by converting difficult ideas into their own words
- aid their knowledge growth and retention power
- manage their study time by focusing on important information
- create a concise and condensed record for study assess their progress of study.

Video Lesson

A video lesson for note taking is available at https://www.youtube.com/watch?v=UAhRf3U50lM

2.2 Tips to Take Notes

The following tips, in the form of 5 Rs, should be used to take notes. Students can:

- Record – be selective and recognise the key concepts
- Reduce – make your notes brief by using keywords and abbreviations
- Recite – read and recall notes
- Reflect – analyse the significance of notes
- Review – prepare for exams or assignments or presentation

2.3 Types of Note-taking Methods

There are a number of note-taking methods, depending on the suitability of different individuals. Given that the majority of RUB students tend to use either the mind map or outline methods, these two are included in this material.

2.3.1 Mind Map Method

Taking notes using the mind map method helps students to think creatively. This method includes the use of images, colours, symbols, arrows and capital letters. It helps to convey meaning by showing the relationship between concepts, and by highlighting important points. The mind map is also referred to as 'brain patterns' as they are said to reflect how the brain works, and it can help to handle more than one idea at once. They are also useful for selecting ideas after 'brainstorming' sessions and, in particular, for planning essays and exam revision.

Adapted from http://data.bolton.ac.uk

Advantages of the Mind Map

The use of the mind map method has the following advantages as:

- it is user-friendly for all age groups of learners
- using images and colours stimulates the mind and aid memory
- a limited use of words leads to conciseness
- new ideas and information can easily be added it promotes the free flow of ideas by being open-ended
- revision is made easier as its uniqueness aids recalling.

Disadvantages of the Mind Map

This method has the following disadvantages, as it:

- looks too clustered if students are not able to structure well and choose the right key words
- will cost some time, experience and discipline to become a good mind map user
- becomes challenging to make it logical and consistent can become untidy for complicated topics.

Steps to Construct Mind Maps

According to Buzan (1995), while constructing mind maps, students should:

- Start in the centre of the page with a keyword or phrase. The student may conceptualise the topic as an image.
- Then use lines to extend from the centre in a radiating pattern. The lines closest to the core of the mind map can be thicker than those at the periphery.

- Select key words and phrases, and position each word in its own space, separate from others, on one of the extending lines. Each line is the same length as the key word or phrase.
- Each line branches off from the earlier line to form another sub-concept or sub-level of detail. Nevertheless, all extending lines at the periphery link back to the mind map core.
- Make effective use of colour, incorporating at least three colours throughout the mind map. The colours students select can develop into their own code of meaning. Here, a certain colour is used to connect key words and phrases in a related topic or sub-topic area within the mind map.
- Use images, symbols, and codes, where relevant, throughout your mind map. These may contribute to their own mind mapping style.

Retrieved from http://owll.massey.ac.nz/study-skills/mind-maps.php The box below shows an example of the mind map method:

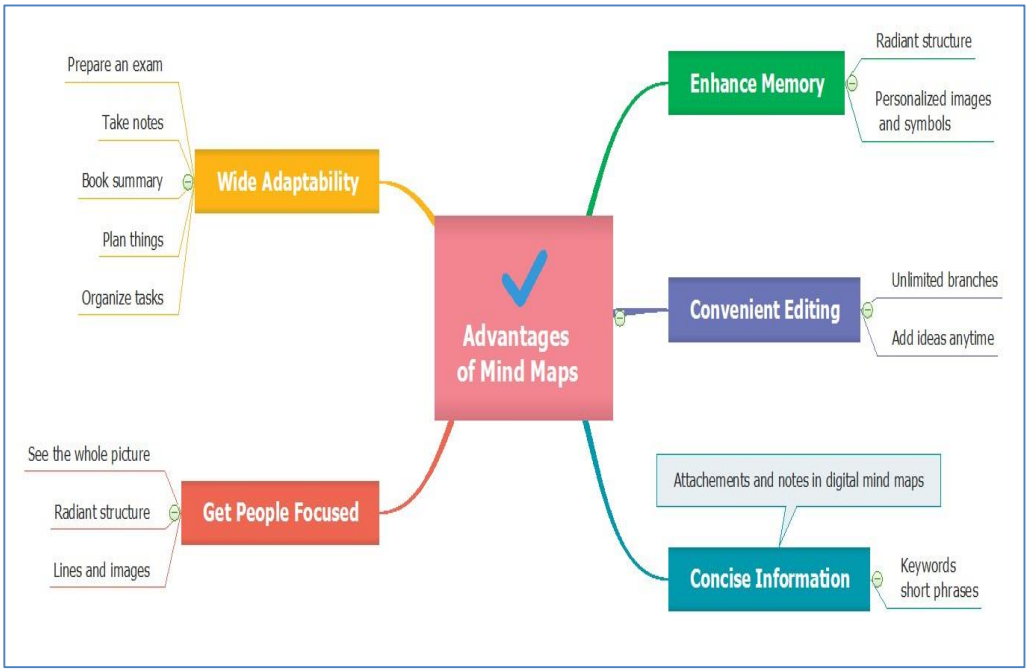


Figure 1: Mind map method (adapted from http://www.mindmapsoft.com)

Following youtube links will help you to understand how mind map method can be used for note taking.

https://www.youtube.com/watch?v=wLWV0XN7K1g

https://www.youtube.com/watch?v=5nTuScU70As

2.3.2 The Outlining Method

The outlining method consists of taking notes by organising ideas into topics and sub-topics in an outline or bullet/dash format, or with indentation or numbering.

The following box gives both information and example regarding the outlining method.

Page number ..... Today's date .....

Class Topic: How To Outline Notes

I. The first level is reserved for each new topic/idea and is very general.
   a. This concept must always apply to the level above it (I)
      i. This concept must always apply to the level above it (a)
      ii. This is a second supporting piece of information for the level above it (a) but is equal to the previous information (i)
      iii. This information is a sister to (i) and (ii)
   b. This concept applies to the level above it (I) and is a "sister" to (a)

II. You don't have to use Roman Numerals, Letters, and Numbers – try only indents, dashes, and bullets!

III. Outlining requires listening and writing in points in an organizational pattern based on space indentation a. Advantages to outlining

i. It is well-organized
ii. It records relationships and content
iii. It reduces editing and is easy to review by turning the main points into questions b. Disadvantages to outlining
   i. It requires more thought during class for accurate organization.
   ii. It does not always show relationships by sequence.
   iii. It doesn't work well if the lecture is moving at a quick pace.

Figure 2: Outlining method (Adapted from https://www.gvsu.edu/cms4/asset/91D2F15F-DAF4-C2F7-B659ECCACE9E7375/1five_methods_of_notetaking.docx_updated_7-09.pdf)

Exercise 1

Read the following passages A and B, and take notes using the two methods of note taking.

Passage A

Animals living in modern zoos enjoy several advantages over animals in the wild; however, they must also so suffer some disadvantages. One advantage of living in the zoo is that the animals are separated from their natural predators; they are protected and can, therefore, live without risk of being attacked. Another advantage is that they are regularly fed a special, wellbalanced diet; thus, they do not have to hunt for food or suffer at times when food is hard to find. On the other hand, zoo animals face several disadvantages. The most important disadvantage is that since they do not have to hunt for food or face their enemies, some animals became bored, discontented or even nervous. Another disadvantage is that zoo visitors can endanger their lives. Some animals can pick up airborne diseases from humans.

Passage B

The World Health Organization began a dichlorodiphemyltrichloroethane (DDT) spraying programme that virtually eliminated malaria. But other things began to happen. Besides killing mosquitoes, the DDT killed other insects that lived in the houses such as flies and cockroaches. These insects were the favourite food of geckos (small lizards). And so when the geckos ate the dead insects, they died from DDT poisoning. Similarly, the house cats ate the dead geckos and cockroaches, and they too died from the DDT poisoning. As a result, the rat population rose sharply, and the human population of Borneo began to die from a type of plague carried by fleas on the rats. In order to deal with the emergency, thousands of cats were parachuted into the island, in what was called 'Operation Cat Drop'.

Adapted from: eu.lib.kmutt.ac.th/.../08%20Note-taking%20from%20Reading.pdf

2.4. Listening and Note-taking

As part of their university learning, students have to participate and listen to seminars and speeches in addition to regular lectures. Therefore, they have to take notes for future reference and make contributions to the subsequent discussions.

Exercise 2

With a partner, make a list of some of the difficulties you faced as a result of moving from school to college.

Note: To do the following exercises, tutor will play a BBC programme available at http://httpws.bbc.co.uk.edgesuite.net/mp3/learningenglish/2009/04/talk_about_english_academic_01_a u_bb.mp3

Exercise 3

Explain how your difficulties are similar or different to your partner.

Exercise 4 (6.10 – 6.58)

Simon Williams is a tutor of English for Academic Purposes (EAP), which is similar to the module you are learning now. What does Simon Williams believe causes difficulties for students in lectures?

Exercise 5 (6.10 – 8.13)

Listen to a BBC podcast – from 6.10-8.13 – where Simon Williams and the BBC presenter advise about listening and note taking. What do they say?

Exercise 6 (8.13 – 9.17)

Listen to some students discussing how to improve English skills. What advice do they give?

Exercise 7

Discuss the following questions with a partner.

1. How do you feel about listening to lectures?

2. Do you follow any of the advice given in the BBC programme?
3. Do you think following it would help you? Why/not?

2.4.3 Listening to IELTS Test Samples

The students will listen to a series of IELTS practice tests for learners of English.

Exercise 8

In this part of the IELTS test, you will listen to a dialogue and complete a form. Read the form carefully before you listen.

A new business owner enquires about course. Listen to the conversation and complete each gap with no more than THREE words.

The audio is available at: https://www.examenglish.com/IELTS/IELTS_listening_part1.htm

BUSINESS NATIONWIDE
Courses available

Name of Course:	(0) *Getting Started*
Time:	Two hours from (1) _____
Cost:	Free
Course Content:	Is starting a business right for me?
	Writing a (2) _____
	Some legal issues
Nearest Location:	Handbridge
Next Course Date:	20 March
Name of Course:	(3) _____
Length of course:	(4) _____
Cost:	(5) _____ or £20 for recently unemployed
Course Content:	Day One: Legal Issues
	Day Two: Marketing and Pricing
	Day Three: Accounting and (6) _____

Nearest Location:	Renton
Next Course Date:	5 March or (7) _____

CALLER'S DETAILS

Name:	(8) _____
Address:	(9) _____, Eastleigh
Email:	(10) _____

Adapted from https://www.examenglish.com/IELTS/IELTS_listening_part1.htm

Exercise 9

In this part of the IELTS test, you will listen to a telephone conversation. Read the questions carefully before you listen. You should only listen to the audio once.

The audio is available at: https://www.examenglish.com/IELTS/IELTS_listening.htm

Susan is telephoning a travel agency. Before listening to the conversation, read the enquiry form carefully. Then listen and complete each gap with no more than THREE words.

Worldbridges Travel Agency Ltd Enquiry form

Enquiry regarding holiday in	_____
Number of people:	_____
Kind of accommodation needed:	_____
Price (£):	_____
Location:	_____
Customer´s name:	_____
Enquiry made in	_____
When would Susan and her friends travel cheaper?	_____
How far from the beach is the accommodation offered?	_____
Who has already visited Greece?	_____
What will Susan have to do before phoning Arnold again?	_____

Adapted from https://www.examenglish.com/IELTS/IELTS_listening.htm

Exercise 10

In this part of the IELTS test, you will listen to a dialogue about foundation courses and then answer questions. Read the questions carefully before you listen.

The audio is available at https://www.examenglish.com/IELTS/IELTS_listening_part3.htm

Listen to a student talking to a college representative about foundation courses. Then answer the questions.

1. Which THREE of the following are features of foundation courses?

- low fees
- full-time education
- work experience
- small class sizes
- an honours degree qualification

2. What do students learn about in the following modules? Match the content to each module:

i. Organisational Behaviour

- Leadership skills, in theory and practice
- Relationship between society and public services
- Motivating people in an organisation
- How social behaviour affects public service work
- The design and structure of organisations
- Keeping management costs low
- Preparing a budget and finding funds ii. Managing People
- Leadership skills, in theory and practice
- Relationship between society and public services
- Motivating people in an organisation
- How social behaviour affects public service work
- The design and structure of organisations
- Keeping management costs low
- Preparing a budget and finding fund iii. Individual and Group Behaviour
- Leadership skills, in theory and practice
- Relationship between society and public services
- Motivating people in an organisation
- How social behaviour affects public service work
- The design and structure of organisations
- Keeping management costs low

- Preparing a budget and finding fund iv. Financial Resources
- Leadership skills, in theory and practice
- Relationship between society and public services
- Motivating people in an organisation
- How social behaviour affects public service work
- The design and structure of organisations
- Keeping management costs low
- Preparing a budget and finding fund

v. Applied Psychology for the Public Services

- Leadership skills, in theory and practice
- Relationship between society and public services
- Motivating people in an organisation
- How social behaviour affects public service work
- The design and structure of organisations
- Keeping management costs low
- Preparing a budget and finding fund

3. Complete the entry requirements below. Write no more than three words or a number for each answer.

Entry Requirements

GCSEs in _____ (grade C or above)

A Levels: _____ points, including one complete A level.

Adapted from https://www.examenglish.com/IELTS/IELTS_listening_part3.htm

Exercise 11

In this part of the IELTS test, you will listen to a talk about superstitions and then answer questions 1-10. Read the questions carefully before you listen.

The audio is available at https://www.examenglish.com/IELTS/IELTS_listening_part4.htm

Listen to a talk about superstitions.

Questions 1-3
Complete the table. Write **no more than three words** in each space.

The Origin of Superstitions

(1)	Represents the people dining at Christ's last supper

(2)	Represents taking power from Tree Gods
walking under a ladder	The ladder forms a (3) _____ that represents the Holy Trinity.

Questions 4-6

Complete the Summary below. Write **no more than three words** in each space.

Student Mark Levin wanted to test whether having a (4) _____ walk across your path brings good or bad luck. He invited people to play a game that involved (5) _____. The cat was encouraged to walk across their path, and the players continued with their game. As a control, Mark repeated the experiment with a (6) _____. Results showed that the superstition had no effect on the game.

7. The story of Barnett Helzberg illustrates that:

- The success of Helzberg's jewellery stores was due to luck.
- Helzberg's luck started with a chance meeting.
- It was lucky that Helzberg recognised Warren Buffett.

8. In his newspaper experiment, Wiseman noticed that ...

- 'Lucky' people really are luckier than 'unlucky' people.
- Some unlucky people are luckier than they think they are.
- There was no difference between the results of lucky people and unlucky people.

9. Wiseman concluded that lucky people...

- Are more anxious than unlucky people.
- Have more varied lives than unlucky people.
- Are more fixed on their goals than lucky people.

10. Wiseman's work shows that ...

- There is some truth in superstitions.
- It is possible to learn how to be lucky.
- There are no 'lucky' people and 'unlucky' people.

Adapted from https://www.examenglish.com/IELTS/IELTS_listening_part4.htm

Unit III: Academic Reading

3.1 Definition

Academic reading is defined as "reading with a specifically academic and educational purpose" (Universidad del Rosario, n.d., para. 1). It differs from other forms of reading in not only the

content of what is read, but also in how students read it and what the author expects the reader to do. Students have to use clearly defined reading strategies to complete essential tasks, as it helps them to organise information, reflect on a topic and learn. Students can also employ the numerous text features, graphic, informational and organisational aids to help their learning.

3.2 Text Features, Graphic, Informational and Organisational Aids

Knowing the purpose and contents of texts helps students to decide which texts are useful for their study needs and references. Different text features and organisational aids indicate the contents of the whole text.

Exercise 1

Select any text in the classroom and make a list of various text features and discuss with a partner.

The following table gives detailed information about various text features:

Text Feature	Description
Textual Feature: Special ways in which the words in the text appear	
Italics/bold face	Authors often use these to highlight important terms or concepts or to show that definitions can be found in the glossary. Boldfaced or italicised words are a signal that the word is important and that students should pay special attention to it. Publishers use bold texts to highlight specific terms, names or events that should be remembered.
Bullets/numbering	Bullets are used to emphasise sections of text and are symbols such as dots, or diamonds in order to: • break the long sentence into points form • enhance readability and credibility • grab attention and highlight important points. • The numbering feature is similar to bullets only that it uses numbers instead of symbols.
Font/coloured print	The style and colour of the text sends the reader signals about how to read the content.
Graphic Aids: Provides a visual representation to support and extend text information	

Charts and graphs	Authors use charts and graphs to illustrate specific points or to present information contained in the text in a visual/symbolic format that is more easily understood by readers. Information is presented in a way that catches the eye and draws the attention of the reader to these features that expand on the concepts in print.
Diagrams and sketches	Diagrams and sketches help the reader understand steps, how objects are made, or information in the text.
Pictures	Pictures assist readers visualise the text, and help tell the story. It helps the reader understand an idea from the text that was unclear.
Maps and timelines	Maps and timelines help extend meaning and summarise the text for readers. They help the reader understand where an event happens and how far away an event took place. Timelines show important events in chronological order and help the reader understand the order of events and how one event may have led to another.
Tables or figures	Tables or figures organise a large amount of information in a small space. They represent all kinds of data, from numbers and amounts to calendars and menus. They allow a reader to get information at a glance and later compare it with that in the text.
Cross-sections	Cross-sections explain information visually.
Informational Aids: Provides additional information beyond the main word in the text	
Captions	Captions draw attention to instances in the image, and its relevance to the text.
Boxed information or questions	Provides more information than is in the text about a topic. It includes interesting facts or important information the author wants the reader to know.
Organisational Aids: Helps the reader see how the text is organised	

Titles	Titles offer readers a glimpse of what they are going to read about.
Headings	Headings help readers chunk information and provide a preview of the text.
Subheadings	Subheadings are useful for identifying the main topic for a section of text. One way to use subheadings is to turn them into questions that need to be answered.
Table of contents	This is a large outline that enables readers to not only know where they are within the text, but also offer them a roadmap to where they are headed. It generally lists chapters, units or sections, page numbers and titles that will further develop the outline.
Footnotes	More explanation on a term, name, or event.
Glossary	A glossary provides a basic understanding of concept or vocabulary or finding important information in the form of a term, person, idea, or place. It is helpful in summarising key terms and concepts.
Appendix	It provides additional information and support materials that may be referenced in various parts of the text.
Index	An index is an alphabetical listing of subjects, people, places/events covered in the text. Students find it useful to locate supporting information.

3.2 Reading Strategies

University students have to read complex texts throughout the course of their study. They have to use different reading strategies to successfully complete academic tasks. By using different reading techniques, students will be able to understand the text better, focus on specified information and save time.

Exercise 2

Tick against the statements that describe what you do when you read.

4. I try to pronounce the words as I read them to help me understand.
5. I usually read every piece of writing the same way and at the same speed.

6. I read each word slowly, one at a time.
7. I like to guess the meaning of words before using my dictionary.
8. I always try to use my dictionary first to find the meaning of words I do not understand.
9. I stop reading when I come to a word I do not know.
10. I usually move my lips or speak aloud when I read.
11. I think reading aloud is more important than reading silently to myself.

Effective Reading Ways

The following are some effective ways to improve reading. Effective readers:

- Do not worry if they cannot pronounce a word. They think about the meaning.
- Use different strategies for different types of reading. For example, they read a textbook more slowly and more carefully than a novel.
- Read words in groups (both orally and silently), not one word at a time.
- Guess when they do not know a word. They use the information before and after the unknown word as well as their general knowledge to make a good guess.
- Seldom stop reading to use a dictionary. They use their dictionary only if they see the same word three or four times or if the word seems important.
- Keep reading even if they do not know a word. If they lose the meaning, then they go back to re-read.
- Do not worry about reading aloud – they know it is easier to get the meaning when reading faster and silently.

3.2.1 Skimming and Scanning

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through the text for different purposes. Skimming is reading rapidly in order to get a general overview of the text. It is useful as a preview to a more detailed reading or when reviewing a heavy text. Scanning is reading rapidly in order to find specific information. It also uses keywords and organisational cues to locate particular facts.

Adapted from: http://www.butte.edu/departments/cas/tipsheets/readingstrategies/skimming

Exercise 3

Scan texts 1 and 2 below and say what they are about.

Text 1 Water Wars: Introduction to the Issues

There are four key issues to consider when thinking about global water issues:

Water scarcity: In some parts of the world a changing climate is drying up traditional water sources and leading to erratic weather, leaving 1.1 billion people without access to safe water. This causes conflict over scarce resources, puts strain on the women of the family to

walk miles for water, leads to death and illness from drinking unsafe water, and affects food production, leading to hunger and increased global food prices when there is a decline in supply.

Water sanitation: Throughout poor countries, access to clean water and basic sanitation is the major water threat, with 2.6 billion lacking adequate sanitation leading to 5 million deaths per year. People living in extreme poverty such as slum dwellers, for example, do not pay rent for their land nor taxes and thus are deprived of basic city services like sewage treatment and water delivered through pipes. It is estimated by 2030 that 2 billion of the world's people will live in slums.

Water access: Water access links to both scarcity and sanitation issues in many parts of the world, but is in and of itself a problem as well. For the most part, it means that even if there is enough water for people in an area (through ground water, a spring or a river) there is no water infrastructure in an area (such as a well, pipes or a capped spring). This problem often results in long distance water walking or water sanitation problems. Furthermore, while the world's water sources are depleting, the world's population is growing. In the past 100 years, the world's population has tripled yet water consumption has increased six fold, leaving more people living under conditions of extreme water stress.

Resource management: This is often a political issue in water scarce or water stretched areas. It usually means that there are many groups vying to use the same water source and that without political intervention there becomes a frightening "race to the bottom" as all interested parties scramble to use as much of the water as they can. Adapted from http://waterwars.pulitzergateway.org/?p=5792

Text 2 Precious Fluid

Today in almost every area of the world one chooses to look at there is a water problem - scarcity, depletion, pollution, lack of sanitation, a change is rain patterns due to global warming, big dam projects blocking up rivers, privatisation, inequities of distribution, crossborder conflict, profligate use and mismanagement. Take your pick. But let's start with overuse.

We learn at school that freshwater on earth follows a cycle: it is constantly being replenished, some of it soaking into the ground and into vegetation, some of it meandering through streams and rivers on its way back to the sea. But at what stage of our lives do we forget this important lesson? The moment one starts using freshwater beyond the rate at which it can be replenished, the hydrological cycle is endangered.

The crisis is particularly acute in relation to our groundwater reserves, lying deep under the surface in aquifers, upon which a third of the world's population depends. Water can take thousands of years to percolate into aquifers (some contain water from the last ice age). Some have since sealed up, allowing little possibility of recharge. Because the reserves of water they hold are large, humans have been tapping them like there is no tomorrow. Currently, we are pumping out about 200 billion cubic metres (1 cubic metre = 908 litres) more than can be recharged, steadily using up our water capital.

Adapted from: https://www.nhti.edu/student-resources/where-can-i-get-help-mystudies/study-solutions-lab/reading-and-learning-sq3r

Exercise 4

Skim Texts 1 and 2 above, and discuss what aspect of water each text says.

Exercise 5

In pairs, read each text and present the main ideas from the two texts to each other.

3.2.2 SQ3R Method

The SQ3R method is a step-by-step approach to studying texts by following five simple steps such as Survey, Question, Read, Recite and Review. It enhances students' understanding, helps to process and retain written information, by making their study time efficient and effective. It also helps students to predict and prepare answers for exam questions.

The SQ3R method is described below:

Survey

The purpose of surveying a text is to get a general idea of what it is about, what kind of information the author gives, how many sub-topics the information is divided into and how much time will be spent reading it.

Question

Turn the heading into a question. The reason for creating a question out of each heading is to set a purpose for reading the material in detail.

Read

Read the section of the text that has a heading for an answer to the question asked in step two.

Recite

Recite the answer to each question to yourself. Put the answer into your own words.

Review

Review the material to understand and remember it. The purpose of reviewing is to help you prepare for the eventual test.

3.3 Paraphrasing

Students often find paraphrasing and summarising similar. However, a paraphrase is rewriting information from an outside source in one's words without changing the meaning while summarising is condensing the most essential ideas of someone else's work into a shorter form. A paraphrase includes almost all the content of the original passage, and it has a similar length to the original text. By contrast, a summary is much shorter than the original. Further, a summary is a statement about the text from the reader's perceptive while a paraphrase is a restatement of the text from the narrator's perspective.

The texts below show an example of an original passage and an acceptable and unacceptable paraphrase.

Original Passage

Language is the main means of communication among people. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among people. For many years, people have dreamt of setting up an international universal language that all people could speak and understand. The arguments in favour of a universal language are simple and obvious. If all people spoke the same tongue, culture and economics ties might be much closer, and good will might increase between countries (Kispert, 2004).

Acceptable Paraphrase

Humans communicate through language, but because there are so many different languages people around the world have a difficult time understanding one another. Some people have wished for a universal international language that speakers all over the world could understand. Their reasons are straightforward and clear. A universal language would build cultural and economic bonds. It would also create better co-oporation among countries (Kispert, 2004).

Unacceptable paraphrase

Language is the principal means of communication between people. However, because there are numerous languages, language itself has frequently been a barrier rather than an aid to understanding among the world population. For many years, people have envisioned a common universal language that everyone in the world could communicate in. The reasons for having a universal language are clearly understandable. If all countries spoke the same tongue, they would undoubtedly become closer culturally and economically. It would probably also create good will amongst nations (Kispert).

Adapted from:

Oshima, A., & Hogue, A. (2005). *Writing academic English* (4th ed.). White Plains, NY:

Pearson Education.

Exercise 6

Paraphrase the following passage.

Europeans often observe that Americans schedule everything except time for relaxation. This is particularly true of American executives, who drive themselves too hard, often at the expense of their families and their health. Americans have fewer holidays and take shorter vacations than do Europeans. In the opinion of many German and French executives, American executives are obsessed with work; they are workaholics. Most Europeans do not accept working on weekends or holidays; they reserve these times for themselves and their families (Hall and Hall, 1995).

3.4 Summarising

The following are the steps for writing a summary. When summarising, the student should:

Step 1: Skim the text to get an idea of what it is about.

Step 2: Underline the thesis statement in the first paragraph.

Step 3: Read the text carefully. Be selective when you highlight.

Step 4: Reread the text again. This time take notes on the key ideas in each paragraph using your own words.

Step 5: Once you understand the text, write your first sentence. Express in one sentence the thesis of the text. A good model for your first sentence is to include the author's name, the title, and the thesis.

Step 6: Write the body of the summary. Condense the information in the original text to a third of its size.

Step 7: Re-read your summary and make certain you have accurately represented the authors' ideas and key points.

Step 8: Revise for style, grammar and punctuation.

The following examples show the differences between a summary and a paraphrase:

Original Text (84 words)

Language is the main means of communication between people. However, so many languages have developed that language has often been a barrier rather than an aid to understanding among people. For many years, people have dreamed of setting up an international universal language that all people could speak and understand. The arguments in favour of a universal language are simple and obvious. If all people spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert, 2004).

Paraphrase (63 words, about the same length as the original)

Humans communicate through language, but because there are so many different languages people around the world have a difficult time understanding one another. Some people have wished for a universal international language that speakers all over the world could understand. Their reasons are straightforward and clear. A universal language would build cultural and economic bonds. It would also create better co-operation among countries (Kispert, 2004).

Summary (28 words, much shorter)

People communicate through language; however, having different languages creates communication barriers. A universal language could bring countries together culturally and economically as well as increase co-operation among them (Kispert, 2004).

Adapted from:

Oshima, A., & Hogue, A. (2005). *Writing academic English* (4th ed.). White Plains, NY: Pearson Education.

Exercise 7

Read and summarise the text below in an academic way.

A World Empire by Other Means

English is everywhere. Some 380 million people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world's population are in some sense exposed to it and by 2050, it is predicted, half the world will be more or less proficient in it. It is the language of globalisation – of international business, politics and diplomacy. It is the language of computers and the internet. You'll see it on posters in Cote d'Ivoire, you'll hear it in pop songs in Tokyo, and you'll read it in official documents in Phnom Penh. Deutsche Welle broadcasts in it. Bjork, an Icelander, sings in it. French business schools teach in it. It is the medium of expression in cabinet meetings in Bolivia.

Truly, the tongue spoken back in the 1300s only by the 'low people' of England, as Robert of Gloucester put it at the time, has come a long way. It is now the global language.

How come? Not because English is easy. True, genders are simple, since English relies on 'it' as the pronoun for all inanimate nouns, reserving masculine for bona fide males and feminine for females (and countries and ships). But the verbs tend to be irregular, the grammar bizarre and the match between spelling and pronunciation a nightmare. English is now so widely spoken in so many places that umpteen versions have evolved, some so peculiar that even 'native' speakers may have trouble understanding each other. But if only one version existed, that would present difficulties enough.

Adapted from:

Oshima, A., & Hogue, A. (2005). *Writing academic English* (4th ed.). White Plains, NY:

Pearson Education.

Unit IV: Academic Writing

4.1 Definition

Academic writing is writing that students practise at college or university as part of their study life. In other words, it is a kind of writing that students and scholars maintain by using a set of standard conventions. **Purpose of Academic Writing**

Students should be aware why they are writing. According to Baily (2011, p. 3), the most common reasons for academic writing are to:

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

Types of Academic Writing

Academic writing includes all types of writing that students write as part of their university studies. These include various genres such as academic essays, reports, lab reports, case studies, exam responses, research papers, dissertations and theses.

Exercise 1

Which of the following are examples of academic writing? Mark 'A' for Academic, and 'NA' for Not Academic.

1. A letter to a newspaper
2. An essay on the topic 'Why I love my country'
3. A report by the college president on the academic year
4. A letter to a friend
5. An essay on the question 'Describe the chemical composition and configuration of enzymes and discuss the factors that modify enzyme structure and/or function.'
6. An article in a published journal, for instance in the *Journal of Bhutan Studies*
7. A report by a student on a field experiment that involved counting the number of insect species present in a given area
8. A chapter in a best-selling book on how to be a great businessman
9. A chapter in a book reporting the results of a large scale study on the psychological factors that lead to success in business
10. An essay on the topic 'Globalisation is a major threat to Bhutanese culture and identity. To what extent do you agree with this claim?'

4.2 Features of Academic Writing

Academic writing is the kind of writing students are asked to do at college. However, genres differ from one discipline to the next, which means that what is considered good academic writing in one classroom may not be considered so in another (Oslen, 2013).

According to Oslen (2013, p. 4), some prominent features of effective academic writing are:
Reason over emotion

- The student's claims are made with adequate supporting evidence.
- The student is not hyperbolic in his or her claims.
- The student presents a clear line of reasoning to support his or her argument.
- Evidence of being open-minded and disciplined
- The student, where appropriate, includes and acknowledges opposing views.
- The student includes a variety of credible sources.
- The written product assumes a rational reader
- The reader will look for gaps in the student's argument and the student anticipates this.
- The student assumes the reader is willing to be persuaded. The student, therefore, offers a clear line of reasoning in an effort to persuade.

Exercise 2

Read the following extracts from two students' texts 1 and 2, and find out what each is about.

Text 1

There is substantial research evidence to suggest that internet addiction is a growing phenomenon, and that this addiction may have serious social and personal consequences. Studies have found incidence of online addiction in a number of countries. A recent, largescale survey carried out by Leeds University psychologists found that 1.2% of respondents in Britain were addicted to the internet (Young, 2009, p. 67). A second survey of 2,000 British people aged between 16 and 40, found that 2.3% could be categorised as internet addicts (Shale, 2010, p. 5). Internet addiction has been identified as a problem in many other societies, including India (Nalwa & Anand, 2003), and China (Li, 2004).

Internet addiction is commonly linked to depression, loneliness and social isolation. However, there is debate about whether depression leads to internet dependence or vice versa (Morrison, 2010; Naylor, 2008). It seems likely that people who are socially isolated or depressed turn to the internet as a source interaction, social contact or distraction. In China, however, the medical establishment tends to view internet addiction as a cause rather than a consequence of psychological problems and in Beijing online addiction clinics have been set up to treat this growing phenomenon (Griffiths, 2009). **Text 2**

I think it's not the net that's the problem, when we talk about online addiction. I think we get addicted to stuff if we're depressed. My brother split up with his girlfriend and he started

spending hours online. Why? 'Cos he was unhappy. That proves that addiction is caused by depression and not the other way round. Research shows that lots of British people are addicted to the internet. Internet addiction's a growing problem with big consequences for the world. In fact, 2.3% of all British people are internet addicts! And there are lots in China and India too. Chinese psychologists think that the internet's the problem and causes depression. They've set up special clinics to treat online addicts. Personally, I think that's pretty stupid – they should look at why people get addicted. And they should change and give Tibet back to the Tibetans too. That would make lots of people less depressed.

Exercise 3

Read Texts 1 and 2 again and discuss these questions with a partner.

1. Is the topic the same in each text?
2. Is the basic information the same in each text?
3. Which would be a more acceptable piece of writing at university? Why?

Formality

Academic language is more formal than everyday language.

Exercise 4

Look at Text 2 and find five examples of informal language.

Structure

Academic writing is structured. In other words, it follows predictable patterns and goes from one idea to another in a direct, logical and linear manner. It makes the links between ideas clear by using 'signposts' – words or phrases that show how one idea relates to another. **Exercise 5**

Which text is more structured – Text 1 or Text 2? Explain.

Logic

Academic writing must be logical. It must show the thinking that led the writer to reach the conclusion. The ideas and information in academic writing must have clear, logical relationships to each other, and these relationships should be signalled in your writing. **Exercise 6**

Look at Text 2 and find two examples of where it is not logical.

Evidence

Academic writing is based on evidence not opinion. As undergraduate writers, the evidence one uses will come from books, journals or websites written by people who are experts in their field. These are referred to as sources.

Exercise 7

How many sources are used in Text 1? What information does the writer give to tell readers that the writer read the information somewhere?

Objectivity

In everyday language, people are often subjective. One does not always base opinions on evidence, and may over-generalise and exaggerate. People often assume that one's views are right, and those of others are wrong. However, academic language is objective. In an academic environment, tutors are interested in what students have learned and studied and how this has led them to the conclusions (Gillett, 2010).

Exercise 8

Look at Text 2 and find at least three examples of where the writing is not objective. Also, see if there are examples of where Text 1 expressed the same idea as Text 2 but in an objective way.

Precision

Academic writing gives facts and figures precisely and avoids being vague.

Exercise 9

Compare Text 1 and Text 2, and find at least two examples where Text 1 is more precise than Text 2.

4.2.1 Features of Academic Writing 2: Formality & Objectivity Gillett (2018) gives the following hints to write objectively:

- Avoid words like I, me, myself.
- A reader will normally assume that any idea not referenced is your own. Therefore, it is unnecessary to make this explicit.

  Examples: 'In my opinion, this is a very interesting study.'

  'This is a very interesting study.'

- Avoid 'you' to refer to the reader or people in general.

  Examples: 'You can easily forget how different life was 50 years ago.'

  'It is easy to forget how difficult life was 50 years ago.'

- Avoid making over-generalisations which are not supported by evidence.

  Examples: 'Poverty leads to crime.'

  'Poverty can lead to crime.'

- Avoid phrases such as 'obviously', 'of course", 'everybody knows' which suggest that anyone who disagrees with you is stupid or wrong.

Examples: 'Everybody agrees that democracy is the best system of government.' 'Democracy has a number of benefits which other systems of government do not share.'

The following are the hints to write formally in an academic setting:

- Avoid contractions (isn't; aren't; it's). Instead, use the full form of the verb (is not; are not; it is).
- Avoid colloquialisms (guy; kid; mum). Instead, use the more formal alternative (man; child; mother).
- Do not use phrasal or multi-word verbs (go up; put off; check out) if there is a single alternative (increase; postpone; examine).
- Do not use conjunctions (and; so; but) at the beginning of a sentence. In formal writing, they always join two parts of the same sentence.

  Examples: 'Democracy was introduced in Bhutan in 2007. But many Bhutanese prefer the monarchy.'

  'Democracy was introduced in Bhutan in 2007, but many Bhutanese prefer the monarchy.' Avoid asking rhetorical questions.

  Examples: 'Why are so many people addicted to the internet?'

  'The causes of internet addiction are complex, but can be put into two main categories: social and familial.'
- Avoid introducing lists with 'like. Instead, use 'such as'.
- Avoid ending lists with phrases such as 'etc' or 'and so on'. Instead, end lists with 'and + noun'.

  Examples: 'The highest populations are in countries like China, India etc.'

  'The highest populations are found in countries such as China, India and the United States.'
- Avoid empty repetition (eg More and more; bigger and bigger).
- Avoid cliché (eg There are two sides to every coin; let's all join hands to solve the problem).

Exercise 10

The following sentences contain examples of poor academic writing. Underline all the examples you can identify. Number one is done as an example.

4. More and more students from Asian countries, like China, Vietnam and so on, are signing up for British universities.

5. We have to do something to stop global warming. But governments don't seem to care very much.
6. What can we do to solve the problems of drug abuse among teenagers? There are three things.
7. If the present economic crisis goes on for a few more years, we'll all be in trouble.
8. When you look into the causes of poverty in Africa, you have to consider that environmental factors are important. But these things are often ignored.
9. In my opinion, the biggest environmental problems in Bhutan are things like deforestation, pollution and the irresponsible dumping of waste.
10. There are lots of things we need to consider when we try to figure out what's caused the current financial crisis.
11. Populations of marine mammals are going down all around the world, because the condition of the oceans is getting worse and worse. Sadly, ocean pollution is a really big problem.
12. It's madness to suggest that global warming is not caused by human activity, even though there are a few idiotic, so-called scientists who hold this view.
13. I think there's plenty of evidence that television is good for children, though lots of educationalists disagree.

Exercise 11

Rewrite the above sentences in a more academic style by keeping the meaning of the original. You will need to completely rewrite the sentences, not just change a few words. Number one and two are done as an example.

1. More and more students from Asian countries, like China, Vietnam and so on, are signing up for British universities.

   A growing number of students from Asian countries such as China and Vietnam are enrolling in British universities.

2. We have to do something to stop global warming. But governments don't seem to care very much.

   Although the majority of scientists agree that global warming requires urgent action, a number of governments have been slow to act.

4.3 Types of Academic Writing

There are different types of academic writing that students are expected to do. Each type serves a different purpose by helping students to build writing and analytical skills. Understanding different types of academic writing is important as different colleges and universities have certain standards that students are expected to follow during their study period.

According to the Northbend Library (n.d.), the following are some prominent types of academic writing:

Academic Essays

An essay is an academic paper that works to answer questions, defend an argument, or state personal opinion on a topic through supported evidence. Most academic essays have a thesis statement. An essay can be roughly one page in length or in between 1,000 to 5,000 words.

Research Papers

A research paper is longer than an essay. It provides detailed information on a topic based on research. This may include sections such as a literature review that provides in-depth data surrounding an argument based on other related sources.

Literature Reviews

Students may be required to review literature as part of the assignment. This includes reading assigned literature and providing a review or personal opinion of the content. There are other reviews similar in purpose such as a movie review.

Journal Articles

Journal articles include presenting information based on research findings. It may provide information aimed at a certain audience or prove a claim.

Dissertations/theses and proposals

A dissertation is an extensive research project that aims to provide a solution or a unique discovery. A dissertation proposal is when you seek permission to research a potential idea. Also known as a thesis, there are different types such as a PhD thesis and a Master's dissertation.

Reports

These are basic assignments that include reading material and making a formal written presentation based on findings. A report may display a final outcome of a project in progress or a demonstration. This may include different sections with most grade levels required to complete similar assignments.

4.4 Academic Argument

The journey in argumentative writing begins with recognising the distinction between informal and formal arguments. Informal arguments are typically verbal disputes in which opponents try to prove each other wrong. Listening and communication skills in these situations are minimal, with little effort given to understanding conflicting viewpoints. Opponents engaged in formal arguments, however, are not necessarily attacking or criticising each other. Instead, opponents recognise and respect each other's position. Another distinction is that formal argumentative essays typically deal with complex issues. Through research and analysis, writers develop logical steps that assert, support, and defend claims in order to persuade a reader to adopt a new position or a different perception.

Retrieved from https://dlc.dcccd.edu/english2-2/formal-arguments Further,

Brick (2006) asserts that:

Knowledge develops through debate and argument. Scholars compare and contrast different approaches to a problem trying to see which describes the real world best or which is most useful. As you study different subjects you will see how scholars refer to their own ideas and to the ideas of other scholars, agreeing with some, disagreeing with others. As students you are expected to learn how to take part in this continuing debate. (pp. 4-5)

Exercise 12

All essays require an argument. An argument, here, means the logical presentation of an opinion, or point of view. The opinion must be informed by evidence from the literature, research, examples and principles, and be presented with careful reasoning. Opinions without sound evidence and clear justification have little value. Most types of academic assignment require the student to gather information and data; form an opinion about that information, then present that opinion along with a carefully organised discussion of that opinion.

Adapted from: www.commerce.adelaide.edu.au

Most academic argument papers are written in response to one or more types of 'data', which could include a text, a piece of music, a performance and numerical charts. Students should understand that there is usually no simple 'correct' interpretation of the data. Rather, tutors expect that all data are open to a variety of interpretations, and the point of the argument is to present a convincing 'reading' of the data.

Adapted from: www.temple.edu

Based on the above, which of the following statements are true or false?

1. An academic argument is the same as an argument in everyday life.
2. In an essay, there is usually a right and wrong answer.
3. In an academic argument, it is important to disagree strongly with others' ideas.
4. An academic argument essentially means telling your tutor what you think about a topic.
5. An academic argument is an opinion supported by evidence.

Exercise 13

Which of the following statements do you agree with?

1. Women tend to have better verbal skills than men, while men more commonly excel at tasks requiring spatial skills.
2. The retreat of the Himalayan glaciers is likely to lead to severe water shortages, potentially threatening the economic and political stability of the entire region.
3. There are arguments both in favour of and against the use of genetic engineering in food production.

4. Capital punishment is legalised murder, and killing another human cannot be acceptable under any circumstances.
5. There are three main reasons why the Java programming language has become so successful.
6. The spread of the English language has a negative effect on other cultures and languages, and is leading to the increasing homogenisation of the world.
7. The earth revolves around the sun.
8. The world's population stood at over 6 billion at the start of the 21st century.
9. The primary goal of all sciences should be to increase human health and happiness.
10. Eating meat is wrong.

Exercise 14

Which of the statements in Exercise 13 are:

1. Facts .....
2. Opinions .....
3. Beliefs .....
4. None of the above .....

Structures of Arguments

All arguments have the same basic structure such as:

- an orientation that gives the reader the context of the argument
- an outline of the position taken to prepare the reader for what follows
- discussion that sets out the arguments for the position a conclusion that brings closure to the whole.

Adapted from Adelaide University Materials www.commerce.adelaide.edu.

Exercise 15

Look back at the statements you identified as opinions in the earlier exercise. These could all serve as positions or claims in academic writing. Remember an academic argument consists of a claim or statement of a point of view and supporting evidence to persuade your reader that your point of view is reasonable. Choose one of the claims from Exercise 14 and consider what types of evidence you could use to support this claim.

Exercise 16

Are the following Texts 1, 2 and 3 from students' essays acceptable academic arguments? Why or why not? Use the features discussed above to assess them.

Text 1

Capital punishment (state-sanctioned killing of criminals) is essentially legalised murder. If we consider someone a criminal because they kill someone, them we must consider a government who allows criminals to be killed as a murderer too. It is not possible to say that one form of killing is wrong, but another form is right. There is evidence that governments sometimes kill 'criminals' whose innocence is later proven (Harley, 2008; Jonas, 2002). This clearly shows that these governments are guilty of murder. Killing a human being is absolutely wrong – there is never an excuse.

Text 2

The causes of deforestation are complex and vary from region to region. Urquhart et al (2005) point out that in some economically challenged tropical countries; governments sell their forests to logging companies in order to raise funds for projects, to pay off international debt or to develop industry. Brazil, for instance, had a national debt of over 50% of its GDP in 2002 (World Bank, 2004) and is selling off its forests at a rapid rate, with 8% of forest cover being lost between 1995 and 2005 (Butler, 2006). On the other hand, in wealthier countries, particularly in Europe, unsustainable agricultural practises and pressure for new housing are frequent causes, according to the World Rainforest Organisation (2008).

Text 3

It is heartbreaking to see the destruction of the Brazilian rainforests. 8% of Brazil's forest cover was lost between (1990 and 2005 (Butler, 2006) and for what? For nothing. For human greed and stupidity. This precious resource is being destroyed so fat Americans can eat beef burgers – much of the forest is cut so Brazilian farmers can graze cattle which later get slaughtered and exported to America (Stock & Rochen, n.d.). And so that rich Japanese can eat from disposable chopsticks. It is terrible that our precious hard wood trees are not even used to make beautiful furniture that people will treasure. They are used instead just to make things that people throw away.

Unit V: APA Referencing Style

5.1 Introduction to APA Referencing Style

All academic writing draws on the ideas and findings of other researchers and writers. In assignments, students need to frequently refer to the opinions and findings of others in order to support the points they make. Whenever students do so, it is essential to include information about the original source. This act of providing information about the source is called referencing or citing.

The Royal University of Bhutan recommends its students to use the sixth edition of the *Publication Manual of the American Psychological Association* as a standard guide for referencing purposes. **5.1.1 Using Source Materials**

Exercise 1

1. What are sources?

2. What does citing your source mean?

Exercise 2

There are many different ways of using information in students' essays and reports at university. If students do the following things in writing, do they need to cite a source?

1. You use sentences or phrases that are exactly the same as those of a source you read. Yes/No
2. You use information that you knew without reading a source. Yes/No
3. You use information that you read in a book, but you express it in your own words. Yes/No
4. You use data or facts that you read in a source. Yes/No
5. You use opinions that you read in a source and that you agree with. Yes/No
6. You use graphs, drawings and photographs from the internet. Yes/No
7. You use information that is general knowledge. Yes/No
8. You use figures that you know and did not find in a source. Yes/No
9. The Indian population stood at 1,139,964,932 in 2008. Yes/No
10. The human population has passed 6 billion. Yes/No

5.1.2 Purposes of Using Citations

Students must cite sources in order to:

- Acknowledge that they have used the words or ideas of another writer. If students do not acknowledge the source of their information, then it is an act of plagiarism.
- Show that a statement or argument students have made is supported by evidence and allow readers to assess the validity of that evidence. In other words, students are showing the readers that they have read widely to develop their argument or ideas, and that they have strong evidence to support those ideas.
- Allow readers to locate the source if they want more information. It is important, therefore, that full and accurate details of each source are given.

Students should provide the source when they:

- quote someone else's words
- paraphrase or refer to someone else's ideas or findings
- use factual data from other sources
- reprint a diagram, chart or other illustration
- use someone else's way of organising or presenting information
- show the reader that they have evidence for a statement they have made.

It is not usually necessary to provide a reference when students:

- use own knowledge but they must make it clear to the reader that they are using their own knowledge
- use general knowledge in their own words.

Adapted from: https://library2.lincoln.ac.nz/documents/ReferencingWhyWhenHow.pdf

Exercise 3

Discuss the following questions in pairs.

1. Why is academic writing like a 'global conversation'?
2. Why should you cite your sources? Give at least three reasons.
3. Why should you avoid plagiarism? Give at least three reasons.
4. What is more commonly used: paraphrase, summary or direct quotation?
5. Within a written text, how is a source cited?

5.1.3 Critical Evaluation of Resources

Students will come across many types of resources such as books, articles and websites, but not everything they find is suitable. The following tips may help them to evaluate the authority and appropriateness of available sources for their work.

Scope

What is the breadth of the article, book, website or other materials? Is it a general work that provides an overview of the topic or is it focused on only one aspect of your topic? Does the breadth of the work match your own expectations? Does the resource cover the right time period that you are interested in?

Audience

Who is the intended audience for this source? Is the material too technical? Is it too basic? You are more likely to retrieve articles written for the appropriate audience if you start off in the right index. For instance, to find resources listing the latest statistics on heart disease you may want to avoid the Medline database that will bring up articles designed for practicing clinicians rather than social science researchers.

Timeliness

When was the source published? If it is a website, when was it last updated? Avoid using undated websites. Library catalogues and periodical indexes always indicate the publication date.

Scholarly versus popularity

A scholarly journal is normally published by and for experts. Articles in scholarly journals usually present new, previously un-published research. An article must first go through the

peer review process in which a group of widely acknowledged experts in a field reviews it for content, scholarly soundness and academic value.

Popular magazines range from highly respected publications such as *Scientific American* and *The Atlantic Monthly* to general interest news magazines such as *Newsweek* and *US News & World Report*. Articles in these publications tend to be written by staff writers or freelance journalists and are geared towards a general audience. While most magazines adhere to editorial standards, articles do not go through a peer review process and rarely contain citation.

Authority

Who is the author? What are his or her academic credentials? What else has this author written? Sometimes information about the author is listed somewhere in the article. Other times, you may need to consult another resource to get background information on the author. Sometimes, it helps to search the author's name in a general web search engine such as Google.

Objectivity

What point of view does the author represent? Is the article an editorial that is trying to argue a position? Is the website sponsored by a company or organisation that advocates a certain philosophy? Is the article published in a magazine that has a particular editorial position? Determine whether a publication is known to be conservative or progressive, or is affiliated with a particular advocacy group by using a search engine such as Google.

Primary versus secondary research

In determining the appropriateness of a resource, it may be helpful to determine whether it is primary or secondary research. Primary research presents original research methods or findings for the first time. For example, a journal article, book, or other publication that presents new findings and new theories, with the data; a newspaper account written by a journalist who was present at the event he or she is describing is a primary source (an eye-witness, first-hand account), and may also be primary research.

Secondary research does not present new research but rather provides a compilation or evaluation of previously presented material. Examples include a scientific article, summarised research or data, an encyclopedia entry and entries in most other reference books or a textbook.

Adapted from: http://www.lib.berkeley.edu/instruct/guides/evaluation.html

5.2 Referencing and Academic Integrity

Referencing is an integral part of academic integrity, failing which will result in being penalised for academic dishonesty. Some of the fundamental attributes of academic integrity in an academic community are honesty, trust and personal responsibility.

Understanding Plagiarism and its Consequences

Plagiarism is the unacknowledged use of another's work as if it were one's own. According to the Merriam-Webster online dictionary (2017, para. 1), it is plagiarism when students:

- steal and use the ideas or words of another as one's own

- use others' production without crediting the source
- commit literary theft
- present as new and original an idea or product derived from existing source.

Some of the consequences of plagiarism at the RUB include the reduction of marks or zero grade depending on the extent of plagiarism detected.

5.2.1 Using Source Materials for In-text Citation

Most of the written work students do at undergraduate level will be based on information and ideas that they have read or heard. As first-year students, doing original work will not involve constructing completely new ideas. Instead, it will involve forming their own judgements about what they have read. Students must be able to show in their writing when they are using their own ideas, and when they are using others' information. Therefore, in this module students will be familiarised with the APA referencing style.

5.2.2 Direct and Indirect Voices

The APA style recommends a writer to separate one's own 'voice' from the voices of the sources that have been used.

Exercise 4

Read the text below and decide how many different 'voices' are speaking.

It is vital for university students to cite the sources they have used in their essays[1]. Firstly, citing protects them from being accused of plagiarism, which is defined as "taking another person's words or ideas and using them as if they were your own" (Gillet, 2010)[2]. Plagiarism is a serious offence, but as Daler (2008) points out, it is often accidental, a result of the failure to understand academic rules[3]. In 2008, over 17 students were expelled from one British university for plagiarism (Smith, 2009), which shows how serious the consequences of plagiarism can be[4].

Exercise 5

Next to each sentence in the text, write whose 'voice' is speaking. There may be more than one 'voice in a sentence.

It is vital for university students to cite the sources they have used in their essays[1].	
Firstly, citing protects them from being accused of plagiarism, which is defined as "taking another person's words or ideas and using them as if they were your own" (Gillet, 2010, p. 78)[2].	
Plagiarism is a serious offence, but as Daler (2008) points out, it is often accidental, a result of the failure to understand academic rules [3].	

In 2008, over 17 students were expelled from one British university for plagiarism (Smith, 2009), which shows how serious the consequences of plagiarism can be [4].	

Exercise 6

Look at the text below and match sentences 1-7 with a description A, B or C**.**

There are many causes of plagiarism. Farley (2009) observes that plagiarism is often accidental. Lester (2008, p. 78) goes further, stating "the majority of cases at British universities result from ignorance rather than intent." However, ignorance is not a defence, and inadvertent plagiarism can also lead to serious penalties. Crystal (2007) gives the example of a Chinese MA student expelled from a British university, who claimed that the strategies that caused him to be expelled in Britain had served him well throughout his undergraduate degree in China. The Royal University of Bhutan is becoming increasingly strict on plagiarism and its rules clearly state that students, who plagiarise, accidentally or intentionally, will receive severe penalties (RUB, 2008, p. 114). Therefore, it is important for students to understand academic rules regarding the correct use of sources.

There are many causes of plagiarism.	A. Information and words from Source
Farley (2009) observes that plagiarism is often accidental.	
Lester (2008, p. 78) goes further stating "the majority of cases at British universities result from ignorance rather than intent."	B.Writer's own words and ideas
However, ignorance is not a defence, and inadvertent plagiarism can also lead to serious penalties.	
Crystal (2007) gives the example of a Chinese MA student expelled from a British university, who claimed that the strategies that caused him to be expelled in Britain had served him well throughout his undergraduate degree in China.	C. Information from source,

The Royal University of Bhutan is becoming increasingly strict on plagiarism and its rules clearly state that students, who plagiarise, accidentally or intentionally, will receive severe penalties (RUB, 2008, p. 114).	expressed in writer's own words
Therefore, it is important for students to understand academic rules regarding the correct use of sources.	

Exercise 7

1. What three types of 'voices' are used in academic writing?
2. How do students show in their writing that they are using their own ideas and words?
3. How do students show in their writing they are using another author's ideas but reporting the ideas in their own words?
4. How do students show in their writing that they are using the exact words of a source?

APA In-text Citation: Direct Voice Direct voice

In the direct voice, write the author's last name, year of publication, page number or paragraph number. Put the author's exact words in quotation marks.

Examples: Smiley (2006, p. 56) claims that "the mechanics of referencing are secondary, it is the fact of referencing that matters". Or

> According to Smiley "the mechanics of referencing are secondary, it is the fact of referencing that matters" (2006, p. 56).

All sources (books, journals, news articles and websites) are cited this way in in-text citations.

APA In-Text Citation: Indirect Voice Indirect Voice

In the indirect voice, write the author's last name, year of publication, page number is optional.

Examples: Smiley (2006, p. 56) asserts that the fact that a writer attempts to reference is more important than whether their referencing is technically correct.

Or

> According to Smiley (2006), the mechanical aspects of referencing are less important than the attempt to reference.

All sources (books, journals, news articles and websites) are cited this way in in-text citations.

Direct Quotations More than 40 Words

If a direct quotation is more than 40 words, indent the quotation and put the page number outside the full stop in brackets, as shown in the example below:

Finkelman (2006) points out that:

> There are many changes in acute care services occurring almost daily, and due to the increasing use of outpatient surgery; surgical services have experienced major changes. Hospitals are increasing the size of their outpatient or ambulatory surgery departments and adjusting to the need of moving patients into and out of surgical service in one day or even a few hours. (p. 184)

Exercise 8

Write sentences that present the information below using first a direct voice, then an indirect voice. The first one is done as an example.

Information:	The purpose of an essay is to present a clear position and defend it.
Author:	Jean Brick
Title of publication:	Academic culture: A student's guide to studying at university.
Type of publication:	Book
Year of publication:	2006
Page number:	108
Location of publication:	Sydney
Publisher:	Macquarie University Press

EXAMPLE

Direct voice: As Brick (2006, p. 108) observes, the "purpose of an essay is to present a clear position and defend it."

Indirect voice: Brick notes that the main reason for essay writing is to set out and support an opinion (2006, p. 108).

I

One of its engineering chiefs announced that it would soon add support to the operating system to allow other manufactures to create foldable phones of their own.

Author:	Leo Kelion
Title of the article:	Samsung folding smartphone revealed to developers
Title of the newspaper:	The BBC
Date of publication:	7 November 2018
Page number:	First paragraph
Website address:	https://www.bbc.com/news/technology-46130071

II

Most international students need to write essays and reports for exams and coursework, but writing good academic English is one of the most demanding tasks students face.

Author:	Stephen Bailey
Title of the book:	Academic Writing: A Handbook for International Students
Edition series:	4th edition
Year of publication:	2015
Page number:	2
Publisher:	Taylor & Francis Ltd
Location of publication:	London, UK

III

Definitions of a 'task', while varied, usually stress that tasks are activities that focus learner attention on the communication of meanings.

Author:	Jeremy S Boston
Title of the article:	Pre-task syntactic priming and focused task design
Title of the journal:	ELT Journal
Date of publication:	2 April 2010
Volume number:	64
Page number:	165

5.2.3 In-Text Citation: Author/Authors

Sometimes a source does not simply have one author. The information below explains how to cite different types of authored sources.

Work by Two Authors

Name both authors in the signal phrase or in the brackets each time you cite the work. Use the word "and" between the authors' names within the text and use the ampersand in the brackets.

Example: Research by Wegener and Petty (1994) supports ...

or

(Wegener & Petty, 1994)

Work by Three to Five Authors

List all the authors in the signal phrase or in brackets the first time you cite the source.

Example: (Kernis, Cornell, Sun, Berry, & Harlow, 1993)

In subsequent citations, only use the first author's last name followed by "et al." in the signal phrase or in brackets.

Example: (Kernis et al., 1993)

In et al., et should not be followed by a full stop.

Six or More Authors

Use the first author's name followed by et al. in the signal phrase or in brackets.

Example: Harris et al. (2001) argued ...

or

(Harris et al., 2001)

Unknown Author

If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the brackets. Titles of books and reports are italicised; titles of articles and chapters are put inside quotation marks.

Example: A similar study was done of students learning to format research papers ("Using APA," 2001).

Organisation as Author

If the author is an organisation or a government agency, mention the organisation in the signal phrase or in the parenthetical citation the first time you cite the source.

Example: According to the American Psychological Association (2000), ...

If the organisation has a well-known abbreviation, include the abbreviation in brackets the first time the source is cited and then use only the abbreviation in later citations.

Examples: First citation: (Mothers Against Drunk Driving [MADD], 2000)

Second citation: (MADD, 2000)

Two or More Works in the Same Brackets

When your bracketed citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

Example: (Berndt, 2002; Harlow, 1983)

Authors with the Same Last Name

To prevent confusion, use first initials with the last names.

Example: (E. Johnson, 2001; L. Johnson, 1998)

Two or More Works by the Same Author in the Same Year

If you have two sources by the same author in the same year, use lower-case letters (a, b, c) with the year to order the entries in the reference list. Use the lower-case letters with the year in the in-text citation.

Example: Research by Berndt (1981a) illustrated that ...

Secondary Source as In-text Citations

Sometimes the source you are using refers to another source, and this is called as a secondary source.

If you use a source that was cited in another source, name the original source in your signal phrase. List the secondary source in your references and include the secondary source in the brackets.

Example: Johnson (1990) argued that ... (as cited in Smith, 2003, p. 102).

or

(Johnson, 1990, as cited in Smith, 2003, p. 102). **No**

Date

If no date is given, write n.d. for 'no date'

Example: Smith (n.d.) explained that ...

Websites

If a website does not have a named author, use the organisation which produced it instead of an author.

Example: According to the Royal University of Bhutan (2018), ...

Retrieved from http://owl.english.purdue.edu/owl/resource/560/03/

5.3 Writing References

5.3.1 Basic Rules for Writing References

The following are the basic rules to follow while writing references:

- References should appear at the end of the paper. It provides the information necessary for a reader to locate and retrieve any source cited in the body of the paper. The details of each source cited in the paper must appear in the references; likewise, each entry in the references must be cited in the text.
- Arrange the references in the alphabetical order of the last names of authors.
- References must be double-spaced.
- Begin the reference on a new page.
- Do not bold, underline or italicise the title references.
- All lines after the first line of each entry in the references should be indented by pressing one 'tab'. This is called 'hanging' indentation.
- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work if it has three to seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name.

- If you have more than one article by the same author, write in order by the year of publication, starting with the earliest.
- When referring to any work that is not a journal, such as a book, article or webpage, capitalise only the first letter of the first word of a title and subtitle, the first word after a colon in the title, and proper nouns. Do not capitalise the first letter of the second word in a hyphenated compound word.
- Capitalise all content words in journal titles.
- Italicise titles of books and journals. Underline if writing by hand. Do not italicise, underline, or put quotes around the titles of journal articles or essays in edited collections.

5.3.2 Preparing References for Different Sources

Authored Book

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

NB For 'Location' of American publications, list the city and the state using the two letter postal abbreviation without full stop (New York, NY). For publications from other countries, list the city.

Edited Book with No Author

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York, NY: Russell Sage Foundation.

Edited Book with an Author or Authors

Plath, S. (2000). *The unabridged journals.* K. V. Kukil (Ed.). New York, NY: Anchor.

Edition Other Than the First

Helfer, M. E., Keme, R. S., & Drugman, R. D. (1997). *The battered child* (5th ed.). Chicago, IL: University of Chicago Press.

Unknown Author

If there is no author, use the organisation that published the book (if there is one). If there is no organisation, use the title of the book in the place of an author.

Example:

New concise world atlas. (2007). London. Oxford University Press.

A Translated Work

Laplace, P. S. (1951). *A philosophical essay on probabilities* (F. W. Truscott & F. L. Emory, Trans.). New York, NY: Dover. (Original work published 1814).

NB When you cite a republished work, like the one above in your text, it should appear with both dates.

Example: Laplace (1814/1951) says ...

Article or Chapter in an Edited Book

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys:

Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York, NY: Springer.

NB When you list the pages of the chapter or essay in brackets after the book title, use 'pp.' before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references, except for newspapers.

Multi-volume Work

Wiener, P. (Ed.). (1973). *Dictionary of the history of ideas* (Vols. 1-4). New York, NY:

Scribner's.

References for Printed Journals, Newspapers and Magazines Journal Article Paginated by Volume Number

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles.

Journal of Comparative and Physiological Psychology, 55, 893-896.

Journal Article Paginated by Issue Number

Scruton, R. (1996). The eclipse of listening. *The New Criterion, 15*(30), 5-13.

Article in a Newspaper

Unlike other source, p. or pp. precedes page numbers for a newspaper reference in the APA style. Single page takes p. (eg p. 2); multiple pages take pp. (eg pp. 2-6).

Example:

Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country*

Today, pp. 1-2.

Article in a Magazine

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

Electronic Sources

Article From an Online Periodical with DOI Assigned

Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography.

European Journal of Marketing, 41(11/12), 1245-1283.

doi:10.1108/03090560710821161

Article From an Online Periodical with No DOI Assigned

Online scholarly journal articles without a DOI require the URL of the journal home page.

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics, 8*. Retrieved from http://www.cac.psu.edu/jbe/twocont.html

Electronic Books

De Huff, E. W. (n.d.). Taytay's tales: Traditional Pueblo Indian tales. Retrieved from http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html

Newspaper Article

Parker-Pope, T. (2008, May 6). Psychiatry handbook linked to drug industry. *The New York Times*. Retrieved from http://www.nytimes.com

NB Give the URL for the newspaper's home page, not the URL for the specific article **Exercise 9**

If a reader wants to find the sources used in an essay, he or she will need more information than simply the last name of the author and the publication date. For this reason, the writer uses references at the end of academic writing. This gives the full details of all the sources one has used in writing.

Look at the references below and then discuss the questions with a partner.

1. Why are these five sources put in this order – Anderson first, and Brint second?
2. What five pieces of information must you include when you cite a book?
3. What parts of an author's name do you include in references? What order do you put these parts in?
4. How do you indicate the title of the book or web page?
5. What should you do if your reference information takes up more than one line?
6. What information do you need to include about an internet source?
7. What spacing is used for references: single, 1.5 or double spacing?

References

Anderson, P. (2009). *Writing a reference list.* Oxford, UK: Oxford University Press.

Brint, B., & O' Donohue, E. (2008). *Academic integrity: A student's guide to writing originally while making use of sources.* Cork: Fictitious Press.

Gillet, A. (2010). *Writing a list of references.* Retrieved from http://www.uefap.com/writing/writfram.htm

O' Carroll, C. (2008). *The experience of writing*. Cork: Fictitious Press.

Zablocki, A. (1998). *University writing.* Retrieved from www.uniwriting.com

Exercise 10

A. Prepare references for the following books.

I

Author:	Matthieu Ricard
Translator:	Jesse Browner
Title of the book:	Happiness: A Guide to Developing Life's Most Important Skill
Page number:	45
Year of publication:	2006
Publisher:	Atlantic Books
Location of publisher:	London, England

II

Author:	T. S. Elliot
Editor:	Frank Kermode
Title of the book:	Selected Prose of T. S. Elliot
Year of publication:	1975
Page number:	78
Publisher:	Mariner Books
Location of publisher:	New York, NY, USA

III

Author:	Unknown
Title of the book:	New Historical Atlas (3rd edition)
Year of publication:	2009
Page number:	56
Publisher:	Imagined Press
Location of publisher:	Dublin, Ireland

B. Prepare references for the following newspapers.

I

Author:	Saeed Shah
Article name:	Pakistan caught out by devastating floods.
Date of publication:	6-12 August 2010
Title of the newspaper:	Guardian Weekly
Page number:	1
Location of publication:	London, England

II

Author:	Ugyen Penjore
Title of the article:	An educational hub of Asia
Title of the newspaper:	Kuensel
Date of publication:	20 August 2010
Website address:	http://www.kuenselonline.com

III

Author:	Tiffanie Wen
Title of the article:	The art and science of being charismatic
Title of the newspaper:	The BBC
Date of publication:	27 October 2017

ss: http://www.bbc.com/capital/story/20171027-the-art-and-science-of- being-charismatic

C. Prepare references for the following electronic sources.

I

Author:	Unknown
Organisation:	University of Canberra
Title of the book:	A Guide to Referencing – APA Style
Year of publication:	2013

https://www.canberra.edu.au/about-uc/faculties/arts-design/attachments2/pdf/n-and-mrc-conference/APA-Referencing-Guide.pdf

II

Author:	Diane Hacker and Barbara Fister
Title of the document:	Research and Documentation Online 5th Edition
Organisation:	Gustavus Adolphus College
Year of publication:	2010
Retrieved from:	http://bcs.bedfordstmartins.com/resdoc5e/ 20

III

Author:	Unknown
Title of the document:	APA Style
Date of publication:	17 August 2010
Retrieved from:	http://en.wikipedia.org/wiki/APA_style

D. Prepare references for the following journal articles.

I

Authors:	Endah Retnowati, Paul Ayres, and John Sweller
Title of the article:	Can Collaborative Learning Improve the Effectiveness of Worked Examples in Learning Mathematics?
Title of the journal:	Journal of Educational Psychology
Year of publication:	2017
Volume number:	109
Issue number:	5
Page numbers:	666–679

II

Author:	P. Bailey and S. Jones
	The impacts of pleasure craft on dolphin populations in North Wales
Title of the journal:	Marine Mammal Studies
Date of publication:	2010
Page numbers:	23-54
Volume number:	1
Retrieved from:	http://somewebsite.org/mammals/123

III

Author:	C. Oakley

Title of the article:	Farne Island Fauna
Title of the journal:	The Journal of British Nature
Year of publication:	2009
Volume number:	5
Page numbers:	56-78
Retrieved from:	http://somewebsite.org/fauna/123

5.4 Basics of APA Paper Layout Margins

For the margins of APA papers, refer to Appendix 7 (academic essay sample).

Spacing

Maintain double space between all lines, including the reference page.

Font

Use 12-point Times New Roman. The font must be dark, clear, readable and reproducible.

Pagination

All pages should be consecutively numbered within the margins in the upper right corner of the sheet. The title page is considered page one and should be numbered.

Page Headers

Include a page header at the top of every page. To create a page header, insert page numbers flush to the right. Then type TITLE OF YOUR PAPER in the upper case letters in header flush to the left.

Cover Page

Students are expected to use the standardised cover pages recommended by their respective colleges.

Unit VI: Academic Essays

6.1 Academic Essay

An academic essay is a piece of writing that focuses on a topic, an idea or a theme with a predictable pattern based on researched evidence by using academic language**.**

Academic essays are a major part of university assignments. According to the Dartmouth College website (2018),

Scholars use the essay amongst themselves to advance ideas. Its value as an instructional tool is to assist students in developing their critical thinking skills. ... critical thinking is the ability to read theory accurately, appropriate it meaningfully, apply it independently, generate results based on that application, analyze the results, and form a clear argument based on those results that can be defended with a specific line of reasoning. (para. 2)

6.2 Understanding Written Assignment

You will be given a number of written assignments during your studies. It is important that you understand what your assignment titles are asking you to do. A common reason for students getting low marks or failing assignments is not answering the question. Often students write everything they know about a topic, instead of focusing on exactly what the question is asking them to do.

One of the effective ways to read and understand instructions and questions in a university setting is to use the BUG method.

BUG stands for the action to:

- **box** all the instruction words in the question
- **underline** all the content words in the question
- **glance** back and see what are neither instruction nor content words.

Instruction words tell students to address the topic, while content words form a specific part of the topic.

Exercise 1

Use the BUG method to analyse the following questions. The first one is given as an example.

1. Examine the pattern of Bhutanese economic growth in the last decade and compare it with that of Nepal.
2. Discuss the impacts of chewing *doma* in Bhutanese society.
3. Justify the statement that 'Bhutan does not have gender inequality'.
4. How has the damming of rivers for hydropower impacted Bhutan?
5. Analyse the effects of using mobile phones among the Bhutanese youths.
6. Compare the migration patterns between Bhutan and Japan in the last ten years.

Exercise 2

Choose and write the correct instruction words for the definitions given in the table below.

Analyse; compare; contrast; describe; discuss; evaluate; examine; explain; explore; justify

Instruction words	**Definitions**
	requires an answer that examines the subject thoroughly and considers it from a variety of viewpoints

	requires an answer that explains an item or concept, and then gives details about it with supportive information, examples, points for and against, and explanations for the facts put forward. It is important to give both sides of an argument and come to a conclusion.
	requires an answer that takes apart an idea, concept or statement in order to consider all the factors it consists of. Answers of this type should be very methodical and logically organised.
	require an answer that decides and explains how great, valuable or important something is. The judgement should be backed by a discussion of the evidence or reasoning involved.
	requires an answer that gives only the reasons for a position or argument. Answer the main objections likely to be made of them. The proposition to be argued may be a negative one.
	requires an answer that sets items one after another and shows their similarities and differences. A balanced answer is expected.
	requires an answer that says what something is like, and how it works.
	requires an answer that offers a rather detailed and exact explanation of an idea or principle, or a set of reasons for a situation or attitude.
	requires an answer that points out only the differences between two items.
	requires to investigate closely, paying attention to detail and considering implications.

Adapted from http://www.uefap.com/prepare/task/task.htm

Exercise 3

Read the essay questions in Exercise 1 and write true or false.

1. This question only requires the student to write the negative impacts of chewing *doma.* True/False
2. An essay on this question will need to explain gender equality in all areas in Bhutan. True/False
3. This essay requires the student to explain to what extent building hydropower dams has both positive and negative impacts in Bhutan. True/False
4. This essay question requires the student to argue against using mobile phones. True/False
5. A complete analysis of the migration patterns between Bhutan and Japan in the last decade is needed for this essay. True/False

6.3 Writing Process

The writing process involves the pre-writing, drafting, revising, proofreading and publishing stages. The first four steps of this process are a cycle that continues as new ideas form during the revising and editing stage. The writing process culminates with publishing or sharing (Dell, Newton & Petroff, 2008).

The five steps of the writing process are:

Step 1: In the pre-writing stage, the student should:

- decide on a topic to write about
- consider readers
- brainstorm ideas about the subject
- list places of research areas conduct research.

Step 2: In the drafting stage, the student should:

- paraphrase the researched information
- read the draft to see if it makes sense
- show it to others and ask for suggestions.

Step 3: In the revising stage, the student should:

- read and edit the written work
- incorporate others' recommendations
- rearrange words or sentences
- read the writing aloud to be sure it flows smoothly.

Step 4: In the proofreading stage, the student should:

- make sure all sentences are complete
- check the use of correct grammar and punctuation

- change words that are not used correctly
- have someone check your work copy it correctly and neatly.

Step 5: In the publishing stage, the student should:

- read the writing aloud to a group
- create a record of the work
- send a copy to a friend or relative put your writing on display.

Adapted from:
ewis.cpsb.org/faculty_pages/stacey.blanchard/THE%20FIVE%20STEPS%20OF%20THE%20WRITING%20PROCESS.htm

6.4 Essay Format

An academic essay follows a defined structure such as an introduction, a body and a conclusion.

Exercise 4

Read the essay introduction below and discuss the following questions with a partner.

1. What is the topic of the essay?
2. Does the writer have an opinion on the topic? If yes, what?
3. Which sentence gives you the main idea of the essay?
4. Does the introduction try to show you why the topic is important? If yes, how?
5. What background information does the writer give about the topic?
6. How many sub-topics will the essay cover? In what order would these subtopics appear in the essay? Why?

Oil forms the basis of developed economies, fuelling industries, services, homes and transport systems[1]. If access to oil were withdrawn, most nations would descend into immediate chaos[2]. Yet oil is a finite resource and as demand increases, global oil reserves are becoming smaller and will eventually run out[3]. Therefore, it is vital that other energy sources replace oil, and at present the most viable alternatives are nuclear power and renewables such as solar, wind and wave power, although none are wholly satisfactory[4].

6.4.1 The Introduction

An introduction to an essay begins with a broad and general comment on the subject. Each sentence should become more specific than the previous one, finally leading to the thesis statement (Oshima & Hogue, 1999). The thesis statement clearly states the writer's position on the topic and is usually the last sentence of the introduction.

An essay introduction should:

- show that the subject is worth writing about
- put the essay into a wider context by giving some background information

- state the writer's position on the given topic.

Exercise 5

Read the introduction below and answer the questions from Exercise 4.

Today's world is commonly described as a 'global village', and the world is certainly a smaller place than it was a hundred years ago[1]. Journeys that once took months can now be accomplished in a matter of hours, and countries that were distant dreams to our grandparents are now easily accessible holiday destinations[2]. Tourism is currently the world's fastest growing industry, with more people travelling for recreational purposes than ever before in human history (Franklin, 1999, p. 26)[3]. Tourism brings undeniable benefits, both to the travellers themselves and to the communities who live in popular holiday destinations[4]. However, tourism can also do damage to local communities and their environment, and this essay will attempt to show that despite the financial and cultural benefits tourism can bring, its impacts are not as positive as is commonly assumed[5].

The Thesis Statement

The thesis statement is the most important feature of an introduction to an essay. It indicates the stand taken by the writer on a given topic.

A thesis statement should:

- identify the topic of the essay
- state the writer's position on the topic include the preview of

  the main points avoid making sweeping statements.

Also, thesis statements should be arguable and capable of being supported by logical reasoning and appropriate evidence.

Exercise 6

Read the following thesis statements and justify whether they are acceptable or not.

1. The status of women in China has changed remarkably in the last thirty years due to increased educational opportunities and the government's one child policy.
2. Life in Bhutan has become better and better for everyone under GNH and all the countries in the world are learning from us.
3. Global warming is a serious problem.
4. The retreat of the Himalayan glaciers is likely to lead to severe water shortages, potentially threatening the economic and political stability of the entire region.
5. There are arguments both in favour of and against the use of genetic engineering in food production.
6. The effects of the internet are enormous, and it has transformed business, social interaction and education in ways which are only beginning to be understood.

7. This paper will review the history of the science of earthquake prediction, then discuss the major prediction methods in detail, and finally present data indicating the successfailure ratios of each method.

Exercise 7

Choose any two of the following topics and analyse them using the BUG method. Write thesis statements for the chosen topics.

1. Discuss the nature and extent of the influence of Western culture on Bhutanese culture. Illustrate your answer with examples.
2. To what extent has the internet transformed the lives of ordinary people in Bhutan?
3. Evaluate the implementation of the GNH philosophy in Bhutan since the 1970s.
4. 'Man-made climate change appears to be an undeniable reality in the 21st century.' Outline the causes and consequences of climate change and discuss to what extent its impacts are already being felt in Bhutan.

Exercise 8 (Portfolio Task)

Write an introduction to one of the selected essay topics in Exercise 7. The introduction should be 10% of the word count (assuming the essay to be written in 1,000 words). This task will be assessed as part of the portfolio component.

6.4.2 The Body

The body of an essay comprises a series of paragraphs. Oshima and Hogue (1999, p. 20) define a paragraph as the "basic unit of organisation in writing in which a group of sentences develops one main idea". Every essay introduction needs a thesis statement. In a similar way, everybody paragraph requires a topic sentence. Just as a thesis statement tells the reader what the focus of the whole essay is, so a topic sentence tells the reader what the focus of a paragraph is.

A topic sentence states the main idea of the paragraph. It states the topic and identifies the aspect of the topic that the paragraph will focus on. In other words, it should have a topic and a controlling idea of the paragraph. While the topic identifies the idea to be discussed, the controlling idea limits the area of discussion.

The Features of Topic Sentences

Topic sentences should have the following features:

- Topic sentences are complete sentences, not titles.

Examples: The Internet and Email

The internet and email have transformed the way companies do business. Topic sentences contain both a topic and a controlling idea.

Example: The internet and email have transformed the way companies do business.

- Topic sentences are the most general statement in the paragraph.

- Topic sentences clearly relate the paragraph to the thesis statement.

Exercise 9

Refer to the features of topic sentences and justify whether the following are acceptable or not.

1. A major benefit of genetic engineering.
2. Another potentially beneficial application of genetic engineering is in agriculture.
3. Medicine is another area where it is already having positive impacts.
4. On the other hand, many people consider genetic engineering to be an issue for concern because it may harm the environment, damage health, lead to unethical medical practice and change society in unforeseen ways.
5. There is concern among environmentalists that genetically modified crops will crossbreed with unmodified crops.
6. Some doctors and scientists have expressed concern about the effects of genetically modified organisms (GMOs) on health.
7. There is a great deal of evidence to suggest that GM crops may bring greater benefits to multinational companies than to the poor farmers who purchase GM seeds.

Exercise 10

Write three topic sentences for the thesis statements that you have developed in Exercise 7.

Supporting Details of a Body Paragraph

The supporting details of a body paragraph expand on the topic sentence. Explanations, examples and illustrations form an important part of these details. In academic essays, evidence, in the form of in-text citations, is required to support the claims made in the thesis statement.

Exercise 11 (Portfolio Task)

Write paragraphs for topic sentences that you have developed in Exercise 10 by incorporating the features of supporting details. This task will be assessed as part of the portfolio component.

6.4.3 The Conclusion

The conclusion to an essay should indicate the end of the essay. It should start with a concluding phrase and should summarise the main points discussed in the body. It should end with the restatement of the thesis statement. The conclusion should be 10% of the total word count. Writers should not introduce new ideas in the conclusion.

Exercise 12

Read four different conclusions I to IV given below and justify which of them are acceptable or not.

I

One can see from these few examples the extent of Native American influence on the American language, art forms, eating habits and government. The American people are deeply indebted to Native American for their contributions to US culture.

II

To conclude, youth problems are leading to negative impacts on the social and economic growth of the country. These emerging problems of youth in the country can be controlled and minimised through guidance and advice, value-based education and improved recreational facilities. The government should facilitate and plan social and economic frameworks that support youth and provide skills through training for entrepreneurship.

III

In conclusion, it is very difficult to say that there is one type of food in a great country like Britain. Every part of the country has its own special dishes based on produce and the tastes of that region. From the ancient Britons and the Romans, Saxon and Viking invasions to presentday immigrants, the cuisine of the UK continues to change with its changing population.

IV

There are many ways of creating energy apart from oil. However, each alternative has both advantages and disadvantages and, therefore, it is difficult for any single alternative to replace oil completely. Renewable are the best alternative, but as yet, they are meeting less than 20% of the world's energy demands (REN21, 2008). This is a difficult situation and the world faces a serious energy crisis in the 21st century. However, if all the countries of the world join hands to solve the problem, a solution will be found.

Exercise 13 (Portfolio Task)

Write a conclusion to the body paragraphs that you have developed in Exercise 11. These tasks will be assessed as part of the portfolio component.

Unit VII: Oral Presentations

7.1 Basics of Oral presentations

Oral presentations form a basic part of university teaching and learning, and students will be often asked to present, argue and justify their ideas on different topics during classes and seminars. It is therefore imperative for students to gain basic skills to deliver effective presentations.

Exercise 1

Reflect on an effective presentation that you have attended and make a list of the qualities that made it interesting and successful.

Exercise 2

Look at the following pieces of advice on oral presentations and discuss whether they are acceptable or not.

1. Write down everything you are going to say and read it aloud to your audience. This will stop you forgetting your key points or being lost for words.
2. Keep your language simple and clear.
3. Memorise the full script of your presentation so you do not forget what you want to say.
4. Plan carefully and then practise repeatedly.
5. Think carefully about what your audience knows about your topic and aim to tell them something new.
6. Structure your presentation carefully. Have an introduction, a body and a conclusion; and use clear language signals to indicate the transition of ideas.
7. If you have already written an essay on your presentation topic, memorise this for your presentation but change the introduction and conclusion.
8. Write your key points in note form on small cue cards and bring these to your presentation to remind you of what you want to say.
9. Use complex language and vocabulary.
10. Speak at the same pace as you would in ordinary conversation.
11. Repeat your key points several times to ensure the audience understands them.
12. Include pauses between ideas or sections.

7.1.1 Structure and Organisation

A good oral presentation is well structured, and contains an introduction, a body and conclusion.

The Introduction

In the introduction, the presenter should:

- begin with a greeting, or a question and an anecdote
- inspire the audience that the presentation is worth listening
- state the purpose of the presentation
- present an outline of the presentation.

The Body

The body of the presentation should:

- present the main points in a logical order
- pause at the end of each point to give people time to take notes or reflect
- use signposts to indicate the transition of points
- provide examples to illustrate the points use in-text citations and data to support the claim employ visual aids to support the presentation.

The Conclusion

In the conclusion, the presenter should:

- use concluding phrases to indicate the conclusion
- summarise the main points of the presentation
- end on a positive note by acknowledging the audience.

7.2 Strategies for Preparing Effective Presentations

The following steps are useful to prepare an effective presentation:

First, the presenter must think about:

- the goal of the presentation
- background knowledge of the audience
- the audience's expectation of the presentation. Then, the presenter must:
- brainstorm the topic and write a rough outline
- research the topic
- organise the material and write a draft
- manage the time given for the presentation
- summarise the draft into points to write on PowerPoint and cue cards
- plan and prepare visual aids

rehearse the presentation and get its length right

ask a friend to listen and time the presentation.

Exercise 3

"Tell your audience what you are going to say, say it and then tell them what you just said!" What kind of advice is it – good or bad? Justify the answer.

Signposting

When making a presentation, it is important to remember that the audience will only have one chance to hear and understand the information that the presenter gives them. Therefore, it is important to speak clearly, to highlight or even repeat key points and to organise the information in a clear and logical order.

One important way in which presenters help their audience to follow a presentation is through the use of 'signposts' – words or phrases which tell the listeners where the presenter is in the presentation, where the presenter is taking them next, and where they have just been.

Some Linking Words and Phrases

The following are some linking words and phrases that serve different purposes:

To add a point Also ... In addition, ... Moreover, ... Further, ... **To contrast two points** However, ... Although ... Nevertheless, ... In contrast, ...	**To give an example** For example, ... For instance, ... That is, ... namely, **To move on to the next point** Then, ... Therefore, ... As a result, ... Despite ...	**To conclude** Finally, … In conclusion, ... To conclude, ... To summarise **To introduce a list of points** First, ... Second, ... Third, ...

Exercise 4

Look at the phrases 1 to 10 below and decide which part of a presentation they are signposting:

Introducing the topic of the presentation

Outlining the structure of the presentation

Indicating the start of a new section

Concluding

1. There are four main areas that I want to cover in this talk. First, ...
2. I hope I have shown you that ... If you have any questions, please feel free to ask.
3. My purpose today is to ...
4. So, we have seen that (summary of main points) and that is all we have time for today.
5. My presentation will be divided into three sections. First, I will discuss X, then I will talk about Y, and finally ...
6. So, that brings me to the end of my introduction. Now, let us look at ...
7. That brings me to my next point ...
8. Okay. To sum up, we have seen that ...
9. Today, I am going to talk about ...
10. Okay. Let us move to the third point ...

7.3 Presentation Aids

Presentation aids help to complement the presentation. They include PowerPoint, chart paper, models and other tools. However, too many aids spoil the presentation. It is important that the presenter knows how to design their aids to suit the presentation. The following simple tips may be of some use.

Tips to Prepare Presentation Aids

While preparing presentation aids, the presenter should aim to:

- keep the design simple
- use black font against a white background
- limit pictures and diagram to a minimum
- keep fonts visible and clear to the audience
- connect aids to the presentation

- avoid excessive decorations
- write only points in PowerPoint slides.

Appendix 1

ACS101 Assignment 2018 (Sample)

The essay is worth 30% of the total marks.

Analyse the impacts of using mobile phones among the Bhutanese youth.

The essay should be 1,000 words. There should be two submissions (first draft and final submission), and both submissions must be typed using Times New Roman with font size 12, double-spaced, referenced with in-text citations and must have complete references. Instances of academic dishonesty will result in a grade of 0%.

There must be at least five different sources in the essay and all the sources must be approached critically.

The work towards the final submission (notes, plans and first draft) will be assessed in the portfolio.

Timeline (Sample only)

5 September: Receive the assignment topic and begin research and note taking.

7 September: Research, plan and draft the assignments.

14 September: Submit the first draft of the assignment. (Drafts will not be accepted after the draft submission day).

21 September: Tutors return the drafts.

28 September: Submit the final assignments. (Late submission of the final assignment will result in a grade loss of 10% per day. After the fifth day, the assignments will not be accepted).

12 October: Tutors return the final assignments.

ASSIGNMENT FORMATTING STEPS

Follow the steps below while formatting the assignments according to the APA style:

Step One – Writing the Running Head and page numbers

1. open the header
2. select 12-font size Times New Roman
3. shorten and write the title using main content words in capital letters on the left side
4. insert the page number on the same line of the header but flush on the right side

Step Two – Formatting the text

1. first highlight all the text
2. then click ‘no spacing’
3. choose 2-point line space
4. then format the text by
   - centre the title
   - press ‘tab’ each time you write a new paragraph
   - follow the same in the reference section on a new page

Appendix 2

18ACS101A Student Number .....

Royal University of Bhutan
Sherubtse College ACS101 Academic Skills
Class Test for the Autumn Semester 2018 (Sample) Duration: 1 hour
Maximum marks: 20 Question one
(6 Marks)

Identify poor academic features in the sentences below and justify why they are examples of poor academic style.

1 Many students don't know that plagiarism is the biggest academic offence, and they will be penalised badly for that.

2 It's a good idea to use lots of in-text citations in the essays, as these will support the claims we make.

Question two **(4 marks)**

Rewrite the sentences in question one in an academic way without altering the meaning.

Question three **(5 marks)**

Write sentences that present the following information in an indirect voice using the appropriate APA in-text citation conventions.

A: Information

One of its engineering chiefs announced that it would soon add support to the operating system to allow other manufactures to create foldable phones of their own.

Author:	Leo Kelion
Title:	Samsung folding smartphone revealed to developers
Title of the newspaper:	The BBC
Date of publication:	7 November 2018
Website address:	https://www.bbc.com/news/technology-46130071

B: Information

Most international students need to write essays and reports for exams and coursework, but writing good academic English is one of the most demanding tasks students face.

Author:	Stephen Bailey
Title:	Academic Writing: A Handbook for International Students
Edition series:	4th edition
Year of publication:	2015
Publisher:	Taylor & Francis Ltd
Location of publisher:	London, UK

Question four **(5 marks)**

Prepare the references for the sources in question three.

ACS101 TEST MARKING CRITERIA

Question one (6 marks) 6 mistakes to be identified and justified with reasons **1 mark is divided into:**

For each mistake	½ mark
For each justification	½ mark

Question two Rewriting the sentences (4 marks)

2 marks for each rewritten answer 2 marks are divided into:

Retention of meaning	½ mark
Complete paraphrase	1 mark
Use of academic syntax	½ mark

Question three (5 marks)

2½ marks for each piece of information 2½ marks are divided into:

Presenting in an indirect voice	1 mark
Conveying the information	1 mark
Following proper in-text citations	½ mark

Question four (5 marks)

2 marks for each reference 2 marks are divided into:

Last name and initial of the first name	½ mark
Year of the publication (Month and date)	½ mark
Title, edition and proper underlining	½ mark
Publication details (Location and publisher)	½ mark

Remaining 1 mark is divided into:

The title References	¼ mark
Alphabetical order	¼ mark
Double line space	¼ mark
Indentation	¼ mark

Appendix 3

ACS101 PRESENTATION ASSESSMENT CRITERIA

NAME ……. STUDENT NO ……. GROUP ……

CATEGORY	GOAL	MARK	GIVEN	REMARK
INTRODUCTION (2½)	Greeting and name	½		
	Topic and stand	1		
	Overview	1		
CONTENT (4)	Discussion	1		
	Evidence	1		
	Linking words	1		
	Clarity	1		
DELIVERY (4)	Pronunciation	1		
	Grammar	1		
	Tone and pitch	1		
	Body language	1		
VISUAL (2)	Effectiveness	1		
	Relevance	1		
CONCLUSION (2½)	Concluding phrase	½		
	Summary	1		
	Time management	1		
TOTAL MARKS		15		

Tutor's signature

Appendix 4

ACS101 ASSIGNMENT ASSESSMENT CRITERIA

NAME.....STUDENT NO:.....PROGRAMME:.....

CATEGORY			GOAL	4	3	2	1	0	Mark
CONTENT	INTRODUCTION	1	The introduction has a clear opening sentence.						
		2	The introduction has relevant background information.						
		3	The introduction has a thesis statement with the preview of main points.						
		4	The introduction is written in 10% of the total word count.						
	BODY	5	The paragraphs have clear topics and controlling ideas.						
		6	The paragraphs have supporting details to support the topics.						
		7	The paragraphs use the required number of sources as citations.						
		8	The indirect in-text citations are properly paraphrased.						
		9	The direct quotes have page numbers and inverted commas.						
		10	The essay has linking words to join the points and paragraphs.						
	CONCLUSION	11	The conclusion has a concluding signal word.						
		12	The conclusion has a summary of the main points.						
		13	The conclusion is written in 10% of the total word count.						
LANGUAGE		14	The essay uses correct subject-verb agreement in all writing.						
		15	The essay uses correct articles, conjunctions, prepositions and punctuation.						
		16	The essay uses correct and uniform tenses in all writing.						
		17	The essay uses uniform and one variety of English spellings.						
		18	The essay has no run-on sentences and faulty parallelism.						
REFERENCES		19	The essay has the reference section on a new page titled References.						
		20	The essay gives the details of all the sources cited in the essay.						
		21	The references follow proper rules for different source genres.						

	22	The references indent the second and following lines of the sources.						
FORMAT	23	The essay uses the correct font style and size, and reflects the word count.						
	24	The essay has the correct APA running head and page numbers.						
	25	The essay has the correct APA line space and paragraph indentation.						

TOTAL MARKS ___/100

Appendix 5 ACS101 Portfolio Assessment Criteria (Class Work and Homework)

NAME .....STUDENT NO .....

CATEGORY	CRITERIA	MARK				
COMPLETENESS	The portfolio includes all assigned tasks done on	5	4	3	2	1
EXTRA MATERIAL	time. The portfolio includes at least three extra materials.		3	2	2	1
LANGUAGE	The portfolio shows the correct use of language and			3	2	1
NEATNESS	punctuation. The portfolio is neatly written and maintained.				2	1
ORGANISATION	The portfolio organises contents systematically.				2	1

Total ...../15

CLASS NOTES		
Marks	**Completeness (5)**	**Clarity and organisation (5)**
4-5	Notes are relevant, complete, include all key information and extend well beyond what the tutor has written on board or dictated. Notes show clear understanding, and intelligent selection of material.	Notes are well organisationd, clearly dated, with relevant and useful headings. Information and topics are easy to locate. Clear layout. Main points and sub points or examples are easy to distinguish. Notes are clearly distinguished from exercises.
3	Notes are mainly relevant and complete. They include substantial information beyond what was written on board or dictated, but they may show minor misunderstanding or irrelevancies.	Notes are generally organisationd, but headings and dates may be missing at times. Information and topics are identifiable though some effort may be required. Class notes and exercises may not always be distinguished.

2	Notes are relevant and complete but rarely extend beyond what tutor has written on board or dictated.	Notes show attempt at organisation, but generally lack headings and dates. Considerable effort required locating information.
1	Notes are minimal. They may be irrelevant, very difficult to understand or contain very little information.	Poor or no attempt at organisation. Extremely difficult to identify topics or information. Headings and dates rarely present. Difficult to locate topics and information.
0	No relevant notes submitted	No relevant notes submitted

Total ...../10

Appendix 6

ACS101 VLE DISCUSSION ASSESSMENT CRITERIA

NAME..... STUDENT NO .....

CATEGORY	DETAILS	MARK	AWARDED
NATURE OF DISCUSSION (4)	The number of points made	1	
	Comments on the discussion	2	
	Student-initiated discussion	1	
CONTENT (3)	Quality of discussion	2	
	Clarity	1	
LANGUAGE (3)	Grammar	1	
	Spellings	1	
	Punctuation	1	
	Total	**10**	

Appendix 7: Sample Essay

APPROACHING BOTH TRUE AND FALSE BEGINNERS

How to Approach a Class Having Both True and False Beginners

In many English as second and foreign language-learning situations, there are a good mix of both true beginners and false beginners. According to Brown (2007), true beginners are those learners who do not have any knowledge of English, whereas false beginners are those learners who have some basic knowledge of English such as a few letters, limited vocabulary and some numbers. Given the different levels of learners' initial knowledge of English, it becomes an important task for the teacher to look for the ways to approach these different groups of students who are placed in the same learning category. To address this problem, by fulfilling the learning objectives and goals of all the students, the teacher can categorise the students into two groups of true and false beginners, use the different teaching and learning materials, follow two approaches of teaching and take the advantage of false beginners to help the true beginner's group.

First of all, the teacher can do a proficient level test to judge and categorise the students into two groups of true beginners and false beginners. This will not only give a complete picture of the student ratio between true and false beginners, but it will also help the teacher to organise teaching materials, lesson plans and group activities (Tyacke, 1998). For this, the teacher can ask the students questions such as what is the name of an individual student, how many letters of the English alphabet do they know, how many days are there in a week, name at least two vegetables that they grow in their kitchen gardens, what are their interests and why do they want to study English. The students have to answer both verbally and in written so that the teacher gets to know the reality, as many children tend to display their ideas without hesitation if they know. However, to avoid the inferior and superior complex among the students, the teacher has to be very casual and less intimidating in front of the students, and if the students seem confused by the questions, he or she must explain in the first language. After getting their responses and written answers, the teacher can identify the two groups of true and false beginners. In addition to this, the teacher may also employ the 'Foreign Language Classroom Anxiety Scale' questionnaire if there are adolescent and adult learners of English as a second or foreign language (Horwitz, Horwitz, & Cope, 1986,

as cited in Frantzen & Magnan, 2005). This scale will indicate the authentic level of learners, as true beginners tend to have more anxiety than false beginners.

After forming the two groups, the teacher can use two types of teaching and learning materials that suit both true and false beginners (King-Shaver & Hunter, 2003). The teacher can incorporate all the four skills of English such as listening, speaking, reading and writing into the lesson plans of both groups. To have a productive outcome, the teacher needs to frame two types of lesson plans in line with the overall lesson objective and goals. For example, if the teacher plans to teach basics of listening and speaking lessons, he or she can assign the challenging topics under the same skills to the false beginner's group. At the same time, if the true beginners start with writing and practising letters of the alphabet, the other group can be assigned to colour the pictures of vegetables in their workbooks that is a few chapters ahead of the true beginners. When the other group practises writing on their own, the teacher can check and correct the false beginners' work. In this way, the teacher not only keeps all the students engaged, but he or she also creates an expert group to help him or her to teach and help the true beginners when they have to study the same chapter later. The teacher can also make the false beginner's group use of library books such as Magic Beach by Alison Lester, which contains basic sentences with visual arts and rich vocabulary, when he or she works with the true beginners on the workbook already completed by the other group. Even for homework, the teacher can provide extra and challenging tasks to false beginner students.

In addition, King-Shaver and Hunter (2003) state that the teacher can employ different teaching strategies to make the teaching and learning process between the two groups interesting and productive by understanding the needs and proficiency level of students. If the true beginner's group learns the repeated chorus with the teacher in the classroom, he or she can ask the other group to go outside the classroom and find out how many types of flowers are there in the class garden and describe about them in groups. The teacher will check their group work when the true beginner's group focuses on self-directed study. At the same time, if the teacher takes the true beginner's group outside the classroom to learn the names of things and plants found on the school campus, the other group can remain in the classroom and play a game such as a puzzle of vocabulary in groups.

It is also important to let the students watch simple subtitled films in the class together. According to Swain (2013), using films in teaching can act as a leveler for both

groups of students, as they can relate individual stories according to their understanding. After the film, the teacher and students can discuss about their understanding of the film, and the new words that they have found in the film. In the long run, this method will help students to gain and retain a rich vocabulary because of visual impacts. However, the teacher must choose the films that fit into the English language-learning context.

Similarly, when the teacher gives homework, there should be two learning objectives so that both groups are kept engaged and challenged according to their level. The homework topics too should encompass the four skills of English. For example, on the one hand, the teacher may assign the task of reading a local newspaper and collecting new words from it for the false beginner's group. On the other hand, the true beginner's group must be asked to visit local shops and ask the shopkeeper what items do they sell. When they come to the classroom in the next time, individual students can present a 5-minute report about their homework to the class. The teacher judges their pronunciation, grammar and coherence. At the end of the presentations, the teacher and peers give feedback and comments on the speech.

Brown (2007) suggests teachers to take advantage of students as a teaching approach to teach others. Since false beginners already have some basic knowledge of English, the teacher can use them to help other students in pair-work, presentations, group activities and role-plays. This will not only ease the teacher's roles, but it will also create a lively learning atmosphere among the students because of their closeness and camaraderie (Bond, 1998). In this peer-oriented learning environment, the teacher can encourage willingness to communicate among the students, as it is very important for second language learners. The teacher can divide the class into groups by giving the role of monitor to false beginners to coordinate class discussions on a common topic based on the lesson. In order to avoid the dominant students talking too much, the student monitors must provide an equal chance to each student. At the end of the discussions, group leaders present their points to the class, and other students comment on them.

In addition, false beginners can also do peer-teaching to true beginners in groups. For example, they can teach and guide the workbook tasks that they have already done while true beginners were doing basics of English such as learning and practising letters, sounds and numbers. Gradually this practice will serve as a model of learning English, as true beginners get inspired and encouraged knowing that if their peers can do it, they too can learn in the

way false beginners have acquired, and this also contributes to students' autonomy of independent learning (Harmer, 2007).

Although it may be very challenging to follow this approach successfully in a real teaching and learning situation, it can at least provide a starting point for other innovative teaching approaches to solve the issue of having to teach English to a mix of both real beginners and false beginners. In order to have productive teaching and learning outcomes in a complex situation like this, the teacher can conduct a proficiency level test among the students to judge their starting point. In addition, the teacher can also use different teaching materials, follow different teaching styles, use false beginner students as teaching assistants to guide and help the beginners in their initial learning stage. (1,476 words)

References

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