



Adventist University of Central Africa

P.O. Box 2461 Kigali, Rwanda | www.auca.ac.rw | info@auca.ac.rw

Faculty of Education.

Course: Academic English Writing

Code: ENGL8124

Lecturer: Theoneste NSABIMANA.

Email: theonsah@gmail.com

Course objectives:

On successful completion of this course students should be able to:

A. Creative writing

1. Give out the meaning of essay.
2. a. Identify these types of essays: Narrative essay, descriptive essay, persuasive essay/argumentative essays, Expository essay.
b. Cohesion and coherence.
c. Academic English & General English
3. Get the meaning of interview, interview writing.
4. Get informed about writing for academic purpose.

B. Functional writing

5. Get informed in details about: Letters, CV, adverts, speeches, memos, reports, brochures.

C. Academic writing.

6. Find out the meaning of Indexed citation, referencing, quoting, paraphrasing, papers, book reviews.

D. Writing techniques and some figures of speech/figurative style.**E. Factors that can affect writing and reasons/purpose for writing.**

A. CREATIVE WRITING

1. Meaning of essay.

Q: What do you understand by essay?

- It is a short piece of writing that expresses information as well as the writer's opinion. Ex: A short paper about why smoking is bad for you.
- It is a short literary composition on a particular theme or subject, usually in prose and generally analytic, speculative or interpretative.

2. Identification of types of essays: Descriptive essay, persuasive essay/argumentative essay, Narrative essay, Expository essay.

2.1. Essay writing

An essay is a **piece of continuous, flowing, paragraphed text that is (usually) uninterrupted by headings, so it can appear to be unstructured.** In fact, good essays need to be very carefully structured indeed. An essay gives an expression to one's own personal ideas or opinions on a topic; but the term usually covers also **any written composition, whether it expresses personal opinions, or gives information on any given subject, or details of a narrative or description.** An essay does the same thing a paragraph does: It starts with a point, and the rest of the essay provides specific details to support and develop that point. However, while a **paragraph** is a series of *sentences* about one main idea or point, an **essay** is a series of *paragraphs* about one main idea or point-called the **central idea** of the essay. Since an essay is much longer than one paragraph, it allows a writer to develop a topic in more details.

Here are the major differences between a paragraph and an essay:

Paragraph	Essay
<ul style="list-style-type: none">-Made up of sentences.-Starts with a sentence containing the main point of the paragraph (topic sentence).-The body of paragraph contains specific details that support and develop the topic sentence.-Paragraph often ends with a closing sentence that rounds it off.	<ul style="list-style-type: none">-Made up of paragraphs.-Starts with an introductory paragraph containing the central idea of the essay, expressed in a sentence called the thesis statement (or thesis sentence).-The body of essay contains paragraphs that support and develop the central idea.-Each of these paragraphs has its own main supporting point, stated in a topic sentence.-Essay ends with a concluding paragraph

Parts of an Essay

Now there is no rigid format of an essay. It is a creative process so it should not be confined within boundaries. However, there is a basic structure that is generally followed while writing essays. So let us take a look at the general structure of an essay.

Introduction

This is the first paragraph of your essay. This is where the writer introduces his topic for the very first time. You can give a very brief synopsis of your essay in the introductory paragraph. Some **paragraph writing skills** can be a help here. Generally, it is not very long, about 4-6 lines.

There are plenty of scopes to get creative in the introduction of essays. This will ensure that you hook the reader, i.e. draw and keep his attention. So to do so you can start with a quote or a proverb. Sometimes you can even start with a definition. Another interesting strategy to engage with your reader is to start with a question.

Body

This is the main crux of your essays. **The body is the meat of your essay sandwiched between the introduction and the conclusion.** So, the most vital and important content of the essay will be here. This need not be confined to one paragraph. It can extend to two or more paragraphs according to the content. Usually, we have a lot of information to provide in the body. And the mistakes writers generally make is to go about it in a haphazard manner which leaves the reader confused. So, it is important to organize your thoughts and content. Write the information in a systematic flow so that the reader can comprehend. So, for example, you were **narrating an incident**. The best manner to do this would be to go in a **chronological order**.

Conclusion

This is the last paragraph of the essay. Sometimes a conclusion will just mirror the introductory paragraph but make sure the words and syntax are different. A conclusion is also a great place to sum up a story or an argument. You can round up your essay by providing some moral or wrapping up a story. Make sure you complete your essays with the conclusion, leave no hanging threads.

2.2. Tips for Essay Writing

- Give your essays an interesting and appropriate title. It will help draw the attention of the reader and pique their curiosity
- Keep it between 300-500 words. This is the ideal length, you can take creative license to increase or decrease it

- Keep your language simple and crisp. Unnecessary complicated and difficult words break the flow of the sentence.
- Do not make **grammar mistakes**, use correct **punctuation and spellings**. If this is not done it will distract the reader from the content
- Before beginning the essay organize your thought and plot a **rough draft**. This way you can ensure the story will flow and not be an unorganized mess.

Q: What is a thesis statement of essays?

Ans: The thesis statement is a clear, one-sentence explanation of your position that leaves no doubt in the readers' mind about which side you are on from the beginning of your essay.

2.3. Types of Essays

The type of essay will depend on what the writer wants to convey to his reader. There are broadly four types of essays. Let us see.

1. ***Narrative Essays***: This is when the writer is narrating an incident or story through the essay. So, these are in the first person. The aim when writing narrative essays is to involve the reader in them as if they were right there when it was happening. So, make them as vivid and real as possible. One way to make this possible is to follow the principle of 'show, don't tell'. So, you must involve the reader in the story.
2. ***Descriptive Essays***: Here the writer will describe a place, an object, an event or maybe even a memory. But it is not just plainly describing things. The writer must paint a picture through his words. One clever way to do that is to evoke the senses of the reader. Do not only rely on sight but also involve the other **senses of smell, touch, sound** etc. A **descriptive essay** when done well will make the reader feel the emotions the writer was feeling at the moment.
3. ***Expository Essays***: In such an essay a writer presents a balanced study of a topic. To write such an essay, the writer must have real and extensive knowledge about the subject. There is no scope for the writer's feelings or emotions in an expository essay. It is completely **based on facts, statistics, examples** etc. There are sub-types here like contrast essays, cause and effect essays etc.
4. ***Persuasive Essays***: Here the purpose of the essay is to get the reader to your side of the argument. A persuasive essay is not just a presentation of facts but an attempt to convince the reader of the writer's point of view. Both sides of the argument have to be presented in these essays. But the ultimate aim is to persuade the readers that the writer's argument carries more weight.

Further Explanations on type of Essay

A. Descriptive essay

Descriptive essays are very commonly **assigned essays**. A descriptive essay is often referred to as **parent essay** type. Other essays **like an argumentative essay, narrative essay, and expository essay fall into the category of descriptive essays**. Also, this essay helps the student to enhance his/her ability to imagine the whole scene in mind by appealing to the senses of the reader.

It is assigned to students of high school and all other students at different academic levels. Students make use of the human senses like touch, smell, etc., to make the descriptive essay more engaging for the readers. 5 paragraphs essay writing format is the most common method of composing an essay. This format has 5 paragraphs in total.

The sequence of the paragraphs is as follow:

- 1. Introduction**
- 2. Body Paragraph 1**
- 3. Body Paragraph 2**
- 4. Body Paragraph 3**
- 5. Conclusion**

An example of Descriptive essay on a “place”.

Everyone has some imaginary place where he/she hides from the real –world troubles and worries. Some go back to that place before they go to sleep just to dream about something pleasant and release their mind from stress . One of the exercises I typically perform is going to my imaginary place where I feel calm, relaxed, and comfortable and where I can get rid of negative emotions.

First of all, I have enjoyed nature since my childhood, so my imaginary place is the wildlife located far away from cities and people. It has everything I like-high mountains with snow peaks, green hills, meadows and woods. It resembles Yosemite national park.

Moreover, when I come to this place, I walk different paths. One day, I like climbing the hill to reach the cliff from which I can see the whole plane at my feet.

Furthermore, another place I like to visit is the riverbank with green grass, flowers, and large wide-branching trees where I can sit and watch water flowing calmly.

Finally, there is a location in my imaginary place that I visit on special occasions. To summarize, my imaginary place reflects the diversity of wildlife and my emotional experience. It is a place where a man can live in harmony with nature.

Q1a.: What is a paragraph and how to make it?

R: A piece of writing that starts on a new line and contains at least one sentence. It is a group of related sentences in a piece of writing, with the first sentence beginning on a new line.

Normally a good paragraph has three main elements: Topic sentence, supporting sentences and the concluding sentence.

- **The topic sentence: it is the first sentence in the paragraph. It opens the paragraphs.**
- **Supporting sentences are used to develop the topic sentence. They give more information about the topic sentence. Supporting sentences can give facts, statistics, details.**
- **The concluding sentence: It is the last sentence in the paragraph. It summarizes the main points of the paragraph.**

Q2. Find out topic sentence, supporting sentences, and concluding sentence in different paragraphs.

Q3. How is the introduction structured?

R:

Q4: How is the body (Paragraph 1-3)structured?

R:

Q5: How does the conclusion look like ?

R:

Q6: Find out any two figurative styles that have been used.

R:

Q7: How do you count words in essay writings?

R:

Q8: Cohesion and coherence are very crucial as far as writing skills are concerned. With clear examples, differentiate them.

R:

Q9: A: Write an introductory paragraph of an essay on one of the following topics:

- a. Your contribution to the country development when you graduate.**
- b. Social economic factors in divorce**
- c. The role of good governance in the country development**
- d. Different historical sites attracting tourists in the country.**

B: Write the whole essay indicating the following:

- a. Underline the thesis statement**
- b. Underline the topic sentence in each of your body paragraph.**
- c. Use cohesion and coherence in your essay**
- d. Write in direct, clear and correct language (Punctuation and Capitalization, Variety in vocabulary, grammar)**

Q10: In a group of five students, write your own descriptive, argumentative, narrative essay on any topic you want. (1page)

B. Persuasive /argumentative essays.

Persuasive essay writing is also known as argumentative essay. It is a piece of writing where the writer uses logic and reason to show that his/her idea or point of view is more valid than another idea. **Writers should support them with facts and logical reasons.**

In a persuasive essay, the **writer discusses why their viewpoint is correct and why the opposing argument is incorrect.**

Note: The position is visible, so clear position is taken.

Example of persuasive/argumentative essay

Driving age in the USA

The driving age in most foreign countries is higher, then in the United States, but the USA has more Agriculture than most of the world.

This means that it is not just the parents that are doing all the work the kids are helping too. The kids need to start driving at an early age so they can go to school without having their parents driving them in from a far distance.

Moreover, one of the reasons that adults want to raise the driving age is because of the kids being in accidents more than the rest of society.

Furthermore, the USA's driving age is 16 and in most of the foreign countries is 18.

Finally, the earlier the person starts driving, the better the experience the driver will get in the long run.

Q1: Find out persuasive elements in that essay.

Q2: Write your persuasive essay on any topic (1page)

C. Narrative essay

A narrative essay is a type of essay that has a single motif, or a central point, around which the whole narrative revolves. All incidents,

happenings, and characters revolve around a single motif presented in the narrative. A narrative essay is similar to a simple five- paragraph essay, in that it has the same format. **It is only different in that it is a narrative, having characters, incidents, and dialogues.**

D. Expository essay

The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc.

For example, a writer uses statistics, figures/facts/examples.

ACADEMIC ENGLISH & GENERAL ENGLISH

Learning outcomes

After successfully completing this unit, students will be able to:

- ✓ demonstrate an understanding of the nature of academic English.
- ✓ distinguish academic English from other forms of English.
- ✓ use academic English in their pieces of writing.

Section 1: Academic English

Activity1: Before reading the definitions about Academic English, discuss what you understand by academic writing and academic English in groups

Compare your findings with the following meanings

Academic writing is to some extent: complex, formal, objective, explicit, hedged, and responsible. It uses language precisely and accurately (UEFAP, 2014). Indeed, Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative

writing, which is the kind of writing you do when you write stories; it is also different from personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family (Oshima & Hogue, 2007). On the other hand, **Academic English** refers to the oral, written, auditory, and visual language proficiency required to learn effectively in universities and academic programs. i.e., it's the language used in lectures, seminars, books, and journals (Education Glossary, 2017). In fact, **English for Academic Purposes (EAP)**, commonly known as **Academic English**, entails training students, usually in a higher education setting, to use language appropriately for study.

English for Academic Purposes (EAP) is a program or course of study designed to prepare non-native English speakers for their academic studies. EAP courses teach academic vocabulary and appropriate grammar, syntax, and punctuation. It also covers academic skills, such as analysis, planning, note-taking, researching, and criticality. Although EAP courses are generally aimed toward non-native English speakers, many colleges run pre-sessional courses for all students that focus on developing academic skills.

Section 2: General English VS Academic English

Activity 2: In groups, establish a comparison between general English and academic English.

Now read the notes and compare with your findings

Academic English is a certain view of English which is essential in the world of research, study and universities whereas General English is a type of English through which people communicate each other in their everyday lives. Academic English can be viewed as Formal English whereas Informal/Basic/Social English is appropriate while defining General English. Kitkauskiene (2006) asserts in both cases the learner is required to learn General English since Academic English is based on the knowledge of it; therefore, both types should not be opposed to each other. Charles and Pecorary (2016) analyze the vocabulary of academic texts and essays and conclude that the distinction of Academic and General English is not absolute. Whereas General English is more representative of general everyday English use, Academic English is a more formal and structured version of English used in academia. Unlike General English, Academic English cannot contain slang, figurative language, contractions, first-person pronouns, or colloquialisms. (from <https://www.studysmarter.co.uk/explanations/english/english-language-study/academic-english/>)

Academic English vs. General English

Here is a table outlining the key differences between General English and Academic English:

General English	Academic English
Can contain figurative language, such as metaphors and similes	Should never contain figurative language
Often contains contractions: e.g., <i>won't/I'd</i>	Should never contain contractions
Contains emotive language	Should be balanced, non-biased, and contain little emotive language
Contains slang, colloquialisms, and idioms	Should not contain slang, colloquialisms, or idioms
Can be formal or informal	Should always be formal
Often contains personal pronouns, e.g., <i>I, we</i>	Should be written in 3rd person

What are the main characteristics of academic English?

Some of the main characteristics of Academic English are:

- Formal
- No colloquialisms or slang
- No contractions
- Written in 3rd person
- Use of the passive voice
- Cautious and objective
- Cited and referenced
- Critical
- Balanced

(From: <https://www.studysmarter.co.uk/explanations/english/english-language-study/academic-english/>)

Section 3: Academic Vocabulary

One broad definition is the vocabulary which can be used in academic contexts. Writers on academic vocabulary tend to focus on the latter, and often overlook the former. The academic vocabulary necessary for writing a science laboratory report (e.g. *apparatus, procedure, errors*) has some differences from the academic vocabulary which might be used in social science research (e.g. *survey, population, sample*), though of course they would also have much in common. (from <https://www.eapfoundation.com/vocab/academic/>)

Here are some examples of **academic words**:

Cohesive Devices (*linking words that show the relationship between ideas*) - *however, therefore, furthermore, moreover, equally, by comparison, firstly*

Reporting verbs - *depicts, shows, suggests, proposed, posited, persuaded, clarifies, disputes, uncovers*

Action verbs - *define, interpret, analyze, indicate, compare, contrast, discuss, summarize, synthesize*

Hedging words (*to show lack of certainty*) - *appears to, seems to, may, might, could*

Research - *source, method, framework, paradigm, brief, quantitative, qualitative, deduce, data*

General academic words - *approach, concept, context, sector, discipline, discriminate, figure, glossary*

Subject-specific academic words - *linguistics, discourse, dialect, semantics, denotative, connotative, dialogue, etymology, exposition, perspective*

Example of Academic English Phrases

Using the correct phrases can help add structure and meaning to your academic writing. Here are some phrases to use based on the intended purpose.

• Being Critical

- *The journal/paper fails to analyze/specify/explain/distinguish ...*
- *It might have been beneficial to ...*
- *A key weakness in this study is ...*

<ul style="list-style-type: none"> • Comparing and Contrasting <ul style="list-style-type: none"> ○ <i>There are a number of key differences/similarities between X and Y, such as ...</i> ○ <i>Key similarities/differences include ...</i> ○ <i>By contrast ...</i>
<ul style="list-style-type: none"> • Being Cautious <ul style="list-style-type: none"> ○ <i>It could be suggested that ...</i> ○ <i>It has been reported that ...</i> ○ <i>Recent research suggests ...</i>
<ul style="list-style-type: none"> • Defining/introducing terms <ul style="list-style-type: none"> ○ <i>Previous studies define X as ...</i> ○ <i>The term X was first introduced in ...</i> ○ <i>X is a contested term; however, ...</i>
<ul style="list-style-type: none"> • Giving Examples <ul style="list-style-type: none"> ○ <i>A notable example of X is ...</i> ○ <i>Evidence of this can be seen ...</i> ○ <i>This is evident in ...</i>
<ul style="list-style-type: none"> • Showing transition <ul style="list-style-type: none"> ○ <i>With regards to X ...</i> ○ <i>As previously stated,</i> ○ <i>Let us now consider ...</i>

More Example of academic English

	Better use:
Lots of	A significant/considerable number
Little	Small
Big (a big number)	Large (a large number)
Get better/worse	Improve / deteriorate
Good/bad	Positive / negative/ the changes had several positive aspects.

Activity 3: Read the following paragraph and highlight the features of Academic English

As previously stated, there are now more non-native English speakers worldwide than native speakers (Crystal, 2011). Therefore, it could be argued that non-native English speakers are having a more significant impact on the future of the English language than native speakers. Research conducted by the linguist Kirpatrick (2018) found that a large number of non-native speakers in Thailand were more concerned with being understood by other non-natives than communicating with native speakers. Compared with the data Crystal collected in 1992, it is apparent that there has been a shift in non-native English speakers' attitudes towards their language learning. (From: <https://www.studysmarter.co.uk/explanations/english/english-language-study/academic-english/>)

Activity 4: Read the following paragraphs and decide on the one looking more academic.

Paragraph one:

How to make people work harder is a topic that lots of people have written about in the last few years. There are lots of different theories etc. and I think some of them are ok. When we think about this we should remember the old Chinese proverb that you can lead a horse to water but you can't make it drink. So how do we increase production? It's quite a complex subject but I'll just talk about a couple of ideas. (Bailey, 2011)

Paragraph two:

Motivation has been the subject of numerous studies during recent decades, but this essay will focus on Maslow's hierarchy of needs theory (1943) and Herzberg's two-factor theory (1966). Their contemporary relevance to the need to motivate employees effectively will be examined critically, given that this can be considered crucial to a firm's survival in the current economic climate. (Bailey, 2011: p.152)

What do you criticize about paragraph one? Paragraph two?

Sample of Academic Texts

Academic texts can be research paper, conference paper, feasibility study, thesis, book review, research paper, essay, academic journals. In fact, Academic Text is the process of breaking down ideas and using deductive reasoning, formal voice and third-person point-of-view. It's about what one's think and what evidence has contributed to that thinking.

The difference between Academic and Non-Academic Text

Both texts may be written with the goal to persuade, to entertain, or to inform. They differ in their approach to these goals, though, with academic texts relying far more on research and factual, verifiable material for their content. Nonacademic texts may also include research or verifiable material but are less likely to include references to any source material, and may be published in a rather informal setting. Academic and nonacademic texts are both written for a particular audience. While nonacademic texts are intended more for mass, public consumption than scholarly or academic texts, they may be targeted towards special interests or occupations in society. (From <https://brainly.ph/question/369717>)

3. Meaning of interview, interview writing

Interview: It is a structured conversation where one participant asks questions and the other provides answers (one on one conversation between an interviewer and interviewee).

Some interview skills that will get you hired.

1. Clarify interview questions

Most people are afraid to ask an interviewer to clarify a question.

Eg: You might worry that the interviewer will think you weren't paying attention, but ensuring that you understand the question can really help **you give a thoughtful, relevant response.**

“Try to paraphrase the question and say, 'Is this what you're asking?’” Fell said.

2. Think out loud

“The best approach is to have humble confidence.” Repeat the interviewer's question, and work through your thought process out loud.

3. Communicate nonverbally

To practice your eye contact, posture and other body language indicators of confidence.

4. Know your resume

You should know how **to introduce yourself freely, explaining your curriculum vitae freely.**

5. It's also that you be comfortable and confident in discussing why you are the best fit for a role.

Other important tips:

6) 5 minutes re-reading and analyzing the job description, focusing on the essential requirements and responsibilities, in order to tailor your answers.

7) 5 minutes re-reading your resume and cover letter to review how you pitched yourself in the first place.

8) 15 minutes researching potential interview questions specific to the position and the industry.

9) 20 minutes practicing answers to these questions and recalling specific examples from your work experience, such as major accomplishments, challenges.

10) 15 minutes researching the company, looking into their history, mission and values, and recent projects.

11) Be on Time

Do whatever you need to do to get there ten to 15 minutes in advance of your interview time.

12) Think Before You Speak

A well-thought-out answer is always better than a rushed one.

- “That’s an interesting question!” or,
- “I was actually just thinking about that when I read an article on a

similar topic, and...”

13) Speak Clearly, Cohesively, and Calmly, Be Confident, Not Arrogant

14) Express Optimism, Both with Your Words and Your Body Language

Interview Questions

Typical Accounting Interview

1. What do you consider to be the biggest challenge facing the accounting profession today?

The interviewer wants to see that you are familiar with the industry and its challenges, and that you care about your job enough to have an opinion.

2. Which accounting applications are you familiar with?

3. Describe the advantages and disadvantages of different accounting packages you have used in your most recent accountant jobs.
4. Why do qualify for this post you applied for?
5. What are your strengths and weaknesses
6. What is the salary would you like to earn once you pass?
7. What are the best qualities you have that will help you to handle well the job you are applying for?

Question: Write five interview questions and propose some responses for each question (Present it before your classmates, Interviewer & Interviewee)

D. Literary techniques/tools/devices, figurative style

Definition: These literary techniques are ingredients that a writer uses in any genre of literature. They are suitable to the ears. They are used to heighten the language.

1. Simile: It is a comparison that uses **words as, like, and any other comparative word.**

Eg: Peter runs as fast as the wind.

He walks like his father.

2. Metaphor: Comparison without using as, like.

Eg: My wife/girlfriend is a flower

3. Personification: It is when you give human qualities to things.

Eg: My house is a friend who protects me.

She is beautiful so the camera loves her.

Our traveling habits have tired us.

Lightening danced across the sky.

Many flowers were begging for water.

4. Symbolism: It is the use of symbols. It can be found in colours.

Eg: Red symbolizes blood, danger, immoral character.

Blue symbolizes peace.

They take the form of metaphor:

-Time is money.

-He is a rock.

-Love is a jewel.

5. Alliteration

The first consonants sound occurs close together in series. (The first consonants are the same).

Eg: Best buy coca -cola.

6. Assonance

It has the same vowel in the lines or verses.

Eg: Big kiss to him.

7. Onomatopoeia / ˌɒnəˈmɑːtəˈpiːə/

It is the sound effect. The formation of a word from a sound associated with what is named.

Eg: The bees buzz angrily when their hive is disturbed.

The door bangs.

8. Hyperbole: exaggeration

Eg: This book weighs a tone.

I am so hungry that I can eat a horse.

9. Flash back: It is part of story that describes or shows something that happened in the past.

Eg: In a story mother may caution a child, for example telling him/her that smoking is bad and causes lung cancer, later the child may be attacked by the cancer, the child said, oh my mother told me.

10. Foreshadowing

It is giving a hint/suggestion that something is going to happen.

Eg: A gun may foreshadow that there is a soldier around.

11. Suspense

It is a feeling or state of nervousness or excitement caused by wondering what will happen.

Eg: Most of the time in theatres, -----

12. Contrast

Comparison in order to show unlikeness or differences.

Eg: a well-known secret agent.

13. Satire

The use of irony, exaggeration to criticize somebody's stupidity.

Eg: Your bed is untidy; you deserve a reward.

14. Idioms: It is an expression that can be understood only a whole not by analyzing its constituents.

Eg: Kick the bucket (to die)

Exercises

Find out figurative styles that were used in the following sentences:

1. She looks like an angel of morning.
2. My husband is a rock.
3. I threw a bucket to Peter. (Meaning I refused creating friendship with him)
4. She is extremely beautiful.
5. She is a beautiful lady that I have ever seen.
6. Man made money mad.
7. I have saved your life and you want to eat one of my kids.
8. Your shirt is dirty, so you merit a reward.
9. Lion is a dangerous and powerful animal.

DEAR MOTHER

How can I tell it all

On your back lies the comfort I desire

And the sweet warmth of your arms at all time

From you I sucked the courage I needed to move on

Your affection is of no degree

And in your eyes I see my strength

Mother, your presence is my pride

Your voice alleviates my fears

No doubt for your love

Surely mother, I will always love you

The vigil kept at my cranny is ever cherished
You are my heaven on earth.

Q: Invent /write a short poem of three stanzas praising your company or your product. (individually).

4. Getting informed about writing for academic purpose.

Writing for academic purposes include the essays, lab reports, academic papers written by students, theses written by Masters /PhD students and research papers written by scientists.

Some characteristics of academic writing

- 1. Planned and focused:** answer the question and demonstrates an understanding of the subject.
- 2. Structured:** Logical order.
- 3. Evidenced:** Knowledge of the subject area.
- 4. Formal in tone and style:** Uses appropriate language and tenses, and simple language.....

B. Functional writing

4. Getting informed in details about:

Letters, CV, adverts, speeches, memos, blurbs, reports, brochures

1. Layout and parts of a letter (informal)

Example:

	P.O Box 133	
		A
Kigali/Gikondo		
	Rwanda	
B	Monday, 28 March 2010	
Dearest Anny,	C	
I hope you are well and happy.	D	
Grandfather arrived home last Sunday on the bus. As soon as he got off he shouted “Welcome to Rwanda!” It was funny because I am the one who must say that. We had a big party to welcome him.	E	
When are you coming to visit me?		
Please write soon and tell me.	F	
Your loving aunt		
<i>Claudette</i>	G	

A: The address. Your address always goes in the top right-hand corner.

The address of the person you are writing to does not appear in a personal letter.

B: The date. The date always goes under the address. This can be written as:

Monday, 20th March or March 20th or 20/3/06 or 20.3.06

C: The greeting. *Dear + first name* or *Dear + title + surname* are the only address forms.

D: The introduction

E: The body of the letter

F: The conclusion

G: The ending. *Love* and variations (*lots of love*, etc.) are intimate or affectionate;

Yours is friendly without expressing intimacy;

Yours sincerely is quite formal in a personal letter.

Invitations

	Michael's address
	Date
Dear Margarita,	
Thank you for your invitation to your wedding at the beginning of December. I was pleased to learn that you and Frank have decided on 'something' at last.	
Unfortunately, much as I would like to be at the wedding, especially a Dutch wedding, it simply isn't possible for me to take that weekend off. I have to work fairly late on Friday night, and friends are coming down to stay from Sunday lunchtime so there would be no way in which I could squeeze a wedding in Holland in between.	
So, all I can do is to wish you the happiest of days and also of futures.	
Love,	
Michael	

An example of a job application letter

Kamana Valens.

Jackson Building, Third
Floor

Tel.: +250 (0) 843 62 15

June 4, 2006

Paula Ingabire

La Comète Shopping Centre

P.O. Box 1342 KIGALI – Rwanda

Dear Madam,

RE: Shopping Centre Supervisor

I am writing in response to your advertisement in this week's *Imvaho Nshya* for a shopping centre supervisor.

I have just completed a year's training in business studies at Adventist University of Central Africa. I finished my secondary studies last year with a distinction in Accounting at Lycée Notre Dame de Cîteaux and my work experience has been detailed in my CV enclosed herewith. Further, I am keen to follow a career in the retail industry, and think I am qualified for the post I am applying for.

Should you consider me suitable for the post, I can provide the names of three referees.

I look forward to hearing from you, and should you wish to, please do not hesitate to contact me at the above number.

Yours Sincerely,

Sign

Name

2. CV Writing

Format 1

Name:

Address:

Date of birth:

Nationality:

Marital status:

Qualifications:

Employment history:

Other information:

Format 2

(Identification)

Education

Work Experience

Skills

Interests

An example of a CV/résumé (recent graduate)

PAUL GAKWAYA

Address: Kanyaru Road, Uwaliraye Building, Second floor

Tel.: +250 (0) 824 13 85

E-mail: paulgaya@yahoo.ca

Date of birth: 5th October 1976

Nationality: Rwandese

Marital status: single

EDUCATION

2000-2004

National University of Rwanda, Bachelor of Computer Sciences (BCs)

1993-2000

(A levels) Maths (A), Chemistry (B), Biology (B+)

1988-1993

(P levels) English language (A+), Maths (B), Chemistry (A), Physics (C),

Biology (A), French (B+), History (A-), Geography (C+)

WORK EXPERIENCE

October 2005

3 week placement as assistant technician with Dot Computer Butare

January 2006

Maintenance Technician with Computer Centre National University of Rwanda

SKILLS

Driving license (A, B, and C)

Conference Organization

INTERESTS

At school I was a founder member and actor of the school Drama Club.

At university I was a member of the Red Cross Society. I also participated as an active member in the English choir of the university parish.

Referees: available on request

An example of a CV/résumé (experienced candidate)

CURRICULUM VITAE

1. IDENTITY

First name: Christopher

Name: RUBONEKA

Nationality: Rwandese

Father: Bosco MUGABO

Mother: Jennifer MUKANDE

Birth Date: 15/12/1979

Birth place: KAYONZA- KIBUNGO

Marital status: Single

Personal address: Mob. +25 0788425725

E-mail: cruboneka@nur.ac.rw

2. EDUCATION BACKGROUND

2007-2009: Msc. in Social and Educational Research Methods, Edinburgh University, UK

1999-2005: Bachelor's Degree in English (with major in Linguistics), National University of Rwanda, Faculty of Arts and Humanities.

1992-1998: Secondary Certificate in General Pedagogy, Groupe Scolaire Officiel de Butare, Southern Province-Rwanda

1985-1992: Primary studies at Mukarange Primary School (KAYONZA/Southern Province-Rwanda)

3. OTHER ACADEMIC AWARDS

2008-July: Certificate of Participation in an Educational Development Seminar, National University of Rwanda and California Baptist University.

2009- January: Certificate of Participation in Training in Academic Practice, National University of Rwanda and York Saint John University.

2009-June: Certificate of Participation in training for Gender Mainstreaming, Organization for Social Science Research in Eastern and Southern Africa (OSSREA)

4. LANGUAGES:

Kinyarwanda: excellent; English: excellent; French: very good

5. PROFESSIONAL EXPERIENCE :

DATES	POSITIONS	INSTITUTIONS	LOCATIONS
2009-Present	Vice Dean	NUR/Faculty of Arts, Media and Social Sciences	HUYE District
2008-2009	Head of English Department	NUR/Faculty of Arts, Media and Social Sciences	HUYE District
2006-2009	Tutorial Assistant	NUR/Faculty of Arts, Media and Social Sciences	HUYE District
2005-2006	English teacher)	Pétit Séminaire Virgo Fidelis (KARUBANDA	HUYE District

6. PRODUCED PAPERS

2005: A Study on the Promotion of a Culture of Tolerance in Rwandan Secondary Schools through English Language Teaching.

2008: A Situational Assessment of Street Children's Needs and Living Conditions: Huye. Town as a Case Study.

7. OTHER SKILLS:

Computer literate: -Microsoft Word, Excel, Power Point

-Microsoft Office Outlook

-Internet

-Driving License (A,B and C)

8. HOBBIES: -Foreign languages

-Reading

-Swimming

9. References

1. Dr. John Ngabonziza, Director of research and innovation at AUCA

Phone: 0793844120

Email: ingabonziza@gmail.com

2. Mr. Paul Mugabo, Director of Human Resource Management at PSF Rwanda

Phone: 0788562123

Email: pmugabo@gmail.com

I, Christopher RUBONEKA, do hereby certify that the information provided above is true and complete to the best of my knowledge.

Signature

Christopher RUBONEKA

Application letter (1)

Kamana Theogene.
Nyamabuye Sector
Muhanga District.
Southern Province

Phone number: 0785555

April 16th, 2020

To the Rector of University of Rwanda.

Dear Sir,

RE: Application for English teaching post on part time basis.

I humbly apply for the above-mentioned post. I have Masters of Education in English Literature obtained from Kampala University in Uganda. I also have a Bachelor Degree in English

Kinyarwanda with Education obtained from University of Rwanda College of Education. I work for University of Rwanda as a Lecturer of languages.

I am used to teaching the following modules: Survey of English literature, Language acquisition and performance, Semantics, Pragmatics, discourse analysis, Morphosyntax analysis, Literature and society, African literature, English and Kinyarwanda teaching methods, English grammar review. The academic training I got from Kampala University and National University of Rwanda College of Education will allow me to handle well the job I am applying for. I can assure you my tireless effort at work. I will be available on Sunday and Monday the whole day. But currently, I am only available on Monday the whole day.

Please find attached my curriculum vitae, my Master's Degree, my Bachelor's Degree, transcripts, certificates, identity card to support this application.

I will be very grateful if my application meets your utmost consideration.

Yours faithfully,

Joseph Kalisa.

Curriculum Vitae

1. Identification

Names: Joseph Kalisa

Father: Karenzi Emile

Mother: Nyiramana Olive

Marital Status: Married

Date of birth: 25.1.1979

Province: South

District: Muhanga.

Sector: Nyamabuye.

PHONE Number: 07828156

Language Spoken: English: Very good

French: very good

Kinyarwanda: very good

Kiswahili: quite good.

2. Educational Background

*2014-2016: Courses related to Masters of Education in English Literature at Makerere University

*2002-2007: University of Rwanda College of Education.

Option: English-Kinyarwanda Education.

Level: Ao

Performance: Distinction

*1992-1998: Secondary School at G.S Remera Rukoma

Option: Normale Primaire. (Teacher Training Course)

Level: A2

Performance: Satisfaction.

*1987-1992: Primary School at Nyamirama in Kamonyi District.

3. Experience

1998-2002: Primary School teacher at Murambi in Kamonyi District.

2009: English teacher at Ecole Secondaire Nkomero in Nyanza District.

2010-2012: English and Kinyarwanda teacher at Groupe Scolaire Saint Joseph Kabgayi.

2011-2012: Marker of English at National Level.

From September 2012 up to 2015: English School Based Mentor at G.S Mpanda, EP BISIKA.

2016-2017: English, Literature teacher at Ecole Sainte Bernadette Kamonyi.

2016-2017: Part time Lecturer of English at Protestant Institute of Arts and Social Sciences (PIASS)

2017: Part time lecturer at Indangaburezi College of Education.

21/3/2018: Full time Lecturer of English and Kinyarwanda at Protestant Institute of Arts and Social Sciences.

30/7/2019: Head of Department of Languages at Protestant Institute of Arts and Social Sciences.

4. Computer literacy

_Microsoft Word.

-Microsoft Excel

-Microsoft Power point

-Internet Explorer.

5. REFEREES

1. Deputy of Studies at Ecole Sainte Bernadette Kamomyi: Father Hategekimana Fabien: 0788632472

2. Head Teacher at G.S. Mpanda, in Ruhango District: Uwingabire Charlotte: 0788692676.

3. Prof. Niyomugabo Cyprien: My former Lecturer at Kigali Institute of Education: 0788430759.

6. Hobbies

I like watching T.V

I sometimes play volley ball.

I confirm that this information above is sincere and true.

Joseph Kalisa

PROOF-READ

Proof-reading for spelling, punctuation and other errors is very crucial.

CVs should be checked, drafted, re-drafted and then checked again.

Do

- Include recent and relevant work experience (paid *or* voluntary).
- Be consistent in your layout.
- List your skills and achievements and back up with evidence.
- Keep it short (maximum 2 pages).
- Use positive action verbs such as “organised, delivered, accomplished, achieved”.
- Include a statement about your career aspirations and what you have to offer the employer.
- Be honest but positive (negatives can always be turned into positives).
- Proof-read for spelling, punctuation, grammar and meaning.
- Get someone to check it for you.

Don't

- Do it in a rush.
- Leave gaps in employment.
- Lie.
- Include irrelevant personal details such as marital status.

- Simply write a list of duties under work experience (remember you are selling yourself!).
- Use flashy or large font.

There is no single way to write a CV. It is *your* document and can be structured and presented as you wish within a basic framework.

The important thing to remember is that this is the *first impression* an employer will have of you. It is your marketing brochure through which you are trying to sell yourself.

Q: Assume you want to be an accountant in a given company, write a letter to the Manager applying for that Job. Write again your CV.

3. Advert (shortened forms): advertisement.

Advert: It is an announcement online, in a newspaper, on television, or a poster about something such as product, event, or job.

What is it?

- An advertisement is a message designed to promote a product, a service, or an idea.
- The Purpose of advertising is to sell products or services.

Advertisements are of 2 types:

1. Classified advertisements

2. Commercial advertisements

Classified advertisements are common in **newspapers** and **magazines**. They are concise, yet comprehensive and are displayed without design elements. Such types of advertisements are **priced according to the total words or total lines in the body**. A few examples of classified adverts include “Lost and found”, “Sale and Purchase”, “Accommodation wanted” etc.

Commercial Advertisements

As the name indicates, commercial advertisements are often branded and have more elements of design in their ads. These could include short commercials in TV programmes, billboards, wall paintings, printed fliers, web banners, shopping carts, in-flight advertisements and many more.

General Guidelines for Advertisement writing

Note: These guidelines are for written advertisements in newspapers and magazines.

Must use simple language, must be free from jargons, must be comprehensive, yet concise location and contact details must be included, monetary value/details of pay/ may be included.

Advertisements Writing Samples

Sample1: Teacher Wanted.

I am looking for an experienced teacher to tutor my daughter, a class 10 student of Kendra Vidyalaya, Bangalore. The candidate must be a female and should hold at least 2 years of experience teaching science in schools. She must be able to teach concepts effectively, and easily. Candidates will be required to teach 6 days a week for at least 3 hours. Renumeration is highly competitive for the right candidate. Please send your resume to abc@gmail.com.

Sample2: Situation Vacant

Female receptionist wanted at Leopark Hotels, a reputed 5 star hotel in Bangalore.

Candidate must be between 22 and 30 years of age and have at least 2 years of experience as a receptionist. Knowledge about computers and fluency in English, Hindi and Kannada is a must. Send resume to abc@gmail.com within 10 days from the date of posting this advertisement.

Note: Drawings, pictures, Brands are also used for advertisements.

Q: Write your own advertisement if you are in need of an employee.

4. Memos/ Memorandum

What is a Memorandum?

► A memorandum is a short message from one person to another in the same business or organization.

► Memorandums are usually referred to as memos. Memos have no salutation line and no signature area at the end.

Purposes of Memos

To inquire, to inform, to report

To remind, to transmit, to promote Goodwill.

Memo Heading

TO: (Reader's name)

FROM: (Author's name and position)

DATE: (Complete and current date)

SUBJECT: (What is the memo about)

Memo

TO: All customers

FROM: Olive Abizera (Canteen Manager)

DATE: April 18, 2019

SUBJECT: **Canteen Closure**

The canteen will close effective March 29/2026. This is because it is running at loss since most students prefer to eat from outside campus. Our esteemed customers are encouraged to find other restaurants around campus. Sorry for any inconveniences.

Q: Write a memo informing to all AUCA Staff that library will be Closed from Monday 24th, up to Friday 28th, March 2026.

6. Blurbs and speeches.

Blurbs: A short description giving information about a book, new product, etc for promotional purposes.

Eg: An attracting abstract, picture of a product.

Speeches: the communication of thoughts in spoken words. Act of speaking.

Factors to consider when preparing a speech

We need to consider preparation of content as a very important part of good speaking skills. An efficient speaker prepares content that is suitable to the listener's expectations. A good speaker must know his or her audience and judge what is suitable for them. It is vital for a speaker to

research information so that it educates the listeners. The information should contain new information and it should be structured in a way that will interest the audience.

Apart from sufficient content, an efficient speaker ensures that the content presented is accurate. There are a variety of ways or methods of delivering content, some content need visual aids but some content can be presented without the use of visual aids. A good speaker should think of the reasons he/she is delivering the speech. This will make the speaker prepare an appropriate speech. Another important factor to consider is the venue for delivering the speech. If you know where the speech will be delivered, you are also made aware of what you may use, where they will stand, the size of room etc.

1. Time and duration of speech

Time here refers to two things. It can either mean the time of day: is it morning or afternoon? It can also mean duration which refers to the length of the speech in terms of the hours and the minutes it takes. A speech delivered in the morning is likely to meet a very alert, very fresh audience. The speaker needs to deliver his or her speech that makes the audience alert. At the same time a speech delivered in the afternoon may find a rather tired audience. As speakers we must always be at our best. We need to know that in most cases the time we are given to deliver speeches is often cut short due to time constraints. We therefore need to be able to plan our speeches in such a way that we can reduce the time but not the main points of the speech. Conversely, we may also be faced with a situation where we have prepared a short speech and we are given a lot of time. In such an instance we have to think quickly on how to fill in the time.

It is also important for a speaker to know when they will deliver their speech. The time will make the speaker aware of physiological states of the listeners. It is commonly accepted that the listeners are more active in the mornings, and lazy in the afternoons especially after lunch. A good speaker uses a lot of stimulus variation, appropriate language for the time of day to keep the listeners listening.

A good speaker must also know how long the duration of the speech. This is important because a good speaker must fit in his/her speech in the time given.

Activity: How is time and duration important to speaker and audience? (15 lines)

2. Use of equipment during oral presentation

In a case a speaker wants to use some equipment during the presentation, he/she must ensure that they are available before they start delivering the speech. Such equipment would include computer and projector, a loudspeaker or amplifier and so on, when used in conjunction with the venue and size of the listeners in terms of number of people, a speaker can give a good speech.

3.The venue

The physical environment where the speech will be held is also an important factor to consider. Physical environment means the venue where speeches are given. An environment can be a social gathering, a political gathering, a training session, a private occasion, an informal gathering, an official function, a classroom, a workshop, a seminar, a family setting and such like instances. In all these cases, it is important that the speaker focuses on the agenda or the purpose of the event.

As we prepare the speech, apart from thinking about the audience, we must keep the venue in mind. The venue plays an important role because it provides us with ideas of space, sitting positions equipment. All these have a bearing on how we use our speaking skills and how we present our speeches.

Equipment available in a venue and the number of people attending the speech occasion determines the way we prepare and deliver our speech. Remember we had discussed the importance of rehearsal; it is recommended that the speaker should know about the venue or visit it before they give the speech. Knowing the venue makes it possible for the speaker to use appropriate skill as they deliver the speech. To some extent the speaker plans how to interact with the audience. An efficient speaker takes care of all these factors.

4.The audience

For speakers to be successful, they need an audience. Audience can be defined as the people who listen to the speaker. An audience can either make a speaker succeed or fail in delivering a speech. The listener may make a lot of noise during the time when the speaker is delivering the speech and cause disturbance. An audience can also be very attentive as a speaker delivers his/her speech hence making the speech deliver successful. A speaker needs to know his/her audience so that they address the needs of the audience.

If a speaker knows the needs of the audience, it means the speaker knows why people have gathered to listen to him/her. So, as the speaker delivers his/her speech, he/she will focus on the purpose or reason of the gathering of the listeners. The factors that an audience brings to the speech occasion will be discussed in the next section.

Some scholars have called the various characteristics of audience as audience demographics. These are listed below.

- **Age:** when the audience is too young, the speaker needs to use methods of speech delivery that are suitable for youth. The topics to be presented also need to be appropriate to the level of the youth and are of value to them. The audience need to comprehend the content too. In addition, when the audience is composed of elderly, the content, the methods of delivery and the duration need to be appropriate to the elderly.
 - **Sex:** the sex of the audience needs to be considered too. Some topics appeal more to female other than the male. In the same, some topics are also more fitting for male sex. Can you think of topics that are suitable for each of these sexes?
- Let us now look at factors we need to consider when we address audiences.

- **Educational level:** the educational level of the audience we are going to speak to plays an important role in how we prepare our speeches. You can imagine how much time you would spend trying to prepare a presentation for your peers. You need to prepare carefully since they may have the same knowledge level as you. Your content should be a notch higher than what they know. An educated audience needs thorough preparation so that in the end, there is learning. That is one of the main purposes of listening to speech.
- **Status in society:** In society we have classes of the people. These classes are created by functions or duties that people perform. Some people are considered poor and some considered rich. Another class is created by administration. There are those who govern and there are those who are governed. In some way these classes tend to create low and high class of people. You will realise that the kind of preparation one does for low class people and for high class people is different. One group is treated more favourably than another group. The venue, the environment for the speech would reflect the status of people you are addressing. If you were to present information to your friends, you would prepare in a more relaxed manner.
If you were going to prepare a presentation to visitors in your community you would consider pleasing the visitors and you would be at your best performance.
- **Race:** Since we know that one may have different culture from ours, we realise that when we prepare to deliver a speech we must have taken time to understand the culture of the audience. For instance, if we take the example of South Africa where there was Apartheid (discrimination between the races) we have to choose appropriate words and ideas when we are addressing each race.
There is a lot of bias that can be referred from what we say if we do not consider race among the audience and this can lead to breakdown of communication.
- **Purpose or interest:** The purpose of our speech will determine how much effort we put in the preparation and delivery of our speech. If I am a student and I know that my speech is for academic purposes I will put in more seriousness because academic exercises are considered serious activities. I will know that I will be given marks for my presentation so as a student, I could be interested in marks and hence work hard at my oral presentation. If I am a business person, I will put a lot of effort to use my oral skills to market and sell my goods and services. If I know that my speech will give me a job or improve my status, then I will prepare it carefully and in detail.
So, the reason and purpose of my speech determines how I prepare my speech.
- **Level of understanding:** This is closely related to educational level. However, the difference is that educational levels refer to how much school education one has. The level of understanding refers to skills training one has. For instance, when I am speaking on health issues to nurses and doctors, then I should know that they already have a good understanding of the topic on health matters. If I was to give the same speech to fellow teachers I would take topics like scheme of work, lesson plans, record of work to nurses and doctors with ease, I need to prepare more thoroughly.
So, the level of understanding of a particular topic will dictate how much effort I put in the planning and delivery of content to an audience.

- **Size of audience:** The way of a speaker would address a large audience is not the same as he/she would address a small audience. The methods of presentation, the movement of the speaker, the volume of the voice would all be very different. When an audience has many listeners it means the differences among the people in the audience is also increased. There could be more levels of the factors discussed above: race, level of education, level of understanding and many other factors.

Our audience should never realise that we are short of what intended to present. So, as we plan our speeches, let us be guided by how much time we have been allocated to speak.

Activity: In your own words discuss the following factors to consider while preparing a speech: Equipment during oral presentation, the venue, the audience, Size of audience, age, sex, education level, status in society, level of understanding. (2pages).

9. ORAL AND WRITTEN REPORTING.

The five steps to follow while preparing a good presentation.

B = brainstorm

A = audience

S = slides

I = ideas

S = simulate

Let's look at each step carefully.

1. Brainstorm

Brainstorming means putting on paper all the ideas that are connected to the topic of your presentation. You can brainstorm alone or with colleagues.

2. Audience

Keep only the information that is important to your audience. If you add unnecessary information, you will end up losing your audience's attention and your important message will get lost. Another important reason to know your audience is the degree of formality that you need to use.

For example, how to address the listeners ("Ladies and Gentlemen" as opposed to "Hi everyone"), and whether or not to include humor (but I will come back to that later).

3. Slides

Visual aids are key: they help you to remember what to say, and they help the audience to understand your presentation.

4. Ideas

Now that you have designed your slides, you need to accompany them with explanations.

5. Simulate

The final step is simulating the actual presentation and it is essential to the success of your presentation.

Eg: By giving convincing ideas, asking questions related to your presentations to appear understood.

Report Writing

Keep your brief in mind at all times during your planning and writing, make sure that you keep your brief in mind: who are you writing for, and why are you writing? All your thinking needs to be focused on that, which may require you to be ruthless in your reading and thinking. Anything irrelevant should be discarded. Make sure that you keep track of your references, especially for academic work. However, as a rough guide, you should plan to include at the very least an executive summary, introduction, the main body of your report, and a section containing your conclusions and any recommendations.

Introduction

The introduction sets out what you plan to say and provides a brief summary of the problem under discussion. It should also touch briefly on your conclusions.

Report Main Body

The main body of the report should be carefully structured in a way that leads the reader through the issue. You should split it into sections using numbered sub-headings relating to themes or areas for consideration. For each theme, you should aim to set out clearly and concisely the main issue under discussion and any areas of difficulty or disagreement. It may also include experimental results.

Conclusions and Recommendations

The conclusion sets out what inferences you draw from the information, including any experimental results. It may include recommendations, or these may be included in a separate section. Recommendations suggest how you think the situation could be improved, and should be

specific, achievable and measurable. If your recommendations have financial implications, you should set these out clearly, with estimated costs if possible.

C. Academic writing

Q. Find out the meaning of In-text citation, Referencing, quoting, Paraphrasing, book reviews.

In-Text Citation/references must be included following the use of **a quote or paraphrase** taken from another piece of work.

In-Text citations are citations within the main body of the text and refer to **a direct quote or paraphrase**. They correspond to a reference in the main reference list.

These citations include the surname of the author and the date of publication only. Using an example author **James Mitchell**, this takes the form:

Mitchell (2017) states...or.... (Mitchell, 2017).

The structure of these changes depending on **whether a direct quote or parenthetical** used:

- A. Direct Quote:** the citation must follow the quote directly and contain a page number after the date, for example
(Mitchell, 2017, p.104). This rule holds for all of the variations listed.
- B. Parenthetical:** the page number is not needed.

Two authors:

The surname of both authors is stated with either 'and' or an ampersand between. For example: **Mitchell and Smith (2017) state.... or (Mitchell and Smith, 2017).**

Three, Four, Five.

Authors:

For the first cite, all names should be listed: **Mitchell, Smith, and Thomson (2017) stateor.....: (Mitchell, Smith & Thomson, 2017).**

Further cites can be shorted to the first few words of the reference should be used. This is usually the **title of the source**.

If this is the title of a book, periodical, brochure or report, it should be italicized. For example: **(A guide to citation, 2017).**

If this is the title of an article, chapter or web page, it should be in quotation marks. For example: **(“APA Citation”, 2017).**

Citing Authors with multiple works from one year: works should be cited with a, b, c etc. following the date.

These letters are assigned within reference list, which is sorted alphabetically by the surname of the first author. For example: **(Mitchell, 2017a)** or **(Mitchell, 2017b).**

Citing multiple works in different years:

For instance: **Mitchell (2007, 2013, 2017).** Or **(Mitchell, 2007, 2013, 2017).**

In these works, are by multiple authors then the references are ordered alphabetically by the first author separated by a semicolon as follows:

(Mitchell & Smith 2017; Thomson, Coyne, & David, 2015).

Q1: What do you understand by “in-text citations”?

Q2: Write in-text citation based on that publication in American Psychological Association (APA) style.

What is a citation?

The act of telling your reader where you got your information is called **citing your source**. The information you share when you cite a source is called **citation, or sometimes a reference**.

There are kinds of citation:

(1) **A short little tag** that appears in the main text of the article, essay, or book (“In-text”), and

(2) **A much more detailed citation** that comes in a list at the end of the article, essay, or book is called a **“Reference list”** or **“works cited list”** or **“bibliography”**.

Example of in-text citation in APA style: According to Smith (2015), NYC pizza was ranked the most foldable kind of pizza by 999 pizza-eaters.

As a reader, you would now have enough information from this in-text citation to look at my list of references to find more information about where Smith provided this information in 2015- it could be a book, article, video, interview, or any other source.

What the matching end-of work citation would look like:

Smith, B. (2015). Survey of pizza-folders and their preferences: Journal of Pizzaology, 2 (6), 16-20.

This longer citation shows me:

Author: B. Smith, **Date of publication:** 2015, **Title of article:** “survey of pizza-folders and their preferences”, **Title of journal where the article was published:** Journal of Pizzaology, **Volume of the journal:** 2 (usually journals publish one volume per year, so 2015 was probably the second year that this journal existed), **issue:** 6 (so this would probably be the 6th issue that was published that year), **Page numbers:** 16-20.

Q: Identify title of article, Volume of the journal, Author, title of the journal where the article was published, issue, Page numbers in the following reference:

Karasenga, J., Nkundabatware, I., & Munyansanga, O. (2020). English language teaching in post- Genocide Rwanda: A study of teachers’ observance of the Grice’s Cooperative principle. International Journal of Educational Review, 2 (2), 174-182. <https://ejournal.unib.ac.id/index.php/IJER/article/view/10985>

What are the citation styles?

There are (3) main citations styles used in academic writing:

- 1. Modern Language Association (MLA)**
- 2. American Psychological Association (APA)**
- 3. Chicago, which support two styles:
Notes and Bibliography Author-Date.**

There are many other citation styles used in specific academic journals. To explore additional styles, check out the other citation styles page.

Referencing styles

There are several different styles of referencing:

APA

MLA

Oxford

Harvard

Chicago

Vancouver

Each style has its own rules for properly citing sources.

1. **Author- date styles (e.g., APA, MLA and Harvard) put the author's name inside the text of the assignment.**
2. **Documentary-note styles (e.g., Chicago and Oxford) put the author's name in a footnote at the bottom of each page, or in an endnote at the end of the assignment.**
3. All of the most common styles list every source used in a document at the end, in a reference list or bibliography (see **reference list vs. bibliography for the difference between these**).
4. These styles differ in format. For example, an APA in-text citation incorporates the author's name, the year of publication, and sometimes the page number, separated by commas:
(Lazar, 2006, p.52)
5. An MLA in-text citation, on the other hand, **does not include the year or commas: (Lazar 52)**
6. Likewise, an APA reference list entry puts the year in brackets after the author's name:
Eg: Lazar, J. (2006). Web usability: A user-centered design approach. Pearson Addison Wesley.

The earlier (6th) edition of APA formats this differently. see 6th Vs. 7th for details.

7. An MLA works cited entry puts the year nearer the end of the entry:
Eg: Lazar, Jonathan. Web Usability: A user-centered Design Approach. Pearson Addison Wesley, 2006.
8. There other differences between these two styles. For instance,
APA includes first initials whereas **MLA uses full first names**. When formatting a reference, follow the style you have been set closely.

Note: APA style is the most common referencing style, but different schools, departments, and lectures may have their own requirements.

APA style is commonly used in education, business, and some Social Science and Human Disciplines.

MLA style is often used in English and Media studies.

Oxford style is often used in History, Philosophy, and Classics.

Harvard and Chicago styles are used by some individual disciplines.

If you are unsure where referencing style are required to use, check your introductory course materials. If a style is not specifically mentioned ask your course coordinator.

Q: Discuss APA and MLA rules of referencing.

II. Paraphrasing/ Summary

1. **Paraphrasing** is writing any particular text in your own words **while summarizing**, is mentioning only the main points of any work in your own words.
2. **Paraphrasing** is almost equal to or somewhat less than the original text while summarizing is substantially shorter than the original.
3. **Paraphrasing** may be done for the purpose of simplifying the original work while summarizing is done to mention only the major points without any kind of explanation about the matter.

Guidelines for paraphrasing

How do you paraphrase a source?

1. **Read the original two or three times or until you are** sure you understand it.
2. Put the original aside and try to write the main ideas in **your own words**.
3. Say what the source says, but no more and try to produce the source's order of ideas and emphasis.
4. Look closely at unfamiliar words, observing carefully the exact sense in which the writer uses the words.
5. Check your paraphrase, as often as needed, against the original for accurate tone and meaning, changing any words or phrases that match the original too closely. If the wording of the paraphrase is too close to the wording of the original, **then it is plagiarism**.
6. Include a citation for the source of the information (including the page numbers) so that you can cite the source accurately.
7. **Paraphrasing** can be done with individual sentences or entire paragraphs. Here are some examples.

Original sentences:

Her life spanned years of incredible change for women.

Paraphrased sentence:

Marry lived through an area of liberating reform for women.

Original sentence:

Giraffes like Acacia leaves and hay, and they can consume 75 pounds of food a day.

Paraphrased sentence:

A giraffe can eat up to 75 of Acacia leaves and hay every day.

Quoting

It is repeating the words that someone else has said or written.

E.g. “The only way was to do great work is to love what you do. If you haven’t found it yet, keep looking. Don’t settle”. Steve jobs.

References

Angela, Downing and Philip Lock.2006. English Grammar (2nd Ed). London: Routledge.

Hefferan, James. 1982. Writing: A College Workbook, New York: Norton.

Love Glen. 1969. Contemporary Essays on style: Rhetoric Linguistics and Criticism: Atinta: Scott. Foresman and Company.

Swan Michael and Catherine Walter.1998. The New Cambridge English course. Cambridge: Cambridge University Press.

Journals: English Today, ELT Journal

Online resources: students should be directed to useful web sites such as

<https://www.smashingmagazine.com/2009/06/50-free-resources-that-will-improve-your-writing.skills/>