



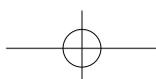
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4 Developing your project

P65

- Preparing for tutorials
- Quotations, paraphrases and plagiarism
- Avoiding plagiarism
- Working with abstracts
- Unit summary

5 Developing a focus

P81

- Choosing a topic for your extended essay
- Developing a topic
- Establishing a focus
- Establishing a working title
- Planning Project 2
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6 Introductions, conclusions and definitions

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- Features of introductions
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- The purpose of data
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8 Preparing for conference presentations

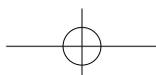
P131

- Identifying the features of abstracts
- Conference abstracts
- Preparing an oral presentation
- Editing your presentation slides
- Preparing a poster presentation
- Editing your written work
- Unit summary

G Glossary

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Introduction

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Aims of the course

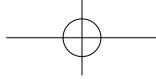
The purposes of this book are to support you in developing your **extended writing** and research skills and to encourage the development of an independent approach to extended writing and research. It is assumed that you will be working on the development and consolidation of core academic written-language skills on other parts of your course, and part of the aim of these materials is to put such skills into practice.

Structure of the course

- **Unit structure:** There are eight units in the book. Each unit explores and/or recycles certain key aspects of academic writing, such as analyzing the task, selective reading of source material, organizing and supporting your ideas, avoiding plagiarism and developing a stance.
- **Input panels:** These provide key information of particular relevance to you when researching and writing your extended projects. You will be able easily to refer to them for guidance and support when writing your projects.
- **Study tips:** These are included for ease of reference when you are revising what you have studied. They either summarize the outcome of a series of activities or are a summary of other information contained in the unit.
- **Unit summaries:** Each unit is followed by a unit summary, giving you the opportunity to reflect on what you have learnt.

Additional materials

- **Glossary:** Key words or phrases in the text are explained in the glossary on pages 148–151.
- **Sample project:** A sample project written by a pre-sessional student illustrates the main elements of academic texts.
- **Source material:** These authentic texts are referred to throughout the course to provide you with material similar to academic texts you will use in your faculty study.



Working with the course

The book is designed around a ten-week course, during which you are expected to write two projects: a guided project in the first four weeks, and a project in your own academic subject over the remaining six weeks. You will be working on the projects at the same time as you carry out the tasks in each unit of this book.

There is a suggested route through the materials for a shorter course of, for example, six weeks. In this case, you are encouraged to study the materials that are not covered on your course, independently.

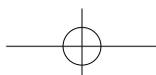
- **Project work:** The course is designed so that for Project 1, the whole group will be working on the same essay title, which is provided in the book along with appropriate source material. Your teacher will support you in planning and writing this project, which will enable you to develop the skills you need for extended academic writing. Alternatively, especially on a short course, your teacher might choose to go straight to Project 2 (see page 8).

In academic life at university, students are expected to work independently, and in Project 2 this aspect is emphasized. With the second project, you have to choose your own title and decide on the focus of the project. Although you will need to find your own resources, you will, of course, be supported in class and in tutorials during this period. For example, you will be able to “negotiate” a title in collaboration with your tutor and make changes to your project after discussing your work with him/her at various stages of the project.

The differences between Project 1 and Project 2

	Project 1		Project 2
Title	Specified in textbook	Title	Your choice of topic in your subject area
Length	About 1,200 words	Length	2,000–3,000 words
Resources	Mostly provided in the book	Resources	You need to find your own
Support	A lot of support provided in the book and by your teacher	Support	Working more independently, with tutorials

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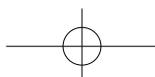
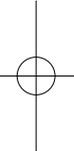
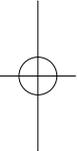


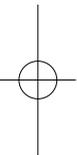
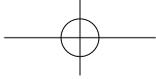


This course will help you to develop a number of skills while writing your projects. These include the following:

- brainstorming, planning and organizing your work
- establishing a specific focus and developing your ideas
- finding sources of information from books, journals and the Internet
- selecting information appropriate to your needs
- incorporating ideas and information into your text through paraphrasing/ summarizing and synthesizing, while avoiding plagiarism
- evaluating your sources and selecting the most relevant and appropriate
- developing your critical thinking skills
- learning about UK academic conventions for referencing and compiling a bibliography
- discussing your work with your tutor and your peers
- giving a presentation about your work

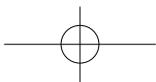
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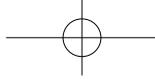
UNIT **1**

Introduction to extended writing and research

In this unit you will:

- 1** become more aware of what extended writing involves
- 2** find out about a writing project





Introduction

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EXTENDED WRITING AT UNIVERSITY

Students at universities usually have to produce a specific type of written assignment, on which they are assessed, and this normally differs according to the requirements of their academic department. The type of writing that students have to produce also depends on the level of study: undergraduate, postgraduate or doctoral (PhD).

The reasons why students carry out extended academic writing activities may include the following:

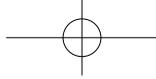
- to develop and express their ideas
- to provide evidence to support their ideas
- to show they can dispute or support existing theories (this involves demonstrating their critical thinking ability)
- to demonstrate knowledge, based on their extensive reading, lectures and seminars

The type of writing required is determined by the *purpose* of the writing.

Task 1 Critical thinking

This is an important feature of academic study. Imagine, for example, that you have borrowed a book from a university library that has to be returned the following day, but the book contains important information you need for an essay. You will have to think “critically” about what information in the book would be useful, so you can quickly take appropriate notes or photocopies, i.e., use your critical thinking skills. Understanding what is relevant is one example of the ability to think critically. Another example is recognizing the writer’s purpose, or reason, for writing a text, e.g., whether it is to inform, persuade, refute or support a viewpoint.

- 1.1** List at least three examples of issues you might need to think about critically when you are studying.



1. recognizing relevant information _____
2. identifying the writer's purpose _____
3. _____
4. _____
5. _____



Task 2 Thinking about what students in higher education write

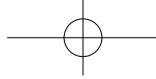
2.1 Work with a partner. Brainstorm the kinds of writing students have to do in higher education.

Brainstorming involves writing down as many ideas as you can about the topic. You are going to do this very quickly, within a time limit, so don't be concerned about how you write, the accuracy of your grammar or spelling, or the order of ideas. One idea has been provided for you as an example.

- extended essays or projects _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

2.2 Now read the explanations of the types of writing expected of students in higher education. Compare them with your own ideas.

Undergraduate students as well as postgraduate students are frequently required to write *extended essays*. A typical length for an extended essay is 2,500–3,000 words. We sometimes refer to these extended essays as *projects*.



Towards the end of their period of study, most students will be expected to write either a *thesis* or a *dissertation*. Collins *COBUILD Advanced Learner's English Dictionary* defines a dissertation as “a long piece of writing based on the writer's own ideas and research as part of a university degree, especially a higher degree such as a PhD”¹. In the United Kingdom and Ireland, a dissertation is often written for a master's-level degree.

According to the University College London website, a thesis is: the acquisition and dissemination of new knowledge. In order to demonstrate this, the author must demonstrate an understanding of what the relevant state of the art is and what are the strengths and weaknesses of this situation. For someone's work to be knowledge, there must be a demonstration that suitable and systematic methods were used to evaluate the chosen hypothesis.²

Not all students are required to write traditional-style essays. For example, in the engineering department of a university, students will often be expected to write *reports* on projects they have been working on during their course.

In certain academic disciplines, such as applied linguistics, education or sociology, students may be required to write a case study. A good example of a case study might be the “study of speech, writing, or language use of one person, either at one point in time or over a period of time, e.g., a child over a period of one year” (Richards, Platt & Weber, 1985, p. 36)³. A student in an applied linguistics department would probably write a case study like this.

Students also have to write notes from written sources, or when attending a lecture, seminar or tutorial. Some students annotate lecture handouts, either by highlighting key points or by writing notes/comments in the margins of the text, which may be useful later.

- 1 *COBUILD Advanced Learner's English Dictionary*. (2006). Glasgow: Harper Collins.
- 2 Clack, C. (Ed.) (1997). *PhD Thesis Structure and Content*. Retrieved June 13, 2011, from <http://www.cs.ucl.ac.uk/staff/c.clack/phd.html>
- 3 Richards, J., Platt, J., & Weber, H. (1985). *Longman Dictionary of Applied Linguistics* (p. 36). Harlow, Essex, England: Longman.

2.3 Discuss with another student what types of writing you expect to do on your university course in the future.



Task 3 Types of writing

3.1 Complete the table below to clarify your understanding of different types of writing.

Type of writing	Level of student (undergraduate/ postgraduate/doctoral)	Explanation
essay for examination		traditional 600–1,000-word text written during an exam
lab report		
field study report	undergraduate/ postgraduate/doctoral	
PowerPoint slide		
wiki		a wiki is a collaborative website which can be directly edited by anyone with access to it
blog		
extended essay/ project		written work submitted as part of the course requirement during term time – typically a piece of work 600–6,000 words long
thesis		
dissertation		
report		
case study		
notes		
annotations		

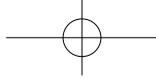
Writing as a standard process

Whatever form of extended writing students are expected to do, the process will usually involve the following steps:

- gathering information from various sources
- organizing this information so that it fully addresses the requirements of the writing task

Study tip

You should take responsibility for your research and writing. Once you accept this requirement, you will develop the necessary skills with surprising speed.



- planning the text
- drafting and redrafting the text until it communicates the information and ideas fully and clearly

When carrying out research, you need to learn to work independently. This includes:

- finding information for yourself
- editing and redrafting your work
- ensuring you can explain your ideas to others

INPUT

TYPES OF ASSESSMENT

The writing of reports, case studies, dissertations and theses forms part of the assessment process in most academic disciplines in universities. Another means of assessment is oral presentations. Presentations are normally given in a seminar as part of a study project. For example, a student writing a report might give a presentation in order to “present” his/her report in a clear and concise way. Oral presentations can be given by an individual student, or they can be done as group presentations.

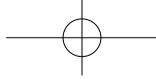


Another form of presentation is the poster presentation. In this case, the student prepares a visual display outlining the work or project he/she has been involved in. A poster presentation will normally be given during a conference. Students display their work, and participants and visitors are invited to look at the display and ask questions about the process or information they can see. At the same time, other students will be giving oral presentations at the conference. You will do further work on presentations later in this book (see Unit 8).

Integrated Security Services for Dynamic Coalitions
PI: Virgil Gilgor Co-PI: John Baras Research Scientists: Serban Gavrilă
Graduate Students: Himanshu Khurana, Radostina Koleva, Vijay Bharadwaj
Undergraduate Students: Aurelie Gatelet

The poster contains several sections:

- Research Area: Dynamic Coalitions (From an Open Network)**
 - **Research Motivation:** Complexity for an extended number of nodes, volatility, dynamic nature of connectivity, heterogeneous resources, multi-technology, multi-domain, multi-geography.
 - **Research Objectives:** Model and analyze the dynamic coalition structure, identify the key players and their roles, and analyze the impact of the coalition structure on the network performance.
 - **Research Methodology:** Analytical and simulation-based approaches.
 - **Research Results:** Identification of key players and their roles, and analysis of the impact of the coalition structure on the network performance.
- Integration Goal: Develop Coalition Resource Management (CRM) Tools**
- Access Negotiation in Dynamic Coalitions**
 - **Negotiation of Coalition Structure:** Dynamic coalition structure negotiation, coalition formation, coalition dissolution, coalition merging, coalition splitting.
 - **Negotiation of Coalition Structure:** Dynamic coalition structure negotiation, coalition formation, coalition dissolution, coalition merging, coalition splitting.
 - **Negotiation of Policy Model (Interoperability):** Policy model negotiation, policy model formation, policy model dissolution, policy model merging, policy model splitting.
- Stage 1 Prototype Architecture: Coalition and Resource Negotiation**
- Modes of Negotiation**
 - **The Coalitions:** Negotiation between two or more coalitions.
 - **Global Coalitions:** Negotiation between all coalitions.
 - **Local Coalitions (negotiation with bargaining):** Negotiation between two or more coalitions within a local context.



Apart from the methods of written and oral assessment mentioned above, students will probably have to take exams at the end of term and/or the end of the year, as well as at the end of their university studies, when they take their *final examinations*.



Task 4 Extended writing

This course is designed to help you apply the skills and strategies you have already studied and developed in more general writing and reading classes, i.e., skills such as skimming and scanning, structuring an essay and writing a conclusion.

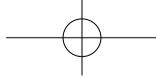
You will do most of the extended writing for this course independently – outside of the classroom – as a project. Any writing that occurs in the classroom will normally be for editing purposes, when you have an opportunity to consult your tutor and redraft your work accordingly. You will be expected to follow a *process writing approach*. This approach includes editing your work, submitting your first draft and redrafting the extended writing project after your tutor has given you feedback.

Many students have the opportunity to take part in one-to-one tutorials to discuss the first and subsequent drafts of any extended writing they are working on.

4.1 Discuss with another student what you understand by the *process writing approach*.

4.2 Write three aspects of your project you could discuss with your tutor.

1. how to write an appropriate introduction and conclusion
2. _____
3. _____
4. _____



You will be expected to go on redrafting and revising the text of your writing project in order to improve it, as long as you are able to submit your final draft before the submission deadline. The process you go through while writing the project is just as important as the final product and the final grade.

Writing your project gives you the opportunity to practise the academic skills and academic conventions you have been learning and developing within all the areas of your pre-session course.

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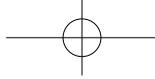
PROJECTS 1 AND 2

This course is based initially around a guided project (Project 1) on the topic of sustainable development. Project 2 is an independent academic project in your own subject area. For Project 1, you will be given certain “core” texts to consult. However, you will also have the opportunity to carry out some independent research by making your *own* selection of two additional texts from books, journals or online sources. You will need to provide hard copies of all sources for your tutor – and all source material must be written in English.

One of the main purposes of this course is to improve your level of general and academic English. To be effective, it is essential that you have maximum exposure to the language. This does not happen if you read texts in your own language, so you should not be tempted to access them in translations; even though these are readily available in the digital age, they are often poorly expressed and do not convey the appropriate meaning. Reading translations will not help you become used to applying the reading strategies you need when dealing with extensive texts on your academic course. There is also strong evidence to support the view that reading in the target language significantly helps the development of writing, listening and speaking skills. Good readers make good language learners!

The aim of the guided project (Project 1) is to help you develop the skills you need to produce an extended piece of academic writing. An important aspect of extended writing is carrying out the necessary research, both to inform your writing and support your ideas. Although a range of texts is available, you will need to read *selectively* to

SAMPLE



find information that is *relevant* to the task title. You will need to take notes, or highlight key points from those sources, and use them as the basis for summarizing and including these ideas in your project.

The guided project should be considered practice for a second project related to your own subject area (Project 2). For this project, you should make most of the decisions about the topic and title, and you will carry out the research independently (including the search for appropriate sources).

Note: Your teacher might decide not to do Project 1 and simply make use of the practice activities to develop the necessary skills for completing Project 2 on a topic related to your own field of study.

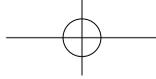
Task 5 Writing a project

There are three stages in producing an extended essay or project: planning, researching and writing up. In each of these stages, there are a number of smaller steps.

5.1 Read steps 1–16 below. Then write them under the appropriate stage headings on page 10, *Planning*, *Researching* or *Writing up*, in the appropriate order.

Write the steps in full, not just the letters.

1. Read the first draft.
2. Edit the draft – decide objectively whether your ideas have been expressed clearly.
3. Think of a working title for the project. ✓
4. Search for relevant journals/books/information in the library and on the Internet.
5. Write down the details of your sources.
6. Decide if you need to do more reading.
7. Write the contents page, bibliography, title page and abstract.
8. Arrange a tutorial with your tutor.
9. Do some reading. ✓
10. Decide on a topic.
11. Write the first complete draft. ✓
12. Highlight/take notes of the relevant information.



13. Plan the content in detail.
14. Work on establishing a clear focus.
15. Make a rough outline plan of your ideas.
16. Check that sources are available/accessible.

Planning

1. _____
2. _____
3. *Think of a working title for the project.* _____
4. _____
5. _____
6. _____

Researching

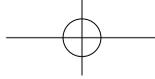
1. _____
2. _____
3. *Do some reading.* _____
4. _____
5. _____

Writing up

1. *Write the first complete draft.* _____
2. _____
3. _____
4. _____
5. _____

5.2 Now discuss your answers with another student. There is more than one possible order.

SAMPLE



Task 6 Analyzing the task

Before you begin any task, it is important to analyze carefully what it requires you to do. You will then have a very clear idea of your purpose for writing. Consider the following project title:

The needs of future generations are being met by current policies of sustainable development. To what extent do you agree with this statement?

6.1 Analyze the project title and highlight the key words and phrases. Then discuss the following with a partner.

1. How is the title framed, e.g., statement/question/heading?
2. What does the title ask you to do?

Task 7 Starting a project

One of the key aspects of writing an effective project is careful planning. This can take a long time and the plan should be written in considerable detail – not simply a few words noted down quickly.

You need to develop the ability to think through your ideas carefully: amending them, looking at the resources available, then producing a comprehensive plan.

Study tip

Remember, a good plan is one that can be changed if necessary. You may find yourself modifying or adding to your plan. This is quite normal.

Deconstructing the project question

In order to complete the assignment successfully, it is important to answer as effectively and fully as possible. A good starting point is to deconstruct the question.

In Task 6, you analyzed the title of the project:

The needs of future generations are being met by current policies of sustainable development. To what extent do you agree with this statement?



You are now going to work on planning this project by asking yourself a number of questions, using various *Wh~* question forms, as well as direct *Yes/No* question forms (e.g., *Are current policies effective?*)

7.1 List some more questions that you might ask in order to plan this project title.

1. *What are the current policies?* _____
2. *Which is the most serious problem?* _____
3. *Is energy the most important priority for the future?* _____
4. _____
5. _____
6. _____
7. *What are some of the social factors involved?* _____
8. *How important* _____

7.2 Brainstorm some ideas to answer the questions above in groups.

- a. Use your ideas to start a plan for your project.
- b. Write your ideas in the appropriate boxes on pages 13–14.
- c. You need to write in note form.

Note: Thinking of possible answers is only for the purpose of prediction. At the next stage, you will read to find out whether your predictions are appropriate. You will also read to research other ideas on the topic. This reading stage is one of the most important parts of your work because you will look for evidence to support your ideas and to find other ideas about the topic.

Introduction

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

SAMPLE



Main body

1. Food (need) – food security (policy) _____
2. _____
3. _____
4. _____
5. _____
6. _____

Conclusion

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Unit summary

In this unit you have been introduced to the basic concept of extended writing and the types of extended writing you may be required to produce. You have discovered what a project involves and looked at the various stages of good project writing.

- 1** Using the verbs in the box, complete these possible reasons for writing an extended project.

dispute	develop	display	provide
---------	---------	---------	---------

- to show you can express and _____ ideas
- to show you can _____ evidence to support ideas
- to show you can _____ or support existing theories (this demonstrates critical thinking ability)
- to _____ knowledge

- 2** Look at the following examples of critical thinking. Mark each with either *G*, for *this is something I am quite good at*, or *NG*, for *this is something I am not so good at and need to practise*.

- recognizing what is relevant and what is not relevant ___
- identifying the writer's purpose ___
- assessing the writer's argument ___
- evaluating the credibility of the writer's sources ___

- 3** Tick (✓) the types of extended writing that you need to practise and improve to be successful on your course.

- | | | | |
|--------------------------|--------------------------|---------------|--------------------------|
| a. examination essay | <input type="checkbox"/> | d. thesis | <input type="checkbox"/> |
| b. non-examination essay | <input type="checkbox"/> | e. report | <input type="checkbox"/> |
| c. dissertation | <input type="checkbox"/> | f. case study | <input type="checkbox"/> |

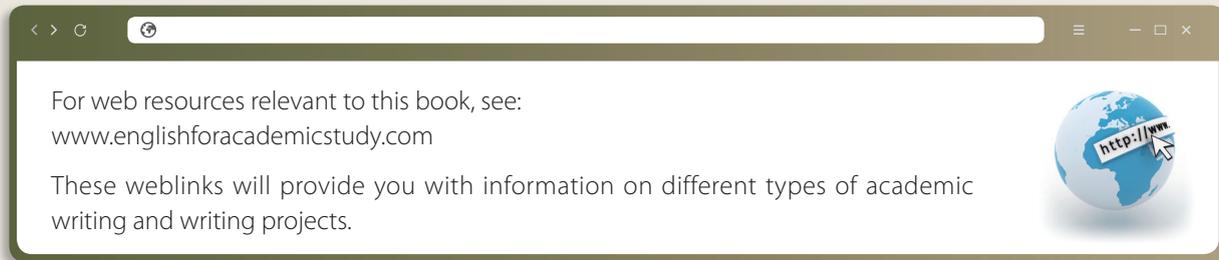
- 4** Look at the three stages involved in producing a piece of extended writing. For each stage, write two of the steps you would need to carry out.

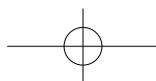
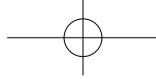
- | | | |
|-------------|----------------|---------------|
| a. planning | b. researching | c. writing up |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

SAMPLE



- 5** Think about the topic of the project that you started to discuss in this unit, and answer the following questions.
- What have you found interesting about this topic?
 - What aspects of the topic have you found quite easy to understand?
 - What aspects of the topic have you found more difficult to understand?







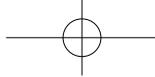
UNIT 3

Sourcing information for your project

In this unit you will:

- 1 look at how a project is structured
- 2 learn to identify evaluative or critical writing
- 3 practise academic referencing
- 4 practise selecting information from websites





Introduction

You are going to look at a sample project completed by a pre-sessional student. It is an example of a project that has been written to a reasonable standard (see Appendix 1, page 152). The project is entitled:

To what extent should insider dealing be regulated, and how can this be done effectively?

First, you are going to look at various sections of the project so that you can learn some of the vocabulary related to writing.

University of Reading
Pre-sessional Course Block 4
September 2008

To what extent should insider dealing be regulated,
and how can this be done effectively?

Name: Mansoor Alhagbani

Date: 19 September 2008

 University of
Reading

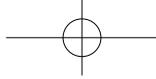
Task 1 Structuring projects

1.1 Study the parts of an academic text listed. Which of these do you already know about?

Discuss them with another student and think about where they might appear in the text.

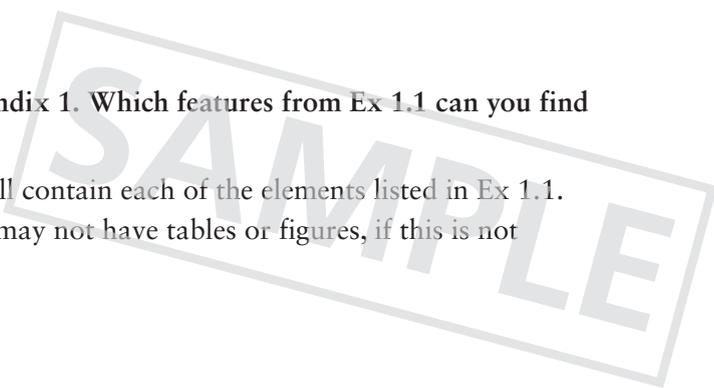
1. the conclusion
2. a quotation
3. a reference in the text
4. a subtitle/subheading
5. the introduction
6. thesis statement
7. the bibliography
8. the first-name initials of an author/researcher
9. the family name of an author/researcher
10. the main title page
11. a figure or table
12. the abstract
13. table of contents

SAMPLE



1.2 Look at the project in Appendix 1. Which features from Ex 1.1 can you find there?

Note that not all projects will contain each of the elements listed in Ex 1.1. For example, some projects may not have tables or figures, if this is not appropriate.



Task 2 Identifying evaluative writing

Students often receive feedback that indicates their work is too descriptive and needs to be more evaluative*. However, before you can take this feedback into account, you need to be able to distinguish first between the features of descriptive writing and evaluative writing, and then make your own writing more evaluative or analytical.

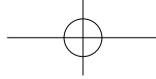
This task looks at the features that distinguish each kind of writing. Below the table is a list of features for both descriptive and evaluative writing; you need to put each one in the appropriate category.

*evaluative writing is sometimes called analytical writing

2.1 Complete the table below by selecting examples of descriptive and evaluative writing from the list 1–12 below. Some examples have been done for you.

Descriptive writing	Evaluative writing
indicates what happened	indicates the significance of ideas or facts
outlines what something is like	is based on reasoned judgements
provides information about a topic	draws relevant conclusions

1. lists ideas, information or facts
2. explains the reasoning/rationale behind a theory
3. identifies different factors involved



4. shows why something is relevant or suitable
5. evaluates links between different information
6. places ideas or concepts in their order of importance
7. explains the significance of information or ideas
8. compares the importance of different factors
9. outlines what has been observed
10. discusses the strengths and weaknesses of ideas or concepts
11. shows the order in which things happen
12. describes a process or a situation

Based on ideas from Cottrell, S. (2008). *The study skills handbook*. Basingstoke: Palgrave Macmillan.

Task 3 Developing a stance: Writing a thesis statement

- 3.1** Look at the project title and thesis statement below. Think about how one leads to the other.

Project title

What can we learn from the restructuring of South Korea's banking industry?

Thesis statement

The restructuring of the South Korean banking system should serve as a model for all banking systems throughout south-eastern Asia.

- 3.2** Read the explanation below to find out how the thesis statement influences the project content.

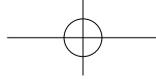
When a project title is written in the form of a question, the answer to this question should form the writer's thesis. There is a range of possible answers to the question:

What can we learn from the restructuring of South Korea's banking industry?

For example, we might learn: a great deal; quite a lot; very little; nothing at all. However, based on an analysis of the sources that the student has read, he/she might decide on the thesis:

The restructuring of the South Korean banking system should serve as a model for all banking systems throughout south-eastern Asia.

SAMPLE



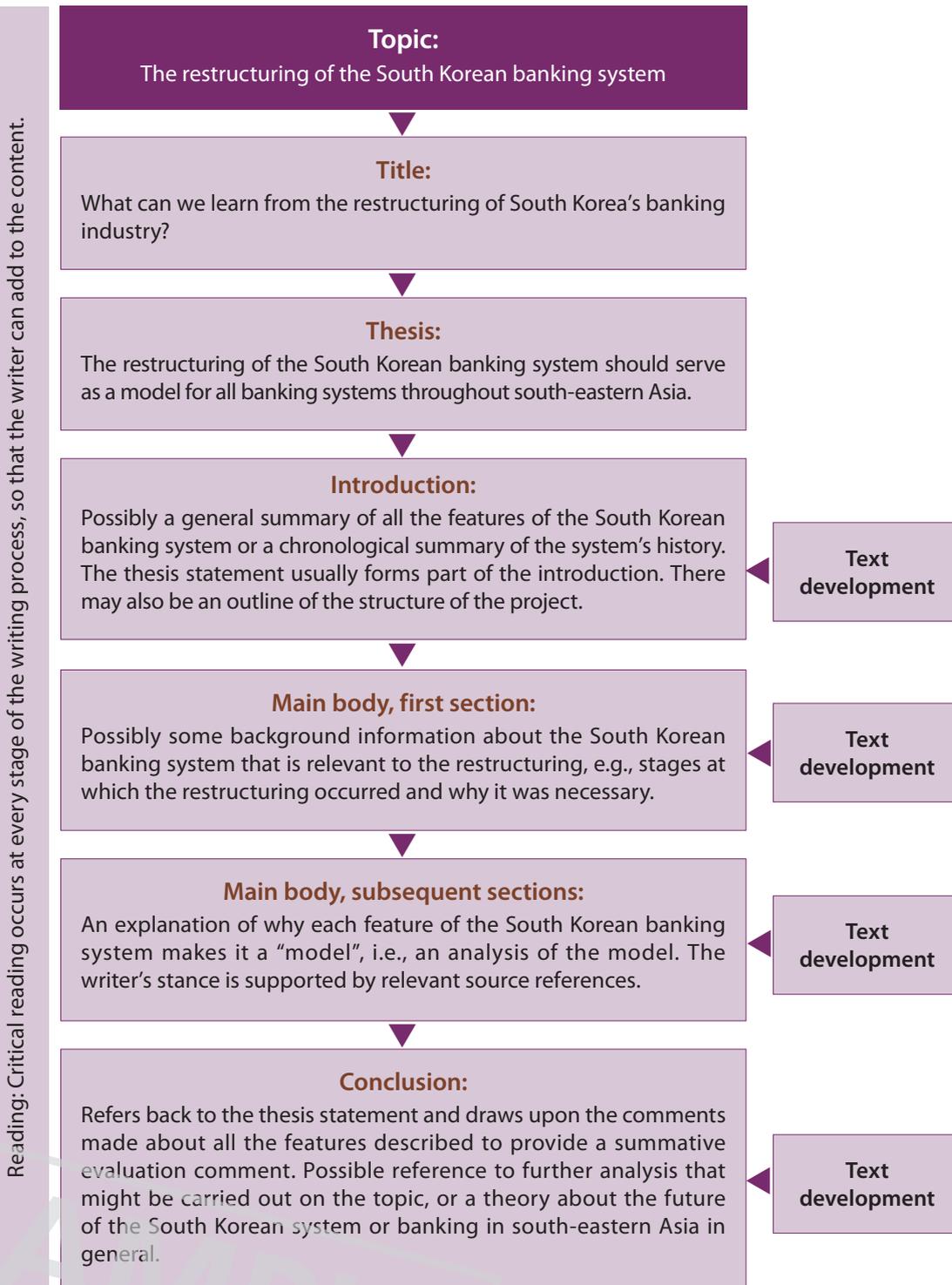
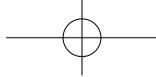
As the student states that the South Korean banking system should serve as a “model”, this thesis clearly suggests that “a great deal” can be learnt from the South Korean restructuring exercise.

The thesis raises the question: *Why does the restructuring of South Korea’s banking system serve as a “model”?* The answer to this question should make the project more discursive and analytical. In other words, it will no longer be enough for the writer to describe the South Korean banking system, because this will not answer the question *Why?* What is required is an explanation of the reasons. This may involve a comparison with other banking systems; it will at least entail an *explanation* of the features of the South Korean banking system that are particularly effective.

3.3 Look at the flow chart on page 46 and answer these questions.

1. Which parts of the flow chart refer to the actual written content?
2. Why does critical reading occur at each stage?
3. Does the planned introduction suggest a description or an analysis of the banking system.

3.4 Study the flow chart on page 46 and think about why a description of the South Korean banking system will only form part of the project. Then discuss with a partner.





Task 4 Descriptive and evaluative writing

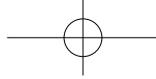
In this task, you will look at four paragraphs related to South Korean banking from the Federal Reserve Bank of San Francisco website. These paragraphs only form part of the full document, which may be viewed at the website address given at the end of the text (on page 48).

4.1 Read the following extract from *Banking system developments in the four Asian tigers*. Identify the paragraphs that are mainly descriptive and write *D* in the box provided next to the relevant paragraphs.

Over the past 30 years, Hong Kong, South Korea, Singapore and Taiwan have had remarkably rapid and sustained economic growth, earning them the nickname “the four tigers”. Because of the new investment opportunities they provide and because their experiences may offer lessons for less developed economies, they have attracted considerable attention from the financial and policy communities, as well as from economists who have renewed interest in research in theories of economic growth. Despite their physical proximity and shared economic vigour, there are some noticeable differences among the tigers. For instance, Hong Kong and Singapore are cities with limited resources, whereas Taiwan and South Korea are economies with relatively large populations and more diverse industrial structures.

All four economies started out poor in all areas except potential labor supply before they began to grow in the 1960s ... Exports from the four economies together made up over 10% of the world’s total exports, only slightly less than the US in 1994, compared to only 2.5% in 1971 (Glick and Moreno, 1997). The relative shares of imports were about the same. These numbers make it clear that external trade has been an important element in the development of these economies. The external sector (imports + exports), measured relative to total GDP, represented 52% in South Korea, 73% in Taiwan, 240% in Hong Kong, and 280% in Singapore in 1994 (for the US, by comparison, it was 17%) ...

Commercial banks also played a critical role, because they were the major source of private savings. In South Korea and Taiwan, the governments required commercial banks to extend credit towards industries targeted in the governments’ development plans. Furthermore, due to regulated loan rates, which were below market-determined interest rates, and the lack of loanable funds, these loans were offered at very favorable lending rates ...



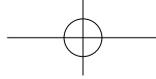
In 1994, the manufacturing sector accounted for about 31% and 27% of GDP in Taiwan and South Korea, respectively, whereas banking and financial services accounted for 18% and 17%. In contrast, the relative shares of the manufacturing and financial sectors were 28% and 27% for Singapore and 9% and 27% for Hong Kong. The figures seem to reflect the emphases of the past development policies. “The financial system was rather the accommodator of this real economic performance than its instigator,” wrote one economist after examining the role of the financial sector in economic development experiences of these economies (Patrick, 1994). Recent banking sector developments in South Korea and, to a lesser extent, Taiwan, point to the negative side-effects that government direction of credit to preferred industries can have in the long run. Singapore’s experience seems to suggest that a government could implement industrial development policies without directing the credit decisions of the commercial banking sector. Finally, Hong Kong’s case seems to illustrate that an active industrial policy may not be essential for rapid economic development.

Source (text and image): Adapted from Huh, C. (1997). Banking system developments in the four Asian tigers. *Federal Reserve Bank of San Francisco Economic Letter*, 97–22. Retrieved April 8, 2009, from www.frbsf.org/econsrch/wklyltr/el97-22.html

- 4.2 Re-read the text and identify paragraphs that show examples of evaluative writing. Write E in the box provided next to the relevant paragraphs.
- 4.3 Underline examples of evaluative comments.

Task 5 Reading for a purpose

On academic courses, students are required to read extensively, as mentioned in Unit 2. It is therefore essential to develop your selective reading skills. The most effective way to do this is to think about your *purpose* for reading at every stage of your research. For example, if you are looking for a definition to use in the introduction to your project, you should identify the parts of the text that contain this specific information and disregard the rest of the text at this point. This involves *reading critically*, i.e., thinking about what you read and questioning aspects such as: whether you agree with the ideas; whether your other reading supports what you are reading or questions it.



5.1 Before reading the text on critical thinking, consider the following question.

What impact has the Internet had on the way people think?

Write down one or two ideas and then discuss your ideas with other students.

5.2 Read the following discussion about reading in the digital age. How do the ideas expressed match your own?

With the onset of the digital age, the need to read and think critically has never been more important. The amount of information available through electronic sources is huge and there is a need to filter this stream of information in order to separate the valid from the invalid, the relevant from the irrelevant, or, in simple terms, the “good” from the “bad”. The more information that can be accessed, the greater the need to evaluate information, beliefs, claims and opinions “critically”.

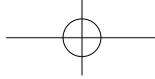
Therefore, as you are reading and beginning to understand the text, you have to decide whether it is useful. Secondly, you should decide whether you agree with what is said in the text. A third important critical reading and thinking skill is to relate information in the text to what you already know; for example, are there any other texts you have read with similar information that supports or undermines the ideas you are reading?

This critical approach to reading is an active skill and helps you interact with the text. This in turn helps you to understand it more fully. In addition, it helps you to make important decisions about the text you are reading; for example, whether to skip certain sections of the text, or whether to read a particular section very carefully – you may even decide to make no further use of the text. Interacting with the text and making decisions as you read can save you a great deal of time in the long run.

As you read more about your topic and take relevant notes, you will be able to make connections between ideas that will help you plan and structure your writing. The more you think about what you are reading, the better you will be able to write an evaluative report.

Research has shown that there is a positive relationship between good critical reading and thinking skills, and proficiency in extended writing (Stapleton, 2001); (Condon & Kelly-Riley, 2004). It is also reasonable to believe that readers who can think critically are better readers.

Source: John Slaght, ISLC, University of Reading, based primarily on Condon, W., & Kelly-Riley, D. (2004). Assessing and teaching what we value: The relationship between college-level writing and critical thinking abilities. *Assessing Writing*, 9(1), 56–75.



Task 6 Reading and thinking critically

Kurland (2000) claims there is a difference between reading critically and thinking critically. He claims that critical *reading* is a technique for *discovering* information and ideas within a text, but that critical *thinking* involves deciding whether to agree with this information or not.

Critical reading therefore means reading “carefully, actively and analytically”, but *critical thinking* means the reader uses previous knowledge and understanding to decide on the validity or value of what they have read. Following these definitions, critical reading comes before critical thinking. It is only after the reader has fully understood the text that they can “think” about it critically.

6.1 Look at this sentence from a student essay. First read it critically, then *think about its meaning* critically.

Parents are buying expensive cars for their children to destroy them.

Note: As you “read” this sentence critically, you should be thinking about what the “words” actually mean; in this case, particularly the word *them*. Does it refer to *the parents, the cars or the children*. Then you should think about the “ideas” expressed in the sentence – this is where you are “thinking” critically.

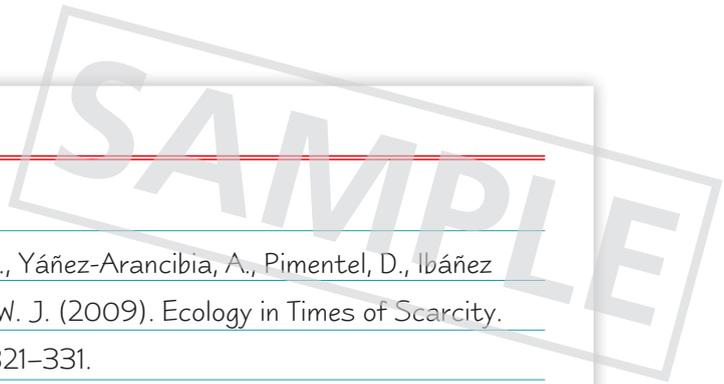
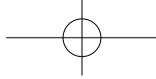
Task 7 Choosing sources

You are now going to look at why the texts in Appendix 4 were chosen as sources for Project 1. This is a useful task to help develop your critical thinking skills, even if you are not planning on writing Project 1.

7.1 Look at the example notes on page 52, analyzing the text *Ecology in Times of Scarcity*, giving five reasons why it was chosen as a source text for Project 1.

Check the five reasons using the text reference and the text itself. Evaluate each reason and discuss with a partner.

Note: You are already familiar with the article *Ecology in Times of Scarcity*, part of which you read in Unit 2. A more complete version of the text is in Appendix 4 (page 164).



●

●

●

Text

● Day, J. W., Hall, C., A., Yáñez-Arancibia, A., Pimentel, D., Ibáñez

● Martí, C., & Mitsch, W. J. (2009). Ecology in Times of Scarcity.

● *BioScience*, 59(4), 321–331.

● *Why it was chosen*

●

- ■ recent publication (2009)
- ■ published in a scientific journal of some importance
- ■ multiple authors, from a range of reputable universities and other institutions in the USA and elsewhere
- ■ clear overview of how policies of sustainable development are changing or evolving
- ■ abstract suggests a strong position on a topic of current relevance
- ■ it is related to the topic I am writing about

●

●

7.2 Make similar notes of your own on the other two texts from Appendix 4. Be prepared to compare and discuss your notes.

Text 1	Text 2
Why it was chosen	Why it was chosen



Task 8 Finding information

Many students experience difficulties in choosing the most appropriate texts to read when beginning their academic studies. They look at long lists of journal articles, websites and books, and do not know where to start – there seems to be so much information to search through before they find what they are looking for. Time becomes a real matter of concern as deadlines for completing assignments draw closer.

You are more likely to find what you want if you have a clear idea of your purpose. If you have a clear focus, you can then look for the specific type of information you need.

8.1 Tick (✓) the things you do when researching a topic. Compare and discuss your answers with another student.

- Write down the topic and think about what you already know. ___
- Make a list of what you do not know and need to find out. ___
- Use specific strategies, such as creating a mind map. ___

You should follow a procedure to determine the usefulness of each source and save research time. This is the first stage in reading and thinking critically.

8.2 Read the following procedure for choosing appropriate reading material.

You will put the procedure into practice in Ex 8.3.

Procedure for choosing appropriate reading material for books and journal articles

Check each of the following.

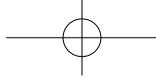
Title: this includes the subtitle; do you immediately feel that it might meet your needs?

Blurb: information about the book written to attract the attention of the reader. This is usually found on the back cover.

Table of contents: this provides a clear overview of what the book is about.

Index: the alphabetical list found at the back of a book, telling you on which pages important key words, information or topics are referred to.

Date of publication: an important indication of relevance, i.e., how current or up to date is the information? In some cases, of course, you may wish to



refer to information that is not current. In fact, many standard textbooks were first published several years ago; if the information was carefully researched, it may well be as useful now as it was when the book was first published. However, information and ideas will often have been added to, either by the original writer(s) or by new writers in the area of study.

The recommended reading list: this is the list of books (or core texts) that a particular departmental or course lecturer suggests students read for a particular course.

Abstract (used for journal articles, papers, theses, dissertations, etc., rather than textbooks): this provides a quick indication of the usefulness of the text. The abstracts of journal articles are often followed by a list of key words that will help you make a selection.

8.3 Go to the library and find two books in your subject area. Follow the procedure described in Ex 8.2 for the books you have chosen. Then complete the tables with details about the books.

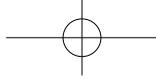
Note: The library may have a database which allows you to search for books online.

Book 1

Subject area	
Title	
Author	
Date of publication	
Intended reader	
Why I would/would not recommend this publication	

Book 2

Subject area	
Title	
Author	
Date of publication	
Intended reader	
Why I would/would not recommend this publication	



8.4 Based on the information you find, be prepared to report briefly on what you have learnt about one of the books to your classmates. For example:

- what it is about
- who it might be useful for
- why you would, or would not, recommend this book to other students in your subject area

INPUT

FINDING INFORMATION

Information from journals

Journals are a further source of information, and if you can identify the most appropriate articles, they may provide information about much of the work in the field or subject area(s). Most journal articles are introduced by an abstract, which is a brief outline of the article.

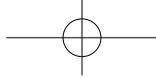
The Internet as a source of information

The Internet is probably the most common starting point for most research nowadays, with an increasing number of academic journals now available online. The best way to access these is through your library website. However, you need to be careful about how to narrow your search, as you may find you have far too much information to look through. Many libraries have suggested guidelines to help you search. One example is the University of Reading library guide at <http://www.reading.ac.uk/library/lib-home.aspx>; the University of Reading's Unicorn system allows you to search for materials in the library; it also helps you search for journals online.

As there is a greater volume of information available than ever before, it is essential to be systematic and critical when choosing your sources. It can be difficult to decide if websites are reliable; however, certain websites may be considered *well researched*. Examples of reliable websites are those constructed by educational or government institutions. You can recognize these websites by the use of the following in their web address:

.ac and .edu refer to academic websites. These are always linked to academic institutions.

An example is <http://www.reading.ac.uk>



.gov refers to government websites. These are linked to official government organizations, e.g., <http://www.defra.gov.uk/sustainable/government/>

Other websites may have a commercial interest and can be recognized as follows: .com and .co. Websites containing .org, on the other hand, are usually non-profit and non-commercial.

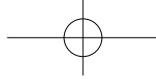
A website that contains the ~ symbol (tilde) refers to a personal website. You need to be cautious when using such websites, unless you have a good knowledge of the author.

8.5 Study the information in the following table and discuss it with another student.

The explanations in the table should help you to critically analyze the websites you encounter. If you cannot find answers to the key questions in the column on the left, then you should not rely on the source, i.e., you may not be able to use it in your work.

<p>Title: What is the name of the text?</p>	<p>The title will often suggest whether the contents are very specific, or if the text gives an overview (you should think carefully about your particular purpose).</p>
<p>Authority: Who (or what organization) is responsible for the website?</p>	<p>Is it a reliable organization, e.g., UNESCO or a well-known university? If you cannot find the author or organization responsible for the website, it really should not be used, as you have no way of checking its reliability.</p>
<p>Date/currency: When was the most recent update?</p>	<p>In some cases, you will need up-to-date information, so the website needs to be seen to be regularly updated.</p>
<p>Content: What is the text about? How useful is it for your purpose?</p>	<p>When looking at content, you will realize the importance of having a clear focus. Make sure the content is relevant to your understanding of the topic. Your evaluation of the content will depend on your reading purpose.</p>
<p>Accuracy/reliability: Does the information appear to be accurate, to the best of your knowledge? Are there references to other sources? Are there links to other websites?</p>	<p>You may be able to check the accuracy of the information from another source. It is expected that ideas will be supported by other sources, which can be a way to check the reliability of the website.</p>

(To be continued)



(Continued)

<p>Audience: Who is the intended reader?</p>	<p>Who is the article aimed at? Information will be presented very differently according to the background knowledge of the intended audience. Who is sponsoring the site?</p>
---	--

Task 9 Analyzing websites

9.1 Use an appropriate search engine to find two websites: one for a definition of *sustainable development* and one about *sustainable development and future generations*.

The UNESCO website below is one example of what a search could yield. If you wish, you can use this as one of your website searches.

The screenshot shows the UNESCO website's navigation menu with categories like Education, Natural Sciences, Social and Human Sciences, Culture, Communication and Information, and Media Services. The main content area is titled 'Sustainable Development' and 'Education for sustainable development (ESD)'. It includes the UNESCO logo and a definition of sustainable development: 'Sustainable development is seeking to meet the needs of the present without compromising those of future generations. We have to learn our way out of current social and environmental problems and learn to live sustainably.' It also features a quote from UN Secretary-General Ban Ki-moon (2007) and a paragraph explaining the need to understand Education for Sustainable Development (ESD) in the context of the UN Decade of Education for Sustainable Development.

Source: UNESCO. (2011). *Education for sustainable development (ESD)*. Retrieved May 10, 2011, from www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/three-terms-one-goal/ and <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>

SAMPLE

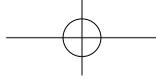


9.2 Critically analyze websites for a project entitled: *The needs of future generations are being met by current policies of sustainable development.* To what extent do you agree with this statement?

When you find what look like useful websites, complete the tables.

Title	
URL	
Authority	
Date	
Content	
Accuracy/reliability	
Audience	
Further comments/ notes	

Title	
URL	
Authority	
Date	
Content	
Accuracy/reliability	
Audience	
Further comments/ notes	



Task 10 Acknowledging your sources

10.1 Why do you think it is important to reference the sources you use when writing a project? Add your ideas to the list below.

●

● **Reasons for referencing sources:**

To show where your ideas originated - acknowledging the source.

●

●

●

●

●

●

10.2 Compare your ideas from Ex 10.1 with the reasons given below.

Reasons for referencing a source

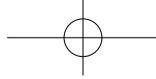
There are a number of reasons for referencing sources. For example, you should acknowledge the source to show *where your idea originated*. Another reason for referencing is to give your writing *academic weight*, i.e., to show that you have carried out research and found evidence for your viewpoint. You also need to show that you are aware of the opinions or views expressed by other writers in the field. Finally, it is important to allow the reader to find the original source if necessary.

Omitting to reference your sources, thus failing to acknowledge other people's ideas, is considered to be *plagiarism*. This is not accepted in an academic piece of work. You will learn more about this in Unit 4.

Note: Whenever you use information from other sources, there are certain conventions you need to follow. There are two different aspects to acknowledging a source.

- In-text references: within your essay, refer to the author by surname and the date of publication.
- Bibliography or list of references: list your references at the end of your essay, giving detailed information for each source.

SAMPLE



Ways of referring to a source

- **Paraphrasing:** Retelling what the writer said, in your own words.
- **Summarizing:** Identifying the point you want to make from your source and writing it in your own words. Whereas a paraphrase will include all the detail, a summary will be shorter and will include only the key information.
- **Quotation:** Citing the exact words of the author.

Writers normally use a mixture of summarizing and paraphrasing, and only use quotations occasionally. Generally, quotations should only be used:

... when you feel that the author expresses an idea or an opinion in such a way that it is impossible to improve upon it or when you feel that it captures an idea in a particularly succinct and interesting way (Trzeciak & Mackay, 1994, p. 59).

Task 11 Following academic conventions in referencing

There are a variety of conventions for presenting direct quotations. For example, if 40 words or more are used, you should indent the quotation. You do not need to use quotation marks.

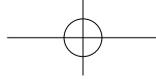
- 11.1** Study the examples of referencing direct quotations. Discuss with a partner any differences you notice.

Direct quotations

A quotation of fewer than 40 words

There are a number of views about what constitutes successful verbal communication. One area to consider is the people involved in a conversation, but there are cultural restrictions on coming to a conclusion about this: “A good conversation partner tends to empathize with others, being sufficiently aware to jointly create a conversation” (Lo Castro, 1987, p. 105).

First of all, we need to consider what is meant by “to empathize with others” in Lo Castro’s context.



A quotation of 40 words or more

Various measures are already taken to reduce city-centre congestion, but these alone may have little noticeable impact:

Sophisticated traffic management systems can increase efficiency in the use of road spaces and the number of vehicles using road systems without congestion. But, increasingly, even if the incorporation of these advances was accelerated, it is seen as insufficient as the sheer volume of cars, trucks and other motorized vehicles overwhelms cities. (Newman, 1999)

Alternative approaches include initiatives aimed at reducing dependence on vehicle transport.

A direct quotation within a direct quotation

As stated by Adams (1999), “internationally, the dominant definition of sustainable development has undoubtedly been that of the Brundtland Report: ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’ (Brundtland, 1987, p. 45).”

Paraphrasing or summarizing

Various ways of referencing within a paraphrase or summary are given below and on page 62.

- Summarize or paraphrase the writer’s ideas and put the author’s surname and date of publication in brackets at the end of the sentence.

Since the cultural values of any society have an effect on how the people of that culture interact, sociocultural norms determine linguistic production, as well as limit how it is produced (Gumperz, 1989).

- Refer directly to the author in the text and put the publication date in brackets.

According to Gumperz (1989), since the cultural values of any society have an effect on how the people of that culture interact, sociocultural norms determine linguistic production, as well as limit how it is produced.

SAMPLE



Cottrell (2008) states that ...

- Refer to the author directly and put his/her surname and the publication date in brackets at the end of the sentence.

According to Cottrell, there are seven approaches to learning which can make it more productive (Cottrell, 2008).

Internet sources

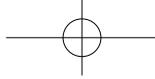
As with printed sources, when referencing an Internet source within a text, you need the author's surname and date. In this case, the date used refers to when the website was most recently updated. In some cases, the information may have been put up by an organization, with no single author's name. If this is the case, you should include the name of the organization within your written text, i.e., organization and date. You should not include the website address in your main text; this goes in the bibliography.

The UK Government view on the use of natural resources is that it is possible to continue using them, but at the same time the development of alternative sources such as renewable energy should be considered (UK Government, 2003).

Task 12 Deciding when to avoid using online sources

- 12.1** Discuss the following statement with a partner. Think of reasons why this is good advice and list them below.

If you cannot find either an author or source on the website, you should not use it in your work. You should also check when the source was most recently updated.



Task 13 Writing a bibliography

13.1 Look at the bibliographical entry in the box below. Match the labels 1–10 with the elements of the bibliographical entry a–j.

- | | | | |
|------------------------|-----|--|-----|
| 1. title of article | ___ | 6. editor's surname | ___ |
| 2. name of publisher | ___ | 7. place of publication | ___ |
| 3. date of publication | ___ | 8. author's initials | ___ |
| 4. author's surname | ___ | 9. other editors | ___ |
| 5. title of book | ___ | 10. shows book is a collection of articles | ___ |

a	b	c	d	e	f	g
↓	↓	↓	↓	↓	↓	↓
Adams, W. M. (1999). Sustainability. In P. Cloke, P. Crang & M. Goodwin (Eds.), <i>Introducing human geographies</i> (pp. 125–129). London: Arnold.						
	↑				↑	↑
	h				i	j

13.2 Study the rest of the bibliography and check that it has been set out appropriately.

Note: See Appendix 6, *Compiling a bibliography*, for a brief summary of the APA (American Psychological Association) system of referencing.

Anderson, J. A. (2002, February 5). Going where the big guys don't. *BusinessWeek*. Retrieved from www.businessweek.com.

Cottrell, S. (2008). *The study skills handbook*. Basingstoke: Palgrave Macmillan.

Leki, I., & Carson, J. (1997). Completely different worlds: EAP and the writing experiences of ESL students in university courses. *TESOL Quarterly*, 31(1), 39–69.

SAMPLE



13.3 There are some problems with the bibliography below. Identify the problems with each entry.

Use the sample bibliography from Ex 13.1 to help you. Check your answers in small groups.

Alan Bilham-Boult et al. 1999. *People, Places and Themes*. Heinemann, pp. 17–22

“Africa Recovery” E. Harch (2003). [online]. Available from: www.africarecovery.org Accessed 18 May 2004

P. Newman, Transport: reducing automobile dependence. In D. Satterwaite (ed.) *The Earthscan Reader in Sustainable Cities*. Earthscan Publications pp 67–92 (1999)



Unit summary

In this unit you have seen how projects are structured and learnt to identify evaluative writing. You have looked at academic referencing and practised selecting information from books and websites.

1 Mark each of these parts of an academic text with *U*, for *I understand exactly what this is and can recognize it*, or *D*, for *I don't really understand what this means*.

- | | | | | | |
|-----------------|-----|--------------------|-----|-----------------|-----|
| a. introduction | ___ | e. contents page | ___ | h. figure/table | ___ |
| b. reference | ___ | f. main title page | ___ | i. conclusion | ___ |
| c. quotation | ___ | g. subtitle | ___ | j. abstract | ___ |
| d. bibliography | ___ | | | | |

2 Tick (✓) the statement that is true for you in each pair.

- a. 1 I know how a project should be structured. ___
 2 I don't really understand why a project should be structured in a particular way. ___
- b. 1 I can quickly see what is *description* and what is *evaluation* when I read a project. ___
 2 I find it difficult to distinguish between *description* and *evaluation* when I read a project. ___
- c. 1 I understand why it is important to write evaluatively when I write a project. ___
 2 I don't really understand why I should write evaluatively when I write a project. ___
- d. 1 I find it fairly easy to identify the writer's thesis when I read a project. ___
 2 I don't really understand what a thesis is. ___
- e. 1 I understand why it is essential to have a thesis when writing evaluatively. ___
 2 I don't see why it is necessary to start an evaluative project with a thesis statement. ___
- f. 1 I know exactly what the purpose of the conclusion to a project is. ___
 2 I don't really know why it is necessary to write a conclusion to a project. ___



3 In each statement below, highlight the option that applies to you when you read.

- a. I find it easy/quite easy/quite difficult/very difficult to read selectively.
- b. I find it easy/quite easy/quite difficult/very difficult to keep my purpose in mind.
- c. I find it easy/quite easy/quite difficult/very difficult to read critically.

4 Complete each of these statements so that they are true for you.

- a. The most important thing I have learnt about finding information in books is

- b. The most important thing I have learnt about finding information from websites is

For web resources relevant to this book, see:
www.englishforacademicstudy.com

These weblinks will provide guidance on referring to primary and secondary sources in your writing, as well as help with finding information online.

