



UTPL

La Universidad Católica de Loja

Vicerrectorado de Modalidad Abierta y a Distancia

Academic Reading and Writing I

Didactic guide





Facultad Ciencias Sociales, Educación y Humanidades

Academic Reading and Writing I

Didactic guide

Carrera	PAO Nivel
Pedagogía de los Idiomas Nacionales y Extranjeros	V

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Academic Reading and Writing I

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1. Information data

1.1 Subject presentation



1.2 UTPL generic competencies

- Communication in the English language.
- 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 the communicative skills of English as a foreign language.





2. Learning Methodology

The study of the subject Academic Reading and Writing I requires an eclectic approach; by using an eclectic approach makes it easy to choose the best approach to be applied depending on the theme and content of study. In this sense and considering the subject's learning outcomes; the writing process approach will be used mostly. Writing process approach is a student-centered approach created to help students improve their writing skills through the application of prewriting, revising, editing, and publishing stages (Vanderpyl, 2012). It will also be applied the collaborative learning approach (CL); it is a renowned approach in the educational field. Unlike traditional approaches that are teacher centered, CL approach is a student-centered approach which requires students to work in small groups of two or more to learn, research, or create academic products. (Smith B.,... 1992). Finally, the flipped classroom approach will be applied to encourage students trigger their self-learning skills to develop theoretical aspect at home, to be well prepared to perform productive activities in class, under the teacher's supervision (Bergnann J. a., 2012).

For the successful development of the writing skills, the teacher will be in charge of assigning and guiding the written assignment and providing clear instructions to students; at the same time, the teacher will provide support to learners throughout every stage of the writing process approach. An additional role of the teacher will be to encourage learners to apply the most common reading and writing strategies: previewing and predicting, activating prior knowledge, questioning, free-writing, mind mapping, listing, searching, planning, proofreading, and so on. Lastly, the teacher will provide personalized feedback to students' work to help learners become acquainted of strengths and weaknesses to be overcome.



In summary, writing process approach and collaborative learning approach, will be mostly applied for written purpose to write different academic texts; while, flipped classroom approach will be applied for reading purpose to acquire knowledge of theoretical principles. Even though these approaches are student centered, the teacher will always be there guiding and ensuring that learners attain significant learning.





3. Didactic guidelines by learning outcomes



First bimester

Learning outcome 1:

Writes paragraphs by applying appropriate writing features.

Dear students, we start the study of the subject *Academic Reading and Writing I* by approaching the first learning outcome which demands a solid understanding of theoretical reading and writing concepts and features, which will serve as the foundation to produce clear, cohesive, and coherent academic texts. To strive this goal, it is essential to activate your independent learning skills to become familiar with key concepts and features that support effective academic writing.

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. Overview of Academic Reading and Writing

1.1 Definition and purpose

Dear students. for the development of the current topic, *Definition and purpose* for academic reading and writing, it is necessary to read a couple of experts' definitions to gain some insights about academic reading and writing



Regarding academic writing, Baird and Vineski (2023), define it as the formal style of writing commonly used in higher education, colleges, research papers and in the academic field, in general. Academic writing demands higher levels of reasoning and argumentation, on the writer's side, to successfully write in their field of study. In the same vein, Hyland (2003) states that academic writing requires knowledge of conventions, styles, language, and audience given a specific discipline. In the same vein, Grami (2010) declares that academic writing is a specialized type of writing that involves careful thoughts, discipline, and concentration.

Once prior knowledge about academic writing has been gained, it is relevant to read definitions that experts have provided for academic reading.

The first experts' contribution states that Academic reading is a disciplinary type of reading. Unlike social reading, Academic reading is complex and structural; therefore, it requires learners to be knowledgeable of reading strategies (Sohail, 2016). An additional contribution for academic reading highlights that academic reading is critical and purposeful reading of long academic texts which is done with the main purpose to complete the study of specific academic subject (Sengupta, 2002). In the same fashion, Leki (2001) declares that academic reading is an extensive type of reading which requires: both intensive and extensive reading of texts, careful analysis and synthesis of material from varied sources, and consciously identification of author's purpose.

With the aim of clarifying, the definitions of academic writing and academic reading have been presented in separate paragraphs; however, it is important to highlight the fact that academic reading and writing are related skills which build up on each other. Regarding reading and writing's relationship, Tsai (2006) states that academic reading and writing are linguistic skills that share similar features; therefore, they are inseparable. Besides, Tsai states that students learn more about academic reading and writing when both skills are intrinsically linked.



Regarding purpose for academic writing and reading, it is stated that the purpose of Academic Writing is to communicate complex ideas through academic texts, or specialized courses; to achieve this goal, Academic Writing follows its own conventions, it is formal, structured, precise, and appropriate to make its content precise and clear for its intended audience (University of Reading, 2024).

In terms of purpose, it is relevant to highlight that the main purpose for Academic Reading is to acquire and construct subject knowledge; furthermore, Academic Reading aims at developing learners' critical thinking by encouraging them to interact with and make connections and judgements between academic texts, to identify author's purpose and possible biases (Wood, 2022).



Dear students, here's a table that summarizes and classifies the definitions, purposes, and relation of academic reading and writing. Make sure you analyze them and store them in your long-term memory.



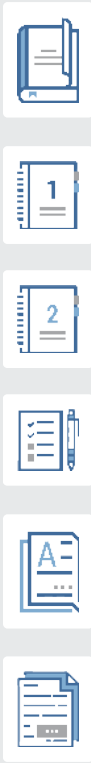
Table 1
Academic reading and writing features

Category	Definition	Purpose
Academic Writing	A formal style of communication used in higher education and research. It involves advanced reasoning, observance to conventions, and clear expressions of complex ideas.	To communicate complex ideas through formal, structured, and precise texts. It ensures clarity and appropriateness for the intended audience.
Academic Reading	A specialized and disciplinary reading process requires strategies to analyze and synthesize complex academic texts. It emphasizes critical thinking and purposeful engagement with content.	To acquire and construct subject knowledge, develop critical thinking, interact with texts, and make connections while assessing authorial intent and biases.
Relation Between Skills	Academic reading and writing are interconnected linguistic skills, sharing features that make them inseparable for effective learning and communication.	Combining both skills enhances understanding and performance in academic contexts by promoting a deeper engagement with texts and effective written expression.

Note. Definitions, purpose, and relation existing between academic reading and writing. By Espinosa, F., 2025.

1.2 Characteristics

Dear students, once you have internalized the definition, purpose, and relation of academic writing and reading, it is necessary to go deep into the elements that guarantee good academic reading and writing. Audience, purpose, clarity, unity, cohesion, and coherence are essential elements responsible for structuring academic texts properly and making academic texts logical and easy to read.



1.2.1 Audience

The word audience, in the academic reading and writing field, is self-explanatory; nonetheless. It is important that you build up your own knowledge based on experts' foundations.

The first experts to provide their contribution about audience are Folse et al. (2015), they highlight the relevance of audience, in the written field, by stressing that good writers keep in mind their audience before, during and after the written process. An additional contribution about audience is given by Oshima and Hogue (2006), they accentuate that in the academic field, the word audience refers to the people who will read what the author has written. To the same regard, Whitaker (2010) adds that the word audience, in the academic reading and writing field, talks about the group of people who are interested in reading the writer's ideas.

Recommended learning activity

Dear students, to get a clearer picture about the role of *audience* in the academic reading and writing field, let's reflect on the following rhetorical questions that a writer should reflect about throughout the whole writing purpose:

- Who specifically is my audience/reader?
- What do my audience/readers already know about the subject?
- Do I need to modify my message for my intended audience/readers?

As a writer, by clearly knowing who my audience (potential readers) is, I will be able to: focus my written text on my audience's prior knowledge, abilities and interests; it will help me, as an author, to be more assertive with my audience's interest in reading, and will allow me to set tone, and level of formality (Baker, 2019).



1.2.2. Purpose

The word purpose is frequently used in everyday life. We usually talk about our personal, family, and professional purposes; however, here we will discuss the purpose for reading and writing academic texts.

Dear students, before going through scientific definitions about purpose for reading and writing academic texts, ask yourselves and reflect about: What is your personal purpose for reading and writing academic texts? Write down your reflections to the rhetorical question above and keep it in a safe place for further discussion.

Once you have activated your prior knowledge about purpose for reading and writing academic texts, it is time to access scientific contributions about it; starting with Hogue (2008), he declares that: “The purpose of academic writing is to explain something or to give information about something”. To the same regard, it is added that there are three common purposes for academic writing: to persuade, analyze/synthesize, and inform the readers (Whitaker, 2010). A final contribution for the purpose of academic reading states that its core goal is to acquire and build up subject knowledge which will contribute to enhance learners’ critical thinking through interaction, connections and judgements of varied academic texts which ultimately contribute to identifying writer’s purpose (Wood, 2022).

Dear students, the comparison of your own reflection about purpose for academic reading and writing, and the contributions provided by experts lead us to a unified understanding for the purpose of academic reading and writing, which is states: ‘The purpose of Academic Reading and Writing is to critically engage readers with academic texts to acquire, analyze, and synthesize knowledge; to effectively communicate ideas, and to develop reasoned arguments that inform, persuade, and contribute to academic discussions. This process triggers deeper understanding, enhances critical thinking, and enables readers and writers to construct valid perspectives for the different academic disciplines.





Dear students in order to gain significant knowledge about the two elements being studied; you are invited to watch the following video about [audience and purpose](#) After watching the video tell what is the purpose of each of them.

Dear students. Let's continue learning another element that contributes to good academic writing. It is time to focus on learning about 'clarity'

1.2.3 Clarity

Dear students, to approach the study of this new element for good academic writing, take your time to reflect on the following analogy. Writing with *clarity* is like looking through a clean window; it allows readers to see ideas easily, just as a clear panel lets us view the world in detail. In contrast, unclear writing is like a foggy window, where confusion, and unfocused meaning forces readers to struggle for understanding. Just as we clean a window to improve visibility, we must refine our writing to ensure that our message is easily understood. Having said that, let's now take a look at experts' definitions of the word 'clarity' in the academic reading and writing context.

Starting with the contribution provided by Patel (2011), the author defines clarity as a vital element that provides value to academic texts. Patel complements the definition by listing some tips to achieve clarity: write as if your audience were children, state a clear topic sentence, use topic and purpose as a guide throughout the text, and avoid using long sentences. In the same line, Folse et al. (2015), accentuate that for an academic text to achieve clarity, it is necessary to use clear and specific language to enable readers identify the topic being discussed with ease. In the last contribution considered, it is asserted that a written text is clear when it can easily be understood from the first time it is read (Whitaker, 2010).



In order to expand your knowledge about clarity, you are invited to watch the current video which is meant to expand your knowledge about [clarity for academic writing](#)



Hello dear students; recapitulating the information learned about audience, purpose, and clarity, it is asserted that considering the *audience* throughout the writing process is essential to ensure accurate communication between the writer and the reader. Writers must be aware of their audience's background knowledge, expectations, and needs, to adapt their language, tone, and structure accordingly to enhance comprehension and engagement. Additionally, the *purpose* of Academic Reading and Writing involves critically engaging readers with academic texts to help them acquire, analyze, and synthesize knowledge. Through this process, writers effectively communicate ideas and develop well thought arguments that inform, persuade, and contribute to academic discussions. Equally important is *clarity*, a fundamental characteristic of academic writing that ensures a text is easily understood upon first reading. Achieving clarity requires the use of precise and straightforward language, logical organization of ideas, and consistency in presentation. By maintaining a strong awareness of audience, purpose, and clarity, writers can produce well-structured, coherent, and impactful academic texts.

Recommended learning activity

Dear students. It is necessary to move from theory to practice. For this regard, you are invited to perform the exercise provided below.

[Annex 1. Week one – activity 1](#)





Week 2

Unit 1. Overview of Academic Reading and Writing

1.2 Characteristics

1.2.4. Unity

Dear students, think about the following context: writing with *unity* is like a well-prepared orchestra performance, where each instrument plays in harmony to create a clear and cohesive melody. If one musician plays offbeat or out of tune, the entire performance feels disjointed and confusing. Similarly, in academic writing, every sentence and idea must contribute to the main idea, ensuring a smooth and logical flow of the written text.

Let's move one step forward to analyze some facts about unity, in the reading and writing field. It is highlighted that unity guarantees that a paragraph develops a unique idea from beginning to end, which means that every supporting statement ought to prove the main subject and its controlling idea (Oshima & Hogue, 2006). In the same vein, Folse et al., (2015) stress that for a paragraph to achieve unity, every sentence from the body paragraphs must be closely related to the topic sentence and its controlling idea/s.

Dear students. By comparing the definition for unity given from prior knowledge, and the definitions given by experts, it is found that they are alike which means that combining general background knowledge with experts' knowledge, will help us to gain significant knowledge about unity in the academic reading and writing field.

Let's expand our knowledge about unity by highlighting some requirements needed for a written text to achieve unity. As stated by Savage (2007), these are some of the requirements for a written paragraph to meet unity: the topic sentence must clearly state the main subject and controlling idea/s, the



supporting statements develop a controlling idea by using examples, facts, statistics, or quotations, the concluding sentence should paraphrase the topic sentence, every academic paragraph develops a unique idea.

Dear students, you are invited to complement your knowledge on the current topic by watching the video about the [application of unit](#).



Dear students, at this stage of the study, you are clear to the fact that an academic paragraph meets unity only when its supporting details are directly related to the paragraph's main idea which is stated in the paragraph's topic sentence.

Recommended learning activity

To clearly understand the relation existing between supporting sentences and its main idea, which is called unity; It is recommended to perform the activity suggested below.

[Annex 2. Week two – activity 1](#)

1.2.5 Cohesion

Dear students, for your better understanding of the current principle for good academic writing, you have to know that *cohesion* in writing is like a strong chain where each link connects smoothly to the next, creating an unbroken line of support. If a single link is weak or missing, the entire chain loses its strength and falls apart. Similarly, in academic writing, cohesion ensures that sentences and ideas flow logically using transition words, pronouns, and consistent structures.

Let's expand your knowledge about cohesion by reading some experts' contributions about this important element for good academic writing.



Regarding cohesion, Kim et al. (2023), explains that cohesion in writing is achieved by linking words, phrases, sentences, and paragraphs in a way that makes their relationships clear and logical to the reader, ensuring a smooth flow of ideas. Some key structural elements that help achieve cohesion include the repetition of key nouns, the use of synonyms, pronouns, cohesive devices, and word or phrase references, among others. Conversely, when a piece of writing lacks cohesion, readers may struggle to understand it, leading to confusion and a loss of interest in the text (Shatiya, 2020). That is why effective academic writers follow a structured process to ensure clarity and accuracy. According to Savage (2007), they begin by gathering, organizing, and developing their ideas. They then write multiple drafts, revising each one carefully to identify and improve issues related to unity, coherence, and cohesion.



Dear students. In order to help you internalize your knowledge about cohesion, you are invited to watch the current video about [what, why, and how to achieve cohesion](#)

Dear students, at this point of the study about cohesion. You have to keep in mind the following concepts. First, cohesion in academic writing refers to the logical connection between ideas, achieved through vocabulary and grammatical structures. Second, it is essential because it ensures clarity and helps readers follow the writer's argument smoothly. Third, without cohesion, a text may appear disconnected and difficult to understand. Finally, writers can enhance cohesion by using cohesive devices such as pronouns, lexical signposts, and repeated keywords.

Dear students, it is time to focus our attention to the last element for good academic writing.



1.2.6 Coherence

Let's analyze the following context to get our first approach to *coherence*. Coherence in writing is like following a well-marked road map that guides travelers smoothly to their destination. If the map is clear and organized, with properly labeled routes and landmarks, the journey is effortless and logical. However, if the map is disorganized or missing key directions, travelers become confused and may struggle to reach their goal. Similarly, in academic writing, coherence ensures that ideas are logically arranged and connected, allowing readers to follow the writer's train of thought without confusion or distraction.

Regarding coherence, experts in the academic reading and writing field have made valuable contributions. Starting with Oshima and Hogue (2006), they define coherence as the logical organization that allows the transition from one sentence to another, flowing smoothly; in short, a paragraph achieves coherence if it follows a mental organization that has been carefully planned. To the same regard, Savage (2007), explains that a paragraph is coherent when its supporting details are organized in a way in which information that goes together appears together; it is also highlighted that time, space, and order of importance are useful elements to ensure that a paragraph is coherent. Oshima and Hogue (2006), also pointed out that there are four ways to ensure that a paragraph achieves coherence: repetition of key nouns, use of consistent pronouns, use of transition signals, and organization of ideas in a logical order.



In order to expand your knowledge acquisition about coherence, it is suggested to watch the current video which displays valuable information about the [main features of cohesion and coherence](#) and make sure you apply those features when writing.

Dear students, considering all the information that has been provided, it is assumed that you are already acquainted with the most relevant features about coherence which assert that coherence in academic writing refers to the logical flow of ideas that allows readers to easily follow and understand a text.



An academic paragraph or essay achieves coherence when its ideas are well-organized, related, and presented in a clear, logical sequence. The most effective ways to achieve coherence include repetition of key nouns, use of consistent pronouns, use of transition signals, and organizing ideas based on time, space, or importance.

Once the study of unity 1 has been finished, it is suggested to keep in mind that effective academic writing relies on six fundamental elements: audience, purpose, clarity, unity, cohesion, and coherence. Starting with the understanding of the *audience* as the intended readers which helps to shape the content, tone, and style to ensure engagement and comprehension. Moving on, it is emphasized that a well-defined *purpose* guides the structure and language, ensuring the writing effectively informs, persuades, or analyzes a topic. Continuing with the analysis of the elements for good academic writing, it is paramount to highlight that *clarity* is essential for making ideas easily understood, requiring precise wording and logical sentence construction. An additional element to consider is *unity* which ensures that all information within a paragraph or text directly supports the main idea, preventing unnecessary deviations. Another important element to be mentioned is *cohesion* whose function is to enhance readability by linking sentences and ideas through reference words, repeated concepts, and transition signals, while the last, but not the least important element, coherence which ensures logical organization and smooth progression of ideas, allowing readers to follow the argument effortlessly. Together, these elements create strong, structured, and effective academic writing.



Recommended learning activities

Activity 1

Dear students, with all the valuable information in mind, it is time for you to internalize the acquired knowledge by performing a practice activity.

[Annex 3. Week two – activity 2](#)



Activity 2

Once the content from unit one has been successfully developed, it is appropriate to evidence the knowledge you have acquired by developing Self-Assessment 1, good luck!



Self-assessment 1

Choose the right answer to each question.

1. Academic writing primarily requires:
 - a. Creative storytelling and personal opinions.
 - b. Advanced reasoning and argumentation skills.
 - c. Extensive use of informal language.
2. Academic reading primarily aims to:
 - a. Entertain and amuse the reader.
 - b. Critically and purposefully read academic texts to study a subject.
 - c. Skim through texts for quick understanding.
3. What do good academic writers consider before, during, and after the writing process?
 - a. Grammar and punctuation
 - b. The length of their text
 - c. Their audience
4. What is define as an audience in academic writing?
 - a. A group of people interested in the writer's ideas
 - b. Anyone who comes across the text
 - c. Editors and publishers



5. Which of the following is NOT one of the common purposes of academic writing?
- a. To entertain
 - b. To persuade
 - c. To analyze/synthesize
6. What is a key characteristic of clarity in academic writing?
- a. The use of long and complex sentences
 - b. Writing as if the audience were children
 - c. Using technical jargon extensively
7. What is it recommended to ensure clarity in academic writing?
- a. Using specific and clear language
 - b. Using abstract and vague terminology
 - c. Writing in long paragraphs without topic sentences
8. What is the primary purpose of unity in a paragraph?
- a. To include as many ideas as possible
 - b. To ensure every sentence supports the main idea
 - c. To use different writing styles in a single paragraph
9. What should every supporting statement do?
- a. Introduce a new topic
 - b. Provide additional ideas that are unrelated
 - c. Prove the main subject and its controlling idea
10. What happens when a paragraph lacks unity?
- a. It is more engaging to the reader
 - b. It confuses the reader because the sentences are unrelated
 - c. It makes writing more creative



11. What is the main goal of cohesion in writing?

- a. To use complex vocabulary
- b. To ensure logical connections between ideas
- c. To make sentences longer

12. What happens when a text lacks cohesion?

- a. Readers struggle to understand it
- b. It becomes more engaging
- c. It contains more factual information

13. Why is cohesion important in academic writing?

- a. It helps readers follow the argument smoothly
- b. It makes writing more artistic
- c. It reduces the need for revisions

14. What does coherence refer to in academic writing?

- a. The grammatical correctness of a sentence
- b. The use of academic vocabulary
- c. The logical flow of ideas

15. What is the purpose of organizing ideas in a logical order?

- a. To confuse the reader
- b. To improve the text's readability
- c. To use more complex vocabulary

[Ir al solucionario](#)

As soon as you verify the responses, let me know if you have any questions; I will be happy to provide support about any academic issue you may have from the content studied in unit 1.



Remember that you are not alone, make use of our different means of communication: text-messages through EVA, virtual tutorials, and text messages through institutional mail.



Congratulations dear students. You have successfully finished the study of unit number 1.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 3

Unit 2. Classification of Academic Texts and Reading Strategies

2.1 Types of Academic Texts

Hello dear students, the variety of texts in the academic and social world is like the diverse tools in a scientist's laboratory, each serving a specific purpose. Just as a scientist uses microscopes for detailed analysis and test tubes for experiments, different texts provide distinct functions in communication. While newspapers and blogs inform common people in general, academic texts such as shared sources and scientific articles are the essential tools for university students, offering reliable, structured, and research-based knowledge. As university students, mastering these academic texts is crucial for developing critical thinking and engaging in scholarly discussions.

Let's start with the analysis of the first academic texts, and the varieties among them.

2.1.1 Provided sources

Let's gain some general insights by analyzing the following context about shared sources. Shared sources are like guiding compasses that have helped students navigate the world of knowledge for generations. In the past, these



compasses existed only as printed books, heavy but essential, filled with structured information to support learning. Today, while the purpose of teaching and learning remains the same, shared sources have evolved into digital versions, offering interactive content, multimedia integration, and easy accessibility.

To deepen your understanding of shared sources, let's explore insights from experts in the academic field. Ronato (2017) explains that shared sources serve as standard learning materials for specific fields of study. Their features include supporting learners in educational contexts while varying in style, tone, and complexity depending on their intended audience. Additionally, Maxwell (1985) discusses the advantages and disadvantages of both print and digital shared sources, highlighting their different benefits in academic settings.

In order to broaden your background information about shared sources, visit the annex below to search for additional information about the advantages and disadvantages of digital and printed shared sources; besides, you will be able to gain insights into the importance of knowing about books' scope and sequence to make a supported decision for shared sources selection.

[Annex 4. Week three - activity 1](#)

Dear students, keep in mind that both printed and digital shared sources have their corresponding strengths and limitations. Choosing between them depends on personal preferences and learning styles. Additionally, understanding scope and sequence is crucial in evaluating a shared sources effectiveness for academic use. The decision to use a printed or digital shared sources should be based on careful reflection to ensure that reading remains both productive and enjoyable.

2.1.2 Journal Articles

Regarding journal articles, they are compared to freshly prepared scientific meals crafted by expert chefs-researchers who use precise ingredients data, and analysis to create high-quality knowledge. Unlike general information



found in blogs or social media, which can be considered like fast food, quick but not always reliable, journal articles go through a rigorous review process, ensuring accuracy and credibility. In the academic world, they serve as essential sources for students and scholars, providing the most up-to-date and trustworthy insights to support research and critical thinking.

Let's see what experts tell us regarding trustworthy academic sources. Tacoma Community College Library (2021) remarks that a scientific article is considered a detailed piece of research which has been written by the researcher-scientist her/himself following a scientific method to achieve valid conclusions for the benefit of the academic field. To the same regard, it is highlighted the importance of using scientific articles; in fact, Academic Journals (2022), stresses that the importance of using academic articles relies in terms of timeliness, for issues of journals are published with more frequency than any other academic source; therefore, academic articles are the best sources of keeping up to date with the most updated outcomes in one's field of interest. This timeline benefit is particularly relevant if the topic of our interest is subject to regular changes and development. An additional advantage about scientific articles, rely on its verified validity which makes journal articles important and trustworthy sources of research. In fact, when an author hands in an article to the journal, the article is reviewed by at least two subject experts to verify that its methodology and conclusions are suitable and valid for the academic community.



In order to expand your knowledge about scientific articles, it is recommended to visit the current website about the [structure of scientific paper](#) and highlight the function of each of its parts.

Dear students, from all the information you have read about scientific articles, it is relevant to keep in mind that scientific articles are essential sources of reliable academic information because they are performed by researchers who follow a rigorous scientific method to ensure the validity of their conclusions. In terms of advantages, one of the primary advantages of scientific articles is their timeliness, as journal issues are published more frequently than other



academic sources, allowing researchers to stay informed about the latest developments in their fields. This timeliness is especially crucial in disciplines that undergo rapid advancements. Furthermore, academic articles undergo a meticulous peer-review process, where at least two subject experts evaluate their methodology and conclusions before publication, ensuring their reliability and credibility. Consequently, the combination of timeliness and verified validity makes scientific articles indispensable tools for researchers seeking accurate and up-to-date knowledge in their fields of study.

2.2. Reading Strategies for Reading Academic Texts.

2.2. Reading Strategies for Reading Academic Texts

Dear students, as you know, academic reading is a specialized process that requires strategic approaches to effectively analyze and synthesize complex texts. Given its emphasis on critical thinking and purposeful engagement, applying different reading strategies is essential for improving reading productivity and optimizing time. These strategies enable readers to construct subject knowledge, interact with texts meaningfully, and assess authors' purpose and biases. By utilizing techniques such as previewing and predicting, activating prior knowledge, questioning, among other, readers can enhance comprehension, retain key information, and develop a deeper understanding of their fields of study. Therefore, mastering diverse reading strategies is fundamental for academic success and intellectual growth.

2.2.1. Previewing and Predicting

Let's start with the study of the first reading strategy, *previewing and predicting* which is aimed to help academic readers improve their reading comprehension and optimize their reading time. Prior formal study of the current reading strategy let's think about the time when you watched a movie trailer before seeing the full film. Just as a trailer gives viewers a glance of the movie's main themes, and characters, previewing a text allows readers to scan titles, headings, visuals, and introductory paragraphs to anticipate its content.



Similarly, predicting in reading is like making educated guesses about a movie's storyline based on the trailer; readers use prior knowledge and context clues to anticipate what the text might discuss.

Considering you have understood the function of previewing and predicting reading strategy, it is necessary to deepen your understanding of this reading strategy by analyzing its definition provided by Excelsior Online Writing Lab. (2023), which states that previewing and predicting is a reading strategy that focuses on examining the content and organization of a text in order to predict what the text will be about before reading it fully.

Aside from understanding what previewing and predicting is, it is valuable to know its process of application. Excelsior Online Writing Lab. (2023), declare that previewing involves scanning and skimming specific elements of a text before digging into detailed reading. This process allows readers to identify the structure and main points of a text by focusing on key signposts. Titles, headings, and subheadings provide an initial framework, while the first paragraph or introduction offers insight into the purpose and scope of the material. Similarly, skimming the last paragraph or summary enables readers to anticipate conclusions and the overall direction of the text. Additionally, scanning the first sentence after each heading highlights key arguments or points, while reviewing an abstract, if available, provides a concise overview of the content. Other textual features, such as bold or highlighted words, figures, tables, and charts, further emphasize critical information. Supplemental materials, including chapter outlines, objectives, discussion questions, or vocabulary lists, also serve as valuable guides for predicting key themes (Excelsior Online Writing Lab, 2023).

For a well-structured summary of the most relevant aspects of previewing and predicting reading strategies, visit the current section.

[Previewing and Predicting](#)

Dear students, be aware that by integrating previewing and predicting into the reading process, individuals become more strategic and effective readers. These techniques not only optimize comprehension and retention but also help



manage reading workload efficiently. Ultimately, the right application of the current reading strategy will help to decide whether a text is relevant or not for the reader's purpose, it will also help to discriminate relevant than irrelevant information.

Recommended learning activity

Dear students, to expand your knowledge about previewing and predicting reading skill, it is recommended to visit the current website which provides a [practice activity to apply previewing and predicting](#) Perform the activity and be ready to respond tutor's questions about it.

2.2.2 Activating prior knowledge

Dear students, prior to starting with the official study of the current reading strategy, let's imagine approaching a puzzle. Before starting, you might classify the pieces by color, edge shapes, you may also recall similar puzzles you've completed. This prior experience guides your strategy, making the assembly process easier and more efficient. Similarly, when reading, activating prior knowledge allows you to connect familiar concepts to new information, facilitating better understanding.

Once prior knowledge has been recalled, let's get to know what experts say in terms of *activating prior knowledge/schemata* for reading purposes. Regarding prior knowledge/schemata activation, Abraham (2002) points out that teaching reading requires that teachers activate the students' schema throughout the pre-reading stage by helping students recognize the knowledge that they already have about the topic of a text on the premise that this background knowledge becomes a significant part of the reading process.

To the same extent, Carrell and Floyd (1989) argue that teachers ought to teach their students to activate and use their background knowledge and must also help them build a bridge between their existing and new knowledge.





Dear students, to deepen your understanding about activating prior knowledge/schema you are invited to watch the current video about [What is and how to activate prior knowledge/schema](#)

By considering your own experience throughout many years of study, and what the experts suggest regarding activating prior knowledge/schema and its importance. It could be inferred that activating prior knowledge/schema involves linking learners' existing knowledge and experiences to new information in order to enhance their understanding. By connecting what they already know to new content, students can better comprehend and acquire significant knowledge. This process is essential to take place in the pre-reading stage, as it prepares students to integrate new concepts with their existing ones, leading to highly significant learning experiences.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 4

Unit 2. Classification of Academic Texts and Reading Strategies

2.2. Reading Strategies for Reading Academic Texts

2.2.3 Questioning

Hello dear students, prior to starting with the analysis of the new reading strategy, let's take a short time to think about the current analogy: Imagine you're a detective investigating a mystery. You don't passively observe the scene; instead, you actively ask questions: Who are the suspects? What motives might they have? This inquisitive attitude leads you to uncover hidden clues and understand the bigger picture. Similarly, in reading, adopting a questioning mindset transforms you from a passive reader into an active reader. By posing questions before, during, and after reading, such as, "What is the author's purpose?" or "What might happen next?" you engage more deeply



with the text, leading to improved comprehension and retention. This strategy not only clarifies complex ideas but also fosters critical thinking, making your reading experience more interactive and intuitive.

Considering the importance and usefulness of 'Questioning' reading strategy; it is relevant to highlight experts' point of view about learners' development of this reading strategy. In this regard, to improve students' comprehension of informational texts, educators should help them recognize the unique linguistic and structural features of academic disciplines. By emphasizing attention to the characteristics of specialized texts, teachers can model effective questioning strategies that promote active engagement before, during, and after reading. This gradual release of responsibility allows students to develop independent control over their comprehension strategies (Coiro & Dobler, 2007).

Beyond reading comprehension, questioning strategy also contribute to broader academic skills, including vocabulary development, critical thinking, problem-solving, and procedural understanding. For instance, developing the ability to ask meaningful questions before, during, and after reading is essential for enhancing text comprehension. This approach involves formulating questions that help clarify your purpose for reading, set expectations, and assess your attitude toward the topic. Additionally, creating guiding questions can facilitate a more focused reading process. As you engage with the text, questioning serves as a strategy to monitor your understanding, ensuring that key ideas are grasped effectively. Finally, reflecting on and evaluating the text through questioning allows for a deeper analysis of its content and meaning (Excelsior Online Writing, 2023).



To help you deepen your understanding of the function and applicability of Questioning reading strategy, it is recommended that you attentively watch the current video about [type of questions](#) and take notes about the type of questions to asked before, during, and after reading.



Dear students, from all the information analyzed about questioning reading strategy, it has to be highlighted that this strategy enhances reading comprehension by helping students recognize the linguistic and structural features of academic texts where teachers play a key role in modeling effective questioning before, during, and after reading, gradually guiding students toward independent comprehension. Beyond reading comprehension improvement, questioning fosters vocabulary development, critical thinking, and problem-solving. This reading strategy is widely applied in education, such as in teacher training programs throughout the different disciplines, where deeper reasoning and conceptual understanding is required. By integrating questioning into discussions, educators help students construct knowledge and develop analytical skills.

Recommended learning activity

As 'Questioning' reading strategy claims, it is necessary to move from being a passive reader to becoming an active reader; therefore, it is suggested to perform the recommended learning activity below.

[Annex 5. Week four – activity 1](#)

2.2.4 Recognizing topic, main idea, and supporting points

Dear students, for a better understanding of the current reading strategy, let's see yourselves as news reporters covering a big story. Just like reporters need to collect information through interviews, facts, and evidence to present a clear story, a reader must identify the key elements: topic, main idea, and supporting points, in a text to fully understand the message delivered.

Once the theme of the new reading strategy has been explained through an analogy, now we are ready to analyze each of the elements of a reading text and their functions one by one. Beginning with the first element, 'The Topic'; it



refers to the broadest theme, often recognized as the subject of the main idea (Cuesta College, 2021). The author also highlights that the primary role of the topic is to give readers a general understanding of what will be discussed.

Let's focus your attention to the second key component of written material, 'The Main Idea'. According to Cuesta College (2021), the main idea conveys the central message that the author intends for the reader to grasp. Essentially, it represents the core argument or point that the writer aims to elaborate on throughout the entire text. Typically, the main idea appears at the beginning of an academic paragraph; however, it may sometimes be positioned in the middle or at the end, which is the case of essays. Regardless of its location, the main idea defines the writer's primary focus, which readers must identify (Cuesta College, 2021).

The same author highlights that *Supporting Details* consist of statements that strengthen a paragraph and contribute to the development of larger written pieces. Their primary purpose is to clarify or substantiate the main idea. In academic writing, the most frequently used types of supporting details include facts, statistics, and examples. Recognizing these details enables readers to stay aligned with the topic and gain insight into the author's perspective on the main idea being explored.



Dear students in order to join and expand all what you have learned about the different sections of a written text, you are invited to watch the current video about [topic, main idea, and supporting details](#) Afterwards, apply this reading strategy to the first academic material you may have to read.

Dear students, keep this information in mind; recognizing the topic, main idea, and supporting details is essential for understanding written material. The topic serves as the broadest theme, offering readers a general sense of what the text will discuss. The main idea, which represents the central argument or key message, can appear at the beginning of an academic paragraph, mostly; sometimes in the middle, or at the end of the introductory paragraph of an essay. Identifying and highlighting the main idea helps readers maintain focus



on the subject throughout their reading. Supporting details, including facts, statistics, and examples, reinforce the main idea by providing clarification and evidence. These elements work together to structure a well-developed academic text, allowing readers to engage more effectively with academic material.

Recommended learning activity

Dear students at this stage of the study, you are challenged to visit the current site and perform the activity suggested there; it is meant to assess your current knowledge acquisition.

[Recognizing topic, main idea, and supporting points](#)

2.2.5. Exploring Purpose

Dear students, we continue with the study of reading strategies that are meant to enhance reading skills. It is the turn to study 'Exploring Purpose' reading strategy. Hence, prior to starting with the official learning of this useful reading and writing strategy, let's imagine you're planning a trip. Before packing your bags and heading down the road, you need to ask yourself some important questions:

where are you going? (destination)

Why are you going there? (purpose);

How will you get there? (transport).

With that idea in mind, now, think about reading and writing in the same way. Every time you write, you have a destination (message) and a purpose (reason); are you trying to inform, persuade, or entertain? If you don't know your purpose, it's like traveling without a map, you might get lost, or your audience might not understand your message. But when you explore your purpose before writing or reading, you can make better decisions about what to say or read.



After having contextualized the current reading strategy 'Exploring Purpose', let's see what experts say about it. This reading strategy involves identifying and clearly defining the reason for engaging with a text. According to Nunan (1991), setting a reading purpose influences key aspects of the reading process, including the selection of genre, choice of text, strategic approach, and comprehension objectives. This strategy is fundamental to effective reading, as it enables individuals to engage with texts in a goal-oriented manner.

To the same regard, Dowhower and Lawrence (1999) highlight that setting a purpose is inserted within educational standards and serves as a prerequisite skill for meeting learning expectations. When readers approach a text with a defined purpose, they are better equipped to analyze its explicit meaning and draw logical inferences.

Moreover, Cleaver (2024) emphasizes that comprehension begins before reading even starts, and educators should guide students in establishing a clear purpose, whether for entertainment or information gathering. A well-defined purpose enhances focus, allowing readers to prioritize key details while disregarding less relevant content.

Additionally, purpose-setting activities play a vital role in activating students' prior knowledge about a topic. Guthrie (2005) explains that providing specific reading purposes prevents students from feeling overwhelmed by excessive information; instead, it enables them to focus on well-defined goals, such as identifying main ideas, locating specific details, or understanding vocabulary. By adopting this strategy, readers not only improve their ability to comprehend texts efficiently but also develop stronger critical thinking and information-processing skills.

Considering the aforementioned facts, it is evident that *exploring purpose* reading strategy is highly important to enhance learners' reading comprehension and information-processing skills; therefore, it is suggested to



read the current article to expand knowledge about specific [strategies to support purpose setting instruction](#) for better reading comprehension. Point out three of the most relevant strategies, for you, to support purpose.



An additional reading strategy '*identifying author's purpose*' also contributes to enhance readers' reading comprehension and information processing skills. Let's get to learn how it works by watching the current video about the reading strategy [identifying author's purpose](#) and tell what PIE stands for.

In summary, the *exploring purpose* reading strategy involves clearly defining the reason for reading, which influences text selection, comprehension strategies, and reading objectives. This approach helps readers engage with texts in a goal-oriented manner and is essential for meeting educational standards. A well-established purpose enhances comprehension by guiding focus, prioritizing key details, and making logical inferences. Additionally, purpose-setting activities activate prior knowledge and help readers manage information efficiently. By applying this strategy, individuals improve comprehension, critical thinking, and information-processing skills.

2.2.6 Analyzing and synthesizing texts

Dear students, we have arrived to the end of the reading strategies to be analyzed in the current virtual guide. "Analyzing and synthesizing a text is like preparing a balanced meal from different ingredients. First, you carefully examine each ingredient—its flavor, texture, and nutritional value—just as you analyze different ideas, arguments, and perspectives in a text. Then you combine these elements thoughtfully, ensuring they complement each other to create a well-rounded dish, just as you synthesize information to form a deeper understanding or solve a problem. In both cases, success depends on selecting, organizing, and integrating the right components to achieve a meaningful and satisfying result."



To better understand these two challenging reading strategies, it is a good idea to start learning about them independently. Starting with the study of the reading strategy 'Analyzing Texts, it is pointed out that it requires breaking a text down into smaller components to examine them individually. It is a process that encourages critical thinking and generates ideas for writing (Writing Space, 2021). This skill is essential in academic work, as it enables students to deconstruct a subject, explore its key elements, and evaluate how these parts interact to shape a broader meaning.



Even though the aforementioned description of the reading strategy analyzing text was clear; it is suggested to visit the current OER which provides accurate information about different strategies that explain [how to analyze a text](#)

Now It is time to learn how experts describe this strategy. Synthesizing is a cognitive process that involves combining, reorganizing, recalling, or retelling information to develop new understanding and insights (Harvey & Goudvis, 2000). This skill allows readers to integrate newly acquired knowledge with what they already know, forming a more comprehensive and meaningful perspective on a subject. Rather than merely summarizing information, synthesis requires critical thinking to establish connections, recognize patterns, and construct original interpretations.

It is also highlighted that synthesizing is one of the most advanced reading comprehension strategies, requiring readers to grasp the core meaning of texts and clearly articulate the ideas obtained from the texts without simply summarizing the information (Williams, 2011). Effective synthesis goes beyond restating key points; it also makes meaningful connections between the texts and the reader's own knowledge, experiences, or insights. By actively engaging with the material in this way, readers develop a deeper understanding, allowing them to construct new perspectives and critically evaluate the significance of the information they find. William suggests learners to consider the questions below to be guided through the synthesizing process:



What does the author believe?

What shows me what the author is thinking? What else have I read that is similar to this text?

Has this reading changed my opinion on this topic?

Does this text make me think differently about things that I know or have experienced in my own life?



As a final support for the reading strategy synthesizing, it is recommended to visit the following website which provides guidance on [how to synthesize what you read](#)

Dear students, you ought to do your best to learn and apply the most relevant features of the reading strategies analyzing and synthesizing. Analysis involves breaking down a text into its fundamental components to examine them individually. This process fosters critical thinking by enabling readers to identify key elements, explore their interrelations, and interpret their role in shaping a broader meaning. Through analysis, students can engage deeply with a subject, generating informed perspectives and ideas for their own writing. On the other hand, synthesis is a higher-order cognitive process that requires integrating, reorganizing, and reinterpreting information to form a new knowledge/concept. This skill allows for a more comprehensive perspective by combining newly acquired knowledge with prior experiences and ideas.

Recommended learning activity

Before moving forward on the study of new interesting topics, let's show yourselves how deep your knowledge about content from unit 2 is by taking the self-evaluation assigned for this stage of study. Best wishes.





Self-assessment 2

1. What is the health benefit of printed shared sources?
 - a. They help reduce eyestrain.
 - b. They improve eyesight.
 - c. They make students read faster.
2. What process ensures the validity of academic articles?
 - a. The articles are edited by the authors.
 - b. They are reviewed by at least two subject experts.
 - c. Readers provide feedback after publication.
3. What does activating prior knowledge involve?
 - a. Introducing entirely new concepts without context
 - b. Memorizing information without understanding
 - c. Engaging learners' existing knowledge to understand new information
4. Which of the following is a method to activate prior knowledge?
 - a. Assigning pre-instructional activities
 - b. Asking students to memorize definitions
 - c. Providing answers before asking questions
5. What is the primary goal of the previewing stage in the 'Previewing and Predicting' strategy?
 - a. To memorize the text
 - b. To examine titles, headings, and visual elements
 - c. To read the text in detail
6. Which of the following is NOT a component of the previewing process?
 - a. Reading the entire text word-for-word



- b. Observing images, charts, and graphs
- c. Noting highlighted or bolded terms

7. Why is activating prior knowledge important in this strategy?

- a. It distracts from the new information
- b. It creates a connection between what the reader knows and new content
- c. It encourages memorization of the text

8. Which advantage is associated with the 'Previewing and Predicting' strategy?

- a. Encourages passive reading
- b. Promotes faster skimming without comprehension
- c. Facilitates deeper understanding

9. What is the primary purpose of using the questioning strategy in reading?

- a. To test students' memorization skills
- b. To encourage active engagement and deeper comprehension
- c. To replace traditional teaching methods

10. Why should teachers model questioning techniques in reading?

- a. To show students how to ask relevant questions before, during, and after reading
- b. To ensure students memorize every detail of a text
- c. To make reading more passive

11. What is the primary function of the main idea?

- a. To introduce unrelated topics
- b. To state the key message or argument the writer develops
- c. To provide detailed examples and evidence



12. What role does the topic play in a written text?

- a. It states the writer's main argument.
- b. It serves as a supporting detail to clarify a point.
- c. It provides a broad idea of what the text will discuss.

13. Where is the main idea most commonly found in an academic paragraph?

- a. At the beginning
- b. Always at the end
- c. Only in the middle

14. What is the primary purpose of the 'exploring purpose' reading strategy?

- a. To improve writing skills through structured reading exercises
- b. To establish a clear reason for reading and enhance comprehension
- c. To memorize all the details in a text

15. What is a key difference between summarizing and synthesizing?

- a. Summarizing involves restating key points, while synthesizing integrates and reinterprets information
- b. Summarizing is more complex than synthesizing
- c. Synthesizing only involves recalling information from memory

[Ir al solucionario](#)

If you have any academic questions, feel free to get in contact; your tutor will be happy to assist you.

Remember, you are not alone in this learning process. Take advantage of our available communication channels: EVA text messages, virtual tutorials via CANVAS, and institutional email.





You have successfully completed the study of Unit 2, Congratulations! Your dedication and hard work in completing the content for Unit 2. By achieving these short-term goals, you are making steady progress toward your ultimate objective of becoming skilled academic writers.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 5

Unit 3. Writing Academic Paragraphs

Dear students, the study of Unit 3 has as its main goal to teach you about the structure of academic paragraphs, and about the most common types of paragraphs; additionally, it will be provided some preliminary information about punctuation marks and cohesive devices which are complementary elements for good academic writing.

3.1 Organization of academic paragraphs

Regarding paragraphs organization, an academic paragraph can be compared to a puzzle, where each piece fits together to form a complete and meaningful picture. Just as a puzzle consists of individual pieces that, when properly arranged, reveal a clear image, a paragraph is made up of connected sentences that develop a single, well-defined idea. Without all the necessary pieces, or with misplaced ones, the image becomes unclear, just as a paragraph without logical flow or completeness fails to communicate its message effectively.

Moving from background knowledge to experts' contribution; it is found that a paragraph is broadly defined as a group of related sentences that develop a unique main idea. According to Savage (2007, p. 2), "A paragraph is a group of sentences about a topic." Oshima and Hogue (2006) further explain that a paragraph should be as long as necessary to clearly develop its main idea. In academic writing, paragraphs serve a crucial function by organizing and presenting ideas in a structured manner. They help demonstrate changes or



further development of ideas, often emerging from the thesis statement's main idea (The Writing Process, 2023). Academic paragraphs contain the points a writer wants to make, supported by arguments and evidence. These paragraphs follow a basic pattern that includes citations, examples, and anecdotal evidence. Each supporting sentence contributes to the argument being developed within the paragraph and the overall essay (Paragraphs, 2025).



So far you have learned about some of the principles for the organization of academic paragraphs. Let's take a short time to watch some guidance about [how to write a perfect paragraph](#)

Considering the current section of study, you should keep in mind that an academic paragraph is a group of related sentences that develop a single main idea. In academic writing, paragraphs play a vital role in organizing and presenting ideas logically. Furthermore, academic paragraphs follow a structured pattern, incorporating supporting arguments, citations, examples, and evidence to strengthen the writer's points. Each sentence within the paragraph contributes to the overall argument, ensuring coherence and clarity in the written text.

3.2 Punctuation

Dear students, for a better understanding of the current topic, think of punctuation as the traffic signals on a busy road where each mark guides the reader, ensuring smooth and clear navigation through the text. Just as stop signs, traffic lights, and lane dividers prevent confusion and accidents, punctuation marks like commas, periods, and semicolons prevent ambiguity and misinterpretation. Without proper punctuation, sentences become chaotic, much like a road without signs where drivers struggle to understand where to stop, slow down, or turn. Using accurate punctuation enhances clarity, allowing ideas to flow logically and ensuring the reader reaches the intended meaning



without confusion. For all these reasons, it has been considered to include the topic punctuation as an essential aspect prior the topic organization of academic paragraph.

3.2.1 Comma

Dear students, regarding the accurate use of commas; it has to be mentioned that the use of commas responds to different functions, as mentioned: to separate items in a series, connect independent clauses, including introducers, separate adjectives, enclose non-essential clauses.

For better understanding of the most common uses of commas, here we have the presentation of some uses of commas based on their functions.

Separating Items in a Series.

Use commas to separate three or more words, phrases, or clauses written in a series.

Example: For the picnic, we packed sandwiches, fruit, chips, and lemonade.

Connecting Independent Clauses with Coordinating Conjunctions

Use a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) when it joins two independent clauses.

Example: I wanted to go for a hike, but it started raining.

Including Introductory Elements

Use a comma after introductory clauses, phrases, or words that come before the main clause.

Example: After finishing her homework, Maria watched her favorite TV show.

Separating Coordinate Adjectives



Use commas to separate two or more coordinate adjectives that describe the same noun.

Example: He is a creative, dedicated artist.

Setting Off Nonessential Information

Use commas to enclose clauses, phrases, or words that are not essential to the meaning of the sentence.

Example: My brother, who lives in New York, is visiting us next week.



To gain further insights about the proper use of commas, you are invited to watch the current video about [standard punctuation](#) and classify the different uses of commas

Taking into account the information previously mentioned, the uses of comma mentioned above are just a few of the different uses attributed to commas, adapted from (Purdue Online Writing Lab, 2024). Therefore, for further detailed information about the different uses of commas, it is suggested to go through appendix B in the current site about [punctuation rules](#)

Dear students, keep in mind that *comma* is a fundamental punctuation mark that enhances clarity, coherence, and readability in writing by indicating pauses and separating elements within sentences. One of its primary functions is to separate items in a series, ensuring that each element is clearly distinguished. Additionally, commas are essential when joining two independent clauses with a coordinating conjunction, preventing run-on sentences. Another critical use is after introductory elements, where commas signal a natural pause, improving readability. Commas also set off nonessential information, helping writers clarify meaning without disrupting sentence structure. Lastly, they are used between coordinate adjectives that equally modify the same noun. Mastering comma usage allows you to write with greater precision and fluency.



3.2.2 Semicolon

Dear students, mastering the use of the semicolon can significantly enhance the clarity and formality of your writing. Here is presented an adaptation from Punctuation (2024), which is comprehensible guidance to understand and apply semicolons effectively:

Connecting Closely Related Independent Clauses

A semicolon links two independent clauses that are closely related in thought, providing a smoother transition than a period. Each clause should be able to stand alone as a complete sentence.

Example: "Lisa has a passion for painting; her artwork has been exhibited in several galleries."

In this example, both clauses are complete sentences that share a thematic connection, making the semicolon the best choice.

Separating Items in Complex Lists

When listing items that contain internal punctuation (such as commas), semicolons help to clearly separate each element, preventing confusion.

Example: "On our trip, we visited Paris, France; Berlin, Germany; Rome, Italy; and Madrid, Spain."

Here, semicolons separate the list items, each of which includes a comma between the city and country, ensuring clarity.

Before Conjunctive Adverbs Linking Independent Clauses

Use a semicolon before conjunctive adverbs (e.g., however, therefore, moreover) that link two independent clauses, followed by a comma.

Example: "The deadline is approaching; however, we are confident we will complete the project on time."



The semicolon before "however" connects two related independent clauses, and the comma after "however" provides the correct punctuation.

Dear students, as you can see, incorporating semicolons appropriately, you can convey complex ideas more effectively and enhance the flow of your writing.



Therefore, for further detailed information about the different uses of semicolons, it is suggested to go through appendix B in the current site about [punctuation rules](#)

Dear students, it is important to keep in mind that mastering the semicolon is essential for enhancing clarity, formality, and coherence in academic writing. This punctuation mark serves three primary functions that improve sentence structure and readability. First, a semicolon effectively connects two closely related independent clauses, creating a smoother transition than a period while maintaining a strong conceptual link. Second, it is particularly useful in separating items within complex lists that already contain commas, preventing confusion and ensuring clarity. Finally, a semicolon should precede conjunctive adverbs such as however, therefore, and moreover when linking two independent clauses, followed by a comma. By mastering these fundamental uses, students can improve the precision and fluidity of their writing, allowing them to convey complex ideas more effectively while maintaining a professional and polished academic tone.

3.2.3 Colon

Dear students, colons serve multiple functions in writing, particularly when placed at the end of an independent clause. They can be used to emphasize the information that follows, introduce lists, present appositives, or preceding quotations. Each of these functions enhances clarity and organization in academic and professional writing, making colons a valuable tool for structuring ideas effectively (Oshima & Hogue, 2006). It is also highlighted that colon is often misused; nonetheless, it remains a highly valuable punctuation mark. When applied correctly, it enhances clarity and precision in writing while



also demonstrating strong communication skills. However, many individuals struggle to use colons properly, making mastery of this punctuation mark a distinguishing skill in academic and professional settings (University of Bristol, 2024).

Dear students, as stated by University of Bristol (2024), mastering the colon is essential for structuring ideas effectively in writing. This punctuation mark serves three primary functions: introducing an idea, presenting a list, and preceding quoted material.

A. Introducing an Idea.

A colon is often used to introduce an explanation or continuation of the preceding independent clause, acting as a bridge that invites the reader to explore further. Consider the following examples:

Success requires one key principle: perseverance in the face of challenges.

There is one truth about homemade bread: patience is essential for a perfect bread.

In both cases, the information after the colon clarifies or expands on the initial statement. It is crucial to remember that the clause before the colon must be a complete sentence. If it cannot stand alone, a colon should not be used.

There is ongoing discussion about capitalization after a colon. If the colon introduces a formal quotation or if the explanation consists of multiple sentences, the first word should be capitalized. Otherwise, style guides vary—some recommend consistency, while others always favor capitalization.

B. Introducing a List

Another common function of the colon is to introduce a list. However, writers must ensure that the preceding clause is a complete thought; otherwise, a colon should not be used.



For example:

The workshop requires several materials: paintbrushes, canvases, and acrylic paints.

In contrast, a sentence such as 'The workshop requires' is incomplete and, therefore, should not be followed by a colon.

C. Introducing Quoted Material

Colons also play an important role in introducing quotations, particularly when they are formally presented or emphasized.

For instance:

The teacher often repeated her favorite saying: "Practice makes perfect." In such cases, the first word of the quotation should be capitalized.

By applying colon correctly, students can enhance the clarity and professionalism of their writing, making their ideas more precise and impactful.



For further information about the different uses of colons, it is suggested to go through appendix B in the current site about [punctuation rules](#)

Dear students remember that the *colon* is a versatile punctuation mark that enhances clarity and organization in writing by introducing explanations, lists, and quotations. One of its primary functions is to introduce an idea that expands or clarifies the preceding independent clause. Additionally, colons effectively introduce lists when the preceding clause is a complete thought, ensuring logical structure. Another important use of colons is to introduce quotations, particularly when they are formally presented or emphasized. It is essential to remember that the clause before a colon must be a complete sentence, and capitalization after the colon depends on the context and style



guide being followed. By mastering the appropriate use of colons, writers can improve readability, maintain grammatical accuracy, and present their ideas with precision and coherence.



For a quick but didactic review of the proper use of commas, semicolon, and colon invest a few minutes to watch the current video about [punctuation marks](#)

To explore the topic in greater depth, I invite you to review the following infographic.

[Punctuation Marks](#)

3.3 Cohesive Devices

Hello dear students. It is time to continue with the study of *cohesive devices*. For better understanding, let's contextualize the topic in an everyday-life situation. So, we are going to imagine that cohesive devices function like bridges in a city, ensuring smooth connections between different districts of ideas within a text. Just as a well-planned city requires efficient roads, highways, and intersections to facilitate movement, writing depends on cohesive devices to guide readers logically from one point to another. Transition words act as highways, allowing for an accurate flow of ideas by signaling shifts in thought, as seen in words like "however," "therefore," and "consequently." Linkers function as street signs, directing the reader's understanding with phrases such as "in addition," "similarly," and "on the other hand." Meanwhile, coordinating conjunctions serve as intersections, joining sentences and ideas effectively using words like "and," "but," and "or." As you can infer, without these essential elements, a text would resemble a chaotic, disconnected city where movement between ideas becomes confusing and disjointed. Let's start with the analysis of some of the most common cohesive devices that will help us to become better academic writers.



3.3.1 Transitional words

Regarding transition words, they serve as essential connectors that link ideas, thoughts, or concepts within a text. Their primary role is to help writers navigate their ideas smoothly, ensuring a logical flow from one point to the next. Additionally, transition words assist readers in following the progression of key arguments or concepts, making it easier to understand the writer's intended message. Moreover, they establish clear relationships between main ideas and supporting details, allowing writers to present their points effectively and coherently (Open Shared sources for Hong Kong, 2016).

Getting to know the importance and relevant function of transition words in the writing field is not good enough; it is required to gain some experience on how to use transition word in order to make our written texts more readable. Hence, you are invited to watch the current video about application of [transition words in reading and writing](#)



Since your interest for learning about transition words is growing bigger, let's go through appendix C in order to go deeper on the field of [transition signals](#)

3.3.2 Linkers

Dear students, it is well known that linking words play a crucial role in ensuring a smooth transition between ideas and paragraphs, allowing readers to follow a writer's thoughts effortlessly. Their primary function is to connect concepts logically, making it easier for the audience to grasp the intended message. In essence, linking words help writers structure their ideas clearly and present them cohesively, ensuring that readers fully understand their position and argument (Purdue Online Writing Lab, 2009).





Linking words have a wide variety which depend on the context you may need to use them. In order to learn about the different uses, depending on their function, you are invited to watch the current video about types of [linking words](#)

In order to expand your knowledge about the most common linking words, function, and examples about their use, you are challenged to visit the current OER about [common linking words](#)

3.3.3 Coordinating conjunctions

Dear students, coordinating conjunctions are words that link elements in a sentence that share the same grammatical function. In other words, they connect words, phrases, or clauses that are equal in structure (Walden University Writing Center, 2025). There are seven key coordinating conjunctions in English, which can be remembered with the acronym FANBOYS:

As taken from Walden University Writing Center (2025), we have a detailed application and explanation of coordinating conjunctions:

F (for): This conjunction explains reason or cause. For example: The teachers were frustrated, for the school had cut funding for all enrichment programs.

(Note: "For" is not commonly used as a conjunction in modern English.)

A (and): Used to add information. For example: In this course, I will write a literature review, a case study, and a final paper.

(Tip: When using "and" or "or" to connect three or more items, remember to place a comma before "and" in the list, called the serial comma.)

N (nor): This conjunction is used to present a negative idea after another negative statement. For example: The students did not complete their homework, nor did they pass the test.



B (but): Used to contrast two ideas. For example: The study is several years old but still valuable to this research.

O (or): This conjunction offers an alternative or choice. For example: At the end of the class, the students can choose to write an essay or take a test.

Y (yet): Used to show contrast, similar to "but." For example: The patient complained of chronic pain, yet she refused treatment.

S (so): Indicates a result or consequence. For example: I have only been a nurse for one year, so I have little experience with paper charting.

Dear students, by understanding and using these conjunctions, you can create clearer and more connected sentences.



For additional explanation about the proper use of coordinating conjunctions, you are challenged to watch the current video about [ESL-Coordinating conjunctions](#)

Dear students, as an overall summary of the three cohesive devices analyzed here, it is recommended that you keep in mind that *transition words*, *linking words*, and *coordinating conjunctions* are essential tools in writing that help create clarity, cohesion, and coherence. Transition words guide the flow of ideas between sentences or paragraphs, ensuring that the reader can easily follow the writer's argument or message. Linking words connect concepts logically, allowing writers to structure their ideas effectively and help readers grasp the intended meaning. Coordinating conjunctions, such as those represented by the acronym FANBOYS (for, and, nor, but, or, yet, so), link elements of equal grammatical importance, such as words, phrases, or clauses. By mastering these tools, writers can craft well-organized and cohesive texts that communicate their points clearly and persuasively.





Week 6

Unit 3. Writing Academic Paragraphs

3.4 Parts of the Paragraph – Review

Dear students, a well-structured paragraph is like a hamburger; each part has a specific role in making it complete and satisfying. The topic sentence is the top bun, introducing the main idea and holding everything together. The supporting details are the juicy ingredients: meat, cheese, and toppings that add flavor and substance, providing explanations, examples, and evidence. Finally, the concluding sentence is the bottom bun, wrapping up the idea and giving the paragraph a firm, finished structure. Just like a great burger, a strong paragraph needs all its parts working together to be clear, balanced, and enjoyable to read.

Taking into consideration what experts in the academic writing field say, about paragraph structure, a contribution provided by Paragraphs (2021), states that a paragraph can be compared to a building block, forming the foundation of a well-structured text. To maintain clarity and coherence, each paragraph should follow a logical structure consisting of three key components: a topic sentence, supporting sentences, and a concluding sentence. The topic sentence, typically placed at the beginning, introduces the main idea and sets the focus of the paragraph, enhancing readability by guiding the reader. The supporting sentences form the core of the paragraph, providing explanations, arguments, or evidence that develop and justify the main idea. Finally, a concluding sentence may be included to summarize the paragraph's key points or create a seamless transition to the next paragraph, ensuring a smooth and logical flow throughout the text. By mastering these essential elements, writers can construct clear, cohesive, and well-organized paragraphs that strengthen their overall writing.





It is important to move on from definitions to hands on action about creating independent academic paragraphs. To do so, you are invited to watch the current video to be guided, step by step, about [structuring paragraphs](#)

As a final thought, remember that a well-structured paragraph can be compared to both a hamburger and a building block, as each part plays a crucial role in creating a complete and effective unit of writing. The topic sentence introduces the main idea and sets the foundation for the paragraph's focus, guiding the reader. The supporting sentences provide explanations, arguments, and evidence that add depth and clarity to the main idea. Lastly, the concluding sentence wraps up the paragraph's key points and may create a smooth transition to the next idea, ensuring coherence and logical flow. Understanding and applying these structural elements allow writers to craft clear, cohesive, and well-organized paragraphs.

Recommended learning activity

Dear students in order to perform the current on-line activities, you are invited to visit the current site which will guide you in the process of [how to structure a paragraph](#) by asking you to develop exercises 1 to 4

3.5 Types of paragraphs

Throughout this academic course, you have progressively built upon your prior knowledge of paragraph structure, essential features, and practical writing techniques. Now, as you advance in your understanding of academic writing, it is time to explore the most common types of academic paragraphs, their characteristics, and their specific uses in different contexts.



Table 2*Types of paragraphs*

Type of Paragraph	Feature
Descriptive	Its main purpose is to give readers a visual picture of the topic being described; to meet this purpose, words that appeal senses are used.
Comparison/Contrast	Its main purpose is to compare (express similarities,) contrast (express differences) existing among two subjects.
Cause/Effect	Its main purpose is to explain the causes (reasons,) that provoked an event, and the effects (consequences) of that event.
Persuasive	Its main purpose is to convince the reader to think, or act in a certain way.

Note. Here are displayed common types of paragraphs and their purposes. Espinosa, F., 2025.

Let's expand your background knowledge about different types of essays by getting to know some specific characteristics of different [types of paragraphs](#)

A well-written paragraph serves a clear purpose, whether it explains, narrates, persuades, or describes. By analyzing various paragraph types, you will better understand how each one functions and how to structure your ideas effectively. To deepen your knowledge in this matter, refer to the annex below where you will encounter more detailed breakdowns and practical examples. Mastering these paragraph types will enhance your ability to communicate ideas clearly and coherently in academic writing.

[Annex 6. Week six – activity 1](#)

Dear students, remember that regardless of the type of paragraph you are required to write, its fundamental structure remains the same: a topic sentence, supporting details, and a concluding statement. The key distinction



between different paragraph types lies in their purpose, as each serves a specific function in academic writing. Understanding this will help you craft clear, well-organized, and purposeful paragraphs and longer pieces of academic writing.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 7

Unit 3. Writing Academic Paragraphs

3.6 Common Sentence Problems

Effective academic writing relies on clear, well-structured sentences, yet many students struggle with common sentence problems that hinder readability and coherence. Errors such as sentence fragments, choppy sentences, run-on sentences, and comma splices can obscure meaning and weaken the impact of an argument, making it difficult for readers to follow the writer's ideas. Mastering these sentence issues is essential for producing clear, professional academic work. By recognizing and correcting these problems, students can enhance their writing fluency, improve logical flow, and convey their ideas with precision. Developing this skill not only strengthens academic performance but also prepares students for effective communication in professional and personal settings. Understanding and refining sentence construction is, therefore, a crucial step toward becoming a more confident and proficient writer.

3.6.1 Sentence Fragment

Dear students, have you ever asked yourself What is a *sentence fragment*? Well, a sentence fragment is an incomplete sentence that lacks a subject, a verb, or a complete thought, making it difficult for the reader to understand the intended meaning. According to Connors and Lunsford (1993), sentence fragments often occur when dependent clauses are mistakenly written as



complete sentences or when phrases are left standing alone without a main clause. Recognizing and correcting sentence fragments is essential for clarity and coherence in academic writing.

For further understanding, here we have some fragmented sentence examples which provide different possible ways to correct them.

1. Because I was tired.

Correction 1: I went to bed early because I was tired.

Correction 2: Because I was tired, I went to bed early.

2. Running through the park in the morning.

Correction 1: She enjoys running through the park in the morning.

Correction 2: Running through the park in the morning is her favorite activity.

3. The students who studied all night for the exam.

Correction 1: The students who studied all night for the exam performed well.

Correction 2: The students studied all night for the exam and felt prepared.

In order to provide additional information about sentence fragments and ways to solve or avoid them, you are invited to watch the current video which tells [how to correct fragments](#)

Considering curiosity is one of the human's characteristic, I know you must be willing to expand your knowledge about sentence fragments problem and ways to solve them. To help you achieve this goal, you are challenged to visit chapter 11 from the given source in order to learn how to [fix sentence problems](#)



3.6.2 Choppy sentences

Dear students, here we have the presentation of an additional common sentence problem, *choppy sentences*. Choppy sentences are short sentences that make writing sound disjointed and unnatural. According to Oshima and Hogue (2006) in *Writing Academic English*, choppy sentences occur when ideas are separated into too many short, simple sentences instead of being connected effectively. This issue disrupts the flow of writing and can make it difficult for readers to follow the argument or narrative.

For better understanding, here we have some choppy sentence examples which provide different possible ways to correct or avoid them.

1. I woke up. I ate breakfast. I went to school.

Correction 1: I woke up, ate breakfast, and went to school.

Correction 2: After waking up, I had breakfast before heading to school.

2. The movie was interesting. The characters were well-developed. The plot was exciting.

Correction 1: The movie was interesting because the characters were well-developed and the plot was exciting.

Correction 2: With well-developed characters and an exciting plot, the movie was truly engaging.

3. She loves to read. She reads every night. She has a big book collection.

Correction 1: She loves to read and does so every night, building a large book collection.

Correction 2: Reading every night has helped her build a big book collection, as she truly enjoys books.





In order to expand information about choppy sentence problems, and find ways to solve or avoid them, you are invited to watch the current video which indicates how to [avoid choppy sentences](#)

For your own mastery of the topic 'choppy sentences,' you are required to visit the current site and study all about [choppy sentences](#)

3.6.3 Run On Sentences

Dear students, it is the moment to decipher what *run-on sentence* is all about. A run-on sentence occurs when two or more independent clauses are joined incorrectly without proper punctuation or conjunctions. According to Hacker and Sommers (2017) in *A Writer's Reference*, run-on sentences often create confusion and make it difficult for the reader to distinguish separate ideas. Effective writing requires clear sentence boundaries to maintain readability.

For further understanding about choppy sentence problems, here we have a few examples which provide different ways to correct or avoid this problem.

1. She loves music she listens to it all the time.

Correction 1: She loves music, so she listens to it all the time.

Correction 2: She loves music; she listens to it all the time.

2. We went to the beach the sun was shining.

Correction 1: We went to the beach because the sun was shining.

Correction 2: The sun was shining, so we went to the beach.

3. He didn't study he failed the test.

Correction 1: He didn't study, so he failed the test.

Correction 2: Because he didn't study, he failed the test.





In order to expand your knowledge about run on sentences, and find ways to solve or avoid them, you are invited to watch the current video which will guide you on [how to fix run-on sentences](#)

To deepen your knowledge about 'run-on sentences,' you are required to visit the current site and learn to identify and [how to fix run-on sentences](#)

3.6.4 Comma splices

Dear students, in terms of *comma splice*, it occurs when two independent clauses are joined with a comma but without a coordinating conjunction. According to Strunk and White (2019), comma splices disrupt sentence structure and clarity. Writers should use a period, a semicolon, or a conjunction to fix this issue.

For further understanding about comma splice problem, here it is presented a few examples which provide different ways to correct or avoid this problem.

1. It was late, we went home.

Correction 1: It was late, so we went home.

Correction 2: It was late; we went home.

2. I love pizza, it's my favorite food.

Correction 1: I love pizza because it's my favorite food.

Correction 2: I love pizza; it's my favorite food.

3. He is tired, he needs a nap.

Correction 1: He is tired, so he needs a nap.

Correction 2: He is tired; he needs a nap.





In order to deepen knowledge on how to identify and solve comma splice problems, you are encouraged to watch the current video which indicates [how to solve both run-on sentences and comma splice problems since both problems](#) are closely related.

For your own mastery of the topic 'comma splice problem,' you are challenged to go through specialized content about [comma splices](#)

Dear students, it is paramount to remember that common sentence problems like: sentence fragments, choppy sentences, run-on sentences, and comma splices, can significantly hinder clarity and readability in academic writing. Sentence fragments occur when a group of words lacks a complete thought, making the message unclear. Choppy sentences, often too short and unexpected, disrupt the natural flow of writing and can weaken coherence. Run-on sentences combine multiple independent clauses without proper punctuation or conjunctions, leading to confusion and misinterpretation. Similarly, comma splices incorrectly join independent clauses with only a comma, creating structural instability. Recognizing and correcting these issues enhances sentence fluency, strengthens logical connections, and improves overall writing quality, fostering more effective academic communication.



Recommended learning activities

Activity 1

It is required to enter to the current learning resource, and perform the suggested activity that will help you to master knowledge about common sentence problems.

[Annex 7. Week seven – activity 1](#)

Activity 2



Before moving forward on the study of new interesting topics, let's show yourselves how deep your knowledge about content from unit 3 is by taking the self-evaluation assigned for this stage of study. Best wishes.



Self-assessment 3

1. Which statement uses the colon accurately?
 - a. My teacher said: "Always do your best."
 - b. My teacher said, "Always do your best."
 - c. My teacher said; "Always do your best."
2. Read the statement below and tell Which sentence correctly uses a comma?
 - a. She enjoys reading cooking and traveling.
 - b. She enjoys reading, cooking, and traveling.
 - c. She enjoys reading, cooking and traveling.
3. Which punctuation mark best introduces an explanation?
 - a. A comma
 - b. A semicolon
 - c. A colon
4. Choose the best transition word to introduce an additional idea:
 - a. In contrast
 - b. Furthermore
 - c. Because
5. What type of transition word is "nevertheless"?
 - a. Cause and effect
 - b. Addition
 - c. Contrast



6. Which sentence uses the coordinating conjunction "or" correctly?
- a. You can have tea or coffee.
 - b. You can have tea, or coffee.
 - c. You can have tea. Or, coffee.
7. Which linking word is appropriate for giving an example?
- a. Since
 - b. However
 - c. For instance
8. What do supporting sentences in a paragraph do?
- a. They develop the main idea by providing evidence and examples
 - b. They introduce a new topic
 - c. They summarize the entire essay
9. Why is coherence important in a paragraph?
- a. It makes paragraphs shorter
 - b. It ensures sentences are logically connected
 - c. It allows unrelated ideas to be included
10. Which sentence usually comes at the end of a paragraph?
- a. A supporting sentence
 - b. A topic sentence
 - c. A concluding sentence
11. What is the primary purpose of a narrative paragraph?
- a. To explain a concept or idea
 - b. To tell a story or describe an event
 - c. To convince the reader of a viewpoint



12. Which type of paragraph provides detailed characteristics about a person, place, or thing?

- a. Descriptive paragraph
- b. Expository paragraph
- c. Persuasive paragraph

13. Identify the run-on sentence.

- a. She loves to sing; she performs every weekend.
- b. She loves to sing, so she performs every weekend.
- c. She loves to sing she performs every weekend.

14. Identify the comma splice.

- a. The sun was shining, so we went outside.
- b. The sun was shining, we went outside.
- c. Because the sun was shining, we went outside.

15. Which of the following is an example of choppy sentences?

- a. I woke up. I ate breakfast. I left for work.
- b. After waking up, I ate breakfast and left for work.
- c. I woke up, ate breakfast, and left for work.

[Ir al solucionario](#)

If you have any academic doubt, feel free to get in contact; your tutor will be glad to assist you.

Remember, you are not alone in this learning process. Use any of our communication channels: EVA text messages, virtual tutorials via CANVAS, and institutional email.





Congratulations dear students for having successfully accomplished the study of content and activities planned for unit 3, whose main goal was to give learners the opportunity to learn about punctuation marks, transition words, parts of the paragraph, and sentence problems.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 8

Unit 3. Writing Academic Paragraphs

Pedagogical Review: Units 1 to 3

Characteristics of Academic Reading and Writing

Dear students, it is relevant to keep in mind that academic reading and writing require a structured and analytical approach to processing information. Unlike casual reading and writing, academic work emphasizes critical thinking, objectivity, and clarity. Readers engage with texts purposefully, analyzing arguments and evaluating evidence. Writers, in turn, present well-supported ideas using formal language, logical organization, and proper citation practices to maintain credibility and precision.

Another point of study during the development of units 1 to 3 we have the Elements for Good Academic Writing: Audience, Purpose, Clarity, Unity, Cohesion, and Coherence. In fact, effective academic writing is guided by six essential elements. Understanding that the audience ensures the tone and complexity of the text match the readers' needs. Purpose dictates the direction of the writing, whether it is to inform, persuade, or entertain. Clarity ensures that ideas are easily understood, avoiding ambiguity. Unity maintains focus on a single main idea throughout the text. Cohesion connects ideas logically through proper transitions, and coherence ensures that sentences and paragraphs flow smoothly, creating a well-structured piece of writing.



Another topic that we focus our attention on was the Types of Texts: Shared sources and Journal Articles. To this regard, it was highlighted that academic texts fall into different categories, with shared sources and journal articles being two of the most common. Shared sources provide foundational knowledge on subjects, offering structured explanations, definitions, and examples. They are designed for guided learning and often include reviewing questions and summaries. Journal articles, on the other hand, present original research, in-depth analysis, and scholarly discussions. They typically follow a structured format, including an abstract, introduction, methodology, results, discussion, and conclusion, making them valuable sources for academic inquiry.

As we moved forward on our study, it was necessary to study about the different reading strategies: Previewing and Predicting, Activating Prior Knowledge, Questioning, Analyzing, and Synthesizing which are considered the most effective strategies to engage effectively with academic texts, students should apply strategic reading techniques. Previewing and predicting involve scanning headings, summaries, and key terms to anticipate the content. Activating prior knowledge connects new information to what is already known, aiding comprehension. Questioning encourages deeper engagement by prompting critical inquiry into the text's purpose and arguments. Analyzing involves breaking down information to examine its structure and meaning, while synthesizing integrates multiple ideas to form a broader understanding. These strategies enhance comprehension and retention of complex academic materials.

During our study, we were faced to pay special attention to the right use of punctuation Marks: Comma, Semicolon, Colon. It was agreed that accurate punctuation is essential for clarity and readability in academic writing. The comma (,) separates elements in a list, connects independent clauses with conjunctions, and sets off non-essential information. The semicolon (;) links closely related independent clauses without a conjunction and separates complex list items. The colon (:) introduces explanations, lists, or quotations. Dear students, mastering these punctuation marks enhances the precision and effectiveness of academic writing.



Another topic of high relevance that we focus on was 'Cohesive Devices.' Cohesive devices are words and phrases that link ideas, ensuring smooth transitions and logical flow. They include connectors (e.g., "however," "therefore"), reference words (e.g., "this," "these"), substitution words (e.g., "one," "do so"), and ellipsis (omitting repeated words for conciseness). It is insisted that the proper use of cohesive devices prevents abrupt shifts in writing, making arguments more structured and readable.

A more specific topic of study was the 'Structure of the Paragraph' to this regard, it is asserted that a well-structured paragraph follows a clear format. It begins with a topic sentence, which states the main idea. This is followed by supporting sentences that provide evidence, examples, or explanations. The paragraph concludes with a closing sentence, reinforcing the main point or transitioning to the next idea. Maintaining this structure ensures that paragraphs remain focused and logically organized.

Taking into consideration that when writing academic paragraphs, students tend to face the same sentence formation problems, it was necessary to pay attention to these Common Sentence Problems: Fragments, Choppy Sentences, Run-on Sentences, Comma Splices. It is well known that sentence-level errors can harm the clarity of academic writing. Fragments are incomplete sentences that lack a subject or verb, making them grammatically incorrect. Choppy sentences result from excessive short, simple sentences, creating a disjointed flow. Run-on sentences improperly combine independent clauses without appropriate punctuation or conjunctions. Comma splices occur when independent clauses are joined only by a comma, rather than a semicolon or coordinating conjunction. Dear students, keep in mind that Identifying and correcting these issues is crucial for producing clear, accurate academic writing.

Dear Students,

Your dedication and commitment to studying throughout this term have been truly commendable. The knowledge and skills you have developed will undoubtedly contribute to your academic success. As we approach the First



Term Test, I encourage you to review all the topics covered in Units One to Three, reinforcing your understanding through self-assessment activities. Engaging in these exercises will not only strengthen your grasp of the material but also boost your confidence in applying what you have learned.

This week, you will have the opportunity to demonstrate your knowledge by taking the First Term Test. This assessment will allow you to evaluate your progress and showcase the effort you have invested in your studies. Approach it with confidence, stay focused, and trust in your preparation.

Wishing you all the best on your exam!





Second bimester

Learning outcome 2:

Writes well-structured comparison and opinion essays.

Dear students, to achieve this goal, you will have to apply effective reading strategies that enhance their ability to understand both the content and structure of academic texts. Regular exposure to these texts, along with a clear understanding of their organization, will not only strengthen reading comprehension but also foster the development of strong academic writing skills.

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. The relation of academic reading and writing

Dear students, it is a fact that different book writers and teachers tend to focus on reading and writing skills separately. Nonetheless, reading and writing skills share similar features, making it beneficial for students when these two skills are developed together. Moreover, reading and writing are linguistic skills with a communicative purpose; therefore, they are inseparable (Tsai, 2006).



4.1 Differences between academic reading and general reading

To distinguish between academic reading and general reading, it is essential to first understand their definitions. General reading, also known as pleasure reading, allows readers to select materials based on their linguistic competence and personal interests. In general reading, the reader determines when and where to engage with a text, often without the presence of a teacher (Day & Bambord, 1998). To the same regard, Krashen (2004) adds that this type of reading has been shown to support language development, particularly in vocabulary, spelling, grammar, and writing style.

On the other hand, academic reading requires intensive and extensive engagement with texts, careful synthesis of material from multiple sources, and a conscious effort to identify the author's intentions and purposes (Leki, 2001). To the same regard, Sengupta (2002), complements by stating that academic reading is a purposeful and critical examination of long academic texts, aimed at deepening knowledge in specific subject areas.



The definitions provided above establish foundational knowledge about general and academic reading. To further reinforce this understanding, it is recommended that students review the following section about [Academic Vs non-Academic articles](#) before proceeding with the activity.

By successfully completing this activity, you now have a clearer understanding that general reading is done primarily for pleasure and offers linguistic benefits to readers. In contrast, academic reading involves extensive and intensive engagement with academic texts for the purpose of acquiring knowledge in a specific field. Dear students, it is also essential to acknowledge that our common academic goals require us to enhance our academic reading skills. This can be achieved by continuously reviewing and applying the reading strategies learned during the first two-month term. However, this should not come at the expense of general reading, which serves as the foundation for mastering academic reading skills.



Recommended learning activity

Dear students. It is necessary to move from theory to practice. For this regard, you are invited to perform the exercise provided below.

[Annex 8. Week nine – activity 1](#)

4.2 Academic essay writing

Dear students, an academic essay shares similarities with an academic paragraph in terms of organization; however, an essay provides a more in-depth exploration of a topic. Each main point in an essay is developed in a separate paragraph, allowing for a more structured and comprehensive discussion (Folse et al., 2015).

Dear students, to help you internalize the concept of an academic essay, carefully review the definitions provided above. Then, using your own words, formulate your own definition of an academic essay.

Your Own Definition of an Academic Essay

Based on the background information provided, your definition should align with those given by experts while incorporating key elements of effective academic writing. Ensure that your definition reflects clarity, coherence, and proper essay structure.

To expand your knowledge on writing essays, it is recommended to go through the given source about [academic writing: the essay](#)



Recommended learning activity

After writing your definition, compare it with the expert definitions. Identify similarities and differences and refine your definition if necessary to ensure it includes essential components of good academic writing.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 10

Unit 4. The relation of academic reading and writing

4.2 Academic essay writing

4.2.1 Parts of the Essay

Welcome, dear students, to the study of Academic Essay Writing. To build a strong foundation for learning how to write academic essays, it is essential to first understand what an academic essay is.

An academic essay shares structural similarities with an academic paragraph; however, it expands on the information presented within a topic. Unlike a paragraph, where ideas are condensed, an essay develops each main point in a separate, fully elaborated paragraph (Folse et al., 2015).



To help internalize the concept of an academic essay, carefully review the definitions provided above. Then, using your own words, write a personal definition of an academic essay.

Based on the background information studied, your definition should align with expert perspectives while incorporating the essential elements of good academic writing. Great job!



Before moving further, take quality time to watch the information, about essays, provided in the current video about parts of an essay and take notes of the most relevant aspects for your understanding about the [structure and features of academic essays](#)

4.2.1.1 Introductory paragraph

Dear students, at this stage of your studies, you will explore the essential features of each part of an academic essay, starting with the *introductory paragraph*. The introduction serves as the first section of an essay and consists of three key subsections: the hook, which grabs the reader's attention; the general information, which connects the hook to the thesis statement by providing necessary background information; and the thesis statement, which clearly declares the topic and controlling ideas that will be developed throughout the essay (Folse et al., 2015).

Having understood the fundamental elements of an essay's introductory paragraph, it is now time to apply this knowledge by examining how each subsection is effectively written. To deepen your understanding, you are encouraged to watch the instructional video "[How to Write an Essay Introduction](#)"

Additionally, remember that your primary source of information is your virtual guide. To reinforce your knowledge, refer to the section [Moving from Paragraph to Essay](#) which provides further insights into writing a whole essay step by step.

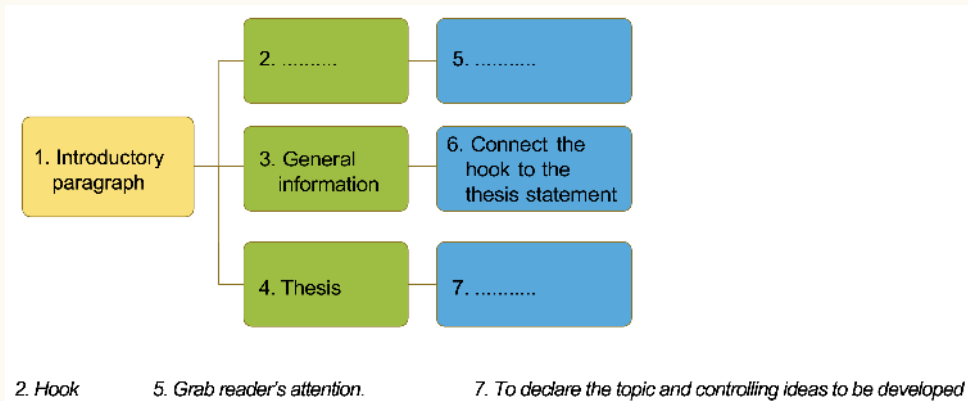
Recommended learning activity

Based on what you have learned about the introductory paragraph, complete the missing information in the figure below.



Figure 1

Summary of Introductory Paragraph



Note. Espinosa, F., 2024.

Congratulations dear students for your great performance. Now it is time to move to the upcoming topic of study, Body paragraphs.

4.2.1.2 Body Paragraphs

Dear students, in this section, you will review key features of body paragraphs. These paragraphs serve as the section where writers develop their thesis statement, topic, and controlling ideas. Body paragraphs can be organized using different patterns, with the most common being comparison/contrast, cause/effect, and chronological order, among others (Oshima & Hogue, 2006).

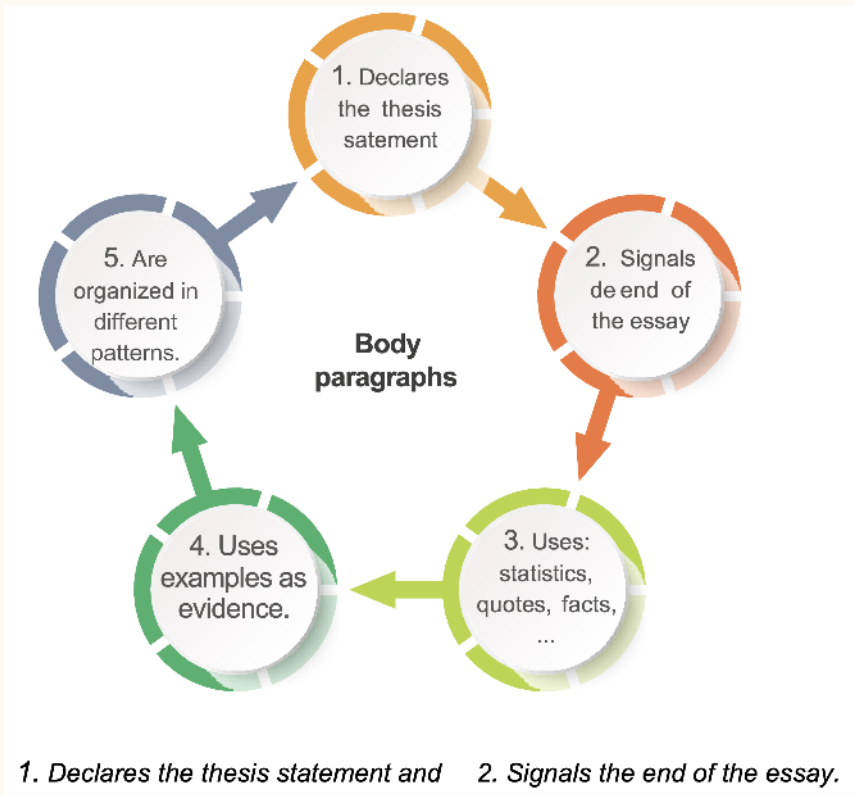
To deepen your understanding beyond theoretical knowledge, you are encouraged to watch the instructional video [How to Write an Essay: Body Paragraphs](#) which provides guidance on crafting strong, well-structured body paragraphs.

Additionally, to reinforce and expand upon what you have learned, refer to [developing body paragraphs](#) section in the link provided. This will further support your understanding of body paragraph features and organization.

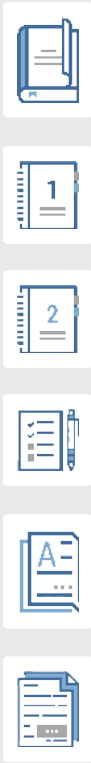
Recommended learning activity

Using the knowledge you have acquired, carefully read the information in the chart below and cross out any statement that does not represent a feature of body paragraphs.

Figure 2
Body Paragraphs – Features



Note. Espinosa, F., 2024.



4.2.1.3 Concluding Paragraph

Dear students, at this stage of your study, you will reinforce your understanding of the concluding paragraph of an essay. The concluding paragraph serves as the final section of an essay and fulfills three essential purposes. First, it signals the end of the essay, typically achieved through transition signals. Second, it reminds readers of the main points presented throughout the essay, accomplished by summarizing key ideas or paraphrasing the thesis statement. Lastly, it leaves readers with the writer's final thoughts on the topic, ensuring a lasting impression through a strong concluding message (Oshima & Hogue, 2006).

Dear students, to move from theoretical knowledge to practice application, you are encouraged to watch a video that provides a step-by-step guide on [How to Write an Essay: Conclusion Paragraph](#)

Additionally, remember that your primary reference is your virtual guide. To further strengthen your understanding, review the [writing a concluding](#) section in your guide and reinforce the concepts you have studied.

Recommended learning activity

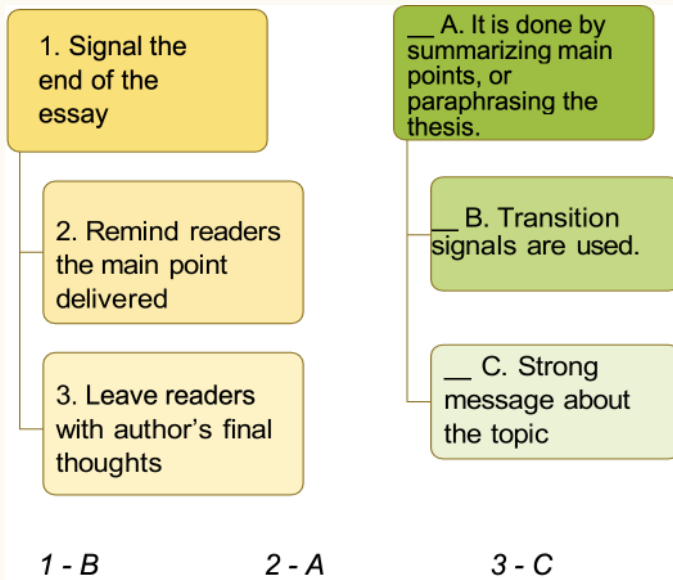
Activity 1.

Match the purposes of the concluding paragraph with the most suitable method for achieving them.



Figure 3

Concluding Paragraph-Purposes



Note. Espinosa, F., 2024.

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

Given your dedication and commitment to learning about the concluding paragraph, it is expected that you have successfully completed the task.

Activity 2

Dear students, it is the right moment to assess your knowledge acquisition in regards to the topics you have learned until now. Let's start, best wishes!



Self-assessment 4

1. Why is clarity important in academic essay writing?

- a. It helps readers easily understand the writer's argument.
- b. It allows writers to use more complex vocabulary.
- c. It is only necessary for scientific essays.

2. What distinguishes an academic essay from an academic paragraph?

- a. An academic essay follows a less formal structure than a paragraph.
- b. An academic essay develops each main point in a separate paragraph.
- c. An academic paragraph provides a more detailed exploration of a topic.

3. Why is reviewing expert definitions important when learning about academic essays?

- a. It provides a rigid template to follow.
- b. It eliminates the need for creativity in writing.
- c. It helps students develop a clear and informed definition of their own.

4. What is a key characteristic of an academic essay?

- a. It includes personal opinions without supporting evidence.
- b. It presents a structured and coherent discussion on a topic.
- c. It consists of a single paragraph with a central idea.

5. Which of the following is NOT a key element of an academic essay?

- a. Personal storytelling without academic support.
- b. A clear thesis statement.
- c. Coherence and logical progression of ideas.

6. What is the primary purpose of an introductory paragraph in an academic essay?

- a. To provide detailed evidence supporting the main idea.
- b. To summarize the entire essay in one paragraph.
- c. To introduce the topic and present the thesis statement.



7. Which of the following should be included in an essay's introduction?
- A detailed analysis of supporting points.
 - A hook, background information, and a thesis statement.
 - Concluding thoughts and recommendations.
8. What is the function of the thesis statement in an academic essay?
- It expresses the main argument or central idea of the essay.
 - It provides a list of references for the reader.
 - It summarizes the essay's conclusion.
9. Which element is NOT essential in a body paragraph?
- A topic sentence.
 - An unrelated personal anecdote.
 - Supporting evidence and explanation.
10. What is the purpose of a topic sentence in a body paragraph?
- To restate the thesis statement.
 - To provide a concluding remark.
 - To introduce the main idea of the paragraph.
11. What type of evidence is most effective in supporting arguments in an academic essay?
- Unverified personal opinions.
 - Credible sources, research findings, and expert opinions.
 - Random internet comments.
12. What is the main function of a concluding paragraph?
- To summarize key points and reinforce the thesis.
 - To introduce a completely new argument.
 - To present statistical evidence.



13. Which of the following should NOT be included in a conclusion?

- a. A restatement of the thesis in different words.
- b. A final thought that reinforces the main message.
- c. A new argument not previously discussed.

14. What is an effective way to end a conclusion?

- a. By repeating the thesis statement word by word.
- b. By leaving the reader with a thought-provoking insight or call to action.
- c. By abruptly stopping without a closing sentence.

15. Why should a conclusion avoid introducing new information?

- a. New information requires full development and analysis, which is not possible in the conclusion.
- b. Conclusions should be as short as possible.
- c. The conclusion is only a formality and does not affect the essay.

[Ir al solucionario](#)

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 11

Unit 5. Writing Academic Essays

Hello dear students, this week, we will search into the fundamentals of crafting academic essays.



5.1 Descriptive Essays

Dear students, before delving into the current topic, it is essential to revisit key concepts from the first term of this academic course. First, it is important to recognize that single paragraphs and essays share significant structural similarities. To reinforce this understanding, please review the following infographic:

[Paragraph vs Essay structure](#)

As illustrated in the infographic, the structure of a single paragraph closely aligns with that of an essay. Mastering the composition of well-structured paragraphs will ultimately lead to the ability to write high-quality academic essays. Additionally, recall the role of the five senses—sight, taste, touch, hearing, and smell—in writing descriptive texts, as well as the essential elements of good writing: purpose, audience, clarity, unity, cohesion, and coherence. These foundational elements are crucial in crafting effective academic texts.

With these prerequisites in mind, organization, sensory details, and the principles of good writing, you are well-prepared to engage with the main focus of this section, Descriptive Essays.



To begin the descriptive essay writing process, you will follow a structured writing procedure that integrates prior knowledge from previous and current academic courses, and from current OER about [writing descriptive essays](#)

To deepen your understanding, refer to the previously given OER and explore the Descriptive Essay section. It is required to search and perform all the sections: techniques, think before you begin, what does it look like,? see it in practice, and wrapping up.

Given your dedication to mastering each topic in this academic course, it is evident that writing a descriptive essay was a manageable task for you. By applying effective reading strategies, you gathered valuable information on the



topic, structured your ideas logically through an outline, and composed your essay while considering essential academic aspects such as purpose, audience, clarity, unity, cohesion, and coherence. Furthermore, you now understand that descriptive essays go beyond mere writing; they resemble painting a picture with words, requiring vivid descriptions that engage the senses of sight, taste, touch, hearing, and smell.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 12

Unit 5. Writing Academic Essays

5.2 Comparison/Contrast essays

Dear students, before surfing into the current topic, it is essential to recall key concepts from the first term of this academic course. One fundamental aspect to keep in mind is that single paragraphs and essays share significant structural similarities. Given the nature of comparison/contrast essays, understanding their structure is crucial, as is familiarity with transition words that effectively signal similarities and differences. Therefore, reviewing the information covered in the first term, along with the relevant information provided in the different sources, will provide a strong foundation for this topic.

With these prerequisites in mind; organization, transition words, and the essential elements of good writing, you are well prepared to engage with the topic of Comparison/Contrast Essays. From this point forward, you will follow a structured writing process that integrates prior knowledge with new information from current OER about [compare and contrast essays](#)

To begin the comparison/contrast essay writing process, refer to the pedagogical resource provided above. Next, go through Techniques, Think Before You Begin, What Does It Look Like,? See It in Practice, and Wrapping Up sections, and complete the suggested activities. As you read, apply the Recognizing Topic, Main Ideas, and Supporting Points reading strategy to identify the essay's subject, thesis statement, and the relevance of its



supporting details. Once you have analyzed these key elements, use the Questioning Reading Strategy to determine the author's purpose to determine whether the essay is focused on comparison, contrast, or a combination of both.

Dear students, it is paramount to remember that a comparison/contrast essay analyzes the similarities and/or differences between two or more subjects to enhance the reader's understanding. The structure typically involves an introduction that introduces the subjects and the main purpose of the comparison, followed by body paragraphs that explore each point of comparison or contrast. The essay may be organized either by subject (discussing one subject in full before moving to the next) or by point (alternating between the subjects based on specific aspects). Effective comparison/contrast essays require clear organization, precise language, and strong transitions to guide the reader through the points of analysis. The conclusion synthesizes the insights gained, reaffirming the thesis while highlighting the significance of the comparison or contrast. By focusing on key similarities and differences, these essays help readers recognize underlying connections and distinctions between the subjects, encouraging a deeper understanding of the topic at hand.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 13

Unit 5. Writing Academic Essays

5.3 Cause/Effect Essays

In a Cause/Effect Essay, the author explores the causes (reasons) behind an event and its effects (results) or may analyze both causes and effects together (Oshima & Hogue, 2006). This essay structure requires careful attention to the organization of ideas, as well as the appropriate use of transition words to



express either causes or effects. To fully grasp this structure, it is essential that you review the material covered during the first term of this academic course, as well as the relevant information from the different sources provided.

Dear students, to begin the writing process, I recommend that you refer to the 'Cause/Effect Essays' section in the current OER about [Cause & Effect Essays](#). As you read, apply the 'Recognizing Topic, Main Ideas, and Supporting Points' reading strategy to identify key elements, such as the topic, thesis statement, and the validity of supporting details. This will help you gain a deeper understanding of the essay's structure and content.

Next, use the 'Questioning Reading Strategy' to critically evaluate the author's purpose, determining whether the essay focuses on causes, effects, or a combination of both. By employing these reading strategies, you will be able to engage with the text more effectively and go through the sections 'Techniques, Think Before You Begin, What Does It Look Like,? See It in Practice, Wrapping Up' which will help you to gain a comprehensive understanding of the Cause/Effect Essay structure.



In order to expand your knowledge, it is recommended to visit the current site and study by heart all the appendix C [about connecting and transition signals](#)

Recommended learning activity

After reading the relevant sections, practice identifying the causes and effects in the given sample essay. Pay close attention to the use of transition words and how they contribute to the overall clarity of the essay. Then, write a brief outline of a Cause/Effect essay based on a topic of your choice, incorporating the organizational structure and transition words discussed.





Week 14

Unit 5. Writing Academic Essays

5.4 Opinion essays

Dear students, let's go through the analysis of some guidelines and structure of an opinion essay. This type of essay plays a crucial role in academic writing, as it allows writers to express their viewpoint on a particular issue or topic. When writing this type of essay, it is essential to follow specific guidelines during the planning stage:

Clearly state your opinion on the topic (agree/disagree).

Avoid presenting arguments for both perspectives—remember, your goal is to defend your own viewpoint, not to compare or contrast different opinions.

Support your opinion with strong and logical reasons to persuade the reader. To facilitate the writing process, we will follow a structured approach recommended by Edubenchmark (n.d.):

Opinion Essay Structure

1. Introduction

Paraphrase the essay question.

Clearly state your opinion.

Provide two supporting reasons for your stance.

2. Main Body – Paragraph 1

Topic Sentence: Introduce the first reason supporting your opinion.

Explanation: Elaborate on this idea to strengthen your argument.



Example: Provide a relevant example to illustrate your point.

3. Main Body – Paragraph 2

Topic Sentence: Present the second reason supporting your opinion.

Explanation: Explain how this reason reinforces your viewpoint.

Example: Include a concrete example to support your argument.

4. Conclusion

Summarize your opinion and the key reasons that support it.

If the information provided above was not enough, let's take the necessary time to watch the current video about [how to write an opinion essay](#) and focus your attention on the steps to write an accurate opinion essay; this data will be useful during the next learning stage.

In order to move from theory to practice, it is required to explore the sections about opinion essays in the given source named [How to Write an Opinion Essay](#) Learn by heart all the features to write an accurate opinion essay, and perform the activity suggested below.

Recommended learning activity

After reviewing the information above, choose one of the topics below to practice writing an opinion essay. Use the structure (samples 1 or 2) outlined in the examples provide in the given source above and organize your essay effectively and support your viewpoint with clear, detailed reasons.

Given topics.

The President's role, in my opinion.

Are private prisons ethical?



Parents are the best teachers.

Have technological devices destroyed communication among friends and family?

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 15

Unit 5. Writing Academic Essays

5.5 Persuasive essay

Hello dear students, to start the study of the persuasive essay, imagine you are building a bridge to convince someone to cross over to your side of an argument. Just like a strong bridge needs strong pillars and a clear path, a persuasive essay requires solid reasoning, credible evidence, and logical organization to persuade your reader to see things from your perspective. If your bridge is weak or full of gaps, people won't trust it, just as a weak argument won't convince your audience.

In regard to persuasive essay, Parker (2024) asserts that a persuasive essay is designed to convince readers to adopt a particular viewpoint by presenting well-reasoned arguments, credible research, and compelling ideas. To achieve this, writers must construct a logical and structured argument that effectively supports their position. A strong persuasive essay includes essential components that contribute to its clarity and effectiveness. First, a clear thesis statement serves as the foundation, guiding the essay's direction. The introduction establishes the topic and presents this thesis, setting the stage for the argument. The body paragraphs then provide well-researched evidence to substantiate each point, ensuring that claims are logically developed. Additionally, smooth transitions between paragraphs enhance cohesion, making the essay more engaging and comprehensible. Addressing counterarguments is also crucial, as it demonstrates an awareness of opposing perspectives while systematically refuting them. Finally, a strong



conclusion reinforces the central argument, leaving a lasting impression on the reader without simply restating the thesis. By incorporating these elements, a persuasive essay effectively communicates its message and strengthens the writer's position.

In order to put this theoretical knowledge into practice, it is suggested to go through the current site which will explain you how to write a [persuasive essay](#) in just six steps.



In order to expand your prior knowledge about persuasive essay, watch the current video about how to write persuasive essay where you will be able to review what a persuasive essay is, analyze an example of a persuasive essay, and to learn the steps on [how to write a persuasive essay](#)

All in all, it is paramount to learn by heart that a persuasive essay aims to convince readers to adopt a particular viewpoint or take action by presenting logical arguments supported by research and reasoning. It is structured around a clear thesis statement, which is introduced in the introductory paragraph and developed throughout the body paragraphs using well-organized evidence. Effective persuasive writing follows a structured process, beginning with brainstorming to organize initial thoughts, followed by thorough research to gather credible information. A strong thesis statement serves as the scaffolding of the essay, combining a debatable claim with supporting details arranged in logical patterns such as problem-solution, cause-effect, or statement of reason. The introduction sets the stage by defining the topic, highlighting its relevance, and stating the thesis. The body paragraphs expand on the thesis, each addressing a specific supporting point with evidence, while smooth transitions ensure cohesion. Addressing counterarguments is crucial to strengthening the argument by acknowledging and refuting opposing views. The conclusion reinforces the central idea without repetition, summarizing key points and emphasizing the topic's significance. By following these steps, students can construct persuasive essays that are coherent, well-reasoned, and effective in influencing their audience.



Recommended learning activity

Before moving forward on the study of new interesting topics, let's show yourselves how deep your knowledge about content from unit 5 is by taking the self-evaluation assigned for this stage of study. Best wishes.



Self-assessment 5

1. What is the primary goal of a descriptive essay?
 - a. To argue a specific viewpoint
 - b. To compare two or more subjects
 - c. To create a vivid picture using sensory details
2. Which of the following techniques is most commonly used in descriptive essays?
 - a. Persuasive arguments
 - b. Sensory details
 - c. Statistical evidence
3. Which sentence best demonstrates descriptive writing?
 - a. The large golden retriever dashed through the green meadow, its fur gleaming under the sunlight.
 - b. The dog is running.
 - c. Dogs are a popular pet in many households.
4. Which of the following best defines a comparison/contrast essay?
 - a. A type of writing that persuades the reader to accept a viewpoint
 - b. An essay that examines similarities and differences between two or more subjects
 - c. An essay that provides reasons and effects for a specific situation



5. What are the two common structures of a comparison/contrast essay?
- a. Chronological and order of importance
 - b. Narrative and descriptive
 - c. Block method and point-by-point method
6. Which transition word is commonly used in a comparison/contrast essay?
- a. Likewise
 - b. Consequently
 - c. Firstly
7. In a cause/effect essay, what should the writer focus on?
- a. Describing a place or event in great detail
 - b. Stating an opinion without evidence
 - c. Explaining why something happened and its consequences
8. Which transition word signals an effect?
- a. Because
 - b. As a result
 - c. Instead
9. What is an essential component of a cause/effect essay?
- a. . A thesis statement that clearly defines the relationship between causes and effects
 - b. A personal opinion without evidence
 - c. A counterargument
10. Which structure is NOT commonly used in a cause/effect essay?
- a. Block method
 - b. Point-by-point
 - c. Problem-solution



11. What is the key feature of an opinion essay?

- a. A detailed description of a place
- b. Strong personal viewpoint supported by reasons and evidence
- c. Analyzing similarities and differences

12. Which sentence best fits an opinion essay?

- a. "I believe school uniforms improve student discipline."
- b. "There are many similarities between cats and dogs."
- c. "Global warming is caused by pollution."

13. What is the primary purpose of a persuasive essay?

- a. To tell a story
- b. To convince the reader to accept a viewpoint
- c. To explain a process

14. Which element strengthens a persuasive essay?

- a. Using only personal opinions
- b. Listing similarities
- c. Addressing counterarguments

15. What is a key difference between an opinion essay and a persuasive essay?

- a. A persuasive essay uses emotional appeals and evidence to convince, while an opinion essay focuses on personal views with reasoning.
- b. Opinion essays use research, but persuasive essays do not.
- c. Persuasive essays do not require a thesis statement.

[Ir al solucionario](#)





Week 16

Unit 5. Writing Academic Essays

Pedagogical Review: Academic Reading and Writing I - Units 4 & 5

"Dear students, during Week 16, two significant academic events will take place. The first event is a review of the key content covered in Units 4 and 5. Since this review will provide a brief overview, you are encouraged to go back to the specific topics developed throughout the study of this guide for a deeper understanding. The second important event this week is the on-site evaluation, where you will demonstrate the knowledge, you have acquired throughout your studies. Make sure to prepare thoroughly to maximize your learning experience and performance.

"Differences Between Academic Reading and General Reading

Beginning with the review of the current topic, let's state clearly that Academic reading and general reading differ in purpose, structure, and approach. While general reading is often for entertainment or casual information, academic reading is purposeful and analytical, requiring critical thinking, comprehension, and synthesis of ideas. Academic texts present structured arguments, evidence-based discussions, and complex vocabulary, requiring strategies such as skimming, scanning, and in-depth analysis. Mastering academic reading enhances a student's ability to engage with scholarly content effectively.

Another topic that deserves our attention is 'Academic essay writing' which is a structured form of expression that conveys ideas logically and persuasively. Unlike informal writing, academic essays maintain a formal style, use evidence to support claims, and follow a clear structure. A well-developed essay demonstrates coherence, clarity, and a strong argument. Understanding the key elements of an academic essay is essential for effective communication in higher education.



An additional topic studied throughout the study of units 4 and 5, we have the 'Parts of the Essay,' where it is highlighted that an academic essay consists of three main parts: the introduction, body, and conclusion. The introduction presents the topic, provides background information, and includes a thesis statement that guides the essay. The body paragraphs develop the argument with supporting details, evidence, and explanations, ensuring logical progression. The conclusion reinforces the thesis without repetition, summarizing key points and offering final insights. Cohesion between these sections is fundamental to maintaining clarity and flow.

Once we learned the structure of an academic essay, we move forward to the study of writing specific essays, being the first the 'descriptive essay' which vividly portrays a person, place, object, or event, engaging the reader's senses through detailed imagery. Effective descriptive writing relies on precise vocabulary, figurative language, and sensory details to create a clear mental picture. While creativity is essential, maintaining coherence and organization ensures that descriptions remain structured rather than fragmented. A strong descriptive essay immerses the reader in the subject, making it a powerful writing tool.

Another type of essay studied was the 'Comparison/Contrast Essays.'

Comparison/contrast essays analyze similarities and differences between two or more subjects. They can follow a block structure, where one subject is discussed entirely before moving to the next, or a point-by-point structure, where each aspect of comparison is discussed side by side. The key to a successful comparison/contrast essay is maintaining balance, ensuring clarity in distinctions, and using appropriate transitional phrases to enhance coherence.

Right after the study of the previous essay was concluded, we focused our attention to the study of Cause/Effect Essays' which main goal is to explore the reasons behind an event (causes) and its consequences (effects). This type of writing requires logical connections and clear organization, often structured as cause-first (discussing causes before effects) or effect-first



(exploring effects before discussing causes). Precision in presenting causal relationships is crucial, avoiding oversimplification or unsupported assumptions. Effective use of evidence strengthens arguments and enhances credibility.

Prior to the end of unit five, we got to learn about the principles of an 'opinion essay' which allow writers to express their viewpoints on a topic while supporting them with logical reasoning and evidence. A clear thesis statement presents the writer's position, and the body paragraphs provide well-structured arguments with factual support. While personal opinions are central, the essay must maintain formal language and critical analysis, ensuring credibility and persuasion. Addressing opposing viewpoints adds depth and demonstrates awareness of diverse perspectives.

The final topic of study was persuasive essays; through the study of its features, it was highlighted that its main goal was to convince the reader to accept a specific viewpoint or act. Unlike an opinion essay, a persuasive essay relies on logical reasoning, emotional appeals, and solid evidence to strengthen arguments. Key components include a compelling thesis, well-supported claims, counterargument refutation, and a strong conclusion that reinforces the stance. Effective persuasive writing engages the audience and encourages critical reflection.

Dear students, as we reach the end of the semester, I want to praise you for your dedication and effort in developing your academic reading and writing skills. Learning is a journey, and every step you take strengthens your ability to think critically, express ideas effectively, and grow as a future professional. Keep challenging yourself, stay curious, and never stop refining your skills. I wish you all the best in your end-of-term evaluation; believe in yourself, trust on your preparation, and give it your very best. Success comes to those who persevere, and I have no doubt that you will do great!





4. Self-assessments

Self-assessment 1

Pregunta	Respuesta	Retroalimentación
1	b	The requirements for academic writing are advanced reasoning and argumentation skills.
2	b	Academic reading aims to critically and purposefully read academic texts to study a subject.
3	c	Writers must keep their audience in mind throughout the writing process to ensure effective communication.
4	a	In an academic setting, the audience refers specifically to those who are engaged with the writer's concepts.
5	a	Persuasion, analysis/synthesis, and informing readers are the three main purposes of academic writing.
6	b	Writing in a simple and clear manner enhances clarity in academic texts.
7	a	Clarity in academic writing requires the use of precise language so that the topic is easily understood.
8	b	Unity ensures that every sentence within a paragraph is closely related to the main subject and its controlling idea.
9	c	Every supporting sentence should reinforce the topic sentence by proving its main subject and controlling idea.
10	b	A paragraph without unity contains unrelated ideas, making it difficult for the reader to follow the main point.
11	b	Cohesion helps link ideas logically, making the text clearer and easier to follow.
12	a	A lack of cohesion makes it difficult for readers to follow the writer's argument, leading to confusion.
13	a	Cohesion ensures clarity by linking ideas, making the writer's message easier to understand.



Pregunta	Respuesta	Retroalimentación
14	c	Coherence ensures that ideas are logically connected and easy to follow.
15	b	Logical order makes it easier for readers to follow the argument.

[Ir a la autoevaluación](#)



Self-assessment 2

Pregunta	Respuesta	Retroalimentación
1	a	Printed shared sources reduce eyestrain, unlike digital screens that may cause fatigue.
2	b	Peer review by experts verifies the methodology and conclusions before publication.
3	c	Activating prior knowledge connects new content to what learners already know, enhancing comprehension.
4	a	Pre-instructional activities engage students' existing knowledge, setting the stage for new learning.
5	b	Previewing involves skimming the text's structural elements to get an overview of its content and organization.
6	a	Previewing is about skimming and scanning key elements, not detailed reading.
7	b	Linking existing knowledge to new information enhances comprehension and retention.
8	c	This strategy promotes active engagement, leading to improved comprehension and retention.
9	b	Questioning helps students actively engage with texts, make connections, and develop a deeper understanding of the material.
10.	a	Effective modeling helps students learn to ask insightful questions that enhance comprehension and critical thinking.
11	b	The main idea expresses the central argument or message the writer wants to communicate throughout the text.
12	c	The topic is the broadest theme of the text and helps readers understand what the passage will be about.
13	a	The main idea is typically placed at the beginning of an academic paragraph, though it can also appear in the middle or at the end, especially in essays.
14	b	Exploring purpose helps readers define their objective, guiding their focus and comprehension.
15	a	Unlike summarizing, synthesis requires deeper engagement with the material, establishing meaningful connections.



[Ir a la autoevaluación](#)



Self-assessment 3

Pregunta	Respuesta	Retroalimentación
1	a	A colon properly introduces a formal quotation.
2	b	A comma is used to separate items in a list, ensuring clarity
3	c	A colon introduces additional information, explanations, or clarifications.)
4	b	"Furthermore" is an additive transition, meaning it introduces extra information related to the previous idea.
5	c	"Nevertheless" is a contrast transition, used to introduce an opposing or unexpected idea.
6	a	The correct sentence follows standard punctuation rules, using "or" to connect two choices without an unnecessary comma.
7	c	"For instance" is a linking phrase used to introduce examples that support an idea.
8	a	Supporting sentences elaborate on the topic sentence by including explanations, examples, or arguments that reinforce the main idea.
9	b	Coherence ensures a smooth flow of ideas, making the paragraph easier to understand and follow.
10	c	The concluding sentence wraps up the paragraph, reinforcing the main point and sometimes transitioning to the next idea.
11	b	A narrative paragraph focuses on storytelling, presenting events in a logical sequence to engage the reader.
12	a	A descriptive paragraph paints a vivid picture using sensory details to help readers visualize the subject.
13	c	Two independent clauses are joined incorrectly without punctuation or a conjunction.
14	b	Two independent clauses are incorrectly joined by a comma.
15	a	These are short, abrupt sentences that should be combined for better flow.

[Ir a la autoevaluación](#)



Self-assessment 4

Pregunta	Respuesta	Retroalimentación
1	a	Clarity ensures that the writer's ideas are effectively communicated to the reader, making the argument or discussion easy to follow.
2	b	An academic essay builds on the structure of a paragraph but expands the discussion by presenting each main point in an independent paragraph, ensuring better organization and coherence.
3	c	Understanding expert definitions allows students to internalize academic writing principles and express their understanding in their own words.
4	b	Academic essays require structured development of ideas, where each paragraph contributes to the overall discussion with clear reasoning and supporting evidence.
5	a	Academic essays focus on structured arguments and evidence-based discussions rather than personal anecdotes that lack academic relevance.
6	c	The introduction sets the stage for the essay by presenting background information, engaging the reader, and stating the thesis, which outlines the main argument.
7	b	A strong introduction captures attention with a hook, provides necessary background context, and clearly states the thesis to guide the essay's direction.
8	a	The thesis statement serves as the foundation of the essay, guiding the content and ensuring coherence in the argument.
9	b	Every body paragraph must include a topic sentence, supporting evidence, and explanation. Irrelevant anecdotes weaken academic writing.
10	c	A topic sentence sets the focus of the paragraph, linking it to the thesis while guiding the reader through the argument.
11	b	Strong academic writing relies on credible, well-researched evidence that supports claims with logic and authority.
12	a	A strong conclusion restates the thesis, summarizes key ideas, and leaves a lasting impression, but it does not introduce new arguments.



Pregunta	Respuesta	Retroalimentación
13	c	The conclusion wraps up the discussion by reinforcing key ideas rather than introducing new points.
14	b	A strong closing statement leaves a meaningful impact on the reader, encouraging further reflection or action.
15	a	New ideas should be explored in body paragraphs; conclusions serve to synthesize and reinforce, not introduce.

[Ir a la autoevaluación](#)



Self-assessment 5

Pregunta	Respuesta	Retroalimentación
1	c	A descriptive essay focuses on painting a vivid picture using sensory details to help the reader experience the subject, rather than arguing a point or explaining relationships.
2	b	Sensory details help the reader experience the subject vividly.
3	a	Vivid details make the description engaging and immersive.
4	b	This essay type analyzes similarities and differences between subjects.
5	c	The block method discusses one subject fully before moving to the next, while point-by-point compares aspects of both subjects simultaneously.
6	a	"Likewise" signals a similarity between two ideas.
7	c	This essay type explores causes (reasons) and effects (consequences).
8	b	"As a result" introduces a consequence.
9	a	The thesis must clearly outline the causes and effects discussed.
10	c	Problem-solution essays focus on solving an issue rather than explaining its causes and effects.
11	b	An opinion essay presents a personal stance backed by supporting evidence.
12	a	Opinion essays include personal viewpoints supported by reasoning.
13	b	Persuasive essays aim to influence readers' opinions or actions.
14	c	Acknowledging and refuting opposing viewpoints makes the argument stronger.
15	a	Persuasive essays aim to convince the reader using both logic and emotion.

[Ir a la autoevaluación](#)





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6. Annexes



Annex 1. Activity one – week one

Hello dear students. Once we have studied the principles and concepts of three, out of six, elements for good academic writing, it is the perfect moment to take a step ahead and move from theory to practice.

Activity.

Read paragraphs #1 and #2; afterwards, perform the required activities.

Paragraph #1

Excessive exposure to television and video games can negatively impact children's behavior, particularly by increasing aggression. Studies have shown that children who spend excessive time watching television exhibit more aggressive tendencies than those with limited exposure. A longitudinal study of over 430 children found that eight-year-old boys who watched excessive television displayed significantly higher aggression levels than their peers (Eron et al., 2013). Furthermore, these aggressive tendencies persisted into adulthood, highlighting the long-term consequences of media overexposure (Huesmann et al., 2013). Similarly, research has linked video game exposure to intensified aggression, cognitive changes, and increased physiological irritation. With a majority of popular video games containing violent content, concerns about their influence on children's aggression remain significant. In conclusion, extensive media exposure can shape children's behaviors and attitudes in negative ways.

Adapted from (Types of Paragraphs, 2023).

Paragraph #2

Excessive exposure to television and video games can negatively impact children's behavior, particularly by increasing aggression. Watching television a lot can cause children to become aggressive, and some studies prove this happens.

There was a study that looked at children who were eight and saw that watching a lot of TV made them more aggressive (Eron et al., 2013). This did not stop even when they became adults (Huesmann et al., 2013). Also, video games are also a problem because many of them are violent, and children who play them a lot can also become more aggressive. Researchers say that gaming changes how children think and react, which makes them act differently. In sum, social media is everywhere, so it is hard for children not to be affected by it.

Adapted from (Types of Paragraphs, 2023).

A. Highlight the option that provides the right response to the statements

below:

1. The intended audience of the writer is
 - a. society in general.
 - b. academic readers.
 - c. multi-media readers.
2. It is a quality of a written text that meets clarity.
 - a. it includes specialized vocabulary.
 - b. it repeats ideas over and over.
 - c. It can be understood from the first reading.
3. The paragraph that meets clarity is
 - a. Paragraph #1
 - b. Paragraph #2
 - c. Both

B. In paragraph #2, highlight, at least three sentences, that lack clarity in terms of sentence formation or vocabulary accuracy.

1.

2.

3.

C. Rewrite the sentences which lack clarity, so they meet clarity.

1.

2.

3.



Dear students: recapitulating the information learned about audience, purpose, and clarity, it is asserted that considering the *audience* throughout the writing process is essential to ensure accurate communication between the writer and the reader.

Writers must be aware of their audience's background knowledge, expectations, and needs, to adapt their language, tone, and structure accordingly to enhance comprehension and engagement. Additionally, the *purpose* of Academic Reading and Writing involves critically engaging readers with academic texts to help them acquire, analyze, and synthesize knowledge. Through this process, writers effectively communicate ideas and develop well thought arguments that inform, persuade, and contribute to academic discussions. Equally important is *clarity*, a fundamental characteristic of academic writing that ensures a text is easily understood upon first reading. Achieving clarity requires the use of precise and straightforward language, logical organization of ideas, and consistency in presentation. By maintaining a strong awareness of audience, purpose, and clarity, writers can produce well-structured, coherent, and impactful academic texts.

Answer key:

A.

1. b

2. c

3. a

B.

Answers will vary; it will be discussed with the teacher during weekly tutorial.

C.

Answers will vary; it will be discussed with the teacher during weekly tutorial.

Annex 2. Activity one – week two

To clearly understand the relation existing between supporting sentences and its main idea, which is called unity; It is recommended to perform the activity suggested below.

Activity.

Taking as a base the knowledge acquired about *unity*, read the paragraph provided, whose topic sentence has been highlighted, and provide a response to the questions below.

Paragraph:

(1) Although the Braille system gained immediate popularity with the blind students at the Institute in Paris, it had to gain acceptance among the sighted before its adoption throughout France. (2) This support was necessary because sighted teachers and leaders had ultimate control over the propagation of Braille resources. (3) Many of the teachers at the Royal Institute for Blind Youth resisted learning Braille's system because they found the tactile method of reading difficult to learn (Bullock & Galst, 2009). (4) This resistance was symptomatic of the prevalent attitude that the blind population had to adapt to the sighted world rather than develop their own tools and methods. (5) Over time, however, with the increasing impetus to make social contribution possible for all, teachers began to appreciate the usefulness of Braille's system (Bullock & Galst, 2009). (6) Some teachers also enjoyed traveling to different countries to explore various educational methods. (7) Access to reading could help improve the productivity and integration of people with vision loss. (8) Additionally, some historical accounts mention that Braille himself was fond of playing musical instruments. (9) It took approximately 30 years, but the

French government eventually approved the Braille system, and it was established throughout the country (Bullock & Galst, 2009). (10) The invention of the telephone by Alexander Graham Bell was another milestone in communication technology.

Adapted from (McCombes, 2022).

1. Taking as a base the highlighted topic sentence, identify the three supporting details that do not meet unity.

Supporting details that do not meet unity:

Sentence # ____

Sentence # ____

Sentence # ____

2. Be prepared to tell your professor, during the weekly tutorial, why each of the sentences selected do not meet unity?

Answer key

1. 6, 8, 10

2. Answers will vary; therefore, they will be discussed during the weekly tutorial session.



Dear students, at this stage of the study, you are clear to the fact that an academic paragraph meets *unity* only when its supporting details are directly related to the paragraph's main idea which is stated in the paragraph's topic sentence.

Annex 3. Activity two – week two

Dear students, for the accurate performance of the current activity, you are invited to watch the video about [main features of cohesion and coherence](#) and provide accurate responses to the questions stated below.

Read the statement below and choose the option that best responds to the questions below.

1. Mark 'True or False' to the given statement below.

The main differences between cohesion and coherence are:

Cohesion refers to the grammatical and lexical linking of sentences (e.g., reference words, repeated words, transition signals).

Coherence refers to the logical arrangement of ideas that makes the text meaningful as a whole.

True ____

False ____

2. Mark 'true or false' to the given statement below.

The most common ways to achieve coherence are:

Logical organization of ideas (chronological, spatial, order of importance).

Use of transition signals to connect ideas smoothly.

Repetition of key nouns to maintain focus and clarity.

True ____

False ____

3. Mark, 'true or false' to the given statement below.

The most common ways to achieve cohesion are:

Use of reference words (e.g., this, that, it) to connect ideas.

Repetition of key words or ideas for consistency.

Use of substitution and ellipsis to avoid unnecessary repetition while keeping the text connected.

True ____

False ____

Answer key

1. T

2. T

3. T

Dear students, if your responses were 'True' in each of the questions, then, you have successfully learned about features for cohesion and coherence.

Congratulations, way to go!

Dear students, considering all the information that has been provided, it is assumed that you are already acquainted with the most relevant features about coherence which assert that coherence in academic writing refers to the logical flow of ideas that allows readers to easily follow and understand a text. An academic paragraph or essay achieves coherence when its ideas are well-organized, related, and presented in a clear, logical sequence. The most effective ways to achieve coherence include repetition of key nouns, use of consistent pronouns, use of transition signals, and organizing ideas based on time, space, or importance.

Annex 4. Week three - activity 1

Dear students, in order broaden your background information about textbooks, visit the annex below to search about the advantages and disadvantages of digital and printed textbooks; besides, you will be able to gain insights into the importance of knowing about books' scope and sequence to make a supported decision for textbook selection.

Dear preservice teacher let's start by stating that textbooks are fundamental tools in the teaching and learning process, and they exist in two main formats: printed and digital. According to Maxwell (1985), both types of textbooks offer unique advantages and disadvantages, mainly influenced by format and user preferences. However, research suggests that these differences do not significantly impact learning outcomes (Woody, Daniel, & Baker, 2013). Additionally, over half of college students have shown a preference for printed textbooks over digital ones (Shin, 2014). This discussion presents a comparative analysis of printed and digital textbooks, outlining their respective advantages and disadvantages and emphasizing the importance of scope and sequence in textbook design.

Regarding digital textbooks, Robb (2019) highlights several advantages. These textbooks incorporate multimedia elements and collaborative tools that enhance learning. Additionally, they feature user-friendly navigation tools, making information recovery faster and more efficient. Unlike printed textbooks, digital versions can be updated immediately to include the latest information. Another advantage is that digital textbooks are stored on electronic devices, making them lightweight and easily transportable. However, despite their benefits, digital textbooks also present disadvantages. One significant disadvantage is the limited availability of new content. The focus on digitizing existing materials has reduced the production of new educational content by emerging authors. Furthermore, many students still prefer printed textbooks for reading and comprehension purposes. A linked disadvantage to the use of digital textbooks is the high level of distraction caused by social media notifications and other digital alerts, which can hinder concentration and learning efficiency.

Printed textbooks have their own set of advantages. Pálsdóttir (2019) states that they are more suitable for reading large amounts of text compared to digital formats. Daniel and Woody (2013) emphasize that printed textbooks help students focus better by eliminating digital distractions. Additionally,

Harold (2018) notes that printed textbooks reduce eyestrain and can aid in relaxation, potentially alleviating insomnia. Despite these advantages, printed textbooks also have notable drawbacks. One major disadvantage is their cost, as they can be up to 60% more expensive than digital versions (Robb, 2019). Harold (2018) highlights another drawback related to portability, pointing out that carrying multiple printed textbooks can be inconvenient, whereas digital formats allow storage of thousands of books on a single device.

Dear students, keep in mind that beyond the format, textbooks must be evaluated based on their content structure. Two essential elements in textbook development are scope and sequence. Hlebowitsh (2010) defines scope as the content and skills included in a textbook, determining the depth and extent of topics covered. Sequence refers to the logical and progressive order in which content is presented, ensuring that learners build knowledge in a structured manner. Understanding scope and sequence is crucial for selecting effective textbooks that align with learning objectives and student needs.

Table 1
Printed versus digital Textbooks

Feature	Printed Textbooks	Digital Textbooks
Cost	More expensive	More affordable
Portability	Uncomfortable; carrying multiple books is difficult	Lightweight; can store thousands of books
Concentration	Fewer distractions	Potential distractions from digital notifications
Reading Experience	Preferred for long reading sessions	Some students prefer textbooks
Health Impact	Reduces eyestrain; helps relaxation	Prolonged screen exposure causes eye strain
Navigation	Requires manual searching	Easy search and navigation tools
Updates	Requires reprinting for updates	Real-time updates available
Interactivity	Limited to annotations and highlights	Includes multimedia and collaborative tools
Availability of New Content	New books continuously published	Limited new content due to digitization focus

Learning Context Suitability	Often preferred for deep study sessions	Best for quick reference and interactive learning
-------------------------------------	---	---

Note: Description of advantages and disadvantages of printed and digital textbooks.

Dear students, it is advisable to remember that both printed and digital textbooks have their corresponding strengths and limitations. Choosing between them depends on personal preferences and learning styles. Additionally, understanding scope and sequence is crucial in evaluating a textbook's effectiveness for academic use. The decision to use a printed or digital textbook should be based on careful reflection to ensure that reading remains both productive and enjoyable.

Annex 5. Week four – activity 1

As 'Questioning' reading strategy claims, it is necessary to move from being a passive reader to becoming an active reader; therefore, it is suggested to perform the recommended learning activity below.

Dear students. The development of the current activity is meant to help you understand and apply the 'Questioning' reading strategy to better understand academic context, to do that, two online activities will be performed.

Activity 1.

- A. Prior to watching the video, make sure you take notes of the information you already know about how to use questioning as a reading comprehension strategy.
- B. While watching the video, take notes of things you did not know about the application of questioning reading strategy (pause the video as many times as necessary).

Watch the video provided about How to use questioning to improve reading comprehension

Activity 2.

Perform the suggested reading strategy which is labeled as Questioning activity

This activity helps you practice questioning by offering examples of the kinds of questions you might ask yourself before, during, and after reading. It also allows you to create your own questions for reading. You will practice answering these questions using a short reading passage.

After answering the questions, you will have the option to export your work as a docx and hand it in to your personal e-main.

It is suggested to save the list of sample questions and re-use them, to control reading comprehension, for further reading assignments.

Dear students, from all the information analyzed about questioning reading strategy, it has to be highlighted that this strategy enhances reading comprehension by helping students recognize the linguistic and

structural features of academic texts where teachers play a key role in modeling effective questioning before, during, and after reading, gradually guiding students toward independent comprehension. Beyond reading comprehension improvement, questioning fosters vocabulary development, critical thinking, and problem-solving. This reading strategy is widely applied in education, such as in teacher training programs throughout the different disciplines, where deeper reasoning and conceptual understanding is required. By integrating questioning into discussions, educators help students construct knowledge and develop analytical skills.

Annex 6. Week six – activity 1

Dear students, it is relevant to become knowledgeable about the different types of essays. In order to do that, it is suggested to go through the suggested reading material below which will provide an overview of paragraphs' definition, their structure, examples that highlight the different features of the different types of paragraphs

Dear students, remember that regardless of the type of paragraph you are required to write, its fundamental structure remains the same: a topic sentence, supporting details, and a concluding statement. The key distinction between different paragraph types lies in their purpose, as each serves a specific function in academic writing. Understanding this will help you craft clear, well-organized, and purposeful paragraphs and longer pieces of academic writing.

Annex 7. Week seven – activity 1

Practice Activity: Identifying and Correcting Common Sentence Problems

Instructions:

Dear students, read each sentence carefully and determine whether it contains a sentence fragment, choppy sentence, run-on sentence, or comma splice. Then, choose the one correct way to fix the sentence from the three given options.

Exercise

1. Running through the park every morning.
 - a. Running through the park every morning is good exercise.
 - b. Running through the park every morning, I feel great.
 - c. Because I run through the park every morning.
2. The sun was shining, we went outside to play.
 - a. The sun was shining. We went outside to play.
 - b. The sun was shining, so we went outside to play.
 - c. The sun was shining we went outside to play.
3. I woke up. I ate breakfast. I left for school.
 - a. I woke up and ate breakfast, then I left for school.
 - b. I woke up, I ate breakfast, I left for school.
 - c. I woke up I ate breakfast and left for school.
4. She loves to dance she takes lessons every weekend.
 - a. She loves to dance. She takes lessons every weekend.
 - b. She loves to dance, so she takes lessons every weekend.
 - c. She loves to dance, she takes lessons every weekend.
5. Because he didn't study for the exam.
 - a. He didn't study for the exam.
 - b. Because he didn't study for the exam, he failed.
 - c. He didn't study for the exam, because he failed.

6. We went to the beach it was a beautiful day.
 - a. We went to the beach. It was a beautiful day.
 - b. We went to the beach because it was a beautiful day.
 - c. We went to the beach, it was a beautiful day.
7. The movie was exciting. It was full of action. The special effects were amazing.
 - a. The movie was exciting, full of action, and had amazing special effects.
 - b. The movie was exciting it was full of action, the special effects were amazing.
 - c. The movie was exciting, it was full of action, and the special effects were amazing.
8. I enjoy reading novels, I also like writing short stories.
 - a. I enjoy reading novels; I also like writing short stories.
 - b. I enjoy reading novels, and I also like writing short stories.
 - c. I enjoy reading novels. I also like writing short stories.
9. The dog barked all night. The neighbors complained.
 - a. The dog barked all night, so the neighbors complained.
 - b. The dog barked all night the neighbors complained.
 - c. The dog barked all night. The neighbors, they complained.
10. Although she tried her best to finish on time.
 - a. Although she tried her best to finish on time, she couldn't.
 - b. She tried her best to finish on time.
 - c. She tried her best, although to finish on time.

Annex 8. Week nine – activity 1

Well, dear students, using the knowledge you have just acquired, you will now demonstrate your ability to differentiate between academic reading and general reading.

Activity: Mark with an **X** the characteristic that belongs to each type of reading material.

Table 1. Features Academic Vs General reading

Feature	Academic	Reading General Reading
1. Written by professionals		
2. Published quickly		
3. Uses a formal language		
4. Includes a list of references		

Note: Different characteristics of academic and general reading



By successfully completing this activity, you now have a clearer understanding that general reading is done primarily for pleasure and offers linguistic benefits to readers. In contrast, academic reading involves extensive and intensive engagement with academic texts for the purpose of acquiring knowledge in a specific field.

Dear students, it is also essential to acknowledge that our common academic goals require us to enhance our academic reading skills. This can be achieved by continuously reviewing and applying the reading strategies learned during the first two-month term. However, this should not come at the expense of general reading, which serves as the foundation for mastering academic reading skills.

Answer key:

1. Academic reading
2. General reading
3. Academic reading
4. Academic reading