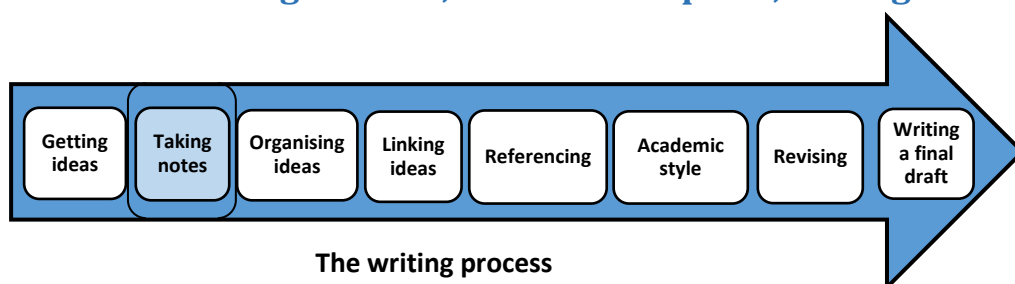


Unit 2 Using Sources, Data and Graphics; Taking Notes



Session 1

In this session you will learn how to do the following:

- Select suitable sources for writing essays/reports
- Understand the role of note-taking in writing essays/reports
- Make effective notes

Activity 1: Gathering ideas for a writing task



As you found out in Unit 1, brainstorming for ideas can help you identify what you know or don't know about a topic. The next stage is to start looking at some sources to find out more about your topic.

a) Which of the following sources (1-12) do you currently use to gather ideas for a writing task?

 1	 2	 3	 4
 5	 6	 7	 8
 9	 10	 11	 12

b) List the sources you use according to how frequently you use them.

most frequent use  less frequent use

--	--	--	--	--	--	--	--	--	--	--	--

Compare your group responses with that of another group. How are they similar / different?

c) Which sources are the most useful? Why?

Activity 2: Which sources are the most useful?



It is important to be able to think critically about the content of a source. Thinking critically involves asking yourself questions about the source and its contents to help you evaluate the source's usefulness.

a) Read the text to find out how to identify useful sources.

Evaluation of sources

Whether printed or electronic, you need to evaluate the suitability and reliability of your sources. The factors below may help you do this.

Purpose and scope

After locating a source, consider its scope* and purpose and the context in which it was written. Such questions will help you determine the relevance of a source for your topic.

Know the author

A source is not considered very reliable, if no author or organisation is named. If named, it is preferable that the author is well-known and well-cited in his/her field.

Audience

Who are the intended readers for this text? A too specialised or too general text may not suit your purpose.

Timeliness

Do not use an old edition if a new one is available. For some disciplines, for example scientific disciplines, it is important to use a recent source, while in others it is not always as essential.

Reliability

Reliability is connected with the quality of publications in which sources appear. Peer-reviewed journals are usually treated as reliable sources since anything published there goes through a rigorous process before it is published.

Identify bias

It is important to notice whether a researcher has financial or emotional connection with the subject. In such cases, there can be the possibility of bias.

b) Now come up with questions for each section that can help you evaluate a source. For example:

Purpose and Scope: *Why did the author write this text?*

Know the author: *Have I heard of this author? What else has s/he published? Do other writers mention him/her in their writings?*

Audience: _____

Timeliness: _____

Reliability: _____

Identify Bias: _____

Study tip

With Internet sources, check the domain in the URL. What kind of information source is most appropriate for your topic?

.com is generally used for commercial and business websites

.net is for the Internet infrastructure and service network websites

.org is for non-profit and charity organisations

.gov is for government provided services

.edu is for sites providing education

Activity 3: Effective note-taking strategies



Work in pairs.

- a) Fill up the gaps with the word(s) given in the box to learn about effective note-taking strategies*.



relevant	sources	sentences
judge	you	purpose
words	thoughts	
time	copy	quickly

- Make notes on ideas which you find are _____ to your question / argument. Always _____ the ideas in light of your argument / question in mind.
- Identify the _____ and function of a text before you start making notes. This will save you _____.
- It is very important that you use your own _____ and do not _____ from the text to avoid the risk of plagiarism*.
- Write notes for _____ and not for an imaginary reader.
- Keep a record of your _____ while making notes. This will help you when you make reference or when you may need to go back to your source.
- It is useful to write your _____ when you take notes for an assignment. Write your thoughts in a separate column in a different colour.
- Notes are written _____. To save time, do not write _____ , instead use symbols (<, =), numbers, headings and abbreviations.

- b) Discuss in pairs.

1. Which note-taking strategies do you currently use from the text above?
2. Can you add any other helpful strategies?

Activity 4: Taking relevant notes



Students of the History of Art Department, Faculty of Fine Arts need to write an essay on 'Rickshaw Art in Bangladesh'.

- a) *Use the ideas you have learnt about effective note-taking to make notes on the text in the **Notes** box that follows.*



Rickshaw art

Figure 1 Rickshaw art

Source: <http://www.trip2bangladesh.com/rickshaw-art-rickshaw-painting/>

Rickshaw art is mainly an urban phenomenon and dates back to the late 1940s. It shares some similarity of theme and execution with movie banners, which may be ascribed to the fact that many rickshaw painters had either themselves painted movie billboards or had been apprenticed to such painters. The art of the rickshaw painter is passed on from the *ustad* or master to the apprentice. There is a lot of repetition, either because of the popularity of some motifs or because of the influence of the master craftsman. The paintings are executed quickly, with readymade enamel paints, which do not allow paints to be mixed. Bright primary colours are popular and the painting is flat, lacking shadows, perspective, and scale.

There are variations in rickshaw art in different towns of Bangladesh. For example, nearly eighty per cent of rickshaws in Dhaka city are decorated with animal and natural scenes, and pictures of movie themes. Chittagong and Comilla areas show less enthusiasm about decorating rickshaws and the rickshaw art there contains few human images and a lot of images of flowers, birds, animals and so on. Rickshaws in Sylhet, considered to be a conservative area, are rarely decorated. Because rickshaw backboards have to be painted from time to time, rickshaw artists often depict topical themes. Increasingly futuristic cities, planes and other fast-moving forms of transport are being painted on rickshaws and three-wheeler auto rickshaws.

Text source: (Adapted from) Banglapedia (2006) *Rickshaw art*.

http://www.banglapedia.org/HT/R_0201.HTM

Write your notes in the box below.

Notes
Comments

b) Share your notes with a partner. Evaluate each other's notes. Have you used the note-taking strategies?

c) Discuss with a partner:

- 1. Would this text be a good source for students to use for their essay?*
- 2. What is the purpose of the 'Comments' section in the Notes template?*

Extension: Evaluating sources



Students of 'Tourism and Hospitality Management' need to write a report on 'Tourism in Bangladesh: Problems and Possibilities'. Study the table below. Which of the sources do you think could contain useful information? Use what you have learnt in Activity 1 and 2 to help you.

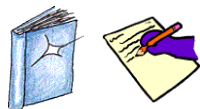
Fill in the table with a tick (✓), cross (x) or question mark (?).

Source	Purpose & scope	Know the author	Audi-ence	Time-liness	Reli-ability	Bias
<i>Bangladeshi Porjoton Akorshon (Tourism Attraction in Bangladesh)</i> (Debashish Das, Self-published Book, 1998)						
'Tourism in South Asia: Constraints and Possibilities' (NK Sengupta, <i>South Asian Journal</i> , 1987)						
'Bangladesh going to be the next tourist haven in South Asia' (<i>Fantasy</i> , Magazine, 14 December, 2012)						
'Discover Beautiful Bangladesh' (http://www.parjatan.gov.bd) (2013)						

Home task



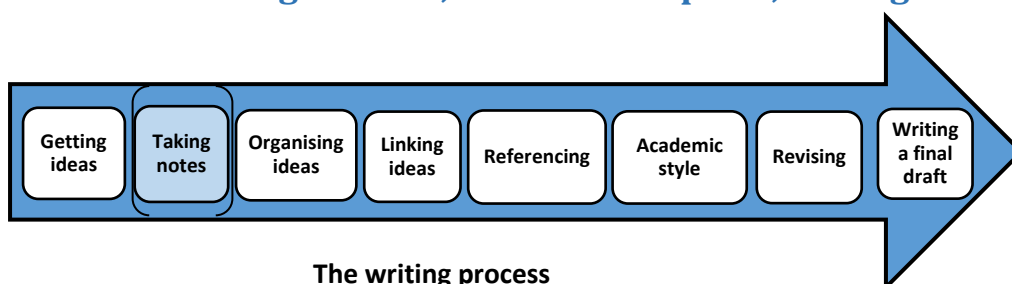
a) Portfolio task



Think of a topic that interests you and find a suitable source of information about your topic (for example a website page, an article, a page from a book). Make some notes about your topic using the note-taking strategies that you have learnt about in this session.

Add your completed task to your portfolio.

Unit 2 Using Sources, Data and Graphics; Taking Notes



Session 2

In this session you will learn how to do the following:

- Identify types of data and graphics
- Judge how and why to use data and graphics in texts
- Use appropriate language to interpret data and graphics

Activity 1: Functions of data and graphics



Discuss in pairs.

a) Look at the text below. Why did the writer include Figure 2.1 in his report?

1998 Bangladesh Flood

The 1998 flooding of Bangladesh was one of the most destructive flooding events in modern world history - about two-thirds of Bangladesh was covered by the waters of the Brahmaputra, the Ganges and the Meghna rivers. Natural physical causes of the flood include the fact that 80% of Bangladesh is a flood plain, with 70% of the total area only about 1 meter above sea level and 10% of the land area is made up of lakes and rivers. While monsoons are a natural part of the climate of Bangladesh, 1998 year brought tropical storms with heavier than average rainfall and coastal flooding which, along with snowmelt from the Himalayas in late spring and summer, caused all three major rivers in Bangladesh to have their peak flow at the same time. (see Figure 2.1).



Figure 2.1 Flood in Dhaka, Bangladesh

Source: [http://en.wikipedia.org/wiki/Floods in Bangladesh](http://en.wikipedia.org/wiki/Floods_in_Bangladesh)

Text source: (Extract from) [http://en.wikipedia.org/wiki/1998 Bangladesh floods](http://en.wikipedia.org/wiki/1998_Bangladesh_floods)

b) Look at the text below. Why did the writer include table 2.1 in his report?

Official Damage Statistics of Bangladesh Flood-1998		
Heavy rainfall caused flooding across the country. Half of the country was affected with severe loss of lives and damage to properties. It can be seen from Table 2.1 that the flooding caused widespread destruction leading to more than a thousand deaths and the loss of 26,000 head of livestock. A huge number of homes and large areas of crops were destroyed. In addition, schools, tube wells, river embankments and roads were seriously damaged.		
Table 2.1 Official Damage Statistics of Bangladesh Flood-1998		
Serial No.	Item	Damage
1	Districts affected	32 of 64 Districts
2	People dead	1,050
3	People left homeless	25 million
4	Livestock lost	26,000
5	Crops destroyed	575,000 hectares

Source: Government of Bangladesh

Activity 2: Different types of data and graphics and their functions



a) Read the paragraph to find out more about using data and graphics in your academic writing. Underline the different types of data and graphics mentioned in the text.

You may often use data and graphics in your academic essays and reports to support, elucidate and complement your ideas. The term *data* refers to any numerical record in the form of a table, graph, or chart, while the term *graphics* refers to any image, photograph, screenshot, sketch or diagram. A table presents intricate and multiple data in columns and rows in a way that helps the readers easily identify and understand the data. A graph/chart presents the relationship usually between two sets of data in the form of dots, lines, curves, or bars. While the *data* support your ideas, the *graphics* enhance ideas in the texts.

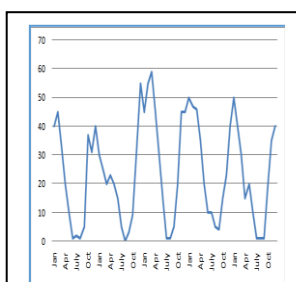
b) Match the types of data and graphics from the box to the examples. Use a dictionary to help you with unfamiliar words.

pie chart	bar chart	diagram	line graph	histogram
table	picture	photo	screenshot	Venn-diagram

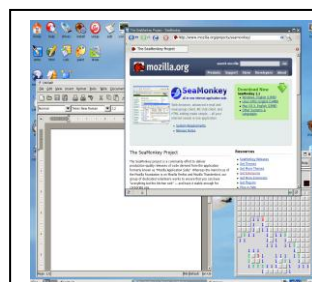
- (You do not need to use all the types)



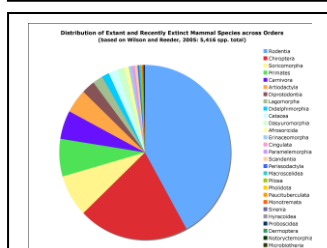
1: photo



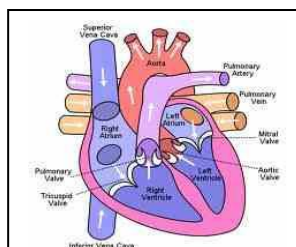
2:



3:



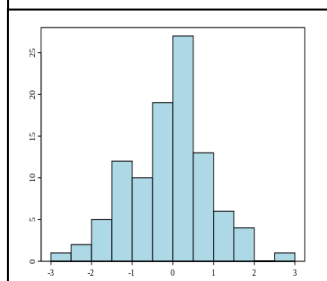
4:



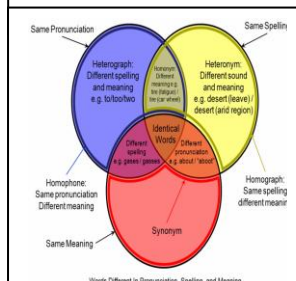
5:

Lance Parker	
Personal Information	
Full name	Lance Andrew Parker
Date of birth	August 19, 1985 (Age 28)
Place of birth	Oklahoma City, Oklahoma, United States
Height	1.92m (6 ft 4 in)
Position	Goalkeeper
Club Information	
Current Club	FC Edmonton
Number	1
Youth career	
2000-2004	Punam City North High School Panthers
2004-2007	Missouri State University Bears

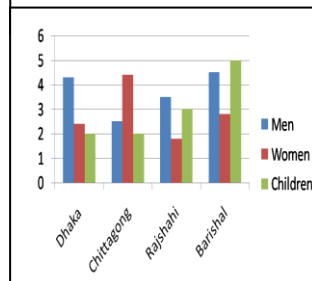
6:



7:



8:



9:

Share your responses with the rest of the class.

c) Write down the differences between data and graphics

Data:

Graphics:

Activity 3: Deciding what information from data/graphics to interpret and how



A student, Abid, has some more questions for his teacher about how he should use data and graphics in his academic writing.

- a) *How* do I refer to the information from the data / graphics in my writing?
- b) Should I *describe* or *analyse* the data / graphics?
- c) Do I write about *all* the information that is in the data?

a) Match Abid's questions to the appropriate comments of the teacher below:

Abid's questions	a)	b)	c)
Teacher's comments			

Usually you will focus on the striking points (for example, highest value, considerable variation, an appealing attribute) and the patterns, such as trends over time. This will make your interpretation more focused and ensure a better piece of academic writing.

Teacher comment 1

As you discuss and interpret the information from the data/graphics, you will need to provide critical comments. As you give your critical comments you may justify the results with probable causes; compare the results with the results of other studies, and generalise the result.

Teacher comment 2

You can talk about the information in the data/ graphics in different ways. You may:

- a) start with the table/fig. number, then discuss the information.
- b) discuss the information first and then give the table/fig. number.
- c) put the table/figure number in brackets.

Teacher comment 3

- b) Look at Table 7 below, which shows students' attitude toward English language in higher education. Discuss in pairs: which information would you focus on in writing about this data?

Table 7: Students' attitude towards English language

Questionnaire*Statements	Agree	Neutral	Disagree
I would like to take more English courses.	74.69	20.25	5.06
If an academic text is available in English and in Bangla, I will read the text in English.	62.03	21.51	16.46
English should be the medium of instruction in tertiary studies.	84.82	13.92	1.26
I need English in order to succeed in higher education.	83.54	15.20	1.26

Table source: (Adapted from) Mamun, S., Rahman, M., Rahmin, A., Hossain, A. (2012) 'Students' Attitudes towards English: The Case of Life Science School of Khulna University'. *International Review of Social Sciences and Humanities*.3 (1).

Activity 4: Language for interpreting data



- a) Look at the table of language you can use for interpreting data. Then complete the activity that follows.

Table 1. Language for interpreting data

A. Sentence Pattern	B. Sentence Pattern	C. Nouns / Verbs	D. Adjectives*/Adverbs
Table 1/ Figure 1 presents / shows / indicates that ...	It was found that...	rise/ fall	steady / steadily
The ... is / are illustrated / presented in Table 1 / Figure 1.	The findings generally suggest that ... may be ...	drop	significant/ -ly
	This could be attributed to ...	decline	noticeable/ -ably
		increase	notable/ -ably
		decrease	high/ -ly
		comparison	substantial/ -ly
It can be seen from Table 1 that...	It seems /appears / is likely that ...	correlation	apparent/ -ly
		correlate	unexpected/ -ly
		fluctuation	dramatic/ -ally
	... was found to be ...	fluctuate	rapid/ -ly

b) Circle the words in the table that are new to you and check their meaning in a dictionary.

c) Underline the language used to interpret the data in the example sentences below. Then add three more sentences of your own in the space. Use the table above for language and Activity 3b for data to help you.

1. The group of students who regularly accessed BBC Janala were found to have made a substantial improvement in their English language skills compared to the other groups.
2. Table 2 shows that age is not significantly correlated with performance in the exam.
3. Gender was found to be highly associated with learning style.
4. It was found that the dropout rate in universities decreased dramatically after the introduction of the tutorial system.
5. _____
6. _____
7. _____

Extension: Integrating and interpreting data



Read below the interpretation of the data in Table 7, Activity 3b. Then complete the activities that follow.

Table 7 shows respondents' attitudes towards English language. It can be seen from the Table that a majority of the respondents (74.69%) would like to study more English courses. It was found that where an option between English and Bangla is available, 62.03% of the respondents opted for academic texts written in English. As far as medium of instruction is concerned, 84.82% of the respondents agreed that English should be the medium of instruction in tertiary studies. Finally, the majority of the respondents (83.54%) reported that they need English in order to succeed in higher education. What is apparent from the findings is that the respondents have a positive attitude towards English language as they are aware of the increased use of English language in education. This could be attributed to the fact that English is necessary in many job sectors.

Text source: (Adapted from) Mamun, S., Rahman, M., Rahmin, A., Hossain, A. (2012) 'Students' Attitudes towards English: The Case of Life Science School of Khulna University'. *International Review of Social Sciences and Humanities*.3 (1). http://irssh.com/yahoo_site_admin/assets/docs/20_IRSSH-264-V3N1.131231435.pdf

1. *Underline the language used for interpreting the data.*
2. *The paragraph is organised in three parts. Identify and mark the order of the 3 parts in the paragraph.*
 - a) Critical analysis and discussion of the findings
 - b) Reference to the table number where the information can be found *e.g. Table 7 shows*
 - c) Reporting the important findings

Home task



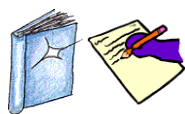
a) Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. Do you think that you can now find good resources for writing a report or essay easily?
2. How will you make your note-taking method more effective?
3. Can you now identify different types of data / graphics?
4. What have you learnt about how to use data / graphics in your writing?

b) Portfolio task



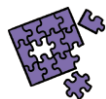
Choose items from each column and make appropriate sentences. Add and modify any item if necessary.

A	B	C	D	E
The study showed that ...	the price of books	rise fall	significantly / insignificantly,	over the last two years
	the population growth	drop	noticeably	
	the performance of the students	decline increase	notably remarkably	in recent times
Table 1 indicates				

The findings generally suggest that ... may be It was found that	his fame	decrease	considerably	in the country last year with the skills
	the production rate	correlate	clearly	
	the visitors to the Sunderbans		substantially	
	the participation of women		enormously	
	the number of private TV channels		apparently	
	the GDP		expectedly / unexpectedly,	
	woman and child trafficking		steadily	
			dramatically	
			rapidly	
			slowly	

Add the competed task to your portfolio.

c) New vocabulary



Use your dictionary to search the meaning of the following words which you will encounter in the next unit and write in the table.

<i>Words</i>	<i>Meaning</i>
aptitude	
erosion	
habitat	
implied	
orient	