CAES1000 Core University English

Diagnostic Writing Task

AIM OF THE DIAGNOSTIC WRITING TASK

This is a **learning activity**. The aim of this task is for you to **identify strengths and weaknesses in terms of your academic writing ability.**

	Diagnostic Writing Task
Time Limit	1 hour and 30 minutes
Source Texts	Read 4 source texts
Word Limit	Write 500 – 600 words

Write an essay OR a report on the following topic:

Expansion of Higher Education

1. You **MUST** write **EITHER** an essay (Section 1) OR a report (Section 2).
2. On the following pages you will find the reading texts for both the essay and report.
3. Include ideas / data from a variety of these reading texts in your essay/report to support your stance. Do **NOT** rely on your own personal experiences as evidence.
4. You do **NOT have to** use **ALL** of the ideas / data in the texts. You **MUST** select the most appropriate ideas / data that support your stance.
5. You have been given a separate plain sheet of paper. You should use this sheet of paper for taking notes whilst you are reading. This piece of paper will be collected at the end of your diagnostic writing session but it will **NOT** be marked.
6. You can use a pen or a pencil. You **MUST** write your essay/report on the lined paper provided (**NOT** the plain sheet of paper). Do **NOT** write on the diagnostic question paper.
7. You must include **CITATION** throughout your essay/report, where appropriate. You must also write a **REFERENCE LIST** at the end of your essay/report. Follow the guidelines in the Citation and Referencing Style Guide (APA format) on pages 11 to 15.
8. Your essay/report should be **NO SHORTER** than 500 words and **NO LONGER** than 600 words, excluding the reference list. If you write more than 600 words, it is likely your writing is not concise. If you write fewer than 500 words, it is likely you have not included enough ideas.
9. **DO NOT PLAGIARISE.**

IMPORTANT NOTE:
In past semesters some students found it difficult to finish the whole diagnostic writing task within the time given in Week One. If this happens to you, don't worry, because you're just starting out on this course. This is a non-assessed writing task. Just do the best you can, and simply use this diagnostic experience to help you identify areas for improvement.

*Texts shown in this document have been adapted for the purpose of this writing task.

Topic: Expansion of Higher Education

SECTION 1 – WRITE AN ESSAY

TASK DESCRIPTION

1. Write an **academic essay** to evaluate the extent to which higher education should be expanded in Hong Kong. You <u>may</u> want to include the reasons for and the drawbacks of the expansion of higher education, or anything else that can support your position.

OR

SECTION 2 – WRITE A REPORT

TASK DESCRIPTION

2. Write an **academic report** to recommend ways to minimise the undesirable impacts of the expansion of higher education in Hong Kong. You <u>may</u> want to include the trend of expansion of higher education and its concerns, or anything else that can justify your recommendations.

Hong Kong higher education in the 21st century

Introduction

Higher education, which comprises public and private universities together with self-financed community colleges, is an important component of the education in Hong Kong. Comprehensive reviews and reforms on higher education have been carried out in Hong Kong since the 1990s. Hong Kong is not immune from a global trend of higher education reform which aims at improving the quality of education and maintaining its relevance to socio-economic needs in the age of globalization when market forces and competitions are the core values. Globalization has been considered a strong rationale for restructuring the existing higher education sector with the injection of new ideas of governance and management, which adhere to the business-oriented culture and practices prevailing in the private sector in response to the deep influence of public sector reforms spreading. The image of academia can no longer be sustained for universities as they are expected to make more contributions to research and development in order to enhance their international ranking and reputation.

-p. 15-

[Text taken out]

Growth of private higher education

The first decade of the twenty-first century witnessed the emergence and growth of private higher education in Hong Kong, which has long been dominated by the publicly funded universities and higher education institutions. This is a result of a major policy shift to have a more diversified higher education system which is expected to comprise not only the UGC[1]-funded institutions but also other private or self-financed higher education institutions with different strengths and specialties to cater for the ever growing demands for higher education in and out of Hong Kong, especially the Chinese mainland which is now a dominant source of non-local students for higher education in Hong Kong. It is believed that private higher education can not only diversify the sector but also provide more choices for students to choose from and also provide alternative pathways for students to receive higher education without relying overwhelmingly on the few UGC funded institutions.

In line with the policy of encouraging more private higher education institutions or even universities to run in Hong Kong, a breakthrough development took place in 2008 when Shue Yan College was eventually granted university status and formally upgraded to be the first private university. Other privately-run or self-financed local post-secondary colleges have planned to develop as private universities in the future, such as Chu Hai College of Higher Education, Hang Seng Management College, and the Caritas Francis Hsu College, which is run by the Catholic Diocese in Hong Kong.

---

[1] The University Grants Committee (UGC) of Hong Kong is a non-statutory advisory committee responsible for advising the Government of the Special Administrative Region (SAR) of the People's Republic of China on the development and funding needs of higher education institutions in the SAR.

Some existing universities are also involved in providing self-financed degree programmes. In 2012, Centennial College was set up by HKU to provide four-year self-financed degree programmes in humanities, social sciences and business studies to local and non-local students. In addition to these privately-run local higher education institutions, the government has also looked for renowned overseas universities to set up branch campuses in Hong Kong. For instance, the Savannah College of Art and Design (SCAD), which was founded in 1978 in the United States, set up its first Asian branch campus in Hong Kong in 2011 to offer undergraduate and postgraduate programmes in the field of art and design. Another example is drawn from the Booth School of Business of the University of Chicago, which set up its first Asian branch campus in Singapore 10 years ago. The School decided to move its Asian campus from Singapore to Hong Kong in 2014 to offer mainly taught postgraduate programmes in business management. The move implies that Hong Kong has much better competitive advantage than Singapore because of Hong Kong's closer ties with the ever growing market of higher education in the Chinese mainland. The emergence of overseas universities' branch campuses in Hong Kong, to a certain extent, suggests the good potential for Hong Kong to be developed as a regional hub of higher education.

Apart from private universities, there has been also rapid development of community colleges which provide associate degree programmes for secondary school leavers since the early 2000s, when the government decided to ensure more opportunities of higher education by not expanding subsidized universities but by encouraging the private sector to run self-financed community colleges. While some of these self-financed community colleges are affiliated with the UGC-funded institutions, others are run by local charitable organizations like Tung Wah Group of Hospitals and Po Leung Kuk. It is not surprising to see competition between community colleges for student enrollments for they are market responsive by focusing on professional and vocational training programmes.

Recommendations from UGC

In face of the rapid growth of such self-financed community colleges and associate degree programmes, the UGC recommended in its third major review of higher education in 2010, in line with the measures suggested in the UGC's higher education review in 2002, to set up a supervision organisation such as the Further Education Council to oversee the quality of the non-publicly funded higher education institutions, including self-financed community colleges (UGC, 2002). The UGC also expressed its concerns about the credibility of self-financed associate degree programmes for which a clear identity and character should be constructed together with a stricter quality assurance mechanism to strengthen the public confidence in the sector.

<div align="center">

-p. 24-

</div>

[Text taken out]

Text 2 – J. Jung and G. Postiglione / From a book called *From massification towards the post-massification of higher education in Hong Kong* / 2015 / Published in Hong Kong / Published by Springer

Introduction

Massification[2] is one of the main features in higher education around the world, both in absolute numbers and in proportion by age cohort. There were around 500,000 students in higher education institutions globally at the beginning of the twentieth century and approximately 100 million students by 2000. There are several motives for the massification of higher education, such as the democratization of politics and society, the growth of the public sector that requires more university graduates, an expanding industrial economy that requires more highly skilled workers, the demand for educated manpower for further economic development and the attractiveness of education itself as a major element of the new welfare states. However, it is impossible to teach all of the large number of students in traditional, elite, research universities and each society has developed their own strategies to respond to the high demand for higher education. It includes the creation of new universities, expansion of non-university forms of post-secondary education offering different types of degrees, and the assimilation of new sectors into the degree granting system.

[Text taken out]

Issues and challenges of rapid expansion of higher education

However, the rapid expansion of higher education programs has brought about concerns of quality. According to a survey of employers, undergraduate degree holders have improved their skills more during their academic years than sub-degree graduates (Chan, 2012). In addition, only one-third of the survey respondents among students regarded their sub-degree programs as offering value for money, given that fees for self-financed courses were higher than those for the heavily subsidized courses in publicly funded universities. In addition, there was insufficient recognition of the associate degree qualification by employers. Therefore, it is important to offer relevant knowledge and skills acquired from prospective employers through curricula in sub-degree programs. The dialogue between the business sector and post-secondary institutions should be broadened and deepened, so that there is continuous and active interaction between the two sides.

There is also a question of whether sub-degree programs are the final destination for students before entering the job market or just a stepping stone to 4-year universities. Many students have regarded sub-degree programs as a potential step to gaining entry into traditional undergraduate degree programs, although they are difficult to get into since they are so competitive. This is mainly because the value of sub-degrees for employment has yet to be clearly established in Hong Kong. However, if it does not become regarded as a qualification for employment and there are difficulties in articulation, sub-degrees could become visualized as an expensive route to "nowhere".

Furthermore, since sub-degree programs have rapidly developed in a short time period, some believe that there is already a surplus of sub-degree programs, which lowers the quality and relevance of the programs. In particular, there is an overconcentration of sub-degree programs in certain popular disciplines such as

---

[2] Massification of higher education can be defined as the rapid increase in student enrollment in post-secondary programmes. These programmes include public and private bachelor degrees and sub-degrees such as associate degrees and higher diplomas.

business and marketing, which might not necessarily reflect and meet the long-term manpower requirements of Hong Kong.

[Text taken out]

The equity issue here could be discussed in terms of the articulation between sub-degree and bachelor's degree programs in Hong Kong. Unlike U.S. community colleges, which have a large proportion of older students looking to obtain continuing education, Hong Kong's associate degree programs are primarily provided for secondary school-leavers at ages 17–19. Only about 17 % of an age group gain entry to one of the eight universities publicly funded in Hong Kong, and a substantial proportion of an age group fail to enter one of them in each year and they choose sub-degree programs as a second choice. Many sub-degree graduates want to continue further studies to compete with their peers who have completed bachelor degrees. This is clear when we look at the number of transitioning sub-degree graduates. In 2005–2006, UGC-funded institutions provided 1,680 second-year placements in undergraduate courses for sub-degree graduates, a total that increased by less than 200, to around 1,900, by 2010–2011. The elitism of publicly funded degrees is even reinforced with an increase of sub-degree programs, as educational opportunities in publicly funded universities are only allocated to the top secondary students who obtain the highest examination scores, and self-financing programs are considered a second choice to students.

In addition, students in self-financed programs have paid a much higher tuition fee than their counterparts in publicly funded bachelor's degree programs. Apparently, the value placed on education by Hong Kong households is enough to convince less academically gifted students to pay a higher fee for a semester at a community college than that paid for a semester at a university, even though an associate degree is less valued than a bachelor's degree in the job market.

[Text taken out]

Text 3 – United Nations Educational, Scientific and Cultural Organization (UNESCO)[3] / From a report titled *Higher education in Asia: Expanding out, expanding up* / 2014 / Published in Montreal / Published by UNESCO Institute for Statistics

[Text taken out]

1.2 The expansion of higher education and its consequences

Over the past four decades, global higher education enrolment increased from 32.6 million in 1970 to 182.2 million students in 2011, 46% of which was in the East and South Asia region in 2011. This expansion was fuelled by a convergence of demographic trends, public preferences, policy decisions and external economic circumstances. Among the key factors driving this growth were higher participation rates in basic education and higher progression rates in primary and secondary schools. More students were entering and graduating from secondary school and seeking to continue their education.
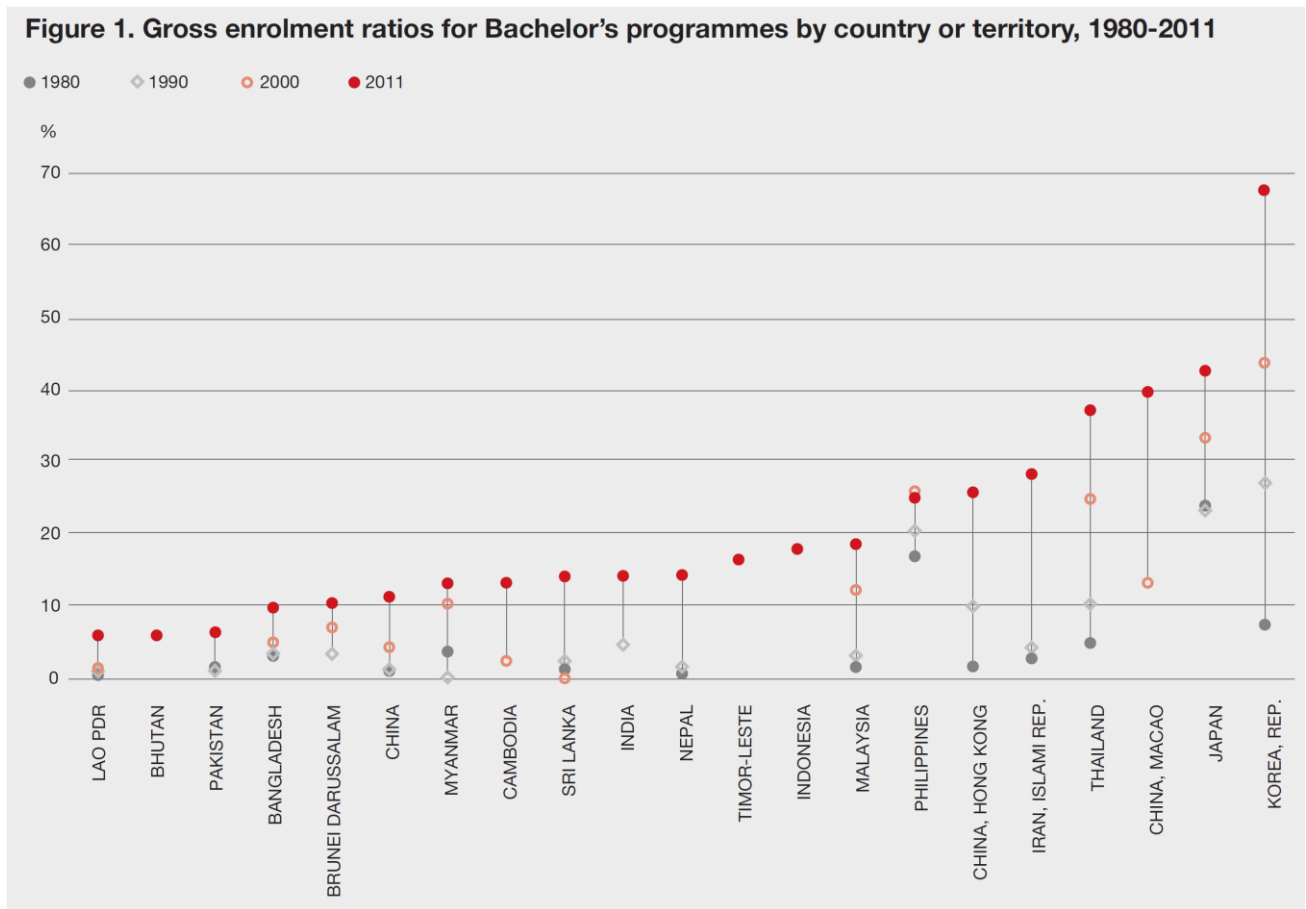
Most middle- and low-income countries in the region have made much progress in widening access to Bachelor's degree programmes. Figure 1 shows the long-term trends in participation in Bachelor's programmes. In China, Lao People's Democratic Republic, Malaysia, Nepal and Sri Lanka, the gross enrolment ratios for Bachelor's programmes have increased over 10 times over the past four decades. Nepal has leaped in having many more students complete the Bachelor's level, from only about 1 out of 100 in 1980 to 14 out of 100 in 2011.

Over the course of the last two decades, many countries in Southeast and East Asia have moved from previously elite systems to massification. Higher education system growth has the following three phases – elite, mass and universal access phases – based on the proportion of the relevant age group enrolled in higher education institutions. In this characterisation, the elite phase is when a country's enrolment ratio for higher education (gross enrolment ratio, GER) is below 15% of the relevant age group. The massification phase is when the GER is between 15% and 50%. Finally, the universalisation phase is when the GER is above 50%. The progress of countries along this continuum reflects long-term trends in GERs spanning 35 years since 1975. As higher education systems move along this continuum, the issues they face change. For example, as enrolments grow, they tend to become more diverse, resulting in new teaching challenges for faculty members.

-p.16-

[Text taken out]

Figure 1. Gross enrolment ratios for Bachelor's programmes by country or territory, 1980-2011

● 1980   ◇ 1990   ○ 2000   ● 2011

Data may be missing in one or more years in some countries or territories.

[Text taken out]

-p.17-

Massification in higher education: Large classes and student learning

[Text taken out]

The issue of large classes is connected to the trend of massification, which is a term used to describe the rapid increase in student enrolment that was witnessed towards the end of the twentieth century. Massification, as a process, challenges the traditional form of universities as centres of elite education where only a select few gain access. This increased enrolment represents significant changes in many countries' higher education systems and appears to be occurring, at least in part, due to evidence that links higher education to improved health, empowerment and economic development.

Further, such a phenomenon is a result of the democratization of education and the social justice agenda in many countries. By democratization we refer to a process where access to higher education is viewed as an integral element in resolving social and economic inequalities present in societies. The effect of this is felt beyond a pure increase in student numbers with impacts in the composition, character and aspirations of student populations and thus, has the potential to profoundly transform higher education sectors and states as a whole. This is further understood when considering the argument that higher education can lead to both private and public benefits for a country. Private benefits are seen in the rise in employment prospects, incomes and ability to invest and save money. This leads to improving productivity since higher education is tied to overall better health and longer life expectancies. As for public benefits, higher earnings for well-educated individuals raise tax revenues for governments and ease demands on state finances. They also translate into greater consumption, which benefits producers from all educational backgrounds. Indeed, it appears that growing class sizes have been a direct effect of massification as there has been no proportionate increase in human, financial, and physical support from public sources in the higher education sector globally. This means as enrolment grows, universities are being expected to accommodate greater numbers of students with fewer resources. It is interesting to consider that greater support has not been forthcoming despite a literature on large classes that generally considers them a challenge to the quality of the learning environment.

There is a long-standing belief that the number of students in a class affects the quality of the learning environment. In particular, large classes are believed to correlate with low student performance. However, class size in and of itself is not a distinguishing feature of student performance; rather, class size matters in relation to education goals and the quality of the educational experience. In higher education, goals move beyond simple knowledge acquisition to promoting student engagement and higher order cognitive functions such as problem solving and critical thinking—characteristics of deep learning. Here, class size does matter and can affect the quality of student learning. It is evident that the challenges of large class teaching can be overcome when lecturers take student learning into consideration in their curriculum designs and teaching strategies. Further, experiences of developing and developed country higher education environments are similar substantively. That is, both types of environments struggle to deal with diversity in student approaches to learning, and how to promote student engagement and higher order cognitive skills such as critical thinking. Indeed, all give consideration to the role of technology in counteracting the negatives of massification.

[Text taken out]   -p.713-

- End of Reading Texts -

CAES1000 – Citation and Referencing Style Guide (APA format) [Version July 2022]

In CAES1000, you will be introduced to the APA (American Psychological Association) style of citation and referencing which you can use in **all your CAES1000 assignments**.

You should note that different faculties use different citation and referencing styles. CAES1000 students come from all 10 faculties in the university and we do not aim to teach all different styles within one course. To ensure standardization in assessment and marking in CAES1000, you should follow the APA style which is commonly used in the Common Core curriculum. In your second year or beyond, you will take an English-in-the-Discipline course with CAES and in that course you will be introduced to a specific style which can be used in your major. Please ask your faculty and your Common Core course teachers which style you should use in the assignments you write for their courses.

CITATIONS

Citation Type	Example	
One source	**Single author (Format 1: Integral citation)** **Author's surname (year of publication)** e.g. Smith (2007) found that air pollution levels have risen.	**Single author (Format 2: Non-integral citation)** **(Author's surname, year of publication)** e.g. Statistics show that air pollution levels have risen sharply (Smith, 2007).
	Joint authors (Format 1: Integral citation for two authors) **Author A's surname and Author B's surname (year of publication)** e.g. Biber and Cortes (2004) define… **(Integral citation for three or more authors)** **(Author A' surname followed by et al., year of publication)** e.g. Chan et al. (2009) argue… • *Use the word "and" between the authors' surnames within the text in a work by two authors.* • *In a work by multiple authors (three or above), use the first author's surname followed by "et al." in the text right from the first citation.*	**Joint authors (Format 2: Non-integral citation for two authors)** **(Author A's surname & Author B's surname, year of publication)** e.g. Rapid population growth has worsened the water quality in Victoria Harbour (Tong & Lee, 2014). **(Non-integral citation for three or more authors)** **(Author A's surname followed by et al., year of publication)** e.g. Air pollution levels have risen drastically (Wong et al., 2011). • *Use the ampersand (&) in the parentheses in a work by two authors.* • *In a work by multiple authors (three or above), use the first author's surname followed by "et al." in the parentheses right from the first citation.*

Citation Type	Example
	• *If the author is an <u>organization</u>, replace the author's surname with the full name (not the abbreviation) of the organization. If the organization has a well-known abbreviation, include the abbreviation in brackets the first time the source is cited and then use only the abbreviation in later citations. e.g. First citation: "The World Health Organization (WHO, 2008) issued…" in integral citation and "… (World Health Organization [WHO], 2008)" in non-integral citation. Subsequent citations: (WHO, 2008).* • *If the author is <u>unknown</u>, replace the author's surname with the first few words of the article title enclosed in double quotation marks e.g. "The Global Credit Squeeze" (2008) in integral citation and ("The Global Credit Squeeze", 2008) in non-integral citation.*
More than one source This is when you synthesize information from multiple sources.	**(Author A's surname, year of publication; Author B's surname, year of publication)** e.g. Recent studies (Adams, 2011; Hong Kong Environmental Protection Department, 2012; Smith & Brown, 2007) show that air pollution levels have risen dramatically in most developed countries. • *Inside the citation brackets, arrange the author's surnames in alphabetical order (Not by the order of the year of publication).*
With a direct quotation	**Author's surname (year of publication) (page number when available at the end of the sentence)** e.g. As Baxter and Baker (2007) note, the birth rate has been in "rapid decline" (p. 20). • ***Use a paragraph number*** *for sources such as websites that have no page numbers, for example: (Lee, 2020, para. 1).* **(Author's surname, year of publication, page number when available)** e.g. …the birth rate has been in "rapid decline" (Baxter & Baker, 2007, p. 20). • *Put double quotation marks around the direct quotation.*
A secondary citation This is when you cite a source that was mentioned in another source.	**Author referred to in text (year of publication, as cited in Author's surname [of the text you read], year of publication)** e.g. Johnson (1997, as cited in Smith, 2000) argues that… • If you use a **secondary citation**, you should only write a reference for the source that you read. • *In the example above, Smith cited Johnson's work. You have read Smith but you <u>have not</u> read Johnson. You want to cite Johnson's ideas. In the reference list, Smith, <u>not Johnson</u>, should be referenced.*

REFERENCES

List references in alphabetical order according to author (i.e. according to the first author's surname, or the name of the authoring organization, or the article title if author is unknown). "The" never counts in alphabetizing i.e. The Hong Kong Government is alphabetized under "H" but not "T". The reference list should be labelled as "References". It should be capitalized, in bold, and placed in the centre. All entries on the reference list should be double-spaced. Use a hanging indent for all references.

Type	Example
Book	**Author's surname, Author's initials. (Year of publication).** *Title of book*. **Publisher. DOI[4] (if available)** e.g. Stewart, B., Kwok, A., & Chan, J. (2016). *Handbook of psychology*. John Wiley. • *If a source has more than one author, then reference it as follows:* **Author A's surname, Author A's initials., Author B's surname, Author B's initials., & Author C's surname, Author C's initials. (Year of publication)…etc.** e.g. Smith, C., Jones, T., & Chan, W. (2012). *China's strategic role in Asia*. HKU Press. • *List the authors in the original order from the book or journal article (NOT in alphabetical order).* • *List surnames and initials for up to 20 authors.* • *Italicize the book titles.* • *"et al." is not used in references but in in-text citations only.* • *Include a DOI if available.*
Edited book chapter	**Author's surname, Author's initials. (Year of publication). Title of chapter. In Editor's initials. Editor's surname (Ed.),** *Title of book* **(page numbers). Publisher. DOI (if available)** e.g. Ma, K. (2000). Is genetic engineering ethical? In H. Brown (Ed.), *Ethics in science* (pp. 82-96). Oxford University Press. https://doi.org/12.1087/983-90-382-2 • *Write (Ed.) for ONE editor and (Eds.) for TWO or MORE editors.* • *Include page numbers for edited books and journal articles.* • *Include (pp.) before the page numbers for edited books only. Place the editor's initials before the editor's surname.* • *Italicize the book titles.* • *Include a DOI if available.*

---

[4] DOI refers to Digital Object Identifier.

Journal article	Author's surname, Author's initials. (Year of publication). Title of article. *Title of Journal, Volume Number* (Issue Number) when available, Page numbers. DOI (if available)
	e.g. Wong, S. (2009). Public housing: The case for and against. *Hong Kong Journal of Real Estate*, *71*(3), 145-176.
	e.g. Rayson, F., & Frost, J. (2000). A study of digital literacies in pre-school children in Vietnam. *Educational Technology Journal, 22*(1), 1-9.
	• *Include page numbers for journal articles.*
	• *Do NOT add (pp.) for page range of journal articles in the reference list [but p. or pp. is included anyway for in-text citation].*
	• *Italicize the name of the journal and the volume number (NOT the issue number).*
	• *For journal titles, follow the capitalisation as they are published.*
	• *Include a DOI if available.*
Report	Author's surname, Author's initials. (Year of publication). *Title of report*. Publisher. DOI or URL (if available)
	e.g. Hong Kong Department of Housing. (2011). Public housing for the needy.
	https://www.gov.hk/en/residents/housing/publichousing/index.htm
	• *If the author is an organization, replace the author's surname and initials with the full name (not the abbreviation) of the organization.*
	• *If the publisher is the same as the author, omit the publisher name.*
	• *Italicize the report titles.*
	• *Include a DOI or URL if available.*
Web page *(excluding online news/ magazine articles)*	Author's surname, Author's initials. (Year, Date of publication). *Title of web page*. Website URL
	e.g. American Heart Association. (2009, October 29). *Learn your levels*. http://www.americanheart.org/presenter.html
	e.g. World Health Organization. (2018, March). *5 keys to a healthy diet*. https://www.who.int/nutrition/topics/5keys_healthydiet/en/
	• *Italicize the webpage titles.*
Web page which is designed to be updated *(excluding online news/ magazine articles*)	**Online dictionaries: Author's surname, Author's initials. (n.d).** *Title of web page*. Retrieved DATE, from website URL
	e.g. Merriam-Webster. (n.d.). *Merriam-Webster.com dictionary*. Retrieved May 5, 2019, from https://www.merriamwebster.com/
	Social media pages: Author's surname, Author's initials. (n.d.). *Title of web page* **[Description of media type]. Title of platform. Retrieved DATE, from website URL**
	e.g. Centre for Applied English Studies. (n.d.). *Home* [Facebook page]. Facebook. Retrieved July 22, 2019, from
	https://www.facebook.com/hku.caes/
	• *'Retrieved …, from' is required for web pages that are likely to be updated or changed, such as online dictionary entries or social media pages.*
	• *For such pages, it is common that the exact publication date is unknown. For works with no known publication date, write "n.d." ("no date") in brackets.*
	• *The date also appears as "n.d." in the corresponding in-text citation.*
	e.g. (Centre for Applied English Studies, n.d.) or Centre for Applied English Studies (n.d.)

News/magazine article (ONLINE version with known author)	Author's surname, Author's initials. (Year, Date of publication). Title of article. *Title of Newspaper/Magazine*. Article URL e.g. Brown, S. (2011, March 2). Snow brings European airports to a standstill. *The New York Times*. http://www.nytimes.com/20110302
News/magazine article (PRINT version with known author)	Author's surname, Author's initials. (Year, Date of publication). Title of article. *Title of Newspaper/Magazine*, Page numbers when available. e.g. Lamb, J. (2010, October 30). HKMA data shows hard times are ahead. *South China Morning Post*, p. 3.

Important Notes:

- When referring to books, chapters, or webpages, capitalize **only the first letter of the first word of a title and subtitle**, the first word after a colon or a dash in the title, and proper nouns. Do NOT capitalise the first letter of all the words in the book or article title.

  e.g. Law, K. (2016). *Peer assessment in second language learning: Challenges and opportunities*. Bloomsbury.

- Do not include publisher location.
- Include a DOI if available.
- If the author is unknown, replace the author's surname with the first few words of the article title in the references e.g. The Global Credit Squeeze, (2008).

- If you have to **cite the same source multiple times** in your text, note the following rules:

  All **non-integral** citations **should include the year**, regardless of how often they appear in a paragraph.

  e.g. It is expected that 50% of the ice in the arctic regions will melt within 30 years (Black & White, 2017). The rise in sea level because of this will threaten many coastal cities (Black & White, 2017).

  For **integral** citations**, after the first citation** in each paragraph, **you need not include the year** in subsequent integral citations as long as the study will not be confused with other studies in the article.

  e.g. Black and White (2017) forecast that 50% of the ice in the arctic regions will melt within 30 years. Black and White further predicted that the rise in sea level because of this will threaten many coastal cities.

For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed.) or the APA webpage https://apastyle.apa.org/.