CAES 9541
Technical English for Electronic and Electrical Engineering

Week 2: Unit Two

Making use of sources: Paraphrasing, using citation and references; Self-Access and Reflection Record; Overview of Academic Presentation

Learning outcomes

- Reflect on your presentation performance and formulate plans for improvement using the self-access and reflection (SAR) online tool
- Avoid plagiarism by identifying acceptable and unacceptable paraphrasing
- Use citation and references appropriately
- Identify the features in academic presentation

SELF-ACCESS AND REFLECTION RECORD SECTION

Access to SAR

Show the "SAR Examples 7 Steps Instruction" powerpoint on Moodle in class

Reflective or not?

TASK 2.1 Reflective or not? (5 mins)

The following are two SAR Record entries produced by two students. In pairs, discuss which entry you think has a higher degree of reflection.

Record Entry A	
1. Transition between points	a. *I watched one of the clips about Reinventing the School Lunch presented by Ann Cooper. I watched the clip 2 times from the beginning till the end and then I had focused attention on the part when the presenter added her personal experience in the presentation with strong linkage and transitions between points and sentences. I then jotted down the usual phrases used to signal transition and would use the relevant ones in my next presentation.'* b. *I realize that good presenters showed clear transitions between points. They made use of intonation to signal transition between points. However, in the presentation I did before, I only read the materials stated on the PowerPoint slides without making attempt to signal a transition from one point to another. I relied very heavily on reading from the PowerPoint slides and so I wasn't able to present the details as they were listed on the slides. I also became more aware of the fact that strong transitions between points would make the whole presentation atmosphere more interesting. It can draw attention from the audience. I believe that this is what a professional presenter should do. After watching those video clips, I understood that I should not write the whole script on the paper. I have learnt useful skills from those professional speakers in delivery their presentations. These are the skills that I need to learn and imitate in my future presentations.*

Reflective or not?

Record Entry B	
2. Lack of Confidence	a. *I have gone to a website called "The English Learning Wiki". It contains a lot of useful sections e.g. professional English, academic writing, oral presentation, IELTS, etc. I read the contents of the website so that I learned more about what makes a better presentation.* b. *Reading the materials at home can help me to speak louder and with more confidence. I will continue to read aloud in front of the mirror. I have tried it a number of times and found it useful. In the coming group presentation, I will try my best to present the information that the audience are interest in. I will try to face the audience more often. Hopefully my weakness can be improved.*

RESEARCH AND PLAGIARISM

Task 2.2 discuss in small groups

- Why and how do we avoid plagiarism?

All academic work involves some kind of research because it improves our understanding of the topic and helps us produce better work which builds on existing knowledge. In engineering, information gathered affects the design process and enables us to make informed decisions. If we skip the research phase we are more likely to make mistakes which will cost time, money and effort to put right.

Mistakes such as the train disaster and the notebook power supply on fire would have been prevented if more vigorous research and tests were conducted before the release of the products.

You may use source material in your report…

- to **justify** design choices
- to **relate/compare** your work to others'
- to **refer** to professional standards and procedures
- to **provide** theory and concepts to support your decisions
- to **meet the expectations** of professionals who will read your report.
- to **persuade** clients that your report is reliable

AVOIDING PLAGIARISM & PARAPHRASING

Avoiding Plagiarism

Advantages

- Show you understand what the author is saying.
- Gain in quality and become more scholarly.
- Show that you are able to select and integrate information
- Use your own words

Disadvantages

- Difficult skill to learn
- Demanding patience and practice to summarize words or ideas from others without changing the original meaning

Paraphrasing with vocabulary and grammar

a) Semantics + Collocation

- Words which are listed as synonyms, or expressions equivalent to other words, are not synonymous in all situation E.g. show, claim

Original:
The results **show** that the catchment experienced increased runoff during longer rainfall events.

Paraphrase:
The data **claims** that when there was a heavy downpour, the catchment suffered from a large flow of rainwater (Chan 2011).

collocation

b) Grammar

- Checking that the subject and verb of the sentence still agree in your restatement of your sources' ideas as well as ensuring that definite and indefinite articles and prepositions are correctly chosen and placed, may seem like a trivial detail. E.g. reach and arrive

We **reach** a similar conclusion. vs We **arrive at** a similar conclusion.

Having a 'feel' of university writing

TASK 2.3 Read the following pieces of writing on the same topic and discuss with a partner. Which style is most appropriate for university level and why?

Passage A

High-end audio amplifiers for home entertainment target power levels of hundreds of watts with total harmonic distortion (THD) well below 0.1%, a 23 dB bandwidth up to hundreds of kilohertz to avoid phase distortion in the audible 20 Hz–20 kHz range and signal-to-noise ratios (SNR) higher than 100 dB. In the professional audio market, power efficiency is not a key issue. The above performance levels can be reached only with linear power amplifiers since switching schemes, e.g. analogue class D and direct digital amplifiers widely adopted in the consumer market are more power efficient but feature higher distortion and noise levels. Linear power amplifiers are usually implemented through a voltage-feedback (VF) architecture which has a constant gain–bandwidth product; a higher closed-loop gain, determined by the feedback network, is paid in terms of bandwidth reduction. Differently from the state of art, we propose the design of a high-end audio amplifier based on current-feedback (CF) architecture. This topology has been adopted mainly for IC amplifiers in high-speed applications such as broadcast video, radars and IF/RF stages. The design proposed in this Letter demonstrates the effectiveness of the CF approach to achieve low THD and high SNR audio levels, comparable to VF architectures, but also high bandwidth and high slew-rate to improve the power amplifier performance at high frequencies.

Passage B

High-end audio amplifiers for home entertainment target power levels of hundreds of watts with total harmonic distortion (THD) well below 0.1%, a 23 dB bandwidth up to hundreds of kilohertz to avoid phase distortion in the audible 20 Hz–20 kHz range and signal-to-noise ratios (SNR) higher than 100 dB. In the professional audio market, power efficiency is not a key issue. The above performance levels can be reached only with linear power amplifiers since switching schemes, e.g. analogue class D and direct digital amplifiers widely adopted in the consumer market [1], are more power efficient but feature higher distortion and noise levels. Linear power amplifiers are usually implemented through a voltage-feedback (VF) architecture [2], which has a constant gain–bandwidth product; a higher closed-loop gain, determined by the feedback network, is paid in terms of bandwidth reduction. Differently from the state of art, we propose the design of a high-end audio amplifier based on current-feedback (CF) architecture. This topology has been adopted in the literature [3] but mainly for IC amplifiers in high-speed applications such as broadcast video, radars and IF/RF stages. The design proposed in this Letter demonstrates the effectiveness of the CF approach to achieve low THD and high SNR audio levels, comparable to VF architectures, but also high bandwidth and high slew-rate to improve the power amplifier performance at high frequencies.

References

[1] S. Saponara, et al.: 'Oversampled and noise-shaped pulse-width modulator for high-fidelity digital audio amplifier'. Proc. IEEE ICECS 2006, Nice, France, pp. 830–833

[2] D. Self, 'Audio power amplifier design handbook' (Newnes, 4th edn.,2006)

[3] R. Mancini, 'Current feedback opamp analysis' in 'Op amps for everyone' (Texas Instruments SLOD006B, 2002, Chap. 8)

How to avoid plagiarism?

To avoid plagiarism, one should always provide information of the sources used, i.e., you must document or cite the sources of information which you have consulted or used in writing your paper. Therefore, it is important that you keep records of all sources that you have consulted so that you will be able to provide proper citations later. A citation refers to the basic information about an information source (e.g., a book, an article, a media resource) sufficient for identifying the source. For example, a citation for a book usually includes the author, title, publisher, and date of publication.

TASK 2.4 Identify acceptable and unacceptable paraphrases (15 mins)

The following is an original statement followed by three paraphrases. Decide which are acceptable and which are unacceptable, and justify your decisions. Write an acceptable paraphrase.

In the coming decade, the water industry is still obliged to use simplified models that do not resolve all the details of turbulent flow and chemical reactions. Therefore, as demonstrated in this thesis, one should be aware of the limitations of the CFD (Computational Fluid Dynamics) models and validate the models by experiments.

	Acceptable/ Unacceptable Reasons?	Paraphrases
1		In the next 10 years, the water industry is still obliged to use simple models that cannot resolve the details of turbulent flow and chemical reactions. Therefore, as shown in this paper, you should be aware of the limits of the CFD models and check the models by experiments.
2		In the coming decade, the water industry will still be relying on simplified models, which cannot resolve the details of turbulent flow and chemical reactions. Hence limitations of CFD models should be taken into consideration and the models should be corrected by experiments. [8]
3		The thesis demonstrates how the limitations of CFD models may hinder the development of the water industry. [8]
4		The thesis demonstrates the reason for the limitations of CFD models is that the models cannot resolve turbulent flow and chemical reactions and points out that such models should be verified by experiments. [8]

In the coming decade, the water industry is still obliged to use simplified models that do not resolve all the details of turbulent flow and chemical reactions. Therefore, as demonstrated in this thesis, one should be aware of the limitations of the CFD (Computational Fluid Dynamics) models and validate the models by experiments.

1	Unacceptable. Only changed some words into synonyms. Source missing.	In the next 10 years, the water industry is still obliged to use simple models that cannot resolve the details of turbulent flow and chemical reactions. Therefore, as shown in this paper, you should be aware of the limits of the CFD models and check the models by experiments.
2	Unacceptable. Obliged =/= rely check =/= correct	In the coming decade, the water industry will still be relying on simplified models, which cannot resolve the details of turbulent flow and chemical reactions. Hence limitations of CFD models should be taken into consideration and the models should be corrected by experiments. [8]
3	Unacceptable. Not mentioned that it will hinder the water industry	The thesis demonstrates how the limitations of CFD models may hinder the development of the water industry. [8]
4	Acceptable.	The thesis demonstrates the reason for the limitations of CFD models is that the models cannot resolve turbulent flow and chemical reactions and points out that such models should be verified by experiments. [8]

Reminders for effective paraphrasing

1. Do not say 'I think …' or use other wording to imply that an idea that came from a specific source is your own opinion. **Do not claim the author's idea as your own even if you agree with the author**.
2. Research and take notes carefully; do not misuse the sources.
3. Maintain the original meaning of the passage.
4. Keep the same tone (e.g. *serious*, *humourous*, *sarcastic*).
5. **Do not add your own ideas, examples, details, or other forms of support as part of a paraphrase**.
6. Do not try to follow the original text word for word. **Get the general idea and put it in your own words**. Put the sight out of sight! That may help prevent you from copying or paraphrasing too closely. If you truly understand the text, you will have less trouble paraphrasing than if you do not understand the text.

CITATION & REFERENCING

2.4 Understanding Citation and Referencing

Plagiarism, that is copying others' work without referencing, is regarded as cheating and is strictly forbidden, no matter whether you do it intentionally or by accident. When writing up your technical report, it is crucial to cite anything that is not your original work. You should use in-text citations and a reference list to show what materials you have consulted for a particular piece of work.

2.4.1 Referring to source material and avoiding plagiarism

The writer of Passage A above will be penalized for breaking a number of academic rules. At university level, you must not only identify and select appropriate source material but present it properly as well. In this case, 'properly' means following conventions (or rules) used by academics and Engineering professionals.

You must make it absolutely clear which information comes from an outside source. This information includes data, ideas, designs, opinions, standards, guidelines, graphics, procedures, and theories, among others.

Important Note: Variations within a conventional citation and referencing format exist among journals and publishers. Regarding the exact format to adopt for your project reports, consult your supervisors.

2.4.1.1 IEEE citation and referencing style

IEEE, Institute of Electrical and Electronics Engineers, is a well-known technical and professional organization which manages many publications, conferences and activities representative of a wide variety of engineering disciplines. You can access the following resources regarding referencing styles from IEEE below:

- "IEEE Citation Reference" at https://www.ieee.org/documents/ieeecitationref.pdf
- "IEEE Editorial Style Manual" at https://www.ieee.org/documents/style_manual.pdf
- "Examples of IEEE in-text citation" from Murdoch University at http://libguides.murdoch.edu.au/IEEE and Naval Postgraduate school http://libguides.nps.edu/citation/ieee

A summary of the in-text citation and referencing formats from various sources are provided below based on the three references above.

In-text citation format:

- The reference is indicated by a number in square brackets placed between the text and the following punctuation.
- The references are numbered in the sequence in which they appear in the text.
- The same number can be reused for the same reference subsequently (Note: "ibid" should NOT be used.)
- Multiple references are delimited by a comma or a dash.
- Specific pages, chapters, figures or sections of a reference can be cited.

Examples:

- "..... were designed using XXX approaches and scales [18].
- "The theory was first proposed in 1999 [3]."
- "Prausnitz [23] has argued that …"
- "Many studies into gallium arsenide [3], [5], [6] suggest that …"
- "A number of investigations into nanotechnology [1]-[3] recommend that …"
- "For example, see [8]."
- [5, pp. 6-8], [5, Ch. 2, pp. 15-17], [5, Fig. 3], [5, Sec. 3.7]

Book

Basic format: [#] A. A. Author, *Title of His Published Book*, #th ed. City of Publisher, Country if not USA, Year.

[1] B. Klaus and P. Horn, *Robot Vision*. Cambridge, MA: MIT Press, 1986.

Edited Book Chapter

Basic format: [#] A. A. Author, "Title of chapter in the book," in Title of His Published Book, #th ed. City of Publisher, Country if not USA: Abbrev. of Publisher, Year, pp. xxx–xxx.

[2] L. Stein, "Random patterns," in Computers and You, J. S. Brake, Ed. New York: Wiley, 1994, pp. 55-70.

Journal Article

Basic format: [#] A. A. Author of article. "Title of article," *Title of Journal*, vol. #, no. #, pp. xxx-xxx, Month Year.

[1] G. Liu, K. Y. Lee, and H. F. Jordan, "TDM and TWDM de Bruijn networks and shufflenets for optical communications," *IEEE Trans. Comp.*, vol. 46, pp. 695-701, June 1997.

Conference Paper

Presented:

Basic format: [#] A. A. Author, "Title of paper," presented at the Unabbreviated Name of Conference, City of Conference, Abbrev State or Country if outside U.S., Year.

[10] K. Kirby and J. Stratton, "Van Allen probes: Successful launch campaign and early operations exploring earth's radiation belts," presented at IEEE Aerospace Conference, Big Sky, MT, 2013.

In Published Proceedings:

Basic format: [#] A. A. Author, "Title of paper," in *Unabbreviated Name of Conference*, City of Conference, Abbrev State or Country if not in U.S. if given, Year, vol. # if given, pp. xxx–xxx.

[11] C. Janow, "Guidance and control components for space applications," in *Proceedings National Electronics Conference*, 1994, vol. 24, pp. 30–35.

Report

Basic format: [#] A. A. Author, "Title of report," Abbrev. Name of Co., City of Co., Abbrev. State, Rep. xxx, Month Year.

[1] E. E. Reber, R. L. Michell, and C. J. Carter, "Oxygen absorption in the earth's atmosphere," Aerospace Corp., Los Angeles, CA, Tech. Rep. TR-0200 (4230-46)-3, Nov. 1988.

Handbook or Field Manuals

Basic format: Name of Manual/Handbook, #th ed., Abbrev. Name of Co., City of Co., Abbrev. State, Year, pp. xxx-xxx.

[2] Transmission Systems for Communications, 3rd ed., Western Electric Co., Winston-Salem, NC, 1985, pp. 44–60.

Paper Presented at Conference

Basic format: [#] A. A. Author, "Title of paper," presented at the Unabbrev. Name of Conf., City of Conf., Abbrev. State, Month Year.

[4] M. Mayer, presented at the 4th Congr. Permanent Magnets, Grenoble, France, Mar. 1995.

Website or Internet document

Basic format: [#] A. A. Author. (year, month day). "*Title*" [Type of medium]. Available: URL. [Accessed: Date of access].

[1] J. Jones. (1991, May 10). *Networks* [Online]. Available: http://www.atm.com [Accessed: 2014, Sep 10].

Note: If the author and the date of publication are not available, begin with the title of the webpage followed by the publishing organization, and use the 'n.d.' (the abbreviated version of 'no date') as in

[3] Compliance matters. (n.d.). Naval Postgraduate School Thesis Processing Office. [Online]. Available: http://www.nps.edu/research/research1.html#Compliance. [Accessed Mar. 14, 2014].

Homework Task 2.5: Write a reference list in IEEE style

Write a list of references for these five entries using **IEEE style.** Extract only the relevant information. Assume that this is the order in which the sources are cited in a paper.

a) A chapter titled "Random patterns" by L. Stein in a book in published in 1994 edited by J. S. Brake by publisher Wiley in New York. The page nos. of the chapter are from 55 to 70.
b) A journal article titled "High altitude platform multichannel SAR for wide-area and staring imaging" and published in 2014 March in a journal named "Aerospace and Electronic System in Volume 29, Issue 25 and page 12-17.
c) A report by authors R.E. Haskell and C. T. Case titled "Transient signal propagation in lossless isotropic phasmas" produced by the USAF Cambridge Research Lab in Cambridge MA in June 1994. The report no. is ARCRL-66-234(II).
d) An online article titled "Veteran voices on PTSD" with no author and no date of publishing. The website organization is U.S. Dept. of Veterans Affairs. Date of access is Nov. 13, 2013.

Suggested answers

[1] L. Stein, "Random patterns," in *Computers and You,* J. S. Brake, Ed. New York: Wiley, 1994, pp. 55-70.

[2] W. Q. Wang and H. Shao, "High altitude platform multichannel SAR for wide-area and staring imaging," *Aerospace and Electron System*, vol. 29, no. 25, pp. 12–17, Mar. 2014.

[3] R. E. Haskell and C. T. Case, "Transient signal propagation in lossless isotropic plasmas," USAF Cambridge Research Laboratory, Cambridge, MA, Rep. ARCRL-66-234 (II), June 1994.

[4] Veteran voices on PTSD. (n.d.). U.S. Dept. of Veterans Affairs. [Online]. Available: http://maketheconnection.net/conditions/ptsd2. [Accessed: Nov. 13, 2013].

Introducing HKIE

The other citation style is from the Hong Kong Institution of Engineers (HKIE). The in-text citation format is similar to IEEE and some of the reference list items are shown below. You can access the complete guide at **www.tandfonline.com/thie**.

REFERENCES in HKIE Style

Book	Author AA, Author BB, Author CC. This is a book title: and subtitle. Place of publication: publisher; date of pub. Pletcher RH, Tannehill JC, Anderson DA. Computational fluid mechanics and heat transfer. 3rd ed. Boca Raton (FL): Taylor & Francis; 2013.
Journal Paper:	Author AA, Author BB. Title of article. Abbreviated Journal Title. Year of pub; volume: page number. Finger S, Dixon, JR. A review of research in mechanical engineering design. Part I: Descriptive, prescriptive, and computer-based models of design processes. Res Eng Des. 1989; 1; 51-67.
Internet:	Author AA, Author BB. Title of article. Journal of Publishing [Internet]. Year of pub [date of citation]; volume. Available from: http://www.xxxxxxxxx.html Selig MS, Guglielmo JJ. High-lift low Reynolds number airfoil design. Journal of Aircraft [Internet]. 1997 [cited 2014 Feb 6]; 34. doi: 10.2514/2.2137
Internet (Website)	Website [Internet]. Place: Organisation/Institution; copyright [last update date; date of citation]. Available from: http://www.xxxxxxxxx.html NASA [Internet]. USA: National Aeronautics and Space Administration; [updated 2010 Sep 13; cited 2014 Feb 6 23]. Available from: http://www.grc.nasa.gov/WWW/k-12/airplane/geom.html

Practice citation using HKIE

Homework TASK 2.6

The text below is an excerpt from a winning article in the "Outstanding Paper Awards for Young Engineers/Researchers 2013" sponsored by the Hong Kong Institution of Engineers and published in their journal. Answer the following questions based on the *Text 2*.

Text 2 [2]

1. What do the numbers in [ ] refer to? Where are these numbers placed in relation to the sentence punctuation?

- Sources in the reference list at the end of the paper.
- The reference numbers are generally placed after full stops and commas

b. How many different sources are cited? Which one is cited most often?

- 9 sources all together
- Source 1

c. Can you identify the direct quotation? How do you know it is a directly copied portion of text?

Indented (½ inch from both left and right sides)

d. What does *et al.* mean? *(Note: it is common in HKIE style, but you still need to understand what it means when you see it in publications.)*

- and others

Reminders

- Number and list all sources in the order in which they are first cited in the report. For later references to the same source, use the original number again
- Give all authors' names
- Give the city and state/country of the publisher for books
- Include DOI or URL whenever possible

Oral Presentation

FEATURES OF ACADEMIC PRESENTATION

What features are there in an Academic Presentation?

TASK 2.7 Identify linguistic features of academic presentation (10 mins)

Compare and contrast the following three excerpts taken from different types of sources that you will refer to at the University. Identify the linguistic features of each sample and jot down the answers on the next page.

Sample 1

Considering 3PL consolidation from the logistics provider's perspective, one of the main problems is to select the appropriate shipment consolidation strategy and its parameters. This problem is the focus of the current paper. Three such consolidation strategies are common in practical applications and discussed in the literature (Higginson and Bookbinder, 1994, 1995; Çetinkaya, 2004). These are quantity-based, time-based, and Time-and-Quantity (TQ)-based policies.

Sample 2

I agree COMPLETELY! I see no problem with treating those who eat trash food and are obese or unhealthy the same as those who smoke. Unhealthy living places unnecessary AVOIDABLE strain/load on our healthcare systems. Imagine how much more efficiency we would have if the system wasn't clogged with people who have been irresponsible with their own health. Those in the position to improve our healthcare system should most certainly understand AND portray the importance of a healthy lifestyle. Of course IE's would (should) understand that overeating creates waste, and eating poor quality food or smoking reduces useful life. I guess the IHI needs more IE's.

Sample 3

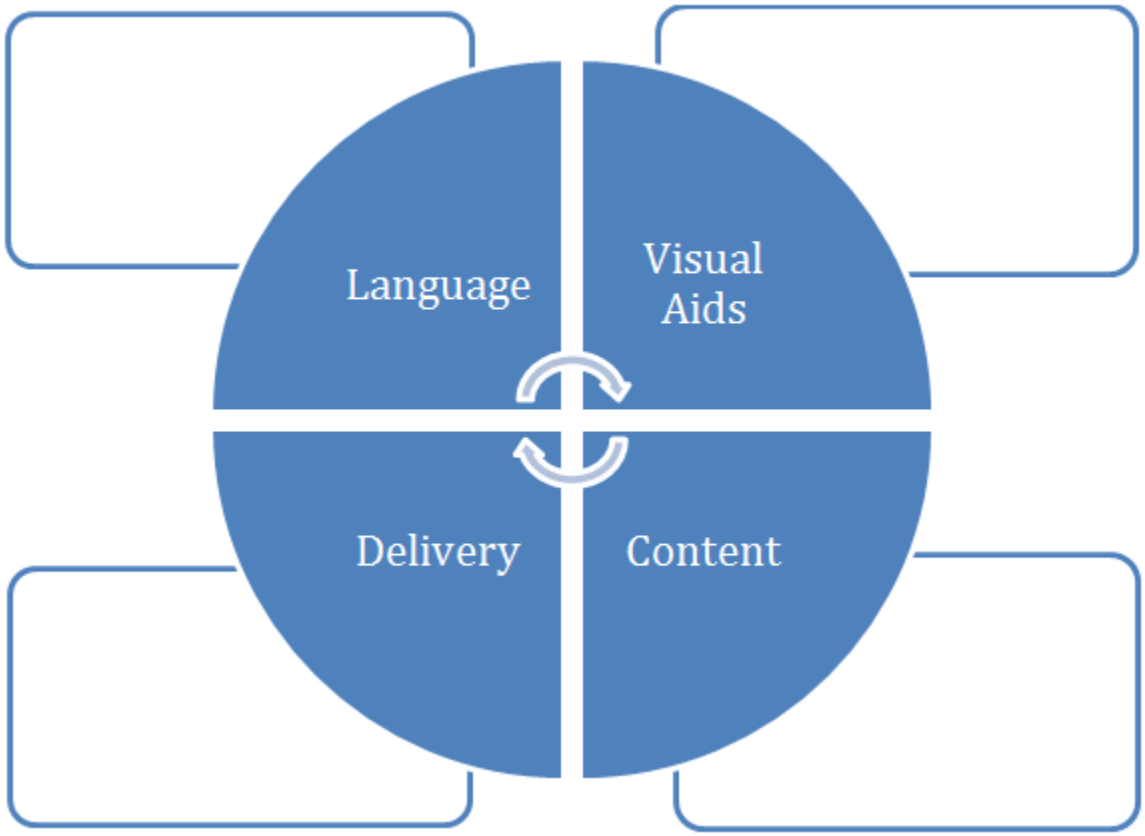
Good afternoon everyone. Today, our group topic is Jewellery industry in Hong Kong. I'm Peter, he's Christopher and he's David. Before going into details about the Jewellery industry in Hong Kong I want to take you through some interesting knowledge about jewellery. Okay, the first thing I wanna introduce to you is the world class jewellery showcase to the world's largest jewel. First of all...

Features of Academic Presentations

	Type	Features
Sample 1	Academic writing	• Long and 'dense' sentences • Formal and grammatical written expressions • Norminalization • Academic citations
Sample 2	Informal discussion	• Occasionally ungrammatical sentences • Absolute and biased expressions • Unnecessary emphasis • Contractions
Sample 3	Semi-formal presentation	• Short and grammatical sentences • Signposting expressions • Occasionally informal expressions

Criteria for good academic presentations

Brainstorm the considerations for an academic presentation with a few of your classmates.



Assessment on Content

- Content is appropriately comprehensive yet concise
- Organisation of information is logical
- Content is logically signaled (e.g. signposting)
- Content is consistently relevant
- Technical concepts are explained where necessary (depending on who your audience is)
- Questions are well handled

Assessment on Language

- Vocabulary is appropriate for the context and audience of the oral presentation (e.g. register)
- Language use is accurate
- Language is consistent (e.g. bullet points)

Assessment on Visual Aids

- VAs are effectively used to complement your explanation (e.g. using graph to show trend)
- VAs are clear and audience friendly
- Information is not crammed onto a single slide
- Sentence patterns are consistent among bullet points

Assessment on Delivery

- Pronunciation is clear (Accent is not the focus!)
- Keep to the allotted time
- Eye contact is appropriate
- Manner is confident and enthusiastic
- Delivery is smooth without unnecessary pauses, hesitation or stops
- Gestures used are appropriate and not distracting
- Audience interest and rapport is maintained
- DO NOT READ FROM SCRIPT / SCREEN *(marks will be severely affected if you do so)*

TASK 2.8 – Critique your own presentation

- Sign onto Moodle
- Watch your own diagnostic presentation performance
- Do you think your presentation is a professional one?
- What areas that you need to improve?

Suggested Online Learning Resources (on Moodle)

Internet resources on Oral Presentations

1. http://optimus.hku.hk/home/ The goal of the Online Project for the Improvement of University Speaking Project (OPTIMUS) is to provide Hong Kong tertiary students with an online, self-access resource for the improvement of their English speaking skills. There are a number of disciplinary-oriented presentations in the areas of engineering and business for example.

2. https://targetjobs.co.uk/career-sectors/engineering/advice/284823-giving-presentations-at-engineering-assessments-tips-for-job-seeking-graduates Presentations? Why Bother? This webpage gives you a practical reason for taking presentations seriously. There are also a few tips on improving your presentations.

3. http://www.engr.psu.edu/speaking/structure.html Here are some guidelines and examples from Penn State University for effective presentations – particularly for the engineering and science disciplines.

Key points to remember

Referencing	• Use the HKIE style • Include all authors' names • Include the city and state/country of the publisher • Include the year of publication • Include DOI or URL if possible • List your sources according to their order in the text. Use the original number if the source is used again.
Paraphrasing	• Check the agreement, pronouns, articles, prepositions after paraphrasing • Include the author and year of publication • Keep the original meaning of the text • Do not use the same words as in the original text
Academic writing	• Be able to inform • Be clear & concise • Be correct • Do not overwhelm the readers with numerous technical terms or jargons • Use abbreviations and acronyms only after you spell out the full form in the text
Academic presentation	• Be formal • State a proposition / topic • Use an outline • Remember the four elements of academic presentation: content, language, visual aids, and delivery

Homework

- Start on diagnostic presentation Self-Access Reflection (SAR) Record