

CCS1090d

Academic English Skills

Week 9 – Session 2

Dr Vicky Papachristou

Overview of today's class



Introduction to Assignment II – exploring the topic

Do's and Don'ts in Essay Writing

Synthesising sources: extra tips

What's our essay topic about?



Essay Topic: 1000-1200 words



Due to the COVID-19 crisis, the whole world has had to turn to the use of computers and online tools and/or platforms to work or study from home. Select one particular field (e.g. education, business, e-commerce) where ICT is employed by focusing on one tool or platform and exploring its benefits and effectiveness in the chosen field.

Use research-based articles to support your arguments through examples.



Assignment II-Essay



SUBMISSION

You should follow the guidelines below:

- A typed essay (Times New Roman, 12 size letters) and 1.5 spaced.
- A minimum of six (6) independent sources must be used.
- All sources must be referenced using the correct system (IEEE).

Assessment Handout: Essay CCS1090d

Academic English Skills

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- All students are responsible for submitting their OWN essay to the plagiarism software TURNITIN.com in electronic format.
- Please note that you should have a personal user account set up with Turnitin before you can use it.
- All students should submit their essays to Turnitin using their ID number and not their name. All essays should be submitted anonymously.
- Should you experience any problems with Turnitin you must seek help and advice from the Lecturer.

Late Submission Policy: All work submitted late, without an approved claim of extension or exceptional circumstances, will result in a 10 marks reduction for each day that the work is late, up to a total of five days, including weekends and bank holidays.

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Assignment II-Essay



ASSESSMENT CRITERIA

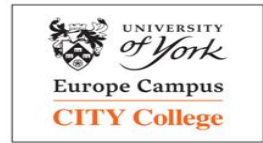
- Task fulfillment: relevance/depth and range of analysis
- Use of sources/absence of plagiarism
- Paragraph structure: unity and coherence
- Cohesion
- Use of English
- Presentation



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Before you start...



You need to ask yourself:

who am I addressing with this essay? => **Who?**

what is the purpose of this essay? => **Why?**

what will this essay contain? => **What?**

what is the publication/submission
context of the essay? => **Where/when?**

how am I going to express and present
the content of the essay? => **How?**

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Who?



Ask yourself:

What are the characteristics of my target 'audience'?

Am I addressing people who are (un)familiar with the specific topic?

Am I addressing people who have similar/different views?

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Why?



4 basic types of academic essays depending on their purpose:

Narrative

Expository

Descriptive

Persuasive or **argumentative**

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What?



An academic essay could include:

Experts' opinions/ideas

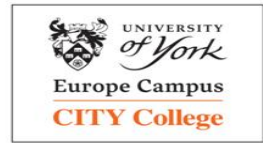
Real-life examples

Research and scientific data

Charts, tables, images etc.

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Where/when?



Ask yourself:

Where is the essay meant to be submitted or published?

When is the submission deadline?

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How?



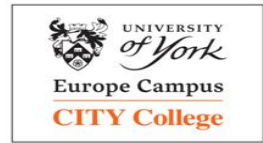
Ask yourself:

Which structure is appropriate for my essay?

What kind of language am I going to use? (e.g. technical vocabulary, jargon etc.)

What kind of register am I going to use? (e.g. formal vs informal)

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How to start:

- Read the question;
- Read the question a second time, possibly third time;
- Take notes; try to “dissect” the topic/question;
- Brainstorm (jot down ideas as they come);
- Create clusters of ideas (find links between ideas);
- Formulate an argument; write a thesis statement.

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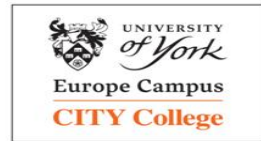
Argumentative essays



- ✓ Academic register
- ✓ Speak generally, do not use the second person pronoun “you”
- ✓ Consistency
- ✓ Use of sources to **support** your own arguments
- ✓ Balance between sources and personal voice
- ✓ End sections and paragraphs **in your own words**
- ✓ **Make sure you credit your sources both in text and in the reference list!!**

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Combining ideas into paragraphs: developing an essay



An essay consists of a **group of argumentative paragraphs**

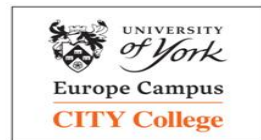
Paragraphs contain ideas that connect to and develop **one central idea**, which is called a **thesis**.

Paragraphs are properly arranged so that they build upon this central idea, supporting the thesis and developing it with **arguments** and **specific points**.

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Suggested Essay Structure



ESD Cover page [on Google Classroom]

Introduction

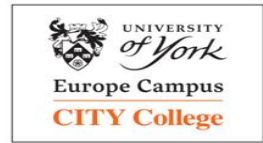
Analysis – Main Body

Conclusion

References

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Suggested Essay Structure: introduction



- set the context by reviewing the topic in a general way; provide some basic background information; some definitions
- explain why the topic is important
- **Thesis statement** – your position on the topic: answer all main issues in the topic, keeping a balance on the amount of detail that you will provide

ESD Cover page [on Google Classroom]

Introduction

Analysis – Main Body

Conclusion

References=different page

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Suggested Essay Structure: Main body



- Paragraphs in which you critically discuss the main ideas supporting your position or response to the question
- Use evidence from academic/scholarly readings/case studies and synthesise information

Each paragraph should include:

- A topic sentence
- Explanation/supporting evidence
- Examples
- Critical comments
- Concluding sentence

ESD Cover page [on Google Classroom]

Introduction

Analysis – Main Body

Conclusion

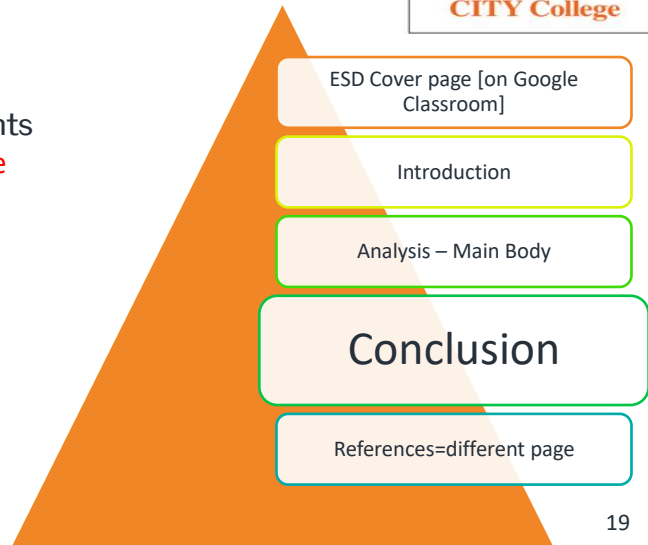
References=different page

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Suggested Essay Structure: Conclusion



- Summarise and make final critical evaluations/comments
- **Do not just repeat what you've already said!**
- Confirmation of the thesis
- Comments on the ongoing significance of the topic/suggestion for future research in light of your bibliographical research



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Finding Ideas for my Points



Where do the points and support for my arguments come from?

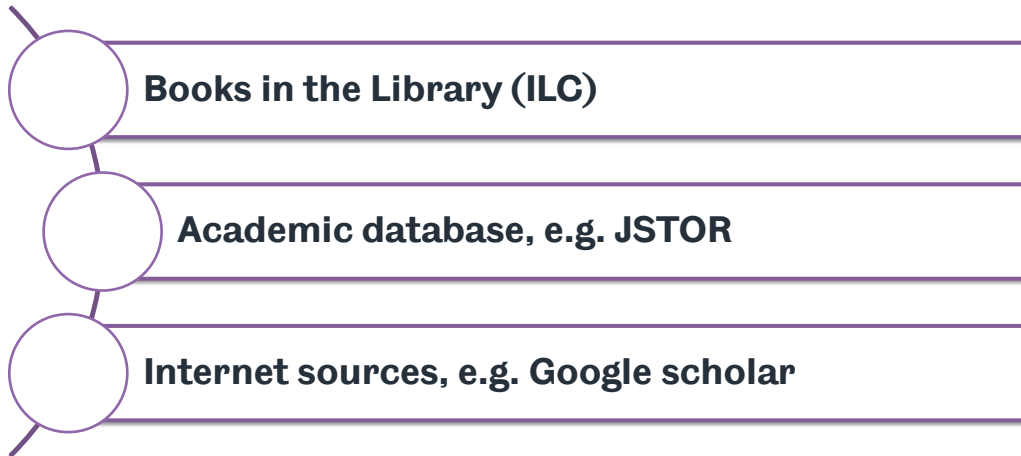
- 1. My own ideas and insights,**
- 2. Sources, by experts on the topic I am writing about to support my insights**

In both cases, all my ideas have to be **supported** and **substantiated**

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What kinds of sources are available?



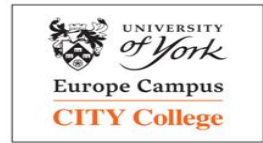
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Advantages of the process model



What are the advantages of following a process model?

- Better end result
- Higher mark
- Become aware of repeated mistakes
- Paying attention to details
- Focusing on the reader

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Do's and Don'ts in Essay Writing



- Structure
- Cohesion
- Coherence
- Content
- Use of English
- Use of sources
- Presentation
- Formatting



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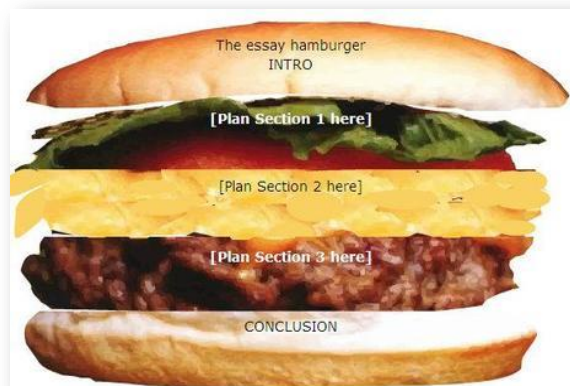
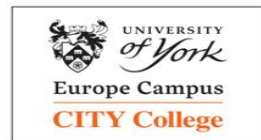
Structure



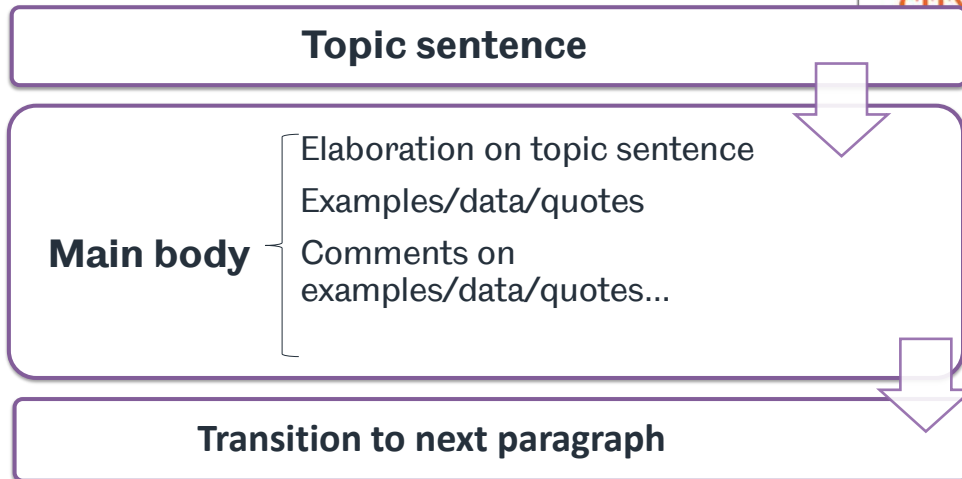
Do's	Don'ts
Three essay parts: Introduction, Main Body, Conclusion	Don't forget to include all three parts in your essay
Introduction: Present the topic, say why it is important and how you plan to analyze it	If there is no introduction, then the reader will not understand what the essay is about
Main body: Analyze the essay question	If there is no conclusion, the reader cannot understand the key points of the essay
Conclusion: Summarize the key points, restate your view in detail	Don't make your introduction and conclusion too short
Confirm your thesis statement in the conclusion.	Don't start analyzing the topic in the introduction

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Maybe this will help you remember the correct essay structure



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Notice how the structure of the paragraph mirrors the structure of the whole essay

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1) Topic Sentence: the main point/argument of your paragraph

2) Main body of the paragraph

- Elaboration on Topic Sentence: explain in more words and detail the content of the Topic Sentence
- Examples/data that support the Topic Sentence
- Comment on the examples/data: do you agree/disagree with the data? why are those examples/data significant? What new questions or aspects of the issue do they raise?

3) Transition to next paragraph: use words or concepts that connect what you discussed in the previous paragraph with what you will discuss next

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Par. 1: Topic sentence: *One significant factor contributing to teenage drinking is the social pressure that teenagers undergo by their peers.* **Elaboration on topic sentence:** *More specifically,* a significant number of adolescents actually take up drinking not because it was their own choice in the first place but in order to avoid being excluded or rejected by their group of friends. **Examples/data that support the topic sentence:** *Research* has shown that adolescents “feel the need to belong, and are willing to adopt a lifestyle that will make them feel accepted by their peers, even if this lifestyle is actually harmful” [provide citation here]. **In fact,** according to X’s research, y% of the adolescents that have resorted to drinking admit that they have done so because their friends ridiculed them if they refrained from drinking [provide citation here]. **Comment on the examples/sources:** *This data implies that* in order to better understand and deal with teenage drinking as a social phenomenon, we need to take into consideration the deeper connotations of drinking in our contemporary society, as is for instance the idea that drinking is considered an indication of masculinity. **Transition to the next paragraph:** Unfortunately, the issue becomes even more complicated since, *apart from external influences,* the causes of teenage drinking can *also* be traced in factors that are more *internal*. (appr. 200 words)

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Par. 2: Topic sentence: *Indeed, teenage drinking can be also attributed to psychological reasons.* **Elaboration on topic sentence:** Such reasons could be related either to excessive stress resulting from the demands of our contemporary society or to circumstances that are specific to the individual and/or their family. **Examples/data that support the topic sentence:** For instance, X has supported that...

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Cohesion



Do's	Don'ts
Use connectors throughout your essay	Don't just use headings. If you want to use headings, you have to use connectors as well!
Use connectors appropriately	Don't just use a connector here and there. That won't do the trick!
Use signposting to introduce different parts in your essay	Don't use the same connectors all the time!
	Don't use bulleted lists!

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moreover
 furthermore
 consequently
 whereas
 thus
 nevertheless
 therefore
 although
 however
 also
 additionally
 despite

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Coherence



Do's	Don'ts
Present ideas in a logical sequence	Don't discuss any ideas which are not included in your general topic sentence
Put separate, major points into different paragraphs	Don't jump into conclusions. Your ideas should follow a logical sequence
Begin each paragraph with a topic sentence followed by supporting sentences	

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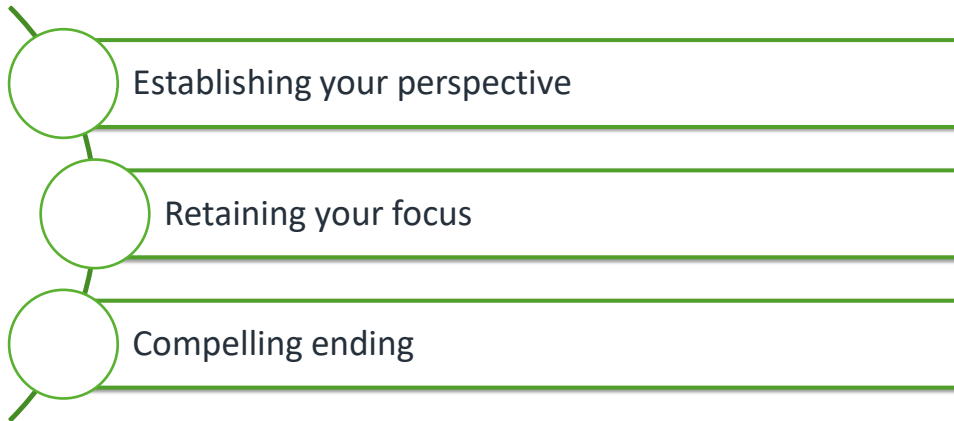
Content



Do's	Don'ts
Analyze all parts of the essay question	Don't go off topic
Discuss a variety of ideas from a range of perspectives	Don't assume that a short paragraph is enough to analyze one part of the essay question
Be critical	Don't overgeneralize

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Developing arguments



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Use of English



Do's	Don'ts
To avoid mistakes in grammar, syntax and vocabulary:	
Pay attention to the use of tenses, prepositions etc	Don't use the same words and expressions all the time
Make sure that your sentences are structured correctly (subject-verb-object)	Don't use the 2 nd person singular
Consult a dictionary if you are not sure about the meaning of a word	Don't use different subjects in your sentences
Also... Use formal language (e.g. 'such as' is formal, 'like' is informal)	Don't make typos; Use a spell-checker and read your essay again before submission
Use complex language. Look for synonyms in the dictionary to enrich your vocabulary	

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Presentation



Do's

Add page numbers to your text

Give your essay a title

Include the English Studies Department coursework cover page

Separate your paragraphs either by indenting the first line of every paragraph or by adding space between paragraphs

Be consistent with font sizes and types

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Practice synthesising-student 1



Both the Longman (2009) and Merriam-Webster (2009) online dictionaries define management as the act (or art) of 'organizing', 'controlling' and 'supervising' the work carried out by a corporation or organization. However, when describing management, Koontz and Weirich (1988, p. 4) place a particular emphasis on the design and maintenance of a working environment where **efficiently chosen targets can be accomplished**¹. ²Drucker (2007, p. xiii), invites us to consider the high importance of the human element in management. He argues that the determinants of successful management are the qualities of 'vision', 'dedication' and 'integrity'. Lastly, according to Luft (2000), management constitutes the procedure that is followed for the organizational goals to be **attained, the attainment**³ of which is based on **'planning', 'organizing', 'directing' and 'controlling'**.⁴

1. Needs better rephrasing; some words are the same as the original
2. However/Nonetheless Ducker...
3. Repetitive
4. Whose responsibilities are these?

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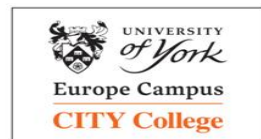
Practice synthesising-student 2



Both the Longman and Merriam-Webster online dictionaries define management as planning and coordinating the work by a company and organization. On the other hand, Koontz and Weirich (1988, p. 4) believe that a group of people is more effective in accomplishing specific aims.¹ According to Drucker (2007,p.13) management is not just discipline but also attribution of the effectiveness. Thus, humans' achievements or failures are more determined² than other factors such as "vision", "dedication", and "integrity".³ Finally, Luft (2000), claims that in order to achieve 'organization goals' managers focus on tasks based on four important steps. "planning", "organizing", "directing" and last but not least, "controlling".

1. Inaccurate paraphrase; the authors mention environment.
2. Wrong word; important/critical/crucial/vital
3. The paraphrase has changed the meaning of the original.

Practice synthesising-student 3



Both the Longman (2009) in Merriam-Webster (2009) online dictionaries define management as the skill of directing and supervising something such as a work. ¹Koontz and Weirich (1988) define management as the way in which people create and take care of an environment and work altogether in groups in order to achieve goals. ²Drucker³ claims that management is important for managers and if the management is ⁴good or bad, it depends on how the manager controls it. Last but not least, Luft⁵ says that management is the best way to achieve goals. There is management in different organisations but also managers are people, who should manage their business in order to achieve goals.

1. Linking word/phrase is missing.
2. Linking word/phrase is missing.
3. Year of publication?
4. Very simple vocabulary.
5. Year of publication?

Practice synthesising-student 4



Both the Longman (2009) and Merriam-Webster (2009) online dictionaries define management as the way a company has, to control a situation. The company's vision should be equivalent with the goals that are being set. Luft (2000) seems to agree with that statement considering that his definition of management is about the coordinator that is responsible to just deliver the goals and the aims each organization sets.

Additionally, critical thinking, education, cooperation, and consistency are some of the skills needed to succeed in this task as an effective manager, like Koontz and Weirich (1988, p. 4) state.

Nevertheless, Drucker (2007, p. xiii) supports that mismanagement can only happen if the director is inefficient, so it is crucial that the manager must be selected for his/her skills with integrity.

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Excellent!

