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La Universidad Católica de Loja

Vicerrectorado de Modalidad Abierta y a Distancia

Academic Reading And Writing II

Didactic guide



Academic Reading And Writing II

Didactic guide

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Academic Reading and Writing II

Guía didáctica

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Índice

1. Information data	8
1.1 Subject presentation	8
1.2 UTPL generic competencies	8
1.3 Professional Profile Competencies	8
1.4 Issues addressed in the course	8
2. Learning Methodology	9
3. Didactic guidelines by learning outcomes	11
First bimester	11
Learning outcomes 1, 2 and 3:	11
Contenidos, recursos y actividades de aprendizaje recomendadas.....	11
Week 1	11
Unit 1. Academic Language and its Connection to Academic Reading and Writing Success.....	11
1.1. Academic Language	12
1.2. Understanding Assignment Questions	19
Recommended learning activities.....	24
Contenidos, recursos y actividades de aprendizaje recomendadas.....	25
Week 2	25
Unit 1. Academic Language and its Connection to Academic Reading and Writing Success.....	25
1.3. Review of Types of Academic Essays	25
Recommended learning activities	35
Autoevaluación 1	38
Learning outcome 4:.....	41
Contenidos, recursos y actividades de aprendizaje recomendadas.....	41
Week 3	41
Unit 2. Plagiarism and how to avoid it	41
2.1. Plagiarism.....	41

Recommended learning activity	49
Contenidos, recursos y actividades de aprendizaje recomendadas.....	49
Week 4	49
Unit 2. Plagiarism and how to avoid it	49
2.2. Citation Styles	49
Contenidos, recursos y actividades de aprendizaje recomendadas.....	52
Week 5	52
Unit 2. Plagiarism and how to avoid it	52
2.2. Citation Styles	53
Recommended learning activities.....	57
Autoevaluación 2.....	59
Contenidos, recursos y actividades de aprendizaje recomendadas.....	61
Week 6	61
Unit 3. Citing Sources.....	61
3.1. In-text Citations	61
Recommended learning activities.....	66
Contenidos, recursos y actividades de aprendizaje recomendadas.....	67
Week 7	67
Unit 3. Citing Sources.....	67
3.2. End-Of-Text Citations (List of References)	68
Recommended learning activities.....	69
Autoevaluación 3.....	70
Learning outcomes 1, 2, 3 and 4:.....	73
Contenidos, recursos y actividades de aprendizaje recomendadas.....	73
Week 8	73
Final midterm activities	73
Recommended learning activity	73
Second bimester.....	75
Learning outcomes 2 and 4:	75

Contenidos, recursos y actividades de aprendizaje recomendadas.....	75
Week 9	75
Unit 4. Quoting and Paraphrasing	75
4.1. Quotations	76
Recommended learning activities.....	84
Contenidos, recursos y actividades de aprendizaje recomendadas.....	87
Week 10	87
Unit 4. Quoting and Paraphrasing	87
4.2. Paraphrasing techniques	88
4.3. Combining paraphrases and quotations	90
Recommended learning activities.....	92
Contenidos, recursos y actividades de aprendizaje recomendadas.....	95
Week 11	95
Unit 4. Quoting and Paraphrasing	95
4.4. Integrating source material in body paragraphs	95
Recommended learning activities.....	98
Autoevaluación 4.....	99
Learning outcomes 2 and 5:	103
Contenidos, recursos y actividades de aprendizaje recomendadas.....	103
Week 12	103
Unit 5. Summarizing.....	103
5.1. Some strategies to summarize information.....	106
Contenidos, recursos y actividades de aprendizaje recomendadas.....	109
Week 13	109
Unit 5. Summarizing.....	109
5.2. Journal articles.....	109
Recommended learning activities.....	113
Contenidos, recursos y actividades de aprendizaje recomendadas.....	114
Week 14	114

Unit 5. Summarizing	114
5.2. Journal articles.....	114
Recommended learning activities.....	117
Autoevaluación 5.....	117
Contenidos, recursos y actividades de aprendizaje recomendadas.....	120
Week 15	120
Units 4 and 5. Review of contents.....	120
Quoting and Paraphrasing; and Summarizing	120
Recommended learning activities	120
Learning outcomes 2, 4 and 5:	123
Contenidos, recursos y actividades de aprendizaje recomendadas.....	123
Week 16	123
Final mid-term activities	123
4. Self-assessments	125
5. Glossary	130
6. Bibliographic references.....	131



1. Information data

1.1 Subject presentation



1.2 UTPL generic competencies

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

1.3 Professional Profile Competencies

To apply English language communicative competencies as a foreign language at a level that enables professional performance in teaching children and youth according to international standards, in order to address, respect, and value diversity through the creation of inclusive educational environments.

1.4 Issues addressed in the course

Limited proficiency in English communicative skills as a foreign language.



2. Learning Methodology

The competency-based methodology, which will be used throughout the semester in this subject, has the purpose of allowing learners to be independent in their learning process under the guidance of the tutor. One of the advantages of this methodology is that as all students have different needs, it gives them the opportunity to acquire new knowledge at their own pace when it comes to time management. Furthermore, each student counts on with the support of his tutor in order to facilitate the learning process as well as to reach the learning outcomes, which are addressed to developing reading and writing skills at an academic level and will be fulfilled progressively.

It is worth mentioning that by using this methodology, learners become a key factor in the learning process. Hence, the responsibility and commitment of both, the professor and students, play a fundamental part in the development of this course. Thus, collaborative work and integral support are mandatory, not only by working on the assignments but also by receiving and delivering feedback, which will contribute to reaching the competencies, required in the professional profile and real educational environment. Therefore, this methodology offers multiple benefits to students of the distance modality, who need to strengthen their reading and writing skills academically autonomously.

Three components are part of this methodology; these are the components of Teaching, Application and experimental, and Autonomous. In regard to the Teaching component, this will allow students to have the opportunity to interact actively with the tutor to clarify content and strengthen skills. Similarly, the component of Application and experimental practice implies a full practice of the contents studied in each unit; finally, we will find the Autonomous work component, in which students can demonstrate their skills acquired by participating in self-assessment and formal assessment activities.

The three aforementioned components will be monitored and guided by the tutor in order to guarantee the correct development of the skills and the achievement of the learning outcomes. Students can contact their tutor by weekly tutorial sessions, e-mail, and all the communication means established by the university.





3. Didactic guidelines by learning outcomes



First bimester

Learning outcomes 1, 2 and 3:

- Writes accurately different types of essays.
- Analyzes the structure, organization and main ideas of different types of academic texts.
- Uses different data-organization strategies for planning and organizing the writing process.

These learning outcomes will be reached by recalling previous knowledge on essay writing through different activities focused on producing academic essays. Similarly, reading strategies will be applied to understand the main ideas of different types of texts as well as their structure and organization in order to analyze them in the academic environment.

Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



Week 1

Unit 1. Academic Language and its Connection to Academic Reading and Writing Success

Dear students, welcome to Unit 1! This unit will provide you with some details about the basic differences between Academic and Conversational language as well as Formal and Informal reading, which as you know, are the two skills

to be focused on in this subject. In addition, you will find the concept and characteristics of Assignment questions, which are always part of any academic assignment. Furthermore, we will go back in time to recall your knowledge on the different types of academic essays and their characteristics. I am sure you will do it wonderfully! Let's start!

1.1. Academic Language

Let's start by analyzing what Academic Language is. As stated by Grigorenko (2015) Academic language can be defined as "the language needed to be successful within a school context" (p.1). Hence, mastering academic language is necessary to be competent enough to communicate properly in any academic field.

Similarly, in the academic context, it is "a must" to get acquainted with the importance, uses, and characteristics of both skills, namely reading and writing. These two skills allow students/professionals to be competent in any field that requires the application of language academically. Therefore, academic reading skills help us to extract important information from any academic source, while academic writing skills facilitate the production of good pieces of writing at academic levels.

Hence, dear students, let's start by analyzing what are the main differences of Conversational and Academic language.

1.1.1. Differences between Conversational and Academic Language

Below are Figure 1 and Figure 2 illustrating conversation bubbles and a dictionary.

Figure 1

Conversation bubbles



Note. Adapted from *Illustration of conversation bubbles* [Illustration], by Maklay62, w. d., [Pixabay](#). CC BY 4.0.

Figure 2

Dictionary



Note. Adapted from *Illustration of a dictionary* [Photography], by Vignes, w. d., [Squarespace-cdn](#). CC BY 4.0.

Conversational VS Academic Language

Dear all, when writing at an academic level, first, we need to be clear about the differences between conversational language, which is used in informal settings or in common situations; and academic language, which is used in educational and professional fields.

Let's first examine what is Conversational Language.

According to the Glossary of Education Reform (2013), Academic language has to do with the different ways to produce language proficiently through oral, written, auditory, or visual means, which are needed in academic fields such as in educational programs. For instance, students who need to work on assignments, take tests, or do research, need to become proficient in the study of language in academic contexts and they are supposed to produce this type of language fluently and accurately.

There is a marked difference between the use of language in academic contexts and in the use of language for conversational purposes. Although both types, in most cases, must follow some language conventions related to grammar structures, vocabulary use, and punctuation rules, among others...., conversational language differs in the fact that it is accepted in everyday interactions and in that the formality in its vocabulary use or sentence construction is not as demanding as in academic language. Similarly, even though having a good language command in social settings can facilitate learning the academic language, highly proficient learners still face problems at school if their mastery of certain terms and concepts is poor, or if they cannot express their ideas as expected (The Glossary of Education Reform, 2013).

Now, to comprehend better the characteristics of these types of language, let's analyze the work of Nguyen (2017), who summarizes the main differences between Conversational and Academic Language by using the following table:

Table 1

Differences Between Conversational and Academic Language (2017)

Items	Conversational English	Academic English
Definition	Social language is the simple, informal, everyday use of English we use when talking face to face with family members and friends.	Academic language is very formal, with more sophisticated vocabulary and expressions.
Purpose	Used for daily conversations.	Used in academic and professional environments.

Items	Conversational English	Academic English
Context	Everyday interactions in the spoken/written form.	Textbooks, research papers, conferences in the spoken/written form.
Vocab in use	Repetition of words, high frequency vocab.	Variety of words, more sophisticated, low frequency vocab.
Slang	May use slang expressions or abbreviations.	Does not use slang or abbreviations.
Learner	Appeals to those who are not looking to study/work in the academic field.	Necessary for those who are seeking opportunities in higher education internationally.
Grammar	Sentences do not necessarily follow grammar conventions (e.g "you're hungry?").	Sentences begin with appropriate transitions, heavier emphasis on grammar and vocabulary, (e.g., "moreover," "in addition").

Note. Vivanco, L., 2024.

Dear students, as you have seen, there are some differences in both types of language and it is important to consider that your proficiency in the use of language does not refer only to the communication of ideas, but also to the correct selection of language to communicate in formal and academic settings in written or spoken ways.



With the purpose of expanding the characteristics of academic language, specifically academic writing skills, I invite you to analyze the information in the OER "[The Writing Guide](#)". Please, analyze in depth and reflect on the importance of learning the features of academic writing style and academic language.

I am sure that the information presented in the resource above was of great help to expand your knowledge. Now, as important as communicating accurately in diverse settings it is important to learn, to read different types of material. Therefore, let's analyze also the importance of the readings we use in formal and informal environments.

1.1.2. Formal and Informal Reading

As mentioned above, at hand with choosing the best type of language it is also important to differentiate formal and informal readings since they serve different purposes.

In this regard, the key element is to define what is my purpose as a reader. Do I read for pleasure? Do I read for academic purposes? Do I read to spend my free time or to get information about any special issue? Etc.

As you can see, similar to the types of language, the types of reading vary depending on the purpose of the reader. Hence, informal reading is characterized by providing readers short or long pieces of information depending on the reading material. Its purpose is to share, and sometimes entertain readers with issues on particular topics. The language used in these readings does not need to be formal since it is addressed to different audiences whose academic level is quite broad and, in many cases, undefined. Within these types of readings, we can find posts on social websites, social magazines, entries on social blogs, text messages, informal letters, some books mainly addressed to young populations, among others.

On the other hand, formal reading passages can be found in academic context in which language requires a higher level of vocabulary use, deep analysis and understanding. Thus, these types of readings can be journal articles, scientific magazines, formal letters, academic blog sites, posts in academic communities, among others. The main audience of these readings is commonly the educational community such as students, professors, researchers, and other intellectuals whose needs go beyond the mere entertainment and pleasure, but they look for information that is relevant in their academic field.

Considering the aforementioned, which of the two sources (Figure 3 and Figure 4) do you think might include Formal and Informal reading?



Figure 3

Image of a journal article shown on a webpage

The screenshot shows a PLoS Medicine article page. At the top, there's a banner for 'WikiProject Open Access'. The main header reads 'Speaking of Medicine' with a subtext 'a PLoS medical community blog' and a URL 'https://speakingofmedicine.wikia.com'. Below the header, the PLoS Medicine logo is displayed, followed by the text 'a peer-reviewed open-access journal published by the Public Library of Science'. The navigation bar includes links for 'Home', 'Browse Articles', 'About', 'For Readers', 'For Authors and Reviewers', 'Journals', 'Help', and 'PLoS.org'. The article title is 'Why Most Published Research Findings Are False' by John P. A. Ioannidis. The abstract section discusses the increasing concern that most current published research findings are false due to factors like study power and bias. The metrics section shows 346,323 total article views, 3,273 citations, and various social media metrics. The 'Related Content' sidebar lists related PLoS articles and other resources.

Note. Taken from an article page at the journal PLoS Medicine with banner ad for WikiProject Open Access [Capture], by Mietchen, D., 2012. [Wikimedia](#). CC BY 4.0.

Figure 4

Image of a magazine page



Note. Taken from *Cups in the Corner*. [Photography], by Reisler, S., 2016. [Suzannereislerlitwin](http://www.suzannereislerlitwin.com), CC BY 4.0.

Very easy! right? I am sure the difference was quite evident. However, take into account that sometimes some sources, despite using colors and graphs, might also include formal language; basically, it depends more on the topic that is being developed.

It is important to have in mind that both types of readings are important and serve specific purposes. You need to decide first the purpose of you reading to choose the option that can help you get the information you want.

Reliability is another important factor to take into account; therefore, choosing trustworthy pages is fundamental to obtaining high-quality and proven information.



In this regard, please analyze the OER "[19. Strategies for Gathering Reliable Information](#)". There you will find important information about how to discriminate the value of a source as well as how to use engines to find sources. In addition, you will find some exercises to practice and help you understand information and read critically.

After reviewing the information about reading academic sources, let's move on to a topic that is completely necessary to be mastered in the educational field, this is: Understanding assignment questions.

1.2. Understanding Assignment Questions

Dear students, as important as understanding reading passages, it is to understand assignment questions since they state what you need to do in specific tasks. When writing assignments, you need to be clear about what you are being asked to do in order to meet the requirements.

In this matter, it can be said that Assignment questions refer to the guidelines you must follow to produce your piece of writing, paragraphs or complete essays. Before starting with the writing process, you need to identify the requirements the question has demanded in terms of content and genre (UNSW Sydney, 2019).

Please, analyze the following example presented by the University of Birmingham (2020).



Assignment question:

"Critically examine the success of Red Bull's marketing"

Task words

Limiting phrase

Subject matter

As you can see above, good assignment questions are composed by specific parts that help reader understand what is expected from him/her. Each of these parts performs a specific role, such as answering the questions; What do I have to do? What do I have to analyze/evaluate/examine? Of what subject?

These key questions might lead the answer of your assignment in a coherent way.

Let's check the next example:

Figure 5

Example of an assignment question

The infographic illustrates an assignment question with various components labeled:

- UNIVERSITY OF BIRMINGHAM Library Services** (top left)
- Task words – you're being asked to argue** (blue speech bubble)
- Subject matter** (orange speech bubble)
- Limiting phrase: discuss ways it drives it and ways it hinders it – and don't be afraid to take a position, based on evidence, as to which it does most** (orange speech bubble)
- To what extent does social media drive or hinder language development?** (main question)
- Subject matter. Might be an idea to define/discuss what could be meant by language development? This might be important to your argument.** (orange box)
- Tip: If an assignment is asking a direct question, make sure your essay answers it! Address it directly in the introduction, make sure each paragraph contributes something towards your response to it, and reinforce your response in your conclusion** (orange box)

Note. Taken from *Breaking down assignment questions_examples.pdf* [Infographic], by University of Birmingham, 2020. [Birmingham.instructure](#). CC BY 4.0.

In this regard, it is important that you learn to recognize the parts of assignment questions and how they work. Please, let's first identify the main parts of an assignment question.

1.2.1. Parts of an Assignment Question

As it was mentioned above, to provide a valid and complete answer to assignment questions, first, it is elemental to differentiate its parts by breaking them down.

Assignment questions are composed basically by three types of keywords; these are:

- Task words
- Content words
- Limiting words

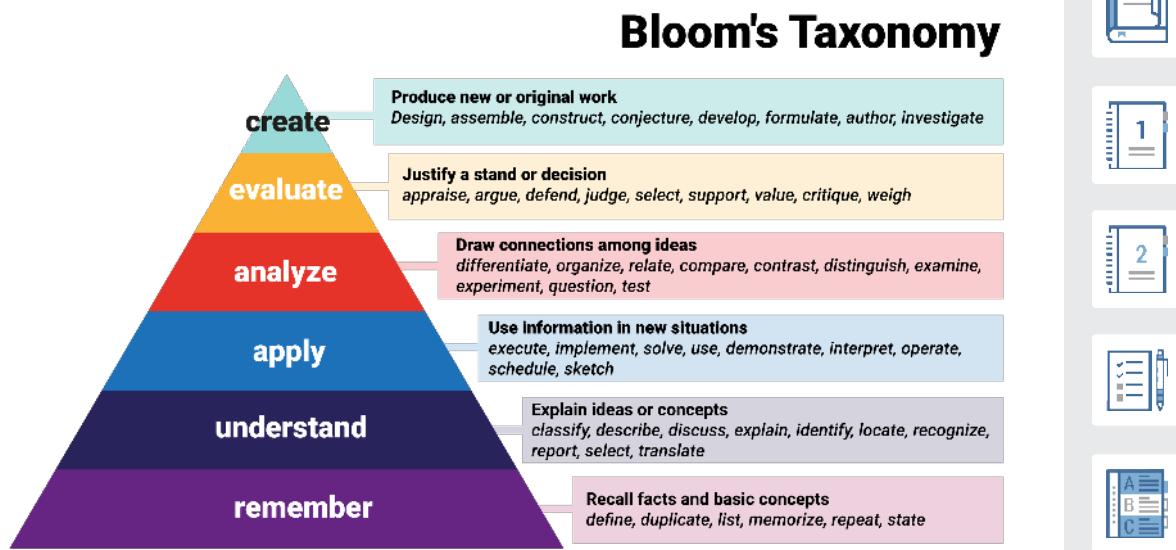
Task words refer to the instruction of action you have to do to answer the questions. These are usually verbs such as examine, summarize, outline, analyze, differentiate, investigate, argue, compare/contrast, evaluate, describe, etc. All the verbs of Bloom's Taxonomy can be used to establish assignment questions, and they vary according to the level of complexity required from students.

E.g: *Critically analyze...*

In order to design your assignment question, it is necessary to choose the appropriate verb first; hence, Bloom's taxonomy is a very helpful resource to have at hand when designing these types of questions.

Figure 6

Bloom's Taxonomy Pyramid



Note. Adapted from *Bloom's Taxonomy*. Vanderbilt University Center for Teaching [Illustration], by Armstrong, P., 2010. [Vanderbilt](#). CC BY 4.0.

Recommended Review!

Dear students, please check [Bloom's Taxonomy](#). This source will provide you with further details about how this taxonomy works and will explain the characteristics of each of its levels.

Now, please based on the use of task words and Bloom's taxonomy aforementioned, please write your example of a task word (consider the levels stated at Bloom's taxonomy).

Note. answer the activities in a notebook or Word document.

Good job! Some of the task words that you could have chosen are: carefully/critically, etc., *classify, memorize, solve, use, demonstrate*, among others. Remember that the selection of a good task word (verb) depends on the level of students.

The second keyword is **Content words**. These words state the specific topic in which you have to apply the task word. It may intend to find the answer to the question: What do I need to analyze?

E.g: *Critically analyze the effects of bad behavior...*

Your example:

Note. answer the activities in a notebook or Word document.

Limiting words' purpose is to narrow the content by defining the topic. These words state and focus attention on the specific area in order to facilitate the analysis and to make it possible.

E.g: *Critically analyze the effects of bad behavior in the development of the class.*

Your example:

Note. answer the activities in a notebook or Word document.

Dear students, as you can see, these three parts will always be present in good assignment questions. In academic contexts, you might also find a previous short context before stating the assignment question.

For example:

In the last 10 years, the use of technological tools has increased significantly in all areas, especially in education. Nowadays, more and more teachers and students are getting proficient at the application of ICTs for academic purposes; however, in some cases, some of these tools have also been considered as a distractor of students attention and their performance.

Write a well-structured essay in which you describe the main advantages and disadvantages of the use of ICT tools in the EFL classroom.

The offered context serves the reader/student to have some background information about the topic he is been asked to write about. It is not always necessary; however, it is usually recommended in cases in which students might not be so knowledgeable of the topic; this will help the teacher to obtain a more valid response from students.

Let's continue learning by participating in the activities described below:

Recommended learning activities

1. Dear students, now it is time for you to create your own assignment question. Remember that answering assignment questions is as important as stating them for your own students. Hence, in the space below, write an assignment question considering an intermediate or high-intermediate target group of students. Include a short context of the main subject first. Then, design the assignment question.

Note. Answer the activities in a notebook or Word document.

2. I am sure you did a great job creating your assignment question! Remember to check if your assignment question contains all the parts needed. Also, make sure it has a task word/verb according to the level of the target group chosen, and of course, check that the context is clear and easy to be understood! remember that the idea is to facilitate the comprehension of the instruction so that students do not struggle in providing the correct response for the assignment question designed. Keep working hard!



Week 2

Unit 1. Academic Language and its Connection to Academic Reading and Writing Success

In this part of unit 1 you will find information about the strategies for organizing and writing academic essays and the main characteristics of each type already studied in the Academic Reading and Writing I. I recommend you try to recall your knowledge on this topic by applying a deep review of the material shown in this section. Similarly, it is important that you take into account the five elements for good writing (purpose, audience, clarity, unity, coherence & cohesion), which were also studied the first level.

1.3. Review of Types of Academic Essays

1.3.1. Strategies for organizing and writing academic essays

Dear students, before starting with the review of each type of academic essay, let's review briefly the main strategies to organize your essay writing. Bear in mind that this is the basic organization to follow for this purpose.

1.3.1.1. Choose a topic

As you might remember, before producing any piece of writing, especially academic paragraphs or essays, it is necessary to have a clear idea of the topic you will write about. It also depends on the topic you are interested in the statement of the purpose of your writing. Hence, if you write about "Education", you might need to decide what specifically you will argue about. Are you going to compare educational systems? Are you going to provide arguments about the quality of education in your country/city? Are you going to explain the causes and effects of bad educational systems? And so on... Deciding the purpose of your topic will help you also to define and narrow it.



Every piece of academic writing demands an appropriate planning stage. In order to understand it, I invite you to analyze the OER "[The Writing process](#)". This resource will provide you with details of the steps to be followed in your piece of writing.

Dear student, how was the review? I am sure you analyzed and understood all the details explained to plan your writing, and now you are ready to start working on your own writing process! It is worth mentioning that if you struggle with any part, you can always contact your tutor to clarify possible doubts.

1.3.1.2. Brainstorm

As soon as your topic and purpose are decided, you can start brainstorming your thoughts. Have in mind that to brainstorm ideas, you always need to be clear with the purpose since this will help you to brainstorm also some linking and transition words you might need to write your essay.

Brainstorming can be developed in many ways depending on writers preferences. Some of the most common are Word storm, in which you write an idea/topic in a cloud and then you add single words related to it.



Figure 7

Example of brainstorming



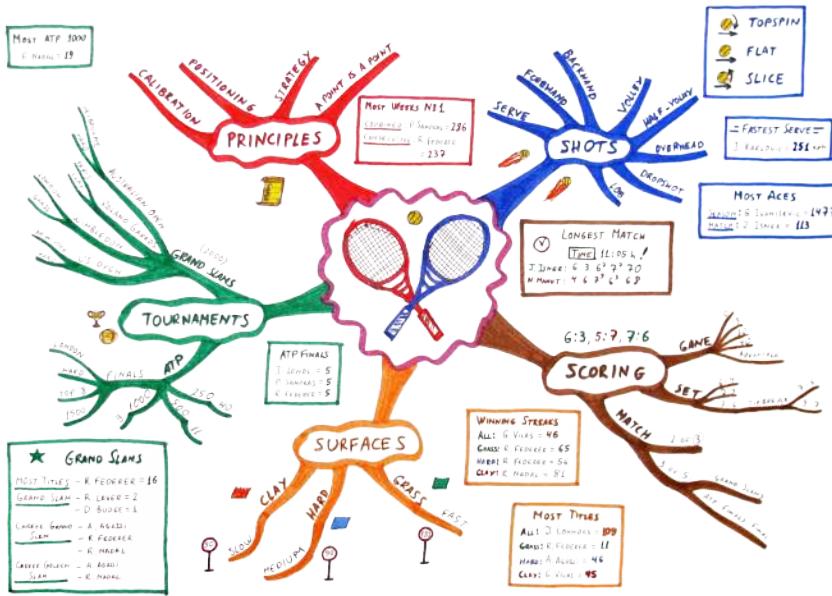
Note. Taken from [File: Brainstorming nach Scheuringmethode.png](#) [Illustration], by Scheuring, H., 2024. [Wikimedia](#). CC BY 4.0.

Mind maps are another helpful way to brainstorm ideas. This type of brainstorming contains a more elaborate organization and might include not only single words but complete ideas or thoughts. Also, in some cases, it might include some examples too.

Example of a Mind map:

Figure 8

Mind map with keywords



Note. Taken from *English: Tennis mind map [Illustration]*, by Wikimedia Commons, w. d., [Wikimedia](#), CC BY 4.0.

Mind mapping could also include pictures. These help a lot to visual learners.
E. g:

Figure 9

Mind map with images



Note. Taken from *Marie Curie Life* [Illustration], by Hashmi, P., w. d., [Pinimg](#), CC BY 4.0.

Now, let's move to the next strategy, which is outlining.

1.3.1.3. Outline

In this step, you will start organizing your ideas brainstormed previously and deciding the format you will follow to write your essay. As you will find in the OER "[Writing an Outline](#)", there are some questions you can ask yourself at this stage in order to make sure the outline is complete. Take into account that the better planned the outline is, the easier it will be to start writing your paragraph or essay.

Dear students, I am sure that after the review of the resource above, you have a better idea, and of course, you could recall some knowledge of how to design a good outline!

After planning the first stages of the writing process, the writer needs to start working on the development of the essay. So, let's revise the following strategy, first draft writing.

1.3.1.4. Write the first draft

Dear student, as you can realize, all the ideas reviewed previously will be a key element to start with this step. When you write your first draft, you must be very careful with the correct use of the ideas organized in the outline.

Before writing your first draft, please bear in mind that the process of writing essays is the same as writing academic paragraphs, which you studied in depth in all levels of Reading and Writing courses. Now, when writing academic essays, the difference is that the supporting sentences/points will be used for each supporting paragraph, as studied in Academic Reading and Writing I.

The next step is very important to check and improve this first draft; so, let's check it!

1.3.1.5. Get feedback from a peer

Dear students, as you might know, having a different perspective can be really helpful to improve our pieces of writing. Hence, asking a peer for review and delivery of feedback on your paragraphs or essay can be beneficial for both members. In order to have a valid and reliable review from peers, it is necessary to state clear guidelines such as assigning a peer- review checklist.

In this regard, I invite you to check "A strategy for analyzing and revising a first draft" available at [analyzing and revising a first draft](#). This source will provide you with clear guidelines to self-review your essay and apply peer-review as well as tips you need to consider when writing your academic essays.

1.3.1.6. Proofread and write the final draft

This is the last step to follow in the writing process. After reading and revising your reviewed essay, it is time to write its final version. This final draft must be edited considering that the suggestions provided by your peer (or your self-revision with the instrument shown) must be analyzed in depth. Something important to bear in mind is that not always all comments are pertinent; however, most of them do offer a broader view of the possible improvements to be made in your writing.

Dear all, also in the resource above you will find some guidelines for writing your final draft. Analyze them and use them for your own essay.

1.3.2. Characteristics of each type of academic essay.

Dear student, as you might remember from the previous level of this subject, the transition from writing academic paragraphs to writing academic essays has some special characteristics. The structure of the paragraph is similar to the essay, as studied in level one, since what is known as the “Topic sentence” is the paragraph, becomes the “Introductory paragraph” in the essay; The “supporting sentences” would serve to write the body paragraphs, and the “Concluding sentence” should be expanded to become the concluding paragraph. This review will help you recall knowledge on these basic topics.

In this section, we will focus mainly on the review of the different types of academic essays. These written productions can be of different types, namely descriptive, comparison/contrast, cause-effect, opinion or argumentative essays, among others. All of them serve different purposes and it is the writer who decides, based on the topic of interest, the type of essay he will use to express his thoughts.

Let's review the main characteristics of each of the four types aforementioned.



Descriptive essays:

The main purpose of descriptive essays is the use of the five senses to provide a clear point of view about how something looks, feels, tastes, smells, or sounds. As it was studied in level 1, descriptive essays have some purposes that writers must take into account from the first stages of planning the writing process.

According to Folse et al. (2015), descriptive essays have the purposes to:

- Describe (not to define) key features or characteristics of something.
- Give impressions, ideas, or feelings about something.
- Provide a clear picture of the issue described through words.

Bear in mind that in order to recall knowledge on the types of essays, you can also check again the guide of "Academic Reading and Writing I", which describes this topic in detail. Now, let's continue with the review of the following essay studied previously; this is the Cause-effect essay.

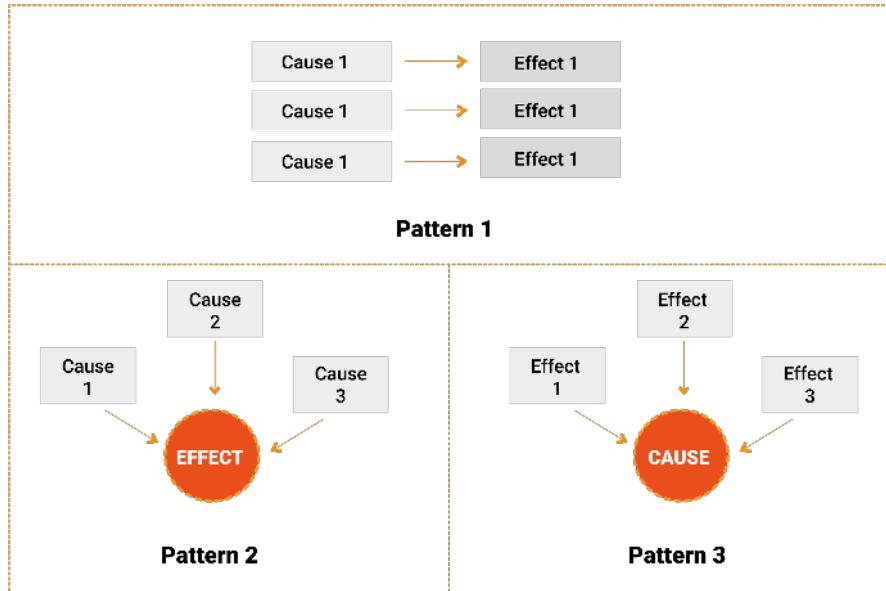
Cause-effect essays

Dear students, this type of essay looks for finding or explaining the reason for the consequences of any phenomena. As stated by Folse et al. (2015), cause-effect essays serve one of two main purposes; the first is to state the effects of a certain event; and the second is to explain the causes of that certain event.

The way to organize this type of essay depends on the writer's preferences and needs. Hence, organization or patterns can be presented in the following ways:

Figure 10

Patterns for cause-effect essays.



Note. Vivanco, L., 2024.

Dear student, in order to expand your knowledge of Cause-effect essays, I invite you to review the OER "[Cause and Effect](#)". In this resource, you will find the purpose, common structure, and vocabulary needed to write this type of essay. Additionally, you will find some exercises to practice it.

Now, it is time to continue with the next type called Comparison/contrast essay. I am sure you will find this review very easy as you have already studied it in level 1. Let's start!

Comparison-contrast essays

The main purpose of Comparison/contrast essays is to explain and analyze the similarities and differences (or both) of one single item. According to Caulfield (2020), writers could focus on contrasting ideas that are quite different items or comparing items that share things in common; however, there must be some grounds to compare.



Now, in order to review the specific characteristics of Comparison- contrast essays, please analyze this OER "[Writing for Success: Compare/Contrast](#)", in which you will find the purpose, as well as structure and vocabulary that can be used to write this type of essay. Similarly, you will find some examples to illustrate this type of written production. Remember that you can use the guide of Academic Reading and Writing I to recall your knowledge on this topic.

Argumentative and Opinion essays

Dear students, now we have reached the last review of some types of academic essays. These last types are Argumentative and Opinion Essays.

It is common that both types of essays are usually confused. However, they are used for different purposes and have some differences. For instance, the purpose of the argumentative essay is to take a position on a certain issue and defend this point of view by providing evidence that might help the writer to convince readers about this position. On the other hand, the Opinion essay looks to state the point of view of the writer about one single issue.

The main characteristic of an Opinion essay is that the writer does not need to be necessarily knowledgeable on the topic, but he provides his opinion on a certain problem or situation based on his own ideas or experience.

Dear all, I invite you to download the document titled "Writing skills practice: An opinion essay – exercises" available at [Writing skills practice](#). This material offered by the British Council will provide with a clear example of the structure of an Opinion essay and exercises to improve your essay writing skills on this topic.

And what about Argumentative essays? Let's state that in some cases, readers might find argumentative essays as "too strong" since they usually focus on controversial issues in which the writer defends his views very passionately since his purpose is to convince readers to agree with his views.

Dear student, in order to review more information and details about Argumentative essays, please revise the libre texts about "[Basic Argument Essay Structure](#)" in which you will find some key aspects to be considered to structure this type of essay.

Dear students, we have finished the study of this Unit 1! I am sure it was very productive and enriching. Remember to review contents in which you might struggle and of course, remember that you can always contact me in order to help your reinforce your knowledge! Now, I invite you to develop the following activities for this unit, in which you will test your learning process!



Recommended learning activities

1. Choose a topic you would like to write about.

Topic:

2. After this review of the types of brainstorming, I invite you to design your own based on the topic previously chosen. Feel free to use the space below, or to use a different sheet of paper to design it.

Great job! I know you designed the best brainstorming style according to the topic chosen! Make sure it includes all the keywords/ideas needed to write your own essay according to your topic.

3. I invite you to work on your outline based on the topic and brainstorm stated above.

Outline:

Well done! Please, revise again if your outline contains all the key ideas and that they are located in the correct place according to the paragraphs you will write. It means, which ideas will serve for the introduction, which ideas will be the base and support for the body paragraphs; and finally, how you will conclude your essay.

4. After studying the first strategies for the writing process, you are ready to start writing your first essay draft. Use the same topic and outline done previously to produce your writing. Feel free to use a different sheet of paper for this purpose.



Nice job! I am sure you took into account the knowledge acquired previously about the structure of a good academic essay to write this first draft, and of course, that you followed all the steps for this writing process! The next step is very important to check and improve this first draft; so, let's check it!

5. With the purpose of improving your first draft, you need to share it with one of your classmates to deliver and receive feedback. If it is not possible, I suggest you check the guidelines and checklist for a self-review shown in the article about a strategy for [analyzing and revising a first draft](#). I am sure the source aforementioned will be very useful for this review.



Dear all, after your essay has received peer-feedback or self-revised, it is time to analyze your first draft and edit it taking into account the recommendations offered by your partner.

6. Now that you have recalled knowledge about the strategies to organize your writing, I ask you to follow this last step by writing the final draft of your own essay.
7. Review the characteristics and purposes of each type of academic essay. Afterwards, think about a topic you could use to describe. Then, follow the process established in the reading strategies for the writing process in order to produce your own descriptive essay.

Descriptive essay

Topic:

Dear students, please check that your descriptive essay contains the main elements for this type of essay; five senses.

8. Analyze again the main characteristics of cause-effect essays, then choose a good topic to write a cause-effect essay. Take into account the pattern you will follow and also the strategies for the writing process.



Cause-effect essay

Topic:

Well done, dear all! You are working really hard on the further practice of the academic essays! Remember to check if your cause-effect essay is well organized and if it uses only one type of organization.

9. Review of the aforementioned material? I am sure you will apply your previous knowledge with the new information about the structures analyzed to write your own essay. Hence, in the space provided below, write your own comparison/contrast essay. Remember you can choose the design of your essay.



Comparison/contrast essay

Topic:

Wonderful job! Did you take into account that items compared have some grounds for comparison or contrast? I am sure you did! Do not forget that you can compare similarities or contrast differences; or both! What is important is to have a good organization of ideas to write a well-structured essay.

10. After revising the ones about argumentative and opinion essays, I invite to choose one of the two types of essay (opinion or argumentative) in order to write your own one in the space provided below. I am sure you will do it wonderfully!

Type of essay:

Topic:

Note. answer the activities in a notebook or Word document.

11. Take the below self-assessment quiz in order to check your comprehension of the contents studied in Unit 1. Good luck!



Autoevaluación 1

1. **The main difference between Academic and Conversational language is that...**

- a. Academic language can be used only in the classroom while Conversational can be used outside of it.
- b. Academic language is used in all academic contexts, while conversational is used only in informal situations with close friends.
- c. Academic language is used in all academic contexts, while conversational serves for social interactions.

2. **One of the characteristics of Academic language is that it allows users to follow social conventions to communicate properly.**

- a. True
- b. False

3. **Informal readings are also used in everyday situations. For instance, this type of reading can be found in...**

- a. Social websites
- b. Journal articles
- c. Books

4. **Assignment questions refer to...**

- a. short questions aimed at getting specific information.
- b. long structures aimed at finding more detailed information about the main topic.

- c. long structures used to find further details which cannot include previous contexts.



5. Choose the correct options (two)

In order to have a good piece of writing such as paragraph or essay, it is necessary to follow some strategies or steps, such as...



- a. brainstorming ideas first.
- b. writing a first draft
- c. designing a rubric



6. There is only one type to brainstorm ideas when working in academic pieces of writing.

- a. True
- b. False



7. The purpose of a descriptive essay is to...

- a. Use words to show a mental picture to illustrate what the writer is explaining.
- b. Provide arguments to support the writer's point of view.
- c. Provide similarities and differences of a certain topic being stated.



8. Cause-effect essays are used to...

- a. Provide arguments to support the writer's point of view.
- b. Use words to show a mental picture to illustrate what the writer is explaining.
- c. Show the actions and consequences of the main issue being discussed.



9. The difference between opinion and argumentative essays is that Opinion essays...

- a. Explains the writer's ideas about a certain issue.
- b. Defends strongly the ideas of the writer.

- c. Provides arguments to persuade the reader about the writer's views.
10. In a comparison/contrast essay, the writer has to decide if including only similarities or only differences about the topic.
- a. True
 - b. False

[Answer key](#)

Dear students, you have done a great job! After completing this self-assessment, you can check your responses at the back of the guide to compare them and correct them if necessary. Keep working hard!

Learning outcome 4:

Cites in-text quotations, and references accurately.

This learning outcome will be reached through understanding the importance of accurately citing in-text quotations and references. Learners will explore the concept of plagiarism and strategies to avoid it, as well as delve into the proper techniques for citing sources to maintain academic integrity.

Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



Week 3

Unit 2. Plagiarism and how to avoid it

Dear students, in this unit 2 you will learn the importance of knowing what plagiarism is, and recognizing some of the possible ways in which a writer could commit plagiarism, either intentionally or unintentionally. It is essential to mention that plagiarism is an unacceptable practice that can be penalized strongly; hence, learning to prevent it by using appropriate citations and references is mandatory in all fields.

Let's start with the study of this important topic!

2.1. Plagiarism

As it was briefly introduced previously, plagiarism is an unacceptable practice in all academic fields. According to the University of Oxford (2020), Plagiarism implies using other people's ideas, works, or words without providing acknowledgment, making them look as your "own", either totally or partially. All

types of manuscripts (printed or electronic; published or unpublished) must be respected and given proper acknowledgment, since plagiarism, either intentional or unintentional, is considered a disciplinary offense.

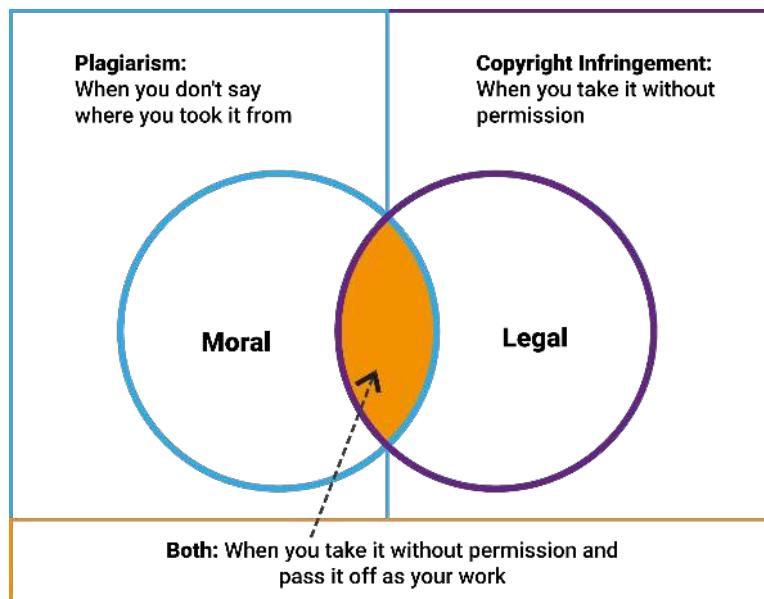
As you might understand, it is really important to have a deep knowledge of what plagiarism is, and what practices can be considered as plagiarism. For that reason, I ask you to check this OER titled "[Academic Integrity Tutorial_What is Plagiarism?](#)" which explains it in detail and offers a critical review of this topic.

Dear students, I am sure the previous resource helped you clarify some of your ideas regarding plagiarism. Now, let's continue expanding on this very important topic.

2.1.1. Plagiarism and Ethics

Figure 11

An example of what plagiarism is



Note. Adapted from *A simple graphic explaining the differences between plagiarism and copyright issues*, by Mlauba, 2010, [Wikimedia](#), CC BY 4.0.

As you can see, plagiarism is directly related to proper academic behavior. Thus, ethics is one of the most important characteristics of a “non-plagiarism” culture.

Perhaps, some of you might find that a person can still be considered ethical despite having committed plagiarism unintentionally. And maybe you are right! However, we as writers, and especially as academic writers, have the responsibility to learn ways to prevent committing plagiarism in all its possible forms. To do this, it is elemental to recognize the types of plagiarism that exist; this way, you as writers will be more aware of the way to avoid committing this ethical offense.

2.1.2. Common types of plagiarism

In the next didactic module let's identify and analyze some examples of this topic.

[Common types of plagiarism](#)

Plagiarism can be presented in many types; some of them are quite obvious, but some others might be a bit difficult to identify.

Let's analyze the most common first.

Copy-paste information without acknowledgment: As you might know, this is the most common one, which refers to simply copying and pasting information from other sources (large pieces or complete information) without providing the corresponding acknowledgment to the original source. This type of plagiarism refers not only to the information found in academic sources such as books, or to sources on the Internet but also to the personal unpublished productions such as assignments or homework, or works developed by a third party.

Have you ever committed this type of plagiarism? I hope not!

Another type of plagiarism is called “**Self- or Auto-plagiarism**”. This type is maybe one of the ones that most students never consider as a case of plagiarism. However, using a work/assignment that has been done (by yourself) or presented previously, complete or partially, is also an ethical offense. In this case, you as the writer must state clearly that this work has been taken from yourself, and provide acknowledgment appropriately. Of course, it is always better to avoid reusing your own work, especially tasks.

Dear student, did you know about this type of plagiarism? If not, have you ever committed this type unintentionally? Tell us about it!

Note: answer the activity in a notebook or Word document.

Let’s review now another type of plagiarism, which is maybe a bit less known by you, but it is very frequent, especially in students’ tasks.

This type is called **Collusion**. Collusion refers to the tasks/works that have been assigned individually, but that are presented, the same, by more than one student.

Let’s analyze the following event in order to understand how this type of plagiarism takes place.

The teacher has assigned students to present an essay on any topic (or a topic provided by the teacher) individually. However, at the time of checking those essays, the teacher finds that 2 or more students share the same essay or that a considerable number of ideas are too similar or exactly the same. Did they plagiarize from one of them?

Students who presented the same essay argue that they worked together and shared ideas to write their essays. Despite their complaints, the teacher assigns a zero (0) to all students who presented the same essay or had many similitudes. Why?

Note: answer the activity in a notebook or Word document.

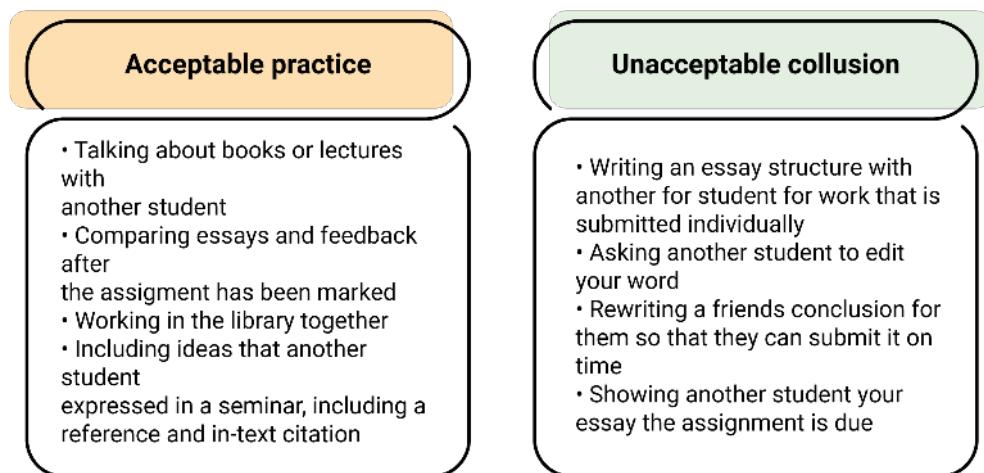
Yes! The reason is that students were asked to write their essays individually.

Let's analyze this case. If the same topic is assigned to all students, it is normal to find certain similarities in some ideas; however, the arguments provided with the same words and too similar words/sentences/ideas might be considered a type of plagiarism. The key is the word "individual". The best way to prevent this type of plagiarism is to follow the instructions and respect which tasks are assigned to be worked on individually or which can be done cooperatively; or the less recommended, providing credits to the person who might have contributed to your assignment.

Analyze the acceptable and unacceptable practices to prevent collusion:

Figure 12

Practices to prevent collusion



Note. Adapted from *Academic integrity [Infographic]*, by University of York, w.d., [University of York](#). CC BY 4.0.

Source: <https://www.york.ac.uk/students/studying/skills/integrity/collusion/>

Has it happened to you? Did you know this could be plagiarism too? Now you do! And I am sure you will try to prevent it as much as possible.

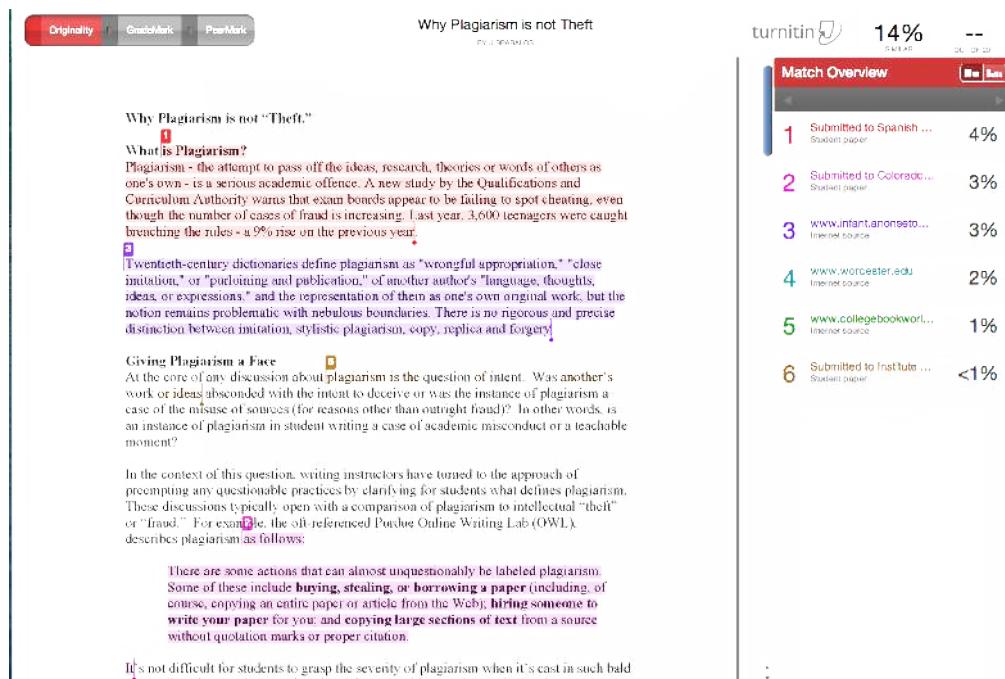
Dear students, let's continue with the next types of plagiarism.

Cloning: As you might understand, this refers to the exact copy of another person's work. This type is quite similar to copy-paste; however, it implies the use of all the work done by another author and modifying only the name of the author.

Mosaic: This type of plagiarism refers to the use of pieces of information from different sources, copying and pasting the exact words. The pieces of information are built up in a way that they match coherently (because the writer has used adequate transition and linking words to connect ideas) together but any of these pieces, or not all, have been given credits to the corresponding author.

A mosaic might look like this:

Figure 13
Example of mosaic



The screenshot shows a Turnitin Match Overview report. At the top, it says "turnitin 14%" and "Match Overview". Below this is a table of matches:

Rank	Submitted to	Description	Percentage
1	Spanish ...	Student paper	4%
2	Colorado ...	Student paper	3%
3	www.intant.anonseto...	Internet source	3%
4	www.worcester.edu	Internet source	2%
5	www.collegebookworf...	Internet source	1%
6	Institute ...	Student paper	<1%

On the left side of the page, there is a sidebar with three tabs: "Originality", "GradeMark", and "PeerMark". The "Originality" tab is selected. Below the tabs, there is a section titled "Why Plagiarism is not Theft" with the sub-section "What is Plagiarism?". The text in this section discusses the definition of plagiarism as "wrongful appropriation," "close imitation," or "purloining and publication" of another author's language, thoughts, ideas, or expressions, and the representation of them as one's own original work, but notes that the notion remains problematic with nebulous boundaries. It also mentions that there is no rigorous and precise distinction between imitation, stylistic plagiarism, copy, replica and forgery.

Below this, there is a section titled "Giving Plagiarism a Face" which discusses the question of intent in plagiarism cases. It notes that at the core of any discussion about plagiarism is the question of intent: Was another's work or ideas absconded with the intent to deceive or was the instance of plagiarism a case of the misuse of sources (for reasons other than outright fraud)? In other words, is an instance of plagiarism in student writing a case of academic misconduct or a teachable moment?

In the context of this question, writing instructors have turned to the approach of preempting any questionable practices by clarifying for students what defines plagiarism. These discussions typically open with a comparison of plagiarism to intellectual "theft" or "fraud." For example, the oft-referenced Purdue Online Writing Lab (OWL) describes plagiarism as follows:

There are some actions that can almost unquestionably be labeled plagiarism. Some of these include **buying, stealing, or borrowing a paper** (including, of course, copying an entire paper or article from the Web); **hiring someone to write your paper for you**; and **copying large sections of text from a source without quotation marks or proper citation**.

It's not difficult for students to grasp the severity of plagiarism when it's cast in such bald terms. One of the best ways to do this is to show them examples of plagiarism.

Note. Taken from *Why Plagiarism is not Theft [Infographic]*, by Turner, C., 2014, [Turnitin](#).
CC BY 4.0.

In the figure above, you can see that this essay has been done taking parts, and in some cases complete paragraphs, from different sources. The best way to prevent this type of plagiarism is to paraphrase information and provide the corresponding acknowledgment to the original sources appropriately.

Do you find this type familiar? Have you ever committed this type of plagiarism? Why did it happen?

Note: answer the activity in a notebook or Word document.

Dear students, I am sure that after this reflection you will try to prevent this type too! Now, let's review the next type.

Remix: This type is very similar to the previous one, but it differs in that the pieces of information, in this case, are not only copy-pasted literally, but they are also paraphrased in some parts, and some parts are personal contribution. In this case, writers use the textual information of different sources; they also try to modify and paraphrase a few others, and they also include ideas/words of their own. The similarity is the same, any of the sources, or not all, are being referenced. Remember that "remix" is plagiarism too!

How do you think a case of "remix" plagiarism would look like? In the space below find (or design) a case with the characteristics shown for this type of plagiarism.

Note: answer the activity in a notebook or Word document.

Find-and-replace: This is another common type of plagiarism, which refers to replacing (mainly with synonyms) some specific words/short ideas leaving the rest of the text copy-pasted. Check the picture below in order to understand how this type of plagiarism is presented.

Figure 14

Example of find and replace

“
... In creating a more transparent and diverse dining experience for students, I want to work with dining to create a public document of the financial breakdown of our meal plans, continue to serve the diverse dining needs of our student body, and explore the addition of more meal plans that are more affordable. In hopes of making the finances of dining more transparent, I want to help students understand where exactly their meal plan money goes ...”

2016 Executive VP Platform

“
... In creating a more transparent and diverse dining experience for students, I want to work with dining to create a public document of the financial breakdown of our meal plans, continue serving the diverse dining needs of our student body, increase weekend dining options, and ensure a smooth transition into the use of the DUC-ling next year. In hopes of making the finances of dining more transparent, I want to help students understand where exactly their meal plan money goes ...”

2017 Executive VP Platform

Note. Adapted From SGA VP Candidate Lifts Verbatim Portions of Singh's 2016 Platform [Infographic], by Munslow, J., 2017, [The Emory Wheel](#). CC BY 4.0.

Finally, let's review the last common type of plagiarism called "**Verbatim**".

This type of plagiarism refers to the use of Transcripts - another person's words, maybe taken from an interview, a movie, an audio, etc. Dear students, in order to have some specific details about this type of plagiarism, please visit the link [Verbatim](#). In it, you will find the types of verbatim and how it can be prevented. Remember that all sources you use must be well referenced to avoid plagiarism.

Dear students, so far, we have revised the most common types of plagiarism and some possible ways to avoid it. It must be clear that the best way to avoid plagiarism is always providing credits to the authors of the sources/works we use. This can be done by using appropriate citation rules according to the format chosen.

Dear all, I invite you to let's develop the suggested following activity.

Recommended learning activity

Reinforce your learning by answering the following questions:

- ¿Why do you think plagiarism is so offensive?
- ¿What do you consider that should be the penalties that the person who commits plagiarism should receive? Provide some examples.
- How are plagiarism and ethics related?
- Is it possible to plagiarize and still being ethical? Why?

Note. Please complete the questions in a notebook or Word document.

I am sure that you reflected a lot on the previous questions.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 4

Unit 2. Plagiarism and how to avoid it

2.2. Citation Styles

Dear students, in this part of this unit 2, we will study the main characteristics and purposes of some citation styles. Let's first mention that a Citation Style is the format or set of rules that authors (or writers) use to acknowledge other people's work, and so, prevent plagiarism.

First, you need to take into account that there are many Citation formats or styles depending on the many fields of study; thus, some citation styles are more generic – they can be applied to different fields, such as Chicago and APA; and some others can be very specific such as IEEE (Institute of Electrical and Electronics Engineers), which is used for Electronic and Electrical Engineering and Computer Science.

As we are studying the educational field, we will review briefly some of the styles that are commonly applied to this field; these are Chicago, Modern Language Association (MLA), Council of Science Editors (CSE), and the American Psychological Association (APA). Then, we will focus more on this last style, which is the one our university applies for all educational purposes.

a. **Chicago:**

According to the University of Washington (2020), this citation style, created by the University of Chicago, is used to cite sources related mainly to History, but it is also applied to reference information on humanities, Sciences, and Social Science. This style can have two formats: The Notes and Bibliography, which are predominant in history, literature, and arts fields by using endnotes; and the Author-Date style, also known as Reference List, usually used for physical, natural, and social sciences. In this case, the author uses parenthetical in-text citations and all the details are stated in the list of references, also called "works cited list".

Dear students, I invite you to revise the guide on the use of the [Chicago Manual of Style](#) developed by Selander (2020).

This guide will offer you a deep understanding of how this citation style works and the format and considerations to be followed by its users.

Now, let's check some general information on the following citation style, MLA.

b. **Modern Language Association (MLA)**

As stated by Cornell University Library (2012), this citation style has the purpose, as other styles, of acknowledging the source used in any research work. As explained by the aforementioned source, "MLA citation style uses a simple two-part parenthetical documentation system for citing sources:

Citations in the text of a paper point to the alphabetical Works Cited list that appears at the end of the paper" (p. 1). These references permit users to give credit to the authors of the work and also allow others to have access to these works and retrieve them properly.

Dear students, please check the quick guide on the use of this citation style available at [MLA referencing \(9th ed.\)](#). Similarly, you will find a complete guide available at [MLA Formatting and Style Guide](#) offered by Purdue University. These two sources provide you with clear guidelines on the appropriate use of this citation style.



Remember that many institutions might require different citation styles, which is why it is important to have some basics on their use.

c. Council of Science Editors (CSE)

The third citation style we will review is the CSE. As described in The Writing Center, of the University of Wisconsin (2020), this citation style offers three systems to document information, which serve to facilitate readers the details they need to know about the sources they use. These three systems are Citation-name System; Citation-sequence System; and Name-year System.

The three systems differ in the details of how they format in-text references and how they organize the reference list.

Dear students, in order to review the use of these three systems in depth, please visit the guide published by the University of Wisconsin (2020) available at [the Council of Science Editors Documentation Style](#). Furthermore, on the official page of Council Science Editors at [CSE \(Council of Science Editors\) Style Guide: Formatting Guide](#) you will find further details and examples about the correct application of this citation style.

2.2.1. American Psychological Association (APA)

Dear students, we have finally reached the citation style on which we will focus all our attention since, as it was stated before, this is the format used by our university, and one of the most used in the academic field. It is worth mentioning that at the end (in the list of references of this guide) you will find some recommended links to provide you with more details and practice of this and the aforementioned citation styles.

As you might know, APA is one of the most used manuals or styles used by researchers, educators, students, editors, and writers in general for many fields, such as social and behavioral sciences, natural sciences, nursing, communications, education, business, engineering, and other fields. (American Psychological Association, 2020).

This, as all the previous citation styles reviewed, has a set of rules and requirements that all users must respect rigorously. Hence, it is important that you, as students and writers, get acquainted with these rules and guidelines, which will serve you to apply them appropriately in any assignment or research works, such as your thesis writing.

Dear students, in the following section we will revise some of the main characteristics of APA citation style. Furthermore, you will find some extra resources, such as the APA Manual 7th edition, which must be revised in depth depending on the needs that you might have all along your study and work period.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 5

Unit 2. Plagiarism and how to avoid it

Dear students, in this last part of unit 2, you will find some general information and some details on the use of APA citation style. Are you ready? I am sure you will find this section very helpful for your academic and professional life!

It is necessary to mention that you must check all the sources recommended as well as complete the activities proposed with the purpose of facilitating your understanding of how this style works. Remember that this is the format that you will need all through your studies at UTPL, and why not, in your professional practice too.

2.2. Citation Styles

2.2.1.1. Concept and importance

Dear students, the American Psychological Association, more frequently used with its short-form APA, is one of the citation styles more used worldwide in multiple languages. Currently, the seventh edition of its manual presents a thoroughly revised and updated version with the purpose of reflecting best practices in scholarly writing and publishing. (American Psychological Association, 2020).

Similarly, as stated by the Southern University of California (2020), as citation has the purpose of facilitating readers with the location of sources and maintaining scholarly interactions, this citation style is intended to offer a wide range of formats to cite and reference properly many types of sources, such as printed and online books, journal articles, newspapers, videos, websites, figures, images, among others.

Hence, dear all, let's start reviewing some of the most frequent sources used in the academic field, and the ways to reference them properly. It is important to emphasize that correct citation and reference formats will be analyzed in-depth in Unit 3.

2.2.1.2. Basics of APA Manual (videos, tables, graphics, journals, etc.)

Let's start analyzing briefly the following sources, which as explained before, are some of the most commonly used by students and researchers.

In this regard, dear student, I invite you to consult [APA Citation Style, 7th edition: General Style Guidelines](#) which is a guide on the use of this type of citation style offered by Himmelfarb Health Sciences Library (2020). In this guide, you will find the main rules that all writers must respect in regard to authorship and credits.

Books: Books are one of the most reliable sources of information. When using information from this type of source; first, we must identify the metadata; it means, how many authors does it contain? Is it an edited version? Do I need to reference one specific chapter of a book? Is it a printed or online version? Is it a translation from another source?

After identifying this information, you can start formatting the reference correctly. For instance, the following references, taken from the Himmelfarb Health Sciences Library (2020) guide, belong to books with different characteristics. Let's review the few examples below.

Table 2
Examples of references from Books

Source	Reference
Book with No author	Format: Book title: Subtitle. (Year). Publisher. Example: Merriam-Webster's collegiate dictionary (11th ed.). (2005). Merriam-Webster.
One Author or Editor	Format: Author Surname, First Initial. Second Initial. (Year). Book title: Subtitle. Publisher. Example: Franks, A. (2005). <i>Margaret Sanger's eugenic legacy: The control of female fertility</i> . McFarland & Company.
E-book	Format: Author Surname, First Initial. Second Initial. (Year). Book title: Subtitle. http://doi.org/xx.xxxxxxxx OR URL of the home page of the e-book provider. Example: Ochs, S. (2004). <i>A history of nerve functions: From animal spirits to molecular mechanisms</i> . http://www.ebrary.com/corp/

Note. Vivanco, L., 2024.

The table shows some examples of different formats to reference books.

Dear students, at the end of this section you will find more examples for this type of source.

Journal articles: Journal articles are also one of the most consulted sources since they provide a scientific view of a specific issue, we are interested in. Similarly, these can be online or printed and can be presented in the following ways. Remember that you have available a complete guide posted below.

Table 3
Examples of references from Journals

Source	Reference
Online Journal Article with one author	<p>Format: Author Surname, First Initial. Second Initial. (Year). Article title: Subtitle. <i>Journal Title</i>, Volume (issue), page range. http://doi.org/xx.xxxxxxxx</p> <p>Example: Pettigrew, T. F. (2009). Secondary transfer effect of contact: Do intergroup contact effects spread to noncontacted outgroups? <i>Social Psychology</i>, 40(2), 55-65. http://doi.org/10.1027/1864-9335.40.2.55.</p>
Online Journal Article with 7 or more authors	<p>Format: Author Surname, First Initial. Second Initial., & Author Surname, First Initial. Second Initial. (Year). Article title: Subtitle. <i>Journal Title</i>, Volume (issue), page range. http://doi.org/xx.xxxxxxxx</p> <p>Example: Yonkers, K. A., Ramin, S. M., Rush, A. J., Navarrete, C. A., Carmody, T., March, D., Heartwell, S., Leveno, K. J. (2001). Onset and persistence of postpartum depression in an inner-city maternal health clinic system. <i>American Journal of Psychiatry</i>, 158(11), 1856-1863. http://doi.org/10.1176/appi.ajp.158.11.1856</p>
Magazine Article	<p>Format: Author Surname, First Initial. Second Initial. (Year, Month Day). Article title: Subtitle. <i>Magazine Title</i>, Volume (issue), page range.</p> <p>Example: Henry, W. A., & Mehta, N. S. (1990, April 9). Beyond the melting pot. <i>Time</i>, 135, 28-31.</p>

Note. Vivanco, L., 2024.

Audio Visual Media: Videos or audios are also resources that many students use for reference on different topics. The use of these sources has increased a lot due to the easiness to find information on any topic in the fastest way.

However, it is important to take into account that books and journal articles are more formal, and many times more reliable, sources for educational and academic purposes.

Table 4
Examples of references from Audio visual media

Source	Reference
YouTube Videos	<p>Format: Author Surname, First Initial. Second Initial. OR Author screen name. (Year, Month Day {of video post}). <i>Title of video</i> [Video]. Title of website. URL of specific video.</p> <p>Example: Norton, R. (2006, November 4). <i>How to train a cat to operate a light switch</i> [Video file]. YouTube. http://www.youtube.com/watch?v=Vja83KLQXZs.</p>
Films and Television	<p>Format: Director Surname, First Initial. Second Initial. (Director). (Year). <i>Title of movie</i> [Format e.g. Film or DVD with commentary]. Name of Studio.</p> <p>Example: Davidson, J. (Director). (1999). <i>B. F. Skinner: A fresh appraisal</i> [Film]. Davidson Films.</p>
Audio Podcast	<p>Format: Host Surname, First Initial. Second Initial. OR Host screen name. (Host). (Year, Month Day {of podcast}). <i>Title of podcast</i> [Audio podcast]. Website. URL of podcast.</p> <p>Example: Vedantam, S. (Host). (2015-present). <i>Hidden brain</i> [Audio podcast]. NPR. https://www.npr.org/podcasts/510308/hidden-brain</p>

Note. Vivanco, L., 2024.

Websites: These sources are widely used by many students despite being a less reliable option (with some exceptions, of course). However, when it is completely necessary to use them, writers must also follow the rules to cite and reference them properly. Below, you will find some examples of how to reference this type of source.

Table 5
Examples of references from websites

Source	Reference
Web page from a University site	<p>Format: Author Surname, First Initial. Second Initial. (Last update or copyright date; if not known, put n.d.). <i>Title of specific document</i>. Site name (if needed). URL of specific document.</p> <p>Example: Johnson, K. A., & Becker, J. A. (n.d.). <i>The whole brain atlas</i>. Harvard Medical School. http://www.med.harvard.edu/AANLIB/</p>

Source	Reference
Website with No Author	Format: Title of specific document. (Last update or copyright date; if not known, put n.d.). Title of website. URL of specific document. Example: Neurology. (n.d.). <i>Wikipedia</i> . Retrieved August 8, 2007 from http://en.wikipedia.org/wiki/Neurology
Blog Post	Format: Author Surname, First Initial. Second Initial. OR Author screen name {as it appears on the blog}. (Year, Month Day {of post}). Title of specific post. Site name (if needed). URL of specific post. Example: Middle Kid. (2007, January 22). Re: The unfortunate prerequisites and consequences of partitioning your mind. Science. http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php

Note. Vivanco, L., 2024.

I am sure you found the previous source very interesting and complete.

It is time to apply your knowledge through the activities that have been proposed below:



Recommended learning activities

1. Reflect and answer the following questions.

- How do you think that APA citation style could help you prevent or avoid plagiarism?
- Why is it important?

Dear students, I am sure your reflections helped you understand better why these contents will be very helpful for you, not only in your academic life but also in your professional field. Keep working!

2. Please complete the activities proposed for each one of the sources stated. Explore the other sources above and analyze the examples, which will be your guideline at the moment of referencing works appropriately.

Exercise

Source	Reference
Book with No author	Your example:
One Author or Editor	Your example:
E-book	Your example:
Online Journal Article with one author	Your example:
Online Journal Article with 7 or more authors	Your example:
Magazine Article	Your example:
YouTube Videos	Your example:
Films and Television	Your example:
Audio Podcast	Your example:
Web page from a University site	Your example:
Website with No Author	Your example:
Blog Post	Your example:

Note. Vivanco, L., 2024.

Note. Please complete the activities in a class notebook or Word document.

3. Dear students, we have finished the study of unit 2! So far so good! Now, I invite you to test your understanding by completing the self-assessment 2 proposed below. I am sure you will do a great job as you did in the study of this unit. Also, do not forget that you can contact me if you need any help to reinforce the contents. Good luck!



Autoevaluación 2

- 1. Why is plagiarism punished in educational and professional institutions?**
 - a. Because plagiarism is a disciplinary offense that violates the authors' rights.
 - b. Because plagiarism is an uncommon problem faced at many educational institutions.
 - c. Because plagiarism has become a way to become better writers in the educational field.
- 2. Plagiarism can be committed only in one type, which implies writers' copy-paste another author's work without proper acknowledgment.**
 - a. True
 - b. False
- 3. Some of the most common ways in which plagiarism takes place is by... (choose TWO options)**
 - a. using the same information taken from another source.
 - b. reusing assignments presented previously.
 - c. paraphrasing information taken from another source acknowledging the authors.
- 4. Collusion usually refers to...**
 - a. Group work reports in which information is copy-pasted from published sources.
 - b. Individual assignments that have been done and presented by more than one person.
 - c. Group work reports that have been done individually instead of in groups.

5. The difference between Mosaic and Remix types of plagiarism is that...

- a. Mosaic uses pieces of information which do not provide acknowledgment while Remix provides acknowledgment to the sources.
- b. Mosaic uses pieces of information copied from different sources while Remix uses information from one source only.
- c. Mosaic uses pieces of information from different sources while Remix also includes paraphrases and writer's own ideas.



6. The type of plagiarism called "Find-and-replace" refers to changing the name of the author from the original source by the name of whom will present it as his own.

- a. True
- b. False



7. Which of the following citation styles is more specific for a certain field of study?

- a. MLA
- b. APA
- c. IEEE



8. Complete the sentence.

The _____ citation style can have two formats, which include The Notes and Bibliography; and the Author-Date style.



- a. American Psychological Association
- b. Chicago
- c. Modern Language Association



9. The Council of Science Editors citation style offers...

- a. Three different styles to document information.



- b. A variety of in-text citation styles to facilitate its use.
 - c. Different styles to organize the list of references.
- 10. The APA citation style is widely used in many fields; however, its main users are researchers who want to find new results on their investigations.**
- a. True
 - b. False

Answer key

Great job! Remember that the answer key is at the back of this guide in order to compare your answers and receive further feedback. Also, remember that you can contact me if you have any difficulties in understanding any of the contents. Keep working hard!

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 6

Unit 3. Citing Sources

Dear students, welcome to Unit 3! In this unit, you will find the guidelines to be followed to cite and reference information appropriately using APA style. I suggest you complete all the exercises provided throughout this unit in order to reinforce understanding. Similarly, it is important that you check the suggested sources mentioned in the sections below. Let's start!

3.1. In-text Citations

Dear all, as we have studied in the previous unit 2, plagiarism can be prevented by using appropriate referencing rules. For this reason, we are going to analyze the ways in which in-text citations can be used.

Let's start by understanding what in-text citations are. According to Windward Community College (2020), in-text citations are the information about the authors of the work which are included in the body of your paper; these have a different format of the list of references. Fitzpatrick (2011) explains that in-text citations have the purpose of informing readers and alerting them that the information provided has been taken from another source, whose complete information is located at the end in the list of references. In-text citations must be used in all cases when the writer includes ideas, words, or facts from a different author.

Dear student, before analyzing some examples and further details about in-text citations, let's start by reviewing one very important component of in-text citations; these are the reporting verbs. Reporting verbs are many times present in in-text citations since these states the action done by the researcher/author cited. Hence, is the author stating/arguing something? Is he explaining/describing something? What is the purpose of this author?

In this regard, there are two types of reporting verbs that we can use to introduce citations, these are *Neutral verbs*, and *Verbs that indicate persuasion*. Let's analyze some examples of each one.

- **Neutral verbs:** These verbs have the purpose of presenting information in a neutral way. It means, their aim is to simply expose information. Some of the common neutral verbs used in any academic context could be *discuss, report, explain, tell, state, point out, write, describe, observe, relate*, among others.
- **Verbs that indicate persuasion:** These verbs, on the other hand, have the purpose of convincing readers about a specific point of view or argument. Some of the most common verbs to show persuasion are *argue, assert, claim, encourage, recommend, suggest, urge, remind*, among others.

Let's check the examples in the real context provided above!

If you noticed, in the second paragraph of this section we have two in-text citations stated; first, Windward Community College (2020); and Fitzpatrick (2011). First of all, this means that the information paraphrased has been taken from these two sources correspondingly. Then, **which of the two sources cited is using a reporting verb? What is the type of verb used? Why?**

Note. Answer the activities in a notebook or Word document.

I bet it was very easy to find the answers to the proposed questions! Let's analyze them! The in-text citation that contains a reporting verb is Fitzpatrick (2011). As you could see, the reporting verb used is "explain" (explains, as it is a singular noun/one author) which is a neutral verb. Thus, the author is only providing information about the topic stated. The other citation Windward Community College (2020), is not using a reporting verb, but a connector (According to.) to make the composition more coherent (the author is not doing any action).

Dear students, there is another point to be careful with when using in-text citations, and this is exactly what has been explained in the parentheses above. When choosing a reporting verb, we must take into account if we are citing one author (singular) or more authors (plural) since depending on this fact, the form of the verb (in the simple present tense) would change.

Now, dear all, after revising the function of reporting verbs, let's study in what ways in-text citations could be included in our work.

One author: The first thing to include in the in-text citation is the last name of the author and the year of publication (n.d., if there is no date).

Examples:

Mendoza (2019) OR (Mendoza, 2019)

Valladares (1998) OR (Valladares, 1998)

Could you think about and explain the difference in **the use** of "Mendoza (2019)" and "(Mendoza, 2019)"? Could you explain it as you understand it?

Note. Answer the activities in a notebook or Word document.

I am sure you reflected a lot of the possible differences in the use of both styles. Let's check your ideas and clarify possible doubts by using the context below.

As stated by **García (2015)**, one of the advantages of formative assessment is that it evaluates students' performance continuously without creating a sense of anxiety in them. Similarly, the informal assessment allows teachers to know the real progress of their students (**Velez, 2018**).

When we use the last name of the author outside the parentheses (**narrative citations**), the last name becomes the subject of the sentence/idea; hence, it cannot be omitted. Does it make sense if I omit the name "García"? No, it doesn't. On the other hand, **Parenthetical in-text citations** like (Velez, 2018) serve somehow to state the information from a source without stating the author as the subject who does the action.

Let's check another example.

Some authors agree that misbehavior could be due to the amount of time that parents devote to their children. **Hence, González (1998)** explains that children who do not spend enough time with their parents are more likely to show bad attitudes at school. On the contrary, children who are constantly observed by their parents tend to develop negative attitudes towards people around them (**Pérez, 2017**).

In the paragraph above, which of the authors is working as the subject (narrative) and cannot be omitted from the composition?

Which one is being given acknowledgment without assigning him directly as the subject performing any action?

Note. Answer the activities in a notebook or Word document.

Another way to know if the last name of the author must be in or outside the parentheses is by checking if there is any reporting verb around; thus, if you can see there is one reporting verb before or after the author, then the name should NOT be in parentheses. Example: As **stated** by Méndez (2018); Méndez (2018) **states**.

More than 1 author: Dear student, the same rule must be followed for the next styles of in-text citations. Let's analyze how to use in-text citations when the work has **more than one author**. In this case, the last names of both authors must be included, plus the year.

Examples:

Gómez and López (2011) OR (Gómez & López, 2011) Vargas and Espinoza (2018) OR (Vargas & Espinoza, 2018)

As mentioned previously, if the last names of the authors are the subjects of the sentence (and if there is a reporting verb) we have to use them outside the parenthesis, and in this case of more than one author, we also need to use the complete word "and". For example:

Gómez and López (2011) **argue** that....

As **reported** by Gómez and López (2011)

On the other hand, when using the names of authors between the parenthesis, we must use the ampersand "&", instead of the complete word. For example:

Cited text (Gómez & López, 2011).

More than 2 authors: When there are more than two authors for the same work, then we need to mention the last name of the first author only, followed by the words "et al.", and the year.

Examples:

Benítez et al. (2019) OR (Benítez et al, 2019)

Morocho et al. (2016) OR (Morocho et al, 2016)

Remember that after mentioning the author/s and year you might include a reporting verb, in cases in which the authors are stating any action, or you can use connectors to link ideas.



Secondary sources:

There are some cases in which information from a source has been taken from a secondary source, in this case, both sources must be acknowledged. For example:



Balcázar (1998, as cited in Román, 2018) OR (Balcázar, 1988, as cited in Román, 2018).



Have in mind that it is preferable to find the original source to cite it directly; however, in cases when it is not possible to find the original source, you must acknowledge it properly as shown above.



Dear student, with the purpose of reinforcing knowledge on in-text citations, I invite you to review [About APA 7th ed.](#); and [APA In-text](#); in which you will find detailed information about in-text citations and several examples.



Dear all, after having checked the aforementioned documents, I invite you to work on the following activities to check your understanding.



Recommended learning activities

1. Color the in-text citations that contain a reporting verb and then explain what is the purpose of the verb. Correct the possible mistakes in the in-text citations or/and verbs.

Villanova (2012) argue that students who practice a foreign language in real contexts have more possibilities to improve their skills faster than those who focus on aisled practices of repetition. Therefore, allowing learners to be integrated into communities of practice should be

mandatory in all schools (Fárez et al, 2017). On the other hand, more traditional educators might claim that language is a process that must be developed under controlled practice to be learned properly; this is the case of (Romo and Rosero, 2014) who claim that the proficiency of a language is acquired through formal and shaped instruction.

Corrections:

- Villanova (2012) argues (singular)
- this is the case of Romo and Rosero (2014), who claims (narrative citation; plural subject).

2. Dear students, I am sure you have seen these types of in-text citations in any document you have read. In the space below, write a complete paragraph in which you include at least 4 in-text citations (different styles). Or, you can also find one paragraph in any source of your preference and analyze the in-text citations found.

Note. Answer the activities in a notebook or Word document.

Good job! I am sure you applied and found different styles for in-text citations! Remember to check carefully when using the last name of authors in or outside the parentheses! Keep working hard!

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 7

Unit 3. Citing Sources

Dear students, let's continue with the review of the second part of unit 3, which deals with End-Of-Text citations, better known in APA as the List of References.

3.2. End-Of-Text Citations (List of References)

In this section, we will revise some general guidelines to use End-of-text citations, which are called References in APA. Let's start by understanding what the list of references is.

Let's analyze it together.

The list of references, or simply References, is the complete list of names and information of the sources that have been used to support our work and which have been cited in-text. As stated by the California State University, Dominguez Hill (2019) the list of references includes the last names of all authors and is located at the end of the paper in the section allotted for it – the reason to call it also "End-of-text list". These last names are organized alphabetically and use a hanging indent to separate each item in the list.

Some general characteristics and guidelines to use the list of references in APA style:

- It is located at the end of the paper/work.
- It is organized alphabetically.
- If the same author has two (or more) different studies, each study must be properly referenced, and the order must start from the oldest to the newest one.
- Use ampersand (&) to list the names of authors.
- Use hanging indent to separate each item in the list.
- Always start with the first author stated in the source (it is important to respect the order of appearance in the last name of authors).
- Follow the specific format for each source.

In this last regard, and as it was explained in Unit 2, there are different ways to organize the references depending on the types of sources we are referencing; hence, remember that the way to arrange information varies from referencing a book to referencing an online article, or a website.

Please, check the different formats included in unit 2 and practice using real sources to provide a list of references in APA 7th. Furthermore, I invite you to reinforce learning by solving the following activities.



Recommended learning activities

1. Dear student, how would you define a “list of references”?

I am sure it was easy for you to figure out what a list of references, or end-of-text list is.

2. After revising the information in the guide and suggested sources, please reflect and write the differences between in-text citations and End-of-text citations in your own words.

Good job! I am sure you found the main differences between them, such as in-text citations are used in the body of your work while end-of-text are used only at the end as a reference list.

3. Now in order to reinforce knowledge through further practice, I invite you to check [APA \(7th Edition\) Referencing Guide](#) in which you will find the characteristics of references for each specific source with examples. Similarly, I invite you to check [APA 7th edition](#) which contains further examples of lists of references and an analysis of the parts of a reference.

Did you find the information useful? I am sure you did! Based on these suggested resources, please work on the following activity below.

4. In the box below, write a list of references built up with different types of sources, such as journal articles, books, online media, etc.

Practice

Source	Reference

Source	Reference



Note. Vivanco, L., 2024.

Note. Please answer the activities in a notebook or Word document.

Dear students, we have reached the end of unit 3. I am sure you took advantage of all the information explained and the sources suggested. As you can see, this unit is especially important since this offers a general view of the correct ways to reference information appropriately in both, in-text and end-of-text citations.

5. Now, it is time to assess your understanding, for it, please take the self-assessment 3 quiz proposed below. Remember that after taking it you can check your answers with the answer key with the corresponding feedback. Keep working hard and Good luck!



Autoevaluación 3

1. The purpose of in-text citations is to...

- a. Provide the complete information of authors from the sources used to later create the list of references.
- b. Inform readers and alert them that information is taken from another source.
- c. Provide acknowledgement only to the specific sources that contain complete names of authors and dates.

2. When citing in-text, writers usually use reporting verbs which might serve to two main purposes, such as... (Choose two options)

- a. Present information about the main topic.
- b. Persuade readers about a specific view.
- c. Give commands on what has to be done.



3. Which of the following is a Neutral reporting verb?

- a. Argue
- b. State
- c. Suggest



4. In narrative citations the last name of the author/s must be in parentheses.

- a. True
- b. False



5. Choose which of the following options contains a correct in-text citation.

- a. Vélez & Méndez (2012) agrees on that learning a foreign language is a basic requirement in the labor field.
- b. Fitzpatrick (2017) explains that in order to have a dynamic class, teachers ought to update their teaching style.
- c. In this regard, (Black, 1999) argues that ongoing evaluation will always be the best type of assessment.



6. The ampersand (&) must be used when...

- a. The last name of author/s is not in parentheses in in-text citations.
- b. There are more than three authors cited either in the body of the text or in the references.
- c. There are two authors cited in parentheses and in the list of references.



7. When there are more than two authors, the in-text citation would bring only the last name of the first author and the words “et al.” plus the year.



- a. True
- b. False

8. Why is the list of references important in a paper/work?



9. Which of the following guidelines belong to the end-of-text citations (List of references)? (Choose two options)



- a. Order alphabetically.
- b. Use “and” to state the last names of authors.
- c. Use the specific format for the source.

10. Choose the correct reference for journal article according to APA style, 7th edition. (do not consider indentation).



- a. Franks, A. (2005). *Margaret Sanger's eugenic legacy: The control of female fertility*. McFarland & Company.
- b. Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48.
- c. Johnson, K. A., & Becker, J. A. (n.d.). *The whole brain atlas*. Harvard Medical School. <http://www.med.harvard.edu/AANLIB/>



Answer key

Dear students, congratulations for having finished the three units assigned for the first bimester! Now, it is time for you to go through all contents again to make sure you understand all of them and get ready for the first bimester test. Remember that if you need any further help, you can contact me at any time!

Learning outcomes 1, 2, 3 and 4:

- Writes accurately different types of essays.
- Analyzes the structure, organization and main ideas of different types of academic texts.
- Uses different data-organization strategies for planning and organizing the writing process.
- Cites in-text quotations, and references accurately.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 8

Final midterm activities

Dear students, I am sure you worked really hard on each one of the contents studied throughout these three units. I hope you get wonderful results in the evaluations, but mainly, I hope this knowledge has a very positive influence on your professional and academic lives! Remember that this week, you have to take the first bimester evaluation; for it, make sure to review the contents again and work on each suggested activity and self-assessment questionnaires provided. Also, it is important that you review extra sources related to the topics studied with the purpose of having some further practice.

As a last activity to test and reinforce your knowledge, I suggest you work on the following assignment.

Recommended learning activity

Create a Mind Map in which you summarize the main topics and concepts reviewed in the first bimester. Use colors to differentiate the topics of each unit. (feel free to use this space or do it in another sheet of paper or e-tool such as Genially).

Note. Please complete the activity in a class notebook or Word document.

I wish you all the best of luck in the First Bimester Test! Keep working hard!





Second bimester



Learning outcomes 2 and 4:

- Analyzes the structure, organization and main ideas of different types of academic texts.
- Cites in-text quotations, and references accurately.

Both learning outcomes will be reached by working on the analysis and practice of reading and writing skills in real contexts. For this purpose, you will apply reading strategies that allow you to understand the most relevant information from different sources in order to write quotes and paraphrases properly as well as to provide correct acknowledgment to these sources by using APA style.

Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



Week 9

Unit 4. Quoting and Paraphrasing

Dear students, welcome to Unit 4! In this unit, you will learn to quote and paraphrase information from sources. Remember that both, quoting and paraphrasing, are very important in the writing process since they help writers to prevent plagiarism. Of course, bear in mind that appropriate references in and end-of-text are always necessary to acknowledge the authors. Let's start with the review of the first topic!

4.1. Quotations

Quoting is using an author's words textually like "reproducing" his/her words, statements, or ideas literally. According to Fitzpatrick (2011), "if you want to include a complete sentence, several sentences or part of a sentence from a source in your writing, you must use quotation marks.... and the author's name" (p. 190).

Let's analyze the following source shown by Fitzpatrick (2011). As you can see below, this is the common information that we will find in any source; author's name, year, and the information that we are interested in using in our own text. Hence, we will check how to quote this information properly.

Example 1 of information taken from a source. (Adapted from "Quoting, Paraphrasing, Citing Sources, and Summarizing", by M. Fitzpatrick, 2011, Engaging Writing 2, (2nd ed), p. 191. Copyright 2011 by Pearson Education, Inc.).

Author: Lorraine Cohen

Year: 2010

Source:



Innovation is the route to economic growth. Industries are maturing. Innovation is the creation and transformation of new knowledge into new products, processes, or services that meet market needs. As such, innovation creates new business and is the fundamental source of growth in the industry.

(page 25)

Then, a quotation would look like this in APA 7th style:

Cohen (2010) states that "Innovation is the creation and transformation of new knowledge into new products, processes, or services that meet market needs" (p. 25).

Important note! Consider that each citation style takes its own guidelines when it comes to using rules to cite and reference sources. In this regard, APA 7th edition is not the exception; so, please keep in mind that the rules included below follow this specific format, as explained by Fitzpatrick (2011).

Let's analyze the first rule to consider when quoting sources.

Use a comma (,) after using reporting verbs (we studied them in the first bimester) when you quote complete sentences; and at the end, use a period (.) inside the quotation marks.

Example:

Cohen (2010) wrote, "Innovation is the route to economic growth" (p. 25)

The following table shows some examples of different formats to reference websites.

Table 6

Examples of quotations

Original Source	
Author: Rouai Souhila Year: 2013 Information: The appropriate use of reading strategies will always facilitate the ability of getting meaningful reading easily. Reading strategies include, for example, prediction, skimming, scanning, inferring, guessing the meaning of new words, and self-monitoring which will enable EFL learners to achieve comprehension in reading successfully without facing any problems. Page 1	
Example	Description
Quoting complete sentences	As Souhila (2013) states, "the appropriate use of reading strategies will always facilitate the ability of getting meaningful reading easily" (p. 1). OR ALSO, "The appropriate use of reading strategies will always facilitate the ability of getting meaningful reading easily" (Souhila, 2013, p. 1).
Quoting more than one sentence	According to Souhila (2013) "The appropriate use of reading strategies will always facilitate the ability of getting meaningful reading easily. Reading strategies include, for example, prediction, skimming, scanning, inferring, guessing the meaning of new words, and self-monitoring" (p.

Original Source

1).

OR ALSO,

"The appropriate use of reading strategies will always facilitate the ability of getting meaningful reading easily. Reading strategies include, for example, prediction, skimming, scanning, inferring, guessing the meaning of new words, and self-monitoring" (Souhila, 2013, p. 1).

Quoting part of a sentence

Souhila (2013) states that reading strategies "will enable EFL learners to achieve comprehension in reading successfully without facing any problems" (p. 1).

OR ALSO,

In 2013, Souhila argued that reading strategies "will enable EFL learners to achieve comprehension in reading successfully without facing any problems" (p. 1).

Note. Vivanco, L., 2024.

Take into account that we have many different ways to cite in-text information, as you studied in the first bimester.

When the information we need to quote has more than 40 words, we might need to use a Block quotation.

A block quotation would be like this:

Reading strategies are very important in the academic field. In this regard, Souhila (2013) explains the following:

The appropriate use of reading strategies will always facilitate the ability of getting meaningful reading easily. Reading strategies include, for example, prediction, skimming, scanning, inferring, guessing the meaning of new words, and self-monitoring which will enable EFL learners to achieve comprehension in reading successfully without facing any problems. (p. 1).

Dear students, as you could see above, in block quotations we **do not** use quotation marks, but we still need to cite information appropriately (author, year, and page).

Note. When a material does not have a page number, provide the number of the paragraph or a time stamp for audiovisual works.

Examples:

Paragraph number:

In 2013, Souhila argued that reading strategies “will enable EFL learners to achieve comprehension in reading successfully without facing any problems” (para. 1).

Audiovisual resource (video, tape, etc.)

Reading strategies “will enable EFL learners to achieve comprehension in reading successfully without facing any problems” (Souhila, 2013, 2:30:14)

As you could notice, in the numbers used for audiovisual quotations we refer to the time (hours, minutes or/and seconds) in which the information is stated in the original source.

Now dear student, let's continue with the next part to study quotations.

4.1.1. Ellipsis and brackets

As stated by Fitzpatrick (2011), when writers quote information, they must respect the exact words stated in the original source; it means, words cannot be modified by other means than using ellipsis and brackets.

Let's start by analyzing Ellipsis. Fitzpatrick (2011) explains that “Ellipsis” is the three-spaced-dots (. . .) used when you want to remove words from a quotation. It is very useful when we want to omit information that is not relevant.

Ellipses can be used at the beginning, in the middle, or at the end of a quotation. Check the examples below:

Example 2 of information taken from a source. (Adapted from “Quoting, Paraphrasing, Citing Sources, and Summarizing”, by M. Fitzpatrick, 2011, Engaging Writing 2, (2nd ed), p. 192. Copyright 2011 by Pearson Education, Inc.)



Author: Mihaly Csikszentmihaly.

Year: 1996

Source:

In terms of using mental energy creatively, perhaps the most fundamental difference between people consists in how much uncommitted attention they have left over to deal with novelty. In too many cases, attention is restricted by external necessity. We cannot expect a man who works two jobs, or a working woman with children, to have much mental energy left over to learn a domain, let alone innovative in it. Einstein is supposed to have written his classic papers on the kitchen table of his small apartment in Berne, while rocking the pram of his baby. But the fact is that there are real limits to how many things a person can attend to at the same time, and when survival needs require all of one's attention, none is left over for being creative.

(page 37)

Information quoted:

Csikszentmihaly (1996) wrote that “perhaps the most fundamental difference between people consists in how much uncommitted attention they have left over to deal with novelty” (p. 37).

Ellipses applied **at the beginning**, before the information quoted:

Csikszentmihaly (1996) wrote “. . . perhaps the most fundamental difference between people consists in how much uncommitted attention they have left over to deal with novelty” (p. 37).

Ellipses in the middle (to omit parts of a sentence in the middle, making sure the remaining parts make sense on their own) Csikszentmihaly (1996) wrote, "Einstein is supposed to have written his classic papers . . . while rocking the pram of his baby" (p. 37).

Ellipses at the end (to omit parts at the end of a sentence using three-spaced dots, 4 in total). Csikszentmihaly (1996) stated "But the fact is that there are real limits to how many things a person can attend to at the same time..." (p. 37).

While Ellipses are used to omit words/information, Brackets, also known as square brackets, are used to add or replace new words/information, or to modify a little the quotation as a way to improve the clarity of the message, as illustrated in the examples below considering the same original source above.

E.g.: Csikszentmihaly (1996) wrote, "In too many cases, [people's] attention is restricted by external necessity" (p. 37).

E.g.: Csikszentmihaly (1996) wrote "when survival needs require all of one's attention, [nothing] is left over for [creativity]" (p. 37).

Dear students, as you could see above, the rules stated are helpful at the moment of deciding which information we need to quote from a text as well as the information we might need to add to make quotations fit in the composition.

Did you know about these rules? And the most important, did you know how to apply them when writing? No problem if the answer is "No, I didn't". I am sure that now after revising this information about these rules to quote information you will apply them in your own practice as academic writers.

Now, dear students, let's continue with the next topic.

4.1.2. Quotations within quotations

When you want to quote a sentence that already contains a quotation, place single quotation marks around the existing quotation.

Let's analyze the following example taken from Ross (2020):

Example of a quotation within a quotation

Imagine the original passage from the book looks like this:

I remember our father having strong opinions about many things. Pop was fond of saying "there's no such thing as a free lunch, Jimmy" but it seemed a little disingenuous because he wasn't much of a lunch-eater anyway.



When you quote from this passage, you might say:

In the introduction of the book, the author describes a memory of his father. "Pop was fond of saying "there's no such thing as a free lunch, Jimmy, but it seemed a little disingenuous because he wasn't much of a lunch-eater anyway"

As you can see above, when the information we want to take from a source is already quoted by the author, we are talking about quotations within quotations. In this case, notice that we use double quotation marks to introduce the quotation from the first source, and single quotation marks to quote the second source. It is worth mentioning that this type of quotation is not so usual since **the best practice is to paraphrase information instead**.

Please, analyze the following examples in which the quotations within quotations are shown.

Original Quotation cited in Mendez (2022):

Recent studies on mindfulness and stress management have shown that "mindfulness practices, such as meditation and deep breathing, can significantly reduce stress levels and improve overall well-being" (Smith & Jones, 2021, p. 78), which demonstrates the validity of this argument.

Quotation within a Quotation:

In this regard, Mendez (2022) remarks that “Recent studies have shown that incorporating ‘mindfulness practices, such as meditation and deep breathing, can significantly reduce stress levels and improve overall well-being (Smith & Jones, 2021, p. 78)’, which demonstrates the validity of this argument.” (p.103).

As you can see above, the information cited in the original source of Mendez is still being quoted between single quotation marks in the quotation within quotation, still respecting the authorship.

Let's continue with the last topic of Quotations.

4.1.3. Responding to a quotation

As stated by Fitzpatrick (2015), students are usually asked to reflect on quotes and respond to them in written form. The author states that “in a written response, you can quote a part of the text and write any thoughts or feelings this passage has triggered in your mind” (p. 196).

In this regard, students must be ready to analyze and provide deep reflections on the proposed quotations, which might include their opinions about the quotations, and their feelings or perceptions about them, among others.

Please, analyze the following example.

Quotation: “Life and Death are those eternal friends who are never together.”
(Cullen, 2012)

Possible response to the quotation:

I find that Cullen's idea when stating that “Life and Death are those eternal friends who are never together” was to suggest a philosophical perspective on the concepts of life and death. In my opinion, it implies that life and death, though seemingly opposites are intertwined and inseparable aspects of existence. The term “eternal friends” suggests a connection that endures throughout time, yet the assertion that they are “never together” adds a

paradoxical element. I can also interpret it as, while life and death coexist in the grand scheme of existence, they are experienced separately by individuals. In other words, life is the ongoing journey of existence, and death is the eventual culmination of that journey. From my point of view, the phrase encourages contemplation on the cyclical nature of life and death and the perpetual dance between the two forces.



Recommended learning activities

Dear students, I invite you to let's develop the suggested following activities:

1. As you could see, there are some basic rules to be taken into account when quoting information. Now, I invite you to search a source of your interest and quote any of its parts (use different styles to quote information). Remember to use correct in-text citation too.

Author:

Year:

Page/paragraph/stamp:

Information of interest:

Great job! I am sure you followed the rules to quote information properly in APA style. Check if your quotations contain: name of author, reporting verbs (for narrative citations), year, and page number (or paragraph/time stamp).

2. Use the source provided and based on it, write a paragraph in which you quote information using ellipsis and brackets.

Author: Keith Folse, David Clabeaux, and Elena Vestri Solomon.

Year: 2015

Page: 78

Source:



Example of an academic paragraph to be used to cite information
(From “Cause-effect paragraphs”, by K. Folse, D. Clabeaux, E. Vestri Solomon, 2015, Great Writing, (3rd ed), p. 78. Copyright 2015 by Cengage Learning))

Dropping Out

University administrators call it “retention” and it refers to the number of students who choose to stay in collage. The truth is, no matter how much these administrators focus on keeping them in school, there are always reasons for students to drop out. One of the common reasons is financial. Universities, private ones, must charge exorbitant fees to keep their doors open, and some students do not have the means to continue their studies. Other students drop out of school because they find the rigors of the coursework too demanding. They were not prepared for all the studying involved in maintaining good grades and end up leaving the university after a short time. Finally, there are those students who suffer the personal pressures of being university students. These individuals are away from home for the first time and living with strangers. They cannot cope with the absence of family just yet, so they decide to go back to the nest. Whatever the reasons, it is no joke that “retention” numbers are not as healthy as they may appear of the surface.

Your paragraph:

Great job! I am sure you applied some reading strategies to get the main information and details from this short source, such as highlighting and underlining. Didn't you? Remember that ellipsis and brackets can be applied to quote specific information from sources and support your own writing.

3. Quote information already quoted in the text. For this activity, look for one source related to education and write a short paragraph including the quotation within quotation. Do not forget to cite information properly.



I am sure you did it wonderfully! Remember that the main thing to bear in mind is to use double quotation marks for your quotation, and single quotation marks for the information already quoted in the text. Take into account the rules to cite in-text information.

4. Did you understand how responses work? If so, please provide your own concept for “responding to quotations” and what you understand about their use.



Responding to quotations is/refers to...

5. Respond to the following quotations. Follow the characteristics to respond to quotations.

Quotations 1: *“Education is not the learning of facts, but the training of the mind to think”* Albert Einstein.

Quotation 2: *“The future belongs to those who believe in the beauty of their dreams”* Eleanor Roosevelt

Great job! I bet your responses show deep reflection, and of course, they follow the structure to respond to quotations! You have done a wonderful job so far!

Note. Please, answer the activities in a notebook or Word document.



Week 10

Unit 4. Quoting and Paraphrasing

Dear students, in this part of unit 4, you will find the main characteristics of paraphrasing and how to apply this strategy. It is important to mention that in order to paraphrase information, it is completely necessary to apply reading strategies that help you understand the main idea or message of the information you want to use to support your own writing.

Let's then start by stating what **paraphrasing** is. Paraphrasing is rehearsing other people's ideas or thoughts, but using our own words. In the words of Bailey (2018) "...paraphrasing attempts to restate the relevant information [from a source]." (p. 51). The process of paraphrasing plays an important role in the prevention of plagiarism. Just bear in mind that when we paraphrase information, we still must provide credit to the original source.

Let's check the following example:

Textual citation:

Ahmed (2011) believes that reading is a vehicle for learning, the development of intelligence, the acquisition of culture, and the education of the will. In the same way, learning EFL reading is extremely important because it allows immediate access to sources of information to know new cultures, focus the attention, expand vocabulary, improve spelling which enhances the ability of oral and written communication.

Paraphrased:

According to Ahmed (2011), people can enhance their level of understanding, culture acquisition, and new knowledge by means of reading. Similarly, reading in a foreign language permits learners to access relevant information that benefits their knowledge of new cultures, concentration, vocabulary and spelling building; as a result, communication can take place.

As you can notice, the message of the original source is not changed. One of the characteristics of paraphrasing is that the amount of words of the original source is usually similar to the one of the paraphrased version (which does not happen in summarizing, in which the summary is much shorter than the original source).

Now, dear students, let's analyze each of the paraphrasing techniques we can use.

4.2. Paraphrasing techniques

There are some techniques to facilitate paraphrasing; however, to avoid plagiarism, it is necessary "to change a sentence in as many ways as possible" (Fitzpatrick, 2011, p. 199). This means that writers must become skillful at using several of the paraphrasing techniques and avoid using only one of them. This author also explains some of the strategies that can be used to paraphrase accurately. Let's analyze each of them.

1. Use synonyms or similar phrases:

- The teacher praised the student's efforts.
- The instructor commended the learner's hard work.

2. Change the form of words:

- She is known for her kindness and generosity.
- Her kindness and generosity are well-known.

3. Change the subject of the sentence:

- Dogs enjoy playing outdoors.
 - Playing outdoors is enjoyed by dogs.
-
- We need to complete the assignment by tomorrow.
 - Students need to complete their assignments by tomorrow.

4. Change the logical connectors:

- The project was delayed because of heavy rain.
- Heavy rain caused the project to be delayed.
- The project was delayed; however, work resumed once the rain stopped.



5. Move parts of the sentence:

- The movie was released in theaters last summer.
- Last summer, the movie was released in theaters.
- After finishing her homework, she went to bed.
- She went to bed after finishing her homework.



6. Combine short sentences or divide long sentences:

- The car broke down. We missed the meeting.
- We missed the meeting because the car broke down.
- Despite the challenging weather and delays caused by unforeseen circumstances, the team successfully completed the project in record time.
- The weather was challenging. Delays occurred due to unforeseen circumstances. Yet, the team completed the project in record time.



7. Omit unnecessary words:

- The politician made a speech that was full of unnecessary details.
- The politician's speech contained unnecessary details.



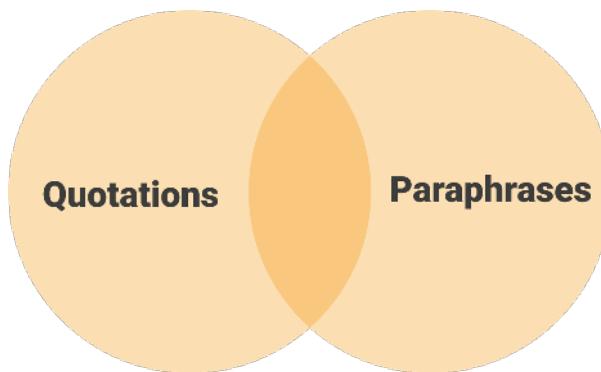
Remember that a good paraphrase must use not only one but more ways to paraphrase information to be correct and to prevent plagiarism.

Now, dear students, let's move to the next topic.

4.3. Combining paraphrases and quotations

Figure 15

Venn diagram of the combination of quotations and paraphrases



Note. Vivanco, L., 2024.

Let us keep in mind that good writers need to become proficient at using paraphrases and quotations, which is the previous step to integrating information from other sources into your own composition. For this reason, in this part of the unit, we will review how these combinations work.

When the information we find in different sources is very difficult to paraphrased, or when writers do not feel sure about keeping the intended message; perhaps due to their fear of using paraphrasing strategies or techniques in a wrong way, or sometimes because the information includes very expressive language that could lose its real message if paraphrased; then, in these cases, writers can use a “Partial paraphrase” (Fitzpatrick, 2011).

What do you understand by “Partial paraphrase”?

Note. Please complete the question in a class notebook or Word document.

Let's keep in mind that a partial paraphrase is another form of using information from a source. This is a combination of forms to present information cited in-text, which in part is paraphrased and a few specific parts are quoted.

Please, analyze the example below to notice how partial paraphrases work.

Original source:

Figure 16

Example 3 of information taken from a source

...early experiences with school not only create the foundations on which all [a child's] later educational experiences rest, but to a considerable degree influence how he comes to think of himself in relation to the wider world. These first experiences with Learning in school are often decisive in forming child's view of himself as part of society; depending on them, either he may feel welcome and well served by it, and conclude that he will be successful within it, or he may feel that since the institution supposedly created for him is at best indifferent to his needs and at worst inimical, then the same is probably true for the rest of society and its institutions. If this happens, the child feels defeated by society from an early age.

Bettelheim, Bruno and Karen Zelan. *On Learning to Read: The Child's fascination with Meaning*. New York: Knopf, 1982.

Note. Taken from *Quoting, Paraphrasing, Citing Sources, and Summarizing*, by Fitzpatrick, M., 2011, Engaging Writing 2, (2nd ed), p. 209. Copyright 2011 by Pearson Education, Inc.

Partial paraphrase:

According to Bettelheim and Zelan (1982) the early years of school are critical because they set the foundation for the rest of children's educational and influence the way children see themselves within society. As a result of these early experiences, children will either "feel welcome and well served" and grow to believe that they will succeed in school, or they will feel that school is at "at best indifferent to [their] needs and at worst inimical." If children reach this negative conclusion, they will feel "defeated by society from an early age."

As you can see in this example, much of the information from the original source has been paraphrased; however, the underlined sections were left as is in the original source. It means, they have been integrated as partial paraphrases. It is important to bear in mind that this type of citation does not need to take

the page number, despite using quotation marks. This occurs basically because only very short sections have been integrated literally, maybe in order to prevent changing the original message.

I am sure that the example above helped you to understand better how this combination works.



Recommended learning activities

I invite you to let's develop the suggested following activities:

1. Dear students, which are the paraphrase strategies you learned?

Explain each strategy in your own words according to what you understood.

Great job! I am sure you understood the ways to paraphrase information and realized that using only one of them is not appropriate. The exercises proposed in the book were very helpful in putting into practice all those techniques in real contexts. Now, I invite you to apply this knowledge in the following activity.

2. In the following proposed activity, please combine the techniques learned to paraphrase some parts of the source below. Remember that you must cite sources correctly.

Original source: Fitzpatrick (2011)

Example of an academic essay to paraphrase information. (From "Writing a Cause-and-Effect Essay", by M. Fitzpatrick, 2011, Engaging Writing 2, (2nd ed), p. 104. Copyright 2011 by Pearson Education, Inc.)

Figure 17

Example of an academic essay

The Economic Effects of the Tsunami on Thailand

¹On December 26, 2004, southern Thailand **experienced** a natural disaster called a *tsunami*. ²A tsunami is a huge wave disturbance that **results** from an underwater earthquake. ³The tsunami that **hit** Thailand **sent** four waves of up to 10 meters (32.8 feet) over coastal areas. ⁴This event **had** both immediate and long-term economic effects on Thailand.

⁵In the short term, the economy of southern Thailand, which **depends** mainly on tourism, **suffered** greatly. ⁶Hundreds of hotels **were closed** due to damage, and tourists **fled**. ⁷The fishing industry **was** also severely **affected** as fishermen **had lost** their boats in the tsunami. ⁸The Thai government **responded** quickly to assist the injured, recover the dead, bring in needed supplies, and establish refugee camps for the homeless. ⁹International donors **offered** a great deal of financial support. ¹⁰However, the cleanup and rebuilding process **took** time, so the economy **did not recover** immediately.

¹¹In the years since the tsunami, the overall economy of southern Thailand **has recovered** fairly well. ¹²First, the Thai government **cleaned** up the resort areas and **put** a tsunami warning system in place. ¹³With government loans and tax relief, hotel owners **restored** their properties, and within about a year, most hotels **reopened**. ¹⁴Tourists, who were at first hesitant to return with the memory of the disaster still fresh, **have gradually come back**. ¹⁵However, the long-term effect of the tsunami **has been** a widening of the income gap in southern Thailand. ¹⁶The poor people whose coastal villages **were destroyed** by the tsunami **moved** into refugee camps and often **stayed** there for a long time. ¹⁷Some **were** former fishermen who **had lost** their boats and **had** no way to buy new ones. ¹⁸Others **were** people who **had lost** their families and **had** no one to turn to for support. ¹⁹These people **were impoverished** by the tsunami.

²⁰The tsunami **has taught** Thailand and the world some important lessons.

²¹First, a country with a stable economy **can recover** from a natural disaster. ²²Second, people around the world **are** willing to offer assistance to those who **are affected** by a natural disaster. ²³And finally, a natural disaster **can make** the poor poorer if governments and aid organizations **do not try** to help them get out of poverty.

Note. Taken from *Writing a Cause-and-Effect Essay [Imagen]*, by M. Fitzpatrick, 2011, Engaging Writing 2, (2nd ed), p. 104. Pearson Education. CC BY 4.0.

Your paraphrases:

Good job! Was it very difficult to apply the paraphrasing techniques in longer reading passages? I hope not. Remember that you do not need to paraphrase all information from the source but some specific parts of it. Do not forget that a good paraphrase contains more than one technique to prevent plagiarism; and of course, remember that you must include the citation properly.

3. Please, use the information below to combine quotations and paraphrases by using a partial paraphrase.



Original source:

Poor education in Ecuador adversely impacts EFL (English as a Foreign Language) reading skills, evident in insufficient resources and outdated teaching methodologies. A report by UNESCO (2019) highlights the urgent need for educational reform to address these deficiencies, emphasizing the critical role of effective language instruction in fostering global communication and competitiveness. Strengthening EFL reading programs can significantly contribute to the overall improvement of Ecuador's education system.



Your partial paraphrase:

I am sure you did a great job! Please, let me know if you need me to give you some feedback to your partial paraphrase. I will be glad to help you! Also, have in mind that you have to start writing your own examples as a way to reinforce your knowledge.

After working on this activity, it is time to get ready to review the last part of unit 4, in which you will need to apply all the concepts learned and practiced in all previous units. Keep working hard!

Note. Please answer the activities in a notebook or Word document.



Unit 4. Quoting and Paraphrasing

4.4. Integrating source material in body paragraphs

Dear students, so far, we have studied different elements that are essential in the writing process, and which are also fundamental to prevent plagiarism; namely, citations, quotations, and paraphrases. Now, you will put into practice all these contents by integrating them into academic writing. It is important to mention that to achieve a good level of writing, first, you need to master good reading strategies, which will facilitate this process.

Additionally, when we want to write an essay, we might need to support our topic sentences with reliable information taken from other sources. For this reason, reading a variety of trustworthy material related to the main topic of our essay, and to the topic sentences of each body paragraph, is “a must” in the process of supporting our arguments. Hence, in this part of unit 4, you will need to read some academic sources from which you will use the information to integrate it into your own writing. As aforementioned, remember that to understand sources and choose relevant information from them, you have to apply good reading skills.

As in any academic essay, each paragraph contains a specific topic sentence, then the first step is to research information that can support this main idea. Bear in mind that when integrating source material in your body paragraphs you can use both, quotations and paraphrases; however, the advice is to try to paraphrase as much as possible. In a complete research work, writers might need to include no more than four quotations (quotations have to be used mainly in cases when it is very difficult to keep the same message expressed by the author, or when it cannot be changed); which means that the rest of source material should be paraphrased appropriately.



Now, check the sample essay shown below with the purpose of seeing how to integrate source material into body paragraphs.

The role of motivation in the English learning process.

In the English language learning field, motivation refers to how willing to learn this foreign language a person certainly is. Motivation could determine the success or failure in learning a new language; for that reason, this essay is focused on describing the importance and the factors that influence motivation in second language learning, which might cause poor motivation; and how it can be fostered among students.

The attitude of students towards learning a foreign language is as fundamental as taking into account the factors that can affect their motivation. In this regard, Humaida (2012) states that home environment, school-related success and failure, teachers' beliefs about teaching and learning, schoolwide goals, policies, procedures, and classroom climate have a direct influence on their motivation to improve their language skills. These factors can certainly provoke a decrease in learners' motivation, which as a result might affect their learning process. As asserted by Saqlain and Islam (2014), when motivation is enhanced, students not only make an effort to learn the language but they enjoy the task of learning it and focus their efforts on achieving their learning goals. Therefore, preventing these factors to take place is a way to guarantee good learning.

In addition, the level of motivation is also another aspect to consider in EFL learning. Spolsky (1990) argues that motivation is important since learners with low motivation "are likely to lose their attention, misbehave, and cause discipline problems. On the contrary, highly motivated students will participate actively and pay more attention to a certain learning task or activity" (p. 907). Similarly, as explained by Vibulphol (2016), poor motivation is not always easy to overcome since it is produced by a lack of interest in learning, poor academic aptitude, dissatisfaction of basic needs, psychological strain, and parental expectations. However, motivation could be fostered among students by creating a warm classroom climate in which they feel a sense of affiliation

and feel respected and important; it is also necessary to prioritize the learning based on practice where learners apply their knowledge (Saheb, 2015). For this reason, teachers should consider all these and further possible aspects that could affect students' motivation in order to prevent them.

In conclusion, motivation plays a fundamental role in the English learning process. Motivation establishes if a student will achieve or not all his learning goals. Hence, teachers must be aware of the importance it has in the EFL classroom since they are also responsible for applying strategies that help students overcome these aspects and difficulties with the purpose to facilitate language learning.

Please, check the essay presented above and answer the following questions.

- How many sources are being used to support the body paragraphs?
- How many sources are quoted and paraphrased?

Quotations:

Paraphrases:

- How did you recognize the quoted information?
- Which are the paraphrased parts?
- Do all in-text citations include reporting verbs? If not, which of the sources is not being introduced by a reporting verb?
- How many reporting verbs did you find? Which are those?

Note. answer the questions in a notebook or Word document.

Well done! I am sure this analysis helped you to understand how source material is integrated in body paragraphs and how they must be cited properly. Now check your answers please: there are five sources; there is only 1 quotation (it uses quotation marks and page number); four paraphrases (each one is followed or preceded by the information); there are four reporting verbs (state, assert, argue, and explain) except the source "(Saheb, 2015)", which is not in the narrative composition.

Now, please consult the following website titled [Integrating Source Evidence into Your Writing](#). In this source, you will find some examples of the correct way to integrate information from different sources into your own composition. I hope it helps!

Dear all, I am sure the website suggested above was very useful and clear to help you understand how to use the information and use it to support your writing. Now, based on the contents studied, please work on the following suggested activity.

It is time to apply your knowledge through the activities that have been proposed below:



Recommended learning activities

1. Look for three academic written electronic sources that contain information related to “the role of motivation in EFL learning”. Then, choose what part/parts of each source you would like to use to include in an academic essay. Write the name of the author(s), year, and page (or paragraph) number.

Practice_Gathering information

Link of the source	Information to be used	Author	Year	Page
1.				
2.				
3.				

Note. Vivanco, L., 2024.

2. Please, practice how to integrate source material in body paragraphs and previous contents by writing an academic essay about “The role of motivation in EFL learning” (you can decide the type of essay you want to write: comparison/contrast, cause-effect, etc.) Use the sources

researched in Activity 1 in order to support your essay. Feel free to look for more reliable sources. Remember to integrate information by using quotations and paraphrases properly cited and referenced.



Main topic: The role of motivation in EFL learning (this is the main topic, but you can modify it to state a title according to the type of essay you will write)



Title of the essay



References (remember to follow APA format, 7th edition)



Dear students, I am sure you wrote a great essay! Please check that your essay is well-structured; also, make sure all the information taken from other sources is using appropriate quoting and paraphrasing techniques, reporting verbs for narrative composition, etc. Finally, check that the list of references is complete and that it follows the APA 7th style.



Note. answer the activities in a notebook or Word document.



3. It is time to assess your understanding, for it, please take the self-assessment quiz 4 proposed below. Remember that after taking it you can check your answers with the answer key with the corresponding feedback. Keep working hard and Good luck!



Autoevaluación 4

1. Quotations have the purpose to...

- a. restate the ideas/statements of authors in their own words.
- b. restate the ideas/statements of authors in your own words.
- c. restate the ideas/ statements of authors choosing only keywords.

2. When quoting information, it is not necessary to include page numbers, only the name of the author and the year of publication.

- a. True
- b. False

3. Which of the following examples show correct quotations? Choose TWO options.

- a. As López (2017) states, "Freedom is one of the most important rights of all human beings." (p. 102).
- b. As suggested by Andrade (2012), "children's rights must be respected under any circumstances." (p. 6).
- c. "The life of humans depends on their ability to overcome difficulties." (Faréz, 2018).
- d. As Vergara (2009) argued that "learning a foreign language" can make a significant difference in a person's life. (p. 98).

4. When quoting audiovisual material, writers must use to reference sources in in-text citations.

- a. Paragraph numbers.
- b. Time stamps.
- c. Page numbers.

5. Brackets are used when...

- a. writers need to remove words from a quotation.
- b. writers want to extract specific information from a text.
- c. writers need to add or modify any word/s of the original text.

6. Paraphrasing is to...

- a. Using your own words to rehearse the authors' ideas stated in a source.
- b. Using the ideas stated in a source by using the author's own words.

- c. Using the words of the author of the original source.

7. Complete the sentence below.



When _____ information from any source, it is necessary to apply more than one. _____ since using a variety of them can help writer to prevent _____.

8. When is it necessary to combine quotations and paraphrases?



9. Partial paraphrases are...



- a. paraphrases which include only the own words from the writer of the original source.
- b. parts of a text that is paraphrased and some specific parts that are textually taken from the original source.
- c. Quotations that include a few words paraphrased by using brackets and ellipsis.

10. Integrating source material in body paragraphs refers to the application of...



- a. all correct quotation rules in the body paragraphs of the essay or text.
- b. all correct paraphrasing strategies in the body paragraphs of the essay or text.
- c. all correct elements such as quoting, paraphrasing, and citations in the body of an essay or text.

Answer key



You have done a great job in the study of this unit 4! I recommend you to go back to these contents in order to reinforce your knowledge. Also, remember to work on all the suggested activities. Remember that if you need any further help, you can contact me during the tutorials or send me a message or email at any time! Keep working hard!



Learning outcomes 2 and 5:

- Analyzes the structure, organization and main ideas of different types of academic texts.
- Identifies the parts of journal articles.

This learning outcome will be reached not only by analyzing academic texts but also by putting into practice the essential elements to comprehend contents in real contexts, these practices will help you understand the importance and role that reading and writing strategies as well as the critical thinking skills have on development of good linguistic skills to communicate accurately.

Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



Week 12

Unit 5. Summarizing

According to Fitzpatrick (2011) summarizing is “finding and representing the main and supporting ideas of a whole article or section of a text.” (p. 220). Furthermore, Freedman (2012) states that summarizing serves two purposes. One of them is to restate general ideas of a text by identifying all concepts; and the other, to express those general ideas with specific and precise language. In this case, it is necessary that you, as writer, analyze carefully which ideas should be part of the summary, and which ones can be omitted.

Dear students, please reflect and answer the following questions:

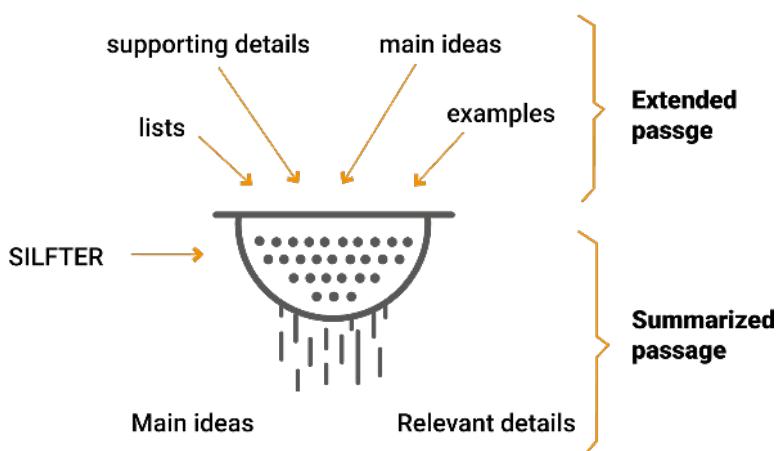
Are summarizing and paraphrasing the same? Do they have the same function? If not, how do they differ?

Note. Answer the question in a notebook or Word document.

Great reflection! As you could analyze, both strategies are not the same since, although they have some similarities, they have different characteristics. For example, the aim of summarizing is to extract only the most important information from any source; hence, the extent of the summary is much shorter than the original source, while paraphrasing usually keeps the same, or quite similar, extent to the original source.

Please, check the figure below and analyze how the process of summarizing information works.

Figure 18
Illustration of summary



Note. Adapted from Caribexams tutorial: *How to write a summary?* [Infographic], by CXC English A tutorials, w. d., [Caribexams](#), CC BY 4.0.

As you can see, summarizing works as a “sifter” to filter ideas that must be used in the final version of an idea. Remember that it is important to decide wisely which ideas are important to be used in your summary.

As readers, there are stages that we need to follow in order to do a good summary. According to Bailey (2018), these stages are:

- **1st:** Read the original text carefully and check any new or difficult vocabulary.
- **2nd:** Mark the key points by understanding or highlighting.
- **3rd:** Make notes of the key points, paraphrasing where possible.
- **4th:** Write the summary from your notes, reorganizing the structure if needed.
- **5th:** Check the summary to ensure it is accurate and nothing important has been changed or lost.

As you can notice, the first step, read carefully, is fundamental when summarizing information because you, as writers, need to keep the same message from the original source, and of course, understand the main points and details, which is the second step. Similarly, after you recognize the main and supporting ideas, these cannot be copy-pasted, but they have to be paraphrased properly (this is proof that you have understood the content). As soon as you have paraphrased the main ideas from the source, now you can start writing your paragraph considering all those ideas. Finally, remember that in the last step, you also need to check for coherence, the use of cohesive devices such as linkers, connectors; and one of the most important elements, punctuation. Keeping the same message as the original source is essential.

Now, to apply the aforementioned steps it is completely necessary to master good reading strategies and specifically, some strategies to summarize information; thus, let's analyze some of the most common strategies that can be used for this purpose.

5.1. Some strategies to summarize information.

SAAC Strategy

This strategy, whose acronym, as stated by Bales (2018), stands for State (name or title of the article, book, story), Assign (author's name), Action (what the author is doing) and Complete (the sentence or summary with keywords and important details) is useful for learners who are getting started in the process of learning to write a summary since it allows them to recognize specific details of the text, story or article.

Advantages of SAAC

Regarding the advantages of this strategy, Jones (2006) indicates that:

- It strips away the redundant and extraneous examples.
- It focuses on the heart of the matter.
- It seeks keywords and phrases that manage to capture the gist.
- It saves the main ideas and crucial details that support them.

Example of summary applying the “SAAC method”

State: Basic Concepts of Reading Instruction

Assign: Gökhan Ari

Action: states

Complete:

Original source: Reading skill is improved by studies on the text. Therefore, the students should come across texts that are suitable to their levels, textuality and readability criteria. The vocabulary of children should be improved in a planned way with text-based word and meaning

studies. Fluid reading, making sense and interpretation skills of children should be pursued with different evaluation types. In the long term, work should be done to make reading a habit for them. (Gökhan, 2017)

Summarized version: Learners should use texts according to different criteria, such as level, textual forms, and comprehensibility. Similarly, assessment should strive for the improvement of young learners' fluent reading, coherence, and analysis skills so it becomes a daily-based practice. (Gökhan, 2017).

5 W'S, 1 H Strategy

This strategy can be used for different levels in which learners need to summarize information, not necessarily in academic contexts. Bales (2018) mentions that this strategy focuses on the use of six questions, these are:

- Who is the story or text about?
- What did the author do?
- When did the action take place?
- Where did the story happen?
- Why did the main character do what he/she did?
- How did the main character do what he/she did?

Advantages of the 5W1H method

[Blog Humanperf Blog \(2018\)](#) states that the strength of the 5W1H method lies in four key attributes:

- **Simple:** there is no need for training or people accredited in the method to successfully answer the questions.
- **Systematic:** the key to success in the summarizing process is to always ask all the questions, one at a time.
- **Versatile:** it can be used equally well to summarize diverse topics from basic ones to complex ones.

- **Comprehensive:** the method can be used to obtain a 360° view of a particular topic.

Example of summary applying the “5 W’s, 1 H method”

Who: Gökhan Ari

What: state the importance and basics of reading instruction in different settings.

When: 2017

Where: Irrelevant

Why: to analyze the importance of reading skill and the main factors that difficult its practice.

How: by answering a set of simple questions that cover the topic from different angles.

Summary: Gökhan (2017) states that learners should use texts according to different criteria, such as level, textual forms, and comprehensibility. Similarly, assessment should strive for the improvement of young learners' fluent reading, coherence, and analysis skills so it becomes a daily-based practice.

Dear students, these are two of the many strategies to summarize information. Now, in order to expand information about this topic and find some steps to summarize information, please check at [Summarizing strategies](#).

After analyzing each one of the summarizing strategies, please reflect on your role as a teacher, and answer the questions proposed below.

- What strategy would you use with children, teenagers, and adults? Why?
(choose one target group)
- How would you apply this strategy? Explain the process.

- What are the possible difficulties you might find when applying it? How could you solve them?

Note. Please answer the questions in a notebook or Word document.

Great job! Keep in mind that some strategies can work for different target groups, but others are more specific for certain groups depending on their level of knowledge. Also, it is important to plan carefully how and when to apply these strategies in order to take advantage of their benefits. Finally, it is necessary to think about the possible problems you might face when applying them with the purpose of having a “plan b”, which might help you, as a teacher, overcome these difficulties. Keep working hard!

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 13

Unit 5. Summarizing

Dear students, in this part of unit 5, you will find information related to one of the most used sources in academic contexts. These are the Journal articles, also called scholarly articles. Before learning how to summarize this type of sources, first, it is important to have a clear idea about what they are, and the common parts they contain. Hence, let's take a look at this very important topic.

5.2. Journal articles

A scholarly article is a short document, written by an expert, for other experts, to communicate new information. The peer review process is what makes these documents special. Before a scholarly article gets published, a group of other experts read the article and decide whether it contains good ideas, sound methods, and accurate research. (Coastal.edu., 2020)

Journal articles are the main means to communicate the advances in research in all fields and serve writers to share the results of their investigation works with the academic community. Journal articles can be written in any language; however, English is the main language used around the world. For this reason, it is important to have knowledge about the parts of these fundamental written productions in academic contexts.

Dear students, most of the journal articles have the same parts, or are quite similar, and the information you can find in them is mostly standardized; however, it depends on the Journal or Magazine the style and specifications in which they have to be presented. In this case, we will focus on the common parts of journal articles in APA format.

5.2.1. Parts of journal articles (APA style)

Common parts of a Journal Article:

Preliminary section

This section includes basic information about authorship.

- **Title:** It is usually stated in an appealing way to attract readers' interest.
- **Author/s and institutional affiliations:** When there is more than one author, then the name of all authors must be included (in order of contribution) as well as the institution each of them belongs to.

The next parts are the ones that include the information of the research; these are:

Figure 19

Common parts of a journal article



Note. Vivanco, L., 2024.

Now, let's analyze each of these parts!

Dear students, I am sure most of you have read the abstract of any research work; perhaps a journal article, a thesis work, etc., if not yet, let's review the information and source provided below:

According to Streefkerk (2020), the abstract section can be understood as a summary of the whole paper in which all the information about the research, such as the problem, method, results, etc., is explained briefly in no longer than 250 words.

In order to deepen in the formatting of APA abstracts, I invite you to check the webpage [APA abstract Page](#) in which you will find the steps to follow not only to know the format of a good abstract but also to learn the steps to write one. Please, analyze the example shown on the webpage and then answer the questions proposed below.

As important as the abstract, is the next section, which is called "Introduction".

The **introduction** includes:

- A clear definition of the problem addressed and its importance in the field of study.
- Theoretical support about the findings gotten by other authors who have researched similar issues.
- The objectives of the study; or the hypotheses presented.
- The design of the research; it means, the method the author has used to get the findings.
- A brief explanation of the implications of the study.

The next section is the "**Methods**". Here, the author includes all the details about the research design followed, as well as the instruments used to gather data. This section is essential in any journal article (or research in general) since it provides readers with an overview of the reliability and validity of the whole research. The information included in this section is:

- Participants
- Materials

- Procedure

Another essential part of a journal article is the “**Results**” section. In this part, the author/researcher presents all the data gathered and analyzed through pictures, tables, or figures. This section deals basically with all the statistical analysis of the findings. In some cases, this section also includes the “**Discussion**”, in which all the findings shown in the tables, figures, and others, are compared or contrasted with the theoretical support from other sources or authors on the same topic. Some journals might require to have this part as a different section.

Last but not least is the “**Conclusions**” section. In this part of the journal article, the author establishes the conclusions drawn after a deep analysis of the results. It is also usual to find the limitations faced in the development of the study as well as some recommendations for future research works.

Finally, this last part of the journal article is well-known to you now. This is the section for “**References**”. In this section, the author includes the names of all the authors cited in the text properly, depending on the type of resource of each author (if the information was taken from other journal articles, blogs, webpages, books, etc.). However, it is recommended that writers use only reliable sources to be included in the paper; hence, consulting in trustworthy journal articles and books is always the best option.



The list of references gives readers a clear idea about the validity and reliability of the whole article since if it includes good references, the article is more likely to be read.

Dear students, in the information presented above, you could analyze the general characteristics of each section that make part of a journal article in APA format. Now, we invite you to review the Anatomy of a Scientific Article available at [APA Guide: 7th Edition](#) in which you will find information in detail as well as examples of all those sections through real journal articles.

Dear all, how was the review of each of these parts? I hope you found them interesting and useful for your own academic use. Now, I invite you to explain in your own words the definitions of each part of a journal article. Please, explain only what you could understand. In case you still have difficulties in this activity, please go back to the contents for further review. Of course, do not forget that you can contact me whenever you need me to clarify any of the parts of these contents!

Recommended learning activities

I invite you to let's develop the suggested following activities:

1. After analyzing the webpage [APA abstract Page](#), reflect and answer the following questions:

- What is the role of the abstract in a journal article?
- Why are “Keywords” important?

Great job! Keep in mind that the abstract summarizes all the research processes followed in a journal article; this is why in many cases the reader decides if it is worth reading the whole paper or not. Similarly, the keywords used allow readers to know specifically the topics the article is covering in the body. Choosing good keywords increases the opportunity for your paper to be read by more researchers.

2. Write in your own words the concepts and characteristics of each part of Journal Articles in APA format.

- Title:
- Author/authors and affiliations:
- Abstract:
- Introduction:
- Methods:
- Results and Discussion:
- Conclusions:

- References:

Dear students, I am sure you summarized these parts of APA journal articles wonderfully! As you can see, all of them perform a different function in the paper but hold the same importance for it. Please, try to find other journal articles and analyze these parts in order to reinforce understanding. Now, it is time to move from recognizing the parts of journal articles in APA format to learning to summarize them. For this purpose, please review the information presented in Summarizing journal articles.

Note. Answer the activities in a notebook or Word document.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 14

Unit 5. Summarizing

Dear students, now that you know the parts of a journal article in APA format and the main characteristics of each of them, let's review some ways to summarize these important sources appropriately. Please, check the details offered below.

5.2. Journal articles

5.2.2. Reviewing and summarizing Journal Articles

The first step to summarize a journal article is to apply effective reading strategies and start a thorough review process. For this, McCombes (2020) asserts that you could follow these 7 steps that are presented in the following infographic:

[7 Key Steps to Effectively Summarize a Journal Article](#)



Dear students, after reviewing the infographic, and checking its relevance and reliability, then it is time to start the summarizing process. At this stage, you will need to focus even more on the reading process first (Step 1) since this is the basis to work on the next steps.

Step 1: Read the article.

This process focuses on the review process itself. The focus should be more analytical and critical at this point. The process for this step is as follows:

- Read the abstract critically
- Understand the context of the research
- Skip to the conclusion
- Identify the main argument or position of the article
- Scan the argument
- Take notes

Step 2. Plan a draft

For this step, you as a writer will need to focus more on the writing process. Working on an outline could be useful at this stage in order to organize your ideas and choose only the key information to be taken from the article. This step follows the process below:

- Write down a brief description of the research
- Decide what aspects of the article are most important
- Identify key vocabulary to use in the summary
- Aim to keep it brief

Step 3. Write your summary.

This is the final production of this process. The tips shown below will give you a guideline on how to construct your summary. It is important to have in mind that a good summary should not be longer than two or three paragraphs (300 words more or less). Thus, choosing the most relevant information is fundamental to this process. Please, analyze all the tips shown below:

- Do not use personal pronouns
- Keep the tone as objective as possible
- Start by defining the research question
- Discuss the methodology used by the authors
- Describe the results
- Connect the main ideas presented in the article
- Refrain from using direct quotations of text from the journal article
- Use present tense
- Revise your draft

Dear students, as you can see, summarizing a journal article is not an easy task. It requires an organized and systematic process which in the end will help you understand the paper, and of course, improve your reading, writing, and critical thinking skills.

Now, I invite you to check the document [General Format for Journal Article Summary](#). Please, download it and review the format to write journal article summaries. Similarly, check the example shown in the document [Example Research Summary](#) in order to check a real example of a journal article summary. I am sure you will find both documents very helpful!

Dear students, based on the review of the aforementioned documents, I invite you to work on the following activities with the purpose of reinforcing knowledge and putting into practice your critical thinking skills.



Recommended learning activities

1. Choose one journal article of your interest. Apply the steps studied to summarize information; finally, write the summary of the journal article chosen following the guidelines analyzed in the documents above.

- Title of the journal article:
- Author/s:
- Year:
- Summary:
- Reference:

Note. answer the activity in a notebook or Word document.

Dear students, I am sure you did a great summary! Make sure it contains the purpose of the study, theoretical support, details of the method, findings, and conclusions. Remember that you must use your own words to summarize the article; it means, you cannot simply copy-paste information from the original source. Also, revise if all the information is appropriately cited and referenced.

2. My dear all, in this unit 5 you learned about the summarizing process and some strategies to summarize information. Also, you studied the parts of journal articles and some steps to summarize these sources. Now, please self-assess your knowledge by taking the Self-assessment activity 5. I am sure you will do it great!



Autoevaluación 5

1. A summary can be compared to a “sifter” because...

- a. It contains all the details stated in the original source.
- b. It contains only the relevant information taken from the original source.

- c. It contains only examples to illustrate the ideas of the author of the source.

2. Reflect and answer the following question.

Is it important to paraphrase information when summarizing sources?

- a. Yes
- b. No

3. Choose TWO options.

A good summary should...

- a. Keep the same length as the original source.
- b. Keep the original message as the original source.
- c. Integrate your own ideas and arguments and the ideas from the original source.
- d. Be shorter than the original source.

4. One advantage of using the SAAC summarizing method is that it omits irrelevant information.

- a. True
- b. False

5. Reflect and answer the following question.

Why are journal articles important in any academic field?

6. All journal articles always follow the same format and specifications.

- a. True
- b. False



7. In the preliminary section of a journal article, the name of authors must be...



- a. included alphabetically.
- b. included in order of contribution.
- c. Included randomly.

8. Which of the following sections should not be included in the abstract?



- a. Method
- b. Conclusions
- c. Preliminary information

9. In the _____ section, the writer includes the statistical analysis shown through tables, figures, graphs, among others.



- a. Method.
- b. Results.
- c. Conclusions.

10. When summarizing journal articles, the first action the reader should take is...



- a. Take notes of the most relevant parts of the article.
- b. Revise the literature review to find the reliability of the article.
- c. Read and revise the abstract.

Answer key

Well done! Remember that the answer key is at the end of this guide, so you can compare your answers and reinforce knowledge.

You have done a great job in the study of this unit 5! I suggest you review and reinforce your knowledge by reading all the sources suggested and by working on your own consults. Remember that if you need any further help, you can contact me during the tutorials or send me a message or email at any time! Keep studying and practicing!

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 15

Units 4 and 5. Review of contents

Quoting and Paraphrasing; and Summarizing

Dear students, in unit 4 and 5 you studied the use of Quoting, Paraphrasing, and Summarizing. Similarly, you revised the parts of a Journal article in APA format as well as some steps to summarize them. Now, it is time to review and reinforce these contents by working on the following suggested activities.



Recommended learning activities

1. Analyze at least five journal articles related to the topic “EFL Education” applying the steps to read and summarize these sources. You can decide the specific theme within this topic.

Journal article 1:

- Author/s:
- Year:
- Summary:
- Reference:

Journal article 2:

- Author/s:

- Year:
- Summary:
- Reference:



Journal article 3:

- Author/s:
- Year:
- Summary:
- Reference:



Journal article 4:

- Author/s:
- Year:
- Summary:
- Reference:



Journal article 5:

- Author/s:
- Year:
- Summary:
- Reference:



2. Write a five-hundred-word academic essay about EFL Education (choose the type of essay) in which you integrate source material into body paragraphs (use the information taken from the journal articles analyzed in activity 1 to provide arguments to your essay). Quote and paraphrase information appropriately (in APA) in order to have a well-written product. Add the list of sources in APA format.

Topic: EFL Education

Theme:

Dear all, you have done a great job! Remember that a good academic essay should have supporting paragraphs which include theoretical references quoted, paraphrased, summarized, and of course, referenced appropriately in APA format. I am sure that after developing these activities you are ready to demonstrate your knowledge by taking the Second Bimester Test. I wish you the best of lucks!

Note. Answer the activities in a notebook or Word document.



Learning outcomes 2, 4 and 5:

- Analyzes the structure, organization and main ideas of different types of academic texts.
- Cites in-text quotations, and references accurately.
- Identifies the parts of journal articles.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 16

Final mid-term activities

Dear students, congratulations for having finished successfully the study of all the units that made part of this second bimester, and in general, all the semester. As you have worked very hard and very responsibly during this period, I am sure you will get wonderful results on your test!

To conclude this review, I suggest you go back to the contents of the second bimester and analyze and test yourselves. Further review is always a good way to reinforce knowledge.

Finally, as you know, this week you will have the opportunity to demonstrate all the knowledge acquired by taking the Second Bimester evaluation.

Please take into account the following tips for this evaluation.

- Re-revise contents and do further practice.
- Check sources suggested all throughout the bimester.
- Check the self-assessment quizzes and analyze each one, especially the ones in which you realize you have difficulties.
- Communicate with your tutor in case you need to clarify any doubt.
- Have enough sleep the night before the test.
- During the test, scan the test so you can organize your time according to the number of questions.

- Take enough time to read each instruction, question and option. Analyze carefully each one!
- Stay relaxed. Nervousness can cause anxiety and forgetfulness!
- Trust in yourself and in the knowledge, you have learned!

You will do it great! Good luck!





4. Self-assessments

Self-assessment 1

Question	Answer	Feedback
1	c	Academic language is used in all academic contexts in or outside the classroom and Conversational language can be used in all social interactions, not only the ones that include interactions with friends.
2	b	Academic language allows people to be proficient to discuss topics of the academic field.
3	a	Journal articles and books are academic resources which are written using formal language.
4	b	Assignment questions are used to find more details about the topic and can also include some background information about it.
5	a, b	Brainstorm and writing the first draft are the steps to be followed. Rubrics must be prepared in advance after a thoughtful process.
6	b	The are many types to work on brainstorms depending on the writer's preferences.
7	a	As this type of essay uses the 5 senses, it describes the main issue as a mental picture.
8	c	This type of essay focuses on defining the actions and their consequences; or vice versa.
9	a	Opinion essays focus only on showing the writer's point of view without pretending to convince the reader about it.
10	b	Comparison/contrast essays can include both, similarities and differences too.

Self assessment

Self-assessment 2

Question	Answer	Feedback
1	a	Plagiarism is a serious ethical offense committed against authors and for which writers might be penalized in different ways. This problem is very common in many educational institutions and must be avoided and prevented.
2	b	Plagiarism can be committed in many types, such as self-plagiarism, copy-paste, collusion, among others.
3	a, b	Using (copy-paste) information and reusing previous assignments are common ways of plagiarism. The way to avoid it is by paraphrasing information and providing appropriate acknowledgment to the sources.
4	b	When tasks that have been assigned as "individual" are presented or developed by more than 1 person, it is also a form of plagiarism.
5	c	Remix is a mix of copy-pasted information from different sources, paraphrases from those sources and some personal contribution.
6	b	Find-and-replace refers to the use of synonyms for certain words used to modify the original source. Changing only the name of the author is Cloning.
7	c	MLA and APA are more generic and serve for different fields while IEEE focuses more on the field of electronics.
8	b	Chicago citation style has two formats to document information: The Notes and Bibliography, which are predominant in history, literature, and arts fields by using endnotes; and the Author-Date style, also known as Reference List usually used for physical, natural, and social sciences
9	a	This citation style offers 3 three systems, namely Citation-name System; Citation-sequence System; and Name-year System used to facilitate the main information needed from the source.
10	b	APA is designed to be used by researchers, teachers, students, and people in general whose purpose is to respect authorship rules.

Self assessment

Self-assessment 3

Question	Answer	Feedback
1	b	All the information of authors cannot be provided in in-text citations. Acknowledgements must be given to all types of sources used.
2	a, b	Reporting verbs are used to simply present arguments or to persuade the reader about the point of view/ideas of the writer.
3	b	The verbs "argue" and "suggest" imply that the author is trying to persuade readers about the arguments presented.
4	b	In narrative in-text citations the name of the author must not be used in parentheses.
5	b	The format of the in-text citation and reporting verb are properly used. Narrative citations must not be used with "&" for authors, and the name of author must not be in parentheses.
6	c	When 2 authors are being cited in parentheses in the text, we use ampersand as well as in the list of references in all cases.
7	a	When there are more than 3 authors, we use only the last name of the first author, plus "et al." and year.
8	-	Answers may vary. Possible answer: Because it gives readers an idea about the relevant literature about the topic reviewed by the author of the paper/work.
9	a, c	The connector "and" is used only for narrative in-text citations.
10	b	Option A belongs to a Book, and the option C belongs to a website.

Self assessment



Self-assessment 4

Question	Answer	Feedback
1	a	Quotations refer to using pieces of information taken textually from the author in the original source, not to using our own words (this last is called paraphrasing)
2	b	When we quote information, its in-text reference must include the name of the author, year, and page (or paragraph) number.
3	a, b	Option C does not have page number; and option D is quoting irrelevant and incomplete information. Coherence needs to be improved too.
4	b	Time stamps are used for audiovisual sources while page and paragraph numbers are for written material.
5	c	Brackets are needed when the writer needs to add or modify words from the original text in order to keep coherence.
6	a	Paraphrasing refers to using your own words to explain or tell the statements of the original source.
7	paraphrasing; strategy; plagiarism.	When paraphrasing information from any source, it is necessary to apply more than one strategy since using a variety of them can help writer to prevent plagiarism.
8	-	Possible answer: When the writer finds it difficult to keep the correct message from the original source.
9	b	Partial paraphrases refer to combination of paraphrases and a few words/parts/ideas copied textually from the original source.
10	c	In order to integrate source material in body paragraphs, writers must take into account all the elements for citing information; namely, quoting, paraphrasing and appropriate in-text citations.

Self assessment

Self-assessment 5

Question	Answer	Feedback
1	b	A summary must include only the most relevant information from the original source, leaving out further details and examples.
2	a	Reason: It is very important to paraphrase information since this is a way to show understanding and to choose only the most relevant information.
3	b, d	A good summary should be shorter than the contents from the original source, but it must keep the same message. Writers could paraphrase information but should not include their own ideas since this could alter the message.
4	a	SAAC summarizing method tries to exclude irrelevant contents.
5	-	Possible answer: Journal articles are the main means to communicate the advances in research in all fields and serve writers to share the results of their investigation works with all the academic community.
6	b	Not, they do not. Even though most of them usually follow a specific pattern, it depends on the journal or magazine the requirements it should contain.
7	b	The contribution of authors to the research determines the order of names in a journal article.
8	c	Preliminary information, such as authors' names and affiliations, is not part of the abstract.
9	b	The "Results" section illustrates with graphs, tables, etc., all data gathered to be analyzed statistically.
10	c	Readers can read the abstract briefly in order to decide if the journal article should be read and taken into account for their purposes.

Self assessment



5. Glossary

Quoting: Repeating or using the same words of a person. Example: Her mother told us, "be home on time".

Partial: To have one part of something; being not total or complete. Example: Tomorrow we have a *partial* test of the bimester.





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