

## Unit 1: Paragraph Structure

- Principle for topic sentence
- Principle for supporting sentence
- Principle for concluding sentence

### What is English for academic purposes?

Simply it is the type of English you need for:

- Reading and understanding your study materials
- Writing about your subject

Academic English is different from everyday spoken English. It may be used to:

- Describe an object or situation
- Describe a process or how something works
- Explain something/ Expressing the relationship between ideas

**Academic English** is the genre of English used in the world of research, study, teaching and universities. If you read an article in an academic journal or listen to someone giving a presentation or a talk about an academic subject in an academic environment, Academic English is probably being used (English for university, 2016).

**Academic English** also called **English for Academic Purposes (EAP)** entails training students, usually in a higher education setting, to use language appropriately for study. It is one of the most common forms of English for specific purposes (Wikipedia, 2017)

**Academic language** is the language needed by students to do the work in universities. It includes, for example, discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g., essays, lab reports, discussions of a controversial issue) (Csun, 2017).

**Academic Language** is the language needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field such essays and lab reports and other language-related activities typical of classrooms, such as expressing disagreement, discussing an issue, or asking for clarification (CWU, 2017).

## Key Things

### Simplicity, Conciseness and Clarity

- ✓ Write short sentences.
- ✓ Be as clear as possible.
- ✓ Avoid repetitions.
- ✓ Help the reader to follow your points.
- ✓ Remove any clutter (wordiness), so your good points will stand out (getting rid of what's unnecessary to convey your point).

### Formality

- ✓ Use formal expressions and use impersonal in style (do not personalize)
- ✓ Use the third person or declarative statements

I think that... → This essay argues that...

Example of declarative statement:

In my opinion, sleep supports cognitive functions and is therefore an important factor of healthy living → Sleep supports cognitive functions and is therefore an important factor of healthy living.

- ✓ Start a sentence with a more sophisticated conjunction

But there are other reasons... → However, there are other reasons...

And it has to be considered that... → Moreover, it has to be considered that..

A lot of / huge → Considerable

Nonsense → Implausible / Incorrect / Unreasonable

- ✓ Tend to employ a cautious way of explaining findings, using expressions such as ‘*may*’, ‘*it is possible that...*’, ‘*could*’
- ✓ May use specialized vocabulary

### **Accuracy and Evidence**

- ✓ Grammatical accuracy
- ✓ Based on reading and research
- ✓ Review and edit
- ✓ Referencing

### **Logic**

- ✓ Logical organization in texts (structured / essay structure/ report structure)
- ✓ Need outline and plan
- ✓ Reasonable
- ✓ Providing causes and effects
- ✓ Arranged in logical sequence
- ✓ Each paragraph of the writing piece is related to each other.

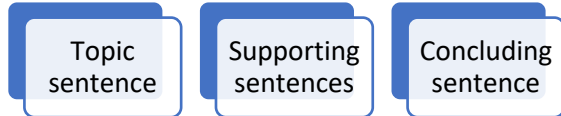
## Non-Discriminatory Language

Non-discriminatory language is the inclusive language used to address and describe all people, regardless of sex, race, ethnicity and physical or intellectual characteristics<sup>1</sup>.

Use acceptable, inclusive language for:

1. Gender and/or sexual orientation
2. Indigenous peoples
3. Physical and/or intellectual disability
4. Race, ethnicity and/or religion
5. Other examples such as age

## Paragraph Structure



A paragraph contains:

- One topic sentence that states the main idea and contains the controlling idea
- Sentences that develop the topic sentence, that explain or prove the topic sentence by giving more information about it.
- Sentences that give signals of the ending of the paragraph and that leave the reader with important points to remember

## Unit 2: Unity and Coherence Technique

- Definition
- Repetition of key nouns
- Key noun substitutes
- Consistent pronouns
- Transition signals
- Logical order

### Definition

#### UNITY in a paragraph

- Unity in a paragraph means that the entire paragraph should focus on one single idea.
- The supporting details should directly explain or prove the main idea.
- If another “*closely related*” aspect will be discussed, start a new paragraph.
- The concluding sentence should end the paragraph with the same idea.

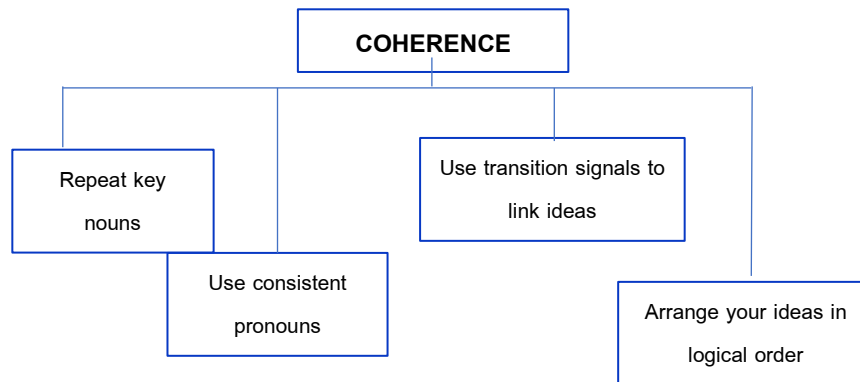
Thus, a unified paragraph presents a thought, supports it with adequate details and completes it with a conclusion.

#### COHERENCE in a paragraph

- Coherence means establishing a relationship between the ideas presented in a paragraph.
- It brings about a rationale in the arrangement of the ideas introduced either in the chronological order or in the order of importance.
- Transitions that compare, contrast, illustrate, add or show cause and effect build logical bridges. Then, the ideas expressed in the paragraph, flow

smoothly from one to the next in a logical sequence, SO THAT readers understand the paragraph.

### Techniques to achieve COHERENCE



#### Alternative to using repetition of key nouns

- Use synonyms.
- Use expressions with the same meaning.

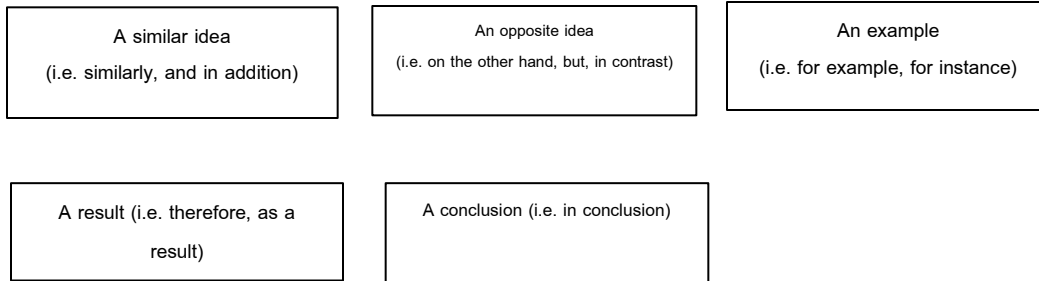
#### Consistent Pronouns

- Use the same person and number throughout your paragraph.
- Don't change from you to he or she (change of person) or from he to they (change of number).

#### Use transition signals to link ideas

- Transition signals are expressions such as *first*, *finally*, and *however*, or phrases such as *in conclusion*, *on the other hand*, and *as a result*.

- ‘Subordinators’ (e.g. *when/ although*) / ‘Coordinators’ (e.g. *and, but*) / ‘Adjectives’ (e.g. *another, additional*) / ‘Prepositions’ (e.g. *because of, in spite of*), can also serve as transition signals to join sentences
- Transition words tell readers when you are giving:



### Some types of transition signals (Transition Words)<sup>1</sup>

- Agreement / Addition / Similarity
- Opposition / Limitation / Contradiction
- Cause / Condition / Purpose
- Examples / Support / Emphasis
- Effect / Consequence / Result
- Conclusion / Summary / Restatement
- Time / Chronology / Sequence
- Space / Location / Place

### Arrange your ideas in logical order

- Arrange your sentences in some kind of logical order.
- Selecting your logical order depends on topic and purpose.

### **Unit 3: Supporting Details, Facts, Quotations and Statistics**

- Facts vs. opinions
- Using outside sources
- Quotation

#### **Facts vs. Opinions**

What is Opinion?

- Opinions are subjective statement based on a person's beliefs, attitudes or judgement.
- Opinions are not necessarily based on fact.
- People have lots of different opinions and in many cases, people can have differing opinions on the same issue.
- Opinions may not be proved to be correct or incorrect.
- A personal view about what someone thinks of something. It is a view based on belief rather than absolute evidence

In academic work,

- Opinions are not acceptable as support, but it is acceptable that you can express opinion in your academic writing.
- However, you may not use an opinion as support, and if you express an opinion, you must support it with FACTS

FACTS are objective statement of truths.

- A fact is a statement that can be tested by experimentation, observation, or research and shown to be true or untrue / Statements of fact can be proven true or false.



- Expressing a fact involves stating the truth or saying what is real

Sometimes, even FACTS need proof

At sea level, water boils at 100 degrees Celsius.

Women live longer than men.

Cigarettes are addictive.

Sometimes, even FACTS need proof These three statements are facts, but the last two need proof. Readers may not believe that women live longer than men, or they may not agree that cigarettes are addictive.

### **Using Outside Sources**

In your assignment, you may be able to use examples from your own personal experience, however, mostly you need to gather quotations and statistics or information that are proved and reliable in your writing.

Where can you find specific supporting details to support your ideas?

**Academic Sources** When researching a topic for a university assignment, academic sources are preferred over other types of sources. They carry more weight and authority, and are likely to be more convincing. Academic sources are used in academic works, because they are:

- **Authoritative:** academic sources identify the qualifications and expertise of the writer.
- A source written by a recognized expert in a field is more likely to be trustworthy.
- **Sourced:** academic writing provides or gives credit to the origins of information and ideas, usually by means of a reference list or bibliography.

- Peer-reviewed: other academics have read the source and checked it for accuracy. Before publication in an academic journal, for example, an article is checked by a panel of referees. Academic books are checked by editors and other reviewers.
- Objective: academic sources aim to examine a topic fairly. The writing is objective; writers of academic works are concerned about facts and are not influenced by personal feelings or biases. Part of being objective is being fair in the work.
- Written for academics: academic sources target university lecturers, students, and professionals interested in the theoretical side of a topic

### **Types of Academic Source**

The most common forms of academic source are:

- Books (i.e. textbooks / not fiction), including Encyclopedias and dictionaries
- Journal articles
- Published reports (online and printed)
- Other sources
  - Some other types of periodicals: any publication that is published multiple times (periodically), such as popular magazines and newspapers/ news webpage
  - Trade sources: periodicals that publish articles relevant to a particular field or industry. They are usually written by professionals actively working in the field, or by journalists who have knowledge of the field, such as trade journals or trade magazines
  - Opinion pieces (i.e. blogs/weblogs, personal websites)

## **Plagiarism**

- Plagiarism is “using some else’s words or ideas as if they were your own, and it is a serious offense. Students who plagiarize may fail a class or even be expelled from school.
- When you use information from outside source without acknowledging that source, you are guilty of plagiarism.

## **Citing Sources**

### **Two- step process**

1. Insert a short reference in parentheses (.....) at the end of each piece of borrowed information. This short reference is called an “in-text citation”.
2. Prepare a list describing all your sources completely. This list is titled “Work Cited” and appears as the last page of your paper. You can also use the word “References”