English for academic study:

Extended Writing & Research Skills

Course Book

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Garnet
EDUCATION

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Introduction

EAS Extended Writing & Research Skills has been designed with the aims of helping you to:
- improve your extended writing and research skills;
- develop an independent approach to extended writing and research.

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

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

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

The course is designed so that for Project 1, the whole group will be working on the same essay title, which is provided in the book along with appropriate source material. Your teacher will support you in planning and writing this project, which will enable you to develop the skills you need for extended academic writing.

Alternatively, especially on a short course, your teacher might choose to go straight to Project 2 (see below).

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

The differences between Project 1 and Project 2

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

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

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

One aspect of extended writing that students often find particularly difficult is expressing their ideas in their own words; that is to say, establishing their own voice. This course will explore ways to help you achieve this, in particular by encouraging a system that ensures you avoid lifting sections directly from the original sources and copying them into your own extended writing projects. Understanding how to avoid plagiarism and develop your own voice is essential in academic writing. Apart from the fact that plagiarism is considered serious misconduct, expressing your own ideas illustrates that you have evaluated your sources and understood their full meaning. It also demonstrates that the ideas and information that you do quote directly have been chosen for a particularly significant reason.

Additional interactive activities to accompany these materials can be found online, at www.englishforacademicstudy.com.

# 3 Structuring your project and finding information

In this unit you will:
- look at how a project is structured;
- learn to identify evaluative writing;
- practise academic referencing;
- practise selecting information from websites.

Task 1: The structure of projects

In Task 1, you are going to look at a project called *To what extent should insider dealing be regulated, and how can this be done effectively?* (Appendix 1, page 109). This is quite a good project, as it was completed by a student who may have had more experience of writing projects than you do.

First of all, you are going to look at various sections of the project so that you can learn some of the vocabulary related to writing.
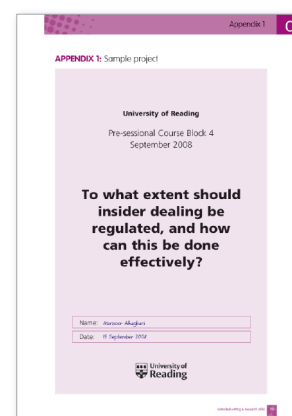
1.1 **Look at the parts of an academic text listed in the box below. Which of these do you already know about? Discuss them with a partner and think about where they might appear in the text.**

> **a** the conclusion
>
> **b** a quotation
>
> **c** a reference in the text
>
> **d** a subtitle/subheading
>
> **e** the introduction
>
> **f** the bibliography
>
> **g** the first name initials of an author/researcher
>
> **h** the family name of an author/researcher
>
> **i** the main title page
>
> **j** a figure or table
>
> **k** the abstract

1.2 **Not all projects will contain each of the elements listed here. For example, some projects may not have tables or figures, if this is not appropriate. Look at the project *To what extent should insider dealing be regulated, and how can this be done effectively?* Which features from the box above can you find there?**

How to write an evaluative project

One of the most common problems with projects written by pre-sessional students is that they are too descriptive. It is essential that the description should form only *part* of the project, at most, and that the emphasis should be on the writer's *position*, or point of view. Project writers should use the information and ideas from their sources to support this position.

In order to develop such a position, writers need to think carefully and critically about the *content* of their sources. Once they have developed a point of view based on what they have read, writers should select the most appropriate sources to *support* their perspective.

The writer's position in a text is what may be referred to as her/his thesis. In order to write an evaluative project, the writer should develop a thesis as the starting point and use the sources as the means of supporting this thesis.

1.3 **Look at the project title below. Think about how this leads to the thesis statement and how the thesis statement influences the project content.**

Project title:

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

The title of this project is written in the form of a question. The answer to this question should form the writer's thesis. There are a range of possible answers to the question 'What can we learn …?' For example, we can learn 'a great deal', 'quite a lot', 'very little' or, in fact, we can learn 'nothing at all'. However, based on an analysis of the sources that s/he has read, the student might decide on the thesis below.
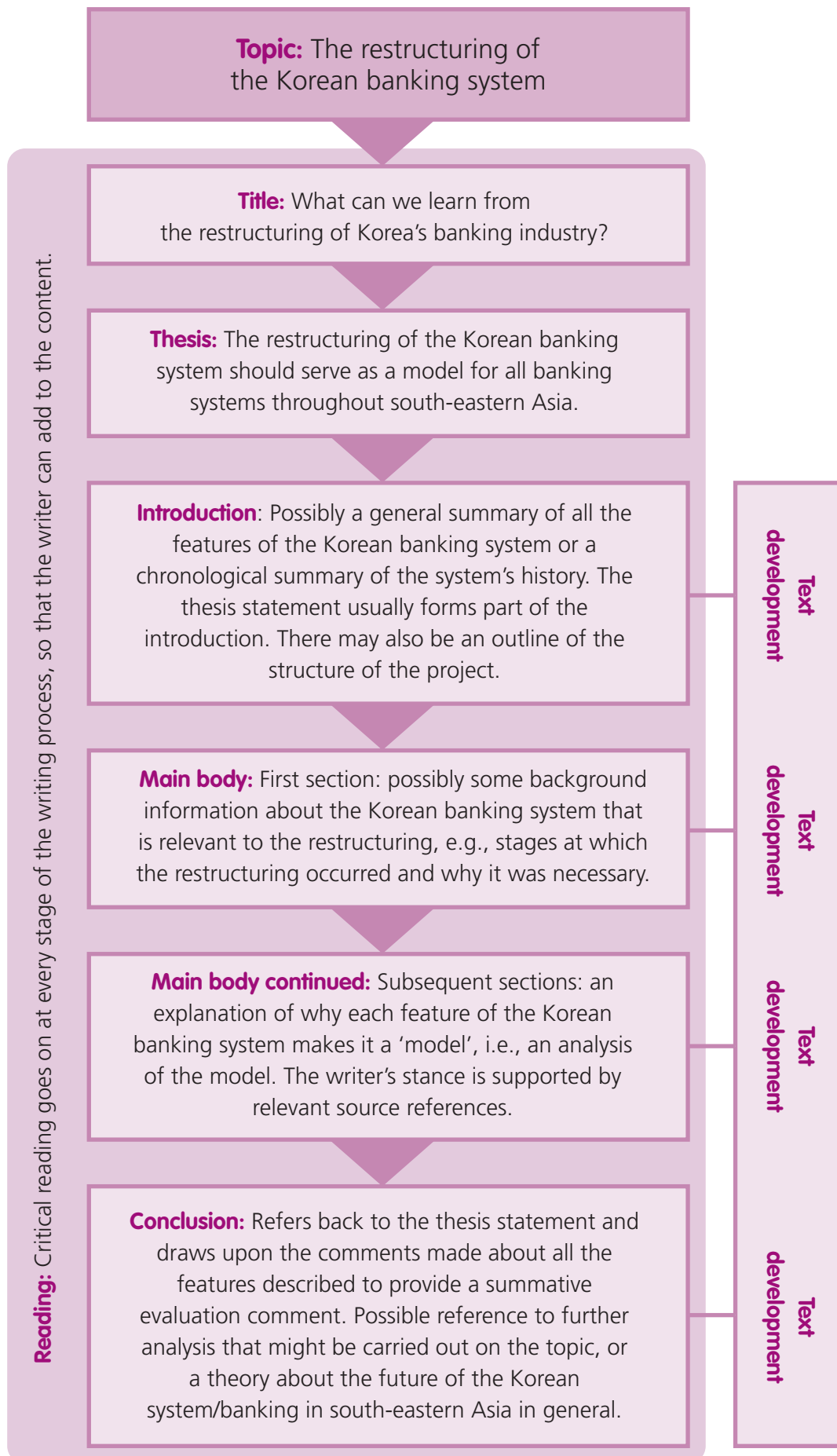
Thesis statement:

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

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

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

1.4 **Study the flow chart on page 35 and think about why a *description* of the Korean banking system will only form part of the project. Then discuss with a partner.**

Topic: The restructuring of the Korean banking system

Reading: Critical reading goes on at every stage of the writing process, so that the writer can add to the content.

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

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

Introduction: Possibly a general summary of all the features of the Korean banking system or a chronological summary of the system's history. The thesis statement usually forms part of the introduction. There may also be an outline of the structure of the project.

Main body: First section: possibly some background information about the Korean banking system that is relevant to the restructuring, e.g., stages at which the restructuring occurred and why it was necessary.

Main body continued: Subsequent sections: an explanation of why each feature of the Korean banking system makes it a 'model', i.e., an analysis of the model. The writer's stance is supported by relevant source references.

Conclusion: Refers back to the thesis statement and draws upon the comments made about all the features described to provide a summative evaluation comment. Possible reference to further analysis that might be carried out on the topic, or a theory about the future of the Korean system/banking in south-eastern Asia in general.

Text development

Text development

Text development

Text development

Task 2: Descriptive and evaluative writing

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

2.1 **Read the following extract from *Banking system developments in the four Asian tigers*. Identify the paragraphs that are mainly descriptive and tick them in column 2 of the table below.**

Paragraph	Mainly descriptive	Evaluative comments
1		
2		
3		
4		

2.2 **Reread the text and identify paragraphs that show examples of evaluative writing. Tick these in column 3 of the table above.**

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

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

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

④ In 1994, the manufacturing sector accounted for about 31% and 27% of GDP in Taiwan and Korea, respectively, whereas banking and financial services accounted for 18% and 17%. In contrast, the relative shares of the manufacturing and financial sectors were 28% and 27% for Singapore and 9% and 27% for Hong Kong. The figures seem to reflect the emphases of the past development policies. "The financial system was rather the accommodator of this real economic performance than its instigator," wrote one economist after examining the role of the financial sector in economic development experiences of these economies (Patrick, 1994). Recent banking sector developments in Korea and, to a lesser extent, Taiwan point to the negative side-effects that government direction of credit to preferred industries can have in the long run. Singapore's experience seems to suggest that a government could implement industrial development policies without directing the credit decisions of the commercial banking sector. Finally, Hong Kong's case seems to illustrate that an active industrial policy may not be essential for rapid economic development.

Chan Huh, Economist

Source: Chan, H. (1997). Banking system developments in the four Asian tigers. *Federal Reserve Bank of San Francisco Economic Letter*, 97–122. Retrieved April 8, 2009, from http://www.frbsf.org/econrsrch/wklyltr/el97-22.html

Task 3: Reading for a specific purpose

Students are required to read extensively on academic courses, as mentioned in Unit 2, Task 1. It is therefore essential to develop your selective reading skills. The most effective way to do this is to think about your purpose for reading at every stage of your research. For example, if you are looking for a definition to use in the introduction to your project, you should identify the parts of the text that contain this specific information and not worry about the rest of the text at this point.

> **Study tip**
>
> Extensive reading requires a selective approach. You should therefore have a clear purpose for reading at all times.

Look back at the flow chart on page 35 and decide on the purpose for reading in relation to each section. Underline parts of the flow chart which you think are related to a clear reading purpose.

For example, one reason for reading might be to look for some general information about the Korean banking system in order to make notes for your introduction.

Reading critically

It is also very important to *think* about what you are reading, i.e., to read *critically*. First of all, you have to decide whether the text you are reading is useful. Secondly, you should decide whether you agree with what is said in the text. A third important critical reading skill is to relate information in the text to what you already know; for example, are there any other texts you have read with similar information that supports or undermines the ideas you are reading?

> **Study tip**
>
> Critical reading involves thinking about what you read and questioning, e.g., whether:
> • you agree with the ideas;
> • your other reading supports or undermines the text.

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

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

Task 4: Choosing sources

We are now going to look at why the texts in Appendix 4 were chosen for you to refer to when completing your first project. Those students not completing this project will also benefit from the analysis.

4.1 **Look at the example notes below, analyzing the text *Settlement changes in LEDCs* from Appendix 4 (pages 127–131). Check the five reasons using the text reference and the text itself. Evaluate each reason and discuss with a partner.**

TEXT	Bilham–Boult, A., Blades, H., Hancock, J., Keeling, W. & Ridout, M. (1999). People, places and themes. Oxford: Heinemann.
Why it was chosen	• It was published in the last 10 years. • It was published by an established publishing company: Heinemann. • It contains various case studies dealing with the problems of urbanization and how to solve these problems. • Readers can compare the situation in different cities in different parts of the world. This gives them the opportunity to discuss the contents, not simply describe them. • It contains some useful photographs and tables.

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

TEXT	
Why it was chosen	

TEXT	
Why it was chosen	

TEXT	
Why it was chosen	

Task 5: Finding information

Finding information in textbooks

Many students experience difficulties in choosing the most appropriate texts to read when beginning their academic studies. This is because there seem to be so many texts they have to read to find information and ideas they want. Time becomes a real matter of concern as deadlines for completing assignments draw closer.

You are more likely to find what you are looking for if you have a clear idea of your purpose, as mentioned already. If you have a clear focus, you can look for the specific type of information you need. Textbooks are one source; you may find several textbooks that could interest you, and you can follow a particular procedure to determine the usefulness of each one and save time. This is the first stage in reading critically.

Procedure for choosing appropriate reading material

Check each of the following.

- **Title:** do you immediately feel it might meet your needs?

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

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

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

- **Date of publication:** an important indication of relevance, i.e., how current is the information?

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

- **Abstract (used for journal articles, papers, theses, dissertations, etc., rather than textbooks):** if well-written and concise, this provides a quick indication of the usefulness of the text (see page 56).
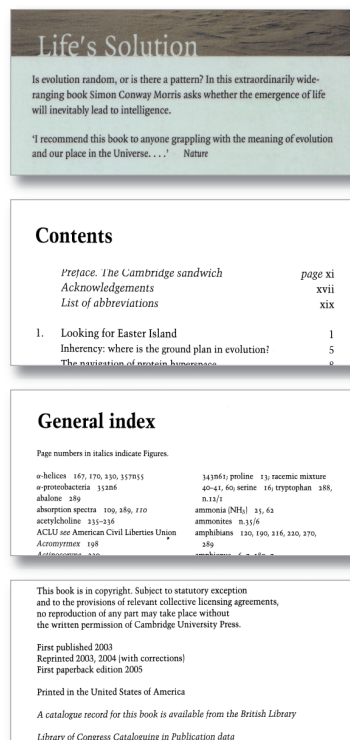
5.1 Go to the main library (or your department library) and find two books in your subject area. Follow the procedure described above for the two books you have chosen. Complete the tables below with details about the books.

BOOK 1

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

BOOK 2

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

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

- what it is about;

- who it might be appropriate for;

- why you would or would not recommend this book for other students in your subject area.

Finding information in journals

Journals are another source of information, and if you can identify the most appropriate articles, they may provide information about quite a lot of work in the field (or subject areas). Most journal articles are introduced by an abstract, which is a brief outline of the article (see below).

The Internet is the most rapidly expanding source of information, and you can often find journals online. The best way to access these is through your library website. However, you need to be careful about how to narrow down your search, as you may find you have far too much information to look through. This will create a time problem for you. There are other issues you need to know about searching online, and you will do some work on this later in the unit.

Making use of abstracts

An abstract is a short summary of the main points of an academic text. It is therefore a useful way of identifying whether a text is suitable for your purpose (see the example below). The abstract is written after the paper has been completed, when the author has a clear idea of the final content of the article. We will look at abstracts in more detail in Units 4 and 8, when you will learn how to write your own.

Should all markets be under government control?

In general, markets relate to the private sector, and the government does not have the right to interfere in their rules and regulations (Johnston, 2002). In spite of this, they often do, which causes controversy. This project attempts to examine the issues involved and to show that the government might be the most appropriate intervening body to regulate markets and to ensure that they function effectively.

Finding information online

Online information is increasingly becoming a source of academic evidence. In certain fields, e.g., business and economics, online material may be the *main* source. As there is a greater volume of information available than ever before in this medium, it is essential to be systematic and critical when choosing your sources.

http://www.leeds.ac.uk	http://www.whitehouse.gov/

It can be difficult to decide whether websites are reliable; however, certain websites may be considered *well researched*. Examples of reliable websites are those constructed by educational or government institutions. You can recognize these websites in the following ways.

.ac refers to academic websites. These are always linked to universities. An example is http://www.reading.ac.uk

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

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

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

5.3 **Look at the information outlined in the table below and discuss it with a partner.**

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

Title: • What is the name of the text?	• This will often suggest whether the contents are very specific or if the text gives an overview.
Authority: • Who has written the text? Is the writer a recognized authority, with several publications, or whose ideas are referred to by other sources? • Is it supported by an organization you can trust? • Is it possible to check the writer's credentials?	• Sometimes the 'authority' may be an organization, not an individual. Sometimes the 'authority' is supported by an organization. It is important that you are able to check this. • If you cannot find the author or organization responsible for the website, it cannot be used, as you have no way of checking reliability.
Date/currency: • When was the website last revised?	• If the information on the website has not been revised appropriately, then it is possible that it is not particularly useful. This may depend on your subject area.
Content: • What is the text about? • How useful is the text?	• Make sure that it is relevant to your understanding of the topic. • Your evaluation of the content will depend on your reading purpose.

Accuracy:	
• Does the information appear to be accurate, to the best of your knowledge? • Are there references to other sources? • Are there links to other websites?	• You may be able to check the accuracy of the information in another source. • It is expected that ideas are supported by other sources. • This can often be a way to check the reliability of the website.
Audience:	
• Who is the intended reader?	• Has the article been written for academics, or at least for readers with a strong interest in the topic, or has it been written for the general reader (like a newspaper article)? You can usually tell the intended audience from the supporting organization or institution. You can also tell by the style of the language. Does it appear to be formal/neutral, or is it informal? If it appears to be informal, it is unlikely to be a reliable source.

Task 6: Analyzing websites

You are now going to practise critically analyzing websites. The title of Project 1 is: *To what extent can the problems of urbanization be met by a policy of sustainable development?* The tasks below give you some practice in searching for information.

6.1 **Use Google or any other appropriate search engine to find two websites: one on 'urbanization' and the other on 'sustainable development'.**

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

Topic	*Urbanization*
Title of article	
Authority (who wrote it)	
Date (currency)	
Contents (a brief summary)	
Accuracy (of information)	
Audience	

Topic	Sustainable development
Title of article	
Authority (who wrote it)	
Date (currency)	
Contents (a brief summary)	
Accuracy (of information)	
Audience	

Task 7: Acknowledging your sources

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

Reasons for referencing sources:

1. To show where your ideas originated from – acknowledging the source.

2. _____

3. _____

4. _____

7.2 **Compare your ideas with the information on page 45.**

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

- Within your essay, refer to the author by surname and the date of publication (textual reference).

- List your reference at the end of your essay, giving detailed information of the source (bibliography of references).

Reasons for referencing a source

There are a number of reasons for referencing sources. For example:

- to show where your idea originated from – acknowledging the source;

- to show that you have done research to find 'evidence' for your viewpoint – references help to give your text academic 'weight';

- to show that you are aware of the opinions/views expressed by writers in the field;

- to allow the reader to look at the original source if necessary.

Not referencing your sources, and thus failing to acknowledge other people's ideas, is considered to be plagiarism. This is not accepted academically. You will learn more about this in Unit 4.

Ways of referring to a source

- **Quotation:** Citing the exact words of the author.

- **Paraphrasing:** Retelling what the writer said, in your own words.

- **Summarizing:** Identifying the point you want to make from your source and writing it in your own words. Whereas a paraphrase will include all the detail, a summary will be shorter and will include only the key information.

Generally, writers use a mixture of summarizing and paraphrasing, and only use quotations occasionally; generally they should only be used:

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

Task 8: Academic conventions in referencing

There are a variety of conventions for showing direct quotations. For example, you can indent the quotation if 40 words or more are used.

Study the examples of referencing direct quotations on page 46. Discuss with a partner any differences you notice.

Direct quotations

A quotation of 40 words or more

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

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

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

A quotation of fewer than 40 words

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

First of all, we need to consider what is meant by 'to empathise with others' in Lo Castro's context.

A quotation within a quotation

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

Paraphrasing or summarizing

Various ways of referencing within a paraphrase or summary are given below.

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

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

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

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

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

> According to Cottrell, there are seven approaches to learning which can make it more productive (Cottrell, 1999).

Internet sources

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

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

Task 9: When to avoid using online sources

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

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

Task 10: Writing a bibliography

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

a)	title of article	_____	**f)** editor's surname	_____
b)	name of publisher	_____	**g)** place of publication	_____
c)	date of publication	_____	**h)** author's initials	_____
d)	author's surname	_____	**i)** other editors	_____
e)	title of book	_____	**j)** shows book is a collection of articles	_____

1 2 3 4 5 6
↓ ↓ ↓ ↓ ↓ ↓

Adams, W.M. (1999). Sustainability. In P. Cloke, P. Crang & M. Goodwin (Eds.), *Introducing human geographies* (pp. 125–129). London: Arnold.

↑ ↑   ↑ ↑
7 8   9 10

It is the title of the book or journal which goes in italics, not the title of the chapter or article. When referencing a book, you should capitalize only the first word of the title (except where the title contains proper nouns, which are always capitalized).

Now look at the rest of the bibliography, which has been set out appropriately.

Anderson, J.A. (2002). *Going where the big guys don't.* Retrieved February 20, 2007, from http://www.businessweek.com/bwdaily/dnflash/feb2002/nf2002025.htm?chan=search

Cottrell, S. (1999). *The study skills handbook*. Basingstoke: Macmillan.

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

10.2 **There are some problems with the bibliography below. Identify the problems and rewrite the bibliography in the appropriate form. Use the sample bibliography above and the guide in Appendix 5 to help you. Check your answers in small groups.**

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

Adams, W.M. 1999. Sustainability. In P. Cloke et al. (eds) *Introducing Human Geographies*. Arnold, pp 125-129

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

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

Unit Summary

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

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

a) introduction ___   **d)** bibliography ___   **g)** subtitle ___   **j)** abstract ___

b) reference ___   **e)** contents page ___   **h)** figure / table ___

c) quotation ___   **f)** main title page ___   **i)** conclusion ___

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

a) **1** I know how a project should be structured.

2 I don't really understand why a project should be structured in a particular way.

b) **1** I can quickly see what is description and what is evaluation when I read a project.

2 I find it difficult to distinguish between description and evaluation when I read a project.

c) **1** I understand why it is important to write evaluatively when I write a project.

2 I don't really understand why I should write evaluatively when I write a project.

d) **1** I find it fairly easy to identify the writer's thesis when I read a project.

2 I don't really understand what a thesis is.

e) **1** I understand why it is essential to have a thesis when writing evaluatively.

2 I don't see why it is necessary to start an evaluative project with a thesis statement.

f) **1** I know exactly what the purpose of the conclusion to a project is.

2 I don't really know why it is necessary to write a conclusion to a project.

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

a) I find it *easy / quite easy / quite difficult / very difficult* to read selectively.

b) I find it *easy / quite easy / quite difficult / very difficult* to keep my purpose in mind.

c) I find it *easy / quite easy / quite difficult / very difficult* to read critically.

4 **Complete each of these statements so that it is true for you.**

a) The most important thing I have learnt about finding information in books is _____

_____ .

b) The most important thing I have learnt about finding information from websites is _____

_____ .

For web resources relevant to this unit, see:
www.englishforacademicstudy.com/student/ewrs/links

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