

English for
Academic Study

New edition

Extended Writing & Research Skills

Course Book

Joan McCormack and John Slaght

Book map

	Topic	Tasks
1	Introduction to extended writing and research	<ul style="list-style-type: none"> ■ Critical thinking ■ Thinking about what students in higher education write ■ Types of writing ■ Extended writing ■ Writing a project ■ Analyzing the task ■ Starting a project ■ Unit summary
2	Using evidence to support your ideas	<ul style="list-style-type: none"> ■ Selective reading for source material ■ Incorporating evidence into academic work ■ Referencing ■ Purposeful reading ■ Reading and note-making ■ Stages of writing a summary or paraphrase ■ Practice summary 1 ■ Practice summary 2 ■ Practice summary 3 ■ Unit summary
3	Sourcing information for your project	<ul style="list-style-type: none"> ■ Structuring projects ■ Identifying evaluative writing ■ Developing a stance: Writing a thesis statement ■ Descriptive and evaluative writing ■ Reading for a purpose ■ Reading and thinking critically ■ Choosing sources ■ Finding information ■ Analyzing websites ■ Acknowledging your sources ■ Following academic conventions in referencing ■ Deciding when to avoid using online sources ■ Writing a bibliography ■ Unit summary
4	Developing your project	<ul style="list-style-type: none"> ■ Preparing for tutorials ■ Quotations, paraphrases and plagiarism ■ Avoiding plagiarism ■ Working with abstracts ■ Unit summary

5	Developing a focus	<ul style="list-style-type: none"> ■ Choosing a topic for your extended essay ■ Developing a topic ■ Establishing a focus ■ Establishing a working title ■ Planning Project 2 ■ Unit summary
6	Introductions, conclusions and definitions	<ul style="list-style-type: none"> ■ Features of introductions ■ Analyzing your introduction ■ The language of introductions ■ Identifying the thesis statement ■ Features of conclusions ■ Analyzing your conclusion ■ The language of conclusions ■ Features of definitions ■ Unit summary
7	Incorporating data and illustrations	<ul style="list-style-type: none"> ■ The purpose of data ■ The language for incorporating data ■ Assessing and interpreting data ■ Working with data ■ Incorporating references in a text ■ Unit summary
8	Preparing for conference presentations	<ul style="list-style-type: none"> ■ Identifying the features of abstracts ■ Conference abstracts ■ Preparing an oral presentation ■ Editing your presentation slides ■ Preparing a poster presentation ■ Editing your written work ■ Unit summary

Aims of the course

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

Structure of the course

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

Additional materials

- **Glossary:** Words or phrases in **bold** (or **bold** and *underlined* in the task instructions) in the text are explained in the glossary on pages 117–119.
- **Sample project:** A sample project written by a pre-sessional student illustrates the main elements of academic texts.
- **Source material:** These authentic texts are referred to throughout the course to provide you with material similar to academic texts you will use in your faculty study.

Working with the course

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

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

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

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

The differences between Project 1 and Project 2

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

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

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

Sourcing information for your project

In this unit you will:

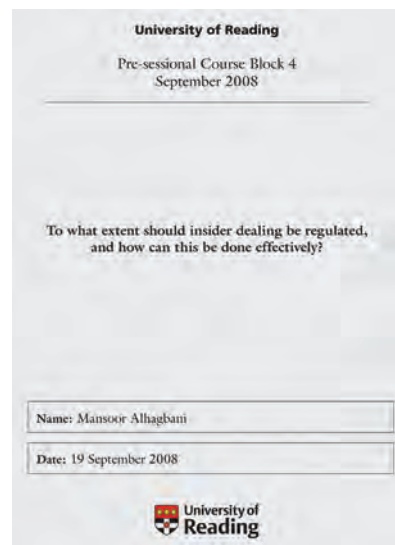
- look at how a project is structured
- learn to identify evaluative or critical writing
- practise academic referencing
- practise selecting information from websites

Introduction

You are going to look at a sample project completed by a pre-sessional student. It is an example of a project that has been written to a reasonable standard (see Appendix 1, page 120). The project is entitled:

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

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



Task 1 Structuring projects

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

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

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

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

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

Task 2 Identifying evaluative writing

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

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

*evaluative writing is sometimes called analytical writing

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

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

1. lists ideas, information or facts
2. explains the reasoning/rationale behind a theory
3. identifies different factors involved
4. shows why something is relevant or suitable
5. evaluates links between different information
6. places ideas or concepts in their order of importance
7. explains the significance of information or ideas
8. compares the importance of different factors
9. outlines what has been observed
10. discusses the strengths and weaknesses of ideas or concepts
11. shows the order in which things happen
12. describes a process or a situation

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

Task 3

Developing a stance: Writing a thesis statement

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

Project title

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

Thesis statement

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

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

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

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

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

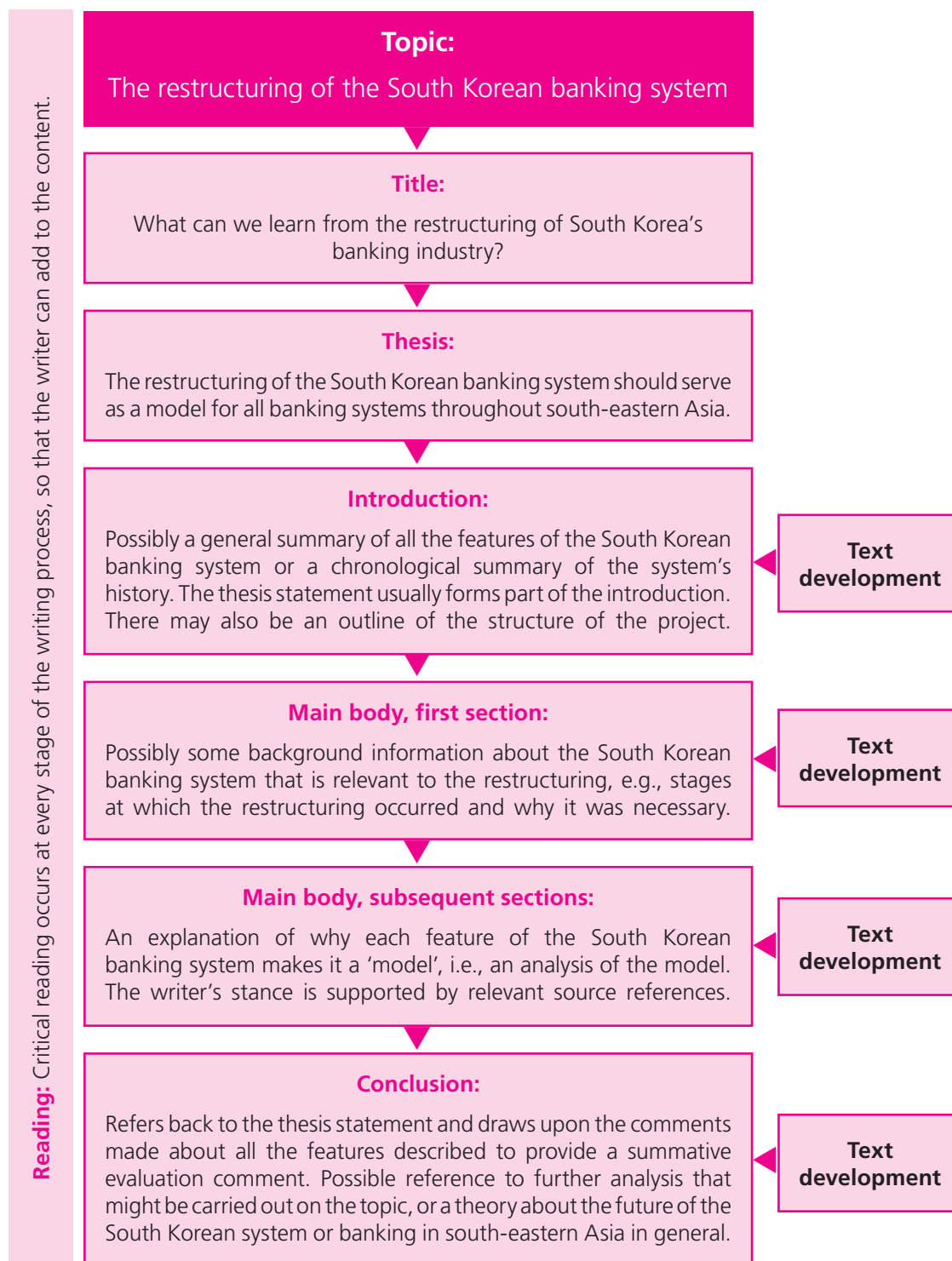
The restructuring of the South Korean banking system should serve as a model for all banking systems throughout south-eastern Asia.

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

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



- 3.3 Look at the flow chart below and answer these questions.
1. Which parts of the flow chart refer to the actual written content?
 2. Why does critical reading occur at each stage?
 3. Does the planned introduction suggest a description or an analysis of the banking system.
- 3.4 Study the flow chart and think about why a description of the South Korean banking system will only form part of the project. Then discuss with a partner.



Task 4 Descriptive and evaluative writing

In this task, you will look at four paragraphs related to South Korean banking from the Federal Reserve Bank of San Francisco website. These paragraphs only form part of the full document, which may be viewed at the website address given at the end of the text (on page 40).

The screenshot shows the Federal Reserve Bank of San Francisco website. The header includes the bank's name and a navigation menu with categories like 'About the Fed', 'News and Events', 'Economic Research and Data', 'Educational Resources', 'Community Development', 'Consumer Information', 'Banking Information', and 'Services for Financial Institutions'. Below the header, there's a secondary navigation bar with links such as 'Visiting the FRBSF', 'Money, Money, Money', 'Publications', 'Branches', 'Events', 'Federal Reserve System', 'Resources', and 'Contacts'. The main content area is titled 'HOME' and features a 'FRBSF Highlights' section. This section includes four items: 'Information Regarding Recent Federal Reserve Actions' with a link to 'Learn More (offsite)', 'Discount Rate Change' stating a 50-basis-point decrease in the discount rate to 1 3/4 percent, 'The Beige Book' reporting on economic activity in the Twelfth District, and 'Foreclosure Resource Center' for information on mitigating the impact of foreclosures. To the right of the highlights is a 'TOOL BOX' with links for 'Fed Links', 'FAQ', 'Subscriptions', 'Glossary', 'Publications', 'Site Map', 'Search', 'Careers', 'Research Pubs', and 'Email Us'. Below the tool box is a 'POPULAR CONTENT' section with links to 'Bank Tours', 'Discount Rate', 'Your Credit Report', 'Ask Dr. Econ', 'FedViews', 'Economic Letter', and 'Speeches by President and CEO Janet L. Yellen'. At the bottom, there are two sections: 'President's Speech' dated October 14, 2008, titled 'The Financial System and the Economy', and 'Economic Letter' dated October 3, 2008, titled 'Oil Prices and Inflation'.

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

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

☐

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

☐

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

☐

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

☐

Source (text and image): Adapted from Huh, C. (1997). Banking system developments in the four Asian tigers. *Federal Reserve Bank of San Francisco Economic Letter*, 97-122. Retrieved April 8, 2009, from www.frbsf.org/econsrc/h/wklyltr/el97-22.htm

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

4.3 Underline examples of evaluative comments.

Task 5

Reading for a purpose

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

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

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

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

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

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

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

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

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

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

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

Task 6 Reading and thinking critically

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

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

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

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

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

Task 7

Choosing sources

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

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

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

Note: You are already familiar with the article *Ecology in Times of Scarcity*, part of which you read in Unit 2. A more complete version of the text is in Appendix 4 (page 131).

Text

Day, J. W., Hall, C., A., Yáñez-Arancibia, A., Pimentel, D., Ibáñez Martí, C., & Mitsch, W. J. (2009). *Ecology in Times of Scarcity*. *BioScience*, 59(4), 321-331.

Why it was chosen

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

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

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

Task 8 Finding information

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

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

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

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

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

8.2 **Read the following procedure for choosing appropriate reading material.**

You will put the procedure into practice in Ex 8.3.

Procedure for choosing appropriate reading material for books and journal articles

Check each of the following.

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

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

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

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

Date of publication: an important indication of relevance, i.e., how current or up to date is the information? In some cases, of course, you may wish to refer to information that is not current. In fact, many standard textbooks were first published several years ago; if the information was carefully researched, it may well be as useful now as it was when the book was first published. However, information and ideas will often have been added to, either by the original writer(s) or by new writers in the area of study.

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

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

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

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

Book 1


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

Book 2

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

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

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

**INPUT**

FINDING INFORMATION

Information from journals

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

The Internet as a source of information

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

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

.ac and **.edu** refer to academic websites. These are always linked to academic institutions. An example is <http://www.reading.ac.uk>

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

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

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

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

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

Title: What is the name of the text?	The title will often suggest whether the contents are very specific, or if the text gives an overview (you should think carefully about your particular purpose).
Authority: Who (or what organization) is responsible for the website?	Is it a reliable organization, e.g., UNESCO or a well-known university? If you cannot find the author or organization responsible for the website, it really should not be used, as you have no way of checking its reliability.
Date/currency: When was the most recent update?	In some cases, you will need up-to-date information, so the website needs to be seen to be regularly updated.
Content: What is the text about? How useful is it for your purpose?	When looking at content, you will realize the importance of having a clear focus. Make sure the content is relevant to your understanding of the topic. Your evaluation of the content will depend on your reading purpose.

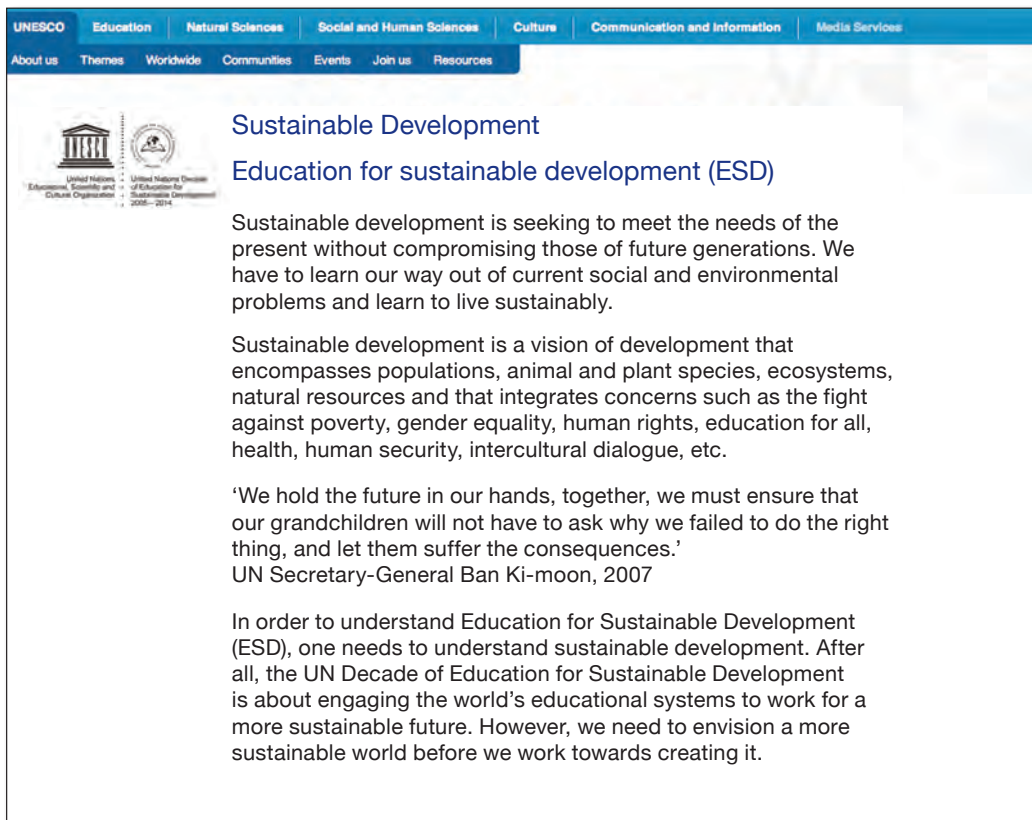
Accuracy/reliability: Does the information appear to be accurate, to the best of your knowledge? Are there references to other sources? Are there links to other websites?	You may be able to check the accuracy of the information from another source. It is expected that ideas will be supported by other sources, which can be a way to check the reliability of the website.
Audience: Who is the intended reader?	Who is the article aimed at? Information will be presented very differently according to the background knowledge of the intended audience. Who is sponsoring the site?

Task 9

Analyzing websites

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

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



The screenshot shows the UNESCO website with a blue header containing navigation links: UNESCO, Education, Natural Sciences, Social and Human Sciences, Culture, Communication and Information, and Media Services. Below the header is a secondary navigation bar with links: About us, Themes, Worldwide, Communities, Events, Join us, and Resources. The main content area features the UNESCO logo and the title 'Sustainable Development Education for sustainable development (ESD)'. The text on the page defines sustainable development as meeting the needs of the present without compromising those of future generations. It also includes a quote from UN Secretary-General Ban Ki-moon (2007) and explains the UN Decade of Education for Sustainable Development (2005-2014).

UNESCO Education Natural Sciences Social and Human Sciences Culture Communication and Information Media Services

About us Themes Worldwide Communities Events Join us Resources

Sustainable Development
Education for sustainable development (ESD)

Sustainable development is seeking to meet the needs of the present without compromising those of future generations. We have to learn our way out of current social and environmental problems and learn to live sustainably.

Sustainable development is a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources and that integrates concerns such as the fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue, etc.

‘We hold the future in our hands, together, we must ensure that our grandchildren will not have to ask why we failed to do the right thing, and let them suffer the consequences.’
UN Secretary-General Ban Ki-moon, 2007

In order to understand Education for Sustainable Development (ESD), one needs to understand sustainable development. After all, the UN Decade of Education for Sustainable Development is about engaging the world’s educational systems to work for a more sustainable future. However, we need to envision a more sustainable world before we work towards creating it.

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

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

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

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

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

Task 10

Acknowledging your sources

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

Reasons for referencing sources:

☐ To show where your ideas originated – acknowledging the source.

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

Reasons for referencing a source

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

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

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

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

Ways of referring to a source

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

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

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

Task 11**Following academic conventions in referencing**

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

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

Direct quotations

A quotation of fewer than 40 words

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

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

A quotation of 40 words or more

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

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

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

A direct quotation within a direct quotation

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

Paraphrasing or summarizing

Various ways of referencing within a paraphrase or summary are given below and on page 50.

- 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.

Cottrell (2008) states that ...

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

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

Internet sources

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

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

Task 12

Deciding when to avoid using online sources

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

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

Task 13

13.1

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

13.2

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

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

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

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

13.3

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

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

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

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

Unit summary

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

1

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

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

2

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

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

3

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

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

4

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

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

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

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

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