Universidad de los Andes
Facultad de Ciencias Sociales

Departamento de
**Lenguas
& Cultura**

English 9A – LENG1159
Academic Writing for Science and Engineering

English 9B – LENG1160
Academic Writing for Humanities and Social Sciences

Student's Booklet

2024-1

NOTES ON THE FIRST EDITION (2023-2)

This book contains materials useful to the English 9 students in the Academic English Support Program at Universidad de los Andes.

Unit 1 contains learning, practice, and scaffolding material to help students draft and produce their first Written Assessment Task in the course. Unit 2 refers to the contents and skills required for preparing and producing Written Assessment Tasks 2 and 3.

Most of the resources in this booklet have been designed to work in articulation with the blended component of the course. Therefore, students are strongly advised to complete their work in the platform to take full advantage of the materials in this booklet.

We wish you a great learning experience!

The English 9 Team

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Unit 1

Relative Clauses and Writing Definitions

Learning Outcomes

- Develop an original extended definition paragraph using a variety of definition features to describe and explain a specific concept or term

Introduction to relative clauses and relative pronouns

Relative clauses are clauses starting with the relative pronouns _who, that, which, whose, and where._ They are most often used to <u>define or add information about the noun that comes before them</u>.

Relative Pronoun	Used for	Examples
who	people	Steve Jobs was the person who invented the iPhone.
which	animals or things (but not people)	A telescope is an instrument which is designed to make distant objects appear closer.
that	people, animals, and things	Mechanical engineering is the branch of engineering that deals with the design, construction, and use of machines.
whose	possession and relationships his, her, its, or their	Sigmund Freud was an Austrian neurologist whose psychoanalysis techniques became very popular in the 19th century.
where	places	La Casa Rosada is the house where the president lives in Argentina.

I. Choose the correct relative pronoun to complete each sentence.

1. Cartagena is the place (where/that) they got married last year.
2. Bolivar was a man (who/whose) battles helped to liberate many countries in South America.
3. Is Mark Zuckerberg the man (whose/who) is responsible for Facebook's privacy issues?
4. A conspiracy theory is an event (where/which) produces a hypothesis that contradicts facts.
5. Data mining is a process (who/that) examines large databases to generate information.
6. "A Brief History of Time" is by an author (who/whose) name I cannot remember.

Essential and non-essential relative clauses

There are two kinds of *relative clauses*: **essential** and **non-essential**.

An essential (or defining) relative clause is an important part of a sentence because it provides key information to ***define*** an element in the sentence. This relative clause ***cannot*** be left out of a sentence without changing the meaning. For example:

> The employees <u>who failed to arrive on time last month</u> will lose their job.

The "who" clause tells the reader, specifically, which employees will lose their job. It is essential information for the reader to identify which employees the text is focusing on.

II.   Combine the sentences together using an essential relative clause.

> Example: I have a document. The document proves my innocence.
> ➔ I have a document which proves my innocence.

1.   This is the doctor. The doctor saved my life.

_____

2.   I live in the house. My grandfather was born in the house.

_____

3.   The grade was unfair. The teacher gave it to me.

_____

4.   A membrane is a thin wall. This wall allows certain types of substances to pass

through.

_____

5.   "Battery" is harmful or offensive touching. It can cause physical injury to someone.

_____

A non-essential relative clause provides extra information which is **not necessary** to identify the subject of the sentence. Note how commas are used to integrate the non-essential clause into the sentence. For example:

> Hiroshima, <u>which is a city in Japan,</u> was destroyed by an Atomic Bomb in 1945.

The subject of the sentence is Hiroshima, it does not require essential information to identify it. The non-essential clause simply adds extra information / context for the reader (but it is not necessary).

III. Write a non-essential relative clause using: 1) the correct relative pronoun and 2) definitional elements in parenthesis.

Example: Finland / world's safest country (Bill lives)
➔ **Finland, where Bill lives, is the safest country in the world.**

1. Aristotle / the father of political science (is known as)/lived in ancient Athens

_____

2. Fossil fuels / high concentrations of carbon (have)/ are used to power automobiles.

_____

3. Equilibrium / your sense of balance (refers to)/is a very important skill for acrobats.

_____

4. Professor Vargas, my thesis director (had been assigned as), quit his job last month.

_____

IV. Decide if the sentences have an essential or non-essential relative clause. Use commas when necessary.

1. The scientist who is fascinated by aeronautics is going to design a new type of spacecraft.
2. The students who can pass this test must be very intelligent.
3. The Statue of Liberty which is situated on Liberty Island was a gift from the French people.
4. John F. Kennedy who was an ethical man will always be remembered for his strong position on civil rights.
5. Only people who speak English should apply for the job.

V. What do the sentences below have in common?

1. Bravery is the mindset one takes when facing a challenge that could be dangerous or difficult.
2. Cholera is an intestinal infection which can seriously harm or even kill its victim.
3. Acrylic plastic is a polymer which can take a high polish, is clear and transparent, and can be shaped while hot.
4. Perspective is a technique in art that is used to represent three dimensional objects and depth relationships on a flat surface.
5. Pollution is a form of environmental contamination which results from human activity.

VI. Ask yourself: What is *bravery*, what is *cholera*, what is *acrylic plastic*, what is *perspective*, what is *pollution*? Your answers to these questions will help you think about a concrete **definition** using relative clauses.

> **Note:** In Bloque Neón, you will find material to learn and further practice the use of **relative clauses** and their use in **writing definitions**.

Using categories in relative clauses

When we write definitions, we use categories in relative clauses to help define the object more clearly. Note the use of categories in the sentences below.

1. A barometer is a scientific **instrument** that is designed to measure atmospheric pressure.
2. Kidneys are **organs** that separate waste fluid from the blood.

The words "instrument" and "organs" are the categories for the definition of "barometer" and "kidneys," respectively.

Using the combination of a relative clause and the object's corresponding category can provide a clear simple definition. For example:

> A palindrome is a word or phrase that results in the same sequence of letters no matter whether it is read from left to right or from right to left.

VII. Choose the correct category word to complete the following definitions:

1. A multi-national company is a business *house/organization/infrastructure* that operates in many countries.
2. Reinforced concrete is a building *substance/material/product* that consists of cement, sand and steel rods.

3. Bullying is a pattern of anti-social *behaviour/emotion/discipline* that is found in many schools.

4. Recycling is a *habit/process/theory* in which materials are used again.

5. Cereals are *grains/minerals/seeds* that are widely grown for food production.

VIII. Write a suitable category word in the following short definitions:

1. A refrigerator is _____ which you use to keep food fresh and cool.

2. Persian is _____ which is spoken in Iran.

3. A carpenter is _____ who works with wood and can build houses.

4. A snake is _____ which has poisonous fangs.

5. An oasis is _____ where you find water in the desert.

Writing Extended Definitions

Learning Outcomes

- Develop an original extended definition paragraph using a variety of definition features to describe and explain a specific concept or term

Definitional elements in extended definitions

Essential relative clauses are used to make simple one-sentence definitions; however, in academic writing, writers sometimes need to fully develop an unfamiliar idea, object, process, etc. by adding more information. This is known as an **extended definition**.

I.   Read the paragraph below. Can you identify the use of an essential relative clause?

> Pollution is a form of environmental contamination which results from human activity. Some common forms of pollution are wastes from the burning of fossil fuels and sewage running into rivers. Even litter and excessive noise or light can be considered forms of pollution because of the impact they can have on the environment.

To give more information to the audience, extended definitions may contain definitional elements such as:

- characteristics
- examples
- components
- applications
- types
- the history, and/or
- advantages and disadvantages.

II.   Re-read the previous extended definition. Discuss with a partner the definitional elements that have been included.

III.   Read the paragraphs below and identify which definitional elements are used in this extended definition.

1. Perspective is a technique in art that is used to represent three-dimensional objects and depth relationships on a flat surface. Modern linear perspective relationships (which involves making objects seem smaller the more distant they are from the observer) was probably first used in the 1400s by the artist Masaccio and the architects Filippo Brunelleschi and Leon Battista Alberti in Florence, Italy. Before this time, artists paid little attention to realistic perspective. In recent decades, many modern artists have returned to the practices of early artists and have abandoned realistic perspective.

Taken from Academic Writing for Graduate Students, 3rd Edition, John M Swales and Christine B. Feak., 2012

2. An urban renewal plan identifies the parts of the city that are not being used or are deteriorating in order to transform and make a potential development of them; additionally, it is implemented to mitigate accelerated growth, housing deficits, and to slow down the growth of informal construction. Reactivation and redevelopment are optimal in areas with strategic location with respect to road infrastructure, transport, public space and services facilities; moreover, it maintains the historical memory of the city as long as it conserves the valuable historic and patrimony areas. In this context, an outstanding project is the Partial Plan to renew the National Vote in the Center of Bogota, which has a historic and cultural load where the Bronx, known as a place of illegal trade, was located. Furthermore, this includes housing, a lineal park, public pedestrian space and the Bronx creativity district with infrastructure dedicated to knowledge, work, and artistic activities.

By Daniela Chacón

Note: In Bloque Neón, you will find material to learn and further practice **writing extended definitions**.

IV.   Now, write an extended definition for a term in your field. Follow the steps:

1. Think of a term, concept, or key innovation or discovery in your field of study.

2. Write a one-sentence definition of the term using a relative clause.

3. Write additional sentences giving details of the term using the different elements of an extended definition. You could also include details such as its origin, its importance, the problem it addresses, or how it has changed your field. Your audience is the general public.

Expressing Cause and Effect

Learning Outcomes

- Describe cause and effect relationships when writing an academic text by using appropriate discourse markers and signals

<u>Introduction</u>

Cause and effect language can be used to describe the relationship between actions or events that lead to specific results. In English 9, this language should be used in your problem-solution text to discuss the causes of a problem or the effects that the problem may create.

<u>Learn</u>

<u>Relationship: CAUSE → EFFECT</u>

Subject (noun or noun phrase)	Verb	Complement
The heavy rain	caused resulted in led to contributed to	the flood.

Connector	Noun or noun phrase + comma	Independent Clause
Due to As a result of Because of As a consequence of	the heavy rain,	there was a flood.

Independent Clause	Connector	Independent Clause
It rained heavily;	therefore, as a result, as a consequence,	there was a flood.

<u>Relationship: EFFECT → CAUSE</u>

Subject (noun or noun phrase)	Verb	Complement
The flood	was caused by was produced by resulted from	the heavy rain

Independent Clause	Connector	Noun or noun phrase
There was a flood	due to because of as a result of	the heavy rain.

Note: In Bloque Neón, you will find material to learn and further practice **expressing cause and effect**.

Practice

I. Match the causes to the effects.

Causes	Effects
Lack of quality public transportation options	More theft and insecurity in urban areas
High unemployment rates	Increased pollution in the earth's atmosphere
Increases in the cost of student tuition	Heavy traffic during rush hour
Burning of fossil fuels	Protests and demonstrations at universities

II. Write one sentence for each pair from the previous exercise using cause and effect language. Use different language (verbs, subordinate conjunctions, connects) for each example. Write two sentences that are *effect-cause* and two sentences that are *cause-effect*.

Cause-effect

1. _____

_____

2. _____

_____

Effect-cause

3. _____

_____

4. _____

_____

III. **Brainstorm:** This is a list of current issues faced by university students. With a partner or in a small group, can you add any more ideas to the list?

- o Overpopulation of the campus.
- o Unsustainable academic workload for students
- o Increasing cost of university tuition
- o University students' mental health challenges
- o
- o
- o

IV. Choose **one** of the issues above to make a "problem tree" by writing three causes/context (the roots) and three effects/problems (the branches). Then, write three sentences using three different examples of cause and effect language. Follow the example.
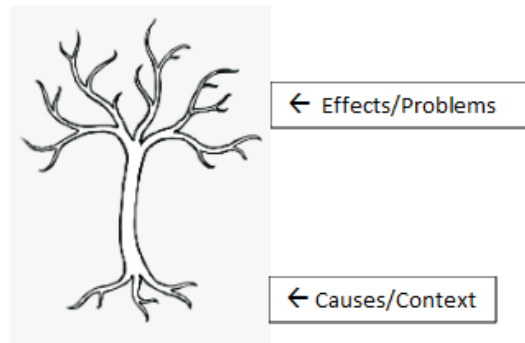
Example

Current Issue: Overpopulation of the campus.

Causes/Context:

1. Not enough space for current students in existing university facilities
2. Larger enrollment of students in the university than before
3. The university makes more money if program capacity is increased

Effects/Problems:

1. Delayed travel times going to and from class and lack of places to study/socialize
2. Bigger class sizes
3. Less personal attention given to students

Sentences:

- <u>Due to</u> the fact that there is not enough space for current students in existing university facilities, there are delayed travel times going to and from class and lack of places to study/socialize.

- The larger enrollment of students in the university than before <u>causes</u> bigger class sizes and less personal attention for students.

- Less personal attention given to students <u>results from</u> the fact that the university can make more money by increasing program capacity.

Now, write your own problem tree:

Current Issue:

Causes/Context:

1.

2.

3.

Effects/Problems:

1.

2.

3.

Three sentences:

- _____

   _____

- _____

   _____

- _____

   _____

V.   Using the same problem tree outline, complete the activity using the problem that you will write about for WAT 1.

Current Issue:

Causes/Context:

    1.

    2.

    3.

Effects/Problems:

    1.

    2.

    3.

Three sentences:

- _____

    _____

- _____

    _____

- _____

    _____

Writing a Problem-Solution Text

Learning Outcomes

- Create a problem-solution academic text considering context, audience, purpose, register, tone, style, formatting, structure, organization, and cohesion
- Identify and analyze context, audience, purpose, register, tone, style, formatting, structure, organization, and cohesion of academic articles

Introduction

Writing a problem-solution text is an exercise in defining a problem clearly, offering realistic solutions and making an auto critical evaluation of those solutions.

A problem-solution essay has four main parts:

I.   Situation
II.   Problem
III.   Solution
IV.   Evaluation

Note: In Bloque Neón, you will find material to learn and further practice **writing a problem-solution text**.

Learn

I.   Read the problem/solution text below. For the purposes of this activity, it has been divided into separate parts with corresponding questions. After reading each part, answer the questions.

Situation

Ghana is located on West Africa's Gulf of Guinea just north of the Equator; however, unlike many poor West African countries, this country of 24 million has a growing economy that is expanding over 10% annually. This growth has largely been attributed to the 2007 discovery of a major oil field off the coast and to Ghana's position as a leading gold producer; furthermore, Ghana has emerged as an important center for e-waste recycling and disposal, an industry that contributes more than US$200 million into the economy. E-waste consists of electronic devices typically from Europe and North America that have been discarded but still have value; thus, E-waste has provided some opportunities for employment, poverty alleviation, recycling business

developments, and may even bridge the digital divide by contributing to the country's growing demand for information technology.

1. What is the purpose of this paragraph?

_____

_____

2. Can you identify an extended definition in the paragraph? Where?

_____

_____

Problem

The largest e-waste recycling and disposal center is located in the capital city of Accra and is adjacent to the Agbogbloshie Food Market, which can contaminate the food being sold with synthetic chemicals produced by the e-waste. At this site, recyclers disassemble electronics to retrieve valuable metals (for example, gold) or burn items covered with plastic (for example, computer wires) to recover metals such as copper and aluminum, releasing hydrogen chloride, carbon monoxide and carbon dioxide. These processes expose workers and others living near the e-waste site to additional toxic materials including plastics, lead, aluminum, and silica resulting in health problems such as central nervous system damage and cancer.

3. What is the purpose of this paragraph?

_____

_____

4. What details differentiate it from the Situation?

_____

_____

Solution

One way to address e-waste dangers is to install modern, sustainable recycling technology that can drastically reduce human exposures to toxins. This can function by setting up an automated disassembly system in which electronic material is mechanically separated. In this system, metal, glass and plastic fractions are first divided by the machine and afterwards sold to smelters. Such recycling machinery is enclosed and employs a dust collection system in which emissions are caught by scrubbers and screens. During the process, hazardous smoke and gases are captured, contained and treated to mitigate environmental threat to allow safe disposal of e-waste materials.

5. What is the purpose of this paragraph?

_____

_____

6. How many solutions are given?

_____

Evaluation

One drawback to the solution centers around who should be responsible for the cost of installing such systems in e-waste recycling centers since they tend to be expensive to install. Additionally, the centers are difficult to maintain with respect to both cost and qualified technicians and whose use requires large amounts of energy.

7. What is the purpose of this paragraph?

_____

_____

8. How is this "Evaluation" paragraph different from a "Conclusion" paragraph?

_____

_____

9. How does this "Evaluation" enhance the overall Problem-Solution essay?

_____

_____

II.   Read the text again and complete the table to analyze other aspects of the text.

> Ghana is located on West Africa's Gulf of Guinea just north of the Equator; however, unlike many poor West African countries, this country of 24 million has a growing economy that is expanding over 10% annually. This growth has largely been attributed to the 2007 discovery of a major oil field off the coast and to Ghana's position as a leading gold producer; furthermore, Ghana has emerged as an important center for e-waste recycling and disposal, an industry that contributes more than US$200 million into the economy. E-waste consists of electronic devices typically from Europe and North America that have been discarded but still have value; thus, E-waste has provided some opportunities for employment, poverty alleviation, recycling business developments, and may even bridge the digital divide by contributing to the country's growing demand for information technology.
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> The largest e-waste recycling and disposal center is located in the capital city of Accra and is adjacent to the Agbogbloshie Food Market, which can contaminate the food being sold with synthetic chemicals produced by the e-waste. At this site, recyclers disassemble electronics to retrieve valuable metals (for example, gold) or burn items covered with plastic (for example, computer wires) to recover metals such as copper and aluminum, releasing hydrogen chloride, carbon monoxide and carbon dioxide. These processes expose workers and others living near the e-waste site to additional toxic materials including plastics, lead, aluminum, and silica resulting in health problems such as central nervous system damage and cancer.
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> One way to address e-waste dangers is to install modern, sustainable recycling technology that can drastically reduce human exposures to toxins. This can function by setting up an automated disassembly system in which electronic material is mechanically separated. In this system, metal, glass and plastic fractions are first divided by the machine and afterwards sold to smelters. Such

recycling machinery is enclosed and employs a dust collection system in which emissions are caught by scrubbers and screens. During the process, hazardous smoke and gases are captured, contained, and treated to mitigate environmental threat to allow safe disposal of e-waste materials.

One drawback to the solution centers around who should be responsible for the cost of installing such systems in e-waste recycling centers since they tend to be expensive to install. Additionally, the centers are difficult to maintain with respect to both cost and qualified technicians and whose use requires large amounts of energy.

PART A: GENERAL FEATURES	
Audience: Who would find this article useful?	
Purpose: Why was this article written?	

PART B: LANGUAGE FEATURES	
Tone and Register: Does it contain formal or informal language? Does it contain general or specialized vocabulary?	
Verb tenses: Does it use past, present or future sentences?	
Sentence types: Does it have simple, compound, and/or complex sentences?	
First person or third person: Does it use *I* or *we* or does it avoid these?	
Key Terminology: Identify 3 terms, concepts, or ideas that the audience would need to understand in order to fully utilize the information in the article	

III.   Read the paragraph below and separate the situation from the problem.

> Consumption of processed and convenience foods and our dependence on the car have led to an increase in obesity and reduction in the fitness level of the adult population that affects nearly one third of the population in many industrialized) countries. Obesity and poor fitness lead to physical health problems such as coronary heart disease and stroke in addition to mental health problems such as anxiety and depression.

1. What's the situation?

   _____

   _____

2. What's the problem?

   _____

   _____

Taken from https://www.eapfoundation.com/writing/essays/problemsolution/

Written Assessment Task 1 (WAT 1) Outline

Learning Outcomes

- Create a problem-solution academic text considering context, audience, purpose, register, tone, style, formatting, structure, organization, and cohesion
- Identify and analyze context, audience, purpose, register, tone, style, formatting, structure, organization, and cohesion of academic articles

Introduction

This activity is in preparation of your first Written assessment task (WAT 1).

I.   Think of a problematic situation from your field of study or a passionate interest that is currently taking place in a ***local context*** (Los Andes, Bogota, Colombia, Amazonas, etc.).

You might want to go back to pages 18 to 20 for ideas.

Choosing an Appropriate Title

Since the title <u>indicates the purpose/type of text,</u> the word "Problem" must appear in your title.

Compare the following potential titles and note their implications.

Example 1: Colombian Football and Nationalism

This text title is configured to treat a **general** discussion of Colombian football and nationalism. From this, there may not even be a problem description, let alone proposed solutions.

Example 2: Is Colombian Football Nationalistic?

This text title is configured to determine **whether or not** Colombian football is nationalistic, but **it does not state a position**; there will probably (but not definitely) be a problem description but perhaps no detailed proposed solutions.

Example 3: The Problem of Nationalism in Colombian Football

This text title already **declares that there is a problem**, and it will allow you to offer solutions to it. The title also facilitates reader comprehension.

<u>Analyze</u>

II.   Read the following titles and answer/do:

      a. What is the implied theme of the text?

      b. Change the title to be a proper "problem solution" text title.

Example:

Title: **Los Andes: A Welcoming Environment for Women Academics?**

a. The title implies making an argument for **one** or **both sides** of the question; its theme is answering the question: "Is Los Andes is a welcoming place for women academics?"

b. Possible correction: *The Problem of the lack of women academics in Los Andes*
The focus here is not investigating **if** there is a problem <u>rather declaring a problem</u> that we can then improve or solve.

      1. Are Transmilenio Free-riders the Real Problem?

          a.

          b.

      2. Does Nature Matter? The Decline of the Bee Population in Colombia

          a.

          b.

      3. The Increasing Level of Obesity in Colombia

          a.

          b.

III.   Now, write your title here:

_____

Creating a Problem/Solution Outline

Outlining can be useful in helping you to plan your text and organize your ideas before you write. Study the following outline and get ready to create your own.

Situation	This section merely **describes or states relevant contexts or facts**; it does not state any negative consequences.
Problem	This section concisely but explicitly **states the negative consequences** that you want to fix. **Do not** leave the reader to **infer** your problem from the situation/context alone.
Solutions	This section explicitly **states the possible proposed solutions** for your problem. Three solutions is a good number.
Evaluation	This section is an **auto critique of your proposed solutions**; it is **not** a conclusion paragraph.

IV.   Review the following outlines written by former English 9 students.

Example 1

Title: The Problem of Dengue in Colombia
By Viktor André Salas Barraza[1]

Situation	Dengue viruses are spread to people through the bites of infected Aedes species mosquitoes. In 2020, Colombia reported 66,258 cases of dengue. In 2020, 70% of dengue cases occurred in Valle del Cauca, Cali, Huila, Tolima, Santander, Cundinamarca, Meta, Cesar, Antioquia, Caquetá and Córdoba.
Problem	Dengue **causes** internal bleeding, damage to internal organs and even death
Solutions	1. Distribute dengue vaccines in the most affected zones. 2. Give educational talks about dengue.
Evaluation	1. Lack of data that shows vaccination courses decrease dengue cases in Colombia. 2. Experts face travel to distant rural areas far from where they live.

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[1] Used by permission.

Example 2

Title: The Skills Gap Problem facing Computer Science Graduates in Colombia
By David Samuel Rojas Sánchez[2]

Situation	Computer science (comp-sci) is an in-demand career in Colombia (average annual growth of 10% for graduates). Global markets involved in AI, natural language processing and machine learning project to grow to $49.26 billion in 2026, expanding at a CAGR[3] of 34.6% from 2021 onwards. Computer science curriculum has not evolved in last 10 years in main Colombian universities and lacks courses to develop AI skill areas (machine learning, natural language processing, deep learning).
Problem	The lack of teaching the above skills to computer science graduates **causes** a cycle of reduced comp-sci enrollment, lowered funding, less high-quality research and retarded national economic development.
Solutions	1. Modify the comp-sci curriculum to add courses about artificial intelligence breakthroughs. 2. Invest in computer science laboratories featuring the hardware required for training AI models. 3. Hire competent professors knowledgeable on the topics and their applications.
Evaluation	1. Curriculum reforms must be approved by several organization involved in the University's accreditation which could take time/resources. 2. Hardware necessary for large-scale AI projects can be complex and require specialized knowledge/skills to operate effectively which may necessitate extended education/training. 3. Qualified professors are difficult to find and retain.

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[2] Used by permission.
[3] CAGR: Compound annual growth rate

V.   Use the template below to create your own outline. Make sure that you write **concisely** in each section.

Title:

Situation	
Problem	
Solutions	1. 2. 3.
Evaluation	1. 2. 3.

<u>Outline peer review</u>

VI.   Work with a partner to peer review their Problem/Solution text outline. Answer the following questions while reviewing your partner's outline box.

Use the checklist on the next pages.

Part A: General Checklist

Element	Yes	No
1. Does the word "problem" appear in the title? (if not, can you find a way to add it?)		
2. Does the problem take place in a local context? (Uniandes/Bogota/Colombia) (If not, can you localize it?)		
3. Is all the text in the outline written concisely? (No complete sentences, direct and to the point)		

Part B: Situation and Problem

Element	Yes	No
4. Does the **situation** box limit itself to statistics/facts <u>but not declare any judgements/negative consequences?</u>		
5. Does the **situation** box contain quantitative statistics or facts? If so, how many? _____		
6. Can you recommend additional statistics/facts to help your partner contextualize the topic? • _____ • _____ • _____		
7. Does the **problem** box declare "endpoint" negative consequences? Examples: • "<u>air pollution</u>" is not an "endpoint", rather you still need: "air pollution causes **lung cancer, emphysema, acid rain that kills wildlife,"** etc.) • "<u>unequal income distribution</u>" is not an "endpoint", it causes: **"lack of access to health care, education,** etc.")		
8. Does the **problem** box contain quantitative statistics or facts? If so, how many? _____		
9. Can you recommend additional statistics/facts to help your partner describe **the extent of the problem**? • _____ • _____ • _____		

Part C: Solutions and Evaluations

Element	Yes	No
10. Does the **solution** box contain 3 numbered solutions?		
11. Are the **solutions** completely differentiable (one cannot be a subset of another)?		

12. Do the **solutions** seem to treat the problem at more than one stage? i.e., not only to "fix" the problem but to "treat" the source"; this may not be possible with every topic) Example: If the problem is related to waste management, don't limit yourself to "treating" the garbage in the landfill but consider a solution about *composting of food/recycling of items before they get to the landfill*. Please advise your partner if any ideas here come to mind (interdisciplinarity!).		
13. Are the **evaluations** clear **auto critiques of the three proposed solutions** (in order)? Remember the *"evaluation" is not a "conclusion/summary"*, it is an *auto critique* of your solutions)		

Part D: Final review

14. Can you easily state the essence of the outline in a single sentence in the following way?

The problem of <mark>"X"</mark> can be improved/solved by solutions <mark>"1," "2," and "3";</mark> **however,** we need to consider that it may be difficult due to evaluations <mark>"A", "B," and "C."</mark>

> Example:
> Title: **The Problem of the Orinoco Crocodile's impending extinction**
>
> The problem of <mark>the impending extinction of the Orinoco Crocodile</mark> can be solved by <mark>the creation of crocodile hatcheries, an expansion of our national parks and a ban on hunting</mark>; **nonetheless,** <mark>a lack of qualified personnel to run the hatcheries, inadequate funding to expand the national parks and the difficulty of enforcing the ban over such a large area</mark> could make these solutions difficult to implement.

The problem of _____

_____

_____

_____

_____

_____

_____

_____

Unit 2

Reporting Verbs, Paraphrasing, and Citations

Learning Outcomes

- Create a problem-solution academic text considering context, audience, purpose, register, tone, style, formatting, structure, organization, and cohesion
- Integrate original written paraphrasing of simple research findings in an original academic text correctly using citation guidelines

Introduction

Read the following quotes about education.

"Education's purpose is to replace an empty mind with an open one." —Malcolm Forbes

"Learning is not compulsory... Neither is survival." —W. Edwards Demin

"The purpose of education is to turn mirrors into windows." —Sydney J. Harris

Imagine that you want to report on the ideas by these three people. One possibility would be:

Malcolm Forbes once **said** "education's purpose is to replace an empty mind with an open one."

But sometimes, you will need to change the words to incorporate them into your own writing. In that case, you will need two things: **reporting verbs**, and **paraphrasing**.

Reporting verbs and paraphrasing

Learn: Reporting verbs are verbs that we use to include another person's ideas in our writing. There are many different verbs, with different meanings. Here are some examples:

describe	propose	report	suggest
study	find	show	argue that

Each verb has a specific meaning.

The teacher **described** the characteristics of a problem-solution text.
The teacher **showed** the characteristics of a problem-solution text.

Sometimes, the verbs can be synonymous:

The researcher **proposed** a new method.
The teacher **suggested** a new method.

Practice

I.   Read the following paragraph about English for Specific Purposes (ESP). Can you identify the reporting verbs in it? The first one is an example.

> Although the term ESP may seem self-explanatory, some authors have debated of what it comprises (Anthony, 1997). As a consequence, Dudley-Evans (1997) <u>set forth</u> a two-part definition of ESP, defining its absolute and variable characteristics. According to the absolute characteristics, (a) ESP should meet learners' specific needs, (b) ESP makes use of the underlying methodology and activities of the discipline it serves, and (c) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. From the definition provided above, one can conclude that ESP is not limited to a specific age, field or a group of students; therefore, it should not be perceived as a product. ESP has had an evolution in terms of how it is viewed. Richards (2001) writes that ESP began as a response to a number of practical concerns and needs of specific groups of people such as immigrants, graduate students, non-native students at foreign universities, businessman, researchers, and so forth. Hutchinson and Waters state that, "as English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language" (1987, p. 6). Hutchinson and Waters (1987) further argue that there were three main reasons for the emergence of ESP: globalization, a revolution in linguistics, and a new focus on the learner.
>
> Zivkovic, J.(2015). Utilization-focused evaluation for program improvement - a needs analysis in a Colombian government entity. Retrieved from: https://repositorio.uniandes.edu.co/handle/1992/13895

Paraphrasing

When you use another author's ideas, you can use two methods:

1.   You can use the author's original words. This is called **direct citation** or **quoting**.
2.   You can rewrite the author's ideas using other words. This is called **paraphrasing**.

In this class, we will use **paraphrasing** to incorporate other people's ideas into your text.

II.   Read the following paragraph and the proposed paraphrase. Can you identify the strategies used?

Original:

Should a creator's free speech be limited by Political Correctness? Generally speaking, the answer is no, but sometimes it is necessary to analyse the situation on a case by case basis considering the matter and manner of the facts in question. Only in extreme and severe cases can the free speech of a creator be limited.

Adapted from Oscar Pérez de, l. F. (2019). On political correctness. *Social Sciences, 8*(10), 277. doi:https://doi.org/10.3390/socsci8100277

Paraphrase:

Pérez de la Fuente (2019) wonders whether free speech should be restricted by Political Correctness; although he does not think so, in general terms, he argues that, on occasion, an analysis is required of the situation depending on the case, and that limitation of free speech is acceptable only in extreme circumstances.

III.   Now, practice paraphrasing. Follow the steps:

1. "When Hurricane Katrina hit New Orleans, bloggers posted video and text of the

   devastation before many of the major news organizations."

   a. What words/phrases cannot be changed? _____

   _____

   b. What phrase could you use instead of 'bloggers'? _____

   c. What is another way to say 'posted video and text'? _____

   _____

   d. What is another way to say 'devastation'? _____

   e. What is another way to say 'major news organizations'? _____

   _____

f. How can you change the grammar of 'Hurricane Katrina hit New Orleans'?

_____

Now, write a paraphrase of the original text.

_____

_____

_____

2. *"The media allows us to interact with others, participate in world events, connect with friends and strangers, and keep informed."*

a. What words cannot be changed? _____

b. What word can be used instead of allow? _____

c. What phrase can be used instead of 'world events'? _____

d. What phrase can be used instead of 'keep informed'? _____

e. What other words or phrases could mean 'interact with' or 'connect with'?

_____

f. What two phrases in the original are very similar to each other? Can you write something to combine them?

_____

_____

Now, write a paraphrase of the original text.

_____

_____

_____

Note: In Bloque Neón, you will find material to learn and further practice **paraphrasing.**

Citations

Learn: Whenever you use another person's ideas or words, it is mandatory to give them credit. If you don't, you will commit **plagiarism**.

In-text citations are citations within the main body of your text and refer to a **direct quote** or **paraphrase**. You need to cite every time you use another source, <u>even when you paraphrase</u>!

Citations need to correspond to a reference in the main reference list.

There exist different citation styles, depending on the discipline.

- APA (for education, psychology and sciences): *Include the author's surname and date of publication only.*
    - **Pérez de la Fuente (2019)** wonders whether free speech...
    - The author wonders whether free speech... **(Pérez de la Fuente, 2019)**
- MLA (for humanities): *Include the author's surname and the page number. Don't use commas.*
    - **Pérez de la Fuente (4)** wonders whether free speech...
    - The author wonders whether free speech... **(Pérez de la Fuente 4)**
- IEEE (for engineering): *Do not write the author's surname or date of publication in the text. Instead, use a number in square brackets that represents the work in the reference list.*
    - The author wonders whether free speech... **[1]**

The chosen style will depend on your writing needs. In this class, we will use **APA**.

IV.   Find and correct all the mistakes with reporting verbs and in-text citations. There are four problems in total.

> Globalization is an economic phenomenon that has led to increased interaction and integration of economic systems, affecting both economies and education. Giddens defines globalization as the intensification of worldwide social relations, highlighting that with the development of information technology, the interaction between people has become instantaneous, and English has become widely accepted as the language of communication in cross-cultural encounters. (Giddens, 2009, p.67) Most of the actors taking part in international communication use the English language as a tool to better career opportunities and to exchange knowledge, which would be impossible without career-specific vocabulary. Explain Katsuhisa and Masahide, 2006, this instrumental orientation to language and the dynamic complexity of globalization have affected language teaching worldwide: new generations of learners with different and more specific needs have emerged. This has led to an increasing number of publications and journals in the field of English for Specific Purposes (ESP) Hewings, 2002. Subsequently, according to Long, 2005; Mathison, 2005, mention that new approaches to teaching have been developed, and the importance of needs analyses and program evaluation as a step to program improvement and rational decision-making have grown.
>
> Adapted from Zivkovic, J.(2015). Utilization-focused evaluation for program improvement - a needs analysis in a Colombian government entity. Retrieved from: https://repositorio.uniandes.edu.co/handle/1992/13895

Incorporating Outside Sources into your Writing

Learning Outcomes

- Create a problem-solution academic text considering context, audience, purpose, register, tone, style, formatting, structure, organization, and cohesion
- Integrate original written paraphrasing of simple research findings in an original academic text correctly using citation guidelines
- Write a concise summary of the main ideas of an authentic academic text

Introduction

You will need to incorporate at least two outside sources into your WAT 2. For that, you will do some literature review.

Practice

I.   Keep in mind the situation and the problem that you included in WAT 1. Use the library search to find **two** relevant sources that relate to your topic. Write the source information here.

Example:

Pérez de, I. F. (2019). On political correctness. *Social Sciences, 8*(10), 277. doi:https://doi.org/10.3390/socsci8100277

Source 1: _____

_____

Source 2: _____

_____

II.   Why are those sources important to your problem-solution text? Summarize the main ideas of your source.

Note: In Bloque Neón, you will find material to learn and further practice summarizing.

Source 1: _____

_____

_____

_____

_____

Source 2: _____

_____

_____

_____

_____

III.   Now, find two segments that you could use to support your ideas. Paste the author's words below.

Source 1: _____

_____

_____

_____

_____

_____

Source 2: _____

_____

_____

_____

_____

_____

IV.   You will not be able to use the exact author's words in your WAT. Then, paraphrasing is required. Paraphrase your chosen quotes. Don't forget to cite!

Note: In Bloque Neón, you will find material to learn and further practice **paraphrasing.** You can also go back to pages 39 and 41 to review this.

Paraphrase 1: _____

_____

_____

_____

_____

_____

Paraphrase 2: _____

_____

_____

_____

_____

_____

Language to Describe Movement and Change

Learning Outcomes

- Create a problem-solution academic text considering context, audience, purpose, register, tone, style, formatting, structure, organization, and cohesion
- Incorporate existing research and/or data collection in an original problem and solution text
- Write a data commentary paragraph for visual representations of data with location statements, highlighting, and interpretations/conclusions
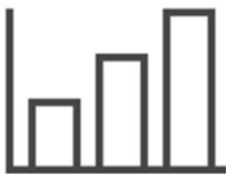
Introduction

In WAT 3, you will need to include data which you have either collected yourself or found independently in a pre-existing external source. To interpret this data, you will need to describe the **changes or movements** that are shown in the visual representation of the data.

Get ready

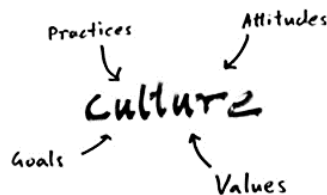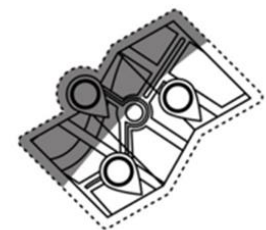I.   Can you identify the following types of diagrams? Write their names below.

1

_____

2

Order Fulfillment Process

Warehouse Management → Order Processing → Packing & Shipping → Accept or Return

_____

3

_____

4

_____

5

Practices   Attitudes

Culture

Goals   Values

_____

6

_____

When you need to describe the movement in a phenomenon, you can use some specific **verbs**.

For **upward** movement: grow   rise   increase   climb
For **downward** movement: drop   fall   decrease   decline

> Example:
> The number of uninsured patients has **grown** in the past 24 months, as employment levels have **dropped**.

You can use **adverbs** to describe the **intensity** of the movement expressed by these verbs.

These adverbs include: **slightly, gradually, steadily, sharply**

> Example:
> The number of uninsured patients **has grown** <u>steadily</u> in the past 24 months, as employment levels **have dropped** <u>sharply</u>.

You can also use **nouns** to express these movements. Verbs usually have their noun counterparts.

For **upward** movement: a growth   a rise   an increase   a climb
For **downward** movement: a drop   a fall   a decrease   a decline

However, their use in a sentence is different.

> Example:
> There has been **a growth** in the number of uninsured patients in the past 24 months, as a reflection of **a drop** in employment levels.

When you describe movements with nouns, you can describe the intensity using **adjectives**.
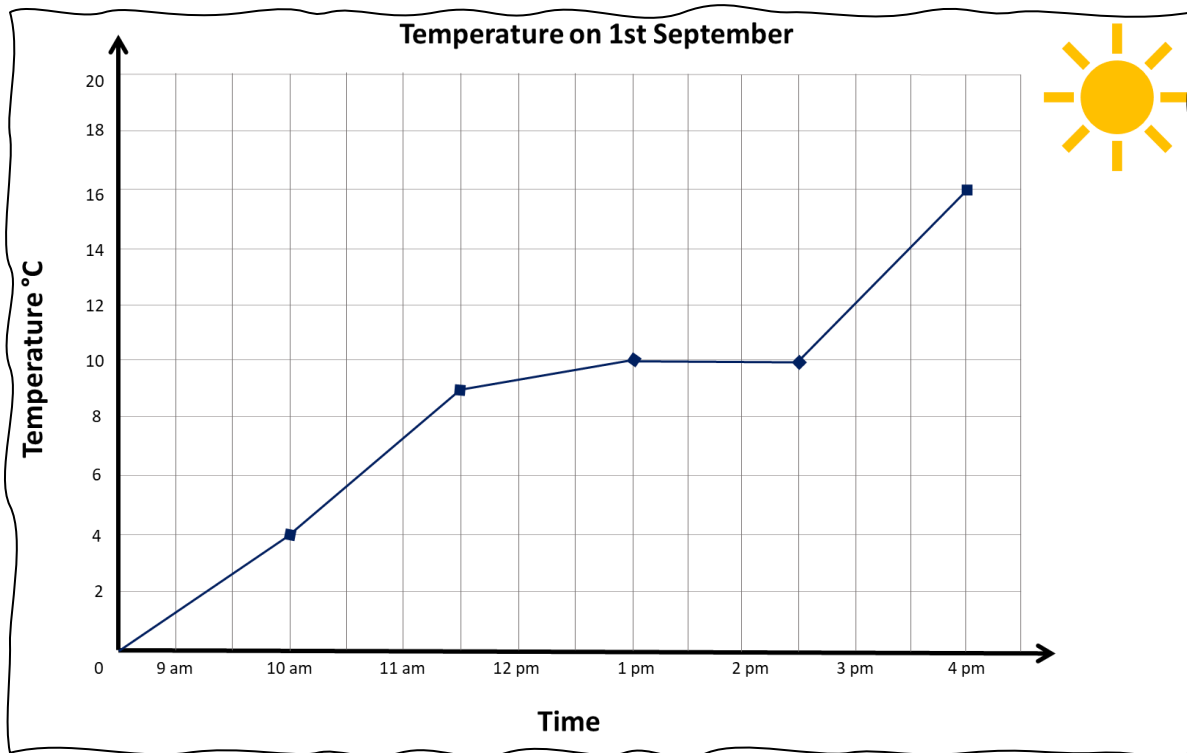
> Example:
> There has been **a** <u>steady</u> **growth** in the number of uninsured patients in the past 24 months, as a reflection of **a** <u>sharp</u> **drop** in employment levels.

Practice

II.   Look at the first line graph on the next page and complete the sentences. Use **verbs and adverbs**, or **nouns and adjectives** where appropriate.

1. Between 8:30 am and 11:30 am, the temperature _____, from 0 degrees to 9 degrees Celsius.
2. Between 11:30 am and 1:00 pm, there was _____ in temperature from 9 to 10 degrees Celsius.

3. At 2:30 pm, the temperature _____, from 10 to 16 degrees *Celsius!*

Temperature on 1st September

Extra question: How would you describe the situation between 1 pm and 2:30 pm?

_____

III. Complete the following statements, describing the information in the following figure. The first two are examples.

Inflation January - September
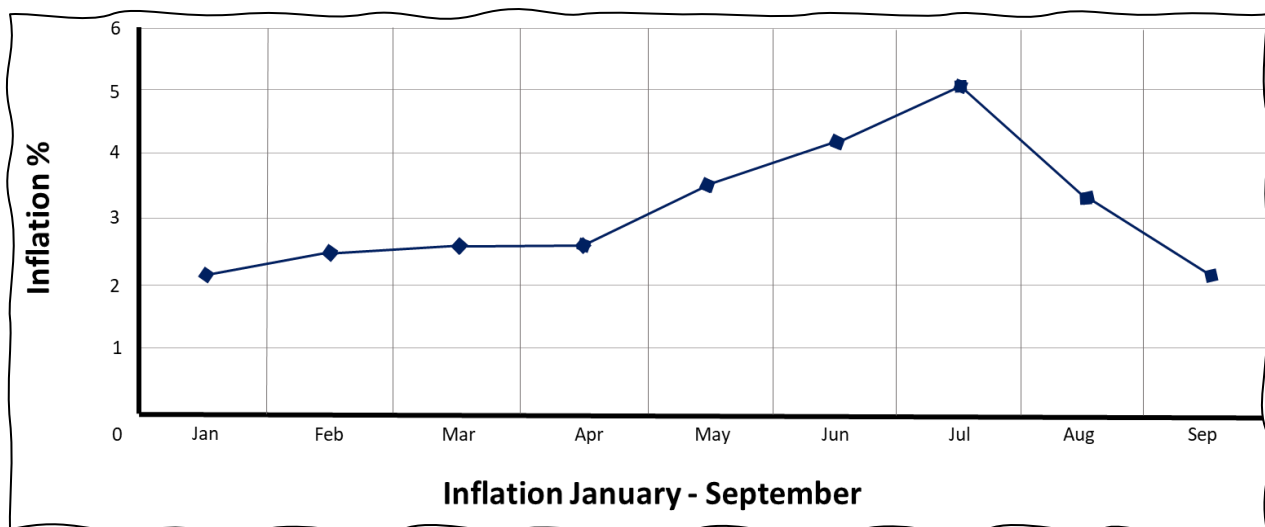
The figure shows the inflation percentage from January to September. As shown in the figure…

1. …between January and February, inflation **increased slightly** from 2.2% to 2.5%.

2. …between January and February, there was **a slight increase** in inflation from 2.2% to

   2.5%.

3. …between February and April, inflation _____

   _____

4. …between February and April there was a(n) _____

   _____

5. …between April and July, inflation _____

   _____

6. …between April and July, there was a(n) _____

   _____

7. …between July and September, inflation _____

   _____

8. …between July and September, there was a(n) _____

   _____

Note: In Bloque Neón, you will find material to learn and further practice **the language of movement and change.**

Writing a Data Commentary

Learning Outcomes

- Create a problem-solution academic text considering context, audience, purpose, register, tone, style, formatting, structure, organization, and cohesion
- Incorporate existing research and/or data collection in an original problem and solution text
- Write a data commentary paragraph for visual representations of data with location statements, highlighting, and interpretations/conclusions

Introduction

This time, you will learn to write a **data commentary**, which you will need to include in WAT 3.

Learn

A **data commentary** contains three elements:

1. Location statements
2. Highlighting statements
3. Interpretations/conclusions

Location statements indicate, in general terms, the contents of the graph or chart. They **do not** express any data movement or interpretation by the analyst.

Highlighting statements point the most salient details or trends in the graph or chart. See page 47 or Bloque Neón for a review of this.

Interpretations or conclusions present the interpretations by the analyst, discuss the implications of the data, address limitations, or make predictions.

Study the following graph. Then read the data commentary about it.

Social Classes in Colombia 2002-2011
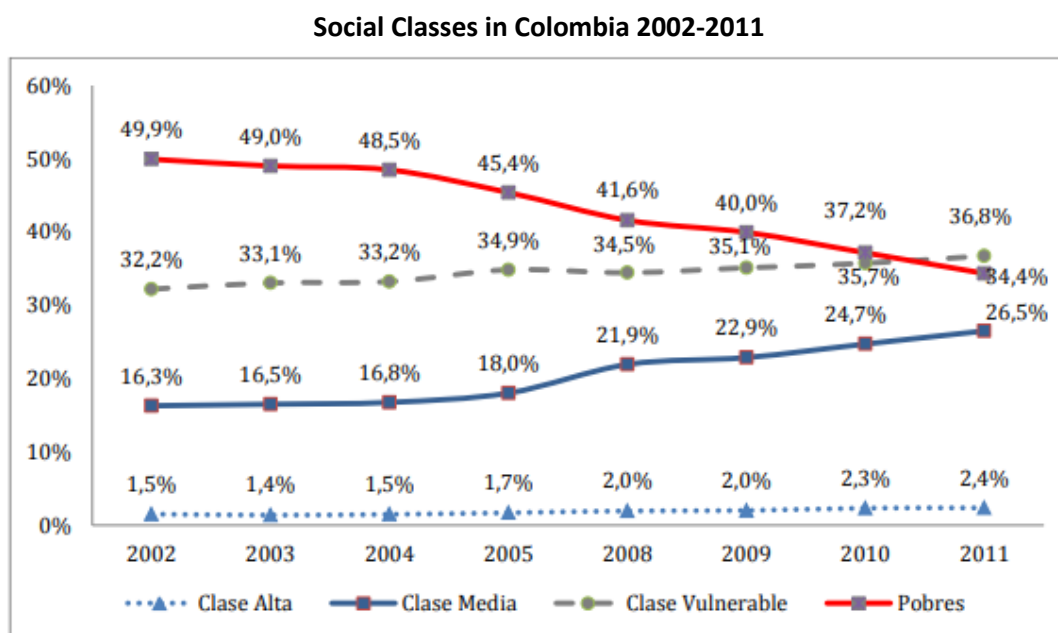
Source: Authors' calculations based on the *Encuestas Continuas de Hogares* and the *Gran Encuesta Integrada de Hogares*.

Taken from: Angulo Salazar, R, Gaviria Uribe, A y Morales, L. (2013). *La década ganada : evolución de la clase media y las condiciones de vida en Colombia, 2002-2011.* Universidad de los Andes, Facultad de Economía, CEDE.

Data commentary

The graph by Angulo, Gaviria and Morales (2013) shows the distribution and movement of people amongst social classes in Colombia in the decade of 2002-2011. In general terms, the Colombian population was economically better-off at the end of the analyzed decade, with a reduction in the levels of poverty and an increase in the number of Colombians who were considered middle class. Around half the population was considered "poor" in 2002, which was gradually but steadily decreased to less than 35% by 2011, whereas the percentage of middle-class Colombians grew from 16.3% in 2002 to 26.5% in 2011. On the other hand, although poverty levels indicate an important decline, this is not true for the population considered "vulnerable"; the percentage of people in this condition remained rather stable during the first half of the decade, but it rose slightly from 32.2% to 36.8% in 2011. As to the percentage of the population in the high class, a slight increment is also visible, from 1.5% to 2.4%. Although a positive outlook could be seen in terms of social class mobility, it is also possible to conclude that the population in Colombia was still economically fragile in 2011, with 3/5 of the people at either poor or vulnerable conditions. Finally, a limitation of this graph is the lack of data about what each social class represents in terms of income per capita, so the reader is only presented with a comparative analysis across social classes which could at some point be misleading.

I.   Identify the **three** elements of a data commentary in the paragraph above.

   1. Location statement(s):

   _____

   _____

   _____

   _____

   2. Highlighting statement(s):

   _____

   _____

   _____

   _____

   3. Interpretations/Conclusions:

   _____

   _____

   _____

   _____

II.   Go back to the data commentary. Find examples of **language for movement and change** in the highlighting statements.

   1. (Adjective +) noun:

   _____

   _____

   2. Verb (+ adverb):

   _____

   _____

Note: In Bloque Neón, you will find material to learn and further practice **writing a data commentary.**

III.   Now, write a data commentary in your notebook about **one** of the graphs on the next page. Share it with a partner and evaluate each other's work using the following checklist:

Element	Yes	Partially	No
The data commentary includes one or more **location statements**.			
The data commentary includes one or more **highlighting statements**.			
The data commentary includes one or more **concluding statements**.			
The data commentary shows good use of **adjectives + nouns**.			
The data commentary shows good use of **verbs + adverbs**.			

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Graph 1

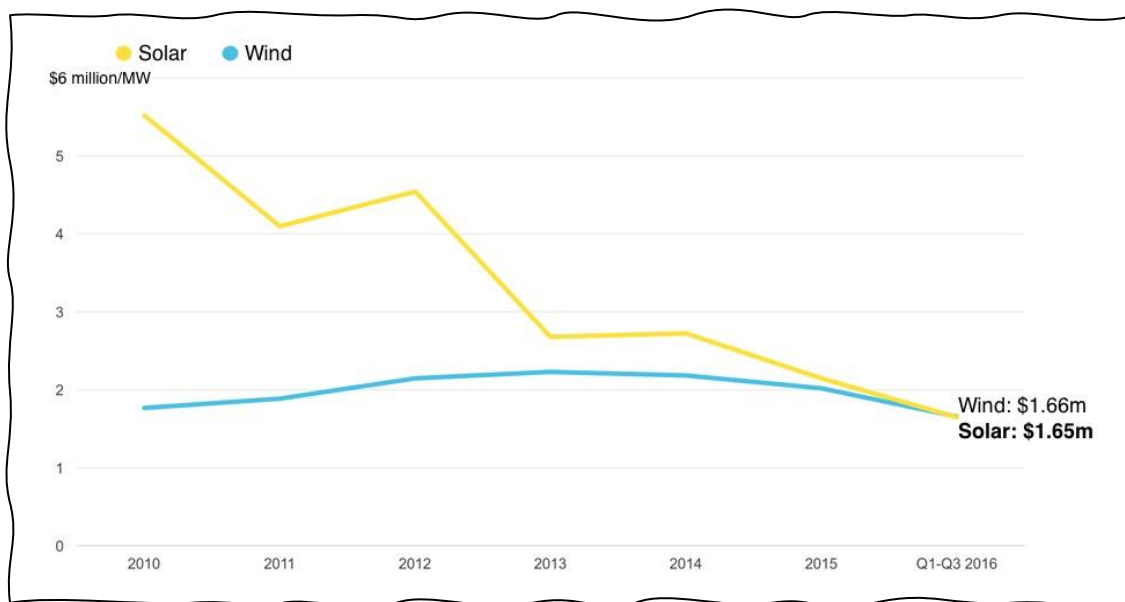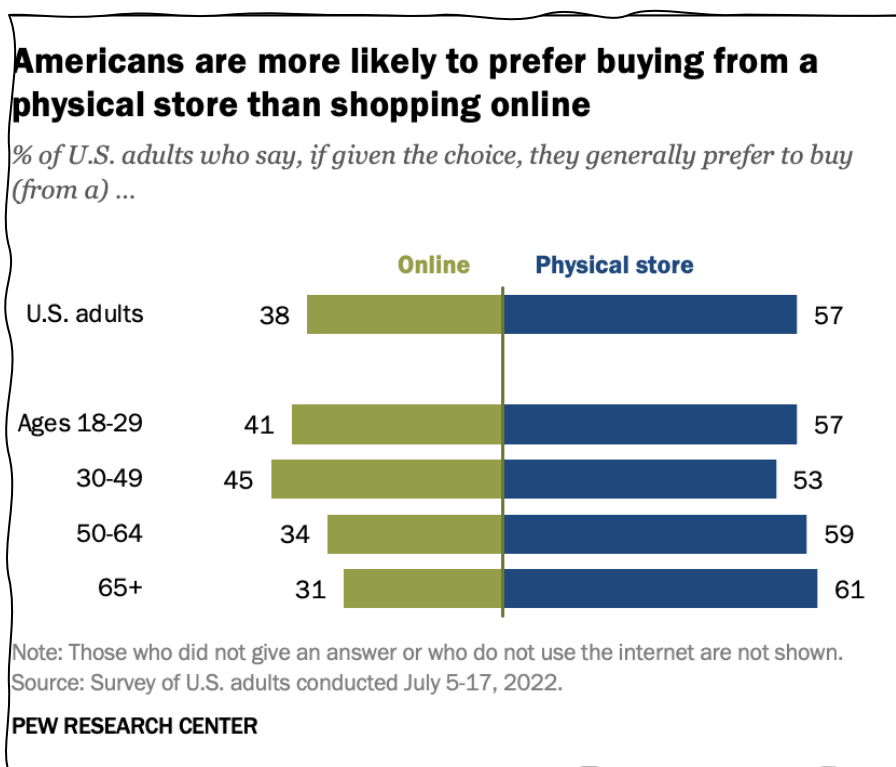**Figure: Renewable energy prices**
Taken from: Williams, M. (2017). Climate change in ten graphs. Retrieved February 14, 2023, from https://www.channel4.com/news/factcheck/climate-change-in-ten-graphs

Graph 2

Taken from: https://www.pewresearch.org/short-reads/2022/11/21/for-shopping-phones-are-common-and-influencers-have-become-a-factor-especially-for-young-adults/

Collecting Data and Writing a Methodology Section

Learning Outcomes

- Create a problem-solution academic text considering context, audience, purpose, register, tone, style, formatting, structure, organization, and cohesion
- Incorporate existing research and/or data collection in an original problem and solution text
- Write a detailed description of a simple process in the methods section of a text

Introduction

In your problem-solution text, you will need to write a small description of the **process** that you followed to **find data** to support your ideas. This section is called "**Methodology**."

Learn

In an academic paper, you need to support your ideas using **at least one** of the following methods:

- Citing the work by academics and/or researchers (See page 39)
- Collecting your own data

You can collect data using different **methods**. Common methods include survey **questionnaires** and/or **interviews**.

When you collect data with survey questionnaires or interviews, it is important to **listen** to your **respondents**. It is **inappropriate** to ask questions that will **influence the respondent**.

Examples:
- Do you think that people should use their mobile phones **and interrupt the class**? ← This is a **leading question**.
- What do you think about **the intolerant people** who refuse to use the pronouns that other people prefer? ← This is a **leading question**.
- What do you think about the potential idea of creating reserved spaces only for relaxation at the university? ← This is a **good question**.
- Mark 1 (completely disagree) to 5 (completely agree). "People should pay more taxes on their wealth." ← This is a **good question**.

Once you have your data, you need to tell your reader about this **process**. You will write about this in the **methodology** section of your paper. Keep in mind:

If you used other people's ideas, tell the reader **how you found** these ideas.

- Did you find them using the university's **databases** or **other sources**?

- What **keywords** did you use to find these data?

- Did you **limit** your search to **a particular context**, or did you search more **broadly**?

If you collected your own data, tell the reader how you created and used your instruments.

- Did you **create** your **own questions**? Did you use **another author's questions**?
- **How many people** did you ask? **Why** did you choose these people?
- **When** did you collect your data? **How** did you collect it?
- **How** is your original data **represented** in your text? Did you use visuals? Did you write about **trends** in opinions or statements?

In either case, write your methodology using the **passive voice**.

Now, study a model paragraph to each approach:

Approach 1: Using other authors' work.

Title: The problem of the lack of leisure spaces at Uniandes

METHODOLOGY

Existing research on this problem was found using a combination of searches in the university's databases and in the general web, using Google. Search words in Google included "*leisure spaces on university campuses*" and "*little leisure spaces for university students*;" for databases, the search was done in Spanish using the words "*espacios esparcimiento universidades*," and "espacios socialización universidades;" the results were filtered to publications within the past 20 years. Most results were obtained from the general Google search, but it was difficult to determine their quality and appropriateness for supporting the solutions offered in this paper.

Approach 2: Collecting your own data.

Title: The problem of low-level undergraduate English at los Andes

METHODOLOGY

A set of nine questions was created and it was administered by internet on May 3, 2022, to a population consisting primarily of young (18-25 years old) Colombians who were enrolled in an undergraduate program at a Colombian university; this population was chosen because of its proximity to the problem. The questions dealt with issues related to the low level of English in Colombian universities; furthermore, special focus was given to measuring opinion on possible solutions to the problem with respect to both policy-making entities (the University) and individual students' willingness to act. All surveys were answered completely by 48 people with all answers being recorded between May 3-8, 2022. Some responses were analyzed quantitatively, and visuals were created to represent these data; trends in opinions were identified and dealt with qualitatively, and some quotations were included and discussed.

Practice

I.   Answer the following questions to help you write your methodology section.

Approach 1

1. How was this information collected? Was it found with a general online search? Were databases used? Were specialized journals visited?

    _____

    _____

2. Were any keywords used to find the information? Was this information provided to you by someone else?

    _____

    _____

3. Was this information limited to a particular context (i.e. Colombia, Bogotá) or time, or was it broader?

_____

_____

4. Were any difficulties experienced? What were they?

_____

_____

Approach 2

1. Were the questions created by you or were another author's questions used? How many questions were asked?

_____

_____

_____

2. What was the nature of the questions? (What did you want to find out?) Be specific to your topic.

_____

_____

_____

3. How many people were invited to answer? How many people responded? Give a brief profile of these people.

_____

_____

4. When/for how long was the survey administered? When were the answers recorded?

_____

_____

_____

5. How was the survey administered? (e.g. on paper, via email, an online form, in person)

_____

6. How were the data represented in your writing? Were visuals used? Were trends identified in qualitative responses?

_____

_____

II.   Now, draft your methodology section.

Title: _____

METHODOLOGY

_____

_____

_____

_____

_____

_____

_____

_____

_____

III.   Share your work with a peer. Complete the following checklist to review your peer's work.

Element	Yes	No	N/A*
1. Is the **title** of the paper **included**?			
2. Are the questions answered **clearly**?			
3. Are the questions answered **concisely**?			
4. Does the paragraph only refer to the **methodology**, not to other aspects of the paper?			
5. Is the **passive voice** used?			

* N/A: Not applicable