Modalidad Abierta y a Distancia

Academic Reading and Writing I

Guía didáctica

UTPL

Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

Academic Reading and Writing I

Guía didáctica

Carrera	PAO Nivel
▪ *Pedagogía de los Idiomas Nacionales y Extranjeros*	V

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1.1. Presentación de la asignatura

1.2. UTPL generic competences

- Communication in English.
- Oral and written communication.
- Ethical behavior, organization and time planning.

1.3. Specific competences of the major

Applies the linguistic knowledge of the English language at a level that allows effective communication to perform professionally in teaching English to children and young people according to international standards.

1.4. Issues addressed in the subject

Limited methodological and didactic knowledge, as well as little development of critical and reflective thinking.

Limited knowledge on the design, application and evaluation of educational resources and strategies for the adaptation, flexibility and comprehensiveness of personalized learning experiences.

2.   Learning methodology

For the study of the subject Academic Reading and Writing I, an eclectic approach will be applied. Using an eclectic approach makes it easy to choose the best approach to be applied depending on the theme and content studied. In this sense, and taking into account the subject's learning outcomes; the process-based approach will be used the mostly. Process-based approach is a student centered approach created for ESL and EFL writing purposes (Reid, 1993). The most complete process-based approach includes a sequence of five stages: prewriting, drafting, revising, editing, and evaluating. In addition to process-based approach, the collaborative learning approach will be applied; the application of collaborative learning approach will encourage learners' interaction in order to provide support to one another. Finally, the flipped classroom approach will be applied in order to encourage students to learn theoretical content in advance, so time for practice activities will be optimized.

For the successful development of the writing process, the teacher will be in charge of assigning the written task and provide clear instructions to students; at the same time, the teacher will provide support to learners throughout very stage of the writing process. An additional role of the teacher will be to encourage learners to apply the most common writing strategies: free-writing, mind mapping, listing, searching, planning, proofreading, and so on. Lastly, the teacher will make use of the feedback technique in order to provide accurate academic support for learners written paragraphs and essays.

In summary, process-based and collaborative learning approach will be mostly applied for the written purpose; however, flipped classroom approach will be applied for the knowledge acquisitions of theoretical

matters planned for the present academic course. Even though the aforementioned approaches are student centered; the teacher will always be there guiding and ensuring that learners attain significant learning.

3. Academic guidelines per learning outcome

First term

Learning outcome 1 and 2	▪ Applies critical reading and thinking skills to distinguish and analyze different types of academic texts.
	▪ Writes paragraphs by applying appropriate writing features.

Dear pre-service teachers, considering the spirit of the subject 'Academic Reading and Writing I;' the achievement of the current learning outcomes will require your commitment to learn and apply all reading strategies in order to achieve an excellent command of critical reading which will be the base for the comprehensive reading of the different reading text you will have to go through. In the same line, it will be paramount to master the principals for good academic writing in order to be ready to apply them to gradually move from good academic paragraph writing to excellent academic essay writing.

Contents, resources and learning activities

Week 1

Unit 1.   Overview of Academic Reading and Writing

1.1. Definition and purpose

Dear pre-service teachers welcome to the study of the first topic from the subject 'Academic Reading and Writing I.' Considering the nature of the subject, it is an excellent idea to start learning how experts define academic reading and writing respectively.

Academic reading is defined as a purposeful and critical reading of wide and long academic texts in order to complete the study of specific major subject areas (Sengupta, 2002). In the same line, Leki (2001) states that academic reading is an extensive type of reading which requires: both intensive and extensive reading of texts, careful synthesizing of material from a number of sources, and consciously finding authorial intentions and purposes.

Dear pre-service teachers, now it is time to review expert's definition for academic writing. In this regard, Grami (2010) states that academic writing is the sophisticated type of writing which involves, careful thought, discipline, and concentration. Likewise, Hyland (2003) states that academic writing requires knowledge of conventions, styles, language, and audience given a specific discipline.

> Dear pre-service teachers, even though we have seen the definition for academic reading and writing in a separate way; it is important to keep in mind that reading and writing are linked skills which support each other. In this sense, Tsai (2006) states that reading and writing skills share similar characteristics, and students learn more about reading and writing when these skills are developed together. The author also states that students should know that reading and writing are linguistic skills with communicative purpose, and they are inseparable.

Finally, dear students, from the definitions given above, you are invited to infer the purpose for academic reading and writing.

Note. Complete the activity in your notebook or in a Word document

> **?** Dear students, in order to expand your ideas; here you can read an inference of the main purposes of academic reading and writing. The main purpose of academic reading is to enable learners to understand complex written texts through the application of reading strategies. Regarding the main purpose of academic writing, it is to enable learners to write academic written material which involves an accurate knowledge of academic language, and conventions that allow writers to inform, entertain, or persuade audiences accurately.

1.2. Characteristics

Dear pre-service teachers. Once you have learned what academic reading and writing are, it is necessary to move beyond the elements to construct good pieces of writing. In this unit, you are going to learn how to connect sentences and ideas, and how the reader will connect with your paragraph´s purpose. In other words, you are going to learn about the six elements that contribute to good academic reading and writing: audience, purpose, clarity, unity, cohesion, and coherence.

1.2.1. Audience

The word audience, in the academic field, is self-defined since it refers to the people who is attending or receiving some information. Even though the word audience is easy to be understood, it is important that you build up on experts' foundations.

In regard to audience, Oshima and Hogue (2006) assert that in academic writing, the audience is the people who will read what the author has written. To the same regard, Whitaker (2010) explains that the audience is the group of people who are interested in reading the writer's ideas. Therefore, it has to be a main concern, for the writer, to captivate his/her audience attention. Likewise, Folse et al. (2015) state that good writers know who their audience is even before writing, hence she/he will keep their audience in mind throughout the whole written process.

Dear students, in order to reinforce the knowledge of the concept audience, you are going to develop the activity suggested below.

Activity

Use the given clues to write your own definition for Audience.

- People to whom the information is being written to
- People who are interested in reading the writer's ideas
- People who the writer may do not know
- People who the writer knows
- Potential help to make decisions about: organization, supporting details, and material to be included in the written material

Note. Complete the activity in your notebook or in a Word document

> Congratulations for the great effort done in order to perform the current activity. It is certain that with the help of the information provided, and your creativity; the definition performed by you ought to be a good one; however, feel free to go back to the given definitions above, or ask your teacher to help you clarify any doubt.

1.2.2. Purpose

Dear pre-service teachers, it is important to start the study of this element by activating your previous general knowledge.

Activity

Now, provide a response to the question below.

In general terms, *how would you define the word purpose?*

Taking into account your general conception for the purpose of writing, let's find out what the experts say about 'purpose' in the writing field.

In the first place, let's consider what Hogue (2008, p. 2) declares about purpose in the academic field; "The purpose of academic writing is to explain something or to give information about something". To the same regard, Whitaker (2010), states that three are the most common purposes of academic writing: persuade, analyze/synthesize, and inform the reader.

How similar was your definition of purpose for academic writing compared to the one provided by the experts in the academic-writing field? Make sure

you internalize the definition provided by the experts about the purpose for writing.

Great job!

Dear students in order to help you internalize the knowledge acquired; you are invited to watch the following video about audience and purpose.

> Dear pre-service teachers, the information provided above clearly states the purpose of writing academic material. Using our own words, it can be said that the main purpose of academic writing is to inform, entertain, and finally persuade readers.

Remember dear students, you should go through your textbook (Theme: Purpose complete the activities suggested in the textbook) and expand your knowledge about the purpose of a paragraph.

Dear pre-service teachers, as you can see it is a step by step teaching-learning process; so far, two elements of good writing have been learned; therefore, it is the moment to jump to the next element that will contribute to the improvement of your academic writing skills.

1.2.3. Clarity

Clarity is a very important element that must be present in every written piece of text. Thanks to clarity, a piece of writing becomes easy to be understood.

Dear pre-service teachers, from now on, expert's information related to clarity is going to be provided for your better understanding.

The first contribution presented here about clarity for academic materials is the one provided by Whitaker (2010); the author simplifies the meaning of the term by highlighting that a written material is clear when it can easily be understood from the very first time it is read; the author adds that a clear written material should not contain mistakes. To the same concern, Folse et al. (2015) assert that for an academic paragraph to achieve clarity; it is necessary to use clear language it will help reader to accurately identify the subject being talked about. The authors suggest to avoid using vague and unclear words such as good or nice; instead, the authors recommend to use clear and precise words. An additional contribution about clarity was made by Barlow (2012), He defines the term clarity as a vital element of any

written material; besides, the author emphasizes that clarity provides value to any written material. The author also announces some tips to achieve clarity in any written material: write as if your audience will be children, define your topic sentence, use your topic as a guide, avoid using too long sentences, and remember the purpose of your written material. Remember that your main source of information is your textbook; therefore, it is important that you use it as frequently as possible in order to expand your knowledge and clarify any doubt. Hence, go to your text book and review the content about clarity; besides, it is important that you develop the activities suggested there.

Dear pre-service teachers, with all of the previous background information in mind; it is suggested to develop an activity that will help you to remember how to achieve clarity in your academic writing materials.

Activity

Dear students, use the contributions from different authors, to classify the tips to achieve clarity.

Chart 1.
Tips for Clarity

Folse's Tips for Clarity	Barlow's Tips for Clarity

Note. Complete the activity in your notebook or in a Word document

How was the activity, dear pre-service teachers? I am pretty sure that the development of this activity did not present any degree of difficulty. In fact, the activity was aimed to help you internalize the best way to achieve clarity. As a result of your deep understanding of clarity, I am sure that you organized the elements in the following order:

For Folse et al. (2015), you may have: use clear language, avoid using vague and unclear words, use precise words. If it is the case, then your responses are correct.

On the other hand, for Barlow (2012), you may have: write as if your audience will be children, define your topic sentence,

use your topic as a guide, avoid using too long sentences, and remember the purpose of your written material.

I am pretty sure that you listed the suggested tips as previously stated

Congratulations, way to go!

After having learned that clarity is a key element for writing precise texts, it is time to move onto the next element, unity. Are you ready? Let's get started.

Week 2

1.2.4. Unity

As an introductory part of 'unity,' it is important to emphasize that clarity, the previous element discussed, aims to ensure that topic sentences are written in a way that they clearly signal the main subject of the paragraph as well as the controlling idea by using specific and concise language. On the other hand, unity aims to guarantee that every single supporting sentence of the paragraph provides information closely related to the main subject and the controlling idea stated in the topic sentence.

In regards to unity, Oshima and Hogue (2006) accentuate that unity guarantees that a paragraph develops a unique idea from beginning to end, which means that every supporting statement ought to prove the main subject and its controlling idea. In the same regard, it is stated that for a paragraph to achieve unity, every sentence from the written paragraph must be closely related to the topic sentence and its controlling idea/s (Folse et al., 2015).

Dear students; for your better understanding about unity, you are invited to watch and reflect the video about paragraph unity.

Paraphrasing Savage (2007) words, for unity to take place in a written text, some requirements are needed:

- Every supporting sentence develops a unique idea.
- The topic sentence must clearly state the main subject and controlling idea.
- The supporting statements ought to explain the controlling idea through the use of details, examples, steps, or definitions
- The concluding sentence should restate the topic sentence.

Dear students, in order to reinforce your prior knowledge about unity; it is suggested to move to your textbook, identify the topic about unity, and developed the activities suggested about unity.

Dear students, as it can be seen, from the information provided by experts, unity shows a strong relationship between supporting statements and the topic sentence.

In order to help you clarify this kind of relationship; it is necessary to perform the activity suggested here.

1.2.4. Unity Activity

Dear pre-preservice teachers, from all the information you have learned, by now you are clear to the fact that a piece of written material meets unity only if all the supporting details are directly related to the topic sentence; the right application of the knowledge acquired will help you to become a good academic writer.

Dear students, let´s continue with the following element, cohesion.

1.2.5. Cohesion

In the context of academic writing, cohesion refers to the connection of ideas. It is important to bear in mind that in order to have a coherent text, cohesion must be carefully integrated into our writing because without cohesion a text would lack a natural flow.

Regarding cohesion, Lee (2013) asserts that achieving cohesion means linking words, phrases, sentences and paragraphs together; in a sense, create written material where the relationships between words, phrases,

sentences and paragraphs is clear and logical to the reader, giving flow to the text. Here you have some structural elements which are useful to attain cohesion: repetition of key nouns, synonyms, pronouns, cohesive devises, word/phrase reference, among others.

In terms of good quality academic writing, it is said that good academic writers follow specific steps to make sure their writing is both clear and accurate: they gather, organize, and develop ideas; they write drafts, sometimes two or more; when they revise each draft; good writers look for unity, coherence, and cohesion problems (Savage, 2007).

On the other hand, when a piece of written material lacks cohesion, it will not be clearly understood by readers, so readers will lose interest on the author's written material (OER Commons, 2020).

Dear students, in order to review your prior knowledge about cohesion, its importance and practical examples, you are invited to watch a video about the importance of cohesion in academic writing.

> Dear pre-service teachers, at this point of the study about cohesion, you ought to be clear that cohesion is important because it promotes clarity since it focuses on the correct use of vocabulary, grammar, and cohesive devises.

Dear students, to help you move from theory to practice, let's develop the suggested activity.

U1-1.2.5. Cohesion.

Now it is time to review the next element of good academic writing, 'coherence.'

1.2.6. Coherence

In order to learn about this important element of the paragraph, it is necessary that you, pre-service teachers, activate your prior knowledge to write your own definition for coherence.

Activity.

Use the given clues to write your own definition about coherence.

Organization	flow	logic

Note. Complete the activity in your notebook or in a Word document

How was the activity? I am sure you made your best effort; as a result, you obtained a reliable definition for coherence.

Great job!

Considering the fact that you already have some previous knowledge about coherence; it is necessary to expand your background knowledge by reading what experts say about coherence in the writing of good academic paragraphs.

> In terms of coherence, Savage (2007) assures that a paragraph is coherent when its supporting details are organized in a way in which information that goes together appears together. Time, space, or order of importance are useful elements to ensure that a paragraph is coherent. In the same regard, coherence is defined as the logical organization that allows the transition from one sentence to another, flowing smoothly; in short, a paragraph achieves coherence if it follows a mental organization that has been previously planned (Oshima & Hogue, 2006). The same authors complement that there are four manners to ensure that a paragraph achieves coherence: repetition of key nouns, use of consistent pronouns, use of transition signals, and organization of ideas in a logical order.

Dear students; here you have one more opportunity to internalize all your knowledge by watching this video about paragraph's unity and coherence.

U1-1.2.6. Coherece

> Dear pre-service teachers, from the information provided by experts, it is clearly seen that the term coherence, in academic writing deals with the organization of ideas, the smooth connection of ideas, and the use of transition signals. All those elements make that a paragraph meets coherence.

Dear students, in order to practice what you have learned so far; it is important that you go through your textbook (Coherence theme"), and develop the suggested activities there. Afterwards, make sure you improve your own definition for coherence.

Dear pre-service teachers, as the old saying says: "a picture is worth a thousand words;" The chart below shows the relation that every part of the paragraph must have with one another to achieve coherence.

Image 1.
Coherent Paragraph
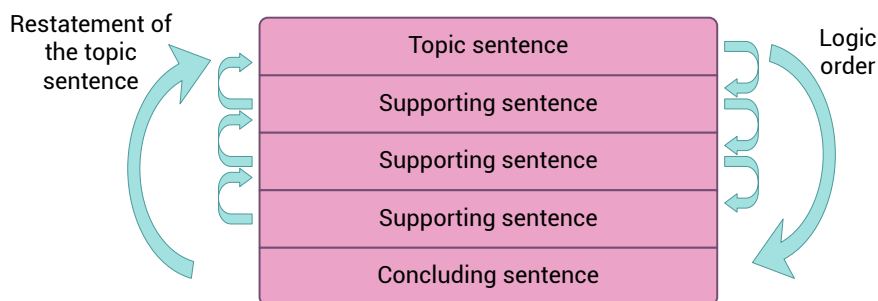
Dear pre-service teacher. Pay attention to the valuable summary of the elements that contribute to achieve a good academic writing: Purpose refers to the objective or reasons that writers have to produce those pieces of writing. Audience refers to the people receiving the information; Clarity has to do with the use of correct word reference and consistency of pronouns; Unity deals with the text as a whole ("all pieces must belong to the same puzzle"); and Coherence and Cohesion refer to the order and connection of ideas, and the use of linking and transition words.

Congratulations dear pre-service teachers, you have successfully finished the study of unit number one!

Unit 2.   Classification of Academic Texts and Reading Strategies

2.1. Types of Academic Texts

Dear students, as you already know, there are several types of academic texts which are used depending on our purpose. Hence, in this unit you will analyze two of the most common types in academic contexts; these are Textbooks and Journal articles.

2.1.1. Textbooks

Dear preservice teachers, as you may have noticed; most, if not all educational institutions use textbooks as their main educational resource. In the lines below, you will have the opportunity to improve your knowledge about textbooks.

> In regards to textbooks**,** Ronato (2017), asserts that textbooks are used by students as a standard work for a specific field of study. Some features about textbooks are: designed to aid learners in their learning process; they vary in style, tone, and level of complexity depending on their audience.
>
> Regarding variety of textbooks, two main types are identified: Print and Digital textbooks. As stated by Maxwell (2005), both print and digital textbooks have advantages and disadvantages.

U2 - 2.1.1. Textbooks

2.1.2. Journal Articles

Journal articles are by far one of the most useful information sources, especially in the academic and research field. In order to understand what is being reported in a journal article, it is imperative that readers apply good reading strategies, which can facilitate the understanding of these valuable sources.

Dear students, in order to better understand journal articles, let's start by reading one out of many definitions existing. In this regard, Tacoma Community College Library (2021) states that a scientific article is considered a detailed piece of research which has been written by the researcher-scientist him/herself; scientific articles are also known as empirical research.

Once a general definition has been provided for journal article; it is convenient to learn about some useful characteristics about journal articles.

U2 - 2.1.2. Journal Articles

Once all the concepts about 'Textbooks and Journal Articles' have been clearly described; now it is time for you to develop the current activity which is meant to help you grasp new knowledge.

U2 - 2.1.1._ 2.1.2. Textbooks_Journal Articles.

2.2. Reading Strategies for Reading Academic Texts

Dear pre-service teachers, one of the main challenges for any EFL learner is to understand information offered at an academic level. However, when you apply good reading strategies, this task becomes easier to be accomplished. Hence, you are welcome to learn about the following reading strategies used for academic texts

2.2.1. Previewing and predicting

Dear students, as you can tell, previewing and predicting information is one of the strategies that require more critical thinking when reading academic texts. This strategy requires readers to make a brief analysis of a text which could help readers make accurate predictions of the topic.

Let's start the study of the current reading strategy: 'Previewing and Predicting' by asking you: "what would you do if your teacher asks you to apply the Previewing reading strategy from a given text?"

Well, in order to provide a quick response to the question above, it is necessary to start by providing a precise definition of the reading strategy previewing and predicting. According to How to preview a text (2020),

previewing consists of examining the content and organization of a written material with the aim of becoming familiar before reading it fully.

The definition provided is self-explanatory about how to Preview and Predic; however, it is required to provide some additional details about what actions you do when you preview and predict reading material:

Scan for titles, headings and subheadings

Scan the first sentence after

Ask questions to find accurate predictions of the topic

Previewing and Predicting

Skim the first paragraph or introduction

Skim the last paragraph or summary
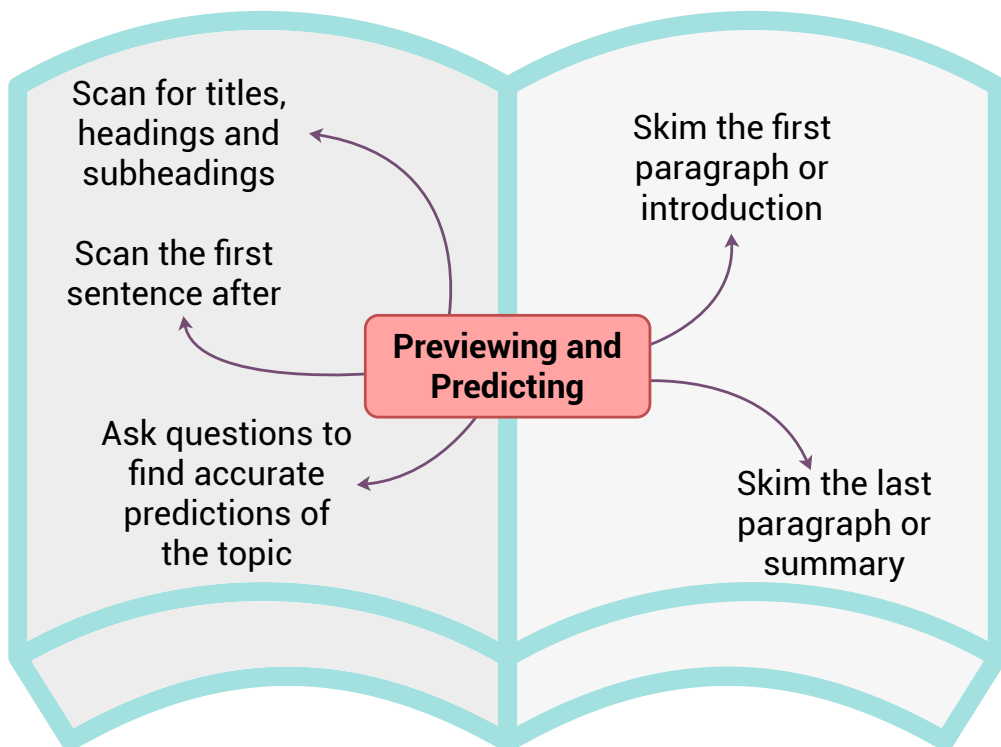
Once you are clear about the actions that take place during Previewing and Predicting, lets close this learning cycle by describing a couple of its advantages:

It helps to decide whether a text is relevant or not for the reader's purpose.

It helps to read faster because it helps to discriminate relevant information.

Now you are clear about how to apply the 'Previewing and Predicting' reading strategy; however, to help yourself expand this knowledge, let's visit the current site which deals with explicit information on how to preview a text (The current URL includes a video and explanatory handout for Previewing a text.)

> Dear students, once you have deeply studied the reading strategy: 'Previewing and Predicting'; by now you know that this reading strategy is of great help because its accurate application will help you to save reading time and improve your understanding of a written material. Therefore, it is time to move to the study of the next reading strategy: 'Activating Prior Knowledge.'

2.2.2. Activating prior knowledge

Activating Prior Knowledge Strategy is a type of reading strategy which we all apply at every moment we are faced to a new reading material; however, this process takes place at an unconscious manner, most of the time; consequently, we do not get the best out of it. Hence, it is time to move from the unconscious use of 'Activating Prior Knowledge' reading strategy, to the conscious and optimal use of it.

Activating Prior Knowledge Strategy is a type of strategy which we all use at every moment we face a new topic for reading, but it is done unconsciously; for that reason, we do not get the best out of it. Hence, now it is the time for you to move from the unconscious use of 'Activating Prior Knowledge' reading strategy, to the conscious and optimal use of it.

In this moment we are going to focus our attention to an expert's definition about 'Activating Prior Knowledge Strategy.' As stated by Mac Donnchaid (n.d.), it is a comprehension strategy which motivates students to make connections between the topic they're reading and their prior knowledge about the same topic. For a more accurate understanding of 'Activating Prior Knowledge Strategy', you need to know what Prior Knowledge means. As stated by Mac Donnchaid (n.d.), It is the knowledge that students bring with them to the class; the more prior knowledge they have in any given area, the better able they'll be to comprehend what they read. The author also emphasizes that as students learn to make connections between the things they read and their own lives, they will begin to develop a scaffold on which they can incorporate new ideas and concepts.

In order to help you master the previous knowledge you already acquired about Previewing and Predicting, and Activating Prior Knowledge reading strategies, you are invited to watch the current video about college reading strategies.

Dear pre-service teachers, once you have learned about the correct application of the reading strategies: 'Previewing & Predicting, and Activating Prior Knowledge'; it is time to deepen that knowledge acquired by developing this challenging activity

U2-2.2.1.- 2.2.2. Previewing & Predicting and Activating Prior Knowledge.

Taking into consideration all the information provided about activating prior knowledge reading strategy; by now, you are conscious about the importance of recalling prior knowledge and linking it to the new knowledge in order not only to create new knowledge, but also to reconfirm knowledge.

Hence, now, we will continue with the learning of a few useful reading strategies.

Week 4

2.2.3. Questioning

Well dear students, it is time to start learning about a new reading strategy, 'Questioning.' By learning about this reading strategy, you will be required to ask question, but not any type of questions; instead, you will ask well thought questions which will contribute to the better comprehension of the text being read.

Dear students, taking into account the introductory information for questioning reading strategy, let's respond to the following question:

'Have you ever applied the 'Questioning' strategy to read and comprehend academic texts?'

Is it difficult to provide a response to the question above? In fact, most of students' response to this question is negative; nonetheless, it is never too late to develop a new reading strategy.

Dear pre-service teachers, the accurate learning of 'questioning reading strategy' will help you to move from being a passive reader into an active reader. There is no doubt that you must be willing to learn about 'Questioning' reading strategy, so let's start by learning its definition

From the title displayed, it is evident you will study about the reading strategy 'Questioning,' then let's respond to the following question: 'Have you ever applied 'Questioning' strategy to read academic texts?' most of students' response to this question is negative, nonetheless, it is never too late.

Now you are faced to a more critical reading strategy which will help you to move from a passive reader into an active reader. To become knowledgeable about this new strategy, it is convenient to start with the precise definition about questioning strategy.

Regarding 'Questioning Strategy,' Donnchaid (n.d.), states that 'Questioning' is the reading skill responsible for developing students' sense of curiosity; it motivates students to think critically about what they read; hence, when applying 'questioning' reading strategy, students ask themselves questions to assess reading comprehension. The author states that through asking questions, readers become engaged with the text moving from passive to active reader.

In regards to the best way to encourage learners to apply 'questioning' reading strategy, Donnchaid (n.d.) suggests that teachers should stimulate students to ask themselves reading comprehension questions before, during and after reading; the questions asked should be for different reasons: to clarify meaning, to understand events and characters better, and to understand writer's purpose. Finally, the author asserts that by asking comprehension questions, the reader gets engaged to the text and improves the level of reading comprehension.

Once you are clear about what is, and how to apply 'Questioning' reading strategy, now you are going to watch an explanatory video which will demonstrate the type of questions that a reader should ask himself in order to get engaged with the reading material, so let's watch the current video about questioning reading strategy attentively.

Dear students, now that you have dived into a great amount of self-explanatory material focused on 'Questioning' reading strategy and its application; you should feel confident and start applying this reading technique which will help you to get engaged with the reading material and at the same time its application will help you to improve reading comprehension

since you will be constantly self-assessing your reading comprehension through the generation of accurate questions.

Dear pre-service teachers, once you have internalized the knowledge about questioning reading strategy; it is time to strive for more knowledge. The upcoming material is focused on the study of another challenging reading strategy: 'Recognizing main ideas, key supporting points, and organizational patterns.'

2.2.4. Recognizing topic, main idea, and supporting points

Dear pre-service teachers, what do you think about the ongoing reading strategy proposed here? Well let me inform you that there is nothing to fear about because this reading strategy focuses mainly on helping learners to identify each of the different elements of a written text and their functions. The accurate acquisition of the present reading strategy, helps learners to exploit valuable information from academic texts.

What do you think about the extensive reading strategy provided? Well let me inform you that there is nothing to fear about because, this reading strategy focuses mainly on being able to identify each of the different elements of a written piece of material, and its function in order to exploit the best of these information when reading an academic text.

The easiest way for us to learn about the current reading strategy is by analyzing one by one each of the elements of reading material and their function.

It is a fact that most of the written academic material is made of: topic, main idea, and details; all of them are logically organized throughout the written context.

Starting with the first element: '*The topic*'; it is the most general theme which is also known as the subject of the main idea (Cuesta College, 2021.) It is clearly inferred that the topic's main function is to provide readers with the most general idea to be discussed about.

Now focus your attention on the second element of written material. The *Main Idea*. As stated by Cuesta College (2021), the main idea states the most important information the author wants the reader to know about the academic written material; in fact, the main idea is the most important point that the writer wants to develop throughout the whole paper. Most of

the time the main idea is placed at the beginning of the written material; however, sometimes it is placed in the middle or at the end; regardless the position of the main idea, it states the main focus of the writer, as well as the main focus that readers should identify. Hence, it is suggested for the reader to identify and underline the main idea in order to keep focus on the topic throughout the whole reading (Cuesta College, 2021.)

Finally, you will become informed on how to identify 'details' and their function. Following the same line from the previous elements described, you are going to start by learning the concept of supporting details.

Supporting details are statements that build up a paragraph and bigger pieces of writing; the main goal of the supporting details is to explain or prove the main idea. The most common supporting details identified in academic writing are facts, statistics, and examples. Identifying supporting details help reader to stay on topic and identify the perspective of the author regarding the main idea developed (Cuesta College, 2021.)

Once you have comprehensively read about the different elements included in an academic written material, you are knowledgeable about their definition and function in the reading and writing field as well.

As the closing of the current learning process, now you are invite to watch the current videos which will teach you how to identify main idea and supporting details in the reading/writing field.

The first video you are going to watch is the video about identifying the Main Idea from written material.

The next video you are going to watch is the video about types of supporting details

Dear students, now that you have gone through an intensive explanatory process about reading strategies: questioning, and recognizing topic, main Ideas, and supporting points; it is the right moment to self-assess your acquisition knowledge.

Dear pre-service teachers, in order to test your knowledge about the last two reading strategies, let's take the evaluation presented in the following didactic resource.

U2-2.2.3. - 2.2.4. Questioning and Recognizing Topic-Main Idea & Sup Points

Dear students, considering the fact that you have dedicated quality time to achieve your academic goals, it can be inferred that the self-assessment you went through did not represent a major problem for you to ace it.

Dear pre-service teachers, before moving to the next topic of study, let's go into a brief review of the last two reading strategies learned.

Questioning, it is the reading strategy responsible to create, on students, the sense of curiosity; it should be applied before, during and after reading. Keep in mind that when students ask questions about the material being read, they get engaged with the reading material and improve reading comprehension.

Regarding the reading strategy: 'Recognizing topic, main ideas, and supporting points; it is well known for helping learners to identify the different parts of a reading text. In this sense, by identifying the topic, readers get the general idea of the text; in the same way, when the reader identifies the main idea of the text, the reader is identifying the writers purpose and main focus of the whole written text.

Dear students, once you have review what has been learned so far; it is time to move to the next point of study. In fact, the upcoming topic is another useful reading strategy which will help to strengthen your reading comprehension skills.

2.2.5. Exploring Purpose

Dear pre-service teachers, the study of the ongoing topic suggests that you are going to learn about the purpose for writing. It is said that in order to understand the core message of any written text, it is necessary to identify the writer's purpose. The purpose is the message the writer wants to share with his/her audience.

Have you ever asked yourself: what is the purpose for writing? What is your purpose for writing?

For the study of the current topic, you are invited to inquire your-self about the reason or the purpose you write for. During these many years of studies, have you ever asked yourself what is the reason or purpose you write for? Probably your response is going to be negative. If it the case, the study of 'Exploring Purpose' of writing will get you informed about the enormous value of being clear about the reason or purpose of writing.

In order to get well acquainted about the importance of knowing the reason or purpose of writing, it is necessary to start learning about the definition of the academic term purpose.

Purpose is the reason why a writer writes. In this sense, you may write post card to tell friends about your latest vacation trip; you may write a complaint letter to the city hall to tell your discomfort about lack of security in the city; in other words, the same event that motivates you to write, brings implicit the reason to do it (Reid & Kowalski, 1994-2021.)

The main function of 'Purpose' in writing is to help the writer now which tone of writing, formal or informal, to use, and consequently this knowledge will tell the writer what type of evidences to use to support the main idea stated (Reid & Kowalski, 1994-2021.)

Regarding types of 'Purpose' in writing, Reid and Kowalski (1994-2021) declare that it exists three main types: to inform, to persuade, and to entertain.

For further understanding about the different types of 'Purpose' in writing, you are invited to watch the current video about understanding the author's purpose.

A highly interesting fact that Reid and Kowalski (1994-2021) shared is the relationship existing between subject, purpose and thesis statement; take a look to the examples provided below for your better understanding.

Subject	Purpose	Thesis, Claim, or Main Idea
Childhood experiences	To *express* your feelings and explain how one childhood experience was formative.	The relentless competition between me and my sisters distorted my easygoing personality.
Heart disease	To *inform* readers about the relationships between Type A personalities and heart attacks.	Type A personalities do not necessarily have an abnormally high risk of suffering heart attacks.

Considering all the accurate information that you have gone through, your knowledge about 'Purpose' for writing ought to be clear to the point that you may be eager to develop some practice exercise in order to apply this new knowledge. In fact, later on you will have such an opportunity to put hands in action.

> Dear pre-service teachers, once you have gone through deep analysis about the purpose for writing, now you must feel confident to respond to the questions above by stating that the main purpose that encourages anyone to write are mainly three: to inform, entertain, and persuade. At the same time, the tone: formal or informal depends on the type of audience.
>
> Dear students, now it is time to continue with the study of the new reading strategy: Analyzing and synthesizing.

2.2.6. Analyzing and synthesizing texts

Dear students, the last reading strategies to be analyzed are considered demanding because they require a high level of critical thinking to successfully apply them.

Dear students; in order to start with the study of the current reading strategies; it is a good idea to move to the following didactic resource.

U2 - 2.2.6. Analyzing and Synthesizing Texts.

> Dear pre-service teachers, the journey you have taken from the different didactic sources has helped you to become knowledgeable about the process for analyzing a text which involves breaking down its ideas and structure to understand it better, think critically about it, and provide conclusions.
>
> In the same way, now you are knowledgeable about the synthesizing process where two or more pieces of information are combined together to create new and significant knowledge.

Congratulations dear students; you have successfully accomplished the study of the 'Academic Texts and Reading Strategies' planned for unit #2, weeks 3 & 4. Your hard dedication has paid back providing a positive feeling by confirm that all the contents studied through unit 2 are completely learned. Now you are invited to assess your own knowledge acquisition by take self-evaluation 1.

Self-assessment 1

Units: 1&2

Read the statement below and choose the option that provides the correct response.

1. The purpose for writing a paragraph is defined as …

    a. The use of specific and concise language that makes the written material easy to be understood.
    b. The reader who is interested in reading the writer's ideas.
    c. The reason a writer is writing a specific paragraph.

2. This type of text serves scientific purposes, mainly

    a. Journal Articles.
    b. Textbooks.
    c. Comic magazines.

3. The audience of a written material is defined as …

    a. The use of specific and concise language that makes the written material easy to be understood.
    b. The reader who is interested in reading the writer's ideas.
    c. The reason a writer is writing a specific paragraph.

4. This written material offers a didactic format which simplifies the teaching learning process

    a. Journal Articles.
    b. Textbooks.
    c. Comic magazines.

5. The clarity of a written material is defined as …

    a. The use of specific and concise language that makes the written material easy to be understood.
    b. The reader who is interested in reading the writer's ideas.
    c. The reason a writer is writing a specific paragraph.

6. It is considered a disadvantage of e-textbooks.

   a. Is considered a detailed piece of research which has been written by the researcher-scientist him/herself.
   b. Is a guide of study which contains specialized information for different fields of study.
   c. High level of distraction because of social media alerts that pop-up on electronic devices.

7. Unity of written material is defined as …

   a. The use of specific and concise language that makes the written material easy to be understood.
   b. The reader who is interested in reading the writer's ideas.
   c. The accurate relation existing between supporting sentences and the topic sentence of the paragraph.

8. It is considered a disadvantage of Printed Textbooks.

   a. It refers to content and skills that will be included in a textbook.
   b. It can be up to 60% more expensive than digital text version.
   c. Is the feature that responds to the question how; how the content and skills are going to be organized and presented throughout the whole text.

9. The coherence of a written material is defined as …

   a. The reader who is interested in reading the writer's ideas.
   b. The logical organization of ideas that permit the reader to follow the main   ideas easily.
   c. The use of specific and concise language that makes the written material easy to be understood.

10. It *is not* a characteristic of 'previewing' reading strategy.

    a. Skim reading.
    b. Develop questions and predict answers.
    c. Write down what you know to help you focus.

Answer Key

Once you finish taking self-evaluation 1, feel free to move to 'Answer Key' section to verify your responses. As soon as you verify the responses, let me know if you have any question; I will be happy to provide support about any academic issue you may have from content studied in units 1 and 2. Remember that our means of communication are: text-messages through Virtual Platform, Virtual Tutorials, Text messages through institutional mail.

Good luck.

Unit 3.   Writing Academic Paragraphs

Dear pre-service teachers, at the beginning of unit 3 you will learn about some useful writing elements such as punctuation marks, and cohesive devices which together with concepts and theories learned previously will become the necessary framework to write good academic paragraphs of different types.

Let´s start!

3.1. Organization of academic paragraphs

Dear students, first, it is important to start defining what an academic paragraph is. Prior to provide experts' definition for academic paragraph, let's develop the activity suggested below.

Activity.

Provide your own definition of paragraph. Be as clear and specific as possible.7

Note. Complete the activity in your notebook or in a Word document

Dear pre-service teachers, I am pretty sure that your definition of a paragraph is pretty close to what experts say. Well done!

It is the time for you to compare your response to the ones provided by experts, and make any improvement, to your definition, if necessary. Regarding paragraph definition, Savage (2007, p. 2), states that "A paragraph is a group of sentences about a topic." A paragraph is defined as a group of related sentences that develop a unique main idea. A paragraph should be as long as necessary to develop the main idea clearly (Oshima & Hogue, 2006.)

Dear students, with a clear concept of academic paragraph in mind, let´s analyze the importance and the correct use of punctuation marks and cohesive devices which play a

fundamental role in writing academic texts, and in the reading comprehension process.

3.2. Punctuation

Dear pre-service teachers, the use of accurate punctuation is of great importance in academic writing. From experience, it is seen that when an academic text includes accurate punctuation; the written text becomes catching for readers, and it turns out easy to be read and understood. In this regard, when writing in the academic contexts, writers must be very careful when using punctuation marks since if it is not accurate, readers would automatically lose interest, despite the importance of the message. Hence, dear pre-service teachers, let´s start working on this important matter by studying some of the main punctuation marks shown below.

Dear students; in order to better understand the importance of the correct use of punctuation in academic writing; let's visit the site about standard punctuation.

3.2.1. Comma (,)

Dear pre-service teachers, regarding de correct use of commas; it has to be mentioned that the use of commas responds to different functions, as mentioned: to separate items on a list, to separate statements joined by a coordinating conjunction, to separate introducing phrases, to separate appositives; these are some of the uses given to commas based on the different functions they meet (Folse et al., 2015).

Dear students, to deeply learn about the different functions and uses of commas, it is suggested to go to your textbook and go through the information provided attentively; besides, make sure you develop the activity suggested to help you internalize the knowledge acquired.

Once you have gone through all the information provided about the use of comma; now you know that some of the most common function to use commas are to: separate items on a list, to separate statements joined by a coordinating conjunction, to separate introducing phrases, to separate appositives, among others.

Continuing with the study of punctuation marks, it is time to move to the review of the upcoming punctuation mark: 'semicolon.'

3.2.2. Semicolon

In regards to the use of semicolon; you need to know that the main use given to semicolons is to join two independent sentences. One important condition to join these two independent sentences is that there must be a close relationship between them (Folse et al., 2015).

In order to expand your knowledge about the correct uses of semicolon, you need to move to your textbook, and review the section about semicolons. During the review of the use of semicolons, make sure you develop the activity suggested which is meant to help you internalize the knowledge acquired.

Dear pre-service teachers, once you have gone through the information provide in your textbook, you must be clear that the main function of semicolon is to join two independent sentences which are closely related between them. Now it is time to review the last punctuation mark planned for week 5.

3.2.3. Colon

Dear pre-service teachers, regarding the use of 'Colons,' there are many function and uses attributed to them; when colons are used at the end of an independent clause, they meet different functions as to say: make emphasis on the information following the colon, make lists, present appositives, introduce quotations (Oshima & Hogue, 2006.)

Dear students. In order to move from theory to practice, you are going to highlight the three most common uses of colons in academic writing.

In order to access this practical information, you should move to the didactic resource

U3 - 3.2.3. Colon.

In regards to the function of the colon; you ought to be clear about the most common uses of colons which are to introduce lists of items, to introduce explanations, and to introduce quotations.

3.3. Cohesive Devices

Dear students at this stage of your leaning process, you are going to learn about cohesive devices. Cohesive devices play an important role in academic writing because their function is to show the relationship existing between main ideas and supporting details throughout the whole written text (Transitions, 2016).

3.3.1. Transitional words

Dear students, in regards to transition words, they are often described as bridges between ideas, thought or concepts. The function of transition words it to guide writers from where they are, and where they want to go with their written text. An additional function of Transitions is to guide the audience in the progression from one significant idea, concept, or point to the next. Transition words also show the relationships between the main point and the supporting details, used by writers, to illustrate their point clearly (Transitions, 2016).

Dear pre-service teachers, once you learned about the importance and different functions of transition words, it is necessary to move a step ahead and learn about the use of specific transition words. In order to learn about them, you will have to go to your text-book 'Transitions and Connectors' section, and study about the different types of transition. Remember to develop the activities suggested.

Dear students, as you can see, transitions are present in any text; especially in the academic contexts where the flow of ideas is paramount. Hence, it is necessary to provide one more source which will contribute to expand your knowledge about transitions words. Let's visit the given link in order to watch a video about 'Transitions in reading and writing.'

3.3.2. Linkers

Dear pre-service teachers, linking words' function is to help writers move smoothly from one idea to another, from one paragraph to another in a way that it permits the reader to better understand writer's ideas. In other words, linking words help writers to articulate their ideas and convey them to the audience in a way that the reader clearly understands writer's position (Linking words, 2009).

Dear students, once you learned about the functions of linking words, now it is necessary to move ahead and learn about the use of specific linking words. In order to learn about them, you will have to go to your text-book 'Connectors and Transitions' section, and study about the different types of linking words. Remember to develop the activities suggested.

Dear pre-service students, from all the previous knowledge you have acquire, by now you will be able to state that the specific function of linking words is to link large groups of phrases, sentences and clauses together; for example:

In case of Covid19 emergency, you should call 911.

Teachers need to plan accurate class activities *in order to* enhance students' learning.

Dear pre-service teachers, as seen in the examples above: 'In case of' and 'in order to' are linking phrases which help to connect phrases and sentences to deliver a clearer message to readers.

3.3.3. Coordinating conjunctions

Dear pre-service teachers, it is time to focus the attention to one specific type of transition. In fact, now you will learn about one of the most common transitions words: Coordinating conjunctions. The main function of Coordinating conjunctions is to join two independent clauses.

The most common Coordinating conjunctions are: for, and, nor, but, or, yet, and so (FANBOYS).

Dear students, let's practice the use of coordinating conjunctions.

Original sentences: The weather is rainy today. I am wearing a rain coat.

Edited sentences: The weather is rainy today, so I am wearing a rain coat.

Dear students, from the example provided, it is seen that coordinating conjunctions join two independent clauses; besides, it is also seen that a comma precedes the coordinating conjunction.

Dear students, in order to expand your knowledge about coordinating conjunctions, visit this link which projects an explanatory video about the q

Dear pre-service teachers, congratulations for the great weffort made to develop the skills planned for week five. So far you have internalized the knowledge about punctuation marks and cohesive devices. In fact, now you know that commas have three main functions: to separate items in a list, separate independent sentences joined by a coordinating conjunction and to separate introductory words or phrases. Regarding the functions of semicolon, you are certain about the most common one: separate two independent sentences which are closely related to each other. In regards to colon, now you are clear about the most common uses of colons: to introduce lists of items, to introduce explanations, and to introduce quotations. Finally, you have learned that transition devices or linking words are useful words used by writer to deliver their message in clearer manner; it is also clear that transitions are useful for readers to identify what the intension of the writer is and understand his/her message in a clearer way.
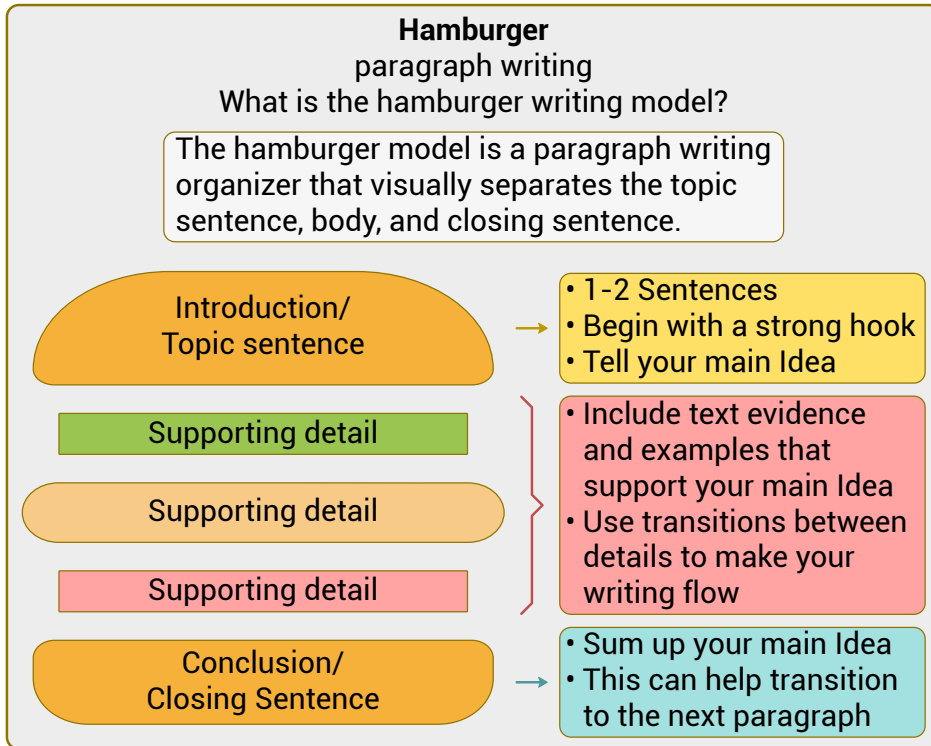
Finally, keep in mind that your tutor will always be happy to provide support about any academic issue you may have from content studied along week five. Remember that our means of communication are: text-messages through Virtual Platform, Virtual Tutorials, Text messages through institutional mail.

Image 2.
Paragraph - Hamburger

> **Hamburger**
> paragraph writing
> What is the hamburger writing model?
>
> The hamburger model is a paragraph writing organizer that visually separates the topic sentence, body, and closing sentence.
>
> Introduction/ Topic sentence →
> • 1-2 Sentences
> • Begin with a strong hook
> • Tell your main Idea
>
> Supporting detail
> Supporting detail
> Supporting detail
> • Include text evidence and examples that support your main Idea
> • Use transitions between details to make your writing flow
>
> Conclusion/ Closing Sentence →
> • Sum up your main Idea
> • This can help transition to the next paragraph

3.4. Parts of the Paragraph – Review

Dear pre-service teachers, for the development of the information planed for week six; it will be useful to review your background knowledge about parts of a paragraph. I am sure you remember them; however, you will review them to refresh and update your prior knowledge.

Dear student, the parts of the paragraph to be highlighted during the study of week 6 are listed as follows: topic sentence, supporting sentences, and concluding sentence.

Dear pre-service teachers, for the review of the parts of the paragraph, you will be required to develop some activities meant to recall your prior

knowledge; hence, it is necessary to move to the pedagogical resources labeled as U3 - 3.4. Parts of the Paragraph – Review.

Dear students, after reviewing all the information presented in the pedagogical resource above, now you are able to confirm that a topic sentence is the most important sentence of a paragraph because it provides information about the main subject and controlling ideas to be developed throughout the paragraph. Besides, you are able to tell that the topic sentence of a paragraph is located at the beginning of the paragraph, most of the time.

Dear pre-service teachers, an additional topic that you have reinforced from the study of the pedagogical resource above is the supporting sentences and its function. Regarding supporting sentences, you are able to say that they are responsible for responding to the questions: Who? What? When? Where? Why? and How? In other words, supporting sentences explain the topic sentence deeply, and at the same time, they provide readers with essential information such as facts, definitions, explanations, examples, statistics, and others to help them understand the writer's idea clearly.

Dear students, the review of the last element of the paragraph: 'concluding sentence' allows you to be clear and declare that the concluding sentence signals the end of the paragraph and leaves readers with the most important aspects developed throughout the paragraph.

Dear pre-service teachers, it is a good moment to remind you of the things that you have learned throughout this unit; the first point you went through was the main concept of what a paragraph is, the common punctuation marks, and cohesive devices; afterward, you analyzed the three parts of the paragraph and its features. Since all the elements that make up the paragraph have been studied and practiced; now it is time to use theme in real context. In fact, the next topic will allow you to apply all what has been learned until now.

3.5. Types of Paragraphs

Dear students, the study of the present academic course has helped you to improve step by step your prior knowledge about parts of the paragraph, features, and even practice to help you write each part accurately. Continuing with the study of *writing academic paragraphs*, now you are going to learn about the most common types of academic paragraphs, features, uses, and analysis of the most common types of paragraphs.

In order to continue with the development of the ongoing topic you will have to move to the academic resource labeled as U3 – 3.5. Types of Paragraphs.

Dear students, taking into consideration all the information provided about different types of paragraphs and their features; by now you must be clear about some of the most common types of paragraphs and some of their features, as to say:

Chart 2.
Paragraph and Features

Type of Paragraph	Feature
Descriptive	Its main purpose is to give readers visual picture of the topic being described; to meet this purpose, words that appeal senses are used.
Comparison/ Contrast	Its main purpose is to compare (express similarities,) contrast (express differences) existing among two subjects.
Cause/Effect	its main purpose is to explain the causes (reasons,) that provoked an event, and the effects (consequences) of that event.
Opinion	Its main purpose is to state writer's opinion and support it with facts, examples, and other details with no intention to persuade the reader.

Dear pre-service teachers, it is important to keep in mind that it does not matter the type of paragraph you are required to write; what really matter is the fact that its structure: topic sentence, supporting details, and concluding statement is always the same; however, the main difference identified among the different types of paragraphs is its purpose.

The current activity aims to help you review the purpose of the most common academic paragraphs

Recommended learning activity

Write the *purpose* of each of the *Types of Paragraphs* listed below.

Descriptive Paragraph

Comparison Paragraph

Cause-Effect Paragraph

FEEDBACK:

The responses to the activity above may be quiet similar to the ones provided under, from top to bottom.

The main purpose of a descriptive paragraph is to give readers visual picture of the topic being described; it makes use of senses to describe the subject clearly.

The main purpose of a comparison/contrast paragraph is to compare (express similarities,) contrast (express differences,) or both compare and contrast two subjects.

The main purpose of a cause-effect paragraph is to explain the causes (reasons,) that provoked an event, and the effects (consequences) of that event.

The main purpose of an opinion paragraph is to state writer's opinion and support it with facts, examples, and other supporting details without the intention to persuade the reader.

Congratulations dear students for having accomplish the skills, activities and content planned for week 6; now it is time for you to continue with the study planned for week 7.

3.6. Common Sentence Problems

Dear students, from own experience, when students are asked to write academic texts; they let in evidence a varied number of sentence errors; therefore, it is necessary to deepen your knowledge on the most common sentence problems that students face in order to help them avoid making the same errors over and over.

3.6.1. Sentence Fragment

Dear pre-service teachers, in order to learn about the most common sentence problems that students face at the moment of writing academic text, you will have to move to the didactic resource labeled as U3 – 3.6.1. Sentence Fragment.

> ❓ Dear students, congratulations for the commitment shown throughout the study of the topic about sentence Fragment. By now, you are clear that a sentence fragment is an incomplete sentence which lacks a verb or an independent clause. Hence, by knowing what the problem is, you also know how to solve it.
>
> Dear students. It is time to focus your attention to the next topic planned to be analyzed throughout week 7: 'Choppy Sentences.'

3.6.2. Choppy Sentences

Dear students; here you are again faced to another common sentence problem, choppy sentences. In order to analyze choppy sentences and the best way to fix them, let's move to the pedagogical source U3 – 3.6.2. Choppy Sentences.

> ❓ Well dear students with the varied and precise information provided about choppy sentences; by now, you ought to be clear about choppy sentences, and its negative effects in academic writing. In fact, now you know that choppy sentences are short sentences joined together, with no cohesive devises which

causes that our writing may become lack of fluency, confusing and boring.

It is time for you to move to the next topic to be studied during week 7, 'Run On Sentences.'

3.6.3. Run On Sentences

Dear students, now it is time to learn about another common sentence problem which is 'Run On Sentences.'

For the explicit analysis of 'Run On Sentences,' you are invited to move on to the pedagogical source labeled as: U3 – 3.6.3. Run On Sentences.

Dear pre-service teachers, from what you have studied so far; by now, you know that Run-On sentences are usually two or more complete ideas improperly joined together; at the same time, now you know the different ways to solve this problem: one, by adding a simple comma; two, by using a conjunction; three, by adding punctuation to separate the independent clauses involved.

3.6.4. Comma Splices

Dear students; the current topic presents the last sentence problem to be analyzed during week 7 of study. Make sure you follow all the instructions provided to improve your knowledge about the different sentence problems and the best ways to correct them.

In order to start with the study of Comma Splices, let's move to the academic source 'U3 – 3.6.4. Comma Splices.'

Dear pre-service teachers, taking into account all the information you have gone through; you ought to be clear that 'comma splices' are kind of similar to: run-on, and choppy sentence problems, but comma splices deal with the wrong use of commas. You must be also clear that the best way to correct comma splices problem is through the correct use of a conjunction.

Dear students, you have accurately completed the study of 'Comma splices problem,' and the study of unit 3. Hence, it is the perfect moment to assess your acquisition level. Please develop the self- evaluation provided below.

Self-assessment 2

Read the statement below, and choose the option that provides the correct response.

1. Descriptive paragraph is defined as …

   a. The manner in which one describes how something/someone looks like.
   b. Written material that analyses the reason, and results of events.
   c. The type of paragraph in which the writer expresses the similarities or differences between two items.

2. Comparison paragraph is defined as …

   a. The manner in which one describes how something/someone looks like.
   b. Written material that analyses the reason, and results of events.
   c. The type of paragraph in which the writer expresses the similarities or differences between two items.

3. Cause-Effect paragraph is defined as …

   a. The manner in which one describes how something/someone looks like.
   b. Written material that analyses the reason, and results of events.
   c. The type of paragraph in which the writer expresses the similarities or differences between two items.

4. Classification paragraph is defined as …

   a. As the piece of writing that divides, groups, or categorizes a topic (people, things, or events) taking into account some principles of classification.
   b. The manner in which one describes how something/someone looks like.
   c. The type of paragraph in which the writer expresses the similarities or differences between two items.

5. Choose the best option base on the given statement.

   The best topic sentence for a descriptive paragraph is …

   a. The education system in rural areas does not work as well as it does in urban areas.
   b. The changes that humankind has made in nature has resulted in alarming results.
   c. Its amazing background makes of Galapagos Islands a must-see destiny.

6. The best topic sentence for a comparison-contrast paragraph is …

   a. The education system in rural areas does not work as well as it does in urban areas.
   b. The changes that humankind has made in nature has resulted in alarming results.
   c. Its amazing background makes of Galapagos Islands a must-see destiny.

7. The best topic sentence for a cause-effect paragraph is …

   a. The education system in rural areas does not work as well as it does in urban areas.
   b. The changes that humankind has made in nature has resulted in alarming results.
   c. Its amazing background makes of Galapagos Islands a must-see destiny.

8. The best topic sentence for a classification paragraph is …

   a. In the world of luxury cars, brands such as: Mercedes Benz, BMW, and Ferrary are some of the most popular ones in the market.
   b. The changes that humankind has made in nature has resulted in alarming results.
   c. Its amazing background makes of Galapagos Islands a must-see destiny.

9. The purpose of a descriptive paragraph is to …

    a. Explain the reason that a certain action or event occurs or results, effects, or consequences of an action.
    b. Show the similarities and/or differences between two subjects.
    c. Give the reader a visual picture of the topic.

10. The purpose of a comparative-contrast paragraph is to …

    a. Explain the reason that a certain action or event occurs or reslts, effects, or consequences of an action.
    b. Show the similarities and/or differences between two subjects.
    c. Give the reader a visual picture of the topic.

Answer Key

Week 8

End of term activities

Dear pre-service teachers, I am sure that as you worked really hard studying all contents offered, your efforts will obtain wonderful results! Please, check again all the contents studied during all the first term (unit one to three) and reinforce your knowledge by working on the self-assessment activities.

This week you will have the opportunity to demonstrate your knowledge acquired throughout the study of units one to three. Therefore, it is time to test what you have learned by taking the First Term Test.

Good luck!

4. Answer key

Self-assessment 1		
Question	Answer	Feedback
1.	c.	The correct response is: the reason a writer is writing a specific paragraph.
2.	b.	The correct response is: Textbooks
3.	a.	The correct response is: the use of specific and concise language that makes the written material easy to be understood.
4.	c.	The correct response is: Comic magazines
5.	b.	The correct response is: the reader who is interested in reading the writer's ideas.
6.	a.	The correct response is: is considered a detailed piece of research which has been written by the researcher-scientist him/herself
7.	c.	The correct response is: the accurate relation existing between supporting sentences and the topic sentence of the paragraph.
8.	b.	The correct response is: It can be up to 60% more expensive than digital text version
9.	a.	The correct response is: the reader who is interested in reading the writer's ideas.
10.	c.	The correct response is: Write down what you know to help you focus.

Self
Assessment

Self-assessment 2		
Question	Answer	Feedback
1.	a.	The correct response is: the manner in which one describes how something/someone looks like.
2.	c.	The correct response is: the type of paragraph in which the writer expresses the similarities or differences between two items.
3.	b.	The correct response is: written material that analyses the reason, and results of events.
4.	a.	The correct response is: as the piece of writing that divides, groups, or categorizes a topic (people, things, or events) taking into account some principles of classification.
5.	c.	The correct response is: Its amazing background makes of Galapagos Islands a must-see destiny.
6.	a.	The correct response is: The education system in rural areas does not work as well as it does in urban areas.
7.	b.	The correct response is: The changes that humankind has made in nature has resulted in alarming results.
8.	a.	The correct response is: In the world of luxury cars, brands such as: Mercedes Benz, BMW, and Ferrary are some of the most popular ones in the market.
9.	c.	The correct response is: give the reader a visual picture of the topic.
10.	b.	The correct response is: show the similarities and/or differences between two subjects.

Self
Assessment

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6.   Annexes

1.2.4. Unity.

It is your turn to develop the current practical activity. Starting from what has been said: A paragraph meets unity as long as every sentence from the paragraph, discusses about the same idea stated in the topic sentence, or a paragraph meets unity if every sentence of the paragraph supports the focus stated in the topic sentence.

Activity.

Based on your prior knowledge about 'unity,' read the given paragraph, and respond the questions below.

1The rate of home ownership varies widely across the developed world.

2Germany, for instance, has one of the lowest rates, at 42 per cent, 3while in

Spain it is twice as high, 85 per cent. 4Both the USA and Britain have similar rates of about 69 per cent. 5Ecuador has an average rate of about 72 per cent. 6The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries. 7There appears to be no conclusive link between national prosperity and the number of homeowners.

Adapted from Bailey (2011).

1.   What is the topic sentence?

_____
_____

2.   Does the paragraph meet unity?

_____
_____

3.   Is there a sentence that needs to be taken out, why?

_____
_____

How did you do on the practice activity? excellent, I bet.

If your responses to the previous questions were:

Question 1: 'The rate of home ownership varies widely across the developed world.' It is the topic sentence of the paragraph because it is at the beginning of the paragraph, and most important, because it declares the topic, (rate of home ownership) and controlling ideas (varies widely across the developed world.)

Question 2: Yes, the paragraph meets unity, though there is an improvement that needs to be done.

Question 3: Yes, sentence '5' has to be taken out because it describes the ownership rate in Ecuador, which is developing country, and the topic sentence's controlling idea refers to ownership rate in developed countries.

1.2.5. Cohesion

Dear students. It is your turn to put your hands in action by performing the current practical activity. In order to develop the current academic activity; it is required to recall the fact that: repetition of key nouns, synonyms, pronouns, cohesive devises, word/phrase reference, among others are key structural elements to meet cohesion in an academic text. With the aforementioned background information, let's develop the suggested activity below.

Activity.

Read the given paragraph and complete the chart below which focuses on the correct application of 'word/phrase reference' structural element to achieve coherence.

PARAGRAPH:

Jenkins(1987) has researched the life cycle of **new businesses**.He found that they have **average life of only 4.7 years**. Thisis due to two main reasons: one **economic**and **one social**. **The former** appears to be a lack of capital, **the latter** a failure to carry out sufficient market research. Jenkins considers that together theseaccount for approximately 70% of business failures.

Taken from (Grammar for Academic Writing: Making your Writing more Readable, n.d.)

Noun	Referenceword/phrase
Jenkins	he
newbusinesses	
averagelife of only 4.7 years	
oneeconomic	
one social	
theformer…, the latter	

Once you performed the activity above, its development may have provided a more realistic idea of how to achieve cohesion by the application of the element word/phrase structure.

In order to check your performance on the previous activity, let's check if your responses where the same as the ones provided here:

Noun	Reference word/phrase
Jenkins	he
newbusinesses	they
averagelife of only 4.7 years	This
oneeconomic	The former
one social	The latter
theformer…, the latter	these

Considering the fact that the responses provided by you were just the same as the ones given in the chart above, it satisfying to know that you already know how to apply 'word/phrase structural element' to achieve cohesion.

Way to go!

1.2.6. Coherence

The suggested activity below is meant to wrap up the previous theoretical knowledge and practice on identifying and achieving coherence.

Activity.

Read the given paragraph and do the following:

Highlight all the transition words identified

Underline all of the key ideas found

Respond to the questions below

Owning a hybrid car benefits both the owner and the environment. First, these cars get 20 percent to 35 percent more miles to the gallon than a fuel-efficient gas-powered vehicle. Second, they produce very few emissions during low speed city driving. Because they do not require gas, hybrid cars reduce dependency on fossil fuels, which helps lower prices at the pump. Alex bought a hybrid car two years ago and has been extremely impressed with its performance. "It's the cheapest car I've ever had," she said. "The running costs are far lower than previous gas-powered vehicles I've owned." Given the low running costs and environmental benefits of owning a hybrid car, it is likely that many more people will follow Alex's example in the near future.

1. What is the topic sentence of the paragraph?

    _____

2. Did the author include transition words throughout the paragraph, list them?

    _____

3. Did the author repeat key ideas?

    _____
    _____
    _____
    _____

How did de activity go? Considering all your previous knowledge, it can be said that you succeed it. Congratulations.

Analysis of the responses given to questions above.

If your response to question 1. "What is the topic sentence of the paragraph?" was: **Owning a hybrid car benefits both the owner and the environment.**

The authors' topic sentence clearly states topic 'owning hybrid cars,' and controlling ideas 'benefits both the owner and the environment'

If your response to question 2. ". Did the author include transition words throughout the paragraph, list them?" was '**Yes!**' then the list of transitions you included may go as follows: **First, Second, Because**

The fact that the author include two types of transition words means that the author planed a kind of order to develop the idea stated in the topic sentence. In regards to the first type of transitions signals 'first and second' they are transition signals that are meant to provide, in order of importance, the degree of importance of the advantage of owning hybrid car. Regarding the second type of transition 'because,' a subordinating adverb used by the author to express a reason hybrid cars do not contaminate.

If your response to question 3. "Did the author repeat key ideas?" was yes, then you were right. In fact, among the ones you included, you will find the following ones: hybrid car benefits both the owner and the environment; more miles to the gallon; very few emissions; cheapest car; costs are far lower; low running costs and environmental benefits.

2.1.1. Textbooks.

The study of this section is going to start by asking you to use your background knowledge to define the term 'Textbook.' Considering the fact that you have used textbooks for many years, your response is going to be quite close to the following statement. A textbook is a guide of study which contains specialized information for different fields of stud. Being clear about the definition of textbooks is a good start to continue with the analysis of the two most common versions of them.

The current information will let you know that regarding textbooks, two main types are identified: Print and Digital textbooks. As stated by Maxwell (2005), both print and digital textbooks have advantages and disadvantages. Most of these differences are related to format, and to user's preferences. Nonetheless, research has demonstrated that those differences do not influence the teaching learning process (Woody, Daniel, & Baker, 2010) In the same way; research has demonstrated that over half of college students preferred print books over digital ones (Shin, 2014).

In regards to advantages of e-textbooks', Robb. (2019), declares that some of the most highlighted advantages are the following: e-textbooks are interactive and collaborative resources, e-textbooks use easy to use navigation tools, e-textbooks are updated in present time, and e-textbooks are lighter to be carried.

Now it is time to read about a few of the disadvantages of using e-textbooks; in this regard, Robb (2019), declares that one clear disadvantage from e-text-books is the lack of new content being published; it occurs because nowadays, publishers are focused on digitalizing all the existing material from well-known authors which in turn is preventing new authors from publishing new didactic material. An additional disadvantage highlighted is the fact that young generations prefer paper textbooks for reading purpose; a linked disadvantage to the use of e-textbooks is the high level of distraction because of social media alerts that pop-up on electronic devices.

It is the turn to learn about some of the advantages and disadvantages attributed to printed textbooks. Starting from the advantages of using printed text-books for reading, Pálsdóttir (2019) emphasizes on the fact that printed text format is more useful, compared to digital format, when reading large amounts of text. A linked advantage is declared by Daniel and Woody (2013,) who declared that printed text format fosters concentration

improvement since it avoids distraction from media pop-ups. In the same regard, Harold (2018), contributes with a couple of advantages that come from reading printed text format; the first advantage focuses on people's health; the author states that studies have proven that reading printed texts reduce the chances of getting eyestrain, and the second advantage mentioned by the author states that reading printed text material helps people to relax and overcome insomnia problems.

After mentioning some of the most highlighting advantages about reading printed text format; now, you will read information about some of the most highlighted disadvantages about reading printed text format; the first disadvantage is regarding to price; in fact, a printed text version can be up to 60% more expensive than digital text version (Robb, 2019). In terms of disadvantages, Harold (2018), highlights the portability aspect, and he is so truth when he refers to the fact that it is a big problem when readers need to carry more than one textbook which does not happen with digital format material which may allow readers to store and carry over 1000 book in their phones.

As you can see, from the two types of textbooks, both of them have advantages and disadvantages; therefore, it depends on the reader's preference whether to choose a printed or digital material to work on; however, this decision has to be made based on a serious personal reflexion, so reading will become enjoyable and productive.

Additional to printed and digital characteristic of textbooks; it is necessary that you become acquainted of two relevant features of textbooks; the first feature is called *scope*, and the second one is named *sequence*.

In this moment you may be asking to yourself what do scope and sequence mean, and what is their function? The response for these questions is going to be described in the lines below.

What is scope? To this regard, Hlebowitsh (2010), states that Scope refers to content and skills that will be included in a textbook; it is responsible for deciding to what extent and depth the content and skills declared will be developed.

Regarding to the question What is sequence? it is stated that sequence is the feature that responds to the question how; how the content and skills, declared on the textbook, are going to be organized and presented throughout the whole text (Hlebowitsh, 2010.)

2.1.2. Journal Articles

To start the current section of study, it is necessary to recall your prior knowledge about the current topic; in this sense, provide a response to the following question: What is a scientific article?

If you do not have a precise response to the given question, then it is necessary that you attentively go through the current section in order to learn about some features of scientific or original articles, as they are also known.

Let's start this section from the definition. According to Tacoma Community College Library (2021), it is stated that a scientific article is considered a detailed piece of research which has been written by the researcher-scientist him/herself; scientific articles are also known as empirical research.

Once the term scientific article has been clearly defined; it is time to expand some information about it, so in the upcoming lines, you will learn about the most common scientific article features:

- Written by one or multiple authors (usually three; it is suggested no more than four)
- Scientific articles are six pages long minimum; long ones can be twenty or more pages long.
- It is divided into different sections:

  - Introduction
  - Objectives
  - Abstract
  - Literature review: a description of what other scholars have written about the problem
  - Methods
  - Results
  - Discussion
  - Conclusions
  - Recommendations

- A scientific article describes and analyzes the problem, experiment or study, with technical language

- Chart, graphs, and/or tables often included
- Updated and alphabetically organized references list
- Published in professional or scholarly journals

As you could witness, from the information provided, a scientific article is an academic and detailed piece of investigation which has been written by scientists taking into consideration formal procedures. This information has been adapted from (Tacoma Community College Library, 2021.)

U2 - 2.2.6. Analyzing and Synthesizing Texts

The main goal of the current didactic material is to provide detailed information for learners to acquire knowledge about 'analyzing and synthesizing' reading strategies.

Dear pre-service teachers, now we are going to dive into one of the most challenging reading strategies which are 'Analyzing and Synthesizing texts.'

For you to satisfy your curiosity on how these strategies work, it becomes necessary to analyze them one by one. The first reading strategy to be developed is 'Analyzing Texts.'

Writing Space (2021), states that analyzing means to break a subject into little parts to study them independently, the analysis practice brings about ideas for writing. The author assures that writing assignments require the analysis of its constituent elements of the subject, and demonstrate how this parts fit or do not fit together to create a larger effect.

In this sense, the interpretation of how the parts of the subject match or do not match will become the thesis statement that the writer will support throughout the process of writing the assignment. It is suggested to write down the most important features resulting from the analysis of the subject because the brain is flexible and the information stored there may be forgotten (Writing Space, 2021.)

Remember dear students, in order to become an expert user of 'Analyzing Texts Strategy,' you ought to visit the current REA and deeply review all the subheadings under the topic Analyzing.

Dear pre-service teachers, considering the excellent quality of the material provided, by now, you could consider yourself an expert on analyzing academic texts; in other word, you will become good at identifying: every part of a written material, the type of written material, and authors' main purpose.

Following our pattern of study organization; it is time to focus on the learning of the reading strategy: 'Synthesizing Texts' which constitute the opposing process of the previously learned reading strategy.

The first thing that is necessary to be learned is the definition of the academic term 'Synthesizing'

As stated by Harvey and Goudvis (2000), Synthesizing refers to the mental process of joining, restructuring, retrieving, or retelling to create new knowledge and understanding. A more precise definition defines synthesizing as the act of linking together new knowledge with preexisting one to create a new insight.

Synthesizing is considered one of the most complex comprehension strategies; however, to accurately synthesize, readers need to get the essence of every text, and explicitly convey the ideas obtained from the readings avoiding temptation to provide a mere summary of the information from the sources read. In other words, synthesizing isn't summarizing texts; it involves two main functions: Retelling the story, and explaining how the story relates to the reader (Williams, 2011.)

In the lines below, you will find some guiding questions which are useful to assist readers in the synthesizing process:

> What does the author believe?
>
> What shows me what the author is thinking?
>
> What else have I read that is similar to this text?
>
> Has this reading changed my opinion on this topic?
>
> Does this text make me think differently about things that I know or have experienced in my own life?

In order to become an expert applicant of 'Synthesizing' Texts Strategy,' you ought to watch the video about Synthesizing What You Read.

Do not forget to develop activities 1 and 2 by clicking the display button on the word Synthesizing in the menu located at the left side of the screen.

Dear pre-service teachers. Taking into account the accurate information provided; now, you have become a knowledgeable applicant of synthesizing writing strategy. In fact, you are knowledgeable that synthesizing is the process where two or more pieces of information are combined together to create new and significant knowledge.

Congratulations! So far you have deeply learned what 'analyzing' and 'synthesizing' mean; besides, you have learned how to apply the process for each of these reading strategies.

3.2.3. Colon

The main goal of the current didactic resource is to provide precise information regarding the correct use of the punctuation mark 'Colon' in order to help learners attain significant knowledge.

Dear trainee teachers, regarding the use of 'Colons,' there are many function and uses attributed to them; when colons are used at the end of an independent clause, they meet different functions as to say: make emphasis on the information following the colon, make lists, present appositives, introduce quotations (Oshima & Hogue, 2006.)

Dear students. In order to move from theory to practice, we are going to highlight the three most common uses of colons in academic writing.

First use. Colons are used after a word that introduces a series, explanation, example, or quotation.

Example:

Teenagers spend most of their time at the most common social media: Facebook, tweeter, and Instagram.

Second use. Colons are used to join two independent sentence in which the second sentence, the sentence after the colons, provides an explanation about the first independent sentence.

Example:

I am wearing warm clothes today: the weather in my city is extremely cold.

Third use. Colons are used to make emphasis on a topic being discussed.

Example:

UTPL's educational philosophy strives for one thing from its students: help them to be more.

Dear students, so far you have reviewed the most common features about the use of colon. However, in order to help you grasp knowledge regarding the appropriate use of colons, you should visit the current site about colon warnings

U3 - 3.4. Parts of the Paragraph – Review

The main goal of the current didactic resource is to provide precise information regarding 'parts of the paragraph 'in order to help learners attain significant knowledge.

Dear student, the parts of the paragraph to be learned during the study of week six are listed as follows: topic sentence, supporting sentences, and concluding sentence.

Dear trainee teachers, for the review of the parts of the paragraph, you will be required to develop some activities meant to recall your prior knowledge.

Let's start with the review of the **topic sentence**.

In order to recall your prior knowledge about Topic Sentence, you are required to develop the activity below.

Activity

Use the given key words and space provided to write (in your own words) the definition and function for topic sentence.

first	Most important	limits	complete	Main ideas	three

_____
_____
_____

Dear students, taking into account your background knowledge, it is inferred that the activity was easy to be performed; however, this type of activity does not have a single correct response; therefore, pay close attention to the information provided by experts, and contrast it to yours. Make any necessary modification to yours, if necessary.

An effective topic sentence combines a main idea with the writer's personal attitude or opinion (controlling idea/s). Its function is to orient the reader by providing key information (controlling idea) about what will follow in the rest of the paragraph (Topic sentence, 2016).

Regarding the definition for a topic sentence; it is explained that the topic sentence is usually the first sentence in the paragraph that introduces the topic, and states what the writer will mention about the topic (Savage, 2007).

In the same regard, Oshima and Hogue (2006), state that a topic sentence is a full sentence that contains the topic and controlling ideas to be developed in the paragraph.

Dear trainee teachers, by now you have a clear idea of the topic sentence and its function in the paragraph. However, Let's move to your text-book (topic sentence theme) and expand your knowledge about the topic sentence by reading the information presented there, and by developing the suggested activities, mainly.

Dear students, here you have an additional source for you to grasp your knowledge about topic sentence and its function. Let's visit the current site to learn How to Write a Good Topic Sentence.

Dear students, after having studied all the information above; now you are able to declare that a topic sentence is the most important sentence of a paragraph because it provides information about the main subject and controlling ideas to be developed throughout the subject. Besides, you are able to foretell that the topic sentence of a paragraph is located at the beginning of the paragraph, most of the time.

Dear trainee teachers, with all this knowledge in mind, it is time for you to open up your brain to review the next part of the paragraph: Supporting sentences.

Supporting Sentences

Activity

Dear students, use the space provided to write, in your own words, the definition and function for supporting sentences.

_____
_____
_____

Dear students, It could be inferred that based on your background knowledge, the activity was easy to be performed; however, this type of activity does not have a single correct answer; therefore, pay close attention to the information provided by experts, and contrast it to yours. Make any necessary improvements to yours, in case it may be necessary.

Supporting sentences explain or prove the topic sentence through specific details. The most valid supporting details include examples, statistics, and quotations (Oshima & Hogue, 2006).

It is also claimed that supporting sentences provide additional information to the topic and controlling idea; among others, supporting sentences can include definitions, explanations, and examples (Savage, 2007).

An additional definition for supporting sentences claims that supporting sentences become the scaffolding for the topic sentence. In fact, supporting sentences describe, explain, clarify, or give examples about the main idea. It is also claimed that they respond to the questions Who? What? When? Where? Why? and How? In short, supporting sentences explain the topic sentence deeply and at the same time provide readers with necessary information for them to understand the writer's idea (Folse, Vestri, & Clabeaux, 2015).

stated in the topic sentence;

Dear trainee teachers, once experts' definition has been provided about supporting sentences and its function; it is advisable to go to your text-book (supporting sentences' theme) in order to confirm your previous knowledge, and move from theory to practice by developing the suggested activities.

Dear students, here you have an additional source for you to grasp the knowledge about supporting sentences and their function. Let's visit the current site to learn about SUPPORTING SENTENCES.

Dear trainee teachers, another topic that you have reviewed is the function of supporting sentences; whose main goal is to respond to the questions: Who? What? When? Where? Why? and How? Besides, you will be certain to the fact that supporting sentences explain the topic sentence by providing facts, definitions, explanations, examples, and statistics to help readers understand the writer's idea clearly.

Dear students, now it is time to review the last part of the paragraph, the concluding sentence.

Concluding Sentence.

Dear trainee teachers, the last part of the paragraph to be reviewed is the concluding sentence. Taking into account the previous information you have about concluding sentences, you are invited to develop the activity below.

Activity Dear students, use the space provided to write, in your own words, the definition and function for concluding sentence.

_____
_____
_____

Dear students, it could be anticipated that you had fun developing the activity suggested; however, this type of activity does not have a unique correct answer; therefore, focus your attention to the information provided by experts, and contrast it to yours. Make any necessary improvements to yours, if necessary.

Regarding concluding sentence, Savage (2007), stresses that the concluding sentence restates the topic sentence by emphasizing the main subject and the controlling idea.

In terms of describing the concluding sentence, it is explained that the concluding sentence can be stated by summarizing the most important ideas of the paragraph, or simply by restating the topic sentence. It is pointed out that the main objectives of the concluding sentence are to signal the end of the paragraph and to provide the reader the most important aspects developed in the paragraph (Oshima & Hogue, 2006).

Dear trainee teachers, the information provided above is very useful to understand the definition and function of the concluding sentence; however, it is necessary to move to your text-book (concluding sentence - theme) in order to confirm your previous knowledge, and move from theory to practice by developing the suggested activities.

Dear students, considering the large amount of information you have gone through, it is an excellent idea to access to one last source which will

contribute to put together everything that has been learned until now. To access this information, you are invited to explore the current site to watch a video about the structure of the paragraph.

3.5. Types of Paragraphs.

Before going deep in the analysis of the different types of paragraphs, lets provide a response to the following question:

What are the most common types of paragraphs in the academic field?

Provide your response on the space provided:

_____
_____
_____
_____

To confirm the assertiveness of your response, watch the current video about types of paragraphs. Feel free to search for additional trustworthy source to expand your knowledge.

In order to achieve all this detailed-knowledge about the different types of paragraphs, you have to visit your textbook, on the section '*Types of Paragraphs*' and deeply study all the information provided there; make sure you focus your attention on internalizing knowledge about: purpose, features, use and analysis of the different types of paragraphs; finally, develop all the practice activities suggested.

Additional to the information you learned about different types of paragraphs; now you are encouraged to reinforce your knowledge about how to write well-structured paragraphs by watching the video about strong paragraphs.

Now, it is the perfect moment to develop a practice activity to help you wrap up all the knowledge reviewed until now. In order to perform the activity suggested, you will have to move to the *recommended learning activity* section labeled as: U3 - 3.5. Types of Paragraphs.

How was the activity. I bet you will say that it was a simple task due to the fact that you already had some background information which was clearly presented in different sources.

3.6.1. Sentence Fragment.

Hello dear students, here we are ready to start with the study of the first sentence problem planned to be analyzed throughout this week.

The study the first sentence problem 'Sentence Fragment' will start by counting on the background knowledge you have on the topic. Hence, you are going to read the sentence fragment provided and then you are going to write the correction of it.

> Sentence fragment: My father to the hospital every day.
>
> Corrected sentence: _____.

Did you manage to correct the sentence fragment successfully? It can be assumed you did it right considering the fact that you were faced to one of the basic sentence fragments existing; however, if you did not correct it appropriately, do not worry because you will have the chance to go back to it when you finish the study of the current topic.

As you can see, from the sentence fragment provided above, it is easy to define what a sentence fragment is. Therefore, it is a good idea to have your definition about sentence fragment prior to read the expert's definition:

> Sentence fragment is _____
>
> _____.

How did you do with the definition? Of course you are going to say that you did your best, but it may not be perfect. Then, let's see what the experts say about it.

Oshima and Hogue (2006) declare that sentence fragments are incomplete sentences. To the same regard, Folse et al. (2015), state that a sentence which does not have a verb is considered a fragment. The same authors complement the definition of sentence fragment by providing the definition of the word fragment which is stated as a piece of something that has been broken off.

Once you have read two different definitions about sentence fragment; make sure you correct the definition you wrote for sentence fragment in the chart above.

In order to internalize your prior knowledge about sentence fragment, it is suggested to *go to your textbook* and analyze the whole content about sentence fragment, and develop all the suggested practice exercise. It will help you to internalize prior knowledge.

Dear students to expand the knowledge you have acquire about sentence fragment, let's watch the current video which is about sentences or fragments.

Dear students, so far, you have completed the analysis of the content '*sentence fragment*;' however, at the end of the study planned for week 7, you will have the opportunity to develop a practice exercise where you will be challenge to identify the types of sentence problems and apply the best way to correct them.

3.6.2. Choppy Sentences.

Dear students; here you are again, in front of a new sentence problem 'choppy sentences.' In order to identify this type of problem, you are going to start identifying the type of sentence problem and solving the sentence problem.

Choppy sentence: Learning about sentence problems is important. It will help us to express ideas correctly. Our writing will gain prestige.

Corrected sentence: _____

_____.

How did you do with the correction of the choppy sentences? I bet you found the best way to correct the sentences problems; however, if you do not feel confident about the best way of correcting the choppy sentences appropriately, do not worry, you will have a great opportunity at the moment you develop the practical exercise.

From the given example, it can easily be inferred the definition for choppy sentences; hence, you are going to give it a try writing your own definition for choppy sentences

Choppy sentences are _____

_____

Well done for doing your best on defining choppy sentences, nonetheless, it is time to call experts opinion about sentence problems.

Moxley and Paquette (2008 - 2020), states that choppy writing includes short words and simplistic diction. The authors also state that choppy writing includes: short, primer-style sentences (i.e., sentences that don't connect to each other.) Regarding choppy sentences, Oshima and hogue (2006,) state that choppy sentences are sentences that are too short.

Taking into consideration the definitions provided by the experts; not go to the definition provided by you and edit it, so it is improved.

In order to expand your current knowledge about choppy sentences; it is suggested to visit the Oshima and hogue (2006,) source, and develop the practice activities suggested.

Finally, as an additional source to expand your knowledge about choppy sentences, you are invited to watch the current video about how to avoid choppy writing.

Dear students, so far, you have completed the analysis of the content '*choppy sentences;*' however, at the end of the study planned for week 7, you will have the opportunity to develop a practice exercise where you will be challenge to identify the types of choppy sentences and apply the best way to correct them.

3.6.3. Run On Sentences.

Dear students, here you are again facing another common sentence problem which is 'Run On Sentences.'

Considering the fact that it is another type of sentence problem; it is a good idea to start by providing an example of a 'Run On Sentences' problem which will be analyzed and corrected by you.

Run On sentences: Academic writing is an interesting subject it requires a lot of research.

Corrected sentence: _____

_____

How did you do with the analysis of the run on sentence? Were you able to identify the error? Were you able to correct it? I believe you did a good job; however, later on you will have the opportunity to go back to the given example and make any necessary correction.

By the analysis you made to the run on sentences provided, you may have a clear idea about the definition of run on sentences, let's challenge yourself, and provide your own definition for run on sentences.

Run On Sentences are _____

_____

How do you feel about the definition you wrote? Does it seem to be correct? Well, considering the fact that you are not experts in the field, it will be okay if it is almost perfect because once we read the experts definitions, then you will have the opportunity to edit and improve yours.

Regarding expert's definitions; Farbman and Mifflin (1989), asserts that run on sentences are made of two independent sentences which are not properly connected. To the same regard, Oshima and Hogue (2006), affirms that a run on sentence is a sentence in which two or more independent clauses are joined with no punctuation.

Dear students; once you have read the definitions provided by experts; feel free to go back to the definition written by yourself, and make any necessary adjustment.

In order to internalize your prior knowledge about run on sentences, it is suggested to visit Oshima and Hogue (2006) source and develop the suggested activities; the conscious performance of the practice activities provided there will guarantee your knowledge improvement.

An additional resource for your better understanding is this video about two types of run on sentences.

Dear students, so far, you have completed the analysis of the content '*run on sentences;*' however, at the end of the study planned for week 7, you will have the opportunity to develop a practice exercise where you will be challenge to identify the types of run on sentences and apply the best way to correct them.

3.6.4. Comma Splices.

Dear students, what do you know about comma splice problem? We all have some experience in making those kinds of errors, even unconsciously. In order to activate your prior knowledge about comma splice sentences, you are going to analyze an example, and find the best way to correct it.

Comma Splice sentences: Academic writing is an interesting subject; it requires a lot of research.

Corrected sentence: _____

_____

How did you do with the current activity? Were you able to identify the error; even better, where you able to correct the error?

Whatever your response is; later on, you will be able to go back and verify whether you performed correctly or not.

From the given example of a comma splice sentences, let's do your best to write the definition to the concept comma splice sentence.

Comma Splice Sentence is _____

_____.

The analysis of the previous example about comma splice provided background knowledge which will be useful at the moment of writing the definition for comma splice.

Now you are going to read the definition given by experts about comma splice; Farbman and Mifflin (1989), declare that a comma splice occurs when two independent sentences are connected by only a comma. In the same line, Oshima and Hogue (2006) assert that when two independent clauses are incorrectly joined by a comma without a coordinating conjunction. That kind of error is called comma splice.

Dear students; with the expert's definition in mind; go back to the definition you wrote, and make any necessary corrections.

In order to provide a wide range of opportunities to practice identifying and correcting comma splice sentences, you have to visit Oshima and Hogue (2006) source and develop every practice activity suggested there.

As a final source to improve your knowledge about comma splice sentence-error; you are invite to watch the current video about comma splices: how to correct them.

Dear students. It is the moment for you to have some practice about the different sentence problems studied in the content covered throughout week 7. In order to develop the activity, you will have to the section *recommended learning activities* which is labeled as follows resource: U3 – 3.6.1.-3.6.2.-3.6.3.-3.6.4. Sentence Problems.