

Third Year/Academic Writing
The Process of Writing
Prepared by
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Dept of English/ School of Education
2022-2023



The main points of the course

- ◆ Four Parts are to be covered in our academic year
- ◆ One time a week
- ◆ Homework at the end of every lecture
- ◆ Results of homework marks to be announced at specific times
- ◆ Attendance is a must.

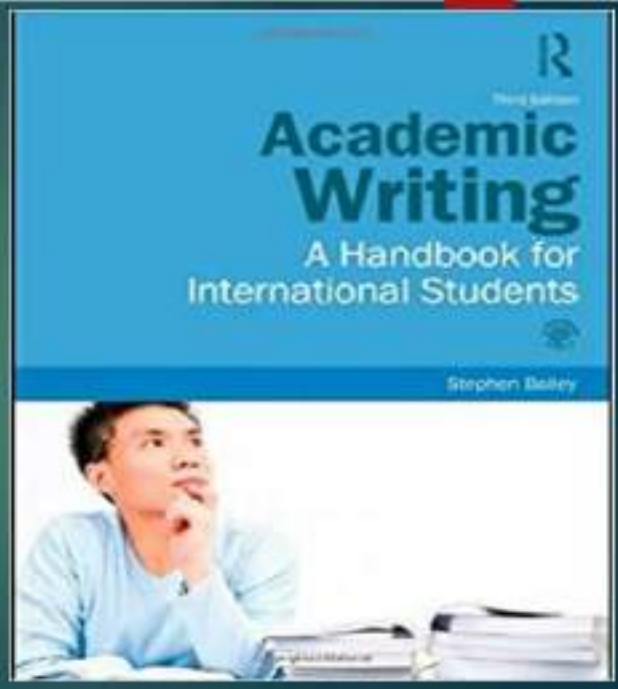


The course Book:

- ◆ **Bailey, S. (2011) Academic Writing: A Handbook for International Students. 3rd(ed.). London: Taylor and Francis**

- ◆ **The four parts of the book:**

1. The Process of Writing
2. Elements of Writing
3. Accuracy in writing
4. Writing models



Part One: The Process of Writing

- **Background to writing**
- Reading: finding suitable sources
- Reading: developing critical approaches
- Avoiding plagiarism
- From understanding titles to planning
- Finding key points and note-making
- Paraphrasing
- Summarising
- References and quotations
- Combining sources
- Organising paragraphs
- Introductions and conclusions
- Re-writing and proof-reading



Background to writing

- The purpose of academic writing
- Common types of academic writing
- The format of long and short writing tasks
- The features of academic writing
- Some other common text features
- Simple and complex sentences
- Writing in paragraphs



Background to writing

Most academic courses assess students through written assignments. These include coursework, which may take weeks to write, and exam answers, which often have to be written in an hour or less. This unit deals with:

- The names of different writing tasks
- The format of long and short writing tasks
- The use of sentences and paragraphs

1. The purpose of academic writing:

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

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

- Can you suggest any other reasons?



- ◆ In all cases it is useful to bear in mind the likely readers of your work. How can you explain your ideas to them effectively? Although there is no fixed standard of academic writing, it is clearly different from the written style of newspapers or novels. Similarly, it is generally agreed that academic writing attempts to be accurate and objective. What are its other features?
- ◆ Note: homework on P. 4

2. Common types of academic writing

- ◆ The following are the most common types of written work produced by students.
- ◆ Match the terms on the left to the definitions on the right.

Notes	A piece of research, either individual or group work, with the topic chosen by the student(s).
Report	The longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student.
Project	A written record of the main points of a text or lecture, for a student's personal use.
Essay	A general term for any academic essay, report, presentation or article.
Dissertation/ Thesis	A description of something a student has done e.g. conducting a survey.
Paper	The most common type of written work, with the title given by the teacher, normally 1000-5000 words.

3. The format of long and short writing tasks

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

- *Introduction*
- *Main body*
- *Conclusion*

- ◆ Longer essays may include

- *Introduction*

- *Main body*
- *Literature review*
- *Case study*
- *Discussion*

- *Conclusion*
- *References*
- *Appendices*

- ◆ Dissertations and journal articles may have:

- *Abstract*
- *List of contents*
- *List of tables*

- *Introduction*
- *Main body*
- *Literature review*
- *Case study*
- *Findings*
- *Discussion*

- *Conclusion*
- *Acknowledgements*
- *References*
- *Appendices*

4 The features of academic writing

- ◆ There is considerable variation in the format of academic writing required by different schools and departments.

Note: Homework on P.6-7

5. Some other common text features

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

6. Simple and complex sentences

- ◆ Simple sentences are easier to write and read,
- ◆ However, complex sentences are also needed in academic writing.
- ◆ Students should make clarity priority, and avoid writing very complex sentences until they feel confident in their ability.

- ◆ Simple sentences contain a **subject**, a **verb** and a **complement**.

- Ex : Academic writing is essential for students of English.

S V C

- ◆ Complex sentences contain **conjunctions**, **relative pronouns** or **punctuation**, which link the clauses:

- EX: Tom managed to attend the meeting although he was busy all the day

S V O C S V C

■ Study the table below.

Annual vehicle production 2005–9

2005	2006	2007	2008	2009
135,470	156,935	164,820	159,550	123,075

- ◆ In 2005 the company produced over 135,000 vehicles but between 2005 and 2006 production increased by 20 per cent .(Complex sentence)

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

- (a) _____
- (b) _____
- (c) _____
- (d) _____

7. Writing in paragraphs

◆ Discuss the following questions:

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

Note: Homework on page 9-10

References:

For fuller discussion to the points of this lecture consult your book:

◆ Bailey, S. (2011)

. 3rd(ed.). London: Taylor and Francis

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**Third Year / Academic Writing
The Process of Writing / Lecture 2
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Reading: finding suitable sources

► **Key Points**

1. Academic texts
2. Types of text
3. Using reading lists
4. Using library catalogues
5. Using library websites to search electronic resources



Reading: findings suitable sources: Introductory

Students often underestimate the importance of effective reading, but on any course it is vital to be able to locate the most relevant and suitable sources. This unit:

- examines the most appropriate text types for academic work
- explores ways of locating relevant material in the library
- explains the use of electronic resources

1. Academic texts

- ▶ As a university student, you are advised to read a variety of text types for your course, so it is important to identify suitable types and recognise their features. This will help you to assess their value.
- ▶ Class Practice: Read the following extract from **Tourism Marketing** and see if it is suitable for academic use and why

1.1

To promote tourism and market destination, it is important to study the tourists' attitude, behaviour and demand. The studies of Levitt (1986) and Kotler and Armstrong (1994) suggest that an understanding of consumer behaviour may help with the marketing planning process in tourism marketing. The research of consumer behaviour is the key to the underpinning of all marketing activity, which is carried out to develop, promote and sell tourism products (Swarbrooke and Horner, 1999; Asad, 2005). Therefore, the study of consumer behaviour has become necessary for the sake of tourism marketing.

Text	Suitability?
1	<i>Yes, it summarises some relevant research, and includes citations</i>
2	
3	
4	

Homework: Read texts 1.2, 1.3 and 1.4 on pp. 12-13 and decide which are the most suitable for academic use, and why.

The main features of academic texts

1. **The formal vocabulary**
EX: the marketing planning process in tourism marketing . . .
the extent of political-economic dependency . . .
2. **Use of references**
3. **Impersonal style**
4. **Long complex sentences**

Homework: go back to the texts on pp. 12-13 and try to find examples of each feature.

2. Types of Academic text:

- Consider this table that lists the most common written sources used by students.
- Work with a partner to consider their likely advantages and disadvantages.

Text type	Advantages	Disadvantages
Textbook	<i>Written for students</i>	<i>May be too general</i>
Website		
Journal article		
Official report (e.g. from government)		
Newspaper or magazine article		
e-book		

3. Using reading lists

- ▶ A reading list could be either given by the teacher, or it may be available online through the library website.
- ▶ The list will usually include textbooks, journal articles and websites.
- ▶ If the list is electronic there will be links to the library catalogue to let you check on the availability of the material.
- ▶ If the list is printed, you will have to use the library catalogue to find the texts.
- ▶ You do not have to read every word of a book because it is on the list.
- ▶ Your teacher will probably suggest which pages to read, and also tell you which parts are the most important.

What can you see on a reading list?

- ▶ On reading lists you will find the following formats

- **Books**

Miles, T. R. *Dyslexia: A Hundred Years On* / T.R. Miles and Elaine Miles, 2nd ed. Open University Press, 1999.

- **Journal articles**

Paulesu E. et al. *Dyslexia: Cultural Diversity and Biological Unity*. *Science*, 2001, 291, pages 2165–7.

- **Websites**

www.well.ox.ac.uk/monaco/dyslexia.shtml

4. Using library catalogues

- University and college libraries usually have online catalogues. These allow students to search for the materials they want in various ways. If the title and author's name are known it is easy to check if the book is available, but if you are making a search for material on a specific topic you may have to vary the search terms. For instance, if you have been given an essay title:

“Is there a practical limit on the height of tall buildings? Illustrate your answer with reference to some recent sky scrapers.” many results

- ▶ you might try:

- *Skyscraper design*
- *Skyscraper construction = few results*
- *Design of tall building*
- *Construction of tall buildings*

- ▶ If you use a very specific phrase you will probably only find a few titles.

- ▶ ‘Skyscraper construction’, for example, only produced three items in one library database, but a more general term such as ‘skyscrapers’ found 57.

- You have entered the term 'skyscrapers' in the library catalogue search engine, and these are the first eight results.
- In order to answer the essay title above, which would you select to borrow? Give your reasons.

Full details	Title	Ed/Year	Location	Holdings
1	Skyscraper: the politics and power of building New York city in the twentieth century / Benjamin Flowers.	c2009	Main library	Availability
2	Skyscraper for the XXI century / edited by Carlo Aiello.	2008	Science library	Availability
3	Taipei 101 / Georges Binder [editor].	2008	Main library	Availability
4	Tall buildings: image of the skyscraper / Scott Johnson.	2008	Fine Arts Library	Availability
5	Skyscrapers: Fabulous Buildings that Reach for the Sky / Herbert Wright.	2008	Main library	Availability
6	Eco skyscrapers / Ken Yeang.	3rd Ed. 2007	Science library	Availability
7	Cost optimization of structures: fuzzy logic, genetic algorithms, and parallel computing / Hojjat Adeli, Kamal C. Sarma.	2006	Science library	Availability
8	Skyscrapers: a social history of the very tall building in America / by George H. Douglas.	2004	Main library	Availability

- ▶ **Full details** : If you click on this you will get more information about the book, including the number of pages and a summary of the contents. This may help you decide whether to borrow it.
- ▶ **Ed/year**: If a book has had more than one edition it suggests that it is a successful title. The books are listed by the most recent first; always try to use the most up-to-date sources.
- ▶ **Location**: Many large universities have more than one library. This tells you which one the book is kept in.
- ▶ **Holdings** If you click on availability it will tell you how many copies the library holds and if they are available to borrow or on loan.

5. Using library websites to search electronic resources

- ▶ **electronic resources** E-journals and other electronic resources such as subject databases are becoming increasingly important.
- ▶ Their advantage is that they can be accessed by computer, saving the need to visit the library and find a text.
- ▶ Most library websites have a separate portal or gateway for searching electronic resources.
- ▶ This allows you to enter the name of a specific journal, or look for possible journals in your subject area by entering a term such as 'international business law'.
- ▶ In this case, the database may offer the following titles:
 - *European Business Law Review*
 - *European Business Organisation Law Review*
 - *International Trade and Business Law Review*
 - *Law and Business Review of the Americas*

- ▶ **In each case**, you can access a list of issues available, which will let you read a list of published articles. Most journals publish four issues per year. In the case of *European Business Organisation Law Review*, the list would include:
 - *Dec 2000 Vol 10 Issue 4*
 - *Sep 2000 Vol 10 Issue 3*
 - *June 2000 Vol 10 Issue 2*
 - *Mar 2000 Vol 10 Issue 1*
- ▶ By clicking on any of these issues you can read a full list of articles. It is usually sufficient to read the abstract to find out if the article will be relevant to your work. Note that most journal websites contain a search engine to allow you to search all back issues by subject. They may also offer links to articles in other journals on the same topic.
- ▶ The best way to become familiar with these methods is to practise. Library websites usually contain tutorials for new students, and librarians are always willing to give help and advice when needed.

References

For fuller discussion to the points of this lecture consult your book:

- ▶ **Bailey, S. (2011) Academic Writing A Handbook for International Students. 3rd (ed.). London: Taylor and Francis**

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Homework

- ▶ **Select a specific topic from your subject area.**

(a) Use the library catalogue to search for relevant books. Write down the most useful titles.

(b) Look for a few relevant journal articles, using the library portal.

Write a reference for each article.

**Third Year / Academic Writing
The Process of Writing / Lecture 3
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Reading: developing critical approaches

► **Key Points**

1. Reading methods
2. Titles, sub-titles and text features
3. Reading abstracts
4. Fact and opinion
5. Assessing internet sources critically
6. Critical thinking



What shall we see in this unit?

This unit:

- explains effective reading methods
- examines common text features, including abstracts
- explores and practises a critical analysis of texts

Reading methods

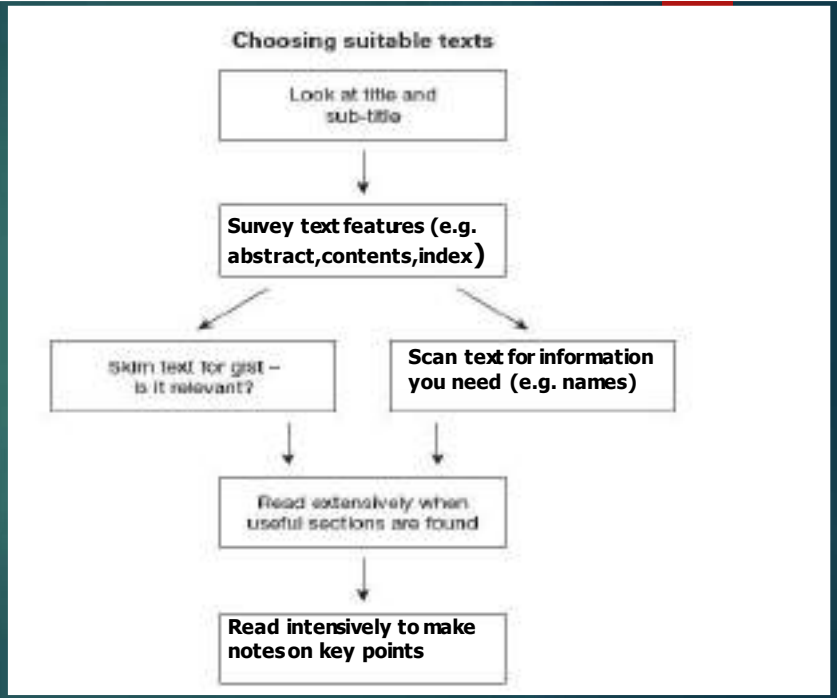
What is reading method?

- ▶ **A reading method** is a way you adopt to get the required information you need for a particular topic.
- ▶ **Important notes:**
 1. Do not underestimate the importance of reading skills.
 2. Reading academic texts in the quantity required for most courses is a demanding task.
 3. Attending lectures and seminars are not enough
 4. Distinct methods have to be adopted to arrive at the suitable amount of the required reading.
 5. You do not have time to read every word published on the topic you are studying
- ▶ Consider the chart on the next slide which illustrates an approach to finding and dealing with texts.

Complete the empty boxes in the chart with the following techniques:

- Read intensively to make notes on key points
- Scan text for information you need (e.g. names)
- Survey text features (e.g. abstract, contents, index)

Can you suggest any other reading skills to add to the chart above?



Tites, sub-tites and textfeatures

- ▶ Many books and articles have both a title and a sub-title. Forexample:

The Right to Have Rights Citizenship Practice and the Political Constitution of the EU.

title

subtitle

shorter

gives more information about the focus

- ▶ The title is usually shorter, the sub-title often gives more information about the focus.

What shall you do after finding a suitable text?

- ▶ After finding a relevant text, it is worth checking the following text features before starting to read:

Author

Is the writer well-known in his/ her field? What else has he/ she published?

Publication date and edition

Do not use a first edition if there is a (revised) second edition available.

Abstract

See section below.

Contents

A list of the main chapters or sections. This should tell you what proportion of the text is devoted to the topic you are researching.

Introduction or preface

This is where the author often explains his/ her reasons for writing, and also how the text is organised.

References

This list shows all the sources used by the author and referred to in the text. It should give you some suggestions for further reading.

Bibliography

These are the sources the author has used but not specifically referred to.

Index

An alphabetical list of all the topics and names mentioned in a book. If, for example, you are looking for information about a person, the index will tell you if that person is mentioned, and how often.

Digital Copyright and the Consumer

← TITLE

Revolution

Hands off My iPod

Matthew Rimmer ← AUTHOR

*Senior Lecturer, ACIPA, The Australian National University
College of Law, Australia*

Edward Elgar ← PUBLISHER
Cheltenham, UK • Northampton, MA, USA

↑
Place of publication

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© Matthew Rimmer 2007

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Reading abstracts

What is abstract?

- ▶ An **abstract** is a kind of **summary** that enable researchers to decide if it is worth reading the full academic text(i.e. article).
- ▶ You will not normally have to write abstracts, but it is important to be able to read them effectively.

Note: abstracts are normally found in peer-reviewed journal articles

What is the structure of abstracts?

- ▶ Abstracts normally have a standard structure.
- (a) *Background position*
- (b) *Aim and thesis of article*
- (c) *Method of research*
- (d) *Results of research*

Underline the main components of the abstract to the left.

Study this example:

3.1 CITIZENSHIP NORMS AND THE EXPANSION OF POLITICAL PARTICIPATION

Russell J. Dalton

A growing chorus of scholars laments the decline of political participation in America, and the negative implications of this trend for American democracy. This article questions this position – arguing that previous studies misdiagnosed the sources of political change and the consequences of changing norms of citizenship for Americans' political engagement. Citizenship norms are shifting from a pattern of duty-based citizenship to engaged citizenship. Using data from the 2005 'Citizenship, Involvement, Democracy' survey of the Center for Democracy and Civil Society (CDACS) I describe these two faces of citizenship, and trace their impact on political participation. Rather than the erosion of participation, this norm shift is altering and expanding the patterns of political participation in America.

(Dalton, R.J. (2008) *Political Studies* 56 (1) 76–98)

Fact and opinion

- ▶ When reading, it is important to distinguish between facts:
 - Rice is grown in warm wet climates.
- ▶ and opinions:
 - I like rice.

Decide if the following statements are facts, opinions or both.

	Fact	Opinion
1. Smoking can be dangerous to health.		
2. Smoking is addictive.		
3. Smoking should be banned.		
4. Smoking is dangerous so it should be banned.		

Note: If suggestions are made in academic writing (**smoking should be banned**) it is important that they are supported by **true facts** (smoking is dangerous).

- ▶ Read the following sentences and decide if they are fact or opinion. If they are fact, decide if they are true or false. If they are opinion, decide if you agree or disagree.

	Fact or opinion?	Facts – true or false?	Opinions – agree or disagree?
1 Britain has the highest crime rate in the world.			
2 In Britain, hundreds of crimes are committed every day.			
3 Many criminals are never caught.			
4 The police are inefficient.			
5 The police should be abolished.			

Assessing internet sources critically

How to find reliable texts?

- ▶ Do not waste your time on texts that are **unreliable** or out-of-date.
- ▶ If you are using material that is not on the reading list you must assess it critically to ensure that the material is trustworthy.
- ▶ Internet sources are plentiful and conveniently available, but you need to ask several questions about each site:
 - Is this a reputable website, for example with ac. (= academic) in the URL?
 - Is the name of the author given, and is he/she well-known in the field?
 - Is the language of the text in a suitable academic style?
 - Are there any obvious errors in the text, e.g. spelling mistakes, which suggest a careless approach?

Compare these two internet texts on deforestation. Which is likely to be more reliable?

5.1 We are destroying the last of our vital natural resources, just as we are starting to wake up to how precious they are. Rainforest once covered 14 per cent of the land now it's down to a mere 6 per cent. Scientists predict that the rest could disappear in less than 40 years. Thousands of acres are cut down each second with dire consequences for the countries involved and the planet as a whole. Scientists estimate that we lose 50,000 species every year, many species every second including 137 plant types (not even species but whole groups of plant species) and as these plants disappear before science can record them so does the chance to gain helpful knowledge and possible medicines.

5.2 The scale of human pressures on ecosystems everywhere has increased enormously in the last few decades. Since 1980 the global economy has tripled in size and the world population has increased by 30 per cent. Consumption of everything on the planet has risen – at a cost to our ecosystems. In 2001, The World Resources Institute estimated that the demand for rice, wheat, and corn is expected to grow by 40 per cent by 2020, increasing irrigation water demands by 50 per cent or more. They further reported that the demand for wood could double by the year 2050; unfortunately it is still the tropical forests that supply the bulk of the world's demand for wood.

Critical thinking

What is critical thinking?

- ▶ Critical thinking means not passively accept what you hear or read, but instead you must actively keep questioning and assessing it.
- ▶ It is still important to adopt a **critical attitude** towards the text you read, even when you feel that it is **reliable** and that you can safely use it as a source.
- ▶ This approach is perhaps easiest to learn when reading, but is important for all other academic work (i.e. listening, discussing and writing).
- ▶ As you read you should ask yourself the following questions:

- (a) What are the key ideas in this?
- (b) Does the argument of the writer develop logically, step by step?
- (c) Are the examples given helpful? Would other examples be better?
- (d) Does the author have any bias?
- (e) Does the evidence presented seem reliable, in my experience and using common sense?
- (f) Is this argument similar to anything else I have read?
- (g) Do I agree with the writer's views?

Read the following text, thinking critically about these sections in yellow. Then answer questions 1–9.

The growth of the world wide web In the history of civilisation there have been many significant developments, **such as the invention of the wheel, money and the telephone**, but **the development of the internet is perhaps the most crucial of all**. In the space of a few years the world wide web has linked buyers in New York to sellers in Mumbai and teachers in Berlin to students in Cairo, **so that few people can imagine life without it**.

It is estimated that over 70 per cent of North Americans, for instance, have internet access, and this figure is steadily increasing. **Physical shops are under threat as growing numbers shop online**. In areas such as travel it is now impossible to buy tickets on certain airlines except on the internet. The web also links together millions of individual traders who sell to buyers through websites such as Ebay. Beyond the commercial sphere, the internet is also critically important in the academic world. A huge range of journals and reports are now available electronically, meaning that researchers can access a vast amount of information through their computer screens, **speeding up their work and allowing them to produce better quality research**. In addition, email permits academics to make effortless contact with fellow researchers all over the world, which also assists them to improve their output. There is, of course, a darker side to this phenomenon, which is the use criminals have made of their ability to trade illegal or fraudulent products over the internet, with little control over their activities. But such behaviour is hugely compensated for by the benefits that have been obtained by both individuals and businesses. **We are reaching a situation in which all kinds of information are freely available to everyone, which must lead to a happier, healthier and richer society**.

1 '... such as the invention of the wheel, money and the telephone. . .'

Are these really critical developments?

2 '... the development of the internet is perhaps the most crucial of all.'

Is this true?

3 '... so that few people can imagine life without it.' *Is this claim credible?*

4 'It is estimated that over 70 per cent of North Americans, for instance, have internet access . . .'

No source given. Does this figure seem likely?

5 'Physical shops are under threat, as growing numbers shop online.'

Is the first part true, and if so, is it caused by online shopping?

6 '... speeding up their work and allowing them to produce better quality research.'

If the first part is true, does the result logically follow?

7 'We are reaching a situation in which all kinds of information are freely available to everyone, which must lead to a happier, healthier and richer society.'

Does the first part need any qualification? Is the conclusion justified?

8 *Is the writer objective or biased?* 9 *Do I agree with this argument overall?*

References

For fuller discussion to the points of this lecture consult your book:

- ▶ **Bailey, S. (2011) Academic Writing A Handbook for International Students. 3rd (ed.). London: Taylor and Francis**

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Avoiding plagiarism

► Key Points

1. What is plagiarism?
2. Acknowledging sources
3. Degrees of plagiarism
4. Avoiding plagiarism by summarising and paraphrasing
5. Avoiding plagiarism by developing good study habits



In the English-speaking academic world it is essential to use a wide range of sources for your writing, and to acknowledge these sources clearly. This unit explains why this is vital, and introduces the techniques students need to use. Further practice with these is provided in Units 1.6 Paraphrasing, 1.7 Summarising and 1.8 References and quotations.

What is plagiarism?

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

What is the difficulty most students face?

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

(a) to show that they have read the principal expert on a subject—by giving citations

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

Why students must avoid plagiarism?

- ▶ There are several reasons why students must avoid plagiarism:

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

Acknowledging sources: Documentaion

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

Summary and citation

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

Quotation and citation

According to Smith: 'The point is not that the state is in retreat but that it is developing new forms of power . . .' (Smith, 2009: 103). These in-text citations are linked to a list of references at the end of the main text, which includes the following details:

Author	Date	Title	Place of publication	Publisher
Smith, M.	(2009)	<i>Power and the State</i>	Basingstoke	Palgrave Macmillan

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

- ▶ See Unit 1.8 References and quotations

Degrees of plagiarism

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

Consider the following academic situations and decide if they are plagiarism

	Situation	Yes/No
1	Copying a paragraph, but changing a few words and giving a citation.	Yes
2	Cutting and pasting a short article from a website, with no citation.	
3	Taking two paragraphs from a classmate's essay, without citation.	
4	Taking a graph from a textbook, giving the source.	
5	Taking a quotation from a source, giving a citation but not using quotation marks.	
6	Using something that you think of as general knowledge, e.g. large areas of rainforest have been cut down in recent years.	
7	Using a paragraph from an essay you wrote and had marked the previous semester, without citation.	
8	Using the results of your own research, e.g. from a survey, without citation.	
9	Discussing an essay topic with a group of classmates and using some of their ideas in your own work.	
10	Giving a citation for some information but mis-spelling the author's name.	

Avoiding plagiarism by summarising and paraphrasing

- ▶ When you read a source book and you need to take some sentences or a paragraph, quotations should not be over-used, so you must learn to paraphrase and summarise in order to include other writers' ideas in your work.
- ▶ This will demonstrate your understanding of a text to your teachers.
 - Paraphrasing involves re-writing text so that the language is substantially different while the content stays the same.
 - Summarising means reducing the length of a text but retaining the main points.

Note: We will consider paraphrasing and summarising in units 1.6 Paraphrasing and 1.7 Summarising

Read the following text and then compare the five paragraphs a, b, c, d, and e on p.34 in your coursebook. Then, see which paragraphs use ideas and information from it. After that, decide which are plagiarised and which are acceptable, and give your reasons in the table on p. 35.

4.1 RAILWAY MANIAS

The source text

In 1830 there were a few dozen miles of railways in all the world – chiefly consisting of the line from Liverpool to Manchester. By 1840 there were over 4,500 miles, by 1850 over 23,500. Most of them were projected in a few bursts of speculative frenzy known as the 'railway manias' of 1835–7 and especially in 1844–7; most of them were built in large part with British capital, British iron, machines and know-how. These investment booms appear irrational, because in fact few railways were much more profitable to the investor than other forms of enterprise, most yielded quite modest profits and many none at all: in 1855 the average interest on capital sunk in the British railways was a mere 3.7 per cent.

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

Avoiding plagiarism by developing good study habits

- ▶ Few students deliberately try to cheat by plagiarising, but some develop poor study habits that result in the risk of plagiarism.
- ▶ Can you add to the following list of positive habits?
 - Plan your work carefully so you don't have to write the essay at the last minute.
 - Take care to make notes in your own words not copying from the source.
 - Keep a record of all the sources you use (e.g. author, date, title, page numbers, publisher).
 - Make sure your in-text citations are all included in the list of references.

Do your own research

- ▶ Does your college or university have a policy on plagiarism? Look on the website to find out. It may raise some issues that you want to discuss with colleagues or your teachers.
- ▶ If you can't find anything for your institution try one of these sites:

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

<http://uefap.com/writing/plagiar/plagfram.htm>

Q1 / Define plagiarism giving one example

Q2/ How to avoid Plagiarism

Q3/ what are the levels of plagiarism

References

For fuller discussion to the points of this lecture consult your book:

- ▶ **Bailey, S. (2011) Academic Writing A Handbook for International Students. 3rd (ed.). London: Taylor and Francis**

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**Third Year / Academic Writing
The Process of Writing / Lecture 5
Prepared by
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2022-2023**



From understanding titles to planning

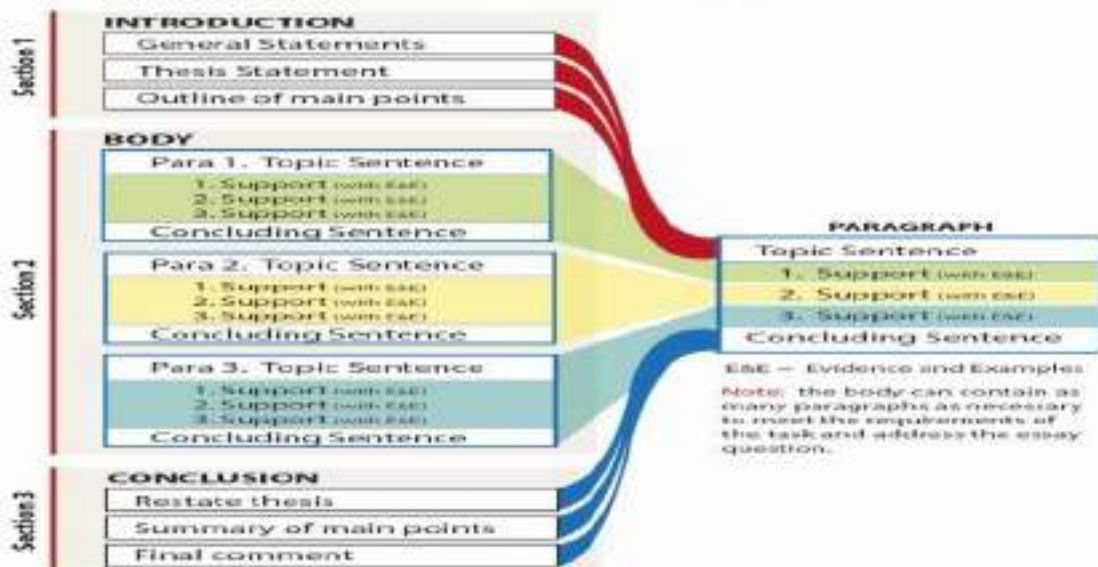
Key points

1. The planning process
2. Analysing essay titles
3. Brainstorming
4. Essay length
5. Outlines



BASIC ESSAY STRUCTURE

An essay has 3 sections: an introduction, body and conclusion.



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

- key words in titles
- brainstorming ideas
- alternative methods of essay planning

The planning process

- ▶ Planning is necessary with all academic writing, but clearly there are important differences between planning in **exams**, when time is **short**, and for **coursework**, when preparatory reading is required.
- ▶ However, in both cases the process of planning should include these three steps:
 - (a) **Analyse** the **title** wording and **decide** what is **required**.
 - (b) **Brainstorm** the topic to focus your ideas.
 - (c) Prepare an outline using your preferred method.
- ▶ With coursework your outline will probably be revised as you read around the topic

Analysing essay titles

- ▶ Titles contain **key words** that tell the student what to do. Note that titles often have two (or more) parts:
- ▶ 'What is meant by a **demand curve** and **why** would we expect it to slope downwards?'
- ▶ In this case 'what' is asking for a description and 'why' for a reason or explanation.
- ▶ Match the key words on the left to the definitions on the right

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

Choose the correct option a, b, c, d or none

1. -----give a detailed account of something.

- a. Summaise b. analyse c. discuss d. asses

Gaining a degree in English can ensure a good future

Why do you think that a degree in English will support your career? Brainstorm ideas.

1. Can get good opportunity to work abroad
2. Give a good chance to travel and develop
3. Travelling to foreign countries and being able to communicate easily

- ▶ summarising and paraphrasing are two important ways of avoiding plagiarism
- ▶ Academic writing is one practice that enables students to use their language formally and scientifically to support their projects

Practice

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

(a) **How** and **why** has the **market for international tourism segmented** since the middle of the twentieth century? **What** are the economic and social forces that have driven this process?

(b) **Describe** some of the reasons **why** patients do not always take the medication as directed.

(c) **How** can **psychology** contribute to the **reduction** of **bullying behaviour** in schools?

(d) **Is** there a move towards **subjectivity** in criminal law? **Should** there be?

(e) **Discuss** the response of building and soil to earthquakes **indicating** what measures can be used to ensure structural stability.

Brainstorming

- ▶ Brainstorming is a method of **generating ideas** and **sharing knowledge** to motivate progress on a particular work on a topic. Sometimes participants are encouraged to think without interruption. At other times, it is a group activity where each participant shares their ideas as soon as they come to mind.
- ▶ Brainstorming is often helpful to start thinking about a topic **by writing down any ideas you have, in any order**. Taking the example from (3a), you might collect the following points:
 - ▶ International tourism – segmentation of market
 - ▶ How and why:
 - Package holidays made foreign holidays popular
 - Internet allow traveller to plan own holidays
 - In 60s jet aircraft permit faster travel – long and short haul holidays
 - In 90s budget airlines low costs – short breaks

Economic and political forces:

- Rising disposable incomes permit more spending on travel
- Developing countries see tourism as route to growth
- Older, retired people spend more on travel

Some children receive almost no encouragement from their parents regarding their performance at school, while other children receive too much pressure from their over enthusiastic parents which can have a negative impact on the child.

Why do you think some parents put too much pressure on their children to perform well at school?

What do you think the role of a parent should be in their child's education?

- Working with a partner, brainstorm ideas for the title below.

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

Essay length

- ▶ An essay during a coursework usually have a required length, normally between 1,000 and 5,000 words.
- ▶ You must keep to this limit, although deviations of 5 per cent more or less are generally acceptable.
- ▶ However, at the planning stage you need to consider what proportion of the essay to allocate to each part of the question.
- ▶ As a basic guide, 20 per cent is usually sufficient for the introduction and conclusion together (references are not included in the word count).
- ▶ Therefore, in a 2,000 word essay the main body would have 1,600 words.
- ▶ If this was the length given for title (3a) above, you might decide on the following allocation

Segmentation of the market for international tourism – how	300 words
– why	500 words
Economic forces	400 words
Social forces	400 words
Total	1,600 words

General essay parts and their word limit

INTRODUCTION 120 words 1. General introductory statement 2. Thesis statement 3. Order of arguments	Body paragraph 1 240 words Argument: Not all media can be treated the same
Body paragraph 2 240 words Argument: There are beneficial outcomes of media	Body paragraph 3 240 words Argument: There are also harmful effects of media
Body paragraph 4 240 words Argument: Amount, type, variety and quality of content are all-important	CONCLUSION 120 words 1. Restate thesis 2. General conclusions 3. Final concluding statement

- ▶ This calculation is useful since it can guide the amount of reading you need to do, as well as providing the basis for an outline.
- ▶ Moreover, it prevents you from writing an unbalanced answer, in which part of the question is not fully dealt with.
- ▶ Essays in exams do not have a word limit but it is equally important to plan them in similar terms, e.g. part 1 40 per cent, part 2 60 per cent.

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

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

Outlines

- ▶ An outline is a form of writing that helps the writer to plan a piece of work as effectively as possible.
- ▶ Careful planning at this stage will save wasted effort later.
- ▶ The more detail you include in your outline, the easier the writing process will be.
- ▶ Note that for coursework it is usually better to **writethe main body** first, then the introduction and finally the conclusion.
- ▶ Therefore you may prefer to **outline just the main body** at this stage.
- ▶ There is no fixed pattern for an outline; different methods appeal to different students. For example, with first part of title: **'Describe the typical social, cultural and environmental impact experienced by tourist destinations in developing countries'**, you can follow one of the outline forms explained on the next slide:

Possible Forms of outline

- ▶ An outline can have the form of :

(a) List

(i) Social impacts

- increase in variety of jobs available
- price inflation
- new range of business opportunities

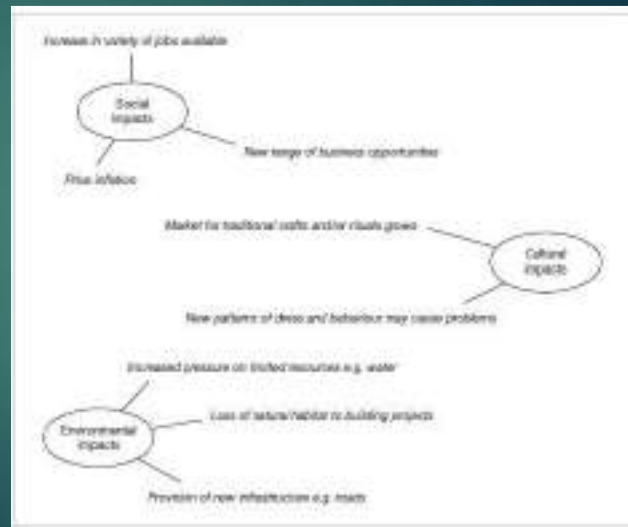
(ii) Cultural impacts

- new patterns of dress and behaviour may cause problems
- market for traditional crafts and/or rituals grows

(iii) Environmental impacts

- increased pressure on limited resources, e.g. water
- loss of natural habitat to building projects
- provision of new infrastructure, e.g. roads

(b) A mind map



Now, after attempting both outline forms, do the following:

1. What are the advantages and drawbacks of each method?
2. Prepare an outline for the second part of the same title, using either method:

'How can harmful impacts be reduced or avoided?'



References

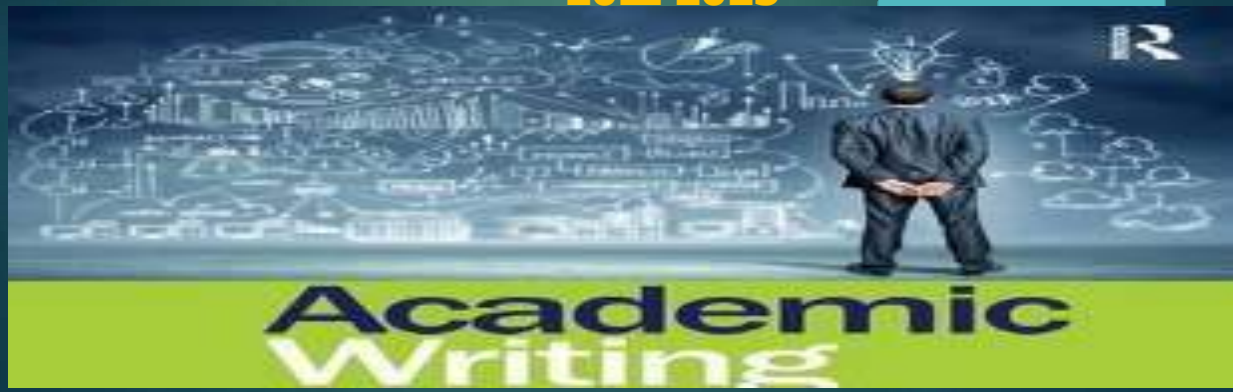
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Finding key points and note-making

1. Note-making methods
2. Finding key points
3. Finding relevant points
4. Effective note-making



After finding a suitable source and identifying relevant sections of text, the next step is to select the key points that relate to your topic and make notes on them. This unit explains and practises this process, which also involves skills developed in Units 1.6 Paraphrasing and 1.7 Summarising.

Why make notes?

1. Keep you alert
2. Engage your mind.
3. Emphasize and organize information
4. Create a condensed record for study

Can you think of more reasons?



Note-making methods

There are a number of different ways to make notes, and it is best that you use the method you feel most at ease with. However, there are four general ideas that could help you to improve your note taking:

1. Use whitespace to separate major ideas.
2. Try to limit your notes to one concept or section per page.
3. Use abbreviations and/or symbols where possible to avoid long sentences.
4. Write down the information in your own words.

These methods are:

1. The Cornell Method
2. The Outlining Method
3. Mind mapping
4. The Charting Method
5. The Sentence Method

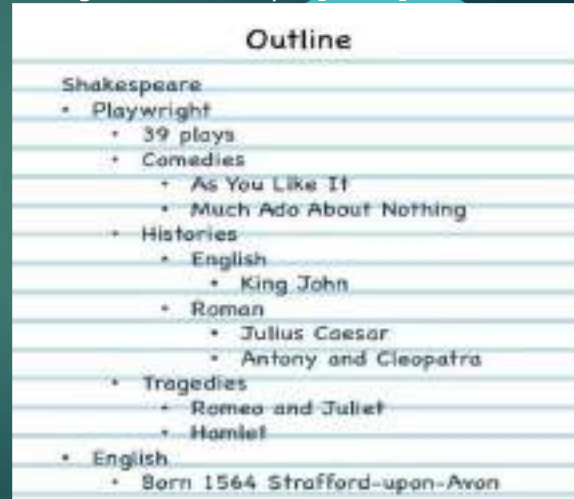
1. The Cornell Method

The Cornell Method is based on two columns: one containing the keyword or concept, and the other containing the description or notes associated with the keyword or concept. This method can be used while listening to the lecturer. In the right-hand column, you can list the main ideas or write a paragraph and then on the left-hand side note the keyword or concept that relates to your section of notes. At the bottom of the page you should write paragraphs summarising the information contained in the notes. Because this note-taking method identifies key concepts and also summarises main ideas, this can be a useful method for later revision. Cornell Method example:

CORNELL NOTES	
- Main Idea	- Key words and ideas
- Key Question (after notes are completed)	- Important dates/people/places
	- Repeated or stressed info
	- Ideas or brainstorming written on the board or projector
	- Info from textbook or stories
	- Diagrams and pictures
	- Formulas
Summary of your notes in your own words	

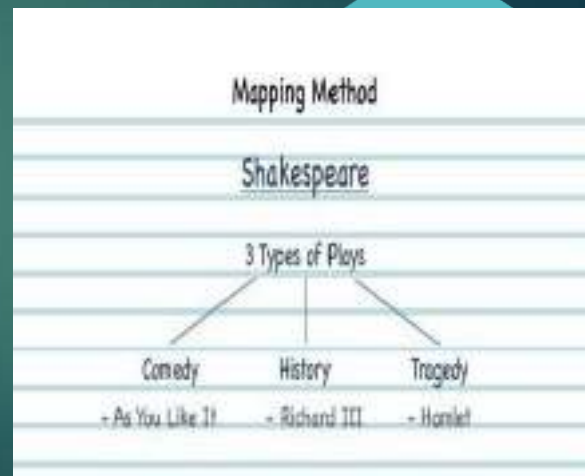
2. The Outlining Method

- ▶ This method involves writing a series of topics and sub-topics, and identifying them by indenting the text, numbering the lines, or using a dash or bullet point. This can be an effective note-taking method for visual learners, and is useful for organising your notes by topic, subtopics, and related concepts. Outlining Method example [show]



3. Mind mapping

- ▶ A mind map is a diagram in which ideas, concepts and images are linked together around a central concept, keyword or idea.



The Sentence Method

With this method you simply write every new concept or topic on a separate line. The idea is to identify the key concept and jot that down; do not try and write what the lecturer has said word for word. It is suggested that you leave lots of space between points to allow for additional notes later. You can also number the information if you wish. This method is useful when you have a lot of information to take notes about - it helps you focus on what is important. It is recommended that you use some form of visual aid (e.g., headings, arrows, coloured highlights or boxes) to group related points together.

The Sentence Method

Example Lecture: A revolution is any occurrence that affects other aspects of life, and so forth. Therefore, Revolutions cause change. (see pages 29-30 in your Textbook about this).

Sample of Notes: Revolution - occurrence that affects Aspects of life...eg., econ, soc, etc... text pp. 29-30

*Develop your own set of abbreviations and symbols.



2 Note-making methods

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

2.1 THE DEATH OF THE PRESS?

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

This development means that in many countries newspaper circulation is falling, and a loss of readers also means a fall in advertising, which is the main income for most papers. Consequently, in both Britain and the USA newspapers are closing every week. But when a local newspaper goes out of business an important part of the community is lost. It allows debates on local issues, as well as providing a noticeboard for events such as weddings and society meetings.

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

(Source: *New Business Monthly*, May 2010, p. 27)

Decline of newspapers

(*New Business Monthly*, May 2010, p. 37)

- a) Newspapers only source of news 100 yrs ago – now also TV, radio + www
- b) Newspaper sales  > decline in advertising > newspapers shutting
- c) Attempts to increase sales:
 - more magazine content
 - gifts
 - websites

but none effective.

Finding key points

Read the following text and underline two key points. Then choose a title for the paragraph.

Title: _____

3.1

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

Finding relevant points

- ▶ When preparing to write an essay you have to search for information and ideas relevant to your subject.
- ▶ Therefore the **key points** that you select must **relate to that topic**. You are given an essay title:

'Does the state have a role in promoting public health?'

- ▶ Read the article on the next slide and underline the key points that relate to your essay topic.

4.1 A SLIMMER AMERICA?

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

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

There is substantial evidence that obesity is linked to social class: those with irregular and badly paid employment are more likely to eat what is convenient and tasty rather than have the time or energy to organise a healthy diet. The number of people in this category may have risen in recent years. Another possibility is that food now is cheaper relative to income, while free time is more valuable, so

cont.

people are attracted to consuming convenient but often unhealthy fast food. In addition, washing machines and other devices mean that fewer calories are used in doing domestic chores around the house. Although valid, these factors apply in many other countries where the same growth in obesity has not been seen.

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

(Herapath, T. (2010) *Journal of Transatlantic Contexts* 14, 319)

Effectivenote-making

- ▶ Notes are for your personal use so you **should create your own style.**
 - (a) You must use your own words and not copy phrases from the original to avoid the risk of plagiarism. The quantity of notes you make depends on your task: you may only need a few points, or a lot of detail.
 - (b) Always record the source of your notes, to save time when you have to write the list of references.
 - (c) Notes are written quickly, so keep them simple. Do not write sentences. Leave out articles (a/ the) and prepositions (of/ to).
 - (d) If you write lists, it is important to have clear headings (underlined) and numbering systems (a, b, c, or 1, 2, 3,) to organise the information. Do not crowd your notes.
 - (e) Use symbols (+, >, =) to save time.
 - (f) Use abbreviations (e.g. =for example). You need to make up your own abbreviations for your subject area. But do not abbreviate too much, or you may find your notes hard to understand in the future!

6 Practice A

- Complete the notes for 'Does the state have a role in promoting public health?' using the key points underlined in (4) above.

Source: (Herapath, T. (2010) *Journal of Transatlantic Contexts* 14, 319)

Have Americans stopped getting fatter?

- (1) *2/3 Americans overweight, but lately growth in obesity seems to have stopped*
- (2) *May reduce future healthcare costs (obesity adds 40 per cent to medical expenses - Finkelstein et al., 2009)*
- (3)
- (4)
- (5)

References

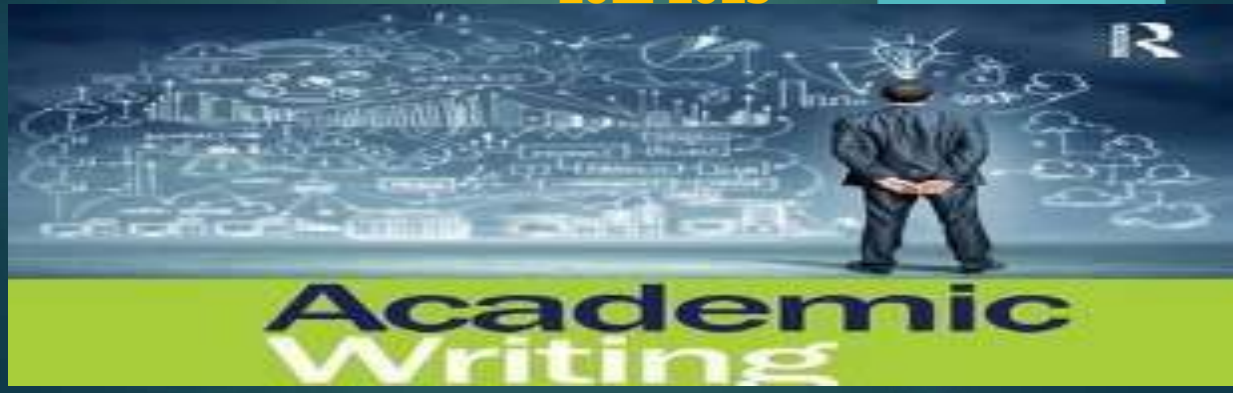
For fuller discussion to the points of this lecture consult your book:

- ▶ **Bailey, S. (2011) *Academic Writing A Handbook for International Students*. 3rd (ed.). London: Taylor and Francis**

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**Third Year/ Academic Writing The
Process of Writing/ Lecture 7
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2022-2023**



Paraphrasing and Summarising

Paraphrasing

1. The elements of effective paraphrasing
2. Techniques for paraphrasing

Summarising

1. What makes a good summary?
2. Stages of summarising



Paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism: it demonstrates your understanding of a source. This unit focuses on techniques for paraphrasing as part of the note-making and summarising process.

The difference between paraphrasing and summarising

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

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

could be **paraphrased**:

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

Summarising: **reduce information to a suitable length**

Paraphrasing: **restate the relevant information**

The elements of effective paraphrasing

- has a different structure to the original
- has mainly different vocabulary
- retains the same meaning
- keeps some phrases from the original that are in common use e.g. 'industrial revolution' or 'eighteenth century'

Techniques for paraphrasing

(a) Changing vocabulary by using synonyms:

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

NB. Do not attempt to paraphrase every word, since some have no true synonym, e.g. demand, economy, energy

(b) Changing word class:

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

(c) Changing word order:

... the best explanation for the British location of the industrial revolution is found by studying demand factors.

> A focus on demand may help explain the UK origin of the industrial revolution.

**“Anyone who stops learning
is old, whether at 20 or 80.
Anyone who keeps learning
stays young.”**

– Henry Ford

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**After the second world war the car makers' focus was
on the style of their products, to encourage more
frequent model changes**

the focus of the car makers was on the style of

**After the second war world their focus was on the car
style**

From the 1970s the industry was criticised for the inefficient performance of most of its vehicles, which wasted petrol.

From the 1970s and because of wasting petrol most vehicles were considered inefficient and that is why the industry was criticised

Summarising

Making oral summaries is a common activity, for example when describing a film or a book. In academic writing it is a vital skill, allowing the writer to condense lengthy sources into a concise form. Like most skills it becomes easier with practice, and this unit explains the basic steps needed to achieve an accurate summary.

What is a summary?

- ▶ A summary is a short, clear description that gives the main facts or ideas about something

What makes a good summary?

- 1- read and understand the text beforehand - pre-summary stage
2. Use your own words.
3. Keep it short.
4. Write objectively
5. Document the publishing information for later reference
6. Keep the meaning
7. Proofread your summary ---- post summary stage

Stages of summarising

- ▶ Summarising is a flexible tool.
- ▶ You can use it to give a one-sentence synopsis of an article, or to provide much more detail, depending on your writing needs.
- ▶ But in every case the same basic steps need to be followed in order to meet the criteria discussed in the previous slide.

■ Study the stages of summary writing below, which have been mixed up. Put them in the correct order.

- (a) Write the summary from your notes, re-organising the structure if needed.
- (b) Make notes of the key points, paraphrasing where possible.
- (c) Read the original text carefully and check any new or difficult vocabulary.
- (d) Mark the key points by underlining or highlighting.
- (e) Check the summary to ensure it is accurate and nothing important has been changed or lost.

References

For fuller discussion to the points of this lecture consult your book:

- ▶ **Bailey, S. (2011) Academic Writing A Handbook for International Students. 3rd (ed.). London: Taylor and Francis**

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References

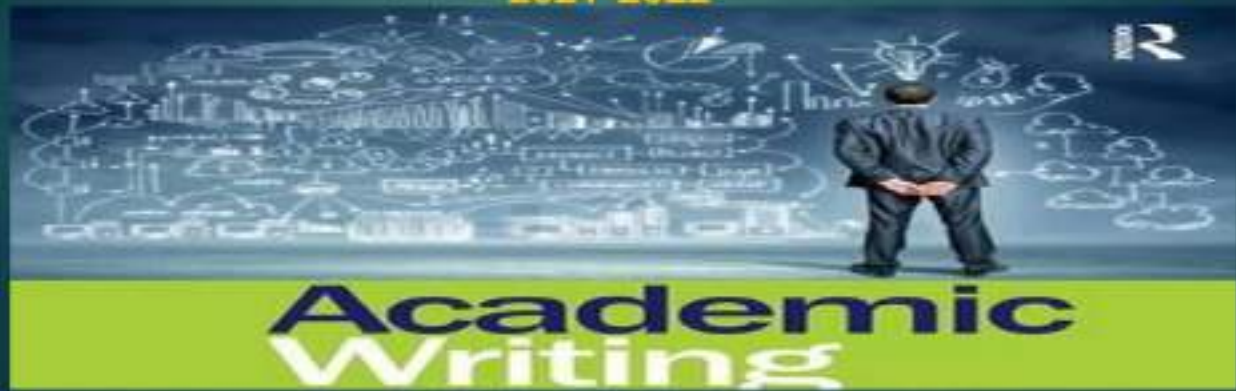
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2021-2022



References and quotations

1. Why use references?
2. Citations and references
3. Reference verbs and systems
4. Using quotations
5. Organising the list of references



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

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

TYPES OF CITING

1. Citing **inside the body (in-text citation)** of the paper - how to document the quotations

- ▶ (Smith, 2009: 88) "....." ----- you are copying directly
- ▶ Smith (2009:88-90)..... -----you are paraphrasing
- ▶ Smith (2009)----- you are summerising

2. Citing **outside the body (out-text citation)** of the paper(Referencing) - list of references

- ▶ Smith, G. (2009). Grammar and its Theories. London: Routledge

Why use references?

▶ There are three principal reasons for providing references and citations:

(a) To show that you have read some of the authorities on the subject, which will give added weight to your writing.

(b) To allow the reader to find the source, if he/ she wishes to examine the topic in more detail.

(c) To avoid plagiarism.

When shall we need to use/ not use reference?

A- Reference **must** be used **Whenever** you use an idea from **someone else's work** for example from a journal article, textbook or website, you should cite the original author to make it clear where that idea came from. This is the case regardless of whether you have **paraphrased, summarised or directly quoted** their work. This is a key part of good practice in academic writing.

B- There are certain things that do not need documentation or credit, including:

1. Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject.
2. When you are writing up your own results obtained through lab or field experiments.

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

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

Quotations and Citations

Giving citations

A quotation	Author's name, date of publication, page no.	(Smith, 2009: 37)
A summary	Author's name, date of publication	Smith (2009)

- ▶ According to **Jeffries (2012: 55)** textual analysis “**is at the core focus of critical stylistics**”
- ▶ **Jeffries (2012: 55)**----- citation
- ▶ “**is at the core focus of critical stylistics...**”-----
- ▶ **The three meta-functions of Halliday (2004)**--- summary citation

Citations and references

- ▶ It is important to refer correctly to the work of other writers that you have used.
- ▶ You may present these sources as either a **summary/ paraphrase** or as a **quotation**.
- ▶ In each case a citation is included to provide a **link** to the **list of references** at the end of your paper:
- ▶ Smith (2009) argues that the popularity of the Sports Utility Vehicle (SUV) is irrational, as despite their high cost most are never driven off-road. In his view 'they are bad for road safety, the environment and road congestion' (Smith, 2009: 37).

References

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

- ▶ Now, Underline the citations in the example above . Which is a summary and which a quotation? What are the advantages of each?

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

- ▶ Citation - (2009), (Smith, 2009: 37)

- ▶ Quotation

Direct (quotation) ----- 'they are bad for road safety, the environment and road congestion'

Indirect (summary)

▶ Types of Quotations

- ▶ Direct '.....' (quotation)
- ▶ Indirect argues (paraphrase)
- ▶ summary

Types of citations

- ▶ Citation for a (direct) quotation (Smith, 2009: 33)
- ▶ Citation of indirect quotation (paraphrase, summary)

Smith (2009)



Citation for a (direct) quotation (Smith, 2009: 33)

Intext citation-----



Citation of indirect quotation (paraphrase, summary)

Reference verbs

- ▶ Summaries and quotations are usually introduced by a reference verb:
Smith (2009) **argues that** . . .
Janovic (1972) **claimed that** . . .
- ▶ These verbs can be either in the **present** or the **past** tense.
- ▶ Normally the use of the **present tense** suggests that **the source is recent and still valid**, while **the past** indicates that **the source is older and may be out-of-date**, but there are no hard-and-fast distinctions. In some disciplines **an old source may still have validity**.
- ▶ Quirk et. al (1985), **suggest** that there are seven clause types in English grammar
- ▶ **Suggest(s), explains, shows, demonstrate(s) presents, debates, clarifies etc.**
- ▶ **See Unit 3.14 Verbs of reference**

Reference systems

- ▶ There are various systems of referencing in use in the academic world. These are:
 - (1) The Harvard system, generally used for English Language and Business, illustrated in (2) above.
 - (ii) The Vancouver system, widely used in Medicine and Science. Numbers in brackets are inserted after the citation and these link to a numbered list of references:
 - (iii) The footnote system (also known as endnotes), commonly used in the Humanities, in which sources are listed at the bottom of the page and again at the end of the paper. The numbers in superscript run consecutively throughout the paper.

Note: With any system, the most important point is to be consistent.

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 - (iii) The footnote system (also known as endnotes), commonly used in the Humanities, in which sources are listed at the bottom of the page and again at the end of the paper. The numbers in superscript run consecutively throughout the paper:
 - *The effects of the French Revolution were felt throughout Europe.*³ 64 Part 1 The writing process

Examples

A- Harvard System

A quotation	Author's name, date of publication, page no.	(Smith, 2009: 37)
A summary	Author's name, date of publication	Smith (2009)

B- Vancouver System

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

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

C- Endnote System

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

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

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

For a full guide to the use of the Harvard system see:

www.home.ched.coventry.ac.uk/caw/harvard/

For the Vancouver system see:

www.imperial.ac.uk/Library/pdf/Vancouver_referencing.pdf

For the footnotes system see:

www.resources.glos.ac.uk/shareddata/dms/9F4295CDBCD42A0399BA0A2A6E688835.pdf

Using quotations

- ▶ Using a quotation means bringing the original words of a writer into your work.
- ▶ Quotations are effective in some situations, but must not be overused.
- ▶ They can be valuable:
 - when the original words express an idea in a distinctive way
 - when the original is more concise than your summary could be
 - when the original version is well-known

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

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

► **English grammar shows that there are basic seven clause types.** This suggestion has been supported by Quirk et. al (1985) presenting full details of these seven clause types as explained below:

- 1-
- 2-

How to use Quotations

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

- As James remarked: *Marlin's concept of "internal space" requires close analysis*' (year: 2012)

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

(iii) Page numbers should be given after the date. (2012: 89)

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

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

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

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

Abbreviations in citations

► There are a number of abbreviations that should be mastered for students trying to reference intexts sources. This includes:

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

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

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

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

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

► Note: All the above abbreviations are derived from Latin and printed in italics

Organising the list of references

- ▶ At the end of an essay or report there **must be** a list of all the sources cited in the writing.
- ▶ In the **Harvard system**, illustrated here, the list is organised **alphabetically** by the family name of the author. You should be clear about the difference between first names and family names.
- ▶ On title pages the normal format of first name then family name is used:
Sheila Burford, Juan Gonzalez
- ▶ But in citations only the family name is used:
Burford (2001), Gonzalez (1997)
- ▶ In reference lists use the family name and the initial(s):
Burford, S., Gonzalez, J.
- ▶ If you are not sure which name is the family name, ask a classmate from that cultural background.

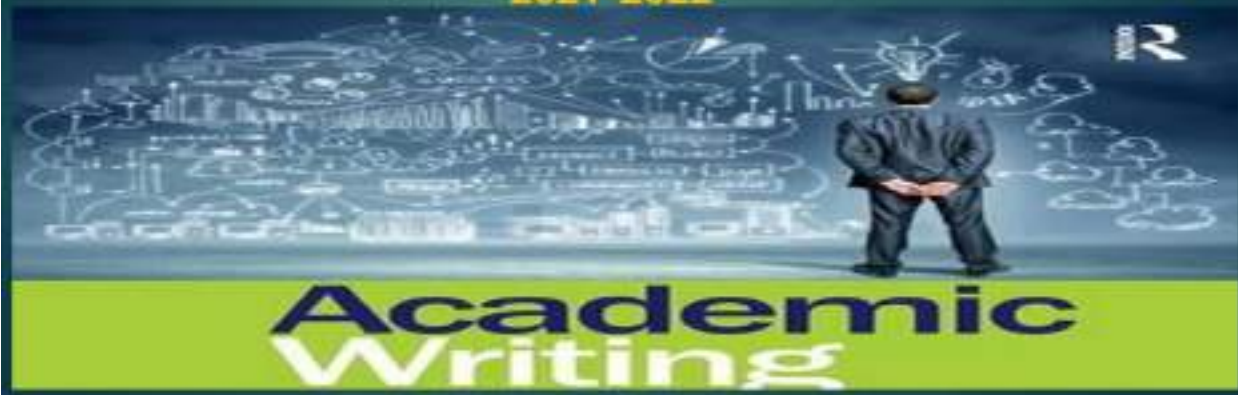
References:

For fuller discussion to the points of this lecture consult your book:

- ▶ **Bailey, S. (2011) *Academic Writing: A Handbook for International Students*. 3rd(ed.). London: Taylor and Francis**

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**Third Year/Academic Writing
The Process of Writing/Lecture 9
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Combining Sources

1. Mentioning sources
2. Taking a critical approach
3. Combining three sources



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

Mentioning Sources

- ▶ In the early stages of an essay, it is common to mention the contributions of other writers to the subject, to show that you are familiar with their work.

Taking a critical approach

- ▶ In this practice, there will be one topic and two different views about it.
- ▶ You have to understand the two views and have your own opinion about it
- ▶ This helps you choose the best view that support your own topic.

- ▶ See practice on p 73- 75

Combining three sources

- ▶ Reading about one topic with different views can enrich your own work and gives an idea that you have read the most relevant kind of things about your own topic showing an awareness that you are aware of the differences.

- ▶ Practice on p. 76

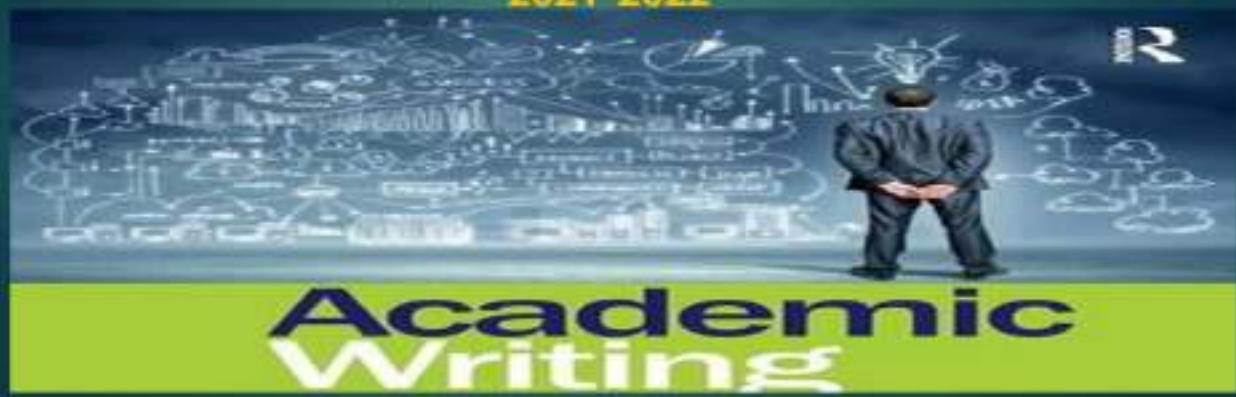
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Combining Sources

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2. **Taking a critical approach**
3. **Combining three sources**



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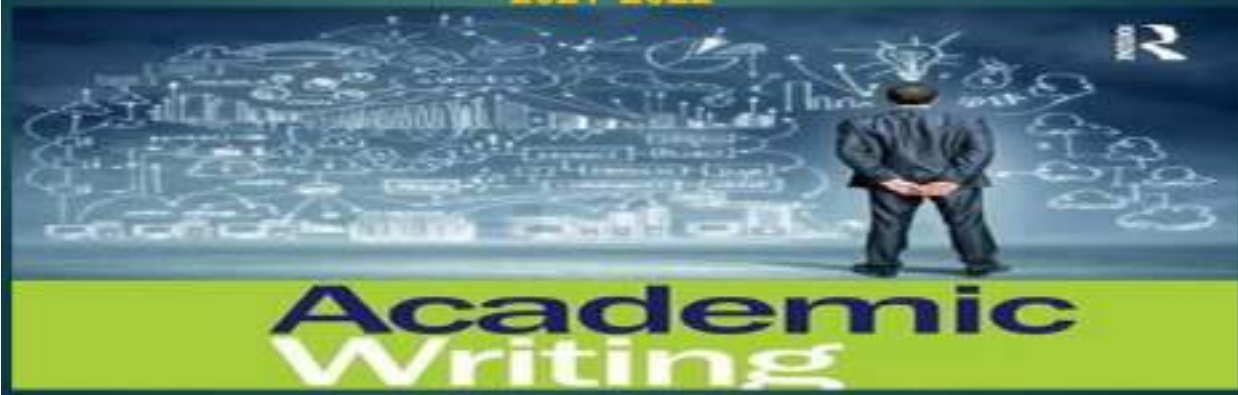
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**Third Year/Academic Writing
The Process of Writing/Lecture 10
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Organising paragraphs

1. Paragraph structure
2. Development of ideas
3. Linking paragraphs together



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

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

Paragraph structure

► Discuss the following questions.

- **What is a paragraph?**

(a) A paragraph is a group of sentences that deal with a single topic.

- **What is the normal length of a paragraph?**

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

- **Is there a standard structure for paragraphs?**

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

- **How is a paragraph linked together?**

(d) The parts of the paragraph are linked together by the phrases and conjunctions shown in bold in the table on p. 178. They guide the reader through the arguments presented.

▶ Coordinate conjunction = compound sentence

▶ And, or, but, yet

Hussein went to the market **and** he bought some pencils

I like football **but** my brother likes basketball

▶ Subordinate conjunction = complex sentence

▶ In spite of, in order to, so that, although etc...

▶ I was late for work **because of** the traffic jam

Practice A

Read the following paragraph from the same essay and answer the questions on slide 6.

3.1

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

Development of Ideas

(a) The sentences below form the third paragraph of the same essay, but they have been mixed up. Use the table on slide (9) to put them in the correct order.

(b) Underline the phrase used to link the paragraph to the previous one.

(c) Underline the words and phrases used to link the paragraph together.

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

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

(iii) **All** these claims were challenged by the economic crash of 2008, which was in large part caused by defaults on American sub-prime mortgages.

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

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

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

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

Linking paragraphs together

- ▶ To link paragraphs, each new paragraph begins with a phrase that links it to the previous one.

To link paragraphs together use the following :

1. In order to keep continuity of argument use the following:

Despite this (i.e. the lack of a conclusive link) these claims (i.e. arguments in favour of home ownership)

2. In order to begin a new topic you may use:

- Turning to the issue of . . .
- Rates of infection must also be examined . . .
- . . . is another area for consideration

3. Paragraphs can also be introduced with adverbs:

- Traditionally, few examples were . . .
- Finally, the performance of . . .

Practice B

(a) Use the notes below and the table on p. 82 to complete a paragraph of an essay titled:

- 'High rates of home ownership are bad for the economy Discuss.'

- It is claimed that increases in rate of home ownership lead to unemployment
- Home ownership appears to make people more reluctant to move to find work
- e.g. Spain (high ownership + high unemployment) vs. Switzerland (low ownership + low unemployment)
- Other factors have been proposed, e.g. liquidity of housing markets (how easy to sell houses)
- Theory still controversial

1 Topic	<i>It has been argued that rises in the rate of home ownership can increase the rate of unemployment.</i>
2 Reason	
3 Example	
4 Argument	
5 Conclusion	

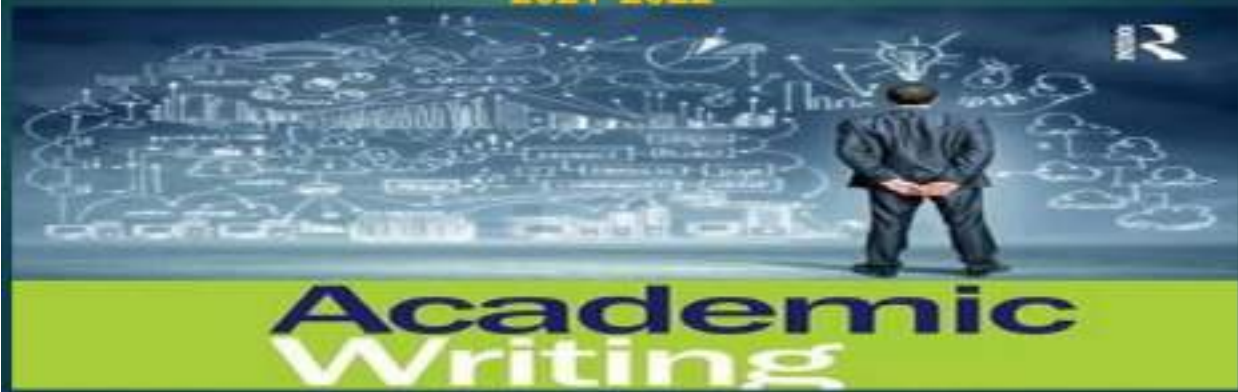
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Introductions and conclusions

1. Introduction contents
2. Introduction structure
3. Opening sentences
4. Conclusions

Re-writing and proof-reading

1. Re-writing
2. Proof-reading
3. Confusing pairs



What is an introduction?

An effective introduction explains the purpose and scope of the paper to the reader. The conclusion should provide a clear answer to any question asked in the title, as well as summarising the main points. In coursework both introductions and conclusions are normally written after the main body.

- ▶ An introduction is a brief summary of what is going to be discussed in a particular piece of academic work.

Introduction structure

- ▶ Not every introduction will include all the elements listed above.
- ▶ Which are essential and which are optional?
- ▶ There is no standard pattern for an introduction, since much depends on the type of research you are conducting and the length of your work, but a common framework is

a	Definition of key terms, if needed.
b	Relevant background information.
c	Review of work by other writers on the topic.
d	Purpose or aim of the paper.
e	Your methods and the results you found.
f	Any limitations you imposed.
g	The organisation of your work.

Introduction contents

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

- (a) What is normally found in an essay introduction? Choose from the list below.

	Y/N
(i) A definition of any unfamiliar terms in the title.	Y
(ii) Your opinions on the subject of the essay.	N
(iii) Mention of some sources you have read on the topic.	N
(iv) A provocative idea or question to interest the reader.	N
(v) Your aim or purpose in writing.	Y
(vi) The method you adopt to answer the question (or an outline).	Y
(vii) Some brief background to the topic.	Y
(viii) Any limitations you set yourself.	

Important tips for writing an introduction:

- Study the extracts below from the introduction to an essay titled:

'Evaluate the experience of e-learning for students in higher education.'

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

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

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

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

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

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

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

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

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

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

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

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

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

The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The second part . . .

Opening sentences

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

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

- ▶ It is important to avoid opening sentences that are **over-general**. Compare:
 - 1- Nowadays there is a lot of competition among different **providers** of news.
 - 2- Newspapers are currently facing strong competition from rival news providers such as the internet and television.

Exercise

- ▶ Write introductory sentences for three of the following titles.

(a) How important is it for companies to have women as senior managers?

_____ In recent year, there have been steady criticism of the lack of women as senior mangers

Recently, there is a feminine effect in the seniomangment.

(b) Are there any technological solutions to global warming?

_____ **Clearly**, a number of technologists have suggested various solutions to the growing issue of global warming _____

(c) What can be done to reduce infant mortality in developing countries?

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

Conclusions

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

■ Which of the following are generally acceptable in conclusions?

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

Re-writing and proof-reading

In exams you have no time for re-writing, but for coursework assignments it is important to take time to revise your work to improve its clarity and logical development. In both situations proof-reading is essential to avoid the small errors that may make parts of your work inaccurate or even incomprehensible.

Re-writing

- ▶ Although it is tempting to think that **the first draft of an essay is adequate**, it is almost certain that it can be improved. After completing your first draft you should leave it for a day and then re-read it, asking the following questions:

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

Proof-reading

- (a) Proof-reading means checking your work for **small errors** that may make it more **difficult** for the reader to understand exactly what you want to say. If a sentence has only one error: She has no enough interpersonal skills to handle different relationships . . .

Demolition of several UK banks like Northern Rock and many others . . .

Analyse

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

Two factors need to be considered . . .

Common errors students commit:

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

(i) Factual: corruption is a problem in **many** countries such as Africa

(ii) Word ending: she was **young** and **innocence= innocent**

(iii) Punctuation: However, some strains of malaria are resistant . . .

(iv) Tense: Since 2005 there **were** three major earthquakes in the region

(v) Vocabulary: . . . vital to the succes**fulness** of a company operating in China

(vi) Spelling: **pervious** experience can sometimes give researchers . . .

(vii) Singular/plural: one of the largest compa**ny** (ies) in Asia

(viii) Style: . . . finally, the essay will conclude with a conclusion

(ix) Missing word: an idea established by David Ricardo in **the** 19th nineteenth century

(x) Word order: a rule of marketing which states that **consumers when** go out shopping . . .

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

Confusing pairs

► When proof-reading it is important to check for mistakes with some confusing pairs of words, which have similar but distinct spellings and meanings:

1. The drought **affected** the wheat harvest in Australia.

2. An immediate **effect** of the price rise was a fall in demand.

'Affect' and 'effect' are two different words. 'Affect' is a verb, while 'effect' is commonly used as a noun.

Important confusing words (Ex p 97)

accept (verb)/ except (prep)

It is difficult to **accept** their findings.
The report is finished **except** for the conclusion.

compliment (noun/ verb)/ complement (verb)

Her colleagues **complimented** her on her presentation.
His latest book **complements** his previous research on African politics.

economic (adj)/ economical (adj)

Sharing a car to work was an **economical** move.
Inflation was one **economic** result of the war.

its (pronoun)/ it's (pronoun + verb)

It's widely agreed that carbon emissions are rising.
The car's advanced design was **its** most distinct feature.

lose (verb)/ loose (adj)

No general ever plans to **lose** a battle.
He stressed the **loose** connection between religion and psychology.

principal (adj/ noun)/ principle (noun)

All economists recognise the **principle** of supply and demand.
Zurich is the **principal** city of Switzerland.

rise (verb – past tense rose)/ raise (verb – past tense raised)

The population of Sydney **rose** by 35% in the century.
The university **raised** its fees by 10% last year.

site (noun)/ sight (noun)

The **site** of the battle is now covered by an airport.
His **sight** began to weaken when he was in his eighties.

tend to (verb)/ trend (noun)

Young children **tend to** enjoy making a noise.
In many countries there is a **trend** towards smaller families.

References:

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