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An Introduction to Academic Writing C1

What is Academic Writing C1?

Designed for university and college students who are required to write academic papers in English, Academic Writing C1 is a complete blended learning suite consisting of:

- 14 online self-study modules
- 14 offline assignments
- A guide to peer-to-peer editing
- A marking guide for academic texts at the C1 level
- Worksheets for classroom sessions (2 handouts per module)

Due to the nature of academic writing, the contents have been developed for students at the C1 level of the Common European Framework of Reference for Languages. However, strong B2 students can also benefit from the course.

Course Components and Structure

The 14 online self-study modules on your platform provide the structure of the course which is divided into three main sections: Basic Knowledge, Cross-Genre Writing Skills and Specific Academic Genres. The Basic Knowledge section serves as an introduction to key concepts of academic writing and as a review of grammar points important for the rest of the course. The Cross-Genre Writing Skills section focuses on language functions which students will need to master regardless of their discipline. Finally, the Specific Academic Genres section looks at the characteristics of a wide range of text genres which students are likely to encounter during their academic career. Table 1 gives an overview of the modules.

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Table 1. Overview of Modules Found in Academic Writing C1
A Typical Progression through a Module

Each online module follows a similar didactic progression. At the beginning, the aims are stated. Then, two to three topics are introduced and explained with samples from various academic disciplines, e.g. an essay on the construction of bridges in New York City, a report on the effectiveness of traffic cameras. All sample sentences and texts have been selected with great care to ensure that they are not only of an academic nature, but that they can also be understood by students in all disciplines. After the explanation phase of each topic, students complete a series of enjoyable interactive exercises designed to reinforce their grammar and vocabulary skills while increasing their awareness of larger text structures. The module then concludes with a summary of what the students have learned.

After students have completed a module, it is time for them to review the material in class with the worksheets. For each module there are two worksheets which students can do in class and use as a basis for discussion. Then, students put their newly acquired skills into practice by completing the module’s accompanying offline writing assignment. The assignments can be found in this Teaching Guide and on your platform. Depending on the topic, the time required to complete each assignment will vary from module to module. For example, the mind-mapping assignment for the module “Developing a Thesis Statement” will no doubt take less time than the text suggested in the “Essays” module.

To aid you and your students with their writing assignments, we have included two documents located in this Teaching Guide. The Guidelines to Peer-to-Peer Editing provide you with useful tips on how to encourage students to assist one another in developing their academic texts. You can decide whether such collaborative work is carried out inside or outside the classroom. The Assessment Framework for Academic Texts sets out guidelines for determining the quality of student contributions based on three essential elements of writing: content, impact and language. The framework can be used as a reference grid on a consultative basis or adapted to your institution’s grading scheme.

How Can I Use Academic Writing C1 in My Courses?

University instructors of Academic English are faced with the task of customizing their courses to their students’ academic needs. These, in turn, are determined by the students’ discipline and university guidelines. Bearing this in mind, the modular design of Academic Writing C1 ensures that you can adapt your course by changing the sequence of modules or by omitting modules which are not relevant to a specific discipline. You can also modify the offline writing assignments to match topics your students are more familiar with. Furthermore, integrating the module into your learning platform makes it possible for you to add a personal touch to your course. The course material can be supplemented with your own worksheets, vocabulary lists, external links, etc. This flexibility and personalization will help make your course more interesting, more effective and, in the end, more rewarding for both you and your class.

Instructors who do not wish to make any changes to the curricula offered in Academic Writing C1 need not worry; it can also be used as a stand-alone comprehensive writing course. Students can work through the suggested progression module for module, beginning with “What is Academic Writing?” and ending with “Academic Curricula Vita”. Classroom time can be used for discussing any questions or for peer-to-peer editing.

Whichever way you choose to use Academic Writing C1, we are sure that you will find it a valuable tool for improving your students’ writing skills. We wish you and your students much success with Academic Writing C1.
Offline Assignments

Below you will find the offline assignments which correspond to the online modules. To integrate them into your course, simply load select task from the Academic Writing directory in your platform’s library. You can also copy the instructions directly from this PDF into your platform’s task creator.

Module: What is Academic Writing?

Write three texts with almost identical content. In each of these texts you will use a different register: familiar, informal and formal.

For example, if you are in the humanities, write a one-paragraph letter to a good friend, in which you describe your enthusiasm about a good book that you have read recently or a good movie that you have seen recently. Second, taking the ideas of that paragraph, turn them into a short “review”, such as you would write for a school newspaper. Third, write a brief one-paragraph summary of your review in formal register, as if for a class assignment.

If you are in the social and natural sciences, perhaps you would prefer instead to write a one-paragraph letter to a good friend about your research. Second, write an informal summary of your research plans, and, third, a formal summary, such as you would hand in to an instructor.

Module: Important Grammar in Academic Writing

Students have written up the following abstract based on a research assignment in their geography course. Re-write it using appropriate passive forms.

Our teacher told us to study the relationship between population clusters and waterways. The theory is that people like to live near coasts and rivers, as these give them easy access to resources and transportation. What we wanted to do was to see if population densities around water are higher than those with little or no water. We looked at some books and did some internet research to find out what the average world population density was. After that, we decided to get a dataset of average population densities from landlocked and seafaring nations. We collected lots of info and entered it into our statistics program. We then ran some tests to determine if the results were significant. To our surprise, we found that the average population density of landlocked countries was much higher than the world average, so we had to reject our hypothesis. That’s why, in the next step, we’re going to look at densities near certain geographic features, such as deserts, rivers and forests, to see if there is any difference there.

Before you start re-writing the abstract, review the sections on the passive, uncountable nouns and adverbs in the module.

Module: Developing a Thesis Statement

Study the following essay title: “Internet Censorship”. Develop an appropriate thesis statement to fit this title.

To do this, follow the steps that you were shown in this module: narrow down the topic, pose a research question, develop a “working” thesis and refine the working thesis into a polished thesis statement.

Then, create a mind map to help you organize the main ideas that you would cover in this thesis.
Module: Developing a Paragraph

Write a paragraph on one or more of the following topics. Focus on formulating a clear topic sentence, supporting sentences which create flow and unity, and a closing sentence.

Some people feel that genius is close to madness. This may be used as an argument to justify the behaviour of individuals.
Recent findings that greenhouse gases endanger the public welfare are met with resistance by many businesses.
Increasing or decreasing funding for the Hubble telescope.
Alternatively, develop a paragraph on a subject related to your own academic work.
Be sure to review the sections on “Conjunctions” and “Conjunctive Adverbs” to achieve variety and flow.

Module: Transitions, Defining, Classifying and Exemplifying

Write a paragraph in which you define and classify one of the following objects or concepts:
Systems of governments (e.g. democracy, monarchy, dictatorship)
Parts of speech (e.g. nouns, verbs, adverbs, etc.)
A concept or object from your field of study

Make sure you provide examples of the items you classify. Review the sections on “Defining and Classifying” and “Exemplifying”. Be sure to include some these expressions in your text.

Module: Logic, Cohesion and Opinions

Complete one of the following tasks. Write approximately 200 words.
Develop a focused and coherent argument stating your opinion on launching a manned mission to Mars in the near future.
Express your agreement or disagreement with the following statement: “Stem cell research is a necessary step in the progress of industrialized nations”.
Alternatively, you can also choose a topic from your own academic discipline.
Review the sections on “What Makes an Argument an Argument” and “Opinion Arguments”. Be sure to include some of these expressions in your text.
Module: Comparisons, Processes, Cause and Effect

Complete one of the following tasks. Write approximately 200 words.

Compare the traditions of celebrating Christmas in two different cultures of your choice.

Describe how a volcano erupts. Clearly indicate possible causes and effects during that process.

Alternatively, you can also choose a topic from your own academic discipline.

Depending on the assignment you choose, review the sections on “Comparison Arguments”, “Process Arguments” and “Cause and Effect Arguments”. Be sure to include some of these expressions in your text.

Module: Graphs, Charts and Tables

Study the attached graph representing the development of Science in Motion’s share price from January 2010 to February 2011. Write a supporting text which aids the reader in understanding the graph, describing the events indicated in the chart and their impact on the trend in the share price.

Alternatively, you can use or create a graph or a table related to your own work, and write a supporting text of one paragraph describing the data and the trends exhibited in the graph or table.

Refer to “Describing Trends”, “Describing the Size and Speed of Change” as well as “Labelling and Referring to Graphs and Tables” for ways of describing trends and providing supporting text. Be sure to include some of these expressions in your description.

Note to instructor: The graph can be found in your platform’s library.
Module: Dealing with Sources

In your academic field, find the following sources:

- a single-author article from a book;
- a multiple-author article from a journal;
- a single-author article from a journal;
- a reputable website offering subject-specific information;
- a government site offering subject-related statistics;
- an online article found.

Write up these sources in a reference page using the guidelines found in “Bibliography: Using the Harvard System of Reference” in the module.

Now, go back to these sources and, for each of them, paraphrase a main concept and quote a significant passage. Be sure to use the language for hedging claims and introducing authorship when doing so.

Module: Essays

Complete one of the following tasks.

Write a five-paragraph essay in which you take a stance towards the usefulness (or uselessness) of establishing more national parks worldwide.

Write a five-paragraph essay that leads to and develops the following thesis statement: “China will be the leading superpower of the future”.

Alternatively, you can also write an essay on a topic related to your own academic discipline. Remember to use the language structures you learned in the module.

Module: Reports

Complete one of the following tasks. Write about 400–500 words.

Research (a) the results of any recent political poll and (b) how these results were obtained. Imagine you had conducted the poll yourself and write a report on its purposes, empirical methods, principal findings and possible implications.

In 1971, Philip Zimbardo conducted the so-called “Stanford Prison Experiment” to investigate how people without any apparent signs of psychological instability would react in a simulated prison situation. Research the details of this experiment and imagine you were Zimbardo writing a short report on the goals, procedures, findings and consequences of your (supposedly own) research.

Alternatively, adapt the task and write a report on a classic experiment in your field of study. Remember to use the language structures you learned in the module.
Module: Abstracts

Find a research paper in your field (not too long, around 10–12 pages), either without an abstract or without looking at the abstract. Read the paper, then write the abstract according to the following guidelines:

- **Purpose** (2–3 sentences)
- **Problem** (2 sentences)
- **Methods** (2–3 sentences)
- **Results** (3–4 sentences)
- **Conclusions** (2 sentences)

Be sure to review the sections on “The Language of Abstracts”, “Stating General Hypotheses”, “Sentence Adverbs” and “Academic Register” and include the language items you find there.

Module: Proposals

You are interested in conducting research in an area in your field. Write up a research proposal, writing only the beginning paragraphs of each section (a full research paper is beyond the scope of this assignment). Include the following main sections:

- **Scope** (150 words): What is the breadth and width of the topic you wish to cover? What problem are you trying to define? What gap in research are you trying to fill? Include relevant texts, authors and sources from your chosen field.
- **Strategy** (100 words): Define how you will collect information on your research problem. Will you use quantitative and/or qualitative methods? What kind of timeframe do you have?
- **Anticipated Problems** (150 words): What are potential obstacles to data collection? How will limited resources (time, budget, personnel) affect outcomes?
- **Analysis** (100 words): What outcomes do you expect? How will you analyse the raw data you have collected in step 2? How will you validate your findings with participants and/or stakeholders?

Review the sections on “The Language of Scope”, “Modals for Hedging Claims” and “The Language of Critical Analysis.” Be sure to include some of these expressions in your assignment.

Module: Academic Curricula Vita

This assignment consists of two parts. First, prepare a file that lists all your work experience to date, including teaching and research activities. Compile this information in chronological order so that you can see if you have any gaps in the time line. Your file should be as complete as possible and contain all the details you can recall.

After you have completed your file, transform this information into an academic CV as illustrated in the module.

Be sure to review and use the language structures and layout instructions covered in the module.
P2P Editing: Collaborative Authoring with Editorial Oversight

The use of peer-to-peer (P2P) editing in the university classroom is an effective way to allow students control over content while expanding and improving on their written product. Essentially, P2P editing involves student contributions corrected and commented on by peers in several stages.

P2P Editing Offers Meaningful Context

The primary objective of P2P editing is to establish a meaningful context for student writing. In other words, it reminds students that their texts are not just intended for you, their instructor, but also for their academic peers. Students read other students’ drafts, thereby creating a springboard effect; authors take the best of other work and adapt it to their own. In addition, the “many eyes” approach to multiple edits irons out kinks in language, content and style issues, producing a better final product. Naturally, P2P editing differs from the traditional classroom relationship in that it involves collaborative effort; this, in turn, realistically mirrors the author-editor relationship in publishing in the academic world. Editorial boards, for example, do not send back manuscripts marked in red; rather, they are responsible for vetting quality, style and content. Peer editors should do likewise.

In the end, P2P editing and collaborative authoring should foster autonomous effort, as authors are forced to develop their own sense of style and criteria for “good writing” when they themselves become editors. As P2P assessment is author, not expert-centred, a virtuous cycle of peer pressure (meeting deadlines, writing to a target audience) should be evident.

Yes, but …

Students who are familiar with forms of peer correction or process writing may object that they do not know how or what to correct; they are not the experts or teachers, after all. Furthermore, it is too time-consuming. Anyone ever involved in an editorial dispute will know how frustrating and time-consuming these can be. And what if a student is marked down for a mistake someone else made?

The Wisdom of the Crowd

These are all valid objections and should not be lightly dismissed. Most importantly, in P2P editing the correction process is clearly defined; assessment standards and marking scripts must be pre-defined. While it does take more time to do P2P editing, the result of “many eyes” is better, as errors (i.e. the language functions students do not know and are misapplying) can be eliminated and ideas added. Editorial disputes do indeed slow the process down, so rules need to be defined to resolve these. The next section offers a step-by-step procedure for successful P2P editing.
P2P Editing: The Procedure

The procedure for collaborative authoring involves three parts: Drafting – Editing – Polishing. This assumes that a framework has already been determined. The framework includes the formalistic and structural standards, such as word counts, layout stipulations, target audience, and the assignment question.

Typically, the brief for an academic writing assignment will include the following points:

THE TASK: the writing assignment as defined by you or your institution. This can be a term paper assigned to analyse an issue within a field of study or one of the Offline Assignments offered in the Academic Writing C1.

RESOURCES: research materials and sources available. In the P2P editing process, peers’ input and editing also become a resource.

STANDARDS: formalistic and structural (word counts, deadlines, target reader and layout specifications) as well as assessment criteria. For our purposes here, we will use the Assessment Framework for Academic Writing at Level C1 included in this Instructor’s Guide. The three main criteria are: Content – Impact – Language.

Drafting

Once the assignment has been determined by you or your institution, the collaborative authoring process may begin. The drafting phase includes basic research but also conferencing with peers and/or a tutor. An essential aspect of this phase is springboarding: students discuss their ideas with other students and gather any issues they may not have considered. At this point, every idea is valid and no criticism or evaluation is allowed; it is up to the author to decide which ideas to use, which to discard.

Editing

After the first draft has been written, the editing phase can begin. This is best done in two stages, but naturally much overlap will occur. The first P2P edit is devoted to correction. This involves proofreading by peers to spot slips, mistakes and errors in the language. This can only be done against a mutually defined or agreed upon convention: “The Economist Style Guide”, “The Chicago Manual of Style” or the university’s own style sheet, to name a few, offer conventions which, when consistently applied, ensure accuracy. Appendix 1: Marking Script for Academic Writing lists common language problems in academic writing which students should be aware of while editing peers’ work.

In the second P2P edit, peers focus on commentary. This entails issues of style, register and clarity. The peers’ task is to weed out inconsistencies in the text, to ensure that the text conforms to the features of academic writing, and to ferret out ambiguous terms. Depending on the time and number of editors involved, this process can be repeated.

As previously mentioned, rules need to be created to avoid endless and pointless discussions on questions of language and style. The most important being the “Cease-Fire Rule of Editorial Disputes”.
The Cease-Fire Rule of Editorial Disputes

Each "commentary" can be replied to by an author only once, and the commentator may only counter that reply once. This avoids endless editorial discussions and allows commentators to "lodge a formal complaint". The final decision in P2P, however, rests with the author.

Please note that P2P commentary is collaborative not authoritative. While corrections under dispute in an edit can be definitively settled by reference to a reliable style guide, commentary on style, register and clarity is another matter entirely. Commentary, by its very nature, is infinitely debatable. However, as students are ultimately responsible for the final product and will most likely be assessed on it, they can take commentary on board or reject it. Questions of style, register and clarity rest on preference and probability. It is up to them to exercise their judgement when discussing these issues. Of course the final verdict will be pronounced by you, their instructor.

Editorial Mark-Up

If your institution employs wiki software and provides the resources for its use, then this is an ideal P2P teaching tool. Editors and authors alike have access to the same text and, with a minimum of preparation, can start using the tool. Corrections can be made directly in the text. Commentary can be published under the discussion tab for review by authors at their convenience.

Failing that, good word-processing programs offer mark-up and comment features. Corrections can also be made directly in the text, with commentary added in speech bubbles. The main drawback is that the text must be emailed to editors, making it difficult to keep track of varying versions. A virtual workshare platform, or similar solution, takes care of this problem.

Finally, there is nothing wrong with paper: with a previously agreed-on mark-up scheme, editors can take the red pen to student papers. Authors and editors alike often have a better overview of the topic than is possible on a screen. Whatever method chosen, the same rules of collaborative authoring and editing apply.

Polishing

The final stage is devoted to polishing (proofreading, layout, publishing) the text. In P2P editing, the final editors are the authors themselves. To this end, they will proofread their text using their spellchecker for grammar and spelling as well as other resources such as dictionaries and thesauri.

The final proofreading should focus on formalistic aspects. Academic writing is characterized by dense noun phrases with little grammatical complexity. The aim is to write simply but not simplistically. Similarly, lengthy, convoluted sentences add little to the understanding of a topic. Mistaking complicated writing for intellectual depth is widespread in academia: the content of the paper should be complex, not the writing about it.

Finally, layout is also an important factor in the readability of text. Students should make sure they meet formal word length and format requirements. They should also ensure that the sections of their text are properly spaced and paragraphed. It is important to let students know what your institution wants to see regarding the naming of sub-section headers. Some institutions require generic labels, such as Abstract, Introduction and Methodology, others require more specifics.

To help with the final stages before publishing, you will find the Assessment Framework in the next section. The three main categories for assessment include content, impact and language. Have the students read the descriptors carefully to see what the features of good writing look like. Appendix 1 is the Marking Script for Academic Writing. Familiarize them with the marking scheme. The peer editors should use this when editing student papers.
Sample

Now let’s turn to a sample of collaborative writing in practice. A student has been asked to write an essay on school uniforms. For the sake of simplicity, we will not consider word counts and other factors; the purpose here is only to illustrate how the editing phase of the P2P editing process works.

First Draft

School Uniforms

School uniforms are clothes for students. They all wear the same clothes. The girls wear for example all the same skirt, the same sweater and the same jacket. The boys all have all the same trousers, shirt and coat. School uniforms are spread all over the world, for example in the United States, in New Zealand, in Australia and in Japan. School uniforms are very popular in Great Britain, whereas they are not very common in Switzerland or in Germany.

Similar to original school uniform is “school clothing”, but it is more modern: In the year 2000 Karin Brose launched school clothing in Germany. The first school to have school clothing was in Hamburg-Sinstorf. School clothing is different from school uniform: the term school uniform has often a negative or controversial touch, as many people do not want to be uniformed. School clothing offers a collection with shirts, sweaters and accessories in different styles and colours. The students still can choose between different clothes.

Peer Edit 1 – Mostly Correction

School Uniforms

School uniforms are clothes for students. They all wear the same clothes. The girls wear for example all the same skirts, the same sweaters and the same jackets. The boys all have all the same trousers, shirts and coats. School uniforms are widespread all over around the world, for example in the United States, in New Zealand, in Australia and in Japan. School uniforms are very popular in Great Britain, whereas they are not very common in Switzerland or in Germany.

An idea similar to original the school uniform is “school clothing”, but it is more modern: In the year 2000 Karin Brose launched school clothing in Germany. The first school to have school clothing was in Hamburg-Sinstorf. School clothing is different from school uniforms, in that the term school uniform often has often a negative or controversial touch, as many people do not want to be uniformed. School clothing offers a collection with shirts, sweaters and accessories in different styles and colours. The students still can choose between different clothes.

In the first edit, the peer has primarily concentrated on language problems, such as word choice and sentence order. They also eliminated some repetition (largely a style issue). No new input has been added, but the editor could certainly have suggested a few of their own ideas.

Peer Edit 2 – Mostly Commentary

School Uniforms

School uniforms are clothes which all students are required to wear. They all wear the same clothes. For example, all the girls wear all the same skirts, the same sweaters and the same jackets, while the boys have all wear the same trousers, shirts and coats. School uniforms are widespread all over around the world: for example, in the United States, in New Zealand, in Australia and in Japan. While school uniforms are very popular in Great Britain, whereas they are not very common they are almost unknown in Switzerland or in Germany.
"A similar idea" An idea similar to original the school uniform is "school clothing", but it is more modern: in the year 2000 Karin Brose launched school clothing in Germany. The first school to have school clothing was in Hamburg-Sinstorf. School clothing is different from school uniforms, in that the term school uniform often has often a negative or controversial touch, as many people do not want to be uniformed. School clothing, however, offers a collection with shirts, sweaters and accessories in different styles and colours. The students still can choose between different clothes.

In this edit, the peer has undertaken radical revisions of sentence structure and cohesion, including edits of the first edit. The text may now offer an overall better read, but it remains up to the author to decide if they can live with the new version. Much of the author’s voice has been lost, and the newer version is truly a collaborative product. In the final polishing phase, the author will either accept or refuse these changes before handing in the end product.
Checklist for Running P2P Editing in Class

To show how P2P editing works in the classroom, let’s say that you have students doing one of the essay assignments from the module “Comparisons, Processes, Cause and Effect”. The assignment length is 200 words. From the brief, students are told to “Compare the traditions of celebrating Christmas in two different cultures of your choice”.

The procedure is the same for any P2P edit, so follow the checklist below:

1. Assignment – make sure the task is clear and the formal requirements (word counts, style guides, deadlines, etc.) explicitly stated in writing.
2. Procedure – introduce process writing and P2P editing to the students. Explain the various steps and what is expected from them in each. Hand out the marking script and go through the individual points with the students.
3. Standards – consult the Assessment Framework to define expected outcomes. (See next section for more information on how to use this.) Tell students that they will be assessed on the content, impact and language of their writing.
4. Springboarding – OUTSIDE OF CLASS: students brainstorm their topic (i.e. Christmas in two different cultures). Additionally, they can make a mind map and do online research.
   IN CLASS: students discuss their ideas with a peer group of 3–4 people. At this point, all ideas are accepted – generate as many as possible. This planning phase is very important, so plan generously. If the students need extra help, they can consult you. Otherwise you act as a facilitator.
5. First Draft – students write their first draft, supplement their own brainstorming by incorporating ideas from springboarding.
6. First Edit – the editing stage, which should be limited to groups of a maximum of 3–4 peers, begins with the mark-up phase of corrections (language accuracy; spelling, sentence syntax, word choice). Whether you do this in class or online depends, of course, on the tools available to you. For the first go, run the session on paper in class. Once the students have gained a feeling for the procedure, they can branch off to online editing.
7. Second Edit – this second stage focuses more on commentary (register, style and clarity). Of course, the entire process is not as straight-forward as this, as correction and commentary are most likely to occur simultaneously; in addition, authors and editors should feel free to add new content where appropriate.
8. Third Edit – if needed; this should be left to students to decide.
9. Final Draft – the author settles final disputes by accepting or rejecting edits. From this point on, no further editing is permitted. Together with the students, refer back to (or hand out) the Assessment Framework. NB: if student writing is being marked for an official grade, students will expect a final score in line with the Framework. In other words, if you tell them they have a pass mark now, they will expect to receive a pass mark in the future – so this stage needs to be handled very carefully!
10. Polishing – here, the author proofreads with attention to cutting repetitive material, making the internal logic consistent and paragraphing with sub-headers (if required or needed).
11. Submission of Assignments.
The Assessment Framework for Academic Writing C1

This Assessment Framework is designed to provide students and instructors alike with a tool to determine the quality of student contributions. It can either be used as a reference grid on a consultative basis only or be tied in to more formal schemes of institutional grading. In either case, such standards should be made clear to students before they begin any written assignment, regardless of whether it is formally assessed or not. This way, student writers will have a clear idea of the quality standards of your institution which they are expected to meet.

The Framework has three main categories of assessment: Content, Impact and Language. If you should choose to add other criteria or different categories, keep in mind that no more than four distinct categories for assessment should be used. Any more will water down results; statistically, assessment schemes with more than four distinct categories always tend towards the mean; in other words, high and low scores are eliminated, clumping all contributions around the average.

Vertically, assessments of A, B and C are all pass marks at the C1 level. Students at this level are not quite equipped with native-speaker competence, yet their writing should be dense and complex nonetheless. Assessments of D and E are insufficient and will require a re-write on the student’s part. Additionally, an E implies serious flaws and may require a major revision. Whether this is due to a student’s academic or linguistic abilities remains to be judged by the instructor.

The first category, Content, refers to student’s ability to cover the main points in the writing brief. The Framework assumes that the points have been covered adequately (= C). If the student not only covers these points but does so with complex argumentation and original analysis, they will receive the highest mark. Conversely, if the student has omitted points, they will receive at least a D, implying that remedial work must be done to receive full marks.

The second category, Impact, deals with conventions of academic writing and register. It also suggests whether a student’s work is ready for publication to an academic audience. Again, a C implies that the register is acceptable and the conventions have been adhered to, though the paper needs some reworking before publishing. Top marks indicate a high level of register awareness and a paper that is ready for publication. A fail means that the paper must be partially or fully revised, due to mixed registers and/or a lack of consistent application of conventions.

Finally, the last category, Language, offers insight into a student’s level of linguistic ability. Top marks indicate that a student has a strong command of the structures and lexis of the language, and makes only minor slips and mistakes, much like a native speaker would. The mark C suggests that these areas have been covered adequately, but not brilliantly. A fail shows up serious errors in accuracy and usage with structures and lexis, implying that the student may need more language work to successfully contend with their peers in academic writing at this level.

Regardless of its use, the Framework should provide clarity in all aspects of student writing for academic purposes, as it sets clear standards from the start of the writing project.
## Table 2. Assessment framework for academic writing at level C1

<table>
<thead>
<tr>
<th>Content</th>
<th>Impact</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>All parts of the assignment are competently covered. Individual points have been expanded in detail and show strong evidence of original analysis.</td>
<td>A</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>All parts of the assignment have been covered. Some expansion of individual points is evident. The analysis is solid.</td>
<td>B</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Most parts of the assignment have been adequately covered, some less thoroughly than others (errors of omission). Individual points are adequately covered. The analysis is consistent but leaves something to be desired.</td>
<td>C</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Some parts of the assignment have been inadequately covered. Obvious individual points may be missing. The analysis is minimalistic.</td>
<td>D</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>The assignment has been inadequately covered and can be rejected on this basis alone. Points such as sourcing and methodology may be entirely insufficient and grounds for refusal.</td>
<td>E</td>
</tr>
</tbody>
</table>
Answer Key to Worksheets

What is Academic Writing? (Handout 1)

1
a Familiar (don’t, are gonna flunk)
b Formal
c Informal (reckon, tough job)
d Formal
e Informal (half-baked, totally out of touch, what’s)

2 Suggested answers only – students’ answers may vary:
a British engineers have invented a sensational / stylish gadget for refrigerators that could reduce greenhouse emissions drastically.
b The link between obesity in children and excessive television viewing will not simply disappear.
c Good managers are able to motivate their employees, learn from previous mistakes, and gain respect from their team.
d Thoughtless harangues in Twitter can lead to a job dismissal.

3
a Formal / Informal
b Depends on what is being reviewed: A review of an academic book will have an academic audience and should be formal. A review of a light, humorous novel might be informal and humorous.
c Formal
d Informal
Most likely to be informal, as academic staff often take over the formal part. Part of the talk when discussing free time activities may be familiar.
e Formal / Academic

What is Academic Writing? (Handout 2)

1
a The new smart phone released by Google looks pretty snazzy. (colloquialism)
b It's high time that politicians address the truth about Wall Street’s greed and set a course for a more secure economic future. (idiom)
c Barack Obama got the 2009 Nobel Peace Prize for his efforts to strengthen international diplomacy (overusing general verbs)
d The US government merely pays lip service to the issue of protecting the environment (idiom; sweeping statement)
e The success of Apple’s App Store will be a pretty hard act to follow. (idiom)
f Let’s address the question of whether Anna Karenina’s meant to be portrayed as a victim or a participant in the book’s destructive social machinery. (contractions)
g The narrator claims that Jesus came to save mankind, but provocatively questions whether a Christian would be forgiven if he committed suicide. (sexist language)
h Ukraine has pledged to get rid of its stockpile of highly enriched uranium. (colloquial; phrasal verb)

2 Suggested answers only – students’ answers may vary:
a The new smart phone released by Google has an attractive design.
b It is essential / vital that politicians address the truth about Wall Street’s greed and set a course for a more secure economic future.
c Barack Obama was awarded / received the 2009 Nobel Peace Prize for his efforts to strengthen international diplomacy.
d The US government supports the issue of protecting the environment through words but not through its actions.
e The success of Apple’s App Store will be somewhat hard to match.
f Let us address the question of whether Anna Karenina is meant to be portrayed as a victim or a participant in the book’s destructive social machinery.
g The narrator claims that Jesus came to save human beings, but provocatively questions whether a Christian would be forgiven for committing suicide.
h Ukraine has pledged to dispose of its stockpile of highly enriched uranium.

Important Grammar in Academic Writing (Handout 1)

1
a vii
b iii
c v
d iv
e ii
f i
g vi

2
a This theory is mainly based on research done in the 19th century.
b Smith’s definition of consumer behavior is commonly associated with Tversky (1972).
c Sampson and Deloitte (1982) discuss this issue at length.
d Estevez and her research team have been unable to conclusively establish a connection between the two phenomena.
e Scientists at CERN have thoroughly examined the evidence for dark matter.
f This study clearly demonstrates the need for further research in this area.
g This approach is closely identified with the work conducted by Cole in the 1960s.
h The latest research techniques were applied to critically examine beta scores.
3
a. Current research suggests that some pieces may be missing, in spite of the scientific community’s claims to the contrary.
b. With the exception of the final chapter, this study has serious implications for current research practice.
c. We have written this paper on behalf of those suffering from Ambrosia’s deficiency.
d. The methodology section attempts to operationalize these questions in terms of beneficial outcomes.
e. On the basis of our findings, we recommend that this drug be withdrawn from the market.
f. This paper offers an analysis of the economic effects of a virus pandemic across the globe.
g. Johnson’s study (2002c) has yet to deal with the issue of thermal dissipation.
h. A computerized decision-making tree has been implemented as a means of providing instantaneous medical care to triage patients.

4
a. Tests on naturally contaminated eggs show that mutation cannot occur in an intact egg, even in the yolk.
b. Plant beverages include, but are not limited to, tea, coffee and wine.
c. The local diet consisted of yoghurt, kasha and tannic-tasting teas.
d. This study collates a series of wide-ranging recommendations for professionals in education.
e. The testing grounds were selected to permit adequate sampling to occur along the same stretch of road.
f. A team of six biologists studied the migratory behavior of the same family of predators.
g. He is a director of the East Hills Energy Trust.
h. The one-computer-per-child campaign began in the summer of 2006.
i. This paper examines the delicate relations between doctor and patient.
j. In Ghana, coconut wine is not as popular nor as common as palm wine.
k. A unit of heat was defined as the quantity of energy necessary to raise a temperature scale by one degree.

Developing a Thesis Statement (Handout 1)
1. Students’ own answers
2. Slippery slope
a. Some parties fear that if research on human embryos is allowed, it will be harder to draw the boundaries regarding the production of fetuses for the sole purpose of harvesting tissue.
b. The 2009–2010 budget crisis in California has cast a doubt on Arnold Schwarzenegger’s ability to carry out his role as State Governor successfully.

Circular reasoning
a. Latest international comparisons via the PISA study have helped support Finland’s claim to have the best education system.

Ad populum
b. The appointment of Hillary Clinton to the position of Secretary of State is considered by some as further evidence of female emancipation in our society.

Either / or reasoning
Developing a Thesis Statement (Handout 2)

1
Suggested answers for palm oil cultivation only – students’ answers may vary:

- Environmental and human rights problems associated with the conversion of Asia’s bio diverse rainforests for palm oil cultivation
- Is palm oil agriculture destroying biodiversity in Southeast Asia and violating human rights?
- The governments of Malaysia and Indonesia need to put an end to the environmental damage and human rights abuses linked to the spread of destructive palm oil plantations in the forests of Borneo and Sumatra

2
Suggested answer only – students’ answers may vary:

1a) No clear standpoint is asserted and the topic remains too broad.
2b) A clear assertion is missing. The author runs the risk of ‘sitting on the fence’.
3a) This is a title, not a thesis statement.
4a) The use of the superlative ‘one of the world’s greatest footballer players’ is subjective and very difficult to defend.

Developing a Paragraph (Handout 1)

1
Students’ own answers

2
Recent studies reveal a record growth in the number of young people in the UK taking a gap year before embarking upon their studies.

Developing a Paragraph (Handout 2)

1
Students’ own answers

2
The human retina, the layer at the back of the eye that processes images, contains two kinds of light-sensitive cells: the rods and cones. Rods enable one to see in dim light or at night, whereas cones function best in normal daylight, allowing one to see in detail and distinguish colors.

There are three types of cone cells, each containing a different pigment (there are red, blue and green cones) and each with a different level of sensitivity to light. When a person looks at an object, light enters the eyes, stimulating the cone cells. The cones respond to variation in color in different ways. The brain interprets the cone cells allowing you to see the color of the object. The red, green and blue cones all work together to enable you to see the whole spectrum of colors.

Partial or complete loss of function of one or more of the cone types may result in color-blindness. A person will have difficulties seeing the cone color that is missing or faulty. For instance, if the red cone is missing they won’t be able to see colors containing red as clearly.

It is a common misconception to believe that people who are color-blind only see black or white. Color-blindness can be divided into three main categories: dichromacy, anomalous trichromacy and monochromacy.

Dichromacy occurs when only two of the three fundamental colors can be distinguished due to a lack of one of the retinal cone pigments. There are three types of dichromatic color-blindness:

- Protopanopia - the red or long-wavelength cones are missing
- Deuteranopia – the green cones are missing
**Transitions, Defining and Classifying (Handout 1)**

1

**Defining:** refer, denote, known, characterize

**Classifying:** organize, divide, group, classify, consist, compromise

**Exampleifying:** illustrate, demonstrate

2

Suggested answers only – students’ answers may vary:

a. Animal tissues can be **grouped** / divided / classified / organized into four basic types.

b. Grinding one’s teeth is known / referred to as bruxism in medical terms.

c. Oxidation denotes / refers to the process by which chemicals lose electrons.

d. Customers are sorted / grouped / classified / organized according to region.

e. Nuclear fusion is characterized by the bonding of nuclei of the same polarity to create a heavier nucleus.

f. This film clearly illustrates / demonstrates the disorientation people feel upon encountering a new culture.

h. Electronic correspondence today is often littered with emoticons which are more commonly known / referred to as smileys.

3

Suggested answer only – students’ answers may vary:

Land plants are classified into two main categories: bryophytes and vascular plants. Bryophytes are small plants, characterized by their leaf-like, stem-like and root-like structures. Vascular plants are larger than non-vascular plants and have true leaves, stems, and roots. They can be subdivided into groups according to whether they bear seeds or not. The seedless variety includes ferns, horsetails and mosses. Seed-bearing vascular plants consist of two types: gymnosperms and angiosperms. Gymnosperms usually have cones or flowers. Their seeds are not enclosed in fruit. Examples include conifers, gnetales, cycads and ginkgo. Angiosperms, on the other hand, are flowering plants whose seeds are enclosed in fruits. They comprise monocotyledons and dicotyledons which have one seed leaf and two seed leaves respectively.

**Transitions, Defining and Classifying (Handout 2)**

1

Suggested answers only – students’ answers may vary:

a. **Anorexia nervosa** is an eating disorder characterized by extreme self-induced weight loss. Anorexia is recognized as a psychological disorder.

b. **Global warming** refers to the significant rise in the average surface temperature of earth caused by greenhouse gases.

c. **Vivisection** is the practice of operating on, cutting or injuring living animals for the purpose of scientific research.

d. **Euthanasia** is the act of assisting someone to die painlessly for humane reasons. It is sometimes referred to as ‘mercy killing’.

f. **Organic farming** is a form of agriculture by which food is produced naturally. Such farming either avoids or strictly limits the use of artificial fertilizers, pesticides or genetically modified organisms to influence the growth of crops.

2

Suggested answer only – students’ answers may vary:

**Germination**

This section aims to outline the process of germination in which a seed or spore emerges from a period of dormancy and begins growth. Moisture, oxygen and warmth are all essential conditions for germination to take place. Light or darkness are also factors that can determine successful germination. Seed germination is divided into three stages: activation, digestion and translocation, and finally seedling growth.

During the first stage, the seed coat is weakened and the embryo within the seed begins the respiration process, absorbing oxygen from outside the seed coating. Moisture, too, is absorbed by the seed and activation begins. Enzymes break down storage materials in the seed and convert them into more simple compounds such as sugar which are then turned into energy for growth and development.

Stage two of the process, digestion and translocation, involves the stored materials being broken down to simpler compounds. These compounds are then transferred to the embryo axis and roots. The plumule begins to grow as cells elongate and divide.

In the third and final stage of the process, the germinating seed continues to undergo metabolic changes which result in a seedling which swells and grows.

3

Students’ own answers
Logic, Cohesion and Opinions (Handout 1)

1 Suggested answer only – students’ answers may vary:
The features listed are means to guide, support, and convince readers.

Text one

a) A rotating cutter head at the front cuts large circles into the surface and removes the rock.

j) Various chutes and conveyor belts are used to carry off the refuse.

e) So-called segment erectors build supporting rings in order to stabilize the excavated tunnel walls.

f) The clearly defined functions of these three components allow for an efficient drilling process.

Text two

d) In large-scale tunnel excavations, modern tunnel drills have many advantages over traditional blasting methods.

g) The surrounding ground is hardly disturbed when the cutter head removes the rock.

b) All the refuse is efficiently removed by a series of chutes and conveyor belts.

h) The tunnel walls can be stabilized evenly and safely as segment erectors build rings every few meters.

i) These three advantages far outweigh any possible economical disadvantages of large tunnel drills.

Logic, Cohesion and Opinions (Handout 2)

1 Suggested answer only – students’ answers may vary:

One of the many features that distinguishes the United States from Great Britain is the political system. In fact, some people even claim that the fundamentally different ideas of government account for the dissimilar historical developments of the two cultures. In general, the Anglo-American system is of a decidedly republican nature whereas the British system shows clear monarchical traits. In other words, the head of state in the United States is an elected president, as opposed to the king or queen that is at the top of the British society. Furthermore, all members of the US Senate are elected representatives of the people while the members of the British Upper House are hereditary or appointed peers. However, despite such distinctions, many people believe that nowadays the differences are actually quite minor. For example, both countries have a strong parliamentary tradition and both are considered well-functioning democracies. Indeed, the US-American Congress would hardly be conceivable without developments that began in Medieval England with the signing of the Magna Charta in 1215. Therefore, the outward differences between the British and Anglo-American political systems should not distract from the many and significant underlying similarities.

2 Suggested answers only – students’ answers may vary:

Positives:
• Occasional use of cohesive markers can enhance the understanding of the text’s logical development.
• Markers carry specific meanings that make links between sentences and ideas more transparent.

Negatives:
• Constant use makes a text sound contrived and overdone (as is the case in the above text if all markers are used!)
• Keeping "in general" and "indeed" probably helps understanding the text, whereas "however" and “furthermore” primarily add special emphasis.

3 1b They are the smallest functional components of life and contain hereditary information.

2c All living organisms need cells to reproduce and to perform their vital operations.

3c Two types of cells are distinguished by biologists, depending on the existence of a cell nucleus.

4a Cells containing one or more nuclei are called eukaryotes, and cells without a nucleus are termed prokaryotes.

5b Eukaryotic cells are usually found in multi-cellular life forms whereas prokaryotic cells tend to be independent organisms such as bacteria.

Comparisons, Processes, Cause and Effect (Handout 1)

1 Suggested answers only – students’ answers may vary:

- efficiency
- production and / or operation costs
- ecological impact
- safety issues
- technologies that operate the facilities
- public perception
2

a A comparison between less massive and more massive stars reveals significant differences.

b Red giants and red supergiants are similar in their chemical development.

c In contrast to less massive stars, more massive ones eventually explode.

d The two types of stars also show differences in their final evolution.

e As opposed to a white dwarf or a neutron star, a black hole allows no matter or information to leave its interior.

3

c A comparison between less massive and more massive stars reveals significant differences.

b Red giants and red supergiants are similar in their chemical development.

c In contrast to less massive stars, more massive ones eventually explode.

d The two types of stars also show differences in their final evolution.

e As opposed to a white dwarf or a neutron star, a black hole allows no matter or information to leave its interior.

Causal relationships
when … (then)
as a result of
thus raising
ensuing
triggered
as a consequence
so that
causing

Contrast or difference:
difference, yet, though, however, in contrast to, show difference in, whereas, but, as opposed to

Sequence of events:
life cycle, stage, ultimate, first stage, begin with, ultimately, during the second stage, third stage, then, eventually

causal relationship between events:
as a result of, thus, contribute to, lead to

Comparisons, Processes, Cause and Effect (Handout 2)

1

a Representative samples of minerals were collected and analyzed.

b The metallic component was weighed and its density determined.

c The temperature of the cooling unit is set at 40°F.

d A micrometer screw gauge is used to determine the diameter of the rocks.

OR
To determine the diameter of the rocks, a micrometer screw gauge is used.

e The flame of the gas burner had to be adjusted for safety reasons.

OR
For safety reasons, the flame of the gas burner had to be adjusted.

f The residue can be put in the scale pan.

2

Suggested answers only – students’ answers may vary:

a survey, interviews

b apparatus, machine

c tests, experiments

d measurements, developments

e findings, data

3

Stages
• Strong winds blew.
• The bridge was moved vertically and horizontally.

Graphs, Charts and Tables (Handout 1)

1

a Our results are based on interviews with a sample of 20 passengers.

b The arithmetic mean number of flights taken per year per passenger is 26.35.

c The mode of the sample is 12.

d The median number of flights taken per year by our sample is 22.

e One should point out that the size of our sample is quite modest, but provides insight into the general number of flights taken per year by passengers.

f Means, medians and modes are effective single quantities for concisely presenting and evaluating large amounts of data.

2

Suggested answers only – students’ answers may vary:

a The size of the sample is quite small. The way in which the elements have been chosen will negatively impact on how accurately the sample represents the entire population.

b Depending on the values in the population under consideration, they can be quite different from one another, especially if the values are distributed in a non-uniform or asymmetrical fashion, as they are in this exercise.
Graphs, Charts and Tables (Handout 2)

1
Suggested answers only – students’ answers may vary:

a & b
Table

Advantages:
• Possible to represent exact numerical values as well as values which involve multiple units of measure.
• Data can be presented more accurately and in greater detail in a table.

Disadvantages:
• More difficult to identify and analyze trends in a table.

Line graph

Advantages:
• Easy to create and effective for representing continuous data.
• Best deployed to show trends and relationships.

Disadvantages:
• Not as visually appealing as some of the other methods discussed.

Bar chart

Advantages:
• Easy to understand.
• Data can be interpreted at a glance.
• Visually appealing.
• Preferred means of comparing two or three different sets of data.

Disadvantages:
• Data can be manipulated to yield false impression (e.g. by reordering the sequence of the bars).

Pie chart

Advantages:
• Easy to understand.

Disadvantages:
• Can only be used to represent percentages or proportions. Does not provide exact numerical data.
• Only displays information for a particular moment in time.
• Can skew visual interpretation through the positioning of the pie pieces.

Dealing with Sources (Handout 1)

1
Suggested answers only – students’ answers may vary:

a Plagiarism is both knowingly copying someone else’s work or idea and calling it your own for personal gain.
b Not strictly plagiarism. However, basing your analysis on a sole source is likely to leave you open to charges of bias and one-sidedness.
c Could facilitate plagiarism. However, one could argue that academic writing is all about dealing with citing original sources.
d Likely to be considered as sloppy work and have to be rewritten. Whether or not this constitutes plagiarism and should be punishable is debatable.
e Usually frowned upon in academic circles, though reference works with badge value (Routledge, Britannica, et al.) are often considered acceptable up to MA level.

2
a cite
b acknowledgement
c phrasing
d common knowledge
e quoting
f paraphrase

Dealing with Sources (Handout 2)

1
Suggested answer only – students’ answer may vary:

Failing to cite the source of an original idea may be seen as an attempt to pawn it off as original and student’s own work. It is likely that the paper would be marked down.

Essays (Handout 1)

1
Suggested answers only – students’ answers may vary:

The light, catchy opening of the first text is designed to attract the attention of its readers.
Factual tone of the second text that primarily and in a straightforward manner informs the readers of its intention.

2
b and e are thesis statements.
Suggested answers only – students’ answers may vary:
Los Angeles could only grow into California’s largest city after it had become the center of the American film industry.

The enduring radiation of nuclear waste poses a serious threat to the environment.

The uses of combustion engines need to be extended beyond their present applications.

3

Suggested answers only – students’ answers may vary:

a  Children who are raised bilingually tend to be / have a tendency to be particularly creative and / or imaginative.

b  Children who grow up with two native languages can acquire further foreign languages more easily.

c  Bilingual children contribute to a nation’s cultural diversity.

d  Fluency in different languages is an important advantage on the labor market.

Essays (Handout 2)

1

Suggested answers only – students’ answers may vary:

a, c, and f are strong and b, d, and h are weak

2

i  f

ii  c

iii  a

iv  e

v  g

vi  d

vii  h

viii  b, h

3

1b To begin with, there is no evidence that longer sentences have a more deterrent effect.

2a In fact, the longer convicted criminals stay in prison the more likely they are to turn into repeat offenders because they are exposed to the company of many hardened inmates who committed serious crimes.

3a In other words, their chances of rehabilitation are threatened if they are detained in jail for a prolonged period of time.

4b Prison sentences should, therefore, be reduced for those who have committed less serious offenses.

5a Nevertheless, other punitive measures have to be considered in order to achieve the goal of rehabilitation and to avoid the impression of a weak legal system.

Reports (Handout 1)

1

The further development of our knowledge of distant galaxies at the edge of the universe depends on the advancement of new observation technologies. Traditional optical telescopes on earth are not sufficient for deep-space observations (Levin 2000, O’Neill 2001, Smith 2002). As Johnson (2003) has indicated, distortions of the earth’s atmosphere significantly limit their possible visible-light resolution. The improved opportunities offered by the Hubble Space Telescope were analyzed by Wong (2004), who concluded that its Ultra Deep Field Imaging, too, had natural physical limitations. Thus, Miller (2005) suggested various non-optical approaches in the context of gamma-ray astronomy. By now, their potential has been ascertained (Mukherjee 2006), and there have been investigations into the statistical models to analyze the data they make available (McDonald 2007, Calderón 2008). According to Jones (2009), however, no conclusive evidence has been produced so far. The present study, therefore, develops a new modeling approach ...

2

Sentences a, c, d, f, g, and j should be qualified.

Suggested answers only – students’ answers may vary:

Qualifications

a  Wearing a helmet can save some motorcyclists from fatal accidents.

b  In certain cases, economic embargoes tend to have negative effects on the general population.

c  Modern house-building techniques help reduce earthquake damage.

d  The use of navigation systems might have diminished certain people’s awareness of their environment while driving.

e  Under certain circumstances, regularly eating vegetables might decrease people’s risk of heart diseases.

f  People living in rural areas seem to dislike traveling at night.

Reports (Handout 2)

1

can only be used in Sentence 1: depict, display, present, summarize

can only be used in Sentence 2: imply, insinuate, reveal, suggest

can only be used in Sentence 3: demonstrate, illustrate, indicate, show

2

Suggested answers only – students’ answers may vary:

The cumulated results of all local elections in the past forty years are shown in the above figure. Elections have been held every five years and each line depicts / represents the total outcome for each of the four big parties: the Conservatives, the Labor Party, the Liberals, and the Greens. The figure / graph indicates three major trends / developments: first, after overwhelming election victories...
in the Eighties, the Conservative Party suffered a significant decline in voters’ support throughout the Nineties. By the year 2000, it was even overtaken by the Labor Party, which has gained the strongest share of votes ever since. Second, the Green Party, which participated in elections for the first time in 1975, has become a major player in the political landscape. It (steadily) increased its percentage of votes throughout the first twenty years after its first appearance on the ballots. At the same time, the Liberal Party increasingly lost ground and has come in fourth place in all elections since 1995. Finally, a third major trend can be observed in the first decade of the twenty-first century: the results of all parties have virtually stagnated / remained steady. It needs to be seen if this interesting development will continue in future elections or if one of the parties can increase its proportion of votes again.

Abstracts (Handout 1)

1

a vii
b ii
c vii

d vi

e i
ff iv

g iii

2

The history of the semi-colon in English is a little-known but important chapter in the development of punctuation and printmaking in the late Middle Ages. The semi-colon was first introduced as an alternative to the full-stop period and the pausal comma. Text up to that time had been hardly punctuated, so the 16th century experienced an explosion of diacritical marks associated with the invention of the printing press. From then on, the war over its proper usage has waged in the halls of academia, creating in the process a plethora of style guides. These have solved the problem to a certain extent, but many authors and editors continue to harbor their own views of proper usage. For the most part, though, usage has become stabilized in the English language even without the need of resorting to an external institution such as the Académie Française.

3

Suggested answer only – students’ answer may vary:

In his seminal work on the history of sexuality, Foucault examines the ways in which discourse controls the way we use language. His main thesis is that power is always present in discourse controlling us, even and especially when we think we are controlling it. His archaeology of sexuality shows that, in the Middle Ages, sexual transgressions were prevalent but treated as misdemeanors by the law, subject to a fine. Through the Victorian period, however, sexuality was silenced and relegated to the home. With the advent of psychoanalysis, sexuality was allowed to express itself in discourse, but this time as a permanent condition of humanity: sexuality is not a catalogue of acts, but rather a condition which can fall into norms or perverseness. With his analysis, Foucault wishes to show that we are freer than we think.

Abstracts (Handout 2)

1

i.e., id, est, that is
e.g., example gratia, for example
et al., et alii, and others (people)
ibid., ibidem, the same as the previous reference
N.B., nota bene, take note / watch out!
viz., videlicet, namely
cf. confer, compare
cum, circa, about, approx.

2

a One caveat to our research findings is that we could not obtain a sufficient sample.
b The main purpose of action research is to challenge the status quo.
c The development of history cannot be foreseen a priori, but rather through an analysis of discourses within institutions.
d A number of ad hoc committees have tackled the problem without success.
e The environmental crisis will not be solved unless member countries resolve to make a bona fide effort.
f Denmark leads the world with one of the highest per capita incomes.
g Accident victims are granted premium payments per diem, depending on the outcome of their treatment.
h At the beginning of your employment, you will receive €60,000 per annum.
i Most experts divulge information only on a quid-pro-quo basis.

Proposals (Handout 1)

1

Suggested answers only – students’ answers may vary:
a Experimental study
   – Manipulate a single variable to see if any changes happen to a second (dependent) variable.
   – Highly controlled setting may not reflect complex reality.
b Survey
   – Inferences made from qualitative data such as interviews or questionnaires.
   – Misunderstanding of survey questions may lead to false conclusions or useless data.

c Case study
   – Descriptive or anthropological records used to document a situation.
   – High risk of observer interference; single case may not be open to generalization.

d Field study
   – Observing a situation or phenomenon over a longer period.
   – May be time-consuming and lead to an interruption of the study.

2 Students’ own answers

3 Suggested answers only – students’ answers may vary:

Personal Contributions to Energy Conservation

The aim of this proposal is to study the relationship between energy conservation and individual effort. The methodology will measure a particular action and its outcome. For example, if you fly from London to Paris instead of taking the train, you will be quicker but will cause more pollution. You might opt to cycle to work in order to avoid polluting but what difference does that make? Do individual choices influence the environment favorably? On the basis of global data, this study will attempt to measure the change a personal contribution makes to solve environmental problems.

Proposals (Handout 2)

1 Nominalization
   g Adjective
   h Present Tense
   i Adjective
   j Present Tense
   k Modals
   l Passives
   m Linking Adverbials
   n Prepositional Phrases after Nouns

2 Adjective-noun partnerships

financial behavior, speculative runs, built-in mechanisms

Nominalizations

differences, losses, decision

prepositional phrase after a noun

the purpose of this research, differences in player behavior, evidence on the inability on fund managers

Verbs in the present

forms, sheds light, attempts

Verbs in the future form

will be, will attempt, will be sourced

Modal verbs

may be speculative, may be well founded

Linking adverbials

therefore, although, to support this claim

Academic Curricula Vita (Handout 1)

Students’ answers may vary

Academic Curricula Vita (Handout 2)

1 Suggested answers only – students’ answers may vary:
   a Drafted several course proposals
   b Edited three volumes of the Intercultural Reader
   c Conducted extensive research on cellular structures
   d Implemented a new program which reduced costs by one quarter
   e Compiled statistical data for subsequent evaluation
   f Organized a series of summer concerts for the local community
   g Defined the aims of the research project
   h Monitored the development of course participants throughout the program

2 Suggested answers only – students’ answers may vary:
   a Created / Devised a new course for intermediate English
   b Recruited new students from abroad for the international master’s program
   c Reviewed / Proofread papers for submittal to a leading international conference
   d Introduced / Implemented a new system of retrieving data
   e Chaired numerous meetings which introduced curricular changes
   f Established / introduced / implemented new methods for reviewing applic
Appendix 1: Marking Script for Academic Writing

Corrections on Language

☐ Check collocations for accuracy
1. verb-noun \(\rightarrow\) conduct research (NOT made a research)
2. adj-noun \(\rightarrow\) significant contribution (NOT big contribution)
3. noun-noun \(\rightarrow\) soil samples (NOT samples of soil)
4. adv-adj \(\rightarrow\) significantly differs (NOT significant differ)

☐ Delete unnecessary words (i.e. which is). Edit ruthlessly. (NOT This study, which was completed by Smith in 2002, has not held up over time. BUT This study, completed by Smith (2002), has not …)

☐ Remove non-essential constructions (i.e. This finding, which openly contradicts Smith (2002), confirms the null hypothesis.)

☐ Make sentences strong with verbs (NOT We have a strong feeling BUT We feel strongly that …).

☐ Keep grammar simple (simple and perfect forms, NOT continuous “-ing” forms)

☐ Do not use complicated structures:
*What we wanted to establish at the beginning of the study was …
We wanted to establish … at the beginning of the study.

Commentary on Register, Style and Clarity

☐ Write out ALL short forms (i.e. can’t = cannot; won’t = will not)

☐ Include adverbials (interestingly, on the other hand, not surprisingly, so far we have discussed …, finally)

☐ Use hedges, modal or lexical:
Our findings may not be relevant for all research institutions …
These outcomes suggest a tendency towards the solid state, but are still too early …
Smith claims that …

☐ Eliminate weasel words (= words that make a vague or unverifiable claim):
Due to globalization …: Many people think …
Cite sources instead: Smith (1999) claims that …; According to the XYZ Foundation, more than …

☐ Eliminate peacock terms (= adjectives that qualify nouns without imparting verifiable information):
cold and wet snow = snow; a small/big difference = a difference; a good choice = a choice.

☐ Use descriptive adjectives only when describing objects. In general, avoid the use of any adjectives (see peacock terms above) unless they provide meaningful scientific information.
… the brittle qualities of the rock …

☐ Use significant or significance only when a finding is statistically significant:
The introduction of xyz made a significant difference in more than half the outcomes.
What is Academic Writing?

Academic Register

In this module, you learned about different registers: familiar, informal and formal. Compare the following texts. The first is informal and spoken, the second informal and written, and the third, formal and written.

Familiar

*I don’t agree with the stuff that dude Franck says about Chekhov sitting on the fence with respect to Freudian and feminist thinking.*

Informal

*I wouldn’t agree with John Franck’s article where he talks about Chekhov’s plays not taking a clear position regarding Freudian and feminist discourses.*

Formal

*This paper challenges Franck’s claim that Chekhov’s plays are ambivalent with respect to Freudian and feminist discourses.*

1) Take a look at the following sentences and decide whether they are familiar, informal or formal.

a) Students who don’t turn up regularly to lectures are gonna flunk. ________________

b) Honor codes are widespread in US universities: student-run committees investigate, adjudicate and sanction the academic activities of students. ________________

c) Experts reckon college graduates can expect to face a tough job climate with a 20% reduction in graduate job vacancies. ________________

d) Beaches in the UK that have been awarded the Blue Flag status are required to comply with stringent standards including excellent bathing water quality and no industrial or sewage discharges affecting the beach. ________________

e) The government’s half-baked plans for public sector employees to set up worker co-operatives show how totally out of touch it is with what’s going on in our communities. ________________

What is Academic Writing?

Handout 1

2) **Rewrite the following informal phrases in a formal way.**

   a) British engineers have invented a cool fridge gadget that could slash greenhouse emissions.

   _____________________________________________________________

   _____________________________________________________________

   b) The link between obesity in kids and TV ain’t gonna go away.

   _____________________________________________________________

   _____________________________________________________________

   c) A good boss can motivate his people, learn from previous mistakes, and gain respect from a team.

   _____________________________________________________________

   _____________________________________________________________

   d) Blindly ranting and raving in Twitter can lead to you getting the sack.

   _____________________________________________________________

   _____________________________________________________________

3) **Write down the most appropriate register for each type of written task below.**

   a) An article for a university magazine describing your studies abroad. ________________

   b) A product review on Amazon. ________________

   c) A working paper on the topic of humor in modern French Theatre of the Absurd. ________________

   d) A contribution to an online English language forum. ________________

   e) A presentation as part of a student-led induction afternoon for foreign students who have just arrived at your university. ________________
What is Academic Writing?

Handout 2

Academic Register and Style

In this module you also looked at some of the dos and don’ts of academic writing. Take a look at the list of the rules below. Avoid:

a) colloquialisms and slang
b) idioms, metaphors and euphemisms
c) overusing two or three part verbs ("phrasal verbs")
d) overusing general verbs
e) being too dogmatic and making sweeping generalizations
f) contractions
g) sexist language

1) Identify and explain which of these rules have been ignored in the following sentences.

a) The new smart phone released by Google looks pretty snazzy.

b) It’s high time that politicians address the truth about Wall Street’s greed and set a course for a more secure economic future.

c) Barack Obama got the 2009 Nobel Peace Prize for his efforts to strengthen international diplomacy.

d) The US government merely pays lip service to the issue of protecting the environment.

e) The success of Apple’s App Store will be a pretty hard act to follow.

f) Let’s address the question of whether Anna Karenina’s meant to be portrayed as a victim or a participant in the book’s destructive social machinery.

g) The narrator claims that Jesus came to save mankind, but provocatively questions whether a Christian would be forgiven if he committed suicide.

h) Ukraine has pledged to get rid of its stockpile of highly enriched uranium.

2) Rewrite the sentences above in a way that would be more appropriate to academic writing.

____________________________________________________________________________

____________________________________________________________________________

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____________________________________________________________________________
Grammar in Academic Writing

In this module you learned about the importance of the passive voice, adverbs of time, manner and place, noun phrases and prepositional phrases using “of”-expressions in academic writing.

1) **Match the sentence halves to complete the sentences in the passive voice.**

a) Our sample was largely made ____________ against conventional theories of induction.
b) The benefits of a mineral-rich diet ____________ down in detail by the APA.
c) The infusion was carried ____________ forward by Kaufmann in 1971.
d) The weakness of such an approach ____________ out by Losanov in 1999.
e) Conventions pertinent to research articles have been ____________ under strict temperature control.
f) Their findings go ____________ revised as a result of the peer review.
g) Our recommendations have been ____________ up of pupils between the ages of 12 and 13.

2) **Put an adverb from the box below into the correct place in the sentences that follow.**

<table>
<thead>
<tr>
<th>at length</th>
<th>clearly</th>
<th>closely</th>
<th>commonly</th>
</tr>
</thead>
<tbody>
<tr>
<td>conclusively</td>
<td>critically</td>
<td>mainly</td>
<td>thoroughly</td>
</tr>
</tbody>
</table>

a) This theory is ____________ based on research done in the 19th century.
b) Smith’s definition of consumer behavior is ____________ associated with Tversky (1972).
c) Sampson and Deloitte (1982) discuss this issue ____________.
d) Estevez and her research team have been unable to ____________ establish a connection between the two phenomena.
e) Scientists at CERN have ____________ examined the evidence for dark matter.
f) This study ____________ demonstrates the need for further research in this area.
g) This approach is ____________ identified with the work conducted by Cole in the 1960s.
h) The latest research techniques were applied to ____________ examine beta scores.
3) Place a missing noun from the box below to complete the phrase in the sentences that follow.

<table>
<thead>
<tr>
<th>analysis</th>
<th>basis</th>
<th>behalf</th>
<th>exception</th>
<th>issue</th>
<th>means</th>
<th>spite</th>
<th>terms</th>
</tr>
</thead>
</table>

a) Current research suggests that some pieces may be missing, in ______________ of the scientific community’s claims to the contrary.

b) With the ______________ of the final chapter, this study has serious implications for current research practice.

c) We have written this paper on ______________ of those suffering from Ambrosia’s deficiency.

d) The methodology section attempts to operationalize these questions in ______________ of beneficial outcomes.

e) On the ______________ of our findings, we recommend that this drug be withdrawn from the market.

f) This paper offers an ______________ of the economic effects of a virus pandemic across the globe.

g) Johnson’s study (2002c) has yet to deal with the ______________ of thermal dissipation.

h) A computerized decision-making tree has been implemented as a ______________ of providing instantaneous medical care to triage patients.
4) In each of the sentences below, decide:

- if the noun takes the singular or plural form
- if the noun needs a / an, the, or no article.

Change the verb forms if necessary. The first one has been done for you.

Example: The age of a rock (rock) cannot be determined by examining its minerals.

a) Tests on naturally contaminated ________________ (egg) show that mutation cannot occur in an intact egg, even in the yolk.

b) Plant beverages include, but are not limited to, ________________ (tea), coffee and wine.

c) The local diet consisted of ________________ (yoghurt), kasha and tannic-tasting teas.

d) This study collates a series of wide-ranging recommendations for professionals in ________________ (education).

e) ________________ (testing ground) were selected to permit adequate sampling to occur along the same stretch of road.

f) ________________ (team) of six biologists studied the migratory behavior of the same family of predators.

g) He is ________________ (director) of the East Hills Energy Trust.

h) ________________ (one-computer-per-child campaign) began in the summer of 2006.

i) This paper examines the delicate relations between ________________ (doctor) and ________________ (patient).

j) In Ghana, ________________ (coconut wine) is not as popular nor as common as ________________ (palm wine).

k) A unit of heat was defined as ________________ (quantity) of energy necessary to raise a temperature scale by one degree.
Common Problems

In the module you have focused on common language areas in academic writing. These include noun phrases, countable and uncountable nouns, articles, the passive voice, and adverbs.

1) Read the definitions in the table. Then find a sample sentence (a–e) below that matches the definition.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Faulty Agreement</td>
<td>Nouns and verbs must agree in number.</td>
</tr>
<tr>
<td>b Run-on Sentences</td>
<td>Sentences should be completed after one idea. With a new idea, begin a second sentence.</td>
</tr>
<tr>
<td>c Faulty Parallelism</td>
<td>Make sure that you compare like with like, so that lists contains all adjectives, for example, or the same verb forms.</td>
</tr>
<tr>
<td>d Dangling Modifiers</td>
<td>Make sure that a dependent clause modifies the subject.</td>
</tr>
<tr>
<td>e Adjective-Noun Partnerships</td>
<td>Use descriptive adjectives only when describing your test subject.</td>
</tr>
</tbody>
</table>

i) By implementing the plan immediately, the employees could be motivated to increase sales.

ii) Online teaching platforms, which have enjoyed increasing popularity over the last few years, have led to increasingly difficult copyright issues, including the creation of P2P file share platforms, themselves legal but often dealing in illegally obtained content.

iii) Recent discoveries about volcanoes reveals that eruption phases can be expected.

iv) The major factors in sustainable weight loss include exercise, medical check-ups and to eat healthy.

v) We faced big obstacles when conducting online research.

2) Correct these pairs of sentences. They have been grouped according to the problem they represent.

Pair 1
a) Recent discoveries about volcanoes reveals that eruption phases can be expected.

b) The subject of our study were the relations integral to the mathematics classroom.
Pair 2

c) Online teaching platforms, which have enjoyed increasing popularity over the last few years, have led to increasingly difficult copyright issues, including the creation of P2P file share platforms, themselves legal but often dealing in illegally obtained content.

d) We analyzed the results of the telephone survey, of which only 7% were returned fully completed, because other sources of information, including expert interviews we conducted, returned too few samples.

Pair 3

e) In the end, we found the implementation process time-consuming, difficult and exceeded costs.

f) We implemented these measures immediately, while the recommendations were postponed until after the New Year.

Pair 4

g) By implementing the plan immediately, the employees could be motivated to increase sales.

h) When not going to school, my interests include everything from skiing to being outdoors.

Pair 5

i) Several interesting studies have been carried out on sickle-cell anomalies.

j) We faced big obstacles when conducting online research.
Logical Fallacies in the Media

In this module you learned how easy it is to commit a logical fallacy when forming a thesis statement. Here are some examples of logical fallacy as found in the media:

*Nutrition: too much TV may make you fat*¹

*Why Mothers-to-Be Who Love Fry-Ups have Brighter Babies*²

1) Look through some newspapers and magazines and try to find an example of each of the following types of fallacies.

a) Ad hominem
b) Ad populum
c) Either / Or reasoning
d) Slippery slope
e) Circular reasoning

2) Read the thesis statements below. Each contains a fallacious argument. Identify the logical fallacy and then rewrite the thesis statement.

a) If we agree to the destruction of human embryos for research purposes, it will not be long before human fetuses are produced simply in order to harvest tissue.

b) The 2009–2010 budget crisis in California is a final testimony to the fact that Hollywood actor-turned-governor, Arnold Schwarzenegger, lacks the experience necessary to rule the state.

c) The results of the latest PISA test reaffirm the superiority of Finland’s education system.

d) Good news for women everywhere: Hillary Clinton is appointed Secretary of State.

---

¹ Amanda Ursell, *Nutrition: too much TV may make you fat* The Times, February 1, 2010
² Victoria Fletcher, *Why Mothers-to-Be Who Love Fry-Ups have Brighter Babies*, Express.co.uk, January 6, 2010
Developing a Thesis Statement

Preparing and Reviewing Thesis Statements

In this module you also learned how to create a thesis statement by following the steps outlined below:

1 Choose a topic
2 Narrow down the topic
3 Pose a research question
4 Develop a working thesis
5 Refine working thesis into polished thesis statement

1) Following the steps 1–4 above, develop a working thesis for one of the topics in the box.

- Palm oil cultivation
- Hybrid cars
- European single currency

2) Create a mind map for your topic.

3) Have a look at the sentence pairs below. In each pair decide which sentence is not a thesis statement or a poor example of a thesis statement. Explain your answer.

a) The question of tightening the restrictions on young drivers in Canada is a controversial issue.
b) Attempts to restrict the driving privileges of young drivers in Canada by limiting the number of teenage passengers allowed to be carried prove not only impractical, but even counterproductive.

a) This paper argues that in a free market the practice of ambush marketing is a legitimate means of piggybacking on an event without paying exorbitant fees.
b) My paper aims to discuss the ethics of ambush marketing.

a) Intertextuality in advertising and commercials.
b) Intertextuality in advertising is an effective way of creating powerful associations that impact consumer behavior.

a) Pelé is one of the world’s greatest football players.
b) Pelé is the first soccer player to achieve massive international acclaim.
Examining Paragraphs

In this module you looked at the structure of a typical academic paragraph.

1) **Look at some articles from journals, magazines or newspapers. Read the first paragraph and try to identify the topic sentences. Skim read the remaining contents of the articles and decide whether or not the opening paragraph is effective in each case.**

<table>
<thead>
<tr>
<th>Topic sentence</th>
<th>Topic sentence effective? Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

2) **Put the sentences in the correct order to create a coherent paragraph.**

a) In line with this development, there has been a surge in the number of providers offering a wide range of opportunities to school leavers preferring to defer their college start.

b) It also examines some of the issues surrounding accreditation of such schemes.

c) Many young people use the time between school and college to undertake projects which help them to mature as individuals and focus upon what they want to do with the rest of their lives.

d) This paper sets out to investigate the various benefits to young people of undertaking a structured placement as part of the gap year experience.

e) Recent studies reveal a record growth in the number of young people in the UK taking a gap year before embarking upon their studies.
3) A key way of attaining flow and unity in paragraphs is to use conjunctions or conjunctive adverbs. Select the correct conjunction or conjunctive adverb from the box below to complete each sentence.

<table>
<thead>
<tr>
<th>accordingly</th>
<th>however</th>
<th>but</th>
<th>whenever</th>
</tr>
</thead>
<tbody>
<tr>
<td>whether</td>
<td>moreover</td>
<td>since</td>
<td>until</td>
</tr>
</tbody>
</table>

a) BRCA2 is believed to be equal in importance to the BRCA1 gene. There are, ________________ differences in these genes.

b) This book offers an insight into the actual experience of anorexia from the perspective of family members who are affected ________________ anorexia strikes a teenager.

c) A basic law of economics correlates the price of a product to the demand for that product. ________________, increases in the monetary price of alcohol (i.e., through tax increases) would be expected to both reduce alcohol consumption and its adverse consequences.

d) The language used in the media to portray or describe older people is overwhelmingly negative in its scope. ________________, many ageist terms are doubly offensive as they contain both ageist and sexist references.

e) ________________ diversity skills are now essential to both business and personal success in our diverse society, you can find more and more companies willing to invest in diversity management training.

f) It may come as a surprise, ________________ heart disease is one of the most prevalent killers of women in the US.

g) There is not much hope for progress ________________ gender issues are addressed through general development policies and programs.

h) The real question then is ________________ environmental taxes have an incentive impact.
Developing a Paragraph

Closing Sentences

In this module you learned about the function of a closing sentence as a means of maintaining the flow and providing a transition to the new paragraph.

1) Work with a partner. Each person should copy two or three articles / extracts from a book, newspaper or magazine:

– Search for some good closing sentences and then cross them out with a marker pen. Give the articles / extracts to your partner who should try and replace the missing closing sentences.

– Black out the last paragraph of your article / extract. Your partner should try to rewrite the final paragraph.

– Compare your text with the original version of the closing sentences and final paragraph and discuss how effective your suggestions were.

2) Look at the following text. Put a vertical line ⏞ in the places where a new paragraph should be made.

The human retina, the layer at the back of the eye that processes images, contains two kinds of light-sensitive cells: the rods and cones. Rods enable one to see in dim light or at night, whereas cones function best in normal daylight, allowing one to see in detail and distinguish colors. There are three types of cone cells, each containing a different pigment (there are red, blue and green cones) and each with a different level of sensitivity to light. When a person looks at an object, light enters the eyes, stimulating the cone cells. The cones respond to variation in color in different ways. The brain interprets the cone cells allowing you to see the color of the object. The red, green and blue cones all work together to enable you to see the whole spectrum of colors. Partial or complete loss of function of one or more of the cone types may result in color-blindness. A person will have difficulties seeing the cone color that is missing or faulty. For instance, if the red cone is missing they won’t be able to see colors containing red as clearly. It is a common misconception to believe that people who are color-blind only see black or white. Color-blindness can be divided into three main categories: dichromacy, anomalous trichromacy and monochromacy. Dichromacy occurs when only two of the three fundamental colors can be distinguished due to a lack of one of the retinal cone pigments. There are three types of dichromatic color-blindness:

(contd on next page)
Protanopia - the red or long-wavelength cones are missing. Deuteranopia – the green cones are missing. Tritanopia - the blue cones are absent. Anomalous trichromacy is the reduced sensitivity to certain colors resulting from a fault in one of the cones. Anomalous trichromacy comes in three forms:Protanomaly - the red cones are less sensitive. Deuteranomaly - the green cones are less sensitive. Tritanomaly - the blue cones are less sensitive.

The last form of color-blindness, monochromacy, is the total inability to perceive color, due to the fact that two or three of your cone cells fail to function properly. The result is that a person is only able to see black, white and shades of grey.
Verb Forms

In this module you covered a number of verbs which can be used when classifying, defining and exemplifying.

1) Complete the table by adding the verbs to the correct category.

<table>
<thead>
<tr>
<th>comprise</th>
<th>characterize</th>
<th>group</th>
<th>demonstrate</th>
<th>refer</th>
<th>divide</th>
<th>consist</th>
</tr>
</thead>
<tbody>
<tr>
<td>know</td>
<td>classify</td>
<td>organize</td>
<td>denote</td>
<td>illustrate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Defining</th>
<th>Classifying</th>
<th>Exemplifying</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2) Complete the sentences below with the correct form of the verbs from 1). Are the verbs followed by a preposition? If so, which preposition? Be careful: more than one answer is possible.

a) Animal tissues can be ________________ four basic types.

b) Grinding one’s teeth is ________________ as bruxism in medical terms.

c) Oxidation ________________ the process by which chemicals lose electrons.

d) Customers are ________________ according to region.

e) Nuclear fusion is ________________ by the bonding of nuclei of the same polarity to create a heavier nucleus.

f) This film clearly ________________ the disorientation people feel upon encountering a new culture.

g) Air primarily ________________ nitrogen and oxygen, with some trace gases as well.

h) Electronic correspondence today is often littered with emoticons which are more commonly ________________ as smileys.
3) Read the example of a classification system below. Then, on a separate sheet of paper, write a short extract to explain the information in an essay style. Use the defining, classifying and exemplifying language that you have learned in this module. Alternatively, you can describe a classification system from your own discipline.

<table>
<thead>
<tr>
<th>1. Plant Kingdom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Bryophytes: Small with leaf-like, stem-like, and root-like structures.</td>
</tr>
<tr>
<td>Disseminated by spores: mosses, liverworts, hornworts.</td>
</tr>
<tr>
<td>1.2 Vascular plants: Larger with true leaves, stems, and roots.</td>
</tr>
<tr>
<td>1.2.1 Seedless plants: ferns, horsetails, mosses.</td>
</tr>
<tr>
<td>1.2.2 Seed-bearing plants:</td>
</tr>
<tr>
<td>1.2.2.1 Gymnosperms: usually have cones, no flowers, seeds not enclosed in fruit: conifers, gnetales, cycads, ginkgo.</td>
</tr>
<tr>
<td>1.2.2.2 Angiosperms: flowering plants, seeds enclosed in fruit</td>
</tr>
<tr>
<td>1.2.2.2.1 Monocotyledons or monocots: leaves have parallel veins, one seed leaf: grasses (e.g. rice, corn, wheat, and sugar cane), orchids, lilies, palms.</td>
</tr>
<tr>
<td>1.2.2.2.2 Dicotyledons or dicots: leaves have netted veins, two seed leaves: broadleaf trees, shrubs, most flowers, and vegetables</td>
</tr>
</tbody>
</table>
Transitioning, Defining and Classifying

Defining

In this module you also learned how to provide definitions of key terms for academic writing.

1) **Provide definitions of the key terms below.** Use examples to make your definition clear. You may refer to a dictionary if you need to. If you can, use some references from secondary literature to add more credibility to your definition.

   a) Anorexia nervosa  
   b) Global warming  
   c) Vivisection  
   d) Euthanasia  
   e) Illegal immigration  
   f) Organic farming

2) **Using the vocabulary that you learned in this unit,** try to explain at least two of the terms below. Alternatively, you can explain terms that are more relevant to your discipline or course of study.

   germination  fermentation  combustion

3) **Discuss the benefits and the drawbacks of interactive encyclopedias.**

4) **Look up a topic that interests you on Wikipedia®.** Then answer the following questions in your own words.

   a) What is being defined or classified?

   b) Which defining, classifying or exemplifying terms can you identify?

   c) How are different categories or subtopics introduced?

   d) Are any special aspects or features mentioned?
Developing an Argument

In this module you were introduced to the basic techniques for writing convincing arguments.

1) Discuss how the following key features of good writing help the reader in his or her understanding of an academic argument.

- focus on relevant information only
- thesis statements and topic sentences
- logical development
- smooth flow of ideas
- cohesive links

2) Decide which of the sentences below belong together. Then, on a separate sheet of paper, put the sentences in the correct order to form two texts which develop a convincing and coherent argument. Each text is made up of five sentences.

a) A rotating cutter head at the front cuts large circles into the surface and removes the rock.
b) All the refuse is efficiently removed by a series of chutes and conveyor belts.
c) In large-scale tunnel excavations, modern tunnel drills consist of a variety of purpose-designed components.
d) In large-scale tunnel excavations, modern tunnel drills have many advantages over traditional blasting methods.
e) So-called segment erectors build supporting rings in order to stabilize the excavated tunnel walls.
f) The clearly defined functions of these three components allow for an efficient drilling process.
g) The surrounding ground is hardly disturbed when the cutter head removes the rock.
h) The tunnel walls can be stabilized evenly and safely as segment erectors build rings every few meters.
i) These three advantages far outweigh any possible economical disadvantages of large tunnel drills.
jj) Various chutes and conveyor belts are used to carry off the refuse.
Cohesive Markers

In this module you also learned how to develop and connect ideas logically to form a coherent argument.

1) In order to make the logical connections between sentences more explicit, a variety of cohesive markers could be added to the text below. Read the text and fill in the gaps with the appropriate markers from the box.

<table>
<thead>
<tr>
<th>For example</th>
<th>Furthermore</th>
<th>However</th>
<th>Indeed</th>
</tr>
</thead>
<tbody>
<tr>
<td>In fact</td>
<td>In general</td>
<td>In other words</td>
<td>Therefore</td>
</tr>
</tbody>
</table>

One of the many features that distinguishes the United States from Great Britain is the political system. _____________, some people even claim that the fundamentally different ideas of government account for the dissimilar historical developments of the two cultures. _____________, the Anglo-American system is of a decidedly republican nature whereas the British system shows clear monarchical traits. _____________, the head of state in the United States is an elected president, as opposed to the king or queen who is at the top of the British society. _____________, all members of the US Senate are elected representatives of the people while the members of the British Upper House are hereditary or appointed peers. _____________, despite such distinctions, many people believe that nowadays the differences are actually quite minor. _____________, both countries have a strong parliamentary tradition and both are considered well-functioning democracies. _____________, the US-American Congress would hardly be conceivable without developments that began in Medieval England with the signing of the Magna Charta in 1215. _____________, the outward differences between the British and Anglo-American political systems should not distract from the many and significant underlying similarities.

2) Discuss the positive and negative effects of the markers on the text. Which markers can be retained and which are superfluous?
3) Below is the first sentence from an argument on The Forms and Functions of Cells. Read the subsequent sentences 1-5 and decide whether in each case, a, b or c best maintains the logical flow of the argument.

Cells are the basic units of all living organisms. ...

1a) Containing hereditary information, they are the smallest functional components of life.  
1b) They are the smallest functional components of life and contain hereditary information.  
1c) As the smallest functional components of life, they contain hereditary information.

2a) For the performance of vital operations and their reproduction, all living organisms need cells.  
2b) In order to reproduce and to perform their vital operations, all living organisms need cells.  
2c) All living organisms need cells to reproduce and to perform their vital operations.

3a) Depending on the existence of a cell nucleus, two types of cells are distinguished by biologists.  
3b) Biologists distinguish two types of cells, depending on the existence of a cell nucleus.  
3c) Two types of cells are distinguished by biologists, depending on the existence of a cell nucleus.

4a) Cells containing one or more nuclei are called eukaryotes, and cells without a nucleus are termed prokaryotes.  
4b) As opposed to eukaryotes, which contain one or more nuclei, prokaryotes have no nucleus.  
4c) Prokaryotes are cells without a nucleus while cells containing one or more nuclei are called eukaryotes.

5a) Multi-cellular life forms are usually made up of eukaryotic cells, and independent organisms such as bacteria tend to be prokaryotic cells.  
5b) Eukaryotic cells are usually found in multi-cellular life forms whereas prokaryotic cells tend to be independent organisms such as bacteria.  
5c) Bacteria are an example for independent prokaryotic cells whereas eukaryotic cells are usually found in multi-cellular organisms.
Comparisons, Processes, Cause and Effect

Handout 1

Expressing Cause-and-Effect-Relationships

In this module you learned how to express relationships between different events, objects, or ideas.

1) Think of, and discuss, possible criteria for comparing nuclear power plants and wind farms (as two examples for energy-producing facilities).

2) In the following sentences, find the errors in the prepositional phrases and correct them.

   a) A comparison of less massive and more massive stars reveals significant differences.

   b) Red giants and red supergiants are similar with their chemical development.

   c) In contrast between less massive stars, more massive ones eventually explode.

   d) The two types of stars also show differences to their final evolution.

   e) As opposed of a white dwarf or a neutron star, a black hole allows no matter or information to leave its interior.
Stellar evolution describes the life cycle of a star, which consists, generally speaking, of four distinct stages: the star's formation, its "maturity", its expansion, and its ultimate collapse. Especially during the last two stages, a comparison between less massive and more massive stars reveals significant differences.

The first stage, the star's formation, or "birth," begins with the collapsing of a cloud of hydrogen and some helium. As soon as the core of the star has reached a certain density, a process of nuclear fusion begins, converting the hydrogen into helium. As a result of this process, energy is produced, carried away from the core, and ultimately disseminated into space.

During the second stage of stellar evolution, nuclear fusion thus generates energy; turning stars into the visible objects we are familiar with. Yet, it also contributes to a star's ultimate "death" once the hydrogen at the core is exhausted.

In a third stage, then, the star expands substantially to become a red giant. In the case of a very massive star, we can even speak of a red supergiant though both are similar in their chemical development. This development includes the fusion of heavier elements at the core or in various layers around it. Eventually, this does, however, lead to the star's degeneration. In contrast to less massive stars, which just release matter into the interstellar environment through nebulas, more massive stars explode, forming novas or even supernovas. These two types of stars also show differences in their final evolutionary stage: whereas less massive stars form very densely compressed but stable white dwarves, stars above the so-called Chandrasekhar limit of approximately 1.4 solar masses collapse into very small but extremely dense neutron stars or even into black holes. As opposed to a white dwarf or a neutron star, a black hole allows no matter or information to leave its interior.
The Passive

In this module you also studied how to describe a process or procedure and, in particular, how to use the passive voice for that purpose.

1) **Turn the following instructions or experimental descriptions into the passive.**

a) We collected representative samples of minerals and we analyzed them.

b) We weighed the metallic component and we determined its density.

c) Set the temperature of the cooling unit at 40°F!

d) Use a micrometer screw gauge to determine the diameter of the rocks!

e) We had to adjust the flame of the gas burner for safety reasons.

f) You can put the residue in the scale pan.
2) Think of typical nouns or phrases that can accompany the following verbs.

a) _______________ was / were conducted.

b) _______________ was / were set up.

c) _______________ was / were carried out.

d) _______________ was / were observed.

e) _______________ was / were recorded.

3) The so-called Tacoma Narrows Bridge in the state of Washington is (in)famous for collapsing shortly after its construction. The following text describes the chain of events that led to the collapse on November 7, 1940.

Identify the various stages of the process.
Mark the different expressions that indicate causal relationships in the text.

When the bridge was moved vertically and horizontally as a result of strong winds, a section of the deck was twisted to an angle of 45 degrees, thus raising one side of it almost 10 meters above the other one. The ensuing release of most of the suspenders triggered this part of the deck to break off and fall into the water. As a consequence, the main cable was freed of its weight so that it could tighten, causing the whole middle section of the bridge to collapse.
Statistics in Academic Writing

In this module you examined statistics-related vocabulary and key concepts in English in the context of academic writing.

1) Read about the research project. Then complete the sentences below by selecting the best word for each gap from the box.

Imagine that as part of a research project on customer satisfaction for an airline you have conducted interviews with 20 customers. One of the interview questions was how many times per year they fly. The results were as follows: 1, 3, 5, 6, 6, 10, 12, 12, 20, 24, 24, 25, 30, 40, 45, 50, 50, 52, 100.

<table>
<thead>
<tr>
<th>arithmetical</th>
<th>arithmetic mean</th>
<th>arithmetic mean</th>
<th>average</th>
<th>deviation(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>mean</td>
<td>median</td>
<td>mode</td>
<td>quantity</td>
<td>population(s)</td>
</tr>
<tr>
<td>qualitative elements</td>
<td>results</td>
<td>sample</td>
<td>size</td>
<td>single quantities</td>
</tr>
</tbody>
</table>

| 12 | 22 | 2422 |

a) Our results are based on interviews with a ________________ of 20 passengers.

b) The ________________ number of flights taken per year per passenger is 26.35.

c) The ________________ of the sample is 12.

d) The median number of flights taken per year by our sample is ________________.

e) One should point out that the __________ of our sample is quite modest, but provides insight into the general number of flights taken per year by passengers.

f) Means, medians and modes are effective ________________ for concisely presenting and evaluating large amounts of data.

2) Look at the research project again and discuss the following questions:

a) What are the possible disadvantages of this research?

b) What are the dangers of referring to mean, median and mode as “averages”?
Presenting Data

In this module you also learned how graphs, charts and tables are used in academic writing.

1) It can be difficult to know which type of chart or graph to use to organize one’s data. Think about the following forms of chart / graph and answer the questions below.

<table>
<thead>
<tr>
<th>Table</th>
<th>Line graph</th>
<th>Bar chart</th>
<th>Pie chart</th>
</tr>
</thead>
</table>

a) What are the advantages and disadvantages of the different charts and graphs?

________________________________________________________________________

b) For what type of information would it be appropriate / inappropriate to use each chart / graph as a means of presentation?

________________________________________________________________________

2) Look at the table about Learn4ever, an adult education college, and fill in the gaps in the sentences below.

<table>
<thead>
<tr>
<th>Breakdown of Expenditure</th>
<th>2006-7</th>
<th>2007-8</th>
<th>2008-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total spending (€)</td>
<td>22,522</td>
<td>28,419</td>
<td>34,637</td>
</tr>
<tr>
<td>As % of college’s budget</td>
<td>16.5%</td>
<td>17.2%</td>
<td>17.4%</td>
</tr>
<tr>
<td>% invested in:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language training</td>
<td>21.1%</td>
<td>20.5%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Technical training</td>
<td>33.0%</td>
<td>33.7%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Soft skills training</td>
<td>45.9%</td>
<td>45.8%</td>
<td>45.9%</td>
</tr>
</tbody>
</table>

a) Total training costs at Learn4ever ________________ to mount in recent years. The figures from 2006 to 2009 demonstrate a gradual ________________ spending. In the fiscal year 2006-7, overall expenditure ________________ €22,522, ________________ to €28,419 in 2007-8 and €34,637 in 2008-9.

b) The percentage of the college’s budget invested in training and development increased ________________ from 16.5% to 17.2% and then to 17.4%.

c) In 2008-9, the percentage of expenditure spent on soft skills training ________________ to its 2006-7 level, whereas spending on language training ________________ to 20%.
Dealing with Sources

Handout 1

Plagiarism and Paraphrasing

In this module you learned how important it is to acknowledge sources adequately.

1) Answer the following questions in groups of 3–4.

a) Write your own definition of plagiarism for the class; keep rewriting until everyone agrees on a common definition.

b) “If you steal from one, it’s plagiarism; if you steal from many, it’s research.”

c) Should students be allowed to use ‘open notes’ in exams (i.e. potentially using plagiarized sources)? Should take-home exams be banned?

d) A student accidentally deletes his file containing the page numbers of his source references. He remembers more or less the page numbers, writes in his best guess, and hands in the paper. Would you give his paper a ‘pass’?

 e) How useful / valid are secondary sources (reference works, reviews, etc.) when conducting academic research?

2) Read the university guidelines on plagiarism.

Plagiarism

When using another author’s work, you must cite that source in acknowledgement of the origin of any ideas or phrasing which is not your own. Specifically, you should give credit when:

– citing another author’s analysis, idea, or theory;

– using data, statistics or other graphical representations presenting new information which is not common knowledge;

– quoting the author’s actual spoken or written words;

– paraphrasing another author’s spoken or written words.
Find the words in the guidelines that mean:

a) To state that you have obtained information from another source

b) To give credit to

c) A way of writing or saying something

d) Things known by everyone

e) Writing word-for-word what an author says

f) A summary of an author’s ideas in different words
Plagiarism

In this module you also looked at intellectual property and instances of plagiarism.

1) Read the extracts and discuss the question below.

Extract from a published essay

Various studies have been done on the effect of sleep on the night before an exam. Essentially, the studies seek to determine if all-night cramming – and subsequently reduced sleep – is more effective than turning in early and getting a good night's sleep. On balance, researchers have determined that the advantages of more sleep clearly outweigh the disadvantages of too little sleep. Research has provided insight into the relationship between REM sleep and long-term memory developing, suggesting that much learning actually does take place while you are sleeping. (Carlson, 1998)

Student’s paraphrase of the above essay in his own text

In this paper, we intend to conduct a review of the literature on sleep studies, drawing from a wide range of longitudinal studies. One of the most influential is Carlson’s work on sleep and memory retention. He has determined that the advantage of more sleep clearly outweighs a lack of sleep. Furthermore, his study highlights the relationship between deep sleep and long-term memory in relation to the latter’s development during sleep.

The student’s text does not provide a direct reference to Carlson’s study. Is this plagiarism?
Opening Paragraphs and Thesis Statements

In this module you learned how to write a good introductory paragraph and how to make the focus of your essay and your individual arguments transparent.

1) Read the following alternative openings for an essay on time, arguing that how we use time depends on how we perceive it. Analyze the differences between the two texts and discuss the effects of each of the openings on the readers.

a) Everybody has made the experience that time seems to fly when we are enjoying ourselves and that it goes extremely slowly when we are bored. Of course, these are subjective perceptions that can be objectively checked against the reality of physical units such as seconds, minutes, or hours. Yet, as subjective perceptions, they have a reality of their own because they are the products of biopsychological processes in the cerebral cortex of the human brain. They are no less "real" than the empirically recorded units and they can have as strong a grip on our lives. In fact, the use we make of time depends much more on our personal notion of it than on its intersubjective constitution.

b) This essay argues that how we spend our time primarily depends on our subjective perception of it rather than on its empirical value. This argument is based on a distinction between the physical concept of time, described as a nonspatial and irreversible continuum and the rather more subjective psychological notion of time that differs from person to person and from situation to situation. While the former concept is applied when we measure time in terms of physical units such as seconds, minutes, or hours, the latter notion is the result of biochemical processes in the cerebral cortex of the human brain. Focusing on these processes, this essay will show their effects on the use we make of time.
2) Keeping the criteria for “proper” thesis statements in mind, decide if the following sentences can be considered such statements. If not, suggest possible modifications and adjustments.

a) Los Angeles is the largest city in California.

b) The current economic crisis will have particular long-lasting effects on developing countries.

c) Nuclear waste will continue to radiate for hundreds of years.

d) Future uses of combustion engines.

e) Colonoscopy surveillance should become mandatory to prevent the spreading of colorectal cancer.

3) Put the following sentence components in the right order and expand them to form useful and grammatically correct topic sentences for paragraphs in an essay stressing the advantages of bilingual education.

a) particularly creative / children / tendency / raised bilingually / particularly imaginative

b) further foreign languages / more easily / two native languages / children / growing up / acquire

c) nation / contribute / bilingual children / cultural diversity

d) labor market / different languages / important advantage / fluency
Essay Writing

In this module you also gained an insight into the processes that lead to the development of an essay’s supporting arguments.

1) You argue that prison sentences for petty offenders should be reduced and you want to use the arguments below to support your claim. Discuss how the arguments can be arranged from strongest to weakest. Can you think of any other arguments?

a) Most criminologists claim that long prison sentences for minor offenders are more harmful than useful because such offenders are subjected to the company of other inmates who have committed more serious crimes.

b) I believe that it is very unfair to keep someone in prison who committed just a minor offence.

c) Nationwide investigations have shown that the longer a petty criminal is detained in jail, the more likely he / she will turn into a repeat offender.

d) Most people will agree that it is better to give minor offenders a second chance.

e) The case of John Smith shows that petty criminals can become respectable members of society when released from prison early.

f) Detaining a criminal in jail for a long period of time costs the government a lot of money.

g) Each human being deserves his / her individual freedom.

h) I think that leniency probably has much more beneficial effects on petty offenders than disciplinary punishment.
2) Discuss how the arguments on the previous page can be characterized. Choose from the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Which argument?</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) general fact</td>
<td></td>
</tr>
<tr>
<td>ii) statistical evidence</td>
<td></td>
</tr>
<tr>
<td>iii) reference to authorities</td>
<td></td>
</tr>
<tr>
<td>iv) example</td>
<td></td>
</tr>
<tr>
<td>v) basic value</td>
<td></td>
</tr>
<tr>
<td>vi) creating rapport</td>
<td></td>
</tr>
<tr>
<td>vii) assumption</td>
<td></td>
</tr>
<tr>
<td>viii) personal feeling</td>
<td></td>
</tr>
</tbody>
</table>

3) The sentences below develop the argument on page 1. After the introductory statement, two alternatives using different reasoning and different cohesive markers are given for each of the following sentences. From each pair, choose the most appropriate one to develop the argument.

Prison sentences for petty offenders should be kept short.

1a) In contrast, sentences for serious criminals seem comparatively short.
1b) To begin with, there is no evidence that longer sentences have a more deterrent effect.

2a) In fact, the longer convicted criminals stay in prison the more likely they are to turn into repeat offenders because they are exposed to the company of many hardened inmates who committed serious crimes.
2b) In addition, many legal experts believe that such long sentences are harmful when offenders are subjected to the company of inmates who have committed more serious crimes.

3a) In other words, their chances of rehabilitation are threatened if they are detained in jail for a prolonged period of time.
3b) Yet, petty offenders should be kept away from hardened criminals for as long as possible.

4a) The expenses for unnecessarily long stays in prison are, however, very high.
4b) Prison sentences should, therefore, be reduced for those who committed less serious offenses.

5a) Nevertheless, other punitive measures have to be considered in order to achieve the goal of rehabilitation and to avoid the impression of a weak legal system.
5b) Young offenders in particular ought to be given a second chance.
Report Writing

In this module you were introduced to academic writing techniques often found in written reports, such as referencing, using nominalizations and qualifying.

1) In the following draft of a literature review, add the correct tense and voice of the verbs in brackets, depending on the type of referencing.

The further development of our knowledge of distant galaxies at the edge of the universe depends on the advancement of new observation technologies. Traditional optical telescopes on earth be not sufficient for deep-space observations (Levin 2000, O'Neill 2001, Smith 2002). As Johnson (2003) indicate, distortions of the earth's atmosphere significantly limit their possible visible-light resolution. The improved opportunities offered by the Hubble Space Telescope analyze by Wong (2004), who conclude that its Ultra Deep Field Imaging, too, had natural physical limitations. Thus, Miller (2005) suggest various non-optical approaches in the context of gamma-ray astronomy. By now, their potential (ascertain) (Mukherjee 2006), and there be investigations into the statistical models to analyze the data they make available (McDonald 2007, Calderón 2008). According to Jones (2009), however, no conclusive evidence produce so far. The present study, therefore, (develop) a new modeling approach ...
2) Decide which of the sentences below should be qualified or hedged, i.e. expressed more carefully, when continuing that statement in an academically acceptable way. Make suggestions for appropriate qualifications.

a) Wearing a helmet saves motorcyclists from fatal accidents.

b) More and more people in New Zealand are now recycling plastic packaging.

c) Economic embargoes have negative effects on the general population.

d) Modern house-building techniques prevent earthquake damage.

e) The average annual rainfall in Toronto declined gradually throughout the twentieth century.

f) The use of navigation systems has diminished people's awareness of their environment while driving.

g) Regularly eating vegetables protects people against heart diseases.

h) The growth rate of India's economy has increased steadily for the past ten years.

i) English has more phrasal verbs than Chinese.

j) People living in rural areas don't like traveling at night.
References to Existing Research

In this module you also became familiar with another important feature of report writing: the referencing of existing research. You learned about the different ways to identify and interpret findings.

1) From the list of verbs in the box, choose those that can be used only in Sentence 1, only in Sentence 2, or in both Sentence 1 and Sentence 2. Complete the table below.

<table>
<thead>
<tr>
<th>demonstrate</th>
<th>depict</th>
<th>display</th>
<th>illustrate</th>
<th>imply</th>
<th>indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>insinuate</td>
<td>present</td>
<td>reveal</td>
<td>show</td>
<td>suggest</td>
<td>summarize</td>
</tr>
</tbody>
</table>

Sentence 1:  Figure 1 and Table 2 _______________ the amount of fish in coastal regions.

Sentence 2:  Recent polls _______________ that most people favor political change.

2) You are working on a report comparing people’s voting behavior in local and national elections of a fictional country. For that end, you have first cumulated the results of all local elections to facilitate the comparison with the national results. The cumulated results are shown in the graph on the following page.
Fig. 1. Cumulated results of local elections in the country XYZ from 1970 to 2010.
Read and complete part of the report on the election results below. Note that, in some cases, you have more than one alternative.

The cumulated results of all local elections in the past forty years ________________ the above figure. Elections have been held every ________________ years and each line ________________ the total ________________ for each of the four big parties: the Conservatives, the Labour Party, the Liberals, and the Greens. The ________________ indicates three major ________________: first, after overwhelming election victories in the ________________, the Conservative Party suffered a significant ________________ in voters’ support throughout the Nineties. By the year ________________ it was even overtaken by the ________________, which has gained the strongest share of votes ever since. Second, the Green Party, which participated in elections for the first time in ________________, has become a major player in the political landscape. It ________________ its percentage of votes throughout the first ________________ years after its first appearance on the ballots. At the same time, the Liberal Party increasingly lost ground and has come in ________________ place in all elections since 1995. Finally, a ________________ major trend can be observed in the ________________ decade of the twenty-first century: the results of all parties have virtually ________________. It needs to be seen if this interesting development will continue in future elections or if one of the parties can ________________ its proportion of votes again.
Conventions of Abstract Writing

In this module you learned about essential elements of abstracts.

1) **Match the beginning of each sentence with the appropriate ending.**

   a) The study sought to reduce
      i) regime should be developed during the course of the program.
   b) Soil erosion was
      ii) traced over a period of seven years.
   c) At the end of this period, bio-health
      iii) the effects of the new treatment on home-care patients.
   d) The use of standardized
      iv) sample varies with the method chosen.
   e) An appropriate testing
      v) the history of schooling from the 19th century.
   f) The size of the
      vi) measurement is often found in industrial units.
   g) This study sampled
      vii) the number of variables involved.
   h) This study tracked
      viii) factors were measured again.

2) **Read the paragraph below and find the errors in the prepositional phrases. Correct them.**

   The history of the semi-colon in English is a little-known but important chapter in the development on punctuation and printmaking on the late Middle Ages. The semi-colon was first introduced as an alternative with the full-stop period and the pausal comma. Text up on that time had been hardly punctuated, so the 16th century experienced an explosion of diacritical marks associated to the invention of the printing press. From then in, the war over its proper usage has waged in the halls of academia, creating on the process a plethora of style guides. These have solved the problem at a certain extent, but many authors and editors continue to harbor their own views of proper usage. To the most part, though, usage has become stabilized in the English language without the need of resorting to an external institution such as the Académie Française.

3) **Study the excerpt on the next page. In it, you will find a conversational summary of a social sciences topic.**

   So, in many ways, what Foucault was talking about in his history of sexuality had a lot to do with how thought and language become a part of what he calls ‘discourse.’ He also says that it is this discourse that controls what we say and think. Especially when we think we are in control of things, that’s when discourse is controlling us the most. In his research, he talks about how sexual crimes were widespread but treated differently; instead of being sent to a psychiatrist, the law simply punished the individual through fines and the like. In the Victorian period, though, this kind of thing changed and sexuality went underground. It once again popped up with Freud, but now it was a state rather than an illegal action. Therefore, we began classifying it as either good or evil. In the end, this too is only a historical anomaly, and will pass.
The Genre of Abstracts

In this module you learned about the prevalence of Latinate words over Anglo-Saxon words in academic abstracts.

1) Match the Latin abbreviation with its transcription and English meaning.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Transcription</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e.</td>
<td>confer</td>
<td>namely</td>
</tr>
<tr>
<td>e.g.</td>
<td>circa</td>
<td>for example</td>
</tr>
<tr>
<td>et al.</td>
<td>id est</td>
<td>take note / watch out!</td>
</tr>
<tr>
<td>ibid.</td>
<td>et alii</td>
<td>about, approx.</td>
</tr>
<tr>
<td>N.B.</td>
<td>exempli gratia</td>
<td>compare</td>
</tr>
<tr>
<td>viz.</td>
<td>ibidem</td>
<td>and others (people)</td>
</tr>
<tr>
<td>cf.</td>
<td>nota bene</td>
<td>the same as the previous reference</td>
</tr>
<tr>
<td>ca.</td>
<td>videlicet</td>
<td>that is</td>
</tr>
</tbody>
</table>

2) Put a Latinate word from the box in the correct place in the sentences below.

<table>
<thead>
<tr>
<th>ad hoc</th>
<th>a priori</th>
<th>bona fide</th>
<th>caveat</th>
</tr>
</thead>
<tbody>
<tr>
<td>per annum</td>
<td>per capita</td>
<td>per diem</td>
<td>quid-pro-quo</td>
</tr>
</tbody>
</table>

a) One ____________ to our research findings is that we could not obtain a sufficient sample.

b) The main purpose of action research is to challenge the ____________.

c) The development of history cannot be foreseen ____________, but rather through an analysis of discourses within institutions.

d) A number of ____________ committees have tackled the problem without success.

e) The environmental crisis will not be solved unless member countries resolve to make a ____________ effort.

f) Denmark leads the world with one of the highest ____________ incomes.

g) Accident victims are granted premium payments ____________, depending on the outcome of their treatment.

h) At the beginning of your employment, you will receive €60,000 ____________.

i) Most experts divulge information only on a ____________ basis.
Research Terminology

In this module you looked at the language of strategy, as used in research papers.

1) A research proposal is the method you choose to answer your research question. Discuss the following common methods. How are they implemented? What are some limitations?

   a) experimental study
   b) survey
   c) case study
   d) field study

2) Discuss the questions below.

   a) “A qualitative study is a quantitative one that lacks real data.” Do you agree?

   b) “Never trust data you have not manipulated yourself.” True?

   c) What is a ‘representative sample’ of a population?

   d) What is ‘anecdotal evidence’ and how is it used in daily life?

3) Look at these notes introducing a possible research topic. Expand them by changing word forms and adding words where necessary to create a coherent introduction to a proposal.

   **Personal Contributions to Energy Conservation**

   **Aim of proposal:** study relationship between energy conservation & individual effort.

   Methodology: measure outcomes
   Fly London to Paris instead of taking train
   Quicker but more pollution
   Individual cycle to work to avoid pollution
   Makes what difference?
   Individual choices influence environment favorably?
   Results: global data
   Measure: personal contribution to solve environment problems

   Example: The aim of this proposal is to study the relationship between energy conservation and individual effort. ...
Language of Research Proposals

In this module, you looked at the language and style of research proposals.

1) Match the linguistic feature of research proposals with an example of it.

Nominalization
a) there were marked differences between...

Adjective-Noun Partnerships
b) however, rather, in contrast

Present Tense
c) a contrast in the findings; an examination of samples

Past Tense
d) a serious issue, a significant difference

Modals
e) food must be delivered…; may be due to…

Passives
f) … is widely believed…; advantages include…

Linking Adverbials
g) the purchasing and service of food

Prepositional Phrases after Nouns
h) No significant differences were found.

2) Analyze the research proposal on page 2 and find three examples of each feature:

Adjective-noun partnerships

Nominalizations

Prepositional

Phrase after a noun

Verbs in the present

Verbs in the future form

Modal verbs

Linking adverbials
Proposal Title: How do players behave in casinos and financial markets?

The purpose of this research will be to explore the differences in player behavior when placing speculative investments in financial markets or bets in casinos. The study will attempt to identify the kinds of financial behavior featured in both arenas and to determine how structural regulations (highly regulated casino gambling v. loosely regulated investment speculation) influence cash flows. This research forms the second half of a quantitative study on "money in markets", previously published by Spencer (2008a). It attempts to shed light on the question of how much regulation is needed in the aftermath of the 2008 financial meltdown.

In gambling, the casino tightly controls the spreads it offers on bets, ensuring player "liquidity" through buy-ins or prohibitive initial bets, antes and / or blinds. Players' risk is constrained within normal distributions, which change little if at all. In speculative markets, brokers react to constantly changing buy-and-sell offers, which may be subject to speculative runs. Losses, therefore, are subject to power laws and may be exponential in nature.

The study’s data will be sourced from anonymous casino reports on limit Texas Hold ’em poker in the Reno, Nevada area, sampling the number of players and the bets they place on their hands. The limitations of the dataset include the fact that gamblers are not "investing" in the traditional sense, although it is the explicit intent of the study to show that a relation exists. "Players" in both markets calculate their odds based on their chances of winning and the money they are willing to lose when they are faced with limited facts with which to inform their decision. The study will attempt to make up for these shortcomings by offering a range of quantifiable data.

It is our contention that players in both markets behave in similar ways when achieving gains, but differ when faced with losses: the gambler folds while the investor runs. To support this claim, we will analyze long-term data from the NYSE, beginning in 1983 (the appearance of the real estate crash and savings-and-loans failures) and ending in 2008. Spencer has shown that financial markets are more complex (i.e. more variables and fewer regulations) and market makers are not better predictors than other participants, supported by evidence on the inability of fund managers to systematically beat market indexes.

This paper will attempt to answer the criticism recently leveled at financial markets, claiming that investors are mere "speculators" involved in "casino capitalism". The criticism may be well founded. It will also outline regulatory guidelines for worldwide financial markets, either by institutionalizing stop-loss mechanisms or, as proposed by Marks (2009), by creating a financial marketplace regulated by casino-like by-laws and discouraging wealth accumulation through built-in competition.
Creating a Job / Teaching / Research File

In order to be able to write your academic CV, you will need to list all the experiences you have gained in various jobs and positions. The following file will assist.

Fill out one form for each job, teaching position, and / or research project you have had. In filling out the form, be as complete as possible, but only answer those parts of the form that are relevant to the position in question.

<table>
<thead>
<tr>
<th>Job / Teaching / Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of employer: ______________________________</td>
</tr>
<tr>
<td>Address: ________________________</td>
</tr>
<tr>
<td>______________________________</td>
</tr>
<tr>
<td>Employed from: _________________ to: ________________</td>
</tr>
<tr>
<td>Job Title: ______________________________</td>
</tr>
</tbody>
</table>

Job / Teaching / Research Description

Subject(s) taught (incl. proficiency level):

Brief description of research topic:

Duties:

Skills used and mastered:

Proficiencies acquired:

Assignments completed:
Goals reached:

Improvements made:

Reports written:

Conference(s) attended:

Number and level of pupils / students taught:

Evaluations carried out:

Responsible budget volume:

Costs saved:

Awards received:

Patents awarded:

Other relevant information:
Using Action Verbs

In this module you learned the importance of using specific action verbs to describe the particular skills and experiences you gained in a job or on a project.

1) **Pick the most appropriate action verb from the list and add it to the sentences.**

<table>
<thead>
<tr>
<th>Compiled</th>
<th>Conducted</th>
<th>Defined</th>
<th>Drafted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edited</td>
<td>Implemented</td>
<td>Monitored</td>
<td>Organized</td>
</tr>
</tbody>
</table>

a) ________________ several course proposals

b) ________________ three volumes of the Intercultural Reader

c) ________________ extensive research on cellular structures

d) ________________ a new program which reduced costs by one quarter

e) ________________ statistical data for subsequent evaluation

f) ________________ a series of summer concerts for the local community

g) ________________ the aims of the research project

h) ________________ the development of course participants throughout the program
2) Change the verb underlined into an appropriate action verb.

a) Made a new course for intermediate English

__________

b) Found new students from abroad for the international master’s program

__________

c) Read papers for submittal to a leading international conference

__________

d) Began a new system of retrieving data

__________

e) Ran numerous meetings which introduced curricular changes

__________

f) Started new methods for reviewing applications

__________