

Academic Writing I

ACADEMIC WRITING I

This Pressbook was designed specifically for ESL students at the University of Wisconsin-Madison.

UW-MADISON ESL PROGRAM

University of Wisconsin-Madison



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INTRODUCTION

Online Textbook Overview

This Pressbook has been designed for students enrolled in the **ESL 117 Academic Writing I course** at the [University of Wisconsin-Madison](#). We recognize that you are likely coming to this course with experience writing in your own language and in English. Such experience is a good foundation we will build on to help you become a more confident and successful writer.

The information and knowledge check activities in this Pressbook complement the quizzes and assignments you will complete within the Canvas Learning Management System for this course. Although the knowledge check activities in this Pressbook are ungraded, you should complete all tasks throughout in order to build your understanding of the fundamentals of university level academic writing.

Welcome to ESL 117!

Here are some answers to questions you might have about ESL 117.

What is the purpose of ESL 117?

- ESL 117 teaches you how to work with sources and use them in your writing. You will gain the skills and confidence to use information from sources in your own writing while avoiding plagiarism.

Will ESL 117 help me in ESL 118?

- Absolutely! The skills you learn in ESL 117 will be further developed and expanded upon in ESL 118. In fact, students who complete ESL 117 tend to do well in ESL 118.

Will ESL 117 help me in my other course work?

- Yes! The skills from this course are transferable to any course in which you will complete reading and writing assignments. Many 117 students have reported that 117 has helped them successfully complete writing assignments for other courses.

UW-Madison is very serious about supporting international students throughout their academic careers. [The Program in ESL](#) strives to provide students with the academic and language support to succeed. Your teacher looks forward to helping you develop yourself as a writer and as a student throughout this course.

PART I

UNIT 2: PARAPHRASING AND AVOIDING PLAGIARISM

In this Unit

- Introduction to the features of an effective paraphrase
- Techniques for paraphrasing
- Overview of types of academic misconduct
- Strategies for avoiding plagiarism

1.

PARAPHRASING INTRODUCTION

Preview Questions:

1. What is paraphrasing?
2. When do we have to paraphrase?
3. Why do we have to paraphrase?
4. Paraphrasing is a really difficult thing to do. Why can't I just use a direct quotation every time I want to use somebody else's idea as supporting evidence for my own writing?
5. What are the criteria for a good paraphrase?
6. Why do I have to learn how to paraphrase? Can't I just use an AI-based paraphrasing tool to write my paraphrases for me?

Paraphrasing is an important skill we use in our daily lives. We might share a story we heard from a friend. When we do this, we use our own way of explaining the story. Learning how to paraphrase effectively will be useful when you write about the ideas you have read in sources.

Although there are many AI-based paraphrasing tools, learning how to paraphrase yourself is an important skill in the journey of developing your own writing.

Three criteria for a good paraphrase

1. A good paraphrase has the **same meaning as the original**.
 1. All main ideas included.
 2. No new ideas added.
2. A good paraphrase is **different from the original**.
 1. Uses no more than THREE words in a row from the original source.

2. Changes grammar and vocabulary as much as possible.
3. A good paraphrase **refers directly to (or cites) the original source**.
 1. Includes the name of the author or the name of the source (a citation).
4. A good paraphrase **does not rely exclusively on AI-based paraphrasing tools**.
 1. You must be able to evaluate the effectiveness yourself and ensure you have the correct citation.

Citation Examples

In-text citations (APA Style)

- Baker (2017) reports that 70% of Instagram users are under 35 years old (p. 3).
- Seventy percent of Instagram users are under 35 years old (Baker, 2017, p. 3).

Adapted from: Dollahite, N.E. & Huan, J. (2012). *SourceWork: Academic Writing for Success*.

Paraphrase examples

1) Writer versus idea focused

Notice how the examples meet the above criteria, yet are slightly different.

Original: “More than 150 million people use Facebook to keep in touch with friends, share photographs and videos and post regular updates of their movements and thoughts.” – From David Derbyshire, “Social Websites Harm Children’s Brains,” (2009), p. 2.

Paraphrase 1 (writer focused): Derbyshire (2009) states that over 150 million people frequently share photos and updates with friends through Facebook (p. 2).

Paraphrase 2 (idea focused): Facebook has enabled over 150 million users to share pictures and updates regularly with their friends (Derbyshire, 2009, p. 2).

2) Paraphrase of 2 or more sentences

Below are two methods for paraphrasing multiple sentences. (Note that the paraphrased information is shorter than the original; this example combines the skills of paraphrasing and summarizing.)

Original: “The pandemic tested the resilience of colleges and universities as they executed online learning on a massive scale by creating online courses, adopting and adapting to unfamiliar technologies, engaging faculty en masse in remote teaching, and successfully meeting the instructional needs of students. Those experiences and lessons should not be discarded. The next phase for higher education in a post-COVID-19 world is to harness what worked well during the emergency response period and use those experiences to improve institutional practices for the benefit of both internal and external constituencies in the future.” From John Nworie, “Beyond COVID-19: What’s next for online teaching and learning in higher education,” (2021), p. 7.

Paraphrase 1 (writer focused): Nworie (2021) recommends that the valuable lessons higher education institutions learned in response to the pandemic be applied to future education models. The development of large-scale online courses while adapting to technological challenges in the process did allow students educational needs to be met (p. 7).

Paraphrase 2 (idea focused): The valuable lessons higher education institutions learned in response to the pandemic can be applied to future education models; the development of large-scale online courses while adapting to technological challenges in the process did allow students educational needs to be met (Nworie, 2021, p. 7).

Knowledge Check

Exercise: Decide which of the paraphrases below is most effective.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=5#h5p-4>

Knowledge Check

Exercise: Test your knowledge about plagiarism.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=5#h5p-7>

From Excelsior Online Writing Lab, <https://owl.excelsior.edu/plagiarism/plagiarism-how-much-do-you-know/>

2.

PARAPHRASING TECHNIQUES

Technique #1: Tell-a-friend method

This method involves using a new way to explain the meaning of the original sentence.

1. Read the original sentence(s).
2. Make sure you understand the sentence(s) completely.
3. Cover the original source.
4. Imagine you are talking to a friend and try explaining the information to your friend. Write down your explanation.
5. Read the original source and make sure you have retained the original meaning.
6. (See Technique #4 below: Using AI-based paraphrasing tools to improve your paraphrasing.)

EXERCISE

Practice the Tell-a-Friend method using the proverbs below.

Proverb: You can't judge a book by its cover.

Paraphrase: Things sometimes look different from what they really are.

Match the proverb with its paraphrase. (Answers located below.)

Proverb	Paraphrase
1. Don't put all your eggs in one basket.	a. You did something exactly right.
2. You hit the nail on the head.	b. When a person really wants to do something, they will find a way to do it.
3. Don't count your chickens before your eggs have hatched.	c. Be optimistic. Even difficult times will lead to better days.
4. Every cloud has a silver lining.	d. One should not risk everything they have in a single venture.
5. Where there's a will, there's a way.	e. You shouldn't make plans for something that might not happen.

Technique #2: Chunking method

Another way to paraphrase is to break the original into smaller units, or “chunks.” This method can be useful for longer passages.

1. Read the original sentence(s) and make sure you understand the sentence(s) completely.
2. Divide the sentence(s) into chunks (these are often grammatical clauses). Underline each chunk, focusing on how you can divide the sentence into phrases.
3. Re-write each chunk in your own words.
4. Combine these rewritten chunks into one or more sentences to create a paraphrase. Think about how the ideas are related to each other; you might need to include additional words (e.g. transition phrases) as you combine the chunks.
5. You may re-order the chunks to make the order of ideas different from the original, but if you do, make sure the paraphrase still makes sense.

Chunking examples:

#1 Original: “As more and more people have become increasingly used to sharing and collaborating outside the workplace via social networks, (chunk 1) they are coming to expect firms to be more open and collaborative places too (chunk 2).” From Author Unknown, “Yammering Away at the Office,” (2010), p. 1.

Rewordings of chunks:

- 1) people have grown more accustomed to using social media platforms for collaboration and sharing ideas beyond their jobs
- 2) there are increasing expectations that companies will encourage more collaboration.

Paraphrase: Workers are expecting companies to encourage more collaboration since many people have grown accustomed to using social media platforms for collaboration and sharing ideas beyond their jobs (“Yammering away at the office,” 2010, p. 1).

#2 Original: “Psychologists have argued that digital technology is changing the way we write (chunk 1) in that students no longer need to plan essays before starting to write (chunk 2) because word processing software allows them to edit as they go along (chunk 3).” From David Derbyshire, “Social websites harm children’s brains,” (2009), p. 2.

Rewordings of chunks:

- 1) psychologists claim that computers and software are influencing the writing process
- 2) students can skip the planning process
- 3) word processing programs help them revise throughout the writing process

Paraphrase: Because word processing programs help students revise their essays throughout the writing process and even skip the planning process altogether, psychologists claim that computers and software are influencing the writing process (Derbyshire, 2009, p. 2)

Adapted from Dollahite, N.E. & Huan, J. (2012). *Source Work: Academic Writing for Success*.

Technique #3: Paraphrasing plus Summarizing method

Sometimes you will be able to identify one or two specific sentences to paraphrase. However, it is more common to use information from a longer passage, like a paragraph or two, or a section or sections of an article. To do this effectively, you must combine the skills of paraphrasing and summarizing.

- Paraphrasing: Restating an individual sentence that contains key ideas in your own words, keeping the same length and meaning.
- Summarizing: Expressing an overall idea of a longer passage in your own words, keeping the same meaning, but making it much more concise (shorten it).

Follow these steps to summarize AND paraphrase:

1. Identify the original chunk(s) of text that you would like to cite in your paper.
2. Read the chunk(s) several times to make sure you have accurate understanding and are able to “tell a friend” what the chunks are about.
3. In the margins, identify key words, synonyms, or ideas that describe each chunk (color-coding can help identify similar ideas).
4. Think about the most logical sequence of these ideas; you could number them.
5. Write your summary, keeping it short (1 to 3 sentences). Set it aside.
6. Re-read the ideas in the margins and your summary and rewrite any parts you feel could be improved; repeat steps 5-6 as needed.

The example below illustrates how a student used the skills of paraphrasing and summarizing below to condense a paragraph into a single sentence.

Original: “The pandemic tested the resilience of colleges and universities as they executed online learning on a massive scale by creating online courses, adopting and adapting to unfamiliar technologies, engaging faculty en masse in remote teaching, and successfully meeting the instructional needs of students. Those experiences and lessons should not be discarded. The next phase for higher education in a post-COVID-19 world is to harness what worked well during the emergency response period and use those experiences to improve institutional practices for the benefit of both internal and external constituencies in the future.” From John Nworie, “Beyond COVID-19: What’s next for online teaching and learning in higher education,” (2021), p. 7.

Rewordings of chunks:

- 1) **valuable lessons learned**
- 2) **higher education institutions developed large-scale online courses**
- 3) **as a response to the pandemic**
- 4) **adapting and overcoming challenges in the process**
- 5) **should be applied to future education models**

Paraphrase: Nworie (2021) recommends that the valuable lessons learned as higher education institutions developed large-scale online courses as a response to the pandemic, adapting and overcoming challenges in the process, should be applied to future education models (p. 7).

Proverbs matching answers: 1-d, 2-a, 3-e, 4-c, 5-b

Technique #4: Using Online Tools

AI-based paraphrasing tools can help you improve your writing. Most tools have free and premium versions, which have more features. Examples include:

1. [QuillBot](#)
2. [WordViceAI](#)
3. [ChatGPT](#)
4. [Grammarly](#)

The best way to use AI-based paraphrasing tools is to write your own version first and then use the tool to find alternative ways to express your paraphrase. Being able to write a paraphrase on your own will allow you to evaluate the effectiveness of AI-generated paraphrases.

Benefits of using AI-tools:

1. By seeing how the tool rewrites your text, you can learn to identify where your writing could be improved. You can learn to use more effective vocabulary, or how to structure your sentences in a more effective way.
2. You can expand your vocabulary and learn effective collocations.

3. You can spot grammar errors you make and learn to avoid and correct them.

Follow these guidelines when using AI tools for writing paraphrases:

1. Write the paraphrase on your own first. Then paste your paraphrase into the AI with a clear prompt to check its effectiveness.
2. When using AI to support your writing, always review the original text to ensure the AI accurately maintained the meaning of the original passage.
3. Some tools only change the words and not the overall structure. If they tool only uses synonyms, you must change the grammar yourself.
4. Always check the citation format. Do not assume the tool will use the correct citation.

Knowledge Check

Exercise: Take the paraphrasing quiz below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=255#h5p-9>

From [Excelsior Online Writing Lab, Paraphrasing – Try it Out](#)

3.

PARAPHRASING TOOLKIT

Paraphrasing Techniques

Use the suggestions below to construct an effective paraphrase. You do not have to use them all at the same time, but you should change the vocabulary and the overall structure.

1. use synonyms (college -university)
2. change word form (e.g. change part of speech from an adjective to noun: collaborate – collaboration)
3. change verb to negative (stayed the same – did not change)
4. move phrases (chunks) to change sentence structure
5. change from active to passive voice (conducted – was conducted)
6. use connecting words to combine shorter sentences

Checklist for choosing synonyms

Definition	<i>Have I chosen the most accurate definition?</i>
Context	<i>Does the word make sense in this sentence? Is it appropriate?</i>
Collocation	<i>Does the word effectively collocate (go together) with the words before and after it? For example, we write “to conduct research,” not “to make research.”</i>
Register	<i>Is the word too casual or too formal? Is it written in academic style?</i>
Alternatives	<i>Is it possible that there is no good synonym for the word? For example, some words do not have obvious synonyms like proper names or specialized words related to your topic.</i>

EXERCISE 1: Select appropriate synonyms.

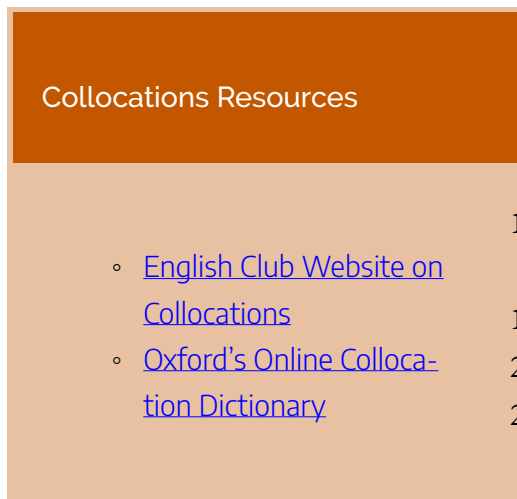
Directions: Use the original sentence below to practice using websites to choose a synonym for “**used to**.” Then try again with a word of your choice.

“As more and more people have become increasingly **used to** sharing and collaborating outside the

workplace via social networks, they are coming to expect firms to be more open and collaborative places too.” From Author Unknown, “Yammering away at the office,” (2010), p. 1.

Example:

1. Open a [Thesaurus](#) and type in “**used to.**” You will see several choices. Let’s imagine you like “**accustomed**” and want to ensure it is appropriate.
2. Go to the [Oxford Learner’s Dictionary](#) and type “accustomed.” Read the definition. Under the word “accustomed,” you will see *synonyms* and *examples*. Click on these options to continue to explore this word. Refer to the checklist for “choosing synonyms” above to ensure the choice is effective.
3. Open a [collocations](#) website. Use the [Skell Sketch Engine Corpus](#). Type “accustomed.” Read several example sentences. These sentences demonstrate that “accustomed” can effectively replace “used to.”
*The [*Skell Sketch Engine website](#) is a collection of examples, collocations, and synonyms helpful for checking how a particular word or phrase is used in various contexts.*



Your turn:

1. Type another word (from the sentence above) in the **Thesaurus website**.
1. Record YOUR word
2. Identify possible synonyms
2. Choose *one* of the possible synonyms. In a **Dictionary website**, read the definition and click on *synonyms* and *examples* to continue to explore this word.
3. Type the word in the **Skell Engine website*** and read several example sentences. Is the synonym effective? Repeat steps 2 and 3 with different words.

Using AI-Based Tools

EXERCISE 2: Compare AI-paraphrasing Tools

Directions: After you write the paraphrase in your own words, use an **AI-paraphrasing tool** to improve your work.

1. Experiment with different tools to find one that works for you.
2. Consider upgrading to a “premium” membership so that you can use the “shorten” feature (which allows you to combine the skills of paraphrasing and summarizing).
3. Note common grammar errors you make and take notes on how to fix them.
4. Note vocabulary replacements in an [online vocabulary “notebook”](#) to expand your vocabulary.

4.

PARAPHRASING PRACTICE

Complete the practice exercises below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=87#h5p-5>

5.

PLAGIARISM AND ACADEMIC MISCONDUCT

What is plagiarism?

Plagiarism means presenting the words or ideas of others without giving credit. You should know the principles of plagiarism and the correct rules for citing sources. In general, if your paper implies that you are the originator of words or ideas, they must in fact be your own.

1) There are two types of plagiarism (to be described below):

a) Deliberate plagiarism = cheating, theft, fraud

b) Accidental plagiarism = not following the conventions when writing for publication or for university assignments.

2) The penalties for plagiarism are serious. You might:

a) fail the assignment,

b) fail the class, or

c) be expelled from the university.

Deliberate Plagiarism

Deliberate plagiarism (or intentional plagiarism) is cheating. It is:

1) submitting an assignment which was all or partly written or designed by someone else. This includes:

a) copying from someone you know

b) downloading or buying from an Internet site

c) allowing another person to submit your work as his/her own

d) working together with another student on an assignment, and then submitting individual work which is very similar in content and language.

Accidental Plagiarism

Some students are surprised to learn that they are plagiarizing when they:

quote	language	seen in print	without providing reference details
	tables		
	figures	seen on the Internet	1. in the body of their assignment
paraphrase	<ul style="list-style-type: none"> charts graphs illustrations maps plans 		
	designs	heard through audio-visual media	2. in a list at the end of the assignment.
summarise	codes		

Watch the two videos below on plagiarism:

Video 1: Avoiding Plagiarism



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://wisc.pb.unizin.org/esl117/?p=95#oembed-1>

This video was produced by: [GCFLearnFree.org](https://www.gcflearnfree.org/). (2018, September 13). [Avoiding plagiarism. \[Video\]](#). YouTube.

Video 2: What is Plagiarism and How to Avoid it



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://wisc.pb.unizin.org/esl117/?p=95#oembed-2>

This video was produced by: BrockLibrary. (2014, September 2). [*What is plagiarism and how to avoid it.*](#) [Video]. YouTube.

For a deeper dive

Watch (optional)

For a visual representation of the types of plagiarism, watch this video (3:58) created by WriteCheckVideos:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://wisc.pb.unizin.org/esl117/?p=95#oembed-3>

6.

AVOIDING PLAGIARISM

Avoiding Plagiarism

How can I avoid plagiarizing?

Whenever you write academics essays, you will be expected to present both your own original ideas as well as the ideas of other writers in order to help support your own argument. Academic essays often contain a balance of new, original ideas and the ideas of others that you have read. It is therefore important to make sure that it is clear which ideas are yours and which ones come from other authors and sources.

Integrate other's ideas in your writing by:

- **Quoting:** Use another person's exact words in quotation marks. Quoting requires very little effort on your part.
- **Paraphrasing:** Rewrite another person's ideas by using your own language. Paraphrasing requires more effort and thinking on your part than simply quoting.
- **Summarizing:** Rewrite another person's ideas by using your own language BUT in a concise way. Summarizing is the most difficult method because you must think critically about another writer's words and ideas and condense them so that you only convey the most essential information found in them.

To avoid plagiarism you must cite:

- **Quotations:** When using an author's specific word or words, you must place those words within quotation marks and you must credit the source.
- **Information:** If a piece of information isn't common knowledge, you must provide a source.
- **Ideas:** An author's ideas may include their opinions or conclusions.
- **Facts, statistics, events:** Any information that most people are unlikely to know without conducting research.

Knowledge Check



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=362#h5p-11>

From Excelsior Online Writing Lab, [How to Cite Sources: Proper Citations](#)

Language and information that you DON'T have to paraphrase:

- Technical terms and phrases, such as “standard deviation” (in Statistics).
- Basic common knowledge:

a) **General common knowledge** is factual information considered to be in the public domain, such as birth and death dates of well-known figures, and generally accepted dates of military, political, literary, and other historical events. In general, factual information contained in multiple standard reference works can usually be considered to be in the public domain.

b) **Field-specific common knowledge** is “common” only within a particular field or specialty. It may include facts, theories, or methods that are familiar to readers within that discipline. For instance, you may not need to cite a reference to Einstein’s *Theory of Relativity* in a paper for a physics class but you must be sure that this information is so widely known within that field that it will be shared by your readers.

- If in doubt, be cautious and cite the source.

Adapted from: The University of Wisconsin, Writing Center, [page on quoting and paraphrasing](#)

Knowledge Check

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An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=362#h5p-10>

From Excelsior Online Writing Lab <https://owl.excelsior.edu/plagiarism/plagiarism-how-to-avoid-it/plagiarism-common-knowledge/plagiarism-common-knowledge-try-it-out/>

Knowledge Check



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=362#h5p-6>

From Excelsior Online Writing Lab <https://owl.excelsior.edu/plagiarism/plagiarism-check-your-understanding/>

PART II

UNIT 1 ACADEMIC SKILLS INTRODUCTION

In this Unit

- Introduction to the fundamental features of academic writing
- Strategies for in-depth and focused reading
- Strategies for note-taking

7.

THE CHARACTERISTICS OF ACADEMIC WRITING

The course materials in this textbook have been designed to help you succeed in the types of writing you will encounter during your academic career. Let's start by considering the features of academic writing.

KEY FEATURES

1. cohesive
2. linear
3. plagiarism
4. formal
5. well-supported

EXERCISE: Review the key features below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=59#h5p-1>

8.

THE WRITING PROCESS

Writing at the university level is not simply writing about your own experiences and opinions. In this course, you will learn how to critically read sources and extract information to support your thinking. You will learn how to conduct library database research, and you will learn how to write a research paper.

EXERCISE: Review the typical steps writers follow in the writing process.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=316#h5p-2>

Adapted from [Writing a Research Paper](#), from the University of Wisconsin-Madison Writing Center

9.

ACADEMIC READING SKILLS

Academic reading involves engaging with a text, thinking critically, and synthesizing information. In this course you will read several articles to develop a basic understanding of the concepts and issues related to a theme.

Characteristics of a critical reader



Developing your critical reading skills—the ability to engage with and question a text—is an important part of reading for academic purposes. A critical reader:

1. Asks questions about ideas in the text as they read.
2. Notices the tone of the text they are reading.
3. Looks for connections between different texts.
4. Draws connections between what they already know with what they are reading.
5. Reflects on what they have read.
6. Uses web-based tools (e.g. translators, AI-based summarizing and paraphrasing tools) judiciously to support understanding — to support the skills of reading, absorbing, synthesizing, and evaluating — not to replace the act of reading.

Exploratory Reading Techniques

Skim the article.

1. Read the title, subtitles, and any charts or graphs. Pay attention to visual aids.

2. Read the first and last paragraphs.
3. Try to understand the article in a general way.
4. Then read the entire article.

Identify ideas that interest you.

1. Highlight ideas that catch your interest.
2. Highlight ideas that relate to your experiences.
3. Highlight ideas that relate to your existing knowledge or connect to ideas you are familiar with.

Make annotations in the margins.

1. Write questions you have about the content.
2. Write comments, including reactions to ideas you read.

Use web-based tools effectively.

1. If you use Google Translate (or another translation tool) to read a text, you must ALSO read the text in English.
2. When reading with a translator, record important, key words in an [online vocabulary notebook or app](#) to expand your vocabulary.
3. Use AI (e.g. [ChatGPT](#)) to engage with a text, by asking clarification questions or asking for examples.
 1. Develop a **“bank” of prompts**. Many students ask AI to explain information to them at a lower level than where they are academically to more easily grasp a concept. For this reason, you might ask AI to explain something to you “at a 12th grade level” (or even lower!). Some examples include:
 1. Give me an example of X ...
 2. Explain the concept of X at a 10th grade level.
 3. Tell me this historical significance of X event in 5 sentences.
 2. Use AI wisely; AI has been known to [“hallucinate”](#) (make stuff up!) so use it for general understanding and be wary of using such information in your work.
4. What other suggestions do you have? Share them with your classmates.

10.

NOTE-TAKING SKILLS



In this course you will read several articles and take notes on what you have read. Below are three note-taking techniques.

Highlighting

Many students use **highlighting** to identify important information when reading texts. Highlighting allows you to return to your notes later and quickly zero in on the important information.

Example:

A doctor in the United Kingdom has come out with a bold and extraordinary statement regarding the problem of childhood obesity. **Dr Matthew Capehorn** said that **parents who had obese children under the age of 12 should be charged with parental neglect, meaning that they could have their kids taken away from them.** Dr Capehorn said that in a case where children were **seriously under-nourished** and had not been fed properly the **police and local authorities were allowed to take away the children into care** and the **same should apply to children who are obese.** Dr Capehorn will be rallying other doctors for support for his proposals at the British Medical Association (BMA) annual conference later in June. Dr Capehorn argues that **a child who is clinically obese is at serious risk of health problems which are just as serious as for a child who is malnourished.** He said that **parents should be educated** on how they need to feed their children and given advice about nutrition but **if they fail to take this advice the social services should step in and protect the children from their own obesity.** The doctor also argued that if parents were made aware that their children could be taken away into care unless they made a serious commitment to their health they might sit up and listen more to nutritionists and people giving dietary advice.

Annotating

To **annotate** means to **write notes in the margins** (the space to the right and left of the text, and at the

top and the bottom of the page). When you annotate, write the main ideas of the text (in your own words), questions you have about the text, or comments or reactions about what you have read. As you annotate, you engage with a text in a deeper way, which aids with summarizing or discussing the text.

Example:

What is the nature of these changes?	The rapid increase in the number of Chinese students in America is leading to significant changes in China's secondary-education system . With Beijing's official backing, and facing increasing demand from parents, public schools in China's largest cities are heading toward a two-track system—the traditional stream that prepares students for the national college-entrance examination and a new one that prepares them for the SAT Reasoning Test and the Test of English as a Foreign Language, or TOEFL . Some of China's very best public schools, where the smartest and wealthiest students congregate , will one day become international in focus . Get prepared: A wave of young Chinese students is about to wash across America.	
Worsening the income gap?		
There's why they need to. 117 + 118	English presents their biggest problem, yet the real language problem is a subtler one, and one that's not really a language problem at all. It's a thinking problem. Because to read and write and analyze English like a native speaker, Chinese students first have to start thinking like a native speaker . This is difficult: when they've long been trained to think in Chinese.	
How just Chinese students.	In <i>Procrustes and the Squid: The Story and Science of the Reading Brain</i> , the Tufts University cognitive neuroscientist Maryanne Wolf writes that brain scans of native English and Chinese speakers show that each group relies on different mental processes to read . English is phonological, so English readers can sound out words when they read; written Chinese is not, so hundreds of mutually unintelligible Chinese dialects can use the same written script. English speakers access audio- sensory parts of their brain to "hear" a text, while Chinese speakers use visual- sensory parts to "see" a text , she explains. To teach a Chinese person to read well in English then entails a significant retraining of the brain , and while science says this is possible, there's nothing quick or easy or fun about it.	How or why would this influence a person's ability to understand the content?
More evidence is needed. Even native English speakers misinterpret English texts.	There's another complication. Westerners and Chinese have different mind- sets, and even fluent English-speaking Chinese can misinterpret English texts. In <i>The Geography of Thought: How Asians and Westerners Think Differently ... and Why</i> , the social psychologist Richard Nisbett explains that Western civilization emphasizes debate and logic, while Chinese civilization prefers harmony and groupthink . Good English builds a formal structure of Aristotelian logic, while good Chinese demonstrates a chaotic stream-of-consciousness beauty .	Guineaport is this really true of Chinese academic writing?


Color-Coding

One type of annotating uses **different colors to identify different types of information**. The first time you read a text use yellow to highlight what seems to be useful or important information. As you re-read a text, use various colors to 1) identify types of information (e.g. examples in green, definitions in orange, etc.), or 2) identify information related to a specific portion of your essay (e.g. supporting point #1 in pink or the introduction in purple). You can also use underlining or use other tools (e.g. drawing a circle or box) to call attention to specific types of information.

Include a **“key”** at the beginning of the text indicating what each color means or what each mark-up tool means.

Example: Notice how the student has used color and a stylus to “write” directly in the article. Note the “key” at the top left of the page.

===== environmental impact
===== climate change.
===== effect of climate change.



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RECENT RESEARCH ON EUROPEAN INITIATIVES TO REDUCE POLLUTION IN TOURISM

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Abstract Over time, tourism adapted to climate conditions, responding to changes and finding different solutions. Where tourism is a major source of income for the economy and for individuals (small and large entrepreneurs) it found multiple solutions for efficient consumer services (electricity, heat). The purpose of this paper is to present tourism offer solutions that create benefits from two perspectives: positive consequences for society, economy, culture, and also initiatives that support tourism development compatible with present and future needs.


Introduction Tourism, over time adapted to climate conditions, responding to changes and finding different solutions. Where tourism is a major source of income for the economy and for individuals (small and large entrepreneurs) were found efficient multiple solutions to serve consumers (electricity, heat). In 2007, at the "International Conference on Climate Change and Tourism" was published "Dares Declaration", a study that responded to emergency issues regarding climate change. It is known that climate change represented and represents a current issue. Temperatures rise, precipitation types are changing, glaciers and snow melt, as weather conditions lead to risks like floods and droughts. These extreme events may become more frequent and increase their intensity. It is very likely that global warming occurred since the mid-20th century may be due in large part to higher greenhouse gas concentrations. The global temperature increased by about 0.8°C in the past 100 years and is projected to grow further. Climate change is also an additional pressure on ecosystems, leading to movements towards north and higher altitude areas for many species of animals and plants. They negatively affect agriculture, forestry, electricity production, tourism and infrastructure in general. Estimates of the economic effects of climate change are difficult to make. The rise of 0.4-0.7°C a reduction in GDP would be between 0-10% and even higher for poor countries. Tourism is one of the most dynamic sectors, recorded in the last decades, significant increases being able to support the economic development of a country and an example of this would be Italia. Many development policies include tourism in their agenda.

Conceptual Issues Tourism is the red thread of this work and an important element in the global economy, according to WTO being defined as "the activities of the person traveling outside his or her usual environment for less than a specified period of time and whose main purpose of travel is other than the exercise of an activity remunerated from the place visited". The link between tourism and the natural environment is very tight, quality and abundance of natural resources is of vital importance in achieving national and global interest (Miller, 1975, Stan-de-Hyppert C.M., Thomas E. T.) talks about the environment as "the aggregate of external conditions that influence the life of an individual or population, specifically the life of man and other living organisms on the earth's surface". These environmental influences on life and the individual are reflected in tourism. There is considerable evidence demonstrating the intrinsic importance of weather and climate for tourist decisions.

Key words: Tourism pollution, climate change, sustainability, environment

the appearance of climate change
 Subsequent effect of climate change
 tourism and climate change have mutual effect

Example: Notice how this student has used software to drop in comments (represented by the squares) throughout the article. Note the “key” at the top right of the page.



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SPECIAL ISSUE

Resilience of African migrant women: Implications for mental health practice

■ Prosega#1

■ Prosega#2

■ Prosega#3

■ CA

■ Reflection

General

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ABSTRACT Migrants from areas affected by war, especially **refugee migrants**, are **vulnerable to mental health issues**. In addition to recognizing trauma, health professionals, such as mental health nurses, need to be aware of the **strength and resilience of refugees and migrants**. The **capacity to provide trauma-informed care** that is shaped by the **recognition of clients' strength and resilience** is required to meet the current demand of multiculturalism resulting from an increased global migration. To facilitate increased awareness about West African women's resilience prior to migration and support trauma-informed care, we used a qualitative strength-based storytelling approach with 22 West African women residing in Sydney, Australia. Thematic analysis of the women's stories identified two major themes: **When the World Falls Apart and Survival has Strong**. Findings revealed that **past personal experiences significantly influenced participants' strength and resilience** and **contributed to their mental health**. **Mental health professionals such as nurses can play an important role by incorporating knowledge about the resilience of migrants and refugees into providing appropriate trauma-informed care**.

KEY WORDS adversity, African migrant women, life challenges, mental health, resilience, strength-based approach, trauma, trauma-informed care.

INTRODUCTION

Globally, international migration continues to increase (International Organization for Migration, 2016). Developed countries such as Australia, the United Kingdom (UK), the United States of America (USA), and Canada continue to experience increasing numbers of people migrating from Africa (Davidson et al., 2017). United Kingdom National Statistics, 2009). Australia ranks in the top three countries for permanent settlement of asylum seekers and refugees along with Canada and the USA (Department of Immigration & Border Protection, 2017). The number of African-born people migrating to Australia has increased by over 50% from 147 978 in 1980 to 300 000 in 2016 (Australian Bureau of Statistics, 2019), and almost half of this increase was to women. In this paper, the term **'migrants'** encompasses all classes of migrant newcomers, including **asylum seekers, refugees, and voluntary migrants**.

There is increasing recognition of the **importance of mental well-being to migrant health**. Consequently, there is a need for a deeper understanding of different dimensions of the migration process and migrant people's experiences (Smith & Anderson, 2014). A strength-based approach broadening the focus beyond problem-based research to more complete understanding is increasingly recommended. However, there is a **paucity of studies about African people, especially West African people living in Australia and their resilience** (Babatundé-Korole et al. 2020).

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Reflect:

How do you read and take notes? Consider the pros and cons of each technique.

1. write notes by hand in a notebook
2. type notes on a device (in MS Word, Google Docs, etc.)
3. write annotations (comments, questions, etc.) by hand in the margins of a printed article
4. use a “stylus” (an electronic pen) with a tablet / touch screen to write annotations
5. type annotations using software (e.g. insert comment) directly in an electronic article

6. make an outline of the article
7. take group notes in Google Docs
8. highlight different types of information with different colors (facts, expert opinion, examples, etc.)
9. other?

Find a system that works for you. Make sure that if you take notes – in whatever format – you will be able to understand them not just the next day, but a week or two later, so that you can use them.

11.

IN-DEPTH READING

In-Depth Reading

Exploratory reading allows you to increase your background knowledge about a topic. But **in-depth reading requires** you to read for a *narrower purpose*, in order to understand the concepts or arguments of a text. This type of reading is also referred to as “focused reading” or “deep reading.”

In-depth reading is used to:

- gain a deeper understanding of a text.
- research detailed information for an assignment.
- read difficult sections of a text.

For example, when using a **research question** to guide your reading, try to find answers to your research question, to make your reading efforts more focused and purposeful.

Can I use AI for in-depth reading?

AI can support your reading during exploratory and in-depth reading. Use prompts that are specific, narrowed, and focused as you seek understanding of key concepts, historical and cultural contexts, and and examples. Keep a record of the types of prompts you use to engage and interact with a text so that you can use them again and again.

PART III

UNIT 3: SUMMARIZING AND RESPONDING TO WRITING

In this Unit

- Introduction to the features of an effective summary
- Strategies for writing a summary
- Integrating the skills of paraphrasing and summarizing
- Techniques for responding to texts

12.

SUMMARIZING

Preview Questions:

1. What are the features of a good summary?
2. What is the difference between a summary and a paraphrase?
3. How do the skills of summary and paraphrase work together?
4. Why are summaries and paraphrases useful?
5. Why do I have to learn how to write a summary? Can't I just use an AI-based tool to summarize text for me?

Summarizing, like paraphrasing, is your explanation of another person's ideas. We often use summaries in both speaking and writing to tell listeners or readers our ideas quickly and clearly. For example, if a friend asks you to tell her about a movie you saw recently, you would not spend two hours telling her everything that happened in the movie. Instead, you would probably just briefly tell her about the movie's main plot and characters.

In academic writing, summarizing is important when we use ideas from other sources to support our own arguments. This skill differs from paraphrasing. Instead of trying to reproduce an idea in its entirety as expressed by the author, we try to express the main idea(s) without including details from the original.

Using an AI-based tool can help you summarize and understand a text. It is also important to be able to extract the most important points on your own to develop your reading and critical thinking skills. If you can "tell a friend" what a text is about, this will help you remember the information and develop your paraphrasing skills.

Five criteria for a good summary

1. Acknowledges the source:

1. refers to the writer and/or the title of the work in a formal way.

2. uses attributive language and reporting verbs throughout the summary to remind the reader that you are summarizing someone else's ideas.
2. **Contains only the most important information from original source:**
 1. the topic of the article,
 2. the author's thesis or main point,
 3. and a few important main supporting points needed to explain the thesis/main point.
3. **Accurately expresses the source:**
 1. maintains the exact same meaning of the source you are summarizing.
 2. conveys the tone of the original text.
 3. may follow the same organization of the original text, but it is also acceptable to reorganize the author's ideas in your summary as long as you capture the same meaning.
4. **Is short and condensed:**
 1. A good summary is **shorter** than the original source.
 2. It could be as short as one sentence (which contains the author's thesis) or may be a paragraph or longer, in which case it will include the main supporting points.
5. **Uses your own original language:**
 1. A good summary paraphrases any information taken from the original source
 2. Any language that comes directly from the original source must be put in quotation marks. Direct quotations should be used **minimally**.

Adapted from: Dollahite, N.E. & Huan, J. (2012). *SourceWork: Academic Writing for Success*.

Knowledge Check



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=100#h5p-12>

From Excelsior Online Writing Lab, [Summarizing and Plagiarism](#)

13.

TECHNIQUES FOR IDENTIFYING MAIN IDEAS IN A SUMMARY

In order to write an effective summary, you need to be able to identify the main ideas. Below are three methods you might use when reading a text to identify the most important information.

Technique 1: Underlining main ideas

1. Read the article several times to get a good understanding of the information.
2. Use a highlighting tool to identify ideas you think are important.
3. Go back to the beginning of the article and read the highlighted ideas again. Make sure you understand what they mean.
4. Paraphrase these highlighted ideas. Use these paraphrased ideas when you write your summary.

Technique 2: Grouping ideas

1. Read the entire article. Pay attention to where the topic in the article seems to shift. Notice how groups of paragraphs seem to be about a similar topic.
2. Insert a horizontal line between these different sections of the article.
3. Divide a longer article into sections, or groups of paragraphs, to help you identify the various topics discussed in the article.
4. Look at these large sections and write a short phrase that explains the topic of each section.
5. The topics of these sections are usually the author's main supporting points. This will help you determine which information is most important and should be included in the summary.
6. Use your list of phrases you wrote to describe each section to write your summary.

Technique 3: Summary chart

1. Read the entire article. Take notes in a grid for each paragraph or section of the article. Dividing the arti-

- cle into sections will allow you to summarize ideas from more than one paragraph together.
2. Write main ideas in one column and supporting ideas in another column.
 3. Use your notes to write your summary. You might not use all the supporting ideas in your summary.
 4. **NOTE: For a selective summary, summarize ONLY the information that is relevant to the topic of the assignment. Information that is not directly relevant to the topic can be omitted.**

Partial example from Megan Gambino’s “How Technology Makes Us Better Social Beings”

Access Gambino’s [full article](#)

paragraph(s)	main idea	supporting details
1-2	<i>Americans are more disconnected from each other now than they were 50 years ago.</i>	<i>because of urban sprawl, women working outside of home, less free time</i>
3-4	<i>American’s “support system” has shrunk by one-third due to cell phone and Internet use.</i>	<i>social networking sites are to blame</i>
5	<i>But new evidence seems to suggest that people are forming bonds with new friends and maintaining current friends because of social media</i>	<i>Facebook users report they have more interactions with friends than in the past.</i>
6-8	<i>more main ideas...</i>	<i>more examples and/or important details</i>

Adapted from: Dollahite, N.E. & Huan, J. (2012). *Source Work: Academic Writing for Success*.

Technique 4: Use AI to Summarize a text

Use this technique for reading and understanding texts as a study technique.

1. Read the entire text yourself. If needed, use a translator, but always make sure you read the text in English.
2. Try to pick out the important points by yourself. Identify the author’s thesis.
3. Then use an AI tool to summarize the text (e.g. [QuillBot Summarize](#), [WordTune](#), [ChatGPT](#), etc.). Determine how long you want the summary to be (one paragraph? one page? A double-spaced page is about 250 words).
4. Compare the summary with your own notes.

If you are asked to summarize a text for homework, you should try to write the first draft on your own. Your instructor will let you know how and if you can use AI to generate a summary to compare to your own version.

Remember, an AI-generated summary might not include correct attribution and the format might not meet the assignment's expectations (e.g. the first sentence might not include the elements outlined in the assignment).

14.

SUMMARY TYPES: GLOBAL & SELECTIVE

“Global” Summary versus “Selective” Summary

A **“global” summary** includes all of the main ideas from an article. A **“selective” summary** identifies specific information within an article about one specific topic and summarize only that information. This “selective” sort of summarizing closely resembles one of the ways sources are used in research writing. Writing a selective summary, therefore, will help prepare you for using sources in any type of research paper you might write.

Steps in writing a Selective Summary by Yourself

1. Read the article carefully and take notes in your own words.
2. Identify (underline, highlight, etc.) the information that you have been asked to select.
3. Paraphrase the information, summarizing “chunks” (sections) of text when appropriate.
4. Arrange the information in a logical order.

Steps in writing a Selective Summary using AI Tools

Using AI to draft a Selective Summary may help you in studying and understanding texts. See the guidelines below.

1. Choose an appropriate AI Tool.
2. Craft a prompt to instruct the AI how to extra information related to the topic.
3. Always check the summary for accuracy.

Two formats for introducing a selective summary

Imagine you are writing a selective summary for the example assignment: Summarize only the information about what Gambino says about *why people use devices to connect with each other*.

[Access the full article, “How Technology Makes Us Better Social Beings.”](#)

The introduction of a selective summary includes:

1. the overall main idea of the article and immediately after this general overview,
2. the *next sentence* indicates the *narrower scope*, (for this example assignment below, the *information related to why people use these devices.*)

1. Two-Sentence Format

In (title of article), (author’s name) (date) discusses (article thesis). (sentence about narrowed topic)

Example: In “How Technology Makes Us Better Social Beings,” Megan Gambino (2010) discusses how the use of portable devices allows people to connect more conveniently and frequently with existing friends and to build new relationships. **More specifically, Gambino identifies several reasons people are increasingly using mobile devices to connect with others in addition to, and sometimes in place of, face-to-face interactions.**

2. Three-Sentence Format

(Name of author) + (article topic) + (“title of article.”) The second sentence explains the author’s thesis. The third sentence is about the *narrowed topic*.

Example 1: Megan Gambino (2010) writes about the positive impacts of technology on relationships in “How Technology Makes Us Better Social Beings.” Gambino explains how the use of portable devices allows people to connect more conveniently and frequently with existing friends and to build new relationships. **More specifically, Gambino identifies several reasons people are increasingly using mobile devices to connect with others in addition to, and sometimes in place of, face-to-face interactions.**

Example 2: In “How Technology Makes Us Better Social Beings,” Megan Gambino (2010) writes about the positive impacts of technology on relationships. Gambino explains how the use of portable devices allows people to connect more conveniently and frequently with existing friends and to build new relationships. ***More specifically, Gambino identifies several reasons people are increasingly using mobile devices to connect with others in addition to, and sometimes in place of, face-to-face interactions.***

EXERCISE: Analyze the formats above.

1. How should the author’s name be written? Which name comes first?
2. What immediately follows the author’s name?
3. Which words are capitalized in the title?
4. Why is this title in quotation marks? (Hint: What type of source is it? What type of source is *italicized*? What type of source is expressed in quotation marks “?”)
5. What verb tense is used to express the main idea?
6. What’s the difference between the longer and shorter formats? What’s the advantage of using each one?

Example Selective Summary

Read the example below. The topic the writer has narrowed to is the **efforts colleges have been making to support international students.**

Selective Summary of “U.S. Colleges Focus on Making International Students Feel at Home.”

According to Michael Sewall (2010) in “U.S. Colleges Focus on Making International Students Feel at Home” colleges are helping international students join the campus community. Sewall highlights how universities have created new social programs and university courses to help assist new international students transition to life in the United States.

One strategy Sewall examines is how colleges are trying to connect international students with the local community. This has been done primarily by connecting these students with host families and local volunteer opportunities. In addition, Sewall describes universities’ efforts to help

international students integrate into campus life by matching them with domestic students. Administrators recognize that building personal connections and friendships helps international students adapt culturally and linguistically. Finally, Sewall explains how colleges are creating courses and programs that familiarize international students with American culture. Special courses with global or cultural themes have been developed and are sometimes required. Some courses involve assignments which entail interaction between American students and international students. Sewall stresses that these efforts will help not only international students but their American counterparts as well.

Reference

Sewall, M. (2010, August 24). U.S. colleges focus on making international students feel at home. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/US-Colleges-Focus-On-Making/124108>

You can read the full article below or [access it online](#).

U.S. Colleges Focus on Making International Students Feel at Home

By Michael Sewall *The Chronicle of Higher Education* August 24, 2010

When Ivan Sekyonda, a 23-year-old student from Uganda, came to study in the United States, he felt lonely. After all, his native country wasn't well represented at Binghamton University. But he eventually made friends, including American and international students, and he became more comfortable on the campus. He gives credit to Binghamton's international-student office.

"The orientation staff made us feel welcome and made it easy to understand what was going on," says Mr. Sekyonda, a rising senior studying computer engineering. "They knew we were probably experiencing some culture shock and feeling a bit homesick, and they were willing to work with us and be patient with us."

For colleges focused on internationalizing their student bodies, like Binghamton, getting foreign students onto their campuses is only half the battle. If these students end up socializing and studying only with one another, administrators say, then they—and the colleges' American students—don't benefit much from the experience.

"If you want to be international at all, you've got to be thinking holistically," says Allan E. Good-

man, president of the Institute of International Education. “It really is a continuous process of checking in with international students and making sure they’re not in over their heads.”

To ensure that international students are well integrated into campus life, colleges have been putting more effort into orientation as well as social and academic programming that engages all students on campus.

“The challenge is to encourage those students to break out of their comfort level and explore the university dynamic,” says Ellen H. Badger, director of international student and scholar services at Binghamton, which has won an award for its campus-internationalization efforts. “But integration doesn’t need to be forced—it’s happening throughout campus every day.”

Connecting With the Community

All institutions face the challenge of bringing foreign students into the fold, but this can be particularly difficult for community colleges. It can be hard to integrate a campus where students commute in, go to their classes, and then return to work or families.

Some community colleges have handled this by focusing on off-campus activities. Northcentral Technical College, in Wisconsin, runs a program in which 41 families have agreed to act as mentors for international students. Another 19 families host students in their homes. If a mentor family is going on a picnic or to a baseball game, the family can call Northcentral’s international office and invite students to join in.

Bonnie Bissonette, the associate dean of business and international education at Northcentral, says the college also encourages international students to do volunteer work, starting at orientation, and these efforts help increase their confidence.

“We use a strong web of support for our students,” Ms. Bissonette says. “Right away they learn that by volunteering and getting out in the community, it helps them make connections with people.”

Erode Laborde came to Northcentral from Haiti last year and is studying small-business management at the college. Although Mr. Laborde says he was worried at first about coming to the United States, he adjusted by getting involved right away in a variety of activities. He joined the college’s business and international clubs, and he has volunteered for more than 250 hours in the community. Those connections helped him find emotional support and raise money when an earthquake ravaged his home country in January.

“Even though it was really hard in Haiti, and there was a lot of emotion, there was a lot of sup-

port from the community here,” he says. “Coming here and seeing how people got along with us—it was amazing.”

Making a Match

Michael Adams, president of Fairleigh Dickinson University, has frequently spoken about the need to do a better job of integrating international students on campus. When American students study abroad, colleges expect them to learn a lot both in and out of the classroom, Mr. Adams says. “We need to apply that same mind-set for the students we have coming here,” he says.

“Too many institutions have looked at foreign students as sources of revenue,” he adds. “But if you’re there to prepare people for this next generation of leadership, they need to know people. And there are informal ways to do that.”

Fairleigh Dickinson’s Office of Global Learning was designed, in part, to address this challenge. One program, called the Global Enterprise Network, provides training and internships for international graduate students who want to learn about business development.

Some colleges also have created programs in which American students are matched up with international students to help them hone their English skills and introduce them to campus life.

Binghamton University offers such a matching program, as well as one that pairs native English speakers with students who speak English as a second language.

“This allows international students to further their English skills on one side and [for each] to learn more about the [other’s] culture,” says Rebecca Johnson, a Binghamton senior from Delaware who participated in the ESL program.

The University of California at Los Angeles, which enrolled about 5,000 international students this past academic year, offers a “global-siblings” program that allows domestic students to function as both resources and friends to international classmates.

Uniting Cultures

Some campuses are creating course work specifically for international students, or to bring them together on projects with their American counterparts.

During the last academic year, the University of Southern California began offering a course called “The United States: An American Culture Series,” which teaches foreign students about food, customs, and lingo.

A criminal-justice professor at Northcentral Technical College asks his students to develop a project comparing U.S. laws with those in another country. He encourages students to find

someone on campus who is from their assigned country and simply get to know that person as a way to learn about the laws there.

Still, integrating the classroom isn't easy, especially in science and technology fields, in which many international students are enrolled.

"Students in these fields are very driven and focused, and so are the Americans," says Mr. Goodman, of the Institute of International Education. "It's possible a lot of students are clustered in labs doing what they came here to do and doing a very good job at it, but it may be more difficult for that integrated learning experience."

Binghamton has been working on that kind of integration for the past 15 years, ever since the university made internationalization part of its strategic planning. Among the changes during that time: doubling international enrollment; requiring that all undergraduates take global-proficiency courses; and adding a host of other programs focused on integrating international students into campus life.

"It's important to attract students based on their intellectual interests and not just cultural ones," Ms. Badger says. "If you're truly internationalizing your campus, the communication is going in both directions. You are integrating domestic students into the international students' culture as well."

Mr. Sekyonda, the Ugandan student, has taken advantage of Binghamton's programs. He volunteers at a local library, serves as the secretary for the National Society of Black Engineers at Binghamton, and participates in the African Student Organization and Bard in the Yard, a student group that performs Shakespeare productions.

Last fall, Mr. Sekyonda volunteered during the international-student orientation, sharing his experiences to help other students transition to the United States. The integration has gone so well, he says, that "students don't even realize I'm international."

Stems for introducing a summary

The sentence stems below can help you develop your command of academic language.

- According to Megan Gambino (2010) in her article "How Technology Makes Us Better Social Beings," (main idea).

- Megan Gambino’s (2010) article “How Technology Makes Us Better Social Beings” argues (main idea).
- Author Megan Gambino (2010) in her article “How Technology Makes Us Better Social Beings” claims (main idea).
- In “How Technology Makes Us Better Social Beings,” Megan Gambino (2010) states (main idea).
- In “Yammering Away at the Office” (2015), the author maintains (main idea). (*If no author is listed for the source.*)

Stems for narrowing the scope in a selective summary

- In particular, Gambino _____.
- More specifically, Gambino _____.
- Gambino focuses on _____.
- In their discussion / analysis / etc., Gambino _____.

You must give credit to the author throughout the summary by using reporting verbs. The frames below are also known as **“summary reminders”** because they “remind” the reader that the ideas are not from the author of the summary, but from the author of the original article.

Stems for explaining ideas in a summary

- The main idea is _____.
- Gambino explains how _____.
- Gambino argues why _____.
- Gambino states that _____.
- Gambino also argues / claims / maintains / believes that _____.
- Gambino discusses _____ and explores the issue of _____.
- The article focuses on _____ and explores issues of _____. (If the author is unknown.)
- Name(s) goes/go on to say/explain/argue/demonstrate that _____.

Stems for introducing examples

- For example, / For instance, _____.
- _____, such as _____.
- As an example of this, _____.
- To illustrate, _____.

Stems for concluding ideas in a summary

- Gambino concludes (that) _____.
- In summary, Gambino explores the issue of _____ and explains to the reader that it is important because _____.
- In summary, Gambino explores the issue of _____ and explains to the reader that _____.
- In conclusion, the main idea of the article is _____.
- In conclusion, Gambino's main idea is _____.

NOTES:

- Use the **last name** of the author throughout the summary (after the introductory sentence(s)). Avoid using “the author(s)” or “the writer(s).”
- These verbs are usually used in the *present tense* (discusses, states, explains).
- Use gender neutral language (e.g. “they”) when using pronouns for the author.

15.

REPORTING VERBS

Using Reporting Verbs Effectively

Words like “says” and “discusses” are often overused when reporting information from sources. See the chart below for alternatives to these verbs.

Categories of Reporting Verbs				
Making a claim	Recommending	Disagreeing or Questioning	Showing	Expressing Agreement
argue assert believe claim emphasize hypothesize insist maintain suggest	call for demand encourage recommend urge warn	challenge criticize contradict deny dispute question refute reject	convey demonstrate exemplify illustrate indicate propose point out show	agree affirm call for endorse reaffirm support verify

Be careful with the phrasing after your reporting verb.

Many reporting verbs can be followed by “**that:**”

- Experts **agree that** mobile devices can be distracting in the classroom.

- Gambino **claims that** ...
- X **concludes that** ...
- X **emphasizes that** ...
- X **implies that** ...
- X **maintains that** ...
- X **suggests that** ...
- X **states that** ...

How do you know if a reporting verb is followed by "that?"

Use a learner's dictionary, like the [Oxford Learners Dictionary](#), to see which words [collocate](#) with that verb.

However, some reporting verbs *cannot be followed* by "that:"

- discuss
- describe

Some reporting verbs *can* be followed by "about:"

- X **talks about** ...
- X **writes about** ...

However, some reporting verbs *cannot be followed* by "about:"

- discuss
- describe

Some reporting verbs **collocate (go together)** with specific words:

- agrees **with**
- agrees or disagrees **with the idea that**
- asks **if/whether**
- argues **for**
- calls **for**
- challenges **the notion/idea that**

- disputes **the notion/idea that**
- disagrees **with**
- explains **how/why**
- focuses **on**

Tip: Use the [Skell Sketch Engine Corpus](#) to see examples of how reporting verbs can be used.

16.

RESPONDING TO WRITING

Preview Questions:

1. What does it mean to “respond” to writing?
2. When do we respond to writing? Why?
3. Can I use “I” or other personal pronouns in a response essay?
4. Can’t I just use AI to write my personal responses?

Responding to a written text is an opportunity to engage with the text. As a reader, you should be reading actively, thinking about the information in the text. In this course, you will develop your understanding of the theme for Essay 1 by responding to one of the articles provided.

When writing a response assignment, your teacher is looking to hear “your voice.” An AI-generated response may lack your authentic voice. Write the first draft of your response on your own and use AI to refine it. BUT, be very careful of what information you share with ChatGPT since it does store all data you input. Many experts recommend avoiding inputting personal, confidential information.

Directions: Read the example and answer the questions below.

Selective Summary response example

Example student

ESL 117

Date

Selective Summary Response of “How Technology Makes Us Better Social Beings”

In the article “How Technology Makes Us Better Social Beings,” Megan Gambino (2011) contrasts how previous research showing that Social Networks (SN) have disconnected people, making them less involved in com-

munity activities. In their analysis, Gambino, explores recent research that shows the opposite trend showing that SNS have actually been instrumental in bringing people together, in real life and in virtual spaces.

According to Gambino many research studies indicate SNS may isolate people. These sites take up most of the time people would use for social gatherings and discussions about community affairs. However, research by University of Pennsylvania sociologist Keith Hampton suggests SNS have not weakened interpersonal relationships; on the contrary, they have strengthened them by making people more active at political and social events. For Gambino, SNS might become an obsession but such connections are a good one according to what Hampton found in his research. Hampton's data shows, for instance, that Facebook helps people trust in others and build closer connections with people.

Gambino also reports on the results of the Hampton's research about the use of Internet in public places. According to Hampton SNS do not result in isolating people who use SNS in public spaces; in fact, they are just interacting in a different way through social networks. While SNS users might appear to be isolated, they are engaging actively in online forums in efforts to improve society, such as spreading information about voting rights and ways to register to vote. The article concludes with the idea of Piedmont-Palladino, who warns society about these changes and suggests people should adapt in order to make society healthier.

I find the result of Hampton's research about how people feel they can trust more people very compelling. He claims, "People who use Facebook multiple times a day are 43 percent more likely than other internet users to feel that most people can be trusted" (as cited in Gambino, 2011, p. 40). In other words, his study seems to suggest that frequent Facebook users tend to feel other people are trustworthy. Even though this research was conducted by a specialist through surveys to American adults I don't think that it reflects reality.

I disagree to some extent with that result because I consider SNS can actually make us doubt who we should trust or not. Currently, the Internet represents a freedom of expression, and it barely has any regulations about what you publish online at all. In web sites such as Facebook who decides what to publish and what not is you; furthermore, you decide which self-image you want to show the world. There is a popular American TV show called "Catfish" which brings real life stories about people who fall in love online but have never met their crush. Then, once they meet most of them weren't what they said they were, hurting the person in love. I consider most people are now aware of how people can cheat on you by having a different identity online or simply showing the bright side of his\her life or what might interest you just to catch your attention. However, those are all lies or maybe only partially true.

In my personal experience my family, my friends, and I have a very strict way when we want to accept a friend request of someone wants to start a conversation. We typically only connect with people we know within our circle. I think the way our parents and society in general teach us to use the Internet is changing. Most people are now more careful about who to trust online and everywhere in general. Due to the progress of technology,

fraud and deceit is increasing, so I think people are more aware of that, and on the contrary to the result of the Hampton's research people are actually more doubtful about who to trust.

Despite the lack of trust, I do believe SNS offers more benefits than disadvantages, especially to tighten relationships. In my personal experience being an international student in the United States, Social Networks provide me an easy way to communicate with my relatives and friends faster. In these cases, these are people I already know, so I trust messages and friend requests. It also allows me to be in touch with people I haven't seen in years. A few days ago, I received a friend request on Facebook of a girl who was a closer friend of mine in elementary school but then she move to a different city and I hadn't heard from her in years until now. Ultimately, I think it is better to be a little skeptical about strangers to protect yourself, but it is worth making the effort to use SNS for keeping in touch with those who are near and far.

Reference

Gambino, M. (2011, July 11). How technology makes us better social beings. *Smithsonian Magazine*.
<http://www.smithsonianmag.com/science-nature/>

EXERCISE #1: Analyze the selective summary response example

1. Look at the first two sentences of the summary. Has the writer included the required elements of a summary introduction?
2. Identify the overall thesis and narrowed scope.
3. Where does the response begin? What language signals the start of the response?
4. Does the writer properly introduce and cite the quotation?
5. What is the idea the reader responds to?
6. What techniques has the writer use to respond to the idea?
7. What information is included in the reference?
8. Identify all the transitions used in the summary response.

EXERCISE #2: Practice responding to ideas in an article

1. Look at the article you will respond to and identify one or two sentences you find interesting.
2. Paraphrase the sentences.
3. With a partner, read the original sentences and your paraphrase.
4. Discuss your reaction to the idea you have chosen.

17.

RESPONSE TECHNIQUES

The goal of a response essay is to communicate to the reader your personal viewpoint, experience, or reaction to a text. A response has two parts: First, tell the reader what important idea from a text you want to respond to. Next, convey your reflections on the idea through one of the techniques below.

Characteristics of a response

1. A response begins with an **idea** that is interesting to you or you feel is important.
2. A response is **subjective**, expressing your opinion or perspective.
3. A response uses one or more of the techniques below:
 1. **Personal experience** – Write about something you experienced (or someone you know) that relates to an idea in the article.
 2. **Agree or disagree** – Identify a point you agree or disagree with and explain why.
 3. **Application** – Identify an idea or information in the article and apply it to something you have seen or heard before. You might compare something in the article to something you previously learned or analyze an idea in the article based on information you already know.

Three techniques for writing a response

When writing response, read the article and imagine you are talking to the writer. What questions might you ask? What comments might you make? How might you relate to the ideas in the article? Take notes in the margins as you read. You can use these notes later as you write your response.

The following examples respond to ideas from Megan Gambino’s (2011) article “How Technology Makes Us Better Social Beings.”

Example 1: Personal experience response

One issue from the article that I'd like to discuss is the positive effect of using social websites.

****Keith Hampton, a sociologist of the University of Pennsylvania** says, "People who use sites like Facebook actually have more close relationships and are more likely to be involved in civic and political activities" (as cited in Gambino, 2011, p. 40). The author's point is that after using social networking, people care more about the political events and the relationship between each other is also better.

In fact, the Internet and SNS have made us, as active citizens and "social beings" as Gambino says, more connected and united than ever before. I agree with his sentiment and can illustrate it with a personal example. When I first left my country to come to the United States to pursue my university degree, it was the first time ever in my life to be so far away from home to study without knowing anyone in a place. Fortunately, I got an invitation from Malaysian Undergraduate Student Organization of Madison to join their group on Facebook before I left my country. As a result, meeting other Malaysian students in Madison before I arrived, I felt much better prepared and more confident in my journey to next the part of my life. Even now, I use SNS to make new friends and stay in contact with my high school best buddies every day. Although I do not go out to bars or parties to meet new friends and I am miles apart from my high school besties, I am still able to interact and socialize with them as a result of technology and SNS.

EXERCISE #1:

1. Identify the issue/idea this response will focus on.
2. Identify the quotation.
3. Identify the paraphrase and the words that introduce the paraphrase.
4. How does the writer share their personal experience and relate it to the article? Identify an interesting detail the writer uses in the response.

Example 2: Agree/disagree response

Another idea I'd like to respond to focuses on how people rely on the Internet. Gambino (2011) states, "About 25% of those observed using the Internet in public spaces said that they had not visited the space before they could access the Internet there" (p. 41). In other words, people already take Internet as an important part in their life and expect to access it wherever they go.

I strongly agree with this argument. For example, I am taking six courses this semester, and three-quarters of my homework and readings are posted online. If the Internet is inaccessible in my resident hall, I will definitely consider moving out. Moreover, I only visit buildings on campus where the wifi signal is strong. Most of the libraries are good for this, but I found the connectivity in Van Vlek Math Building is not so good, so I don't go there anymore. I am not a geology major, but my friend told me the wifi in the geology library is really fast, so now I study there in the afternoons. In short, I definitely feel that accessibility to the Internet heavily influences whether or not people will use a public space.

EXERCISE #2

1. Identify the issue/idea this response will focus on.
2. Identify the quotation.
3. Identify the paraphrase and the words that introduce the paraphrase.
4. How does the writer share their personal opinion and relate it to the article? Identify an interesting detail the writer uses in the response.

Example 3: Application response

One important topic that I'd like to address is how people use technology in public areas. Keith Hampton, a sociologist of the University of Pennsylvania said, "Laptop users are not alone in the true sense because they are interacting with very diverse people through social networking

websites, e-mail, video conferencing, Skype, instant message and a multitude of other ways" (as cited in Gambino, 2011, p. 40). This means that people who use mobile technology in public areas in fact communicate and share information with people through social networking sites, video, e-mail and many other media, and hence they are not isolated.

This reminds me of why Mark Zuckerberg wanted to create Facebook. He originally created it to build connections among students at Harvard University, but it has grown to become a way to bring people together from anywhere in the world. By 2006, it became accessible beyond universities to anyone with an email address (Phillips, 2007, p. 1). What he initially thought would be just limited to one school has become a way for people around the world to connect with each other, and now most people seem to use it on their mobile devices at any time or in any place. Through Facebook, and other social networking sites, people do not have to feel alone any more, even if they are sitting alone in a Starbucks drinking a coffee.

EXERCISE #3:

1. Identify the issue/idea this response will focus on.
2. Identify the quotation.
3. Identify the paraphrase and the words that introduce the paraphrase.
4. How is the application example different from the previous examples? Identify an interesting detail the writer uses in the response.

18.

COMBINING A SUMMARY AND RESPONSE

One way to explore a topic is to read and respond to an article. Such an assignment typically begins with a summary of the article followed by a response to idea(s) in the article. The format of a summary response assignment can vary depending on the course and instructor, but it is a common type of academic assignment.

Three steps in a summary-response assignment:

1. Begin with a summary of the article. This will familiarize the audience with the context of your response.
2. Include an introduction to the response. Identify an idea by quoting the idea and then paraphrasing the idea.
3. Explain your response to the idea. Through one or more of the response techniques, explain your reaction to the idea.

Format for introducing a response: Quote + paraphrase + response

Look at the beginning of the response below. Notice the required components:

- Citation (author's name and page number)
- Date
- Quotation
- Paraphrase of the quote
- The start to the response

Example: Gambino (2011) writes, "The thoughtful and critical use of social networks enables users to engage in current political or other civic actions through an online format" (p. 1). Gam-

bino suggests that those who use social networks thoughtfully may be able to participate in political activities simply by being online. This idea reminds me of when...

Notice that the example follows this format:

- Last name (date) writes, “Exact quote here” (p. X). In other words, ... (paraphrase of this idea). I find this **topic / idea / concept / example** interesting because...

Stems for introducing a summary

The sentence stems below can help you develop your command of more complex academic language.

- In “article title” author’s first name and last name (year) examines /discusses /claims.... main idea.

Stems for narrowing the scope in a selective summary

- In particular, Gambino _____.
- More specifically, Gambino _____.
- Gambino focuses on _____.
- In their discussion / analysis / etc., Gambino _____.

Stems **to begin your response:** (you are not limited to these and you can modify them):

- Last name (date) writes, “Exact quote here” (p. X). In other words, ... (paraphrase of this idea). I find this **topic/idea/concept/example** interesting because...
- The *first* **topic** I’d like to discuss is ... (identify the topic). Last name (date) states, “Exact quote here” (p. X). In other words, ... (paraphrase of this idea). I was surprised with this finding....
- One *important* **idea** concerns ... (identify the idea). Last name (date) indicates, “Exact quote here” (p. X). In other words, ... (paraphrase of this idea). In my experience...
- Another *critical* **issue** I’d like to address is ... (identify the issue). Last name (date) points out, “Exact quote here” (p. X). In other words, ... (paraphrase of this idea). This reminds me of when...
- (Identify the topic) ... is very interesting to me. Last name (date) suggests, “Exact quote here” (p. X). In

other words, ... (paraphrase of this idea). This example can be compared to...

Note: *you do NOT need to include the title in the beginning of your response because you already included the title in the summary section.*

Stem **for an indirect source:**

- **Some people argue** that ... (identify the idea). X (name plus credential) said, “Exact quote here” (as cited in Name, year, p. X). In other words, ... (paraphrase of this idea). I agree with them to some extent, but...

Example: Some experts point out the problems of social networking sites. Stanford University Professor Jean Anderson claims, “These sites tend to (full quote here) ...” (as cited in Cook, 2019, p. 6). Anderson means here that...paraphrase.... I agree with Anderson to some extent, but.... (response).

Stems **to introduce a paraphrase:**

- What Anderson means is...
- Anderson means that...
- This means that...
- That is to say, ...
- Anderson’s point is that...
- What s/he/they is/are suggesting/implies/saying is that...
- What Anderson wants to express is...

Stems **to show agreement:**

- I totally/completely agree with X about/that...
- I agree with X about...
- I find X’s perspective on to be quite compelling.
- I sympathize with the author’s point about...

Stems **to show concession:**

- I agree with X about ... to some extent, but...
- While I agree with X to some extent...
- I am not entirely in agreement with X about/that...
- My feelings on the issue are mixed. I do support X’s position on ..., but I find Y’s argument about... to

be equally persuasive.

Stems to show disagreement:

- I disagree with X's point that...
- I strongly disagree with X about...
- I disagree with X's claim that.... because...
- I disagree with X's view that... because, as recent research has shown...
- I find it surprising that I just can't believe that.....

Stems to introduce examples, personal experience, and comparisons:

- This example makes me think about...
- Based on my experience, ...
- This reminds me of...
- This makes me think of...

Vocabulary alternatives:

1. For **topic**: idea, concept, example, issue, problem, challenge, obstacle...
2. For **adjectives** to modify the topic: important, significant, critical, interesting, first, second, next, another

19.

PARTIAL QUOTES

Sometimes an author may use a single word or phrase in a sentence in a way that is unique or creative and thus difficult to paraphrase. In this situation, using a *partial quotation (or partial quote)* is probably more appropriate than directly quoting the entire sentence.

Partial quotations a good option when you only want to include only a few specific exact words from a text. This allows you to integrate and utilize important words or short phrases from another author's text without using an excessive amount of direct quotations in your writing. Like any other time you use another writer's words or ideas, you must provide a proper citation.

Here is an example of a partial quote taken from an article written by Fischer:

Original sentence:

On some campuses, many students come from the same set of internationally focused high schools in Beijing and Shanghai and import their cliques and social networks (Fischer, 2011, p. 15).

Partial quote:

Some students from the same international high schools in large Chinese cities will “import their cliques” with them when they come to U.S. universities (Fischer, 2011, p. 15).

PART IV

UNIT 4: FUNDAMENTALS OF ACADEMIC ESSAY WRITING

In this Unit

- Understanding essay organization
- Creating a research question
- Writing a thesis statement
- Developing a detailed outline
- Introduction to evidence integration

20.

EXPLORING THE ESSAY

Parts of an Essay

An essay typically has three basic parts, the introduction, the body, and the conclusion.

Student Model for Essay 1

The essay below is an authentic student essay. This essay was chosen as a model because it effectively demonstrates the characteristics of academic writing and has an important message for the reader.

Student name

ESL 117

Essay #1, Draft #3

The Value of Peer Review in Improving Students' Writing

The process of writing academic papers involves many steps: exploring a topic through reading and writing, narrowing a topic, organizing the ideas, writing multiple drafts, getting feedback and making revisions. Over multiple drafts, the writer refines his/her ideas in part by getting feedback from readers. In a classroom, the teacher and the classmates, or peers, can serve as easily accessible readers. Peer feedback, also called peer review or peer response, is widely used in writing classes for both native speakers and English as a Second Language (ESL) students. Peer review benefits both the writer and the reviewer, and it can be just as useful as teacher feedback.

Peer review is used in ESL classes to improve student's English writing or get better grades on writing assignments. Many ESL programs involve international students in peer review to improve their writing skills, and many studies support the idea that peer review is essential to

improve students' writing skills. Bijami, Kashef and Nejad (2013) state that critical and specific peer comments can be utilized to enhance students' writing skills and help students become competent writers (p.93). Peer comments can address specific aspects of writing. For example, peer comments help students improve their writing ability in terms of organization and content (Zeqiri, 2012, p. 50). Moreover, helping the writer identify the strengths and weaknesses in their writing helps the writer develop self-awareness. According to Tsui and Ng (2000), it is often difficult for students to see their own weaknesses, but peers can point out these problems (p. 166). These examples illustrate how ESL students' writing skills can be enhanced through peer review because it helps them improve awareness of their papers' strengths and weaknesses.

Not only does peer review benefit the writer, identifying strengths and weaknesses in another student's writing plays an important role in improving the reviewer's own writing ability. An important writing skill is to be able to recognize good writing by critically evaluating writing. By reading their classmates' papers critically, students learn more about what makes writing successful and effective (Bijami et al., 2013, p. 94). In this way, reading other's papers and being given criteria to look for allows students have a chance to develop these skills.

Furthermore, peer review seems to have some unexpected benefits for the reviewer. There are some studies that show that students who review peers' papers are more likely to improve their writing ability than students who receive peers' comments. Lundstrom and Baker (2009) conducted a study which compared the improvements in writing between givers and receivers of peer feedback and found that of the two groups, the giver group made more progress in writing than the receiver group (p. 32). This finding shows the givers (or reviewers) learned to judge their own work self-critically by evaluating their peers' writing and transferring this knowledge to their own writing, resulting in significant improvements on their own papers. Thus, responding to a peer's paper is an important way for a student to improve his/her own writing.

There are additional advantages of peer review for both the writer and the reviewer in terms of language skills, classroom environment, and confidence. Peer review not only helps students improve their writing skills but also helps them develop language skills. Language skills are developed through interaction and communication. Lundstrom and Baker (2009) write that peer review enhances not only students' writing skills but also students' speaking and listening skills (p. 31). Such research suggests that peer review can improve ESL students' oral skills because they are involved in meaningful discussion and negotiations. Furthermore, peer review creates a student-centered classroom environment where students work together. Peer review encourages collaborative learning, in which students learn from and support each other (Tsui &

Ng, 2000, p. 167). This collaborative group work helps to form a community of learners. In addition, peer review can increase a student's interest and confidence in writing. Rather than relying on the teacher, the student is actively involved in the writing process (Bijami et al., 2013, p. 94). Such emphasis on learning independently further demonstrates the claim that as students take more responsibility for their writing, from developing their topic to writing drafts, they become more confident and inspired.

Although many students tend to prefer teacher feedback to peer feedback, there is evidence that peer review can be as helpful and meaningful as teacher feedback. In fact, recent studies reveal that there is no significant difference between teacher feedback and peer feedback in terms of improvement in students' writing skills. In their study, Ruegg (2015) found that even though students who received teacher comments showed better performance on grammar than students who received peer comments, there was little difference between teacher comments and peer comments with regard to students' improvements in areas such as organization, content, vocabulary, academic style and final grades (pp. 79-80). That is, peer feedback can be as effective as teacher feedback in revising students' compositions and covers a wide range of writing skills. Based on their research which compared students who received peer comments to students who received teacher comments, Eksi's findings (2012) also support Ruegg's point that peer feedback enabled students to make significant writing improvements (p. 43). In sum, both teacher feedback and peer feedback helped students improve the quality of their writing.

In addition, teacher feedback and peer feedback can complement each other. To demonstrate this, Tsui and Ng (2000) cite a study in which 90% of the ESL students gave peer feedback that was judged to be valid by the teacher, and 60% of the students gave appropriate advice on aspects that had not been pointed out by the teacher (p. 149). These results mean that the vast majority of the student feedback was useful and accurate, and the students got additional feedback from peers that they would not have had if only the teacher had read the paper. Thus, peer feedback can expand the amount of useful feedback that the writer receives.

Many studies have shown the advantages of peer review such as improving students' writing ability and language skills, developing students' critical thinking skills and creating a student-centered classroom environment. That peer review is a time-consuming activity for both writing teachers and students is an undeniable fact, and students who are inexperienced in peer review will need training and guidance. Nevertheless, this investment in time and training gives students a powerful way to improve not only their writing skills, but also their abilities as thinkers and problem-solvers.

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21.

CREATING A RESEARCH QUESTION

Use a **research question (RQ) to guide your research**. As you read your sources and review your notes, look for answers to the research question.

A Research question has two parts:

1. It identifies the topic, as a noun or noun phrase.
2. It includes a focus, indicating what you will say about the topic. The focus serves as a guide so you know what type of information to look for as you read.

Example research question

Why do people become addicted to social media?

In the example above, the general topic is “addicted to social media” and the focus is about why they become addicted to social media, or in other words, the causes. If this were your topic, you would review your sources and notes looking for answers to why people become addicted to social media.

EXERCISE: Types of focus



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=150#h5p-3>

Adapted from: Dollahite, N.E. & Huan, J. (2012). *SourceWork: Academic Writing for Success*.

YOUR TURN: For each research question, identify the following:

- The topic
- The type of focus
- The information to look for

Example #1: How much do test preparation courses impact students' TOEFL and IELTS scores?

Example #2: Should the age to get a driver's license be raised from 16 to 18?

Example #3: How do the university school systems in the United States and South Korea compare with each other?

Research questions with more than one focus

Example research question:

- In what ways can understanding the causes of smart phone addiction help a person to stop using it compulsively?

In the example above, the research question has two focuses:

1. The causes of smart phone addiction (cause)
2. The methods for stopping them (process)

22.

CREATING A ROUGH OUTLINE

Preview Questions:

1. What is a rough outline? What information does a rough outline include?
2. What is the purpose of writing a rough outline? How might it be helpful for you?

You have been reading and taking notes, developing a broad understanding of the topic. You should have some sense of how to answer your research question. As you read, identify the “answers” (evidence) to your research question. Create a rough outline to organize your ideas.

A **rough outline (RO)** is a tentative plan of what your essay will look like. It includes:

1. Your research question (RQ).
2. The focus of your research question.
3. The answer to your RQ, expressed as a short list of categories.

Example:

Research Question:	Why do people become addicted to social media?
Focs of RQ:	Causes
Answers to RA:	1. Social validation
	2. Fear of missing out
	3. Brain chemistry

Technique for creating a rough outline: Brainstorming a list

1. Review your notes and articles.
2. Write your research question at the top of your paper.
3. Brainstorm a list of words or phrases that answer your research question.
4. Review your list and see which words seem to go together. Label groups of words with a different number for each “category” you notice. (In the example below there are four categories, so each answer has been labeled 1, 2, 3, or 4.)
5. Put your rough outline away and look at it later with “fresh eyes.” Is there anything you would like to change or add?

Note: You will continue to refine this rough outline. It will help you write your thesis statement and your detailed outline, and it is likely to change as you explore your topic.

Example Rough Outline

1. Research question

What makes a good university?

Focus type(s) – choose one or more.

cause	effect	comparison	<u>definition</u>	<u>classification</u>	process	argument	prob & solution
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2. Do an in-depth, focused reading of your sources. Look for evidence which answers your research question. Make a **list of 10-15 phrases which answer the RQ.**

·	libraries with print and digital collections 1	·	modern research lab facilities 1 and/or 2
·	computer labs and tech support 3	·	ability to access course info on phones 3
·	small class sizes 2	·	top ranking business program 2
·	luxury dorms 1	·	high quality ESL program 2
·	exercise facilities 1	·	course management system (Canvas) 3
·	lots of choices for classes 2	·	opportunities for internships 4
·	diverse student population 4	·	volunteering opportunities 4
·	many different types of clubs and organizations 4	·	good cafeterias 1
·	professors with good degrees 2	·	study abroad programs 2 and/or 4

3. Categorize: Analyze the list and group similar ideas together into **categories**. Put numbers next to each item designating its category. Then identify a **word or phrase** to describe each category. List the categories as 3-4 supporting points in a **rough outline**:

- modern campus facilities
- high quality instruction
- technological support for student learning
- opportunities for student growth and development

4. Write a tentative **thesis statement**. Limit your supporting points to the three most important.

An attractive university typically offers high quality instruction, technological support, and opportunities for student growth and development.

23.

WRITING A THESIS STATEMENT

Preview Questions:

1. What is a thesis statement? How does a thesis statement help you when writing an essay?
2. What are some characteristics of a good thesis statement?
3. What are some common problems with thesis statements?
4. Is it OK to change your thesis statement as you develop your essay?

A **thesis statement** is usually one sentence long (though you may see longer thesis statements in ESL 118). Think of a thesis statement as a type of “map” which tells the reader where your essay will “go” and what the reader can expect.

Characteristics of an effective thesis statement

1. It includes the topic and focus. The thesis statement answers your research question.
2. It includes an overview of your supporting points. These points are logically connected to your focus.
3. It is not too long or too short; it provides sufficient information.
4. A good thesis statement is written in formal, academic style, with appropriate and correct vocabulary and grammar. A good thesis statement is clear.

1 Topic and Focus

The thesis statement is a concise answer to your Research Question. It states the topic of your essay and expresses the focus.

Example:

- topic: social media addiction
- focus: why young people become addicted (causes)
- thesis: Young people become addicted to social media because their brain chemistry puts them at risk for addiction, they need personal validation, and they are afraid of being left out.

2 Overview of Supporting Points

Your thesis statement should include a list of your supporting points. This overview shows the reader what you will write about and how those ideas will be organized. The example below illustrates the relationship between the [rough outline](#), supporting points, and thesis statement.

Example:

- research question: What are the effects of smart phone addiction?
- focus: Effects
- answers to RQ:
 - Back and neck pain
 - Shorter attention span
 - Damage to eyesight from blue light
 - Disrupted sleep
 - Source of anxiety and stress
- thesis statement: Smart phone addiction can lead to an increase in anxiety and stress, a decrease in attention span, and physical problems like back and neck pain.

Notice that the writer did not use all five “answers” to their research question, but instead selected the three

most important points. In addition, the writer has ordered the points so that there is a logical flow from what the reader perceives to be the most important point to less important point.

3 Provides sufficient information

Express the supporting points as single words or short phrases, but avoid expressing the supporting points as full sentences.

Thesis Statement	Analysis
International students face many challenges.	Missing supporting points.
The most critical challenges that international students face include culture shock and language barriers, consequently leading to stress.	Acceptable
To this extent, the most critical challenges that international students face include experiencing culture shock in and out of the classroom and overcoming language barriers in their daily life, consequently leading to stress and anxiety.	Acceptable
To this extent, the most critical challenges that international students face include experiencing culture shock in and out of the classroom, blocking their academic achievement, along with encountering language barriers in their daily life, and having to deal with the mental and physical effects of increased stress and anxiety as a result of all of these problems.	Contains too much information

4 Uses academic style

In academic writing, a thesis statement is expressed using formal, academic writing style. Refer to [Writing Academic Tips](#) as a reminder of what this means.

In a nutshell, I'm going to explain three ways U.S. colleges have tried to make international students feel more comfortable, like having peer advising things, giving them lots of academic resources, and helping them figure out new expectations.	Informal language; appropriate for speaking (e.g. giving presentations).
Therefore, in the following essay, I will outline three reasons U.S. colleges have strived to accommodate international students: they include offering professional and peer advising and mentoring, providing ample academic and activity resources, and helping students meet new academic culture expectations.	Formal language, but avoid using "I" in assignments for this course; may be appropriate for assignments in other courses.
Therefore, U.S. colleges have strived to accommodate international students by offering professional and peer advising and mentoring, providing ample academic and activity resources, and helping students meet new academic culture expectations.	Appropriate for assignments in this course.

5 Uses precise vocabulary

An effective thesis statement will use accurate, appropriate vocabulary. Choose the correct vocabulary to express your focus by consulting a dictionary and thesaurus. Use a corpus for checking **collocations** (like [Skell Sketch Engine](#)).

6 Supporting points are grammatically parallel

The supporting points should be grammatically parallel. This means each point should be expressed using the same grammatical structure. See the examples below:

1. An effective Academic ESL Program is based on three components: **qualified instructors, an appropriate curriculum, and support from the university.**

1. *Notice how each supporting point is expressed as a noun phrase.*

2. To develop a successful STEM program, a university must undergo strict regulations beginning with formul**ating** program goals, devel**oping** courses, and hir**ing** faculty.

1. *Notice how each supporting point is expressed as a verb + ing phrase.*

3. The use of laptops should be allowed in the classroom because they **facilitate faster note-taking, promote better organization of information, and provide access to supplemental information.**

1. *Notice how each supporting point is expressed as a short clause.*

7 Should express a logical relationship among points whenever possible

When there are connections between points, determine the type of relationship between your points (e.g. cause-effect, sequence). Then include language to demonstrate the connections to your reader.

Example 1: Notice how the example below lists three points:

- To this extent, the most critical challenges that international students face include experiencing culture shock in and out of the classroom, overcoming language barriers in their daily life, ***and dealing with stress and anxiety.***

In the revision, the writer expresses a **cause – effect** relationship:

- To this extent, the most critical challenges that international students face include experiencing culture shock in and out of the classroom and overcoming language barriers in their daily life, ***consequently leading to stress and anxiety.***

Example 2: Notice again how the example below lists three points:

- Therefore, U.S. colleges have strived to accommodate international students by offering professional and peer advising and mentoring, providing ample academic and activity resources, ***and helping students meet new academic culture expectations.***

In the revision, the writer expresses a **cause – effect** relationship:

- Therefore, U.S. colleges have strived to accommodate international students by offering professional and peer advising and mentoring, along with ample academic and activity resources, ***ultimately helping students meet new academic culture expectations.***

Example 3: This writer has expressed a **process** along with a **cause-effect** relationship:

- Universities should combine synchronous and asynchronous techniques to optimize students' online learning that offers accessible, interactive, and flexible education ***while keeping up with*** technology.

Example 4: This writer has expressed a **cause – effect** relationship:

- Universities should blend synchronous and asynchronous learning, for the purpose of combining their advantages to offer greater flexibility and efficiency in student learning, ***ultimately leading to*** improved learning effectiveness.

Example 5: This writer has expressed a **cause – effect** relationship:

- Online classes in higher education institutions should combine different modes of studying and be more affordable, ***both of which*** make education increasingly accessible and inclusive for students worldwide.

Problems with thesis statements

Keep the criteria above in mind to avoid these problems:

- A lack of focus
- A lack of supporting points
- Supporting points are not logically connected to the focus
- Contains too much information
- Use inappropriate, imprecise, or ungrammatical language
- Supporting points are not expressed using parallel (similar) grammar

24.

EVIDENCE SELECTION

Preview Questions:

1. What types of evidence can you use in your essay?
2. What are the criteria for determining if a piece of evidence is appropriate to use in your essay?
3. Why should you strive to use a variety of types of evidence?

Your next step is to locate evidence to support your claims.

Criteria for selecting effective evidence

1. You must be able to understand and explain the evidence easily and clearly.
2. The evidence should be directly related to your supporting points; it must support your thesis.
3. A variety of types of evidence can make your writing more credible.

1 Easy to understand

If you find an article, but cannot understand the information in the article, it will be difficult or even impossible to use the evidence. You must therefore make sure you can understand the information you want to use so you can paraphrase it clearly. Since most of the evidence you use will be paraphrased (not quoted), it is essential that you select information that you can easily express in your own words.

2 Supports your thesis statement

The evidence must be directly related to your topic and thesis statement. Even if the information is very interesting and easy to paraphrase, if it is not related to your thesis, it could lead to problems with logic or cause confusion in your writing.

3 Types of evidence

Using various types of evidence will show your reader you are familiar with the topic. There are two general categories of evidence, documented and undocumented.

Documented

Documented evidence is information for which the writer provides a source (and includes a citation). Documented evidence has therefore, been “documented” or “written down” previously and recorded for the public.

Types of documented evidence may include facts, statistics, expert opinions, examples, or anecdotes that the reader can locate in the original publication based on the citation and reference.

Examples:

- Nearly 98% of UW students bring a laptop or other device to class (Pierce, 2013, p. 1).
- The UW-Madison will offer free tuition to transfer students who are the first in their families to attend college (Savidge, 2017, p. 1).

- **Note:** If you are writing an essay about social media use among college students, it would be fairly easy to look at the percent (the number of) students who have Facebook or Instagram accounts. You could include these numbers, along with a citation and reference, in your essay as documented evidence.

Undocumented

Undocumented evidence may include general knowledge that most people accept to be true. What constitutes such shared knowledge may differ depending on the audience, but a good way to think about this is to ask yourself whether or not it is likely that most people will know what you are writing about without having to look up the information.

Examples:

- Teenagers feel pressure to fit in with those around them.
- In the United States, cars drive on the right side of the road.

- **Note:** It is also possible that some facts can be undocumented.
 - It is a simple fact that the earth travels around the sun; we all know and accept this as a truth, and it's unnecessary to include a citation.
 - Now imagine you are writing an essay about college students and social media. It may be **common knowledge** that having a social media account is typical for most college students. Therefore, it may be possible in your essay to assert that most college students have some type of social media account, and this assertion could be considered undocumented evidence, which means you would not need to include a citation.
 - However, such an assertion could further be supplemented (and strengthened) with documented evidence such as which particular accounts are most common and what percent of students have them. In this way, documented and undocumented evidence can work together.
- Another rough guideline is that if you can easily locate the information in five sources, it might be considered undocumented. Check with your instructor if you are unsure whether evidence is undocumented.

4 Types of evidence: Support your writing with a variety of evidence

Look at the types of evidence below and their examples. Which are most appropriate for academic writing?

type	example
1. fact	A study conducted last year shows a link between eating animal products and an increase in lifestyle diseases, such as type two diabetes.
2. statistic	Ninety-eight percent of all UW students bring a portable device, such as a PC or tablet, to class.
3. expert opinion	Linguist Steven Pinker believes people who are bilingual experience culture differently than monolingual speakers.
4. example	Many online and technical companies are allowing their employees to telecommute, or work from home. Apple's customer service employees, for example, can work remotely.
5. personal experience	I prepared for my chemistry test by meeting with a study group every week, and it really helped me a lot. My weekly quiz scores improved.
6. undocumented evidence	Most first year students live in the dorms and then move off campus when they are sophomores or juniors.

Key Takeaways

- Strive to use documented evidence in your essay.
- If you are unsure whether evidence is documented or undocumented, ask your instructor.
- Use a variety of *types* of evidence and perspectives to make your essay more credible.

Knowledge Check: Revisit this exercise on Common Knowledge



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=160#h5p-10>

25.

WRITING A DETAILED OUTLINE

Preview Questions:

1. How is a detailed outline different from a rough outline?
2. What information should be included in a detailed outline?
3. Why are detailed outlines important? How can they help you as a writer?
4. What are some possible formats of detailed outlines? Which format do you typically use?

Use your rough outline and evidence to create a **detailed outline** which will be a guide for constructing your first draft.

A detailed outline includes:

- (a research question)
- a thesis statement
- topic sentences to express each supporting point
- evidence for each supporting point
- citations to indicate where each piece of evidence is from

The detailed outline is a tool for organizing ideas, but it can be modified during the writing process (e.g. you might change the order of ideas or add or delete information). The **traditional alphanumeric outline** below is one of the most common in academic writing. It is easy to construct using the outline features in MS Word.

Example 1: An alphanumeric outline

Research question:

This is an example of an alphanumeric outline

- I. Introduction:
 - A. Opening statements (to engage the reader and introduce the topic):
 - B. Thesis statement:
- II. (Body) First supporting point (topic sentence):
 - A. Evidence 1: Paraphrase (with citation):
 - B. Evidence 2: Paraphrase (with citation):
 - C. Evidence 3: Paraphrase (with citation):
- III. (Body) Second supporting point (topic sentence):
 - A. Evidence 1: Paraphrase (with citation):
 - B. Evidence 2: Paraphrase (with citation):
 - C. Evidence 3: Paraphrase (with citation):
- IV. (Body) Third supporting point (topic sentence):
 - A. Evidence 1: Paraphrase (with citation):
 - B. Evidence 2: Paraphrase (with citation):
 - C. Evidence 3: Paraphrase (with citation):
- V. Conclusion:
 - A. Final analysis or interpretation of main point:
 - B. Ending comment (an opinion, a prediction, a recommendation, etc):

Additional examples

It does not matter whether you use numbers, letters, bullets, or other symbols; what is important is that you use a reasonable, clear visual method to represent your overall organization and hierarchy of main ideas and supporting ideas.

Here are additional examples, which accomplish the same goal as the outline above:

Example 2

Research question:

1. Introduction:
 1. Opening statements (to engage the reader and introduce the topic):
 2. Thesis statement:

3. (Body) First supporting point (topic sentence):
 1. Evidence 1: Paraphrase (with citation):
 2. Evidence 2: Paraphrase (with citation):
 3. Evidence 3: Paraphrase (with citation):

4. (Body) Second supporting point (topic sentence):
 1. Evidence 1: Paraphrase (with citation):
 2. Evidence 2: Paraphrase (with citation):
 3. Evidence 3: Paraphrase (with citation):

5. (Body) Third supporting point (topic sentence):
 1. Evidence 1: Paraphrase (with citation):
 2. Evidence 2: Paraphrase (with citation):
 3. Evidence 3: Paraphrase (with citation):

6. Conclusion:
 1. Final analysis or interpretation of main point:
 2. Ending comment (an opinion, a prediction, a recommendation, etc):

Example 3

Research question:

- Introduction:
 - Opening statements (to engage the reader and introduce the topic):
 - Thesis statement:

- (Body) First supporting point (topic sentence):
 - Evidence 1: Paraphrase (with citation):
 - Evidence 2: Paraphrase (with citation):
 - Evidence 3: Paraphrase (with citation):

- (Body) Second supporting point (topic sentence):

- Evidence 1: Paraphrase (with citation):
- Evidence 2: Paraphrase (with citation):
- Evidence 3: Paraphrase (with citation):

- (Body) Third supporting point (topic sentence):
 - Evidence 1: Paraphrase (with citation):
 - Evidence 2: Paraphrase (with citation):
 - Evidence 3: Paraphrase (with citation):

- Conclusion:
 - Final analysis or interpretation of main point:
 - Ending comment (an opinion, a prediction, a recommendation, etc):

26.

ESSAY STRUCTURE

You may have learned how to write a “5-paragraph” essay with an introduction, three body paragraphs, and conclusion. This is a good starting place. The academic writing conventions you will learn in this course will be expanded upon in ESL 118, where you will learn more advanced approaches to academic writing.

Preview Questions:

1. What does a “typical” essay look like? What are the parts of an essay?
2. What are the parts of a paragraph?
3. What are the qualities of a good paragraph?
4. What’s the difference between a thesis statement and a topic sentence?
5. Does every paragraph need a concluding sentence?

Topic Sentences

Writers can and should create a very clear “skeleton” for the ideas in an essay. That skeleton (or **outline** if you don’t like skeletons) usually consists of **the thesis statement and the topic sentences** for each paragraph or section of the essay.

Topic sentences in an essay lead the reader through your ideas in a way that feels logical and “readable.”

Good topic sentences include all of the following:

1. Some kind of **transition** (The most significant challenge...; Another important aspect of...; The final factor to consider...)
2. A **thesis reminder** (e.g. “challenge” in the example above; Other common “thesis ingredients” are reasons, advantages, problems, and so on.)
3. The **topic** of the paragraph (Let’s imagine it is technical problems)
4. The **controlling idea** of the paragraph (What are you saying about the topic?)

When you put all of these things together, you might write the following topic sentence for one of your paragraphs/sections:

One challenge for students taking online courses is technical problems, which can have a negative effect on students’ success in a course.

Note: Often a section of your essay (one of your main points) requires more than one paragraph. In that case, only the first paragraph in the *section* requires this kind of “major transition.” Each additional paragraph still needs a topic sentence, but the goal is simply a smooth continuation of the same idea with a transition to the new sub-topic.

Suggestion: Your topic sentence repeats a supporting point (expressed in the thesis statement), but **does so in a way that is different from the thesis** (with **new vocabulary or different word forms**, if possible)

Exercise #1

Examine the thesis statement and topic sentences from the Peer Review Student Model. Discuss whether they contain the elements listed above. Suggest how they might be improved.

Thesis statement	Peer review benefits both the writer and the reviewer, and it can be just as useful as teacher feedback.
Topic sentence for supporting point 1	Peer review is used in ESL classes to improve student’s English writing or get better grades on writing assignments.
Topic sentence for supporting point 2	Not only does peer review benefit the writer, identifying strengths and weaknesses in another student’s writing plays an important role in improving the reviewer’s own writing ability.
Topic sentence for supporting point 3	Although many students tend to prefer teacher feedback to peer feedback, there is evidence that peer review can be as helpful and meaningful as teacher feedback.

Exercise #2

Analyze the topic sentences of one of the sample essays or your own draft.

To sum up:

Key Takeaways

Each section of the body of your essay will begin with a topic sentence. This sentence typically occurs at the beginning of the paragraph and will develop one of the supporting points of your thesis. If the thesis statement is the **“road map”** of your essay, then the topic sentences continue to elaborate on the “directions” of where your essay is headed.

27.

PARAGRAPH STRUCTURE AND DEVELOPMENT

In the following section, you will learn more about paragraph development.

Features of an effective paragraph

An effective paragraph includes the following:

- a topic sentence (typically the first sentence, identifying the topic and controlling idea)
- unity (the paragraph focuses on one topic only)
- coherence (ideas are organized logically and connected with transitions)
- supporting ideas (sentences which sufficiently develop the topic)
- not all paragraphs require a concluding sentence

Common Patterns of Organization

Read about five of the most common patterns of paragraph organization:

1. Listing
2. Generalization and example
3. Sequence of events (chronological)
4. Comparison and contrast
5. Cause and effect

#1 Listing

Explanation: Contains a series of items which support the main idea of the paragraph.

Example topic sentence: University students experience various challenges during their first semester of college.

#2 Generalization and example

Explanation: An idea, word, or concept is explained and then illustrated with an example.

Example topic sentence: Online learning can take many forms. For example, “hyflex learning,” also known as “hybrid flexible” learning is a type of learning where...

#3 Sequence of events

Explanation: Contains information in the order in which it occurred

Example topic sentence: The history of the University of Wisconsin – Madison can be traced back to 1848.

#4 Comparison and contrast

Explanation: Demonstrates the similarities and differences among two or more topics

Example topic sentence: Online learning can be divided into two main approaches, synchronous and asynchronous.

#5 Cause and effect

Explanation: Describes an event caused by another event

Example topic sentence: Providing access to support services can better ensure student success in the first year of college.

Your turn

Directions: Look at paragraph two from the Model Essay on Peer Review. Which of the patterns above does this paragraph illustrate?

Peer review is used in ESL classes to improve student's English writing or get better grades on writing assignments. Many ESL programs involve international students in peer review to improve their writing skills, and many studies support the idea that peer review is essential to improve students' writing skills. Bijami, Kashef and Nejad (2013) state that critical and specific peer comments can be utilized to enhance students' writing skills and help students become competent writers

(p.93). Peer comments can address specific aspects of writing. *For example, peer comments help students improve their writing ability in terms of organization and content (Zeqiri, 2012, p. 50).*

Moreover, helping the writer identify the strengths and weaknesses in his or her writing helps the writer develop self-awareness. According to Tsui and Ng (2000), it is often difficult for students to see their own weaknesses, but peers can point out these problems (p. 166). These examples illustrate how ESL students' writing skills can be enhanced through peer review because it helps them improve awareness of their papers' strengths and weaknesses.

28.

INTRODUCTION TO EVIDENCE INTEGRATION

Including Your “Voice”

It is important to include your voice in your writing. When writing a research paper, you need to show your thought process to the reader. Although your research paper will be based on your opinion which is supported with evidence, you must integrate the evidence into your own argument, with appropriate signal language. Your “voice” is your interpretation of the evidence and how it supports your claims.

Expressing your voice in academic writing can be explained using two different, but complementary frameworks, the ICE Framework and the Hamburger Analogy.

1 The ICE Framework

Writing effective academic essays requires the use of evidence to support your ideas. Your body paragraphs will include a topic sentence along with evidence you have selected from your sources. In addition, you must introduce, cite, and explain the evidence because the reader cannot see inside your head. You need to comment on the evidence in order to help the reader see its relevance. One framework for integrating evidence is known as “**ICE**:”

1. I = **I**NTRODUCE the evidence.
2. C = Paraphrase the evidence and include a **C**ITATION
3. E = **E**XPLAIN the evidence.

Read the **example** paragraph from the model essay. In addition to the topic sentence and concluding sentence, the paragraph also includes:

- *Introduction of the evidence*
- **Paraphrase and citation of the evidence**

- Explanation of the evidence

Peer review seems to have some unexpected benefits for the reviewer. *There are some studies that show that students who review peers' papers are more likely to improve their writing ability than students who receive peers' comments.* **Lundstrom and Baker (2009) conducted a study which compared the improvements in writing between givers and receivers of peer feedback and found that of the two groups, the giver group made more progress in writing than the receiver group (p. 32).** The givers (or reviewers) learned to judge their own work self-critically by evaluating their peers' writing and transferring this knowledge to their own writing, resulting in significant improvements on their own papers. Thus, responding to a peer's paper is an important way for a student to improve his/her own writing.

In the paragraph above, the writer has effectively incorporated the evidence into their argument. Notice that the writer's "voice" or argument is present in the way they introduce and interpret the evidence. The ICE framework is widely used in higher education, and you'll expand on this skill in ESL 118.

Another way to talk about evidence integration is to visualize it as a **"hamburger."**



2 The Hamburger Analogy

1. The **introduction** of the evidence is the **TOP BUN**.
2. The **paraphrase** of the evidence with the **citation** is the **MEAT**.
3. Your **explanation** of the evidence is the **BOTTOM BUN**.

In order to connect your evidence to the topic sentence, you need a "top bun." The evidence – the "meat" – should relate to your thesis statement and support your argument. Perhaps the most important part of the hamburger, however, is the bottom bun: it is your responsibility, as a writer, to explain the significance of the evidence. This analysis of the evidence is YOUR explanation of why the evidence is important and how it relates to the topic sentence – and ultimately your thesis statement. In fact, a wise 117 student once said, "Without a bottom bun the meat will fall on the floor."

Like the ICE Framework above, the "buns" represent your "voice." Note that the paraphrased text does not

dominate the paragraph, but rather supports the writer's argument. In fact, a wise 117 student once said, "Without a bottom bun the meat will fall on the floor."

As you read your own and your peers' essays, try to identify the top and bottom buns and consider **to what extent they "ICE" the evidence**. Can you find a top bun? Has the "meat" been correctly cited? Is there a bottom bun? And does the bottom bun sufficiently explain the evidence? Mastering the skill of evidence integration will allow you to succeed in any academic writing course where you will write source-based essays.

29.

STEPS FOR INTEGRATING EVIDENCE

A Step-by-Step Guide for Including Your “Voice”

To integrate evidence, you need to introduce it, paraphrase (or quote in special circumstances), and then connect the evidence to the topic sentence. Below are the steps for “ICE” or the “hamburger analogy.”

Step 1 Introducing evidence: the top bun or “I”

A sentence of introduction before the paraphrase helps the reader know what evidence will follow. You want to provide a preview for the reader of what outside support you will use.

- Example from the model essay: (“I”/top bun) Peer review can increase a student’s interest and confidence in writing. (“C”/meat) Rather than relying on the teacher, the student is actively involved in the writing process (Bijami et al., 2013, p. 94).
- *Notice how the introduction of increasing interest and confidence provides a hint of the evidence that will follow; it links to the idea of becoming a more independent and engaged learner.*

Step 2 Paraphrasing and citing evidence: the meat or “C”

Typically, in academic writing, you will not simply paraphrase a single sentence; instead, you will often summarize information from more than one sentence – you will read a section of text, such as a part of a paragraph, a whole paragraph, or even more than one paragraph, and you will extract and synthesize information from what you have read. This means you will summarize that information and cite it.

Paraphrase/summarize the evidence and then include a citation with the following information (*A more detailed explanation of documentation, including citations, can be found in [Unit 44: Documentation](#).*

- The author’s last name (but if you do not know the author’s name, use the article title).
- The publication date.

- The page number.

Formats for introducing evidence (when you know the author)

- Gambino (2015) explains how social networks help foster personal connections (p. 1).
- According to Gambino (2015), social networks help foster personal connections (p. 1).
- Social networks help foster personal connections (Gambino, 2015, p. 1).

Formats for introducing evidence (when the author is unknown)

- Several tips for college success are explained (“Preparing for College,” 2015, p. 2).
- Example from the model essay: Rather than relying on the teacher, the student is actively involved in the writing process (Bijami et al., 2013, p. 94).
- *Here we can see a paraphrase, not a direct quotation, with proper citation format.*

Step 3 Connecting evidence: the bottom bun or “E”

In this step, you must explain the significance of the evidence and how it relates to your topic sentence or to previously mentioned information in the paragraph or essay. This connecting explanation could be one or more sentences. This “bottom bun” is NOT a paraphrase; instead, it is *your explanation* of why you chose the evidence and how it supports your own ideas.

- Example from the model essay: (“I”/top bun) *Peer review can increase a student’s interest and confidence in writing.* (“C”/meat) **Rather than relying on the teacher, the student is actively involved in the writing process (Bijami et al., 2013, p. 94).** (“E”/bottom bun) As students take more responsibility for their writing, from developing their topic to writing drafts, they become more confident and inspired.
- *Notice how the “E” or “bottom bun” elaborates on the idea of becoming an independent learner.*

Step 3 Strategies : Questions to ask yourself when analyzing the function of evidence

What “move” is the “E” / bottom bun is making? (e.g. What’s the “function” of the “E” / bottom bun?)

- Is it interpreting the evidence?
- Is it analyzing the evidence?
- Is it describing an outcome?
- Is it providing an example?
- Is it making a prediction?
- Is it evaluating the evidence?
- Is it challenging the evidence?
- Is it elaborating on evidence that came before in the paragraph/essay?
- Is it comparing the evidence with something else or another piece of evidence?
- Is it connecting the evidence to a previously stated idea in the paragraph/essay?

Choose a function: Evaluate, Compare, Analyze, Connect, Predict

Watch this video: Evidence & Citations

Watch this video on the importance of explaining your evidence and including citations.

From: Ariel Bassett



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://wisc.pb.unizin.org/esl117?p=172#oembed-1>

Language Stems for Integrating Evidence

The sentence stems below can help you develop your command of more complex academic language.

Stems **to refer to outside knowledge and/or experts**

- It is / has been believed that...
- Researchers have noted that...
- Experts point out that...
- Based on these figures... / These figures show... / The data (seems to) suggest(s)...

Stems for introducing example evidence

- X (year) illustrates this point with an example about... (p. #).
- One of example is.... (X, year, p. #).
- As an example of this/ ____, (X, year, p. #)
- is an illustration / example of... (citation).
- For example, ...or For instance, ...

Stems **to support arguments and claims**

- According to X (year), (p. #).
- As proof of this, X (year) claims.... (p. #).
- X (year) provides evidence for/that... (p. #).
- X (year) demonstrates that... (p. #).

Stems **to draw conclusions (helpful to use in the explanation / bottom bun)**

- This suggests / demonstrates / indicates / shows / illustrates...

(In the above examples, you can combine the demonstrative pronoun “this” with a noun. Ex: “these results suggests...” or “this example illustrates...” or “these advantages show....”)

- This means...
- In this way,...
- It is possible that...
- Such evidence seems to suggest... / Such evidence suggests...

Stems to agree with a source (helpful to use in the explanation / bottom bun)

- As X correctly notes...
- As X rightly observes, ...
- As X insightfully points out, ...

Stems to disagree with a source (helpful to use in the explanation / bottom bun)

- Although X contends that...
- However, it remains unclear whether...
- Critics are quick to point out that...

30.

AVOIDING "DUMPED EVIDENCE"

Be careful to avoid “dumped” evidence

Integrating evidence, especially step three, can be a challenging part of the writing process. It may be tempting when writing a paragraph to simply “dump” several pieces of evidence, in the form of quotations or phrases, without any attempt to introduce or explain the evidence. Notice how the example below lacks integration.

Example:

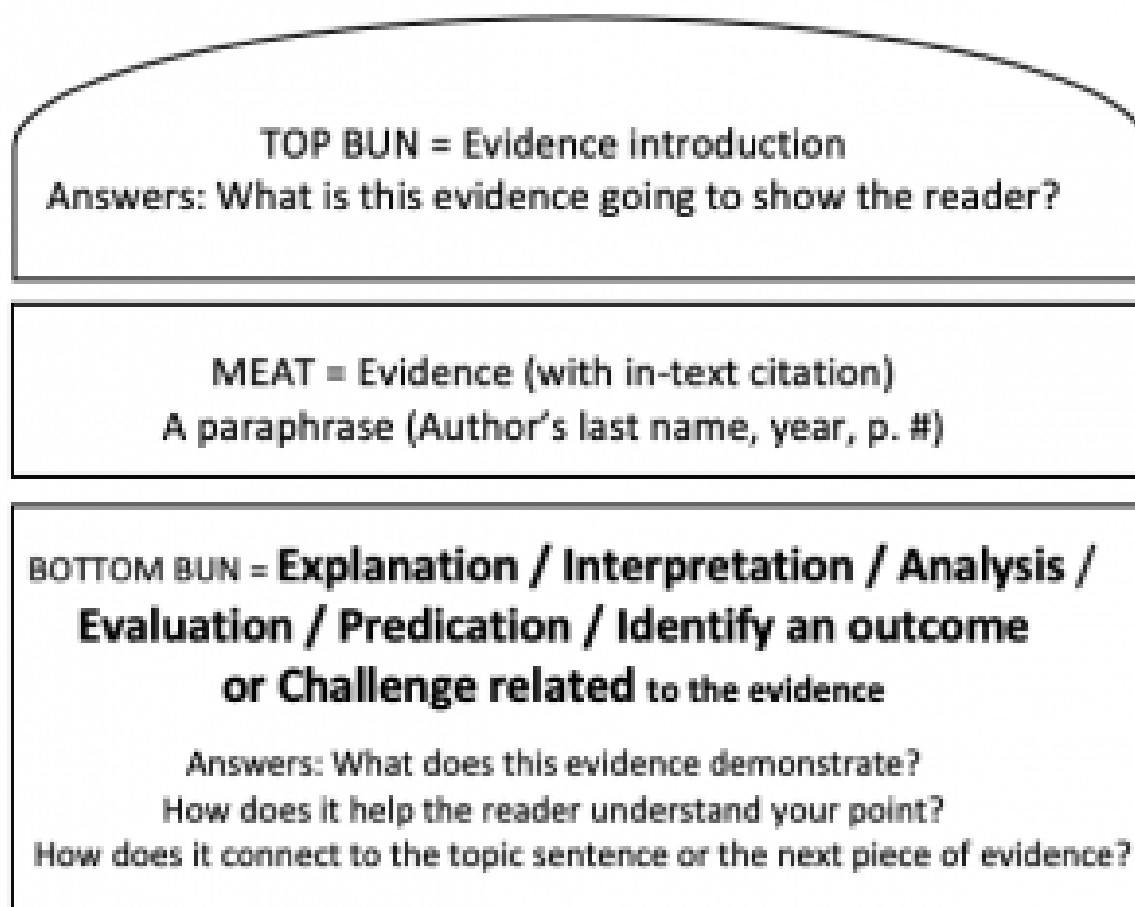
Social networks enhance our self-esteem. Gambino (2015) writes that they provide opportunities for people to re-connect with old friends, deepen ties with existing friends, and create new connections, as they meet new friends regardless of where they live (p. 1). Millennials especially like using Instagram and Snapchat to keep in touch with their high school friends when they go to college (Anderson, 2013, p. 5). One survey showed that more than 80% of college students use social networks more than email to stay in touch with their friends (Moore, 2016, p. 9). According to Michael Alexander, a Stanford University psychologist, students currently prefer Facebook or Messenger instead of phone calls to maintain contact with their families compared to twenty years ago (as cited in Lee, 2014, p. 6). All of this evidence suggests that social networks are important for young people.

In the example above, the writer has simply listed pieces of evidence one after the another, and the paragraph is devoid of the writer’s voice. The writer’s voice is needed to connect the ideas together into a coherent argument. The result is a lack of cohesion and there is no indication of how the ideas relate to each other.

Key Takeaway

Remember: Effective writing is often described as **clear thinking made visible**. In this way, you need to make clear your analysis through YOUR VOICE: the buns / ICE so the reader can understand your thought process

Below is the "Research Hamburger" as a quick-guide to adding your voice.



31.

INTRODUCTIONS

Preview Questions:

1. Why are introductions important?
2. What are the components of an effective introduction?

Introductions (and conclusions) are often considered difficult sections of an essay to write. In fact, some writers prefer to write their introductions after they have written their essay. Keep in mind that you may want to revise your introduction and conclusion at the same time in order to maintain consistency to the start and finish of your essay.

Effective introductions have three functions:

- engage your reader using **opening statements**
- introduce your topic and provide **connecting information**
- state your **thesis** (usually the last sentence of the introduction)

Example of an introduction (from the Model Essay on peer feedback)

The process of writing academic papers involves many steps: exploring a topic through reading and writing, narrowing a topic, organizing the ideas, writing multiple drafts, getting feedback and making revisions. Over multiple drafts, the writer refines

his/her ideas in part by getting feedback from readers. In a classroom, the teacher and the classmates, or peers, can serve as easily accessible readers. Peer feedback, also called peer review or peer response, is widely used in writing classes for both native speakers and English as a Second Language (ESL) students. *Peer review benefits both the writer and the reviewer, and it can be just as useful as teacher feedback.*

Analysis of the introduction

- In the first two sentences the **writer starts the introduction** by identifying, in a general way, the writing process. The writer then moves to a more specific aspect of the writing process, peer review.
- In sentences three and four, the writer defines peer review and provides some background information including context; for this essay, the context is peer review for ESL students. This connecting information helps the reader understand what the purpose of the essay will be, which is to suggest that peer review is as effective as teacher feedback.
- The *thesis statement* is the last sentence in the introduction. Notice how the introduction provides a preliminary understanding of the three supporting points.

Function 1: Engage your reader

The first sentence or two should get your readers' attention. We refer to these as **“opening statements”** because they begin the essay and let your reader know the topic of your essay. Some typical opening statement techniques include:

1. Describe a **problem** or **controversy** related to your topic: Explain a current problem or issue, including some background information.
2. Provide a **historical review**: Explain a problem from the past, perhaps comparing or contrasting it with a current problem.
3. Use a **quotation from an expert**, or a surprising **fact** or **statistic**: This should be from your sources and directly relate to your topic. For a quotation, you need to include the credential of the expert (and a citation). The fact or statistic should be clearly contextualized (and include a citation).
4. Define an **important term** related to your topic: This can give your paper context and background information.
5. Move from **general to specific**: This is the most common. Start with a broad statement (e.g. Most uni-

versity students...) and slowly transition to specific points to explain your topic.

Unlike magazine writing, which uses “hooks,” academic writing is less sensational. Therefore, you should avoid using proverbs (“Every coin has two sides”), questions (“Why do students come to the United States to study?”), or personal examples (“When I was a high school student”) as these techniques are not appropriate for an academic audience.

Function 2: Provide connecting information

After the opening statements, you should provide additional explanation that connects the opening statements with the thesis statement. You might include background information or develop an aspect that you raised in the opening statement. You might include a definition, provide a brief history, or in some way, help the reader understand your topic as you move towards the thesis.

Function 3: State your thesis

At the end of your introduction, write your thesis statement, which will serve as a “road map” to help the reader navigate your paper’s content and organization.

32.

CONCLUSIONS

Preview Questions:

1. Why are conclusions important?
2. What are the components of an effective conclusion?

Since the conclusion will be the last thing your audience will read, it is an opportunity to remind the audience of the main ideas in your essay. It should therefore be written thoughtfully and carefully, and ideally, it will leave the audience with something to think about. The conclusion should summarize the important points, but it should not introduce any new information.

Effective conclusions have three main parts:

- **summarize the main points of your essay**; this is not simply a paraphrase of your thesis statement.
- include an *analysis of your main points*, expressing a logical conclusion and answering the question, “So what?” about your topic
- end with a **final comment** that leaves a memorable impression on the reader

Example of a conclusion (from the Model Essay on peer feedback)

Many studies have shown the advantages of peer review such as improving students' writing ability and language skills, developing students' critical thinking skills and

creating a student-centered classroom environment. That peer review is a time-consuming activity for both writing teachers and students is an undeniable fact, and students who are inexperienced in peer review will need training and guidance. *Nevertheless, this investment in time and training gives students a powerful way to improve not only their writing skills, but also their abilities as thinkers and problem-solvers.*

Analysis of the conclusion

- The **first sentence summarizes the main ideas**, using different language from the thesis statement.
- The **next sentence provides an analysis** of these ideas, pointing out that peer review takes time and requires training. This sentence answers the question, “So what?” Why is peer review important?”
- The **last sentence leaves the reader with a positive impression of peer review** as a way to enhance not only writing skills, but also thinking skills. Here the student has use the strategy of repeating the approach in the introduction.

Wrapping up your essay: A final comment

Providing a closing thought can make your essay more memorable. Some techniques include:

1. **Repeat the approach** you used in the **introduction**.
2. Use a **quotation**.
3. Include a powerful related **fact** or **detail** that adds to the impact.
4. Provide an **evaluation** of the content.
5. Make a **recommendation**.
6. Make a **prediction**.

The conclusion does not merely summarize and repeat the main ideas and thesis statement; it extends what has been written through final commentary and analysis, which will help your reader remember what’s truly important about your essay.

PART V

UNIT 5: CONDUCTING INDEPENDENT RESEARCH

In this Unit

- Understanding the research process
- Learning to choose a narrow a topic appropriately
- Tips for finding and evaluating sources
- Criteria for distinguish among sources
- Strategies for reading academic journal articles

33.

THE RESEARCH PROCESS

Crucial advice for writing a successful research paper: READ, READ, READ.

In order to write an effective research paper, you must thoroughly research the topic that you are going to write about. THEN based on what you discover, come up with your thesis statement and supporting points. As you read your sources, you will become familiar with the controversies surrounding your topic, begin to narrow your topic, and formulate an opinion.

Watch this overview of the Research Process

From: Steely Library NKU



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://wisc.pb.unizin.org/esl117/?p=189#oembed-1>

34.

CHOOSING AND NARROWING A TOPIC

Preview Questions:

1. What should you keep in mind when choosing a topic?
2. How can you determine if a topic is suitable for you?
3. What are some problems you might encounter with topics? How can you know if a topic is feasible for research or not?
4. How can you narrow a topic?

Choosing a Topic

When selecting a topic, ask yourself:

- What am I interested in?
- What have I read recently or heard in the news that's interesting to me?
- Is there anything in any of my classes that I can connect to essay topic?
- Is there anything that is affecting me personally right now that might connect to the essay topic?

Exploring potential topics

Two places to start exploring topics are these databases, accessible through the [UW-Madison Libraries home-page](#). Select “databases” from the drop-down menu:

1. Opposing Viewpoints
2. CQ Researcher

An additional source to further explore the various sides to your topic is [Procon.org](https://procon.org)

Narrowing a Topic

Narrow your topic so that it can be discussed within the page limit of an assignment. Below are some examples of how topics can be narrowed.

General topic	Focused topic	Narrowed topic	RQ
Children	Children's rights	Child labor in developing countries, like X country	Is it a good idea to make child labor in the clothing industry in X country illegal?
Organic food	Labelling of organic foods	labelling of organic foods in the United states	What are the most important criteria the US Department of Agriculture should consider when labelling foods as organic?
Refugee crisis	Immigrants coming to the United States	Immigration policies for people from X country seeking asylum in the United States	How will raising the quota for accepting people from X country to come to the United States impact the US economy?
Animal rights	Genetic engineering of extinct animals	Using genetic engineering to bring back extinct animals for research	Should scientists be allowed to use genetic engineering to create extinct animals for research purposes?
Recycling	Single-use plastics recycling	X country's efforts to ban single-use plastics to reduce pollution	Is X country's ban on single-use plastic products effective in reducing pollution?

Watch the video on Developing a Research Question

From: Steely Library NIKU



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://wisc.pb.unizin.org/esl117/?p=186#oembed-1>

35.

FINDING & EVALUATING SOURCES

Finding and evaluating sources

Consider the different types of sources and the pros and cons of using each source type:

Source	Pro	Con
Electronic databases	easy to use; powerful	the number of results can be overwhelming; have not narrowed my search
Books	online books are easily searchable; edited works may contain a single chapter I can focus on instead of reading the whole book	physical books are heavy; not all books are available as a PDF
Newspapers	short articles; easy to read	might not be academic or current
Google Scholar	relatively easy to search	you might have to pay for an article; you might have to pay when you use Google Scholar (UW databases)
General internet search (i.e. Google)	easy to search; no cost	too many results

Do not assume that all of the sources are appropriate for your topic or for academic writing. Before reading each article, evaluate the source using these questions:

1. Is the source **directly related** to my topic? If not, then it might not be worth downloading and reading.
2. **Can I understand** the source? If it is too technical (or too long), you might choose a different source.
3. What **types of information** are available in the source? Expert opinions? Fact and/or statistics? Results from research studies? Example evidence? Historical or current examples?
4. How **current** is the source? If it is more than 5 years old, it might be too old (unless you are comparing and contrasting information from the past with the present or providing historical background).
5. Is the information **biased**? For example, if you are researching the topic “animal rights” and you visit PETA’s website (PETA stands for “People for the Ethical Treatment of Animal”) you must

consider what potential viewpoints are promoted on their website.

6. Important: You may use **Wikipedia** for exploratory research, to learn more about your topic in a general way. However, most instructors at the university level do not accept Wikipedia as a reliable source.

Generally speaking, sources from the UW Libraries' databases are more likely to be appropriate. However, sources located from a general Google search may not be appropriate and should be subject to greater scrutiny using the questions above.

Use the UW Libraries Website

Visit the homepage to access the databases: <https://www.library.wisc.edu/>

Consult the UW Libraries tutorials: <https://www.library.wisc.edu/help/research-tips-tricks/>

Choose a citation manager to manage your sources: <https://www.library.wisc.edu/research-support/collecting-organizing-analyzing-information/citation-managers/>

Watch this video on Evaluating Resources

From Kristina Ulmer



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://wisc.pb.unizin.org/esl117/?p=656#oembed-1>

Watch this video on Selecting a Resource

Learn about the value of using library databases to locate credible resources.

From: Steely Library NKU

https://youtu.be/eF_dPO4QX8E

36.

DISTINGUISHING SCHOLARLY JOURNALS FROM OTHER PERIODICALS

Journals, magazines, and newspapers are important sources for up-to-date information in all disciplines. Read about the four categories of sources below:

Types of sources

Scholarly: report the results of research or analytical studies

Substantive: report on general interest and news stories or research in-depth

Popular: report on current events, entertain, or summarize research of general interest

Sensational or “Clickbait:” report on current events, entertain, and arouse strong curiosity or reaction.

Below are the general criteria for each type of source.

SCHOLARLY

- **Purpose:** report the results of original research or analysis
- **Audience:** scholars, researchers, and students of a particular field of study
- **Authors:** are experts in their field; author names and credentials always included
- **Appearance:** clearly labeled sections (e.g. “methods” or “discussion”); may contain charts and graphs reporting research results; photos or images only if relevant to the field
- **Language:** technical or specialized language
- **Content:** usually contains the following
 - an abstract (a short summary) at the beginning of the article

- their research methodology
- research results and analysis
- bibliography of works cited
- **Also called:** academic journals or articles
- **Publication process:** reviewed by other scholars before publication; sources always included

EXAMPLES OF SCHOLARLY JOURNALS:

[American Journal of Sociology](#) [Internet and Higher Education](#)

[American Economic Review](#) [New England Journal of Medicine](#)

[Communication Education](#) [Journal of Theoretical Biology](#)

Access these journals through the [UW Libraries Website](#) (not through their webpages because you need a paid subscription).

SUBSTANTIVE NEWS OR GENERAL INTEREST

- **Purpose:** report on general interest and news stories or research in-depth
- **Audience:** a general audience with an interest in the topic
- **Authors:** are staff writers for the publication (may or may not be experts in the field); or a scholar or freelance writer; author credentials usually included
- **Appearance:** may have a magazine or newspaper format; may include photographs, images, or charts or graphs (though less technical than those in scholarly sources)
- **Language:** written for a general, but interested reader; language may be more sophisticated than that of popular sources, but not as technical as scholarly sources
- **Content:** reports on and explores current news, research, and trends
- **Publication process:** reviewed and checked by publication editor; sources may be included in the article

EXAMPLES OF SUBSTANTIVE NEWS OR GENERAL INTEREST PERIODICALS OR WEBSITES:

Business Week	Opposing Viewpoints **
Christian Science Monitor	Pew Research Group
Congressional Quarterly (CQ Researcher)**	Scientific American
Discover	US News and World Report
The Economist	National Public Radio
National Geographic	Public Broadcasting Service
Nature	Newspapers: The New York Times , The Washington Post , The Independent , BBC News or CBC News

** Access these databases through the [UW Libraries Website](#).

POPULAR

- **Purpose:** report on current events, entertain, or summarize research of general interest
- **Audience:** the general public
- **Authors:** journalists or general writers, but not necessarily experts in the field; author often unnamed
- **Appearance:** come in many formats (often magazine-like) with colorful photographs and images; contains lots of advertisements; sources rarely included
- **Language:** written in relatively simple, everyday language
- **Content:** reports on current topics, events, or trends to inform or entertain
- **Publication process:** reviewed by publication editor often with little checking

EXAMPLES OF POPULAR PERIODICALS:

Newsweek	Sports Illustrated
People Weekly	TIME
Readers Digest	USA Today

SENSATIONAL / CLICKBAIT

- **Purpose:** to entertain, promote a point of view, or sell products
- **Audience:** the general public with an interest in the topic
- **Authors:** publication staff writers; not experts in the field
- **Appearance:** magazine style format, with colorful photos/images; many paid advertisements; print may be large and bold
- **Language:** written in simple, short, everyday language; language may be emotional
- **Content:** reports on current topics or events in order to entertain or shock the reader
- **Publication process:** reviewed by publication editor without any checking; no sources

These sources should be avoided in your assignments for this course.

EXAMPLES OF SENSATIONAL PERIODICALS

Globe	Star Magazine
National Examiner	Weekly World News

When searching in databases

Substantive and popular articles generally do not contain an abstract. However, if you are searching for a substantive or popular article in a database, there will typically be an abstract in the database entry. Note that this is an *abstract in the database*, not the article itself.

Sources consulted:

1. [Virginia Commonwealth University Libraries Research Guides](#)
2. and [Cornell University Library Research & Learning Services](#)
Olin Library
Cornell University Library
Ithaca, NY, USA

Watch the video below:

from the Evelyn & Howard Boroughs Library



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://wisc.pb.unizin.org/esl117/?p=234#oembed-1>

37.

READING ACADEMIC JOURNAL ARTICLES

What is an academic journal?

Academic journals are periodicals in which researchers publish articles on their work. These articles often discuss recent research. Journals also publish theoretical discussions and articles that critically review already published work. Academic journals are typically peer-reviewed. Some search engines identify whether or not articles are from peer-reviewed publications, so look for that information when you do searches.

What is the peer-review process?

Getting research published in peer-reviewed academic journals usually involves three or four steps.

1. First, the researcher submits an article for consideration.
2. Second, the journal editors send the submission to other scholars (usually 3) who do similar work and who are qualified to review the article.
3. Third, editors evaluate the reviews and decide whether to reject or accept the submission. Usually, the response is either a rejection or an acceptance contingent on the author making revisions.
4. If the author is asked to make revisions, they must then complete the fourth step, which is to resubmit the article for another round of reviews. Sometimes the article is accepted at this point and other times authors are asked to make further revisions.

The process is meant to make sure that only the best, most clearly written, and rigorously researched articles are published.

Information contained in a standard journal article reporting research:

There is some variation in the way journals format research articles, but there is some standard information that is included no matter what the format. Here are the key components of articles and the questions they answer:

1. **Abstract:** Most articles start with a paragraph called the “abstract,” which very briefly summarizes the whole article. **Questions you should be able to answer after reading the abstract:**
 - *What is the main data set used in this paper?*
 - *What is the main question being asked?*
 - *What are the most basic conclusions?*
 - *Should I read this paper? Will it help me with my research?*

2. **Introduction** (“*What is this article about?*”): This section introduces the topic of the article completely and discusses what the article contributes to existing knowledge on the topic. **Questions you should be able to answer after reading the introduction:**
 - *What is/are the major research question(s) the authors are asking?*
 - *Why is this question important to the field or more broadly?*
 - *How much research has been done on this topic already?*
 - *How is the research in this article different from what came before?*

3. **Literature review** (“*What do we already know about this topic and what is left to discover?*”): A review of existing research and theory on the topic is either included in the introduction or comes after the introduction under its own subtitle. The lit review is meant to discuss previous work on the topic, point out what questions remain, and relate the research presented in the rest of the article to the existing literature. Here should also be a discussion of what the hypotheses were at the beginning of the project.

4. **Methods and data** (“*How did the author(s) do the research?*”): There is always some discussion of the methods used to conduct the study being reported.

5. **Analysis and Results** (“*What did the author(s) find and how did they find it?*”): Another important section or sections will be devoted to discussing the kind of analysis that was conducted on the data and what the results are.

6. **Discussion and Conclusion** (“*What does it all mean and why is it important?*”): Articles typically end by discussing what the results mean and how the study contributes to existing knowledge. Here the research questions are answered and it should be clear at this point whether or not the hypotheses were supported. The conclusion is usually the final section and it typically places the research in a larger context, explaining the importance of the research and discussing where future research on the topic should be headed.

Questions you should be able to answer after reading the conclusions:

- *How do the authors answer the original research question(s) (see Introduction)?*
- *What specific data support their answer to that question?*
- *What specific data contradicts or confuses their answer to that question?*
- *What broader implications for the field, if any, are raised by the results of this study?*

Shortcuts to reading academic journal articles

When conducting research, you will encounter dozens of possibilities in your search for sources that may be relevant to your research. Most often you will find more sources than you can possibly read thoroughly in the time you have to do your project, so you will not have time to read everything from start to finish.

Here are some **hints** on how to sift through the possibilities, discard articles that are less helpful, and recognize potentially important sources.

1. **Read the abstract first:** Titles don't always give much information. The abstract should give you just enough information to let you know the basics of the article. From this you will know whether you should read on or look elsewhere for your project. Some journals print a list of keywords pertaining to the article as well. These are further clues about the article.
2. **Read the introduction and discussion/conclusion next:** These sections will give you the main argument of the article, which should be helpful in determining its relevance to you and your project. You'll also get a glimpse of the findings of the research being reported.
3. **Read about the methods next:** If what you've read so far interests you, get a sense of how the research was done. Is it a qualitative or quantitative project? What data are the study based on?
4. **Read the analysis and results next:** If you decide that you are committed to this article, you should read in more detail about this research.

Using information from academic journal articles in your own writing

1. Use **citations** when including information from journal articles.
2. **Avoiding citing information from the abstract.** The purpose of the abstract is to help you decide if

the article is appropriate / suitable for reading. Any information you cite from the article should be from *the body of the article itself*, not from the abstract.

3. If the information is **too technical or difficult** to understand, it may be very difficult for you to paraphrase. You should probably **find a different article**.

Watch this video on peer review from libncsu:



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PART VI

UNIT 6: ARGUMENTATIVE ESSAY WRITING

In this Unit

- Introduction to the fundamental features of argumentative essay writing
- Understanding different patterns of organization for argumentative essays
- Strategies for developing research questions and thesis statements for argumentative essays
- Understanding the features of counterarguments and refutations
- Strategies for avoiding logical fallacies
- Strategies for using hedging language

38.

WRITING ARGUMENTATIVE ESSAYS

Elements of an Argumentative Essay

In order to write an effective argumentative essay, writers must show that they understand the issues involved with the topic. In argumentative essays, these arguments are called *claims*, and they must be supported with evidence. In addition, writers must also communicate their understanding of both sides of the topic, not just the point of view they agree with. This is done by including some of the key arguments for the opposing viewpoint.

Arguments for your viewpoint — “Pro-arguments”

In order to convince your readers of your viewpoint, you need to carefully construct your arguments. These arguments that support your viewpoint are called *pro-arguments*. Your pro-arguments need to do the following:

Make sense:

- The arguments need to be logical and appropriate for your opinion on the topic.
- Example: If your opinion is that living together before marriage is beneficial, you would want to use arguments that directly relate to the positive aspects of living together. In this example, you would *not want* to use an argument that claims that living together results in more divorces. That would obviously not logically support your opinion that living together is a good thing.

Contain convincing evidence:

- The support for your arguments needs to be based on evidence, not opinions. The following types of

evidence may be used. They are listed in terms of strength from strongest to weakest.

1. Paraphrase from a source
2. Quote from a source
3. Personal example

Relate to your readers:

- Your arguments need to be convincing to your readers. If your audience is your classmates in your own country, in other words, people your own age from your same culture, your arguments or supporting details would be different than if your audience is a group of adults who come from different cultures.

Be thoughtfully ordered:

- The arguments need to be organized so you maximize their impact. This means you need to think about how best to build your arguments.
 - Weakest to strongest—Many writers want to start with their weakest arguments and end with their strongest arguments. This technique allows them to leave their readers with their strongest arguments fresh in the readers' minds. This may help to convince the readers of the writer's opinion.
 - Strongest to weakest—Some writers start with their strongest arguments to get their readers on their side as soon as possible. The idea is that if the reader begins to believe the writer's arguments from the beginning, the weaker arguments might be viewed more positively. In other words, if the reader does not agree with the writer's opinions and the writer begins with the weaker arguments, the reader may dismiss the weaker arguments and not be persuaded until reading the strongest argument.

Arguments against your viewpoint — “Counterarguments”

The arguments against your viewpoint are called *counterarguments* or *opposing arguments*. You need to give a fair representation of the other side's views, but you do not want your readers to be convinced by these counterarguments. There are **five steps** in presenting and refuting an opposing argument.

Step 1: Problematization

- In order to make it clear that the counterarguments are not your arguments, you need to problematize them. Use special language to introduce them so that the reader knows whose arguments they are.

Examples:

It (may / might / could) be (argued / claimed / contended / said) that...

It has been (argued / said) that...

Some people/experts might (argue / believe / maintain / claim / contend) that...

Critics might argue that...

Step 2: Development

- Try to limit the number of counterarguments you discuss. For this course, you should choose the strongest counterargument and develop only that one point. For the “you first” and “me first” organization patterns choose *one*. (For the “point by point” pattern, you must develop *three* counterarguments. You need to explain each idea briefly, but you do not want to spend too much time supporting the opposing views! Please use “you first” or “me first” for this course.)
- Although you do not want to spend too much time supporting the opposing views, you must explain each idea briefly. To show you understand these opposing ideas and have researched them, you need to support your counterargument with evidence and explanation. Your counterargument must be directly related to your main topic and focus.

Step 3: Acknowledgement / Concession

- After the counterargument, there is sometimes a statement(s) in which you acknowledge that these points have some merit. Be careful not to give too much weight to these opposing views since the objective is to show that you have looked at both sides and believe your argument is correct and the counterargument is not.

Examples:

This argument seem to make sense
 This argument have some validity...
 There is some truth to the point that
 It is / may / might be true that...

Step 4: Transition

- After discussing the counterargument, signal to the reader that your refutation will follow.

Examples:

However,
 Despite the claim that ...
 In fact, ...
 ... yet they do not ...

Step 5: Refutation (or Rebuttal)

- Your task as a writer is to refute the counterarguments you introduce. You need to show how their claims are not as strong as your arguments.
 - In a “Point-by-point” essay, each counterargument is refuted separately. The writer’s own arguments serve as the refutation in each body paragraph.
 - In “Me First” and “You First” essays, there may be a short or more detailed refutation in the same paragraph as the counterargument (or it may be a separate paragraph). This refutation is *separate* from your own arguments, which are explained in the rest of the body of the essay.

- If you are **focusing on only one counterargument**, your refutation should address the problems **with that point specifically**. The details of the refutation should cause readers to doubt the truth of the other side's claim. Be careful: Do not duplicate one of your pro-arguments for your refutation.
- **Regardless of the number of counterarguments** you are including in your essay, **they should be directly related to your main topic and focus**. Your refutation should then address the problems with the point of your counterargument. These problems will often be the same as the ideas you are developing in one of your pro-arguments. To avoid any repetition, you can use one of your pro-arguments as your refutation, in other words, one of your main pro-arguments will become your refutation.

Watch the video, introducing you to argumentative essays

from: Mallory Kirkland



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39.

PATTERNS OF ORGANIZATION FOR ARGUMENTATIVE ESSAYS

There are three typical ways to construct the body of an argumentation essay. Each type meets the expectations for an argumentative essay. The motivation for choosing any particular type, however, is different.

1 “You First”

This essay is called “You First” because the writer starts with the other side’s arguments and ends with their own arguments. The body begins with a paragraph that outlines the main counterargument. At the end of this paragraph, there needs to be an acknowledgement of the full or partial validity of the opposing viewpoints. After that paragraph, you can begin your arguments for your perspective.

2 “Me First”

This essay is called “Me First” because the writer starts with their own arguments and ends with the other side’s arguments. The paragraph that outlines the main counterargument comes at the end of the discussion of your arguments. This paragraph is formed and developed exactly the same as the 1st body paragraph in a “You First.” The only difference is that the counterargument/refutation paragraph in “Me First” occurs after one’s own arguments

3 “Point-by-Point”

In a Point-by-Point essay, each body paragraph lists a single counterargument. After describing this opposing argument, there needs to be a transition before starting the detailed refutation of the counterargument. In the Point-by-Point essay, your refutation serves as your argument of each point you want to make. In other words, you deal with each counterargument separately, whereas “You First” and “Me First” essays group all the counterarguments together and develop one’s own arguments separately.

For this course you are recommended to use the “you first” or “me first” patterns.

Which pattern should I use?

In order to answer this question, you need to answer some questions:

1. What are the strongest counterarguments? (It might be helpful to spend some time with a person or people who believe the opposite of you so that you can hear why they believe what they do.)
2. What do your readers generally believe about this topic? How strongly do they believe that? (You might need to ask a sample of people what they think about your topic.)

There are three basic scenarios that typically arise:

1. Your readers are against your position.
2. Your readers are for your position.
3. Your readers have not made up their mind yet.

*Which pattern of organization does the writer use in the model essay?

Me First

1. Introduction
2. Body
 1. Argument 1
 2. Argument 2
 3. (Argument 3)
 4. Counterargument
 5. Refutation (=Argument 3 or 4)
3. Conclusion

Point by Point Pattern

1. Introduction
2. Body
 1. Counterargument

2. Refutation (= Argument 1)
3. Counterargument
4. Refutation (= Argument 2)
5. Counterargument
6. Refutation (= Argument 3)
3. Conclusion

You First Pattern

1. Introduction
2. Body
 1. Counterargument
 2. Refutation (= Argument 1)
 3. Argument 2
 4. Argument 3
 5. (Argument 4)
3. Conclusion

40.

DEVELOPING RQS AND THESIS STATEMENTS FOR ARGUMENTATIVE ESSAYS

Research questions (RQ) for Argumentative Essays

A research question guides your research. RQs help you identify sources and locate appropriate information in your sources (and ignore information that may be irrelevant) during the research process. As you read, you will become familiar with the topic and the answers to your research question. Once you have found the answers (the evidence), you can formulate your thesis statement and identify supporting ideas.

Effective RQs are:

- **Clear:** Provide enough information to convey the writer's purpose.
- **Narrowed:** Limited to the amount and type of information that can be included in the writing.
- **Arguable:** The answers to the question are debatable and not simply accepted facts.

Examples:

RQ	Possible answers (= thesis statements)
1. What are the most important benefits of requiring international university students to have an American roommate in the dorms?	International students benefit from having an American roommate in three main ways: A, B, and C. Universities should require international students to have an American roommate because A, B, and C.
2. What happens when instructors use collaborative projects in undergraduate university content classes?	Undergraduate university students retain content more effectively if they participate in collaborative projects for three main reasons: A, B, and C. It is advisable for instructors to use collaborative projects to promote academic success in undergraduates because A, B, and C.
3. Should children under ten years old be allowed to use social networking sites?	The use of social networking sites by young children harms their development by A, B, and C. Parents should restrict the use of social networking sites for children under ten because A, B, and C.
4. Are current recommend guidelines restricting the use of screen time for children under 10 effective?	The recommended guidelines limiting screen use for children under ten have been ineffective because A, B, and C.
5. What are the impacts does the International Monetary Fund (IMF) have on developing countries? Or, How does the IMF impact developing countries?	Through its structural adjustment programs and fiscal and monetary policies, the IMF undermines labor rights, educational opportunities, and the health of people in developing countries.

What are the criteria of an Argumentative Thesis Statement?

An effective thesis statement for an argumentative essay should:

1. **Be debatable.** Reasonable people can disagree with your claim. *Which statement is debatable?*
 1. The number of English language classes taught in Japanese elementary schools has increased dramatically in the past twenty years.
 2. Developing English education at the elementary school level in Japan is an inefficient use of time and resources due to the emphasis on grammar instead of speaking, and the limited number of contact hours with a native or near native English speaker.
2. **Clearly state an opinion.** Avoid statements which are vague or lack a position. *Which statement asserts an opinion?*
 1. Voluntourism programs in the Philippines are not sustainable in the long run because they harm the animals, the environment, and local people.
 2. Voluntourism in SE Asia is controversial because it impacts the people, environment, and animals.

3. **Be supported by evidence.** Claims based on value systems or religious beliefs cannot be effectively supported with evidence. *Which statement is evidence based?*
1. The practice of selling organs goes against the natural order of society because organs are not commodities.
 2. The selling of organs should be prohibited because donors face health issues and recipients often reject the organs.
4. **Be narrowed.** A narrowed claim will be more persuasive and is easier to support. *Which statement is narrowed?*
1. Thailand's 2020 ban on single use plastics does not seem to be an effective way to reduce plastic pollution since the country continues to import plastic waste from foreign countries and participation in the ban is voluntary for local businesses.
 2. Plastic should be banned to save the animals, the people, and the environment.

Answers: 1 – #1, 2 – #1, 3 – #2, and 4 – #1.

Thesis statements: Arguments or reports?

An argumentative essay expresses a position, or opinion, on the topic; it does not merely summarize or report on information. See the chart and notice the language used to express a position:

- International students **benefit from** ...
- Universities **should require** ...
- Undergraduate university students **retain content more effectively** ...
- **It is advisable** for instructors to ...
- The use of social networking sites by young children **harms** their development ...
- Parents **should restrict** ...
- The recommended guidelines limiting screen use for children under ten **have been ineffective** ...

In the examples below, note the difference between an “argument” and a “report.”

Argument versus Report

- REPORT:
 - RQ: What are the negative consequences of alcohol addiction?
 - Thesis statement: Alcohol addiction leads to family problems, job loss, and health issues. *(Here, the writer simply lists the impacts.)*
- ARGUMENT:
 - RQ: Should the legal age for drinking be lowered from 21 to 18?
 - Thesis statement: The legal age for drinking should not be lowered to 18 because of three risks: drunk driving, alcohol poisoning, and violent behavior. *(Here, the writer states their opinion by recommending a call for action.)*
- BUT: Argument:
 - RQ: What are the negative consequences of alcohol addiction?
 - Thesis statement: The most important impacts of alcohol addiction on family problems are job loss, and health issues. *(Here, the writer has included their evaluation of the many problems by selecting the three most important.)*

Adapted from Carlock et al (2010), *The ESL Writer's Handbook*

Writing a Good Research Question

Watch the video below to learn how to write a research question for an argumentative essay.



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from ARC Library

Using your RQ to Brainstorm Key Words for Research

Once you have your research question, you can begin conducting Internet and database research. Watch the video below to learn strategies for brainstorming “key words” from your RQ.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://wisc.pb.unizin.org/esl117/?p=200#oembed-2>

From Oslis Elementary Videos

41.

COUNTERARGUMENT AND REFUTATION DEVELOPMENT

In an argumentative essay, you need to convince your audience that your opinion is the most valid opinion. To do so, your essay needs to be balanced—it needs an **opposing** (opposite) viewpoint, known as a **counterargument**. Even though you are arguing *one* side of an issue, you must include what someone from the *other* side would say. After your opponent's view, include a **refutation** to demonstrate why the other point of view is wrong.

Identifying Counterarguments

There are many ways to identify alternative perspectives.

- Have an imaginary dialogue with a "**devil's advocate**."
- Discuss your topic with a classmate or group of classmates.
- Interview someone who holds the opposite opinion.
- Read about the topic to learn more about different perspectives.

Example Argument

In the conversation below the writer talks to someone with the opposite opinion. Roberto thinks professors should incorporate Facebook into their teaching. Fatima argues the opposing side. This discussion helps the writer identify a counterargument.

Roberto: I think professors should incorporate Facebook into their teaching. Students could connect with each other in and out of the classroom. (*Position and pro-argument*)

Fatima: Hmm... that could work, but I don't think it's a very good idea. Not all students are on Facebook. Some students don't want to create accounts and share their private information. (*Counterargument*)

Roberto: Well.... students could create an account that's just for the course.

Fatima: Maybe, but some students won't want to use their personal accounts and would find it troublesome to create an additional "temporary class account." Plus, I think more young people prefer Instagram.

Example Counterargument paragraph

Roberto used information from the conversation and evidence from sources to write the **counterargument paragraph**. This paragraph concludes with a *concession of validity* and is followed by the **refutation**.

Some students do not think that professors should force students to use Facebook for class purposes. In fact, not all students have Facebook accounts. According to the Pew Research Center, 80% of college students have Facebook accounts (Greenwood, 2016, p. 23). The remaining 20% of students might not be willing to create a temporary one in order to friend their classmates. Moreover, student preferences for social media are changing. The Pew Research Center also reports that teens are less interested in Facebook and sharing with strangers than in the past, and more interested in using Instagram with a smaller number of followers (Madden et al, 2013, p. 412). This trend further suggests that Facebook is not a recommended platform for fostering student connections. *There may be some truth to these claims.*

Example Refutation paragraph

However, teachers can replicate a Facebook type of experience within Canvas without requiring students to create an account. In the same way that Facebook users post content, such as text and photos, instructors can create Canvas Discussions where students post memes or gifs instead of personal content *Refutation continues.*

Counterargument and refutation stems

Below are the stems organized in a table.

COUNTERARGUMENT	
<p>Problematize. <i>Identify the opposing view's perspective.</i></p> <p><i>*Note: Sometimes the opposing view is a supporter of the topic you are against.</i></p>	<ul style="list-style-type: none"> • Critics (might) argue that ... • Some concerned citizens believe/think/feel that ... • Some experts believe that ... / Experts claim ... • Research shows ... • It could be argued / claimed that ... • It has been argued that ... • *Supporters of X might claim that ... • *Proponents of X, on the other hand, believe ...
<p>Develop the counterargument.</p>	<p><i>Explain the opposing view's side.</i></p>
<p>Acknowledge (or concede to) <i>the opposing view's side.</i></p>	<ul style="list-style-type: none"> • These arguments seem to make sense. • These arguments have some validity. • It may/might be true that ... • There is some truth to this argument. • Admittedly, ...
REFUTATION	
<p>Transition <i>to the refutation.</i></p>	<ul style="list-style-type: none"> • However, ... • Despite these claims, ... • Nevertheless, ... • However, it may not be entirely true that ...
<p>Develop the refutation.</p>	<p><i>Explain YOUR defense against the counterargument.</i></p>

Watch this video

The video refers to counterarguments as “counterclaims” and refutations as “rebuttals.”

From: Karen Baxley



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42.

LOGICAL FALLACIES

Logical fallacies are errors in reasoning based on **faulty logic**. Good writers want to convince readers to agree with their arguments—their reasons and conclusions. If your arguments are not logical, readers won't be convinced. Logic can help prove your point and disprove your opponent's point—and perhaps change a reader's mind about an issue. If you use faulty logic (logic not based on fact), readers will not believe you or take your position seriously.

Read about five of the most common logical fallacies and how to avoid them below:

1. Generalizations
2. Loaded words
3. Inappropriate authority figures
4. Either/or arguments
5. Slippery slope

Common Logical Fallacies

Below are five of the most common logical fallacies.

#1 Generalizations

Explanation: Hasty generalizations are just what they sound like—making quick judgments based on inadequate information. This kind of logical fallacy is a common error in argumentative writing.

Example 1: *Ren didn't want to study at a university. Instead, Ren decided to go to a technical school. Ren is now making an excellent salary repairing computers. Luis doesn't want to study at a university. Therefore, Luis should go to a technical school to become financially successful.*

Analysis: While they have something in common (they both want to go to school and earn a high salary), this fact alone does not mean Luis would be successful doing the same thing that their friend Ren did. There may be other specific information which is important as well, such as the fact that Ren has lots of experience with computers or that Luis has different skills.

Example 2: *If any kind of gun control laws are enacted, citizens will not be allowed to have any guns at all.*

Analysis: While passing new gun control laws may result in new restrictions, it is highly unlikely the consequences would be so extreme; gun control is a complex issue and each law that may be passed would have different outcomes. Words such as “all,” “always,” “never,” “everyone,” “at all” are problematic because they cannot be supported with evidence. Consider making less sweeping and more modest conclusions.

Suggestions for Avoiding Generalizations

Replace “absolute” expressions with more “softening” expressions.

- Replace words like “all” or “everyone” with “most people.” Instead of “no one” use “few people.”
- Replace “always” with “typically” or “usually” or “often.”
- Replace “never” with “rarely” or “infrequently” or the “to be verb” + “unlikely.”
- Replace “will” with “may or might or could” or use the “to be verb” + “likely.”

Example 1 revised: *Luis **could** consider going to a technical school. This education track is **more likely to lead** to financial success.*

Example 2 revised: ***If** extensive gun control laws are enacted, **some** citizens **may** feel their constitutional rights are being limited.*

#2 Loaded Words

Explanation: Some words contain positive or negative connotations, which may elicit a positive or negative emotional response. Try to avoid them in academic writing when making an argument because your arguments should be based on reason (facts and evidence), not emotions. In fact, using these types of words may cause your reader to react against you as the writer, rather than being convincing as you hoped. Therefore they can make your argument actually weaker rather than stronger.

Example 1: *It is widely accepted by **reasonable people** that free-trade has a positive effect on living standards, although some people **ignorantly disagree** with this.*

Analysis: The words “**reasonable**” (positive) and “**ignorantly**” (negative) may bias the readers about the two groups without giving any evidence to support this bias.

Example 2: *This decision is **outrageous** and has **seriously** jeopardized the financial futures for the majority of **innocent** citizens.*

Analysis: The words “**outrageous**,” “**seriously**,” and “**innocent**” appeal to readers’ emotions in order to persuade them more easily. However, the most persuasive arguments in academic writing will be supported with evidence instead of drawing on emotions.

Suggestions for Avoiding Loaded Words

Choose appropriate vocabulary.

- Omit adjectives and adverbs, especially if they carry emotion, value, or judgment.
- Replace/add softeners like, “potentially” or modals like “might” or “may.”

Example 1 revised: *It is widely accepted by **many** people that free-trade **may** have a positive effect on living standards, although **some** people **may** disagree with this.*

Example 2 revised: *This decision has **potentially** serious consequences for the financial futures for **the majority of** citizens.*

#3 Inappropriate authority figures

Explanation: Using famous names may or may not help you prove your point. However, be sure to use the name logically and in relation to their own area of authority.

Example 1: ***Albert Einstein**, one of the fathers of atomic energy, was a vegetarian and believed that animals deserved to be treated fairly. In short, animal testing should be banned.*

Analysis: While Einstein is widely considered one of the great minds of the 20th century, **he was a physicist**, not an expert in animal welfare or ethics.

Example 2: *Nuclear power is claimed to be safe because there is very little chance for an accident to happen, but little chance does not have the same meaning as safety. **Riccio** (2013), a **news reporter for the Wisconsin State Journal**, holds a strong opinion against the use of nuclear energy and constructions of nuclear power plants because he believes that the safety features do not meet the latest standards.*

Analysis: In order to provide strong evidence to support the claim regarding the safety features of nuclear power plants, **expert opinion is needed**; the profession of a reporter does not provide sufficient expertise to validate the claim.

Suggestions for Avoiding Inappropriate Authority Figures

Replace inappropriate authority figures with credible experts.

- Read through your sources and look for examples of experts. Pay attention to their **credentials. (See examples below.)**
- Find new sources written by or citing legitimate experts in the field.
- Google the authority figure you wish to use to determine if they are an expert in the field. Use the Library Databases to locate a substantive or scholarly article related to your topic. Cite the author of one of these articles or use an indirect citation to cite an expert mentioned in the article.

Example 1 revised: Kitty Block, **president and CEO of the Humane Society of the U.S.**, emphasizes the need for researchers to work with international governments and agencies to follow new guidelines to protect animals and minimize their use in animal testing.

Example 2 revised: Edwin Lyman, **senior scientist of the Global Security Program**, points out that while the U.S. has severe-accident management programs, these plans are not evaluated by the Nuclear Regulatory Commission, and therefore may be subject to accidents or sabotage.

#4 Either/Or Arguments

Explanation: When you argue a point, be careful not to limit the choices to only two or three. This needs to be qualified.

Example 1: *Studying abroad **either** increases job opportunities **or** causes students to become depressed.*

Analysis: This statement implies that only two things may happen, whereas in reality these are two among many possible outcomes.

Example 2: *People can continue to spend countless amounts of tax dollars fighting the use of a relatively safe drug, **or** they can make a change, legalize marijuana, and actually see a tax and revenue benefit for our state. (owl.excelsior.edu)*

Analysis: Most issues are very complex and hardly ever either/or, i.e. they rarely have only two opposing ways of looking at them or two possible outcomes. Instead, use language that acknowledges the complexity of the issue.

Suggestions for Avoiding Either/Or Arguments

Offer more than one or two choices, options, or outcomes.

- If relevant for your essay focus, offer more than one or two choices, options, or outcomes.
- Acknowledge that multiple outcomes or perspectives exist.

Example 1 revised: Studying abroad may have a **wide spectrum of outcomes, both** positive **and** negative, **from** increasing job opportunities **to** leading to financial debt and depression.

Example 2 revised: There are **a number of solutions** for mitigating the illegal sale of marijuana, **including** legalizing the use of the drug in a wider range of contexts, increasing education about the drug and its use, and creating legal businesses for the sale, **among other business related solutions.**

#5 Slippery Slope

Explanation: When you argue that a chain reaction will take place, i.e. say that one problem may lead to a greater problem, which in turn leads to a greater problem, often ending in serious consequences. This way of arguing exaggerates and distorts the effects of the original choice. If the series of events is extremely improbable, your arguments will not be taken seriously.

Example 1: *Animal experimentation reduces society's respect for life. If people don't respect life, they are likely to be more and more tolerant of violent acts like war and murder. Soon **society will become a battlefield in which everyone constantly fears for their lives.***

Analysis: This statement implies that allowing animal testing shows a moral problem which can lead to completely different, greater outcomes: war, death, the end of the world! Clearly an exaggeration.

Example 2: *If stricter gun control laws are enacted, the right of citizens to own guns may be greatly restricted, which may limit their ability to defend themselves against terrorist attacks. When that happens, the number of terrorist attacks in this country may increase. Therefore, gun control laws **may result in higher probability of widespread terrorism.*** (owl.excell-sior.edu)

Analysis: The issue of gun control is exaggerated to lead into a very different issue. Check your arguments to make sure any chains of consequences are reasonable and still within the scope of your focused topic. (writingcenter.unc.edu)

Suggestions for Avoiding Slippery Slope

Think through the chain of events.

- Carefully think about the chain of events and know when to stop to make sure these events are still within the narrowed focus of your essay.

Example 1 revised: If animal experimentation is not limited, an increasing number of animals will likely continue to be hurt or killed as a result of these experiments.

Example 2 revised: With stricter gun laws, the number of citizens who are able to obtain firearms may be reduced, which could lead to fewer deaths involving guns.

As you read your own work, imagine you are reading the draft for the first time. Look carefully for any instances of faulty logic and then use the tips above to eliminate the logical fallacies in your writing.

Adapted from *Great Essays* by Folse, Muchmore-Vokoun, & Soloman

For more logical fallacies, watch this video.

from GCFLearnFree.org



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43.

HEDGING

Good writers should be aware of how their arguments sound. Are they too strong? Not strong enough? Certain words can help control the tone of your argument. This next section will introduce the concept of “hedging” which will be further expanded upon in ESL 118.

What is hedging?

Simply put, “hedging” is the use of cautious language in order to express your claims in a more neutral tone and to acknowledge a degree of uncertainty in your claims. It is especially important when you’re explaining/interpreting evidence you cite and discussing its implications. Consider the two examples below:

No hedging language	Hedging language
<i>The research results clearly show that in order to feel happier and less homesick, international students must spend more time with friends from the host country than their home countries.</i>	<i>The research results indicate that in order to feel happier and less homesick, international students may benefit from spending more time with friends from the host country than their home countries.</i>

Why is hedging important?

- Hedging is important to appear more credible and not too overconfident. As a writer, you should be more cautious about the language you use and more critical about the claims you make because your points are based on a very limited number of sources you have read on your topic, and therefore, there may be flaws in your argumentation. When you use hedging, you show your readers that you are aware of these flaws, which will reduce the possibility of your arguments being criticized.
- Similarly, using hedges makes it much more difficult for someone with an opposing view to argue with a statement. For example, “People prefer black clothing to red clothing” is an overstatement, and it is easy to find someone who likes red clothes better. Yet if the statement is changed to “In general many people seem to prefer black clothing to red clothing” there will be less disagreement.
- The use of hedging also conforms to the conventions of academic writing.

Hedging Types

Type	Language	Example using hedging
Modal verbs	<i>can could, may, might, should</i>	While it may be true that people have eaten meat for a long time, the number one killer of Americans now is...
Verbs of moderation	<i>appear, suggest, indicate, tend to + verb, seem to + verb</i>	The data suggest that the test scores are increasing as programs implement blended learning.
Adverbs	<i>somewhat, perhaps, possibly, probably, generally, typically, frequently, often, evidently, relatively</i>	High acceptance rates generally mean that...
Adjectives	<i>likely, unlikely, possible, probable, some, many, most</i>	It is possible that the consumption of large amounts of animal fat can cause heart disease.

Tips for Hedging

1. ADD hedges to the base form of lexical verbs:

- Children living in poverty **do** poorly in school. ⇒ Children living in poverty **tend to do** poorly in school.
- The data collected from this study **show** that... ⇒ The data collected from this study **seem to show** that...
- The number of students interested in online learning **will increase**. ⇒ The number of students interested in online learning **will probably increase**.

2. REPLACE non-hedged language with hedged language; Common non-hedged language to avoid: be (in different forms), will, absolutes:

- Inflation **is** the cause of... ⇒ Inflation **may be** the main cause of...
- A blended mode of learning **will solve** this problem. ⇒ A blended mode of learning **is likely to solve** this problem.
- Without asynchronous courses, students always **have to take** classes at midnight. ⇒ Without asynchronous courses, students **often have to take** classes at midnight.

Watch this introductory video from Engago:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://wisc.pb.unizin.org/esl117/?p=342#oembed-1>

Sources consulted

https://owl.purdue.edu/owl/english_as_a_second_language/esl_students/tips_for_writing_in_north_american_colleges/reasonability.html

<http://www.cambridge.org/grammarandbeyond/grammar-practice-activities/2016/07/teaching-the-importance-of-hedging-language-in-writing-courses>

<https://writingcenter.gmu.edu/guides/hedges-softening-claims-in-academic-writing>

PART VII

UNIT 7: DOCUMENTATION

In this Unit

- Understanding the fundamentals of APA formatting
- Learning how to write citations
- Learning how to write references

44.

DOCUMENTATION: CITING YOUR SOURCES USING APA STYLE

Whenever you include someone else's ideas in your own writing, whether you are quoting, paraphrasing or summarizing those ideas, you must let the reader know where you took those ideas from by citing your sources. Even if you use your own words, if you obtained the information or ideas from a source, you must document the source.

There are three main reasons to cite your sources:

1. To avoid plagiarism.
2. To let the reader know that you have carefully researched your ideas.
3. To inform the reader where to find the original source if they want to learn more about your topic.

There are a number of commonly used documentation styles. In this course, we will use the **APA ([American Psychological Association](#)) formatting style**. Business, engineering, and the social sciences use APA style, while the humanities fields often use MLA (Modern Language Association) style. The life sciences fields use CBE (Council of Biology Editors). If you are unsure of which style to use, ask your instructor.

Where can APA documentation be found in an essay?

APA Documentation can be found in two different places in a piece of academic writing:

1. **in-text citations**, within the text
2. **references** at the end of the essay

Why are **citations** important? A **citation** tells the reader ...

- ...that the idea does not belong to the essay writer, but to the source's author.
- ...which source on the **reference list** the idea comes from.

A **reference list** is a complete listing of all outside sources used in a piece of academic writing. The reference list can be found on the last page of an essay or article.

What do APA citations and references look like?

Study the two citation examples below. Then study the references following the paragraph below.

A **citation** looks like this: (author's last name, year of publication, page number)

(Perrin, 2015, p. 1)

If the author is not provided, substitute the name of the article for the author's last name.

("Millennials Smile for Snapchat," 2015, p. 1)

How do citations and references work together?

Notice the citations in the paragraph and how they relate to, but differ in format from, the references:

Use of social networks has increased in the last several years. Teens especially account for a dramatic increase. According to the 2015 Pew Research Center study, 90% of young people use social media (Perrin, 2015, p.1). This number suggests the wide impact SNS can have on young people. Most people know about Facebook and Instagram, but other SNS are being created

every day. For example, Yik Yak, has millions more active users since its 2013 launch (Shontell, 2015, p. 1). Another popular network, Snapchat, has experienced rapid growth, with 45% of its users being 18-24 years old (“Millennials Smile for Snapchat,” 2015, p. 1). The evidence seems to show that young people are more likely to try using new SNS.

References (*in your essay, these should be double-spaced, and the second lines of each reference will be indented***. This style of indentation is called “hanging indentation”.)

Millennials smile for Snapchat. (2015, April 8). *e-marketer*. <http://media.vataarme.com/index.php/industry-news/digital/item/3815-millennials-smile-for-snapchat>

Perrin, A. (2015). Social media usage: 2005-2015. *The Journal of Social Media in Society*, 2(4), 47-50. <https://www.thejsms.org>

Shontell, A. (2015, March 12). How 2 Georgia fraternity brothers created Yik Yak. *Business Insider*. <https://www.businessinsider.com.au/the-inside-story-of-yik-yak-2015-3>

Introduction to APA Style

Note that in this course you will NOT include a cover page as described in the video below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=215#h5p-8>

From Excelsior Online Writing Lab, [APA Style](#)

45.

CITATIONS

There are many different formats for citations, so it's helpful to use a guide. The examples below are some of the most common formats, but for a complete list, see the [Writing Center's APA Handbook](#). (Notice that some portions of the Handbook state that they are using APA edition 6 still rather than edition 7.)

In-Text Citations: Within the Sentence & At the End of a Sentence

When you include a paraphrase or quotation from an outside source in your writing, you need to acknowledge the source. This is referred to as citing the source. Some teachers may refer to this as attributing the source, or source attribution.

In-text citations include:

1. The author's name (if known) or the article title (if the author's name is unknown).
2. The date of publication.
3. The page or paragraph number (required for quotations), BUT in 117 we require it in all instances.

In-text citation for a source with a known author

These citations include the author's last name, publication date, and the page or paragraph number where the information was found.

Citing your source within the sentence (also known as a "narrative citation" or "writer focused citation")

- Baker (2017) reports that 70% of Instagram users are under 35 years old (p. 1).

Citing your source at the end of a sentence (also known as a “parenthetical citation” or “idea focused citation”)

- Seventy percent of Instagram users are under 35 years old (Baker, 2017, p. 1).

Citations within the sentence focus on the person, while *those at the end of a sentence* focus more on the idea. We can therefore infer that:

- **Citations within the sentence** may be more **appropriate for experts** or **scholarly article authors**.
- **Citations at the end of a sentence** are preferable when citing information from **newspaper article authors** (although it may be acceptable to use citations with the sentence when such authors are very well known and/or considered authorities on the subject and/or if they draw important conclusions).

Direct Quotations

If you use a quotation, you must:

1. Put the EXACT words within **quotation marks**.
2. Include the page number or paragraph number.
3. Put the period OUTSIDE the parentheses.

Quotation within the sentence

- Gambino (2015) states, “Students come to depend on social networks more than face-to-face interactions, and this may limit their interpersonal skills” (para. 3).

Quotation at the end of a sentence

- “Students come to depend on social networks more than face-to-face interactions, and

this may limit their interpersonal skills” (Gambino, 2015, para. 3).

In-text citation for a source with an unknown author

Use the title of the source if the author’s name is unknown.

1. Put quotation marks around the title for an article or webpage. Underline the title of a book.
2. Include the date of publication.
3. Use the full title the first time you include the citation. In subsequent citations, use only the first 2-4 words of the title.

Citing your source within the sentence

- In the article “Higher Education in the United States Today” (2015), the author claims that most students have earned Advanced Placement credits before entering college (p. 4).

Citing your source at the end of a sentence

- Most students have earned Advanced Placement credits before entering college (“Higher Education in the United States Today,” 2015, p. 4). **(PREFERRED METHOD)**

Subsequent citation (use an abbreviated form of the title)

- Most students have earned Advanced Placement credits before entering college (“Higher Education,” 2015, p. 4).

In-text citation for source with multiple authors

These citations need to include the authors’ last names, the date of publication, and the page/paragraph num-

ber on which the information was found. If the source has two authors, both authors' last names must be included.

Two authors (cited within the sentence): List the authors in the original order as they appear in the source.

- Grant and Moore (2017) note that eating a healthy breakfast and getting sufficient sleep before an exam can improve students' academic test taking performance (p. 3).

Two authors (cited at the end of the sentence): Use an ampersand (&) when using end-of-sentence format.

- Eating a healthy breakfast and getting sufficient sleep before an exam can improve students' academic test taking performance (Grant & Moore, 2017, p. 3).

If the source has three or more authors, use only the first author's last name followed by "et al." for all citations. (If doing that causes confusion with another similar source, there is an extra rule; you can look it up online by searching for "APA edition 7 in-text citation multiple authors".)

Three or more authors (cited within the sentence): Include the first author's name and replace the other authors' names with "et al."

- Chase et al. (2015) report that blue light emitted from electronic devices disrupts sleep patterns (p. 5).

At the end of the sentence, include the first author's name and replace the other authors' names with "et al."

- Research has shown that blue light emitted from electronic devices disrupts sleep patterns (Chase et al., 2015, p. 5).

Idea from more than one source

Sometimes you will find that multiple sources contain the same information, so it may strengthen your argument to include more than one source. To do this:

1. Use the end-of-sentence format.
2. Alphabetize the authors (A, B, C, etc.).
3. Separate the sources with a semicolon.

Multiple sources in one citation

- Students who use study groups to prepare for tests and problem sets perform better in those classes and build lasting friendships with their study mates (Easton, 2011, p. 5; Horowitz, 2012, p. 1).

Organizations as authors

Information that comes from organizations, government agencies, corporations, or some other type of group can be expressed without an author's name. To do this:

1. Include the full title of the organization the first time you use the citation. You may follow this with an abbreviation, e.g. United Nations (UN) or World Health Organization (WHO).
2. In subsequent citations, just use the abbreviation.
3. Include the year.

Organized groups as authors

- The United Nations (UN) (2007) reports that with proper infrastructure and continued financial support, children in developing countries can receive higher quality education.

Indirect sources

You will often read an article which quotes or references an expert. (In other words, this expert is *not* the author of the article you are reading.) If you want to paraphrase this information, you need to indicate who said the original information and you need to provide the details of the article you read. To do this:

1. Include the credential for the person whose ideas you are paraphrasing (or quoting).
2. Use the end-of-sentence format.
3. Include “as cited in” along with the last name of the article’s author.
4. Include the year and page number.

Indirect source

- UW psychology professor Kristin Wang claims international students with a minimum of one foreign friend adapt to college life more easily (as cited in Patel, 2016, p. 8).

A few notes about indirect sources

- Here, the author of the article is Patel, and Patel included information from Wang. Wang is not the author of the article, but if you want to use Wang’s ideas, you need to use this special format.
- The first time you use this format, include the cited author’s full name and credential. In subsequent mentions, you can simply use the family name.
 - Example: Wang goes on to say.... (as cited in Patel, 2016, p. 8).
- When citing authors of scholarly articles or citing experts mentioned in scholarly articles, do not include the full name or the credential; simply use the family name.

Webpage without an author

When there is no author for a web page, follow the directions below:

1. Put the citation at the end of the sentence in parentheses.
2. If the title is short, use the full title and put it in quotes. If the title is long, just include the first few words of the title and put it in quotes.

3. Include the year (if known) or write n.d. (for “no date”) if the date is unknown.

Webpage without an author

- More students than ever are choosing majors such as engineering and computer science since more high-paying jobs are available in these fields (“Pursuing Careers in STEM,” n.d., para. 2).

Video on APA(7th Edition) Citations for an academic paper

Note that in this course you will include the page number or paragraph number for ALL information you cite, not just for quotations.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=217#h5p-15>

From Excelsior Online Writing Lab, [APA In-Text Citations](#)

46.

REFERENCES

At the end of your essay, include a list of your sources in **alphabetical order**. This is usually referred to as the **Reference** section of your essay. For a more detailed list, visit the [APA website](#) or visit [Purdue OWL's website](#).

Reference Examples

For a book with a known author

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Baxter, C. (2007). *Introduction to academic writing for undergraduate writers*. White Plains, NY: Longman.

For an online journal article, single author

Author, A. A. (Date of publication). Title of article. *Title of Journal*, volume number, (issue number), page range. doi: 0000000/000000000000 or <http://dx.doi.org/10.0000/0000>

Irving, D. (2017). Processing pitch in mammals: Recent developments in cetacean research. *Journal of Comparative Psychology*, 12(3), 88-121.

For an online journal article, two authors

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number, (issue number), page range. doi: 0000000/000000000000 or <http://dx.doi.org/10.0000/0000>

Larson, S.J., & Marsh, O. (2012). An integrated model for teaching ESL writing. *Second Language Writing*, 36, 88-95.

For an online journal article, three or more authors

Author, A. A., Author, B. B., & Author, C. C. (Date of publication). Title of article. *Title of Journal*, volume number, (issue number), page range. doi: 0000000/000000000000 or <http://dx.doi.org/10.0000/0000>

Lucas, B., Moore, J., & Tanner, T. (2001). Social experimentation. *Journal of Social Psychology*, 18(4), 22-34.

For an online newspaper or magazine article, with author

Author, A. A., (Author, B. B., & Author, C. C.) (Year of publication, Month Day). Title of article. *Title of Newspaper or Magazine*. <http://url>

Lorenz, T. (2020, August 28). College is everywhere now. *The New York Times*.
<https://www.nytimes.com/2020/08/28/style/college-collab-houses-coronavirus.html>

For an online newspaper or magazine article, no author

Title of article. (Year of publication, Month Day). *Title of Newspaper or Magazine*. <http://url>

Younger Americans feel their voting weight. (2020, September 6). *The Economist*.
<https://www.nytimes.com/2020/08/28/style/college-collab-houses-coronavirus.html>

For a government document

Name of government agency. (Year of publication, Month Day). *Title of document*. Publisher name. <http://url>

National Institute of Mental Health. (2009). *Anxiety disorders*. U.S. Department of Health and Human Services, National Institute of Mental Health. <http://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>

For a corporate or group author

Name of corporation, group, or organization. (Year of publication, Month Day). *Title of page*. <http://url>

World Health Organization. (2018, May 24). *The top 10 causes of death*. <https://www.who.int/news-room/fact-sheets/detail/the-top-10-causes-of-death>

For a webpage, with author

Author, A. A., & Author, B. B. (Date of publication). *Title of article*. Website. <http://url>

Giovanetti, F. (2019, November 16). *Why we are so obsessed with personality types*. Medium.

<https://medium.com/the-business-of-wellness/why-we-are-so-obsessed-with-personality-types-577450f9a339>

For a webpage, no author

Title. (Date of publication). Website. <http://url>

Ocean enterprise study. (n.d.). National Ocean Service. <http://www.oceanservice.noaa.gov/project/ocean-enterprise-study>

For a webpage with a retrieval date

When the information on a page changes over time, include a retrieval date.

Name of organization. (Date of publication). *Title of report/document.* Publisher. Retrieved Month date, Year from <http://url>

U.S. Census Bureau. (n.d.). *U.S. and world population clock.* U.S. Department of Commerce. Retrieved January 9, 2020, from <http://www.census.gov/popclock>

For an article from a database

Author, A. A., (Author, B. B., & Author, C. C.) (Year, Month Day). Title of article. *CQ Researcher*, volume number, (issue number), page range. Retrieved from <http://url>

Carson, K. (2016, March 11). Arbitrating disputes. *CQ Researcher*, 26, 241-264. Retrieved from <http://library.cqpress.com/>

Formatting your Reference Page

- The Reference page is a new page at the end of an essay. Put the word “References” at the top of the paper and center it.
- Alphabetize the sources (by author’s last name), A, B, C, D, etc.
- References should be left-justified. If a reference is more than one line, the subsequent lines should be indented.
- Double-space your reference page.
- **DOI** stands for “digital object identifier.”
 - This is a unique letter-number combination associated with scholarly journal articles and some other works. A DOI makes it easy for someone to find a work because they can copy it into a browser address bar.
 - Your DOI should begin with **http**. Do not put a period at the end of a DOI.
 - You can usually find a DOI with other article information at the top or bottom of an article’s first page or in a database entry for an article.
 - Include the DOI for all works that have one. It goes at the end of your reference.

Rules for Creating Reference Entries

- Put the author’s LAST name first, followed by the first initial. Example: Obama, B.
- Capitalize titles of articles and journals correctly:
 - Capitalize major words, like proper nouns.
 - Examples: **S**outh **K**orea, **E**nglish, **B**arack **O**abama, **U**nited **N**ations
 - Capitalize only the *first letter* of the *first word* of a title and subtitle, and only the *first word* after a colon or a dash in the title.
 - Example: **M**ultilingual writers: **W**riting with different voices.
- *Italicize* titles of journals, newspapers, magazines, and books.
- If the the date is unknown write n.d. (for “no date”).

Shortcuts for Creating APA References

You do not have to type your references “from scratch.” Here are some alternatives:

1. Many **databases** allow you to automatically save the reference format. In ProQuest, Academic Search, and other discipline specific databases, look for the option to “cite,” “download citation,” or “save reference” and select **APA 7th edition**.
2. **Citation machines** will “create” the reference for you after you input the source information.
3. **Citation managers** are tools which collect and organize references.

***IMPORTANT: You cannot totally rely on databases or citation machines as occasionally these tools make mistakes. Therefore, should always check the format using an APA reference guide to make sure your reference or citation is accurate.*

Tools for Creating & Organizing References

- [Citation Machine](#)
- [Bibme](#)
- [Libraries Citation Managers webpage](#)

Video on APA (7th Edition) Citations for an academic paper



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=221#h5p-14>

From Excelsior Online Writing Lab, [APA References](#)

47.

APA REVIEW

Complete the knowledge check on APA (7th Edition).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://wisc.pb.unizin.org/esl117/?p=799#h5p-13>

PART VIII

UNIT 8: ACADEMIC WRITING RESOURCES

In this Unit

- Fundamentals of and tips for effective peer response
- Tips for maintaining academic tone
- Strategies to achieving cohesion and coherence

48.

PEER RESPONSE TRAINING

To be effective, **peer response**, also known as **peer review** or peer **feedback**, involves:

- the ability to *identify what to comment on*
- knowing *what to look for* in an essay and *what to ignore*
- knowing *how to frame your comments effectively* so the writer can understand what you mean and have an idea of how to revise.

The following information will help you better understand what to focus on and how to respond.

What should I comment on?

What you comment on for draft one will be different for draft two. In this class, you will conduct peer review for the first drafts of your essays. Below are some guidelines for things to focus on and things to ignore in the first drafts:

Things to comment on	Things to ignore
insufficient introduction of evidence	
thesis statement	spelling
too many quotes	verb tense
lack of connecting explanation after evidence	punctuation
order of main ideas	grammar (UNLESS it interferes with your ability to understand the passage)
relevance of evidence	
(title)	

What makes comments effective?

Effective peer review comments are specific, clear, and tactful.

Quality	Less effective example	Improved example
Specific	What??	The topic and focus in your thesis statement are not very clear to me. / It's difficult to identify the main point here. Could you try to make it clearer?
	Irrelevant	This is a separate idea, but it might be related to another main point. Does it fit in the section? If not, how?
Clear	Change your thesis.	You could express the topic more clearly and clarify supporting point number two more.
	Not enough evidence.	Your supporting point #2 seems a little short and unclear. Can you elaborate on this point? You could find some evidence from the "X" article.
Tactful (polite)	Your thesis is bad.	Your thesis could be clearer. What do you mean by X? / I'm not quite sure what your focus is.
	This is wrong.	I'm not quite sure what you mean. / I did not quite understand your point here. Could you clarify your point?

49.

ACADEMIC WRITING TIPS

Below are some useful tips for academic writing.

1. **Avoid first person pronouns such as “I,” “me,” “my,” and “we” as well as the second person pronoun “you.”** These words are (almost always) inappropriate in academic writing. The tone of it is too personal; moreover, there are very few academic occasions in which their use is needed.
2. **Avoid gendered pronouns such as “she,” “he,” “hers,” or “his”** when referring to a person whose gender is unknown. Use the singular “they” (or “theirs”) in order to be inclusive to all people and avoid making assumptions of gender. For more information, see [APA Style: Singular They](#).
3. **Avoid “etc.” and “and so on.”** These expressions are general and imprecise. Using them after examples is redundant. In other places, you should use “and other _____”, filling in the blank with a noun that categorizes what you are listing. (*Example:* Wars are going on in Iraq, Chechnya, Sri Lanka, etc. versus Wars are going on in Iraq, Chechnya, Sri Lanka, and many other countries around the world.) Also avoid the use of the ellipsis (. . .).
4. **Avoid absolutes**, such as “all,” “every,” “none,” “never,” “always,” and “absolutely.” These words leave you no “wiggle room”: they commit you to a position or a statement that allows for not even one exception. This includes superlatives (“the most dangerous,” “the biggest topic,” and other such extremes.). Refer back to the chapter on “Hedging” (Unit 6, Chapter 43)
5. **Avoid informal vocabulary**, including “a lot of,” “lots of,” and “really.” Especially, avoid such informal terms and phrases as “gonna” and “wanna.” In addition, “such as” usually works better than “like.” In addition, avoid vague words such as “things” and “stuff.”
6. **Avoid using idioms** (e.g. “Tuition costs an arm and a leg”) **and proverbs** (e.g. “Every coin has two sides”). They will make your writing sound informal.
7. **Avoid using phrasal verbs.** (Phrasal verbs are essentially idioms.) There is always a verb that has the same meaning; use it. Example: instead of “look up to,” use “admire.”
8. **Avoid contractions** such as “isn’t,” “aren’t,” “can’t,” “he’s,” “they’re,” and “it’s.” Spell all the words completely.
9. **Avoid questions.** Instead of asking and answering, state your point directly. (*Example:* How do parents influence their children beyond merely passing on their genes to them? They serve as role models for their children. In addition to passing on their genes, parents influence their children by serving as role models.)

10. **Avoid “magazine” style of writing.** For example, never write a *one-sentence paragraph*; your paragraphs will include a topic sentence and supporting sentences. Also, avoid using “hooks” in your introductions. Refer to the “Introductions” chapter on how to engage the reader without using a catchy “hook” (Unit 4, Chapter 31)
11. Avoid **unnecessary adverbs of intensity** (e.g., *really*, *very*, *definitely*, and *absolutely*) **and such phrases** *as without a doubt, beyond a doubt, there can be no doubt*.
12. Avoid **starting sentences with and, but, or so**. Use more formal alternatives (e.g. In addition, however, therefore) instead to begin a sentence. (Those words are perfectly fine within a sentence.)

Adapted from: Lane, J. & Lange, E. (1999). *Writing Clearly: An Editing Guide*, 2nd edition.

Correction Guide

Your instructor may use a **Correction Guide** when marking your writing to indicate that you have made an error. Your teacher will use these numbers or a similar code. Each number represents an area of usage. Refer to your instructor’s Correction Guide to determine the type of error you have made and then make the necessary correction.

1 Singular-Plural

1 1
He have been here for six month.

He has been here for six months.

2 Word Form

2
I saw a beauty picture.

I saw a beautiful picture.

3 Word Choice

3
She got on the taxi.

She got in the taxi.

4 Verb Tense

4
He is here since June.

He has been here since June.

5+ Add a Word

5+
I want go to the zoo.

I want to go to the zoo.

5- Omit a Word

5-
She entered to the university.

She entered the university.

6

6 Word Order

I saw five times that movie.

I saw that movie five times.

7

7 Incomplete Sentence

I went to bed. Because I was tired.

I went to bed because I was tired.

8

8 Spelling

An accident occured.

An accident occurred.

9

9 Punctuation

What did he say.

What did he say?

10

10 Capitalization

I am studying english.

I am studying English.

11

11 Article

I had a accident.

I had an accident.

12?

12? Meaning not Clear

He borrowed some smoke.

(???)

13

13 Run-On Sentence

My roommate was sleeping, we didn't want to wake her up.

My roommate was sleeping. We didn't want to wake her up.

14

14 Faulty Parallelism

My favorite hobbies are skiing, jogging and to cook.

My favorite hobbies are skiing, jogging and cooking.

15

15 Combine Short Related Sentences

Bill Clinton was the 42nd US President. He was elected in 1992.

Bill Clinton, the 42nd US President, was elected in 1992.

16

16

16 Inappropriate Tone / Informal

New stuff like smartphones are way too easy to over-use.

New forms of technology like smartphones are far too easy to over-use.

50.

COHESION IN ACADEMIC WRITING

The word cohesion come from the Latin verb *cobaerere* which means to stick together. In English academic writing, it is the responsibility of the writer to make sure that the ideas expressed in an essay are clear and easy for the reader to understand.

Look at the two paragraphs below. They are almost identical. Which is easier to follow and understand? Why?

Examples

Example 1: Research showed that universities provided inconsistent messages about the use of mobile computing devices. Some universities provided students with devices and instructors with implementation support. All instructors were not willingly taking advantage of those opportunities. Other institutions worked to provide university-related applications for the mobile device but did not support their use in learning. Some instructors at the universities deemed the devices as inappropriate and asked students to store them away when entering the classroom. This inconsistent message remains a barrier to the effective implementation of mobile devices in higher education.

Example 2: Research showed that universities provided inconsistent messages about the use of mobile computing devices. **On the one hand**, some universities provided students with devices and instructors with implementation support. **Yet**, all instructors were not willingly taking advantage of those opportunities. **On the other hand**, other institutions worked to provide university-related applications for the mobile device but did not support their use in learning. **Therefore**, some instructors at the universities deemed the devices as inappropriate and asked students to store them away when entering the classroom. This inconsistent message remains a barrier. **In short**, this inconsistent message remains a barrier to the effective implementation of mobile devices in higher education.

Text adapted from: Gikas, J. & Grant, M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones, & social media.)

You probably noticed the second example contains a number of expressions which clarify the connections between ideas.

Techniques for Building Cohesion

When sentences, ideas, and details fit together clearly, readers can follow along easily, and the writing is coherent. The ideas tie together smoothly and clearly. To establish the links that readers need, use the methods listed here.

Repetition of a Key Term or Phrase

This technique focuses your ideas and keeps your reader on track. These repeated words and their related terms are sometimes referred to as *lexical chains*.

Example: The problem with **contemporary art** is that it is not easily understood by most people.

Contemporary art is deliberately abstract, and that means it leaves the viewer wondering what she is looking at.

Synonyms

Synonyms are words that have essentially the same meaning, and they provide some variety in your word choices, helping the reader to stay focused on the idea being discussed.

Example: *Myths* narrate sacred histories and explain sacred origins. *These traditional narratives* are, in short, a set of beliefs that are a very real force in the lives of the people who tell them.

Pronouns

This, that, these, those, he, she, it, and they are useful pronouns for referring back to something previously mentioned. Be sure, however, that what you are referring to is clear.

Example: When *scientific experiments* do not work out as expected, they are often considered failures until some other scientist tries *them* again. *Those* that work out better the second time around are the ones that promise the most rewards.

Transitional Words

There are many words in English that cue our readers to relationships between sentences, joining sentences together. See the next chapter for more transition words. There you will find lists of words, such as *however*, *therefore*, *in addition*, *also*, *but*, *moreover*, etc.

Example: I like autumn, *and yet* autumn is a sad time of the year, too. The leaves turn bright shades of red and the weather is mild, *but* I can't help thinking ahead to the winter and the ice storms that will surely blow through here. *In addition*, that will be the season too many layers of clothes to put on and days when I'll have to shovel heaps of snow from the sidewalk.

This/These Plus Summary Nouns

A simple, efficient way to establish the old-to-new flow of information is to use:

- Demonstrative pronoun (This / These) + noun (singular or plural)

Consider the following sentences.

Example: Writing instructors know that students need to understand the differences between formal and informal language. *This understanding* can help students make strategic choices in their writing.

What does *this understanding* refer to?

Example: In recent years, the number of students applying for undergraduate admission at Ivy League colleges has increased steadily, while the number of places available has remained fairly constant. *This situation* has resulted in intense competition for admission.

What does *this situation* refer to? What is the effect of using *this* instead of *that*? Could the writer have used only *this* instead of *this situation*?

The phrases in italics contain a **summary noun** or **word** that refers back to the idea in the previous sentence. They summarize what has already been said and pick up where the previous sentence has ended. You may have noticed in your academic reading that *this* is not always followed by a noun—that is, *this* is unsupported

or unattended. Keep in mind, however, that if there is a possibility your reader will not understand what *this* is referring to, your best strategy is to follow *this* with a noun so that your meaning is clear.

Chart of This/These + Summary Nouns

noun type	example
approach	method, strategy, process, idea
trend	pattern, tendency
disadvantage	weakness, problem, challenge, obstacle, difficulty, drawback
advantage	strength, solution, benefit
aspect	characteristic, feature, factor
stage	step, part
reason	cause, effect, result
circumstance	situation, example, issue

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51.

TRANSITION WORDS FOR COHESION AND COHERENCE

Transition Words and Phrases

Transition words and phrases are used to connect ideas together. They are used within paragraphs and between paragraphs to enhance the flow of ideas.

Below are some common expressions. Some are useful for connecting paragraphs while others are more appropriate for joining ideas within a sentence. ***The best way to learn which transition words can be used for which purposes is to pay attention to the way they are used in the texts you read.***

Transition words in any given category are NOT synonyms, and often require different grammatical structures. Choose exactly the best word for your purposes (don't just substitute). Use the [Skell Corpus](#) to check how these expressions are used in example sentences.

Additive Transitions

Function: to connect two ideas together by adding additional information

- furthermore, moreover, in addition, also
- admittedly, certainly, typically
- in fact, indeed
- first, second, third

Order of Importance Transitions

Function: to signal the importance of events

- above all, first and foremost, more/most
- importantly, significantly, primarily
- a more important, the most important, the primary / main, the second most significant

Contrastive Transitions

Function: to signal a contradiction or difference

- however, nevertheless, in contrast, on the other hand
- but, yet
- although, even though, whereas, while
- despite, in spite of, compared to/with

Comparative Transitions

Function: to emphasize similarity

- likewise, similarly, at the same time
- by comparison, in much the same way, once again

Cause and Effect Transitions

Function: to signal that one event happens as a result of another

- as a result / consequence, consequently, therefore / thus, for this reason
- because, since
- so
- due to, be the result of, given that

Giving Examples

Function: to introduce an illustration or example

- for example, for instance, to illustrate
- specifically, in particular, that is
- such as, an example of

Conclusion Transitions

Function: to signal a final summary of ideas

- to summarize, in summary, in short, in sum
- in conclusion, to conclude
- accordingly, ultimately

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GLOSSARY

Below are some terms and concepts you have encountered throughout this Pressbook.

collocation

devil's advocate

CREDITS

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