

ACS101 Academic Skills

Student Materials

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# Introduction

As a university-wide module, ACS101 Academic Skills aims to develop the knowledge and understanding of a range of academic skills required for study at university level. The module will focus on developing academic reading, writing, referencing, presentation, and listening skills to enable students to communicate effectively in both spoken and written forms. The module will enhance their learning throughout their studies at university and beyond through close reading, discussions, and critiquing of academic texts. Further, it will enhance students’ capacity to reflect critically on their learning.

The units are arranged in a progressive order of learning as the subsequent units build upon the former units. Each unit caters to specific skills necessary for students to excel in university studies. Therefore, at the end of the module, students will be able to produce pieces of academic writing in the form of an academic essay, make presentations, conduct VLE discussions, produce a portfolio, and equip with APA referencing skills.

The module comprises a range of holistic units with introductions supplemented by practical exercises. Unit I covers different aspects of academic standards with a special focus on academic skills, academic integrity, and intellectual property rights. Unit II covers presentation skills that are integral to students’ academic life. Unit III is based on academic reading and aims to provide students with features of academic texts, approaches to reading academic texts, and examples of acceptable and poor paraphrases and summaries. Unit IV is about academic writing and its purposes. It also states its features, types, and academic argument. Unit V is devoted to APA 7th edition referencing style with a special emphasis on in-text citation and reference conventions with regard to different sources. Unit VI focuses on academic essays. This unit gives a detailed treatment to academic essays, focusing on the salient features, elements, and structures. Finally, Unit VII focuses on digital note-taking and the Cornell methods that students need to adopt during their study period. These note-taking methods will be useful towards maintaining an ePortfolio.

To help maintain uniformity in assessment among the ACS101 tutors across the colleges of the Royal University of Bhutan, five appendices are given at the end of the materials. While samples should serve as working guides, the tutors must use all the criteria/rubrics while assessing their students’ activities, focusing on providing qualitative feedback.

# Module Descriptor

**Module Code and Title:**    ACS101 Academic Skills

**Programme:**                      University-wide module

**Credit:**                            12

**Module Tutor(s):**                   Dr S. Chitra, Chimi Nangsel Dorji, Sangay Choden,

Mr. Tshering Samdrup

**Module Coordinator:** Sherubtse College

**General Objective**

The module employs a process-based approach to skill students in the application of a range of academic tasks undertaken for study at the university level. Students will be honed in effective verbal and written communication through various academic reading, writing, listening, presentation, and note-taking exercises. Students will also become adept at referencing and citation, enabling them to write assignments following dated academic conventions. It will further enhance their learning throughout their studies at the university and beyond through close reading, discussions, and critiquing of academic materials through the exercises.

**Learning Outcomes**

On completion of the module, students will be able to:

1. utilise reading strategies to extract information from academic texts.
2. plan academic presentations effectively.
3. deliver academic presentations effectively.
4. lead group discussions effectively.
5. contribute meaningfully to group discussions.
6. apply academic writing conventions to produce clear written work.
7. evaluate credibility and relevance of various resources.
8. cite references following dated APA conventions.
9. employ a process approach to essay writing.
10. synthesise in a written format information and arguments from a number of sources.
11. use effective digital note-taking skills.

**Learning and Teaching Approach**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **Approach** | **Hours per week** | **Total credit hours** |
| **Contact** | Facilitation and discussion | 1 | **60** |
| In-class exercises and writing | 1.5 |
| Group work | 0.5 |
| Presentations | 1 |
| **Independent study** | ePortfolio | 1.5 | **60** |
| Academic essay writing | 1.5 |
| Self-study | 1 |

|  |  |  |
| --- | --- | --- |
| **Total** | 8 | **120** |

**Assessment Approach**

The assessment will be carried out on a continuous basis through the following approaches:

1. **Mock Presentation (5%)**

Each student has to make a 5-minute presentation on a topic of their choice using Microsoft PowerPoint or similar ICT tool. Firstly, the presentation will be delivered and workshopped in their respective groups of 4-5, facilitated by the tutor. Then, the improved presentation will be delivered to the class. This will allow them to acquire the skills necessary for conducting effective oral presentations during the course of their university study.

The mock presentation will be assessed out of 15 marks based on the following criteria, and scaled down to 5%. This will include qualitative feedback as well.

**Mock Presentation Assessment Criteria**

2 marks Central message: *Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)*

3 marks Organisation*: Specific introduction and conclusion, sequenced material and transitions is clear and consistent, with cohesive content*

4 marks Supporting materials: *Variety of explanations, examples, visuals, statistics, analogies, authoritative quotes, etc., and make appropriate reference to information or analysis that significantly supports the presentation, establishes presenter's credibility/authority on the topic*

2 marks Language: *Language choices enhance the effectiveness of the presentation and is appropriate to the audience and context*

4 marks Delivery: *Techniques (posture, gesture, eye contact, pronunciation) make the presentation compelling, and preparedness and confidence of the speaker*

1. **Final Presentation (15%)**

Each student has to make a 5-minute presentation on a topic of their choosing using Microsoft PowerPoint or similar ICT tool. Students will also be required to include an executive summary of 250-300 words in the final slide.

The final presentation and executive summary will be assessed out of 20 marks based on the following criteria, and scaled down to 15%. This will include qualitative feedback as well.

**Presentation Assessment Criteria**

2 marks Central message: *Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)*

3 marks Organisation*: Specific introduction and conclusion, sequenced material and transitions is clear and consistent, with cohesive content*

4 marks Supporting materials: *Variety of explanations, examples, visuals, statistics, analogies, authoritative quotes, etc., and make appropriate reference to information or analysis that significantly supports the presentation, establishes presenter's credibility/authority on the topic*

2 marks Language: *Language choices enhance the effectiveness of the presentation and is appropriate to the audience and context*

4 marks Delivery: *Techniques (posture, gesture, eye contact, pronunciation) make the presentation compelling, and preparedness and confidence of the speaker*

5 marks Executive summary criteria: *Summary clearly and succinctly expresses the presenter’s intent and overview of the presentation*

1. **Process-oriented Essay (5%)**

Each student has to write an essay between 800-1000 words as part of a collection of ongoing class exercises, following the rules of academic standards, essay writing, and APA referencing. The process writing will be assessed out of 25 marks using the following criteria and will be converted to 5%.

**Essay Assessment Criteria**

3 marks Thesis statement: *clearly states the topic, author’s stance, and sub-topics*

4 marks Introduction: *specific introduction and conclusion, sequenced material and transitions is clear and consistent, with cohesive content*

3 marks Topic sentences: *clearly states the topic and controlling idea*

12 marks Body paragraphs: *provides at least two supporting evidences and examples that are correctly cited, accurate, and relevant*

3 marks Conclusion: *clearly restates the thesis statement, summarises points, with a concluding remark*

1. **Draft Essay (10%)**

Each student has to write a draft essay between 800-1000 words following the rules of academic standards, essay writing, APA referencing and mechanics of language to practise and develop academic writing skills at the university level. The draft essay will be assessed out of 25 marks using the Essay Assessment Criteria above and will be converted to 10% which includes qualitative feedback as well.

**e. Final Essay (20%)**

Each student must write a final draft of an academic essay between 800-1000 words following the rules of academic standards, essay writing, APA referencing and mechanics of language to practise and develop academic writing skills at the university level. The final essay will be assessed out of 25 marks using the Essay Assessment Criteria above and will be converted to 20%.

1. **ePortfolio (25%)**

Each student has to maintain an ePortfolio containing a series of exercises based on homework, classwork, and additional notes. This is to focus on digitisation and use of online tools in keeping with the growing need for 21st century skills. The ePortfolio will be assessed based on the criteria below and will include qualitative feedback as well.

**ePortfolio Assessment Criteria**

5 marks Design: *design choices (font, colours, layout) are consistently appropriate and support the content*

3 marks Organisation: *organises contents systematically and thoughtfully*

10 marks Content: *contains content relevant to the subject matter*

2 marks Language: *uses language that is appropriate and free of errors’*

5 marks Extra Material: *Includes at least three extra materials relevant to the content*

1. **Class Test (20%)**

Students have to write one class test towards the end of the semester. The test will check their understanding, interpretation, and application of skills learnt in each unit.

**Overview of the assessment approaches and weighting**

|  |  |  |  |
| --- | --- | --- | --- |
| **Continuous assessment** | **Areas of assignments** | **Quantity** | **Weighting (%)** |
| **A (Theory)** | 1. Class test | 1 | 20 |
| **B (Practical)** | 1. Presentation | 2 | 20 |
| 1. Essay | 3 | 35 |
| 1. ePortfolio | 1 | 25 |

|  |  |
| --- | --- |
| **Total** | **100** |

**Pre-requisites:** None

**Subject Matter**

**Unit I: Academic Standards**

* 1. Introduction to academic standards
  2. Academic skills for listening, speaking, reading and writing (LSRW)
  3. Academic integrity
     1. Academic integrity at the Royal University of Bhutan- collusion, commissioning, duplication, false declaration, falsification of data, and plagiarism
  4. Intellectual property in university learning and teaching- copyright and patent
     1. Intellectual property infringement and its consequences

1.5. Ethical use of AI

1.5.1. Good academic practice when using AI across different course components

1.5.2. Additional guidance on use of AI for written assignments

**Unit II: Presentations**

* 1. Basics of presentations
  2. Structure and organisation
  3. Strategies for preparing an effective presentation
  4. Signposting- linking words and phrases
  5. Presentation aids- tips to prepare presentation aids
  6. Executive summary

**Unit III: Academic Reading**

* 1. Introduction to academic reading
  2. Organisational aids- titles, headings, subheadings, table of contents, footnotes, Glossary, appendix, and index
  3. Reading strategies
     1. Effective reading way
     2. Skimming and scanning
     3. Method (Survey, Question, Read, Recite, and Review)
  4. Paraphrasing- paraphrasing tips and steps to paraphrasing
  5. Summarising- steps for writing a summary

**Unit IV: Academic Writing**

* 1. Introduction to academic writing
  2. Purpose of academic writing
  3. Types of academic writing- academic essays, research papers, literature reviews, journal articles, dissertation/theses and proposals, reports, lab reports, case studies, exam responses
  4. Features of academic writing - formality, structure, logic, evidence, objectivity, precision
     1. Tips for writing objectively and formally
  5. Academic argument
     1. Facts, opinions, beliefs

**Unit V: APA Referencing Style**

* 1. Introduction to referencing
     1. Using source material
     2. Critical evaluation of sources- authority, purpose, publication and format, relevance, documentation
     3. Referencing and academic Integrity- understanding plagiarism and its consequences
  2. Using source material for in-text citation
  3. Referencing styles
     1. Types of referencing style- APA, Harvard style, CBE, Chicago (Turabian), MLA, Oxford, Vancouver, British Standard
     2. APA-style referencing
  4. APA in-text citation- direct voice, indirect voice, quotation, images, books, journals, magazines, newsletters, newspapers, eBooks, YouTube videos
  5. Basic rules for writing references
  6. Digital tools for referencing and citation- Zotero, Mendeley, EndNote Basic, BibTeX, Cite This For Me

**Unit VI: Academic Essay**

* 1. Introduction to academic essay
  2. Understanding written assignment- BUG (Box, Underline, Glance back) method
  3. Writing process- Prewriting, drafting, revising, editing or proofreading, and publishing
  4. Essay format
     1. The introduction- the thesis statement
     2. Process-writing in action
        1. The body - the features of topic sentences and supporting details of a body paragraph
        2. The conclusion

**Unit VII: Note-taking Methods**

* 1. Introduction of note-taking- benefits of note-taking
  2. Tips to take notes
  3. Types of note-taking methods
     1. Cornell method
     2. Digital note-taking method- advantages and disadvantages of digital note-taking
  4. Listening and note-taking

**Reading List**

**Essential Reading**

American Psychological Association. (2020*). Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.). American Psychological Association.

Department of Academic and Research. (2024). *ACS101 Academic skills: Student Materials*. Royal University of Bhutan.

Department of Academic and Research (2024). *ACS101 Academic skills: Tutor* *Materials*. Royal University of Bhutan.

Gillet, A. (2021). *Using English for academic purposes (UEFAP): A guide for students in higher*

*education*.<http://www.uefap.net/>

Pitura, J. (2003). Digital note-taking for writing. *Digital writing technologies in higher education*. https://link.springer.com/content/pdf/10.1007/978-3-031-36033-6.pdf

**Additional Reading**

Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.

Butler, L. (2007). *Fundamentals of academic writing*. Pearson Longman.

Gillet, A., Hammond, A., & Martala, M. (2009). *Inside track successful academic writing.* Pearson Education.

Hogue, A. (2007). *First steps in academic writing.* Pearson Education ESL.

Oshima, A., & Hogue, A. (2006). *Introduction to academic writing* (3rd ed.). Pearson Longman.

Oshima, A., & Hogue, A. (2005). *Writing academic English* (4th ed.). Pearson Education.

Ramsey-Fowler, H., & Aaron, J. E. (2012). *The little brown handbook* (12th ed.). Pearson Longman.

**Date**: May 2024

# Unit I: Academic Standards

**1.1 Introduction to Academic Standards**

Academic standards can be defined as a set of standards that students need to maintain in an academic culture. According to the Association of American Publishers (n.d.), academic standards can be understood as the knowledge and skills students are required to use at university level. Scholarly work should follow established conventions and features of academic writing with consideration for academic integrity.

Also, “academic standards identify what students should know and be able to do in the classroom within a given subject or content area. Standards serve as goals for students’ learning, guideposts for classroom instructions, and a framework for assessment” (Kimberly Area School District, 2018, para. 1).

It relates to the intellectual abilities of students and demonstrates the ability to meet a specified level of academic attainment related to objectives or stated outcomes, operationalised via performance on assessed pieces of work (Harvey, 2006).

Further, academic standards are the explicit level of academic attainment used to describe and measure the academic requirements and achievements of individual students and groups of students (United Kingdom Higher Education Quality Council, 1997).

## 1.2 Academic Skills for Listening, Speaking, Reading and Writing (LSRW)

To be successful at university, students need to develop their academic skills. These skills help students to become more effective at university level, and develop research ideas and study skills that will help them during their study period and in the future.

Developing academic skills will help students achieve academic success reflecting their full potential. As part of this module, students will study essential academic skills such as note-taking, academic reading, academic writing, using references in their academic work and oral presentations. These skills are transferable to future careers.

Moreover, academic skills enhance the four basic skills of the English language, such as listening, speaking, reading and writing (LSRW). These skills are a set of four capabilities that allow students to comprehend and produce language necessary for both academic and non-academic settings. To achieve these, all the skills need to be integrated into the learning-teaching process.

## 1.3 Academic Integrity

Academic integrity is “a core value” that “involves acting with honesty, fairness, trust and responsibility” (UOW, 2018, para. 1). If students fail to observe academic integrity, they will be penalised for instances of academic dishonesty.

### *Exercise 1*

As a class, discuss and categorise these actions as “cheating”, “not cheating” or “it depends”.

1. You copy just one answer from another student’s homework and submit it.
2. You use a single sentence from an online source with a citation.
3. You discuss ideas with another student while preparing for an assignment.
4. You have been assigned a presentation task on IT skills. You include pictures downloaded from the internet on your slides.
5. You wrote a 5-page paper arguing against an issue in your History I class. Your History II lecturer assigns the same kind of paper three weeks later. You edit the same History paper and submit it.
6. You used a piece of information in an assignment with proper conventions. However, you reproduced the same information without acknowledgement in an exam response.
7. You quote a sentence from a reading or lecture slides in an assignment with acknowledgement.
8. Your command of written English is not as good as you would like it to be. You explain to your friend what you want to say in the essay – all your own ideas – and your friend writes it for you, and you then submit it.
9. You are unfamiliar with the essay topic assigned for ACS101. You realise your senior knows more about the topic so you ask her to write the assignment and submit it.
10. You have been assigned as part of a group to complete a group assignment. All members of the group work on some sections of the assignment, but you did the majority of the work so you submit it as an individual assignment.

## 1.3.1 Academic Integrity at the Royal University of Bhutan

According to the Royal University of Bhutan’s *Wheel of Academic Law*, the maintenance of fair and honest conduct is an essential part of any assessment system. The University views any form of academic dishonesty as a serious offence and will deal with it accordingly. Academic dishonesty may be defined as any attempt by a student to gain an unfair advantage in any assessment.

Academic dishonesty is considered as one of the following:

Collusion: The representation of a piece of unauthorised group work as the work of a single candidate.

Commissioning: Submitting an assignment done by another person as the student’s own work.

Duplication: The inclusion in coursework of material identical or substantially similar to material that has already been submitted for any other assessment within the University.

False declaration: Making a false declaration in order to receive special consideration by an Examination Board or to obtain extensions to deadlines or exemption from work.

Falsification of data: Presentation of data in laboratory reports and projects based on work purported to have been carried out by the student, which have been invented, altered or copied by the student.

Plagiarism: The unacknowledged use of another’s work as if it were one’s own.

**Examples of plagiarism are:**

* verbatim copying of another’s work without acknowledgement
* paraphrasing of another’s work by simply changing a few words or altering the order of presentation, without acknowledgement
* ideas or intellectual data in any form presented as one’s own without acknowledging the source(s)
* making significant use of unattributed digital images such as graphs, tables and photographs taken from text books, articles, films, plays, handouts, the internet, or any other source, whether published or unpublished
* submission of a piece of work which has previously been assessed for a different award or module or at a different institution as if it were new work
* use of any material without prior permission of copyright from the appropriate authority or owner of the materials used.

Member Colleges/Institutes must establish clear and consistent practices in relation to suspected cases of academic dishonesty. The Colleges/Institutes are responsible for ensuring that all students registered on awards with them are made aware of these regulations. Students should also be made aware of the seriousness with which proven cases of academic dishonesty will be dealt and the likely penalties that the Programme Board of Examiners (PBoE) may impose.

Cases of academic dishonesty will be considered by the PBoE. If the PBoE decides that academic dishonesty has taken place, the PBoE shall have the discretion to award the marks (if any) which it thinks appropriate in the light of the gravity and extent of the dishonesty involved.

### *Exercise 2*

Read the statements in Exercise 1 and justify different categories of honest and dishonest academic practices.

## 1.4 Intellectual Property in University Learning and Teaching

The World Intellectual Property Organization ([WIPO], 2018, para. 1) defines intellectual property (IP) as “creations of the mind such as inventions; literary and artistic works; designs and symbols, names and images used in commerce.”

IP in universities focus on copyright and patent, which are defined by WIPO as follows:

Copyright: It is a legal term used to describe the rights that creators have over their literary and artistic works. Works covered by copyright range from books, music, paintings, sculpture, and films, to computer programs, databases, advertisements, maps, and technical drawings.

Patent: It is an exclusive right granted for an invention. A patent provides the patent owner with the right to decide how – or whether – others can use the invention.

**1.4.2. Intellectual Property Infringement and its Consequences**

When engaging in academic projects, students will find the need to use images from various sources on the internet. It is important to remember to respect the copyright of those who produce the original images. Students must cite all artwork and images according to the APA conventions.

Infringement of intellectual property may result in civil and criminal penalties.

## 1.5. Ethical Use of AI

Not all technologies impact all users in the same way. Some student populations may be at greater risk of harm than others (Gašević et al., 2023). Human and systemic biases in generative AI algorithms and large language models' (LLMs) data impact the output of AI tools and consequently can perpetuate inequities when these biases are not removed or addressed.

LLMs are designed to use statistical algorithms to analyze vast amounts of data and determine patterns and textual connections. The data used to train the generative AI tool will mimic the data it receives. This means if the majority of data input the model receives relates to a certain industry, language, demographic, or time period, the output it generates will do so as well. That is, the content generated is based on learned language patterns and on the examples it has received.

Due to this, there could be an inherent bias in LLMs that students should be aware of. These models can provide inaccurate, misleading, and unethical information. LLMs can impersonate people and organizations, share intellectual property without attribution, and influence users based on the way information is presented (Antoniak, 2023). Therefore, it is important to evaluate what AI generates through a critical lens.

Here are a few questions for instructors to consider, and to invite students to consider, when critically evaluating AI or Generative AI content:

* Is the AI-generated content accurate? How can you test or assess the accuracy?
* Can other credible sources (outside of generative AI) validate the data or item produced?
* How does the information generated impact or influence your thinking on this topic?
* Who is represented in this data? Is the data inclusive in terms of the material’s scope and the perspectives that it presents?
* Knowing LLMs may also be collecting the data your students input (i.e., in their prompts), how will you make students aware of this practice so they will in turn safeguard their own privacy?

*Source:* [*https://teaching.cornell.edu/generative-artificial-intelligence/ethical-ai-teaching-and-learning*](https://teaching.cornell.edu/generative-artificial-intelligence/ethical-ai-teaching-and-learning)

1.5.1 Good Academic Practice When Using AI Across Different Course Components

Remember, AI tools are tools. They are not substitutes for intellectual growth. This guidance will support students to embrace AI responsibly, engage actively in studies and uphold academic integrity. Thereby, students will be able to harness the power of technology to enrich their education.

|  |  |  |
| --- | --- | --- |
| **Course work item** | **Responsible use** | **Limitations and things to avoid** |
| Lectures | Clarify complex concepts and reinforce understanding, focussed around intended learning outcomes. | Avoid relying solely on AI. You should engage with content.  AI may provide inaccurate information and is further limited by last software update. |
| Written work | Can use to start literature search to understand main concepts.  May be useful in generating ideas, such as a list of topics.  Valuable for proofreading. Ask for feedback on your own work.  Assist with referencing format.  Understand academic integrity and always credit sources.  Keep a record of AI conversation. | AI is not good at critiquing or placing ideas in context of a scenario.  Plagiarism risk is high, and it is not acceptable to submit the AI generated content as it is, plagiarism checkers keep evolving to detect AI generated content.  AI generated lists of publications and other sources are predictions only, they may not truly exist. |
| Problem-based learning | Ask for technical assistance, such as instructions on how to use R, Excel, PowerPoint, etc.  Ask for guidance or feedback to see if you explored all aspects of data interpretation.  See examples of how to report your calculation working. | Do not skip critical thinking by accepting AI generated answers without verification.  Never simply copy and paste questions and answers. |
| Test, Exam | Generate practise questions for self-assessment. | Do not cheat by using AI to generate your answers. |
| Tutorial | Create scenarios to deepen your understanding.  Gain better insight into the problems presented to you | Do not copy answers without attempting problems yourself.  Do not let AI replace your active participation in discussions. |
| Practical | Assist in troubleshooting.  Understanding protocols and experimental design. | Do not use AI to answer questions without understanding or reflecting. |

**1.5.2 Additional Guidance on Use of AI for Written Assignments**

For written assessments, additional guidance on AI use is important to develop essential skills and uphold academic integrity.

|  |  |
| --- | --- |
| **Not allowed** | **Allowed** |
| Do not let AI generate facts. | Check facts against reliable resources and include a citation to the source. |
| Do not ask AI to rewrite your work, then copy it and present it as your own. Examples:  – Provide list of facts and ask to rewrite in paragraph style  – Ask to rewrite poor grammar or English  – Ask to rewrite so that it fits within word count  If you copy and paste entire AI generated answers, it will be considered as plagiarism.  Even AI cocreated work is considered collusion if you present it all as your own.  Do not use AI as a source for most of your information. | Develop your own writing skills by making your own attempts first, then ask AI for feedback on your writing. This gives you an opportunity to recognise ways in which you can improve your own writing.  Keep a record of your AI conversation to prove you used feedback to improve your writing.  Acknowledge AI as cocreator, but ensure that what you submit is truly your own work.  If you are unable to find the original source of information, you may cite AI as the source (format: personal communication), but note that AI is not a peer reviewed scientific source, which is where the bulk of your information should come from. |

*Source: https://altc.alt.ac.uk/blog/2023/10/student-guidance-for-the-responsible-use-of-ai/#gref*

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# Unit II: Presentation

## 2.1 Basics of Presentations

Presentations form a basic part of university learning and teaching. During classes and seminars, students will often be asked to present, argue and justify their ideas on different topics. It is, therefore, imperative for students to gain basic skills to deliver effective presentations.

This video link will be used for exercises 1-3. https://www.youtube.com/watch?v=V8eLdbKXGzk

### *Exercise 1*

Watch the video for 1:45 minutes and discuss what is acceptable or not in the presentation.

### *Exercise 2*

Watch the video from 1:45-3:00 minutes and list the constructive feedback given to the presenter.

## 2.2 Structure and Organisation

A good presentation is well structured and contains an introduction, a body, and a conclusion.

**The Introduction**

In the introduction, the presenter should:

* begin with a greeting, or a question and an anecdote
* inspire the audience that the presentation is worth listening
* state the purpose of the presentation
* present an outline of the presentation.

**The Body**

The body of the presentation should:

* present the main points in a logical order
* pause at the end of each point to give people time to take notes or reflect
* use signposts to indicate the transition of points
* provide examples to illustrate the points
* use in-text citations and data to support the claim
* employ visual aids to support the presentation.

**The Conclusion**

In conclusion, the presenter should:

* use concluding phrases to indicate the conclusion
* summarise the main points of the presentation
* end on a positive note by acknowledging the audience.

## 2.3 Strategies for Preparing an Effective Presentation

The following steps are useful to prepare an effective presentation:

First, the presenter must think about:

* the goal of the presentation
* background knowledge of the audience
* the audience’s expectation of the presentation.

Then, the presenter must:

* brainstorm the topic and write a rough outline
* research the topic
* organise the material and write a draft
* manage the time given for the presentation
* summarise the draft into points to write on PowerPoint and cue cards
* plan and prepare visual aids
* rehearse the presentation and get its length right
* ask a friend to listen and time the presentation.

## 2.4 Signposting

When making a presentation, it is important to remember that the audience will only have one chance to hear and understand the information the presenter gives them. Therefore, it is important to speak clearly, highlight or even repeat key points, and organise the information in a clear and logical order.

One important way presenters help their audience follow a presentation is through the use of ‘signposts’ – words or phrases which tell the listeners where the presenter is in the presentation, where the presenter is taking them next, and where they have just been.

**Some Linking Words and Phrases**

The following are some linking words and phrases that serve different purposes:

|  |  |  |
| --- | --- | --- |
| **To add a point**  Also ...  In addition, ...  Moreover, ...  Further, ...  To contrast two points  However, ...  Although ...  Nevertheless, ...  In contrast, ... | **To give an example**  For example, ...  For instance, ...  That is, ...  ... namely,  To move on to the next point  Then, ...  Therefore, ...  As a result, ...  Despite ... | **To conclude**  Finally, …  In conclusion, ...  To conclude, ...  To summarise  To introduce a list of points  First, ...  Second, ...  Third, ... |

### *Exercise 4: Mock Presentation (10% of CA)*

Students will work in groups of 4-5 for this exercise.

* Choose a topic and prepare a five-minute presentation.
* Then, students will present it in their respective groups. Group members will provide constructive feedback.
* Finally, students will make the improved presentation to the class.

## 2.5 Presentation Aids

Presentation aids help to complement the presentation. They include PowerPoint, chart paper, models, and other tools. However, too many aids spoil the presentation. The presenter must know how to design their aids to suit the presentation. The following simple tips may be of some use.

**Tips to Prepare Presentation Aids**

While preparing presentation aids, the presenter should aim to:

* keep the design simple
* use black font against a white background
* limit pictures and diagrams to a minimum
* keep fonts visible and clear to the audience
* connect aids to the presentation
* avoid excessive decorations
* write only points in PowerPoint slides.

## 2.6 Executive summary

* An executive summary is the last slide of your presentation. It should include a clear intent and overview of your presentation. Watch the video below to learn more about executive summaries.

https://youtu.be/vbzpQfDIMG4?si=I1wiTtYPb1bDeE3y

# Unit III: Academic Reading

## 3.1 Introduction to Academic Reading

Academic reading is defined as “reading with a specifically academic and educational purpose” (Universidad del Rosario, n.d., para. 1). It differs from other forms of reading in not only the content of what is read, but also in how students read it and what the author expects the reader to do. Students have to use clearly defined reading strategies to complete essential tasks, as it helps them to organise information, reflect on a topic and learn. Students can also employ numerous text features, graphic, informational and organisational aids to help their learning.

## 3.2 Organisational Aids

Knowing the purpose and contents of texts helps students to decide which texts are useful for their study needs and references. Different organisational aids indicate the contents of the whole text.

### *Exercise 1*

Select any text in the classroom and make a list of various organisational aids.

The following table gives detailed information about various organisational aids:

|  |  |
| --- | --- |
| **Organisational Aids**: Helps the reader see how the text is organised | |
| Titles | Titles offer readers a glimpse of what they are going to read about. |
| Headings | Headings help chunk information and provide a preview of the text. |
| Subheadings | Subheadings are useful for identifying the main topic for a section of text. One way to use subheadings is to turn them into questions that need to be answered. |
| Table of contents | This is a large outline that enables readers to not only know where they are within the text but also offers them a roadmap to where they are headed. It generally lists chapters, units or sections, page numbers, and titles that will further develop the outline. |
| Footnotes | More explanation on a term, name, or event. |
| Glossary | A glossary provides a basic understanding of a concept or vocabulary or finding important information in the form of a term, person, idea, or place. It is helpful in summarising key terms and concepts. |
| Appendix | It provides additional information and support materials that may be referenced in various parts of the text. |
| Index | An index is an alphabetical listing of subjects, people, places/events covered in the text. Students find it useful to locate supporting information. |

## 3.3 Reading Strategies

University students have to read complex texts throughout the course of their study. They have to use different reading strategies to successfully complete academic tasks. By using different reading techniques, students will be able to understand the text better, focus on specified information and save time.

### *Exercise 2*

On a VLE poll, pick the statements that describe what you do when you read.

1. I try to pronounce the words as I read them to help me understand.
2. I usually read every piece of writing the same way and at the same speed.
3. I read each word slowly, one at a time.
4. I like to guess the meaning of words before using my dictionary.
5. I always try to use my dictionary first to find the meaning of words I do not understand.
6. I stop reading when I come to a word I do not know.
7. I usually move my lips or speak aloud when I read.
8. I think reading aloud is more important than reading silently to myself.

### 3.3.1 Effective Reading Ways

The following are some effective ways to improve reading.

Effective readers:

* do not worry if they cannot pronounce a word. They think about the meaning.
* use different strategies for different types of reading. For example, they read a textbook more slowly and carefully than a novel.
* read words in groups (both orally and silently), not one word at a time.
* guess when they do not know a word. They use the information before and after the unknown word and their general knowledge to make a good guess.
* seldom stop reading to use a dictionary. They use the dictionary only if they see the same word three or four times or if it seems important.
* keep reading even if they do not know a word. If they lose the meaning, then they go back to re-read.
* do not worry about reading aloud – they know it is easier to get the meaning when reading faster and silently.

### 3.3.2 Skimming and Scanning

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through the text for different purposes. Skimming is reading rapidly in order to get a general overview of the text. It is useful as a preview to a more detailed reading or when reviewing a complex text. Scanning is reading rapidly in order to find specific information. It also uses keywords and organisational cues to locate particular facts.

Adapted from: http://www.butte.edu/departments/cas/tipsheets/readingstrategies/skimming

### *Exercise 3*

Scan the BBC television guide below to answer the questions.

|  |  |  |  |
| --- | --- | --- | --- |
| **BBC One** | **BBC Two** | **BBC Three** | **BBC Four** |
| 19.00 **The One**  **Show**  The One Show team bring viewers the stories that matter from across the country. | 19.00 **Escape to the**  **country**  A couple from Wimbledon want to escape the suburbs for countryside living  in East Sussex. | 19.00 **Top Gear**  The team sets out to end the chaos that snowfall brings to Britain every year. | 19.00 **World News**  **Today**  The latest news, exploring the day’s events from a global perspective. |
| 19.30 **Waterloo Road** Sambuca enlists Lauren and Finn’s help to track her  father down in Blackpool. | 19.30 **Springwatch**  Lolo Williams takes to the water to reveal puffins at their best - diving for fish. |  | 19.30 **Born to be Wild**  We meet the amateur naturalist who has turned his  garden into a lizard empire. |
| 20.27 **BBC News and Regional News**  The latest national and international news stories from the BBC, followed by the weather. |  | 20.00 **Great Movie Mistakes**  Robert Webb uncovers the clangers and gaffes in Hollywood’s  biggest blockbusters. | 20.00 **Explosions: How We Shook the**  **World**  Engineer Jem Stansfield investigates the science of  explosions. |
| 20.30 **In with the Flynns**  Liam and Caroline work extra shifts, but who is looking after  the kids? | 20.30 **Springwatch Unsprung**  Kate Humble, Chris Packham and Iolo Williams answer  audience questions. |  |  |
| 21.00**The Apprentice**  Lord Sugar instructs the teams to build junk collection businesses. | 21.00 **Wonderland**  Film that climbs aboard with four families as they take to the road. | 21.00 **Cannabis: What’s the Harm?**  Exploring the world of organised crime linked to the supply of cannabis in the UK. | 21.00 **Hidcote: A Garden for All Seasons**  The story behind Hidcote, the most influential English garden of the 20th  century. |
| 22.00 **BBC News at Ten**  Latest national and international news, with reports from BBC correspondents worldwide. | 22.00 **The Apprentice: You’re Fired**  This week’s task of making money from rubbish ended with  someone being dumped. | 22.00 **Kill Bill: Vol 2**  The assassin, The Bride, concludes her ruthless quest for revenge against her nemesis. | 22.00 **Nurse Jackie**  After breaking up with Eddie, Jackie tries to reconnect with her family. |

1. If you miss the news at 19.00, when can you next catch the news?
2. If you’re interested in gardening, what programme might you look out for?
3. What time, and on which channel, would you catch The Apprentice?
4. When, and on which channel, can you see the weather forecast?
5. At what time, and on which channel, can you settle down to watch a film?

Adapted from: https://teach.files.bbci.co.uk/skillswise/en05skim-e3-w-scanning.pdf

### 3.3.3 SQ3R Method

The SQ3R method is a step-by-step approach to studying texts by following five simple steps such as Survey, Question, Read, Recite and Review. It enhances students’ understanding, helps to process and retain written information, by making their study time efficient and effective. It also helps students to predict and prepare answers for exam questions.

The SQ3R method is described below:

|  |  |
| --- | --- |
| **Survey** | The purpose of surveying a text is to get a general idea of what it is about, what kind of information the author gives, how many sub-topics the information is divided into, and how much time will be spent reading it. |
| **Question** | Turn the heading into a question. The reason for creating a question out of each heading is to set a purpose for reading the material in detail. |
| **Read** | Read one section at a time with your question in mind and look for the answer. Identify the part of the text that requires a new question. |
| **Recite** | Recite the answer to each question in your own words. |
| **Review** | Review the material to understand and remember it. The purpose of reviewing is to help you prepare for the eventual test. |

## 3.4 Paraphrasing

Students often find paraphrasing and summarising similar. However, a paraphrase is rewriting information from an outside source in one’s words without changing the meaning, while summarising is condensing the most essential ideas of someone else’s work into a shorter form. A paraphrase includes almost all the content of the original passage, and it has a similar length to the original text. By contrast, a summary is much shorter than the original. Further, a summary is a statement about the text from the reader’s perceptive while a paraphrase is a restatement of the text from the narrator’s perspective.

The texts below show examples of an original passage, and an acceptable and unacceptable paraphrase.

**Original Passage**

Language is the main means of communication among people. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among people. For many years, people have dreamt of setting up an international universal language that all people could speak and understand. The arguments in favour of a universal language are simple and obvious. If all people spoke the same tongue, culture and economic ties might be much closer, and good will might increase between countries (Kispert, 2004).

|  |  |
| --- | --- |
| **Acceptable Paraphrase** | **Unacceptable paraphrase** |
| Humans communicate through language, but because there are so many different languages people around the world have a difficult time understanding one another. Some people have wished for a universal international language that speakers all over the world could understand. Their reasons are straightforward and clear. A universal language would build cultural and economic bonds. It would also create better cooperation among countries (Kispert, 2004). | Language is the principal means of communication between people. However, because there are numerous languages, language itself has frequently been a barrier rather than an aid to understanding among the world population. For many years, people have envisioned a common universal language that everyone in the world could communicate in. The reasons for having a universal language are clearly understandable. If all countries spoke the same tongue, they would undoubtedly become closer culturally and economically. It would probably also create good will amongst nations (Kispert). |

Adapted from: Oshima, A., & Hogue, A. (2005). *Writing academic English* (4th ed.). Pearson Education.

**Paraphrasing Tips**

* Start your first sentence at a different point from that of the original source
* Use synonyms (words that mean the same thing) and related words
* Change the sentence structure (e.g., from active to passive voice)
* Break the information into separate sentences

**Steps to Paraphrasing**

* Read the passage several times to fully understand the meaning
* Note down key concepts
* Write your version of the text without looking at the original passage
* Compare your paraphrased text with the original passage and make minor adjustments to phrases that remain too similar
* Cite the source where you found the idea

Adapted from: <https://wame.org/recommendations-on-publication-ethics-policies-for-medical-journals>

### *Exercise 4*

Paraphrase the following passage.

Europeans often observe that Americans schedule everything except time for relaxation. This is particularly true of American executives, who drive themselves too hard, often at the expense of their families and their health. Americans have fewer holidays and take shorter vacations than do Europeans. In the opinion of many German and French executives, American executives are obsessed with work; they are workaholics. Most Europeans do not accept working on weekends or holidays; they reserve these times for themselves and their families (Hall & Hall, 1995).

## 3.5 Summarising

The following are the steps for writing a summary. When summarising, the student should:

Step 1: Skim the text to get an idea of what it is about.

Step 2: Underline the thesis statement in the first paragraph.

Step 3: Read the text carefully. Be selective when you highlight.

Step 4: Reread the text. This time take notes on the key ideas in each paragraph using your own words.

Step 5: Once you understand the text, write your first sentence. Express in one sentence the thesis of the text. A good model for your first sentence is to include the author's name, the title, and the thesis.

Step 6: Write the body of the summary. Condense the information in the original text to one-third of its size.

Step 7: Re-read your summary and make certain you have accurately represented the authors’ ideas and key points.

Step 8: Revise for style, grammar, and punctuation.

The following examples show the differences between a summary and a paraphrase:

**Original Text** (84 words)

Language is the main means of communication between people. However, so many languages have developed that language has often been a barrier rather than an aid to understanding among people. For many years, people have dreamed of setting up an international universal language that all people could speak and understand. The arguments in favour of a universal language are simple and obvious. If all people spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert, 2004).

**Paraphrase** (56 words, about the same length as the original)

Humans communicate through language. Since there are different languages, people around the world have difficulty understanding one another. For years, people have wished for a universal international language that speakers around the world could comprehend. Their reasons are clear because a universal language would build cultural and economic bonds. It would also strengthen co-operation amongst countries (Kispert, 2004).

**Summary** (25 words, much shorter)

People communicate through language; however, having different languages create communication barriers. A universal language could bring countries together culturally, economically, and enhance co-operation amongst them (Kispert, 2004).

Adapted from: Oshima, A., & Hogue, A. (2005). *Writing academic English* (4th ed.). Pearson

Education.

### *Exercise 5*

Read and summarise the text below in an academic style.

**A World Empire by Other Means**

English is everywhere. Some 380 million people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world's population are in some sense exposed to it and by 2050, it is predicted, half the world will be more or less proficient in it. It is the language of globalisation – of international business, politics and diplomacy. It is the language of computers and the internet. You'll see it on posters in Cote d'Ivoire, you'll hear it in pop songs in Tokyo, and you’ll read it in official documents in Phnom Penh. Deutsche Welle broadcasts in it. Bjork, an Icelander, sings in it. French business schools teach in it. It is the medium of expression in cabinet meetings in Bolivia. Truly, the tongue spoken back in the 1300s only by the ‘low people’ of England, as Robert of Gloucester put it at the time, has come a long way. It is now the global language.

How come? Not because English is easy. True, genders are simple, since English relies on ‘it’ as the pronoun for all inanimate nouns, reserving masculine for bona fide males and feminine for females (and countries and ships). But the verbs tend to be irregular, the grammar bizarre and the match between spelling and pronunciation a nightmare. English is now so widely spoken in so many places that umpteen versions have evolved, some so peculiar that even ‘native’ speakers may have trouble understanding each other. But if only one version existed, that would present difficulties enough.

Adapted from: Oshima, A., & Hogue, A. (2005). *Writing academic English* (4th ed.). Pearson Education.

# Unit IV: Academic Writing

## 4.1 Introduction to Academic Writing

Academic writing is writing that students practise at college or university. In other words, it is a kind of writing that students and scholars maintain by using a set of standard conventions.

It is the kind of writing students are asked to do at college. However, genres differ from one discipline to another, which means that what is considered good academic writing in one classroom may not be considered so in another (Oslon, 2013).

According to Oslon (2013, p. 4), some prominent features of effective academic writing are as follows:

* Reason over emotion
* The student’s claims are made with adequate supporting evidence.
* The student is not hyperbolic in his or her claims.
* The student presents a clear line of reasoning to support his or her argument.
* Evidence of being open-minded and disciplined.
* The student, where appropriate, includes and acknowledges opposing views.
* The student includes a variety of credible sources.
* The written product assumes a rational reader.
* The reader will look for gaps in the student’s argument, and the student anticipates this.
* The student assumes the reader is willing to be persuaded. The student, therefore, offers a clear line of reasoning in an effort to persuade.

## 4.2 Purpose of Academic Writing

According to Bailey (2011, p. 3), the most common reasons for academic writing are to:

* report on a piece of research that the writer has conducted
* answer a question that the writer has been given or chosen
* discuss a subject of common interest and give the writer’s view
* synthesise research done by others on a topic.

## 4.3 Types of Academic Writing

Academic writing includes all types of writing that students write as part of their university studies. There are different types of academic writing that students are expected to do. Each type serves a different purpose by helping students to build writing and analytical skills. Understanding different types of academic writing is important as different colleges and universities have certain standards that students are expected to follow during their study period.

The following are some prominent types of academic writing:

**Academic Essays**

An essay is an academic paper that works to answer questions, defend an argument, or state personal opinion on a topic through supported evidence. Most academic essays have a thesis statement. An essay can be roughly one page in length or in between 1,000 to 5,000 words.

**Research Papers**

A research paper is longer than an essay. It provides detailed information on a topic based on research. This may include sections such as a literature review that provides in-depth data surrounding an argument based on other related sources.

**Literature Reviews**

Students may be required to review literature as part of the assignment. This includes reading assigned literature and providing a review or personal opinion of the content. There are other reviews similar in purpose, such as a movie review.

**Journal Articles**

Journal articles include presenting information based on research findings. It may provide information aimed at a certain audience or prove a claim.

**Dissertations/theses and proposals**

A dissertation is an extensive research project that aims to provide a solution or a unique discovery. A dissertation proposal is when you seek permission to research a potential idea. Also known as a thesis, there are different types, such as a Ph.D. thesis and a Master’s dissertation.

**Reports**

These are basic assignments that include reading material and making a formal written presentation based on findings. A report may display a final outcome of a project in progress or a demonstration. This may include different sections with most grade levels required to complete similar assignments.

**Lab Reports**

A lab report conveys a scientific experiment's aim, methods, results, and conclusions. The main purposes of a lab report are to communicate exactly what occurred in an experiment by presenting data, discuss the results and provide conclusions. This type of assignment is usually shorter than a [research paper](https://www.scribbr.com/?cat_ID=14816). Lab reports are commonly used in science, technology, engineering, and mathematics (STEM) fields.

**Case Studies**

Case Studies are a qualitative research approach where multiple methods of data collection are used for a detailed examination of a single 'case'. A case is a single unit in a study. It can be a person or an organisation, or a community or groups of people.

Case studies focus on the complexity, dynamics, and circumstances of a single case. Typically, data are gathered from various sources and by using several different methods (e.g., observations and interviews).

**Exam Responses**

Exam responses are answers to questions that require a concise and focused response that may be factual, interpretive, or a combination of the two. The responses are usually written in your own words to incorporate information from your learning materials or other sources. Typically, exam responses will be one to two paragraphs. A key difference between an essay and a shorter response is length. Although there is no set rule about paragraph and shorter answer length, paragraphs are usually between 4 and 8 sentences. In a shorter or single-paragraph response, it is a good idea to mention your topic and focus in your first sentence.

Adapted from: <https://www.northbendlibrary.com/the-difference-between-different-types-of-> academic-writing.php

<https://owll.massey.ac.nz/assignment-types/shorter-responses.php>

### *Exercise 1*

Read and identify whether these are examples of academic or non-academic writing:

1. A letter to a newspaper.
2. An essay on the topic “Why I love my country.”
3. A report by the college president on the academic year.
4. A letter to a friend.
5. An essay on the question “Describe the chemical composition and configuration of enzymes and discuss the factors that modify enzyme structure and/or function.”
6. An article in a published journal, for instance, in the *Journal of Bhutan Studies*.
7. A report by a student on a field experiment that involved counting the number of insect species present in a given area.
8. A chapter in a best-selling book on how to be a great businessman.
9. A chapter in a book reporting the results of a large-scale study on the psychological factors that lead to success in business.
10. An essay on the topic “Globalisation is a major threat to Bhutanese culture and identity. To what extent do you agree with this claim?”

### *Exercise 2*

Read the following texts and state what each is about.

**Text 1**

There is substantial research evidence to suggest that internet addiction is a growing phenomenon and that this addiction may have serious social and personal consequences. Studies have found incidence of online addiction in a number of countries. A recent, large-scale survey carried out by Leeds University psychologists found that 1.2% of respondents in Britain were addicted to the internet (Young, 2009, p. 67). A second survey of 2,000 British people aged between 16 and 40, found that 2.3% could be categorised as internet addicts (Shale, 2010, p. 5). Internet addiction has been identified as a problem in many other societies, including India (Nalwa & Anand, 2003), and China (Li, 2004).

Internet addiction is commonly linked to depression, loneliness and social isolation. However, there is debate about whether depression leads to internet dependence or vice versa (Morrison, 2010; Naylor, 2008). It seems likely that people who are socially isolated or depressed turn to the internet as a source interaction, social contact or distraction. In China, however, the medical establishment tends to view internet addiction as a cause rather than a consequence of psychological problems and in Beijing online addiction clinics have been established to treat this growing phenomenon (Griffiths, 2009).

**Text 2**

I think it’s not the net that’s the problem, when we talk about online addiction. I think we get addicted to stuff if we’re depressed. My brother split up with his girlfriend and he started spending hours online. Why? ‘Cos he was unhappy. That proves that addiction is caused by depression and not the other way round. Research shows that lots of British people are addicted to the internet. Internet addiction’s a growing problem with big consequences for the world. In fact, 2.3% of all British people are internet addicts! And there are lots in China and India too. Chinese psychologists think that the internet’s the problem and causes depression. They’ve set up special clinics to treat online addicts. Personally, I think that’s pretty stupid – they should look at why people get addicted. And they should change and give Tibet back to the Tibetans too. That would make lots of people less depressed.

### *Exercise 3*

Reread texts 1 and 2 and discuss these questions in class:

1. Is the topic the same in each text?
2. Is the basic information the same in each text?
3. Which would be a more acceptable piece of writing at university? Why?

## 4.4 Features of Academic Writing

**Formality**

Academic language is more formal than everyday language.

### *Exercise 4*

Look at text 2 and find five examples of informal language.

**Structure**

Academic writing is structured. In other words, it follows predictable patterns and goes from one idea to another in a direct, logical and linear manner. It makes the links between ideas clear by using “signposts” – words or phrases that show how one idea relates to another.

### *Exercise 5*

Explain which text is more structured from the two texts.

**Logic**

Academic writing must be logical. It must show the thinking that led the writer to reach a conclusion. The ideas and information in academic writing must have clear, logical relationships to each other, and these relationships should be signaled in your writing.

### *Exercise 6*

Find two examples of illogical ideas from text 2.

**Evidence**

Academic writing is based on evidence, not opinion. As undergraduate writers, the evidence one uses will come from books, journals, or websites written by experts in their field. These are referred to as sources.

### *Exercise 7*

How many sources are used in text 1? How does the writer acknowledge the sources?

**Objectivity**

In everyday language, people are often subjective, and one does not always base opinions on evidence and may over-generalise and exaggerate. People often assume that one’s views are right, and those of others are wrong. However, academic language is objective. In an academic environment, tutors are interested in what students have learned and studied and how this has led them to conclusions (Gillett, 2010).

### *Exercise 8*

Find at least three examples where the writing lacks objectivity in text 2. Write examples from text 1 which express the same idea as in text 2 in an objective way.

**Precision**

Academic writing gives facts and figures precisely and avoids being vague.

### *Exercise 9*

Find at least two examples where text 1 is more precise than text 2.

### 4.4.1 Tips for Writing Objectively and Formally

Gillett (2018) gives the following hints to write objectively:

* Avoid words such as I, me, myself.
* A reader will normally assume that any idea not referenced is your own. Therefore, it is unnecessary to make this explicit.

Examples: ‘In my opinion, this is a very interesting study.’

‘This is an interesting study.’

* Avoid ‘you’ to refer to the reader or people in general.

Examples: ‘You can easily forget how different life was 50 years ago.’

‘It is easy to forget how difficult life was 50 years ago.’

* Avoid making over-generalizations which are not supported by evidence.

Examples: ‘Poverty leads to crime.’

‘Poverty can lead to crime.’

* Avoid phrases such as " obviously, " " of course, " and "everybody knows, " which suggest that anyone who disagrees with you is stupid or wrong.

Examples: ‘Everybody agrees that democracy is the best system of government.’

‘Democracy has a number of benefits which other systems of government do not share.’

The following are the tips to write formally in an academic setting:

* Avoid contractions (isn’t; aren’t; it’s). Instead, use the full form of the verb (is not; are not; it is).
* Avoid colloquialisms (guy, kid, mum). Instead, use the more formal alternative (man, child, mother).
* Do not use phrasal or multi-word verbs (go up; put off; check out) if there is a single alternative (increase; postpone; examine).
* Do not use conjunctions (and; so; but) at the beginning of a sentence. In formal writing, they always join two parts of the same sentence.

Examples: ‘Democracy was introduced in Bhutan in 2007. But many Bhutanese prefer the monarchy.’

‘Democracy was introduced in Bhutan in 2007, but many Bhutanese prefer the monarchy.’

* Avoid asking rhetorical questions.

Examples: ‘Why are so many people addicted to the internet?’

‘The causes of internet addiction are complex, but can be put into two main categories: social and familial.’

* Avoid introducing lists with ‘like instead; use ‘such as’.
* Avoid ending lists with phrases such as ‘etc.’ or ‘and so on’. Instead, end lists with ‘and + noun.’

Examples: ‘The highest populations are in countries like China, India etc.’

‘The highest populations are found in countries such as China, India, and the United States.’

* Avoid empty repetition (e.g., More and more; bigger and bigger).
* Avoid cliché (e.g., There are two sides to every coin; let’s all join hands to solve the problem).

### *Exercise 10*

Underline all the examples of poor academic writing from the following sentences. Number one is done as an example.

1. More and more students from Asian countries, like China, Vietnam and so on, are signing up for British universities.
2. We have to do something to stop global warming. But governments don’t seem to care very much.
3. What can we do to solve the problems of drug abuse among teenagers? There are three things.
4. If the present economic crisis goes on for a few more years, we’ll all be in trouble.
5. When you look into the causes of poverty in Africa, you have to consider that environmental factors are important. But these things are often ignored.
6. In my opinion, the biggest environmental problems in Bhutan are things like deforestation, pollution and the irresponsible dumping of waste.
7. There are lots of things we need to consider when we try to figure out what’s caused the current financial crisis.
8. Populations of marine mammals are going down all around the world, because the condition of the oceans is getting worse and worse. Sadly, ocean pollution is a really big problem.
9. It’s madness to suggest that global warming is not caused by human activity, even though there are a few idiotic, so-called scientists who hold this view.
10. I think there’s plenty of evidence that television is good for children, though lots of educationalists disagree.

### *Exercise 11*

Rewrite the above sentences in an academic style by retaining the original meaning. Number one and two are done as an example.

1. More and more students from Asian countries, like China, Vietnam and so on, are signing up for British universities.

*A growing number of students from Asian countries such as China and Vietnam are enrolling in British universities.*

1. We have to do something to stop global warming. But governments don’t seem to care very much.

*Although the majority of scientists agree that global warming requires urgent action, a number of governments have been slow to act.*

## 4.5 Academic Argument

The journey in argumentative writing begins with recognising the distinction between informal and formal arguments. Informal arguments are typically verbal disputes in which opponents try to prove each other wrong. Listening and communication skills in these situations are minimal, with little effort given to understanding conflicting viewpoints. Opponents engaged in formal arguments; however, they are not necessarily attacking or criticising each other. Instead, opponents recognise and respect each other's position. Another distinction is that formal argumentative essays typically deal with complex issues. Through research and analysis, writers develop logical steps that assert, support, and defend claims to persuade readers to adopt a new position or a different perception.

All essays require an argument. An argument, here, means the logical presentation of an opinion or point of view. The opinion must be informed by evidence from the literature, research, examples, and principles and be presented with careful reasoning. Opinions without sound evidence and clear justification have little value. Most types of academic assignments require the student to gather information and data, form an opinion about that information, then present that opinion along with a carefully organised discussion.

Adapted from: www.commerce.adelaide.edu.au

Most academic argument papers are written in response to one or more types of ‘data’, which could include a text, a piece of music, a performance, and numerical charts. Students should understand that there is usually no simple ‘correct’ interpretation of the data. Rather, tutors expect that all data are open to a variety of interpretations, and the point of the argument is to present a convincing ‘reading’ of the data.

Adapted from: www.temple.edu

### *Exercise 12*

Which of the following statements are true or false about the academic argument?

1. An academic argument is the same as an argument in everyday life.
2. In an essay, there is usually a right and wrong answer.
3. In an academic argument, it is important to disagree strongly with others’ ideas.
4. An academic argument essentially means telling your tutor what you think about a topic.
5. An academic argument is an opinion supported by evidence.

### *Exercise 13*

Which of the following statements do you agree with and why?

1. Women tend to have better verbal skills than men, while men more commonly excel at tasks requiring spatial skills.
2. The retreat of the Himalayan glaciers is likely to lead to severe water shortages, potentially threatening the economic and political stability of the entire region.
3. There are arguments both in favour of and against the use of genetic engineering in food production.
4. Capital punishment is legalised murder, and killing another human cannot be acceptable under any circumstances.
5. There are three main reasons why the Java programming language has become so successful.
6. The spread of the English language has a negative effect on other cultures and languages, and is leading to the increasing homogenisation of the world.
7. The earth revolves around the sun.
8. The world’s population stood at over 6 billion at the start of the 21st century.
9. The primary goal of all sciences should be to increase human health and happiness.
10. Eating meat is wrong.

### 4.5.1 Facts, Opinions and Beliefs

|  |  |  |
| --- | --- | --- |
| **Facts** | **Opinions** | **Beliefs** |
| Verifiable | Judgments based on evidence | Convictions based on personal faith/morality |
| Not arguable | Arguable (open to multiple interpretations and conclusions) | Not arguable (cannot be disproved by facts/evidence) |
| Most often do not change | Potentially changeable (when new evidence is presented) | Difficult to change (does not respond to evidence/ research) |

### *Exercise 14*

Which of the statements in Exercise 13 are:

1. Facts ...................................................................................................................
2. Opinions .............................................................................................................
3. Beliefs ................................................................................................................
4. None of the above ……………………………………………………………………

### 4.5.2 Structure of Arguments

All arguments have the same basic structure, such as:

* an orientation that gives the reader the context of the argument
* an outline of the position taken to prepare the reader for what follows
* discussion that sets out the arguments for the position
* a conclusion that brings closure to the whole.

Adapted from www.commerce.adelaide.edu*.*

### *Exercise 15*

Refer to the statements you have identified as opinions in Exercise 14. These could all serve as positions or claims in academic writing. Remember, an academic argument consists of a claim or statement of a point of view and supporting evidence to persuade your reader that your point of view is reasonable. Choose one of the claims and consider what types of evidence you could use to support it.

### *Exercise 16*

Are the following texts acceptable academic arguments? Why or why not? Use the features discussed above to assess them.

**Text 1**

Capital punishment (state-sanctioned killing of criminals) is essentially legalised murder. If we consider someone a criminal because they kill someone, then we must consider a government who allows criminals to be killed as a murderer too. It is not possible to say that one form of killing is wrong, but another form is right. There is evidence that governments sometimes kill ‘criminals’ whose innocence is later proven (Harley, 2008; Jonas, 2002). This clearly shows that these governments are guilty of murder. Killing a human being is absolutely wrong – there is never an excuse.

**Text 2**

The causes of deforestation are complex and vary from region to region. Urquhart et al (2005) point out that in some economically challenged tropical countries; governments sell their forests to logging companies in order to raise funds for projects, to pay off international debt or to develop industry. Brazil, for instance, had a national debt of over 50% of its GDP in 2002 (World Bank, 2004) and is selling off its forests at a rapid rate, with 8% of forest cover being lost between 1995 and 2005 (Butler, 2006). On the other hand, in wealthier countries, particularly in Europe, unsustainable agricultural practises and pressure for new housing are frequent causes, according to the World Rainforest Organisation (2008).

**Text 3**

It is heartbreaking to see the destruction of the Brazilian rainforests. 8% of Brazil’s forest cover was lost between (1990 and 2005 (Butler, 2006) and for what? For nothing. For human greed and stupidity. This precious resource is being destroyed so fat Americans can eat beef burgers – much of the forest is cut so Brazilian farmers can graze cattle which later get slaughtered and exported to America (Stock & Rochen, n.d.). And so that rich Japanese can eat from disposable chopsticks. It is terrible that our precious hard wood trees are not even used to make beautiful furniture that people will treasure. They are used instead just to make things that people throw away.

# Unit V: APA Referencing Style

## 5.1 Introduction to Referencing

Referencing is an important academic skill that allows students to show their academic understanding and rigour by placing their argument within a framework relevant to the topic being discussed. As students develop their own ideas and arguments, it is important to support or contrast their views with ideas and findings from other researchers and scholars in the specified field. It is, therefore, essential to give credit to the sources by including information about the original source. Shields and Pears define referencing as:

The process of acknowledging the sources you have used in writing your essay, assignment or piece of work. It allows the reader to access your source documents as quickly and easily as possible in order to verify, if necessary, the validity of your arguments and the evidence on which they are based. (2017, p.1)

Students must cite sources in order to:

* + - * Acknowledge the work of other scholars and show how their ideas have contributed to your own work. It is also a way of demonstrating that you have read widely and understood key texts relating to the topic to develop your own argument.
      * Provide sufficient bibliographic information for the reader to be able to identify and, if necessary, obtain the original resource. This will allow the readers to assess the validity of the evidence cited.
      * To avoid plagiarism and maintain academic integrity. Misrepresenting ideas by not giving credit where it is due indicates a lack of academic integrity.

### 5.1.1 Using Source Materials

### *Exercise 1*

* + - 1. What are sources?
      2. What does citing your source mean?

### 5.1.2 Critical Evaluation of Resources

Students come across multiple types of resources; thus, it is important first to establish the credibility of the source. The following FIVE areas will help students evaluate the authority and appropriateness of the available sources for inclusion in their work:

**Authority**

* Who is the author?
* What else has the author written?
* In which communities and contexts do the author have expertise?
* Does the author represent a particular set of world views?
* Do they represent specific gender, sexual, racial, political, social and/or cultural orientations?
* Do they privilege some sources of authority over others?
* Do they have a formal role in a particular institution (e.g., a professor at Oxford)?

**Purpose**

* Why was this source created?
* Does it have an economic value for the author or publisher?
* Is it an educational resource? Persuasive?
  + - * What (research) questions does it attempt to answer?
      * Does it strive to be objective?
    - Does it fill any other personal, professional, or societal needs?
* Who is the intended audience?
  + - Is it for scholars?
    - Is it for a general audience?

**Publication & Format**

* When was the source first published?
* What version or edition of the source are you consulting?
* Are there differences in editions, such as new introductions or footnotes?
* If the publication is online, when was it last updated?
* What has changed in your field of study since the publication date?
* Was it published in a scholarly publication, such as an academic journal?
  + - Who was the publisher? Was it a university press?
    - Was it formally peer-reviewed?
* Does the publication have a particular editorial position?
  + - Is it generally thought to be a conservative or progressive outlet?
    - Is the publication sponsored by any other companies or organizations? Do the sponsors have particular biases?
* Were there any apparent barriers to publication?
  + - Was it self-published?
    - Were there outside editors or reviewers?
* In what medium?
  + - Is it a blog post? A YouTube video? A TV episode? An article from a print magazine?
    - What does the medium tell you about the intended audience?
    - What does the medium tell you about the purpose of the piece?

**Relevance**

* How is it relevant to your research?
  + - Does it analyse the primary sources that you are researching?
    - Does it cover the authors or individuals that you are researching, but different primary texts?
    - Can you apply the authors’ frameworks of analysis to your own research?
* What is the scope of coverage?
  + - Is it a general overview or an in-depth analysis?
    - Does the scope match your own information needs?
    - Is the time period and geographic region relevant to your research?

**Documentation**

* Did they cite their sources?
* If not, do you have any other means to verify the reliability of their claims?
* Look closely at the quotations and paraphrases from other sources:
  + - Did they appropriately represent the context of their cited sources?
    - Did they ignore any important elements from their cited sources?
    - Did they appropriately cite ideas that were not their own?

Adapted from: <https://guides.lib.berkeley.edu/c.php?g=83917&p=539735>

### 5.1.3 Referencing and Academic Integrity

Referencing is an integral part of academic integrity. Some fundamental attributes of academic integrity in an academic community are honesty, trust, and personal responsibility. Failure to reference will result in being penalised for academic dishonesty.

**Understanding plagiarism and its consequences**

Plagiarism is the unacknowledged use of another’s work as if it were one’s own.

According to the Merriam-Webster online dictionary (2017, para. 1), it is plagiarism when students:

* steal and use the ideas or words of another as one’s own
* use others’ production without crediting the source
* commit literary theft
* present as new and original, an idea or product derived from an existing source.

Some of the consequences of plagiarism at the RUB include the reduction of marks or zero grade depending on the extent of plagiarism detected.

### *Exercise 2*

There are different ways of using the information in students’ essays and reports at university. Mark each of the following sentences as ‘Yes’ for statements that require citation and ‘No’ for statements that do not require citation.

1. You use sentences or phrases that are exactly the same as those of a source you read.
2. You use information that you knew without reading a source.
3. You use information that you read in a book, but you express it in your own words.
4. You use data or facts that you read in a source.
5. You use opinions that you read in a source and that you agree with.
6. You use graphs, drawings, and images from the internet.
7. You use information that is general knowledge.
8. You use figures that you know and did not find in a source.
9. You present the result of your own survey or experiment.
10. You include statistics that your lecturer stated in an academic lesson.

### *Exercise 3*

Read the following text to answer the questions that follow:

|  |
| --- |
| **Using Source Material**  One of the purposes of a university is to advance knowledge, rather than simply transmit it. At university, knowledge is recognised to as dynamic and changing, not static or fixed. All over the world, scholars are reading, analysing, commenting on, criticising, building on and expanding the work of other scholars. The academic world can be compared to a vast conversation or debate among experts. This ‘conversation’ largely takes place in writing – in books, journals. PhD dissertations and conference papers. As students, you are now joining a global academic ‘conversation’.  There are certain conventions which are used in this academic ‘conversation’. We have seen that all scholarship builds on previous scholarship and academics do not work in isolation (Brick, 1996). Whenever they refer to the work of others in their own writing, academics cite their sources. In other words they identify exactly where their information, data, or ideas came from. Similarly, if they use phrases or sentences from other authors, they also cite their source. Academic writers usually paraphrase or summarise their source material. That is to say they express the information in their own words, rather than simply copying from the original. However, even when academics express others’ ideas in their own words, they still cite the source from which the information came. Less frequently, writers may choose to quote the exact words used by another author, and this is signalled by enclosing the original words in inverted commas.  There are a number of good reasons for citing sources. Citing sources shows the reader the extent of the writer’s research and the type of research he or she has done. It enables the reader to follow a trail of information and ideas from text to text, checking the facts and evaluating the evidence. Citing sources enables readers to follow the development of an idea or theory, and to understand how the writer has used the work of other experts to develop his or her own ideas. Citing is also a simple matter of good manners – it is a way of giving credit to other experts for the work they have done, acknowledging their contribution to the field. Finally, citing sources protects a writer from being accused of intellectual theft or plagiarism.  Plagiarism has been defined as “taking another person’s words or ideas and using them as if they were your own” (Gillet, 2009, p67). When lecturers at university assign essays, they do so because they want to see the extent of their students’ understanding and the quality of their analysis and thinking. Presenting your lecturer with work copied from elsewhere shows neither your understanding nor your thought, and wastes your and your lecturer’s time. It can result in failing an assignment or having to repeat a module. In the most serious cases, plagiarism can result in expulsion from university. Even if plagiarism is not discovered and is not punished, a plagiarising student cheats himself because copying is of no intellectual value and contributes little or nothing to learning. |

* 1. Why is academic writing like a ‘global conversation’?
  2. Why should you cite your sources? Give at least three reasons.
  3. Why should you avoid plagiarism? Give at least three reasons.
  4. Which is more commonly used: paraphrase, summary, or direct quote?

## 5.2 Using Source Materials for In-text Citation

Most written work students do at undergraduate level will be based on information and ideas they have read or heard. As students, doing original work will not involve constructing completely new ideas. Instead, it will involve forming their judgments about what they have read. Students must be able to indicate when they are using their ideas and others’ information in their writing.

APA style recommends a writer to separate one’s own ‘voice’ from the voices of the sources that have been used.

### *Exercise 4*

How many different ‘voices’ are used in the text below?

It is vital for university students to cite the sources they have used in their essays. Firstly, citing protects them from being accused of plagiarism, which is defined as “taking another person’s words or ideas and using them as if they were your own” (Gillet, 2010). Plagiarism is a serious offence, but as Daler (2008) points out, it is often accidental, a result of the failure to understand academic rules. In 2008, over 17 students were expelled from one British university for plagiarism (Smith, 2009), which shows how serious the consequences of plagiarism can be.

### *Exercise 5*

Next to each sentence in the text, identify the ‘voice’. There may be more than one ‘voice’ in a sentence.

|  |  |
| --- | --- |
| It is vital for university students to cite the sources they have used in their essays. |  |
| Firstly, citing protects them from being accused of plagiarism, which is defined as “taking another person’s words or ideas and using them as if they were your own” (Gillet, 2010, p. 78). |  |
| Plagiarism is a serious offence, but as Daler (2008) points out, it is often accidental, a result of the failure to understand academic rules. |  |
| In 2008, over 17 students were expelled from one British university for plagiarism (Smith, 2009), which shows how serious the consequences of plagiarism can be. |  |

### *Exercise 6*

Look at the text below and match sentences 1-7 with a description A, B or C**.**

There are many causes of plagiarism. Farley (2009) observes that plagiarism is often accidental. Lester (2008, p. 78) goes further, stating “the majority of cases at British universities result from ignorance rather than intent.” However, ignorance is not a defence, and in advertent plagiarism can also lead to serious penalties. Crystal (2007) gives the example of a Chinese MA student expelled from a British university, who claimed that the strategies that caused him to be expelled in Britain had served him well throughout his undergraduate degree in China. The Royal University of Bhutan is becoming increasingly strict on plagiarism and its rules clearly state that students, who plagiarise, accidentally or intentionally, will receive severe penalties (RUB, 2008, p. 114). Therefore, it is important for students to understand academic rules regarding the correct use of sources.

|  |  |  |
| --- | --- | --- |
| **1** | There are many causes of plagiarism. | A.     Information and words from Source. |
| **2** | Farley (2009) observes that plagiarism is often accidental. |
| **3** | Lester (2008, p. 78) goes further stating “the majority of cases at British universities result from ignorance rather than intent.” |
| **4** | However, ignorance is not a defence, and inadvertent plagiarism can also lead to serious penalties. | B.     Writer’s own words and ideas |
| **5** | Crystal (2007) gives the example of a Chinese MA student expelled from a British university, who claimed that the strategies that caused him to be expelled in Britain had served him well throughout his undergraduate degree in China. |
| **6** | The Royal University of Bhutan is becoming increasingly strict on plagiarism and its rules clearly state that students, who plagiarise, accidentally or intentionally, will receive severe penalties (RUB, 2008, p. 114). | C.    Information from source, expressed in writer’s own words |

### *Exercise 7*

Think, pair and share:

1. What are the three types of “voices” used in academic writing?
2. How do you show in your writing that you are using:
3. your ideas and words?
4. another author’s ideas but reporting the ideas in your own words?
5. the exact words of a source?

## 5.3 Referencing styles

There are different referencing styles, but students are advised to follow the one specified by the University. The Royal University of Bhutan recommends students to use the Publication Manual of the American Psychological Association (Seventh Edition) as a standard guide for referencing purposes. The guidelines in this chapter have been developed in accordance with the rules of referencing and documentation as practised by the American Psychological Association (APA).

### 5.3.1 Types of referencing styles:

1. APA - American Psychological Association
2. Harvard Style
3. CBE - Council of Biology Editions
4. Chicago (Turabian)
5. MLA – Modern Language Association
6. Oxford
7. Vancouver
8. British Standard

### 5.3.2 APA

APA stands for American Psychological Association. “APA Style is a set of guidelines for clear and precise scholarly communication that helps authors, both new and experienced, achieve excellence in writing” (Publication Manual of the American Psychological Association, 2020, p. xvii). Early versions of the publication manual were intended exclusively for psychology. Later APA was republished for a much wider audience - which became a major guide for writers, editors, students, and publishers.

The APA style uses in-text citations and a corresponding reference list entry. The in-text citation appears within the body of the paper and briefly identifies the cited work by its author and date of publication, which the reference gives the full details of the resources.

## 5.4 APA In-text Citation

Information and ideas from other sources can be cited in your paper using either direct or indirect voice. Direct quotations require page or paragraph numbers, but paraphrases usually do not. Both can be cited using **two** formats: parenthetical and narrative. In parenthetical citations, the author’s name and publication date appear in parentheses. This information is incorporated into the text as part of the sentence in narrative citations.

|  |  |
| --- | --- |
| **Parenthetical Citation** | **Narrative Citation** |
| **Direct Voice** | |
| Clearly, “imagination is crucial” (Sendak, 2010, p. 2). | Sendak (2010) contended that “imagination is crucial” (p. 2). |
| **Indirect Voice** | |
| Children must develop imagination (Sendak, 2010). | Sendak (2010) argued that children must develop imagination. |

**Quotation**

When citing from other sources, either quote them directly or paraphrase.

Some of the ways of quoting or reporting while documenting the sources used at the same time are as follows:

**Direct Voice**

For direct quotation, always provide the author’s last name, year of publication, and specific page number (p.) or paragraph number (para.). Put the author’s exact words in quotation marks. Following are some ways of acknowledging sources when making direct quotations.

**Quotation fewer than 40 words**

Quotations fewer than 40 words are enclosed in double quotation marks and are usually a part of the narrative.

**Examples**:

|  |  |
| --- | --- |
| **Parenthetical Citation** | **Narrative Citation** |
| Darwin used the metaphor of the tree of life “to express the other form of interconnectedness–genealogical rather than ecological” (Gould, 1989, p. 14). | Gould (1989) explains that Darwin used the metaphor of the tree of life “to express the other form of interconnectedness–genealogical rather than ecological–and to illustrate both success and failure in the history of life” (p. 14). |

**Quotation with 40 or more words**

Quotation with 40 words or more should be displayed in a freestanding block of typewritten lines without quotation marks. Start a **block quotation** on a new line, and indent it five spaces (0.5 in.) from the left margin. Type subsequent lines flushed with the indent.

According to Planning Commission (2000):

The promotion of the Dzongkha is more than any means of communication. It is a complex phenomenon that is inseparable from intellectual and psychological processes related to ways in which we organize and express our thoughts. Our language is the way in which we identify and distinguish ourselves from others. (p.20)

**Indirect Voice**

For indirect voice, write the author’s last name and year of publication. Quotation marks are not used, but the page or paragraph number is optional.

**Examples**:

|  |  |
| --- | --- |
| **Parenthetical Citation** | **Narrative Citation** |
| As metaphors for the workings of nature, Darwin used the tangled bank, the tree of life, and the face of nature (Gould, 1989). | Gould (1989) attributes Darwin’s success to his gift for making the appropriate metaphor. |

Some of the phrases that can be used in paraphrasing other’s ideas are:

* + - Burbage (1995) *believes* that……………………………..
    - Zeppa (1999) *states* that………………………………
    - Dorji (2001) *posits* that……………………………
    - Gyatsho et al. (2004) are of the *opinion*………………..
    - Wangdi (2007) *argued* that…………………………….
    - Dolma and Rinchen (2020) *assert* that ………………
    - *According to* Delma (2018) ………………
    - Zam and Tamang (2011) *claim* ………………

### *Exercise 8*

Mark each of the following parenthetical or narrative citations as correct or incorrect according to APA in-text citation guidelines and briefly explain why they are acceptable or unacceptable citations:

* 1. Reports suggest that “Sitting is harmful to our overall health.”
  2. Davis (2018) refers to a study conducted by the National Activity Pattern Survey. 87% of American’s time every day is spent indoors.
  3. The writer goes on to point out that “aerobic workouts can also stimulate the brain, which can produce new brain cells, improve brain plasticity, and regulate energy metabolism and prevent exhaustion” (Davis, 2019).
  4. Wong (2019) writes that drawing reminders to yourself is “more effective than writing and rewriting notes, visualization exercises and passively looking at images (p. 43).”
  5. “But drawing calls upon regions of the brain involved in visual perceptual processing regions that show relatively less deterioration than areas involved in processing verbal information” (Wong).
  6. After returning from home (Smith et al., 2019), examined the philosophies of education and the challenges associated with implementation.
  7. “The emphasis on philosophical discourse related to education conducted in university is insufficient” (2018, p. 34).
  8. “The emphasis on philosophical discourse related to education conducted in university is insufficient” (Williams and Snode, 2005, p.45).
  9. Smith implied the assumption that MLA citation is a lot easier compared to APA references styles (Smith, 2004).
  10. Davis (2019, para. 4) explains, “Although our brains work harder to process in different environments, walking outside forces our brains to churn out new ideas every time we take in new sights, new sounds, new smells, new flavors.”

**In-Text Citation**

A source may have more than one author. The information below explains how to cite different types of authored sources.

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Source** | **Format** | **Parenthetical Citation** | **Narrative Citation** |
| **One Author** | Note the author’s surname, year. Page number is optional for indirect voice. | Clearly, “imagination is crucial” (Sendak, 2010, p. 2). | Sendak (2010) argued that children must develop imagination. |
| **Two Authors** | Name both authors in signal phrase.  In parenthetical citations, use an ampersand (&) between names for a work with two authors.  In narrative citations, always spell out the word “and.” | Children must develop imagination (Sendak & Wise, 2010). | Sendak and Wise (2010) believed that children must develop imagination. |
| **Three or more Authors** | Cite the surname of the first author followed by “et al.” | Children must develop imagination (Sendak et al., 2010). | Children must develop imagination, observed Sendak et al. (2010). |
| **Group Author** | When the author of a source is an organisation, its name is spelled out in full on the first citation. If it’s well-known or will be used at least twice more, an abbreviation (in parentheses) follows the full name and replaces the full name in the subsequent citation. | First Citation:  Children must develop imagination (American Library Association [ALA], 2015). | First Citation:  American Library Association (ALA, 2015) posited that children must develop imagination. |
| Subsequent Citation:  (ALA, 2015). | Subsequent Citation:  ALA (2015)… |
| **No Author** | If the work does not have an author, use the first words of its title. Italicise the title of periodicals, books, or reports; use quotation marks for an article. | ...(“Holistic Approach,” 2002). | The book *Eating Disorders* (2018)… |
| **Two or more works by the same author in the same year** | If you are citing two works written by the same author(s) in different years, cite them as you normally would. If you have two works written by the same author in the same year, those works will be listed alphabetically by title and labelled (a, b, c,) using lower-case letters. | (Cisneros, 2011a). | Cisneros (2011a) found.... |
| **One citation, multiple sources** | If you refer to several sources within the same parentheses, put them in the same order in which they appear in your Reference list and separate them with a semicolon. | (Keeler, 1985; Kelly, 1987; Versey, 1990). | According to Keeler (1985), Kelly (1987) and Versey (1990)… |
| **Secondary Citations** | If an idea or phrase that you want to use is quoted in another source, find the original source if you can. If not, name the original source in your sentence and then use parentheses and the words “as cited in” to identify the source. | (Laurence, 2001, as cited in Brooke, 2003). | Laurence (2001) …(as cited in Brooke, 2003). |
| **Personal Communication** | Personal communications that a reader cannot retrieve (e.g., letters, e-mails, interviews, and telephone conversations) appear as in-text citations only. Do not put them in your Reference list. Include your source’s initials and last name and as exact a date as possible. | (S. Crewe, personal communication, May 3, 2012). | S. Crewe argued that…(personal communication, May 3, 2012). |
| **Lecture Notes and Slideshows** | Instructor’s last name, Year, slide number.  Your own notes from a lecture are considered personal communication in APA style. They are cited within the text but not included in the Reference list. | (Graham, 2013, slide 6) | Graham (2013, slide 6) posits that… |
| **Social Media Post** | Include the author’s surname and year of publication.  Details of the post will be included in the Reference list. | (Tobgay, 2012). | Tobgay (2012)… |
| Adapted from:  <https://www.isu.edu/media/libraries/student-success/tutoring/handouts-writing/using-sources/APA7-Style.pdf>  <https://libguides.scf.edu/c.php?g=847004&p=6077229>  <https://www.wsc.edu/download/downloads/id/2201/apa_citation_style_guide_-_7th_edition_2020.pdf>  Samtse College of Education. (2020). *Referencing and documentation: A guide to academic writing*. Royal University of Bhutan. | | | |

### *Exercise 9*

Read the following published sentence and source information to answer the questions that follow:

**Published Sentence:** Leaders who lack emotional and social competence undoubtedly can become a liability to organisations, directly leading to employee disengagement, absenteeism, stress-disability claims, hostile-workplace lawsuits, and increased healthcare expenses.

**Source Information**

Document type: Journal article (Section 10.1)

Authors: Kenneth Nowack and Paul Zak

Publication year: 2020

Article title: Empathy enhancing antidotes for interpersonally toxic leaders

Journal information: Consulting Psychology Journal: Practice and Research,

Volume 72, Issue 2, pages 119–133

DOI: https://doi.org/10.1037/cpb0000164

1. Read the published sentence and then paraphrase it.
2. Cite your paraphrased sentence using parenthetical in-text citation.
3. Create a narrative in-text citation for your paraphrased sentence.

### *Exercise 10*

Read the following published sentences and source information to answer the questions

below:

**Published Sentences:** Research suggests that people exercise less when demands in their job or studies increase (Englert & Rummel, 2016; Oaten & Cheng, 2005; Sonnentag & Jelden, 2009). Building upon these findings, the present study investigated the relationship between university students’ implicit theories about willpower and the amount they exercise during their final examination period. We hypothesised and found that students with a limited theory about willpower— those who believed that their self-control resembles a limited resource—exercised significantly less than students with a non-limited theory during this stressful period (about 220 minutes less over the course of 2 weeks).

**Source Information**

Document type: Journal article (Section 10.1)

Authors: Katharina Bernecker and Jule Kramer

Publication year: 2020

Article title: Implicit theories about willpower are associated with exercise

levels during the academic examination period

Journal information: Sport, Exercise, and Performance Psychology, Volume 9,

Issue 2, pages 216–231

DOI: <https://doi.org/10.1037/spy0000182>

1. Read the published sentences and summarise the authors’ findings in one sentence.
2. Cite your summarised sentence using parenthetical in-text citation.
3. Create a narrative in-text citation for your summarised sentence.

Adapted from: <https://apastyle.apa.org/instructional-aids/paraphrasing-citation-activities.pdf>

**How to cite images according to APA 7th edition**

**APA format:**

Last name, Initials. (Year). Image title [Format]. Site Name. or Museum, Location. URL

**APA reference entry:**

Leutze, E. (1851). Washington Crossing the Delaware [Painting]. The Metropolitan Museum of Art, New York City, NY. <https://metmuseum.org/art/collection/search/11417>

**APA in-text citation:**

(Leutze, 1851)

### *Exercise 11*

Write the APA reference entry and in-text citation for an artwork based on the following information: (Home task)

Format: Image

Creator: lilzidesigns

Year: 2023

Title: Clarifying the past

Site name: Unsplash

Source: https://unsplash.com/photos/RNkozD6Cs0E

## 5.5 Basic Rules for Writing References

The following are the basic rules for writing references:

* All works cited in your paper should be listed at the end on a separate page with the title **References**. It provides detailed information for each source necessary for a reader to locate and retrieve any source cited in the paper.
* Use the centred heading in bold: **References**
* Arrange the references in the alphabetical order of the last names of authors.
* References must be double-spaced.
* All lines after the first line of each entry in the references should be indented by pressing one ‘tab’. This is called ‘hanging’ indentation.
* Authors’ names are inverted (last name first); give the last name and initials for all authors of a particular work if it has less than twenty authors.
* List the surnames and the initials of all 20 authors. When there are 21 or more authors, include the names of the first 19 authors in your reference list, followed by “...” and the name of the final author.
* List more than one work by the same author in the order of the years they were published, starting with the earliest. If multiple works were published in the same year, alphabetise them by their titles and label them (2011a), (2011b).
  + - World Health Organisation. (2012). Immunisation: Closing the gap…
    - World Health Organisation. (2015a). Global vaccination targets…
    - World Health Organisation. (2015b). Keeping Syrian children free from polio...
* When referring to a book, chapter, report, article, or webpage, capitalise only the first letter of the first word of a title and subtitle, the first word after a colon in the title, and proper nouns. Do not capitalise the first letter of the second word in a hyphenated compound word.
* Capitalise all content words in journal titles.
* Italicise titles of books, edited collections, newspaper, and journals. Underline if it is handwritten. Do not italicise, underline, or put quotes around the titles of journal articles or essays in edited collections.
* Write **‘n.d.’** in the parentheses where no date is available; and **‘in press’** if the work is accepted for publication but not yet printed.

If a reader wants to find the sources used in an essay, he or she will need more information than simply the author's last name and publication date. For this reason, the writer uses references at the end of academic writing. This gives the full details of all the sources one has used in writing.

### *Exercise 11*

Look at the references below and then discuss the questions in class:

|  |
| --- |
| **References**  Anderson, P. (2009). *Writing a reference list.* Oxford University Press.  Brint, B., & O’ Donohue, E. (2008). *Academic integrity: A student’s guide to writing originally while making use of sources.* Fictitious Press.  Gillet, A. (2010). *Writing a list of references.* <http://www.uefap.com/writing/writfram.htm>  O’ Carroll, C. (2008). *The experience of writing*. Fictitious Press.  Zablocki, A. (1998). *University writing.* [www.uniwriting.com](http://www.uniwriting.com/) |

1. Why are these five sources put in this order – Anderson first and Brint second?
2. What five pieces of information must you include when you cite a book?
3. What parts of an author’s name do you include in references? What order do you put these parts in?
4. How do you indicate the title of the book or web page?
5. What should you do if your reference information takes more than one line?
6. What information do you need to include about an internet source?

**Preparing References**

**Non-periodicals (books, edited books, translated books)**

|  |  |  |
| --- | --- | --- |
| **Type of Source** | **Format** | **Example** |
| **Authored book** | Author, A. A. (year). *Title of work in sentence case.* Publisher*.* | Zeppa, J. (1999). *Beyond the sky and the earth: A journey into Bhutan.* Doubleday. |
| **Two Authors** | Author, A. A., & Author, B. (Year).*Book title: Subtitle.* Publisher. | D’Amico, D. & Barbarito, C. (2016). *Health and physical assessment in nursing*. Pearson. |
| **Three - Twenty Authors** | All the authors must be listed up to twenty in the format of Author Last Name, First Initial. Second Initial. all separated by commas, with an ampersand before the last author. The rest of the citation is the same as single or two authors.  If more than twenty authors, put down the first nineteen, then an ellipsis (…), and last author (no ampersand). | London, M. L., Wieland Ladewig, P.  A., Davidson, M. R., Ball, J. W.,  McGillis Bindler, R. C., &  Cowen, K. J. (2017). *Maternal*  *and child nursing care* (5th ed.).  Pearson. |
| **Group Author** | Name of the Organisation. (Year). *Book title: Subtitle.* Publisher.  Organisation names are considered proper nouns; make sure they are capitalised in the title. | American Psychological Association. (2010). *Publication manual of the American Psychological Association.*American Psychological Association. |
| **Book with multiple editions** | Author, A. A. (year). *Title of work in sentence case* (edition). Publisher*.* | Argyris, C. (1999). *On organizational learning* (2nd ed.). Blackwell Business. |
| **Edited book chapter with authors** | Author, A. A., & Author, B. B. (year). Title of chapter in sentence case. *In A. Editor & B. Editor (Eds.), Title of book (*pp. first page-last page). Publisher. | Zanna, M.P., & Remple, J. K. (1986). Attitudes: A new look at an old concept. In S. Dorji & G. Mohan (Eds.), *Social sciences* (pp. 22-35). Cambridge University Press. |
| **Edited book with no author** | Editor, A. A., & Editor, B. B. (Eds.). (year). *Title of book*. Publisher. | Gibbs, J. T., & Huang, L. N. (Eds.). (1986). *Children of color: Psychology interventions with minority youth.* Jossey-Bass. |
| **Books with no authors or editors** | *Book title: Subtitle.* (Year). Publisher. | *Merriam-Webster’s collegiate dictionary* (10th ed.). (1993). Merriam-Webster. |
| **Books with no date** | Author, A. A. (n.d.). *Title of book*.  Publisher. | Zeppa, J. (n.d.). *Beyond the sky and the earth: A journey into Bhutan.* Doubleday. |
| **Books in press** | Author, A. A. (in press). *Title of book*.  Publisher. | Zeppa, J. (in press). *Beyond the sky and the earth: A journey into Bhutan.* Doubleday. |
| **Translated books** | Author, A. (Year). *Title* (A. Translator, Trans.). Publisher. (Year original work was published) | Piaget, J., & Inhelder, B. (1969). *The psychology of the child* (H. Weaver, Trans.). Basic Books. (Original work published 1966) |
| **Book in a language other than English** | Author, A. (Year). *Title* [Title in English]. Publisher. | Dzongkha Development Commission. (1999). Dpal *brug-pa rin-po-che zhab-drung Ngag-dhag rNamgyal Gyi rnam-thar* [Biography of Zhabdrung Ngawang Namgyal]. KMT Press. |
| **eBook** | Author Last Name, First Initial.  (Year). *Title of work:*  *Subtitle.* Publisher. URL | Dunsworth, H.M. (2007). Human Origins 101. Bloomsbury Academic. https://ebookcentral.proquest.com/lib/sherubtsebt |
| **Notes**   * Use commas to separate authors (editors) surnames and initials; and use ampersand (&) before the last author in case of more than one author; * In case of edited works, enclose the abbreviation **Ed.** or **Eds.** in parentheses after the editor’s name. * Write **n.d.** in the parentheses where no date is available; and **in press** if the work is accepted for publication but not yet printed; * The title should be in italics (underlined if hand-written); * Any additional information, such as edition should be provided in parentheses; * Provide the publisher’s name at the end in case of non-periodical (capitalise the first letter of the publisher’s name); * In the case of edited books, the title should be preceded by the name(s) of the editor(s), if any. The word **In** should appear before the name of the editor(s). As the names of the editor(s) are not in the author position, they should be written with the initials first followed by the surname(s). This should be followed by the parenthetical information **Ed(s)** if it is an edited book; * A comma is placed after the parenthetical information followed by the title of the work with the inclusive pages of the article or chapter preceded by **pp** in parentheses; * Include the original year of publication as well as the year of the translated work in the in-text reference (as seen in the example); and * If the book has a DOI, this can be included at the end of the reference. | | |
| Adapted from:  <https://www.isu.edu/media/libraries/student-success/tutoring/handouts-writing/using-sources/APA7-Style.pdf>  <https://libguides.scf.edu/c.php?g=847004&p=6077229>  <https://www.wsc.edu/download/downloads/id/2201/apa_citation_style_guide_-_7th_edition_2020.pdf>  Samtse College of Education. (2020). *Referencing and documentation: A guide to academic writing*. Royal University of Bhutan. | | |

**Non-periodicals (conference papers, dissertations, & audio-visual media)**

|  |  |  |
| --- | --- | --- |
| **Type of Source** | **Format** | **Example** |
| **Conference Paper Presentations** | Author, A. (Year, Month Date Range). *Title* [Paper Presentation]. Conference Name, City, State, Country. | Rinchen, S. (2019, August 19-22). *Gross National Happiness education in the colleges of education, Bhutan: Perception, culture, impact and challenges* [Paper Presentation]. 1st International Conference on Education in the Digital Ecosystem, Kuching, Sarawa, Malaysia. |
| **Dissertation/ thesis (published)** | Author, A. (Year). *Title* [Type of Publication, Name of Institution]. Database/Archive. DOI/URL | Hutcheson, V. H. (2012). *Dealing with dual*  *differences: Social coping strategies of gifted and lesbian, gay, bisexual, transgender, and queer adolescents* [Master’s Thesis, The College of William & Mary]. William & Mary Digital Archive. <https://digitalarchive.wm.edu/bitsream/>handle/10288/16594/ HutchesonVirginia2012.pdf |
| **Dissertation /thesis (unpublished)** | Author, A. (Year). *Title* [Unpublished publication type]. Source. | Rinchen, S. (2014). *Emotional climate of a pre-service science education class at the Royal University of Bhutan* [Unpublished doctoral dissertation]. Queensland University of Technology. |
| **Book Review** | Reviewer, A. (year). Title of the book review in sentence case [Review of the book *Title of the book in sentence case*, by A. Author]. *Journal*, *Volume*(Issue), First page-Last page. | Dent-Read, C., & Zukow-Goldring, P. (2001). Is modeling knowing? [Review of the book *Models of cognitive development*, by K. Richardson]. *American Journal of Psychology*, *114*, 126–133. |
| **Lecture/ Presentation** | Author, A. (year). Lecture title [Format]. [www.website.com](http://www.website.com) | Park, L. (2011). Effective working teams [PowerPoint presentation]. <http://www.company.meetings/teams> |
| **Website** | Last name, A. (year). *Title of the website article in sentence case*. Name of the Website in Title Case. [www.website.com](http://www.website.com) | Cain, K. (2012). *The negative effects of Facebook on communication*. Social Media Today. <http://socialmediatoday.com> |
| **Website (no author)** | Page title: Subtitle. (Year, Month  day). *Title of Website:*  *Subtitle.* URL | *Concert raises thousands for earthquake victims*. (2019, August 9). The News Review. http://www.news-ridgecrest.com/news/story.pl?id=0000010343 |
| **Online dictionary/ encyclopaedia** | Online reference works are continuously updated; use n.d. for the year of publication and retrieval date. URL | American Psychological Association. (n.d.). Motivational interviewing. In *APA dictionary of psychology.* Retrieved November 1, 2022, from <https://dictionary.apa.org/motivationalinterviewing> |
| **Blog post** | Author Last Name, First Initial.  Second Initial. Or Author  screen name {as it appears on  the blog}. (Year, Month Day of  post). Title of specific post  [Weblog post]. URL of specific  Post | Tobgay, T. (2021, June 26). Keeping Bhutan safe [Weblog post]. <http://www.tsheringtobgay.com/> |
| **Film or Video** | Contributor, A. (Role). (Year). *Title*. [Media Type]. Production Company. | Wangyel, T. (Director). (2015). *Seryang*. [Film; DVD]. Jigdrel Production. |
| **YouTube Video** | Author, A. (Year, Month Day). *Title* [Video]. YouTube. URL | Fogarty, M. (2016, September 30). *How to diagram a sentence* [Video]. YouTube.  <https://www.yotu.be/deiEY5Yq1ql> |
| **Image** | Artist Surname, First Initial. Second Initial. (Year). Title of the artwork [Format]. Title of the Website. URL (address of web site) | McCurry, S. (1985). *Afghan*  *girl* [Photograph]. National  Geographic.  https://www.nationalgeographic.  com/magazine/national-geographic-  magazine-50-years-of-covers/#/ngm-  1985-jun-714.jpg |
| **Image**  **(no author)** | Title of work [Type of work]. (Year image was created). Title of the Website. URL (address of web site) | Flu epidemic [Online image]. (1919). History. <http://www.history.net/photo/flu-epidemic-art/collections> |
| **Image**  **(no author, title or date)** | [Subject and type of work]. (n.d.). URL | [Photograph of person washing hands]. (n.d.). <https://cdc.gov> |
| **Social Media Post** | Author Surname, First Initial. Second Initial. or Name of Group. (Year, Month Date). Content of the post up to the first 20 words [Type of post]. Site Name. URL | U.S. Department of the Interior. (2020, January 10). Like frosting on a cake, snow coats and clings to the hoodoos at Bryce Canyon National Park in Utah [Status update]. Facebook. <https://www.facebook.com/USInterior/photos/a.155163054537384/2586475451406120/?type=3&theater> |
| **Personal Communication** | Do not include in the reference list | |
| **Notes**   * The university where the degree was awarded should be included in the square brackets after the title, separated from the type of publication by a comma. * If a thesis is unpublished, the status of publication should be included in parentheses after the title * For a film, you should credit the director as the author. * In the reference list, you can include information such as whether you watched this movie in a theatre or on a DVD within the square brackets after the media type. * To quote directly from the movie, provide a time stamp in the in-text reference in place of a page number. * If the author is unknown, the person who uploaded the video is credited as the author even if they did not create the work themselves. | | |
| Adapted from:  <https://www.isu.edu/media/libraries/student-success/tutoring/handouts-writing/using-sources/APA7-Style.pdf>  <https://libguides.scf.edu/c.php?g=847004&p=6077229>  <https://www.wsc.edu/download/downloads/id/2201/apa_citation_style_guide_-_7th_edition_2020.pdf>  Samtse College of Education. (2020). *Referencing and documentation: A guide to academic writing*. Royal University of Bhutan. | | |

**Periodicals (Journals, Newsletters & Newspapers)**

|  |  |  |
| --- | --- | --- |
| **Type of Source** | **Format** | **Example** |
| **Journals (Print Form)** | Author, A. A., & Author, B. B. (year). Title of the article. *Title of Periodical, vol no,* page no. | Jamtsho, S., & Rinchen, S. (2008). Accessibility, acceptance and effects of information  communication technologies in the schools and colleges of Bhutan. *Rig-Gter-Academic Journal of Samtse College of Education, 3*, 52-69. |
| **Online Journal articles with DOI** | Author, A. (Year). Article title. *Journal Title*, *volume* (issue), page range. [https://doi.org/[insert](https://doi.org/%25255Binsert) article doi] | Collier, K., & McManus, J. (2005). Setting up learning partnerships in vocational education and training: Lessons learnt. *The Journal of Vocational Education and Training, 57*(3), 251-273. <https://doi.org/10.1080/13636820500200286> |
| **Online Journal articles with no DOI** | Author, A. (Year). Article title. *Journal Title*, *volume*(issue), page range. URL | Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. *Journal of Postsecondary Education and Disability*, *31*(1), 17-39. <https://www.ahead.org/>professional-resources/publications/jped/archived-jped/jped-volume-31 |
| **Newsletters** | Author, A. A. (year, month). Title of article. *Title of Newsletter, vol no,*  (issue no), page nos. | Thinley, D. (2002, November). The common stylistic features of Bhutanese proverbs.  *Kalapinka-The NIE Newsletter, 4*(2), 5-8. |
| **Newspapers article**  **(Print Form)** | Author, A. A. (year, month date). Title of the article. *Title of Newspaper,* page no*.* | Wangchuk, S. (2002, November 2). Youth issues must involve young people. *Kuensel,* p. 4. |
| **Online News Paper Article** | Author, A. (Year, Month Day). Article title. *Newspaper*. URL | Darby, A. (2004, August 10). Furious Butler quits as governor. *Sydney Morning Herald*.  <http://www.smh.com.au/articles/2004/08/09/1092022411039.html?> oneclick=’true’ |
| **Magazine Article** | Author, A. (Year, Month Day). Title of article: Subtitle, if any. *Name of Magazine, Volume Number* (Issue Number), first page number-last page number. | Gross, A., & Murphy, E. (2010, January/February). Seal of disapproval. *E- The Environmental Magazine, 21*(1), 34-37. |
| **Magazine article from a website** | Author, A. (Year, Month Day). Title of article: Subtitle, if any. *Name of Magazine, Volume Number* (Issue Number if given), first page number-last page number if given. URL | Freedman, D. H. (2012, June). The perfected self. *The Atlantic*. [http://www.theatlantic.com/ magazine/archive/2012/06/the-perfected-self/8970/4/?single\_page=true](http://www.theatlantic.com/%252520magazine/archive/2012/06/the-perfected-self/8970/4/?single_page=true) |
| **Notes**   * Most online journal articles come with DOI (digital object identifier). Include DOI in the reference list instead of URL. If there is no DOI available for an online journal article, include the URL instead. * For online newspaper references, italicise the name of the paper. * Unlike other source, p. or pp. precedes page numbers for a newspaper reference in the APA style. Single page takes p. (e.g., p. 2); multiple pages take pp. (e.g., pp. 2-6). | | |
| Adapted from:  <https://www.isu.edu/media/libraries/student-success/tutoring/handouts-writing/using-sources/APA7-Style.pdf>  <https://libguides.scf.edu/c.php?g=847004&p=6077229>  <https://www.wsc.edu/download/downloads/id/2201/apa_citation_style_guide_-_7th_edition_2020.pdf>  Samtse College of Education. (2020). *Referencing and documentation: A guide to academic writing*. Royal University of Bhutan. | | |

### *Exercise 12*

Read the references given below and correct the errors according to APA referencing conventions:

1. Clegg, S., ‘Managing organization futures in a changing world of power/knowledge’, in H. Tsoukas & C. Knud (Ed.), The Oxford handbook of organization theory, Oxford, Oxford University Press, pp. 536-567, 2003.
2. Irvine, J. 2005, Commodity boom is over: Access, ‘Sydney Morning Herald’, 27 July, p. 19.
3. Kim, A. J, 2002, Community building on the web, http://proquest.safaribooksonline.com/0201874849.
4. Duffield, C., Macneil, H.F., Bullock, C., & Franks, H. (2000), ‘The role of the advanced casualty management team in St John Ambulance’, Australian Health Review, vol. 5
5. Hapsburger, D. (1986). Turning the tables (Egger, B. Trans). Atlanta, GA: Kilner Press. (Original work published 1984).

### *Exercise 13*

Prepare references for the following sources:

1. **Book**: Writing With Precision: How to Write So That You Cannot Possibly Be Misunderstood by Jefferson D. Bates; Publisher: Penguin Books, New York; 2000
2. **Article in Fast Company (magazine**): “Continental’s Turnaround Pilot” by Keith Hammonds 2001 December; pp. 96-101
3. **Newspaper article** from The Washington Post, no author listed: “New Drug Appears to Sharply Cut Risk of Death from Heart Failure,” page 12 on July 15, 1993
4. **Article in journal:** “Chicana Feminism and Postmodern Theory” by Paula M. Moya in Signs: Journal of Women in Culture and Society, volume 26, issue 2, Winter 2001. University of Chicago Press pp. 28-41
5. **Electronic copy of printed journal article (with DOI)**: “Theory of Mind Function, Motor Empathy, Emotional Empathy and Schizophrenia: A Single Case Study” by Karen Addy in Journal of Forensic Psychiatry & Psychology, Vol. 18, issue 3, Sept. 2007, pp. 293-   
   3065 DOI: 10.1080/09670870701292746
6. **Electronic copy of printed journal article (no DOI)**: “Perception as Abduction: Turning Sensor Data into Meaningful Representation” by Michele Shanahan, Spring 2003, in Cognitive Science, Vol. 18, pp. 162-180. Found August 25, 2004 from http://www.cs.utexas.edu/users/pdf
7. **Report on Website,** organization as author: “1997 Sourcebook on Federal Sentencing Statistics” by U.S. Sentencing Commission found on Dec.8, 1999 at http://www.ussc.gov/annrpt/1997/sbtoc97.htm
8. **Multiple edition book with author:** Research and Documentation Online 5thEdition by Diane Hacker and Barbara Fister published 2010 by Gustavus Adolphus College, URL: http://bcs.bedfordstmartins.com/resdoc5e/ 20
9. **Wikipedia**: APA style (title document), no author published on 17 August 2010. URL: http://en.wikipedia.org/wiki/APA\_style
10. **Newspaper Article (Print):** An educational hub of Asia by Ugyen Penjore in Kuensel, 20 August 2010. Page 2

## 5.6 Digital Tools for Referencing and Citation

There are several free referencing software options available to help you manage your citations and create bibliographies. Here are some popular ones:

|  |  |
| --- | --- |
| **Zotero** | a powerful, open-source reference management tool that helps you collect, organize, cite, and share your research materials. |
| **Mendeley** | a free reference manager and academic social network that can help you organize your research, collaborate with others online, and discover recent developments in your field. |
| **EndNote Basic** | a simplified, online version of the popular EndNote citation management software. It allows you to store, organize, and format citations. |
| **BibTeX** | a reference management tool widely used with LaTeX documents. It helps you create bibliographies and manage citations in a format that integrates seamlessly with LaTeX. |
| **Cite This For Me** | a free online citation tool that helps you generate citations in various styles. It allows you to create references for books, websites, articles, and more. |

Remember that the availability and features of these tools may change over time, so it's a good idea to check their respective websites for the most up-to-date information and any changes in their pricing or functionality.

### 5.6.1 Basics of APA Paper Layout

**Layout Margins**

For the margins of APA papers, use 1-in. (2.54 cm) margins on all sides of the page.

**Paragraph alignment**

Align the text to the left and leave the right margin uneven (ragged).

**Paragraph Indentation**

Indent the first line of every paragraph 0.5 in.

**Spacing**

Maintain double space between all lines, including the reference page.

**Font**

Use Sans Serif fonts such as Calibri (11-point), Arial (11-point), Lucida Sans Unicode (10-point), and Serif fonts such as Times New Roman (12-point) and Georgia (11-point). The font must be dark, clear, readable, and reproducible.

**Pagination**

All pages should be consecutively numbered within the margins in the upper right corner of the sheet. The title page is considered page one and should be numbered.

**Page Headers**

Include a page header in Manuscript at the top of every page. To create a page header, insert page numbers flush to the right. Then type TITLE OF YOUR PAPER in the upper-case letters in the header flush to the left. However, student papers need only the page number in the page header unless the instructor/institution also requires a Running Head.

**Cover Page**

Students are expected to use the standardised cover pages recommended by their respective colleges.

**Sample Academic Essay**

**Question**: Examine the use of Facebook in learning and teaching for tertiary-level students and teachers. Discuss the impact of Facebook on tertiary education by outlining both positive and negative effects. State your overall position. (Write in between 1000 and 1200 words)

* Note: the page number in the essay will be in the top right corner.

**Impact of Facebook on Tertiary Education**

The social networking website Facebook has become increasingly popular, with over 1.8 billion people using Facebook on a monthly basis (Facebook, 2017). As a result, there is discussion within the tertiary education sector about the ways in which websites like Facebook can be used in learning and teaching. Social networking websites can be defined as online spaces where individuals, “present themselves, articulate their social networks, and establish or maintain connections with others” (McCarthy, 2012, p. 758). The use of social networking sites within universities is of interest because of their potential for both positive and negative impact. Therefore, learners and teachers need to critically evaluate the educational value of such sites. This essay discusses both the positive and negative effects of using Facebook at tertiary level. It identifies benefits related to online community building, engagement and collaboration. It also identifies concerns.

One key benefit of using Facebook in teaching and learning is its capacity for online community building. As Duffy (2011) argues, Facebook can connect students with peers and teachers, involving them in communities: a vital component of student success. For example, in Australia and Singapore, first year undergraduate students participated in virtual discussions, which helped them to connect with their peers and reduced feelings of loneliness and isolation. In addition, the students appreciated having time to create and reflect on their responses before they posted them (McCarthy, 2013). This time to respond may be beneficial for quieter students, who sometimes avoid vocalising their opinions in a face-to-face learning environment. When students are seated in large lecture theatres or classrooms, it may also be difficult for them to get to know one another. Research shows that socialising and connecting to others is a crucial component of a satisfying tertiary experience (Elliott & Shin, 2002). Thus, Facebook can provide a valuable mode of social interaction for students.

Another advantage of Facebook in the tertiary setting is that it can increase student engagement with course content. Research shows that students who participate actively in their learning, and in their overall tertiary experience, are more likely to succeed (Pascarella & Terenzini, 2005). For example, in one study, many students were permanently signed into Facebook, so they could frequently engage with posts related to their course content, assignments and activities (Irwin et al., 2012). An additional dimension of their participation is that students may use Facebook comments to critique their experience. For instance, Rambe (2012) found that students felt empowered to voice concerns about teaching methods, course materials and institutional processes. They were also relieved to find that their classmates shared their difficulties. As a result of students’ critique, lecturers were made aware of issues that affected learning and were able to address these problems. This type of online interaction demonstrates how Facebook can be used to access, engage with and critique course content.

A further benefit of Facebook is student collaboration. Students are often required to do group work or projects where they need to meet outside of class, but it may be difficult for them to find a suitable time and place to meet. According to Lankshear and Knobel (2011), online collaboration promotes “innovation and productiveness”, because people “learn, create and innovate in the company of others” (p. 215). Additionally, students may feel more at ease when learning in this “informal and flexible environment” (Mazman & Usluel, 2010, p. 451) because it is easy for them to exchange information (Sanchez & Javed, 2014). This flexibility and ease of use means that students are able to contribute to an assignment from their homes on opposite sides of a city at a time that is convenient and without the expense of travelling to meet face to face. The ability to work at home may also decrease the capital expenditure of educational institutions as the need to provide spaces for group work is reduced. These examples illustrate the potential for social networking sites to support collaborative learning. However, there are concerns about Facebook, which need to be considered.

One negative impact of Facebook is its capacity to distract students from their studies. For instance, Kirschner and Karpinski (2010) question whether students are able to engage with academic writing or listening while using Facebook at the same time. Studies have found that students who use Facebook have a lower Grade Point Average (GPA) and spend less time studying than students who do not use Facebook (Junco, 2012; Kirschner & Karpinski, 2010). A reduction in the time spent on activities particularly seems to occur when students are feeling under time pressure (Janković et al., 2016). Even as little as five to ten hours per week on social media is likely to have a negative impact on students’ engagement with assignments (Rouis et al., 2011). These studies all point to a negative relationship between Facebook use and academic performance.

A second issue with Facebook concerns safety and privacy. Although it is possible for Facebook users to control access to their own profiles and data, Facebook does not make this an easy process, and a large proportion of students are unclear about how to do this effectively (Jordaan & Van Heerden, 2017). Students are then vulnerable to online predators, who may have access to contact details, personal information, and photographs. Photographs and videos are a particular concern because of their potential to cause embarrassment and distress (Kolek & Saunders, 2008). For example, in New Zealand, photographs of young girls being sexually assaulted when drunk were posted on a Facebook page causing immense harm to the victims (Quillam, 2013). Students are also increasingly concerned about the marketing tools being deployed on Facebook and feel a loss of control over their personal data (Jordaan & Van Heerden, 2017). Therefore, in tertiary teaching and learning contexts, students should be supported to learn how to protect their profiles and data, and use social networking sites safely.

In summary, this essay has considered the positive and negative aspects of using Facebook at a tertiary level. Research has identified how Facebook can facilitate social interaction and rich collaboration between peers. Therefore, it has the potential to complement face-to-face modes of delivery. However, if Facebook is going to be effectively and safely used in tertiary teaching and learning, then students and teachers need careful guidance. Concerns about use centre on the tendency of Facebook to distract students, as well as the need to support students to better control privacy settings. In conclusion, although the use of any online tool comes with inherent challenges that need careful consideration, the benefits exemplify how the integration of technology offers new approaches to teaching and learning. (1,113 words)

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## Unit VI: Academic Essay

## 6.1 Introduction to Academic Essay

An academic essay is a piece of writing that focuses on a topic, an idea, or a theme with a predictable pattern based on researched evidence using academic language**.**

Academic essays are a major part of university assignments. According to the Dartmouth College website (2018):

Scholars use the essay amongst themselves to advance ideas. Its value as an instructional tool is to assist students in developing their critical thinking skills. ... critical thinking is the ability to read theory accurately, appropriate it meaningfully, apply it independently, generate results based on that application, analyse the results, and form a clear argument based on those results that can be defended with a specific line of reasoning. (para. 2)

## 6.2 Understanding Written Assignment

You will be given a number of written assignments during your studies. It is important that you understand what your assignment titles are asking you to do. A common reason for students getting low marks or failing assignments is not answering the question. Often students write everything they know about a topic instead of focusing on exactly what the question is asking them to do.

One of the effective ways to read and understand instructions and questions in a university setting is to use the **BUG** method.

**BUG** stands for the action to:

* **box** all the instruction words in the question
* **underline** all the content words in the question
* **glance back** and see what are neither instruction nor content words.

Instruction words tell students to address the topic, while content words form a specific part of the topic.

### *Exercise 1*

Use the **BUG** method to analyse the following questions. The first one is given as an example.

Examine

compare

1. the pattern of Bhutanese economic growth in the last decade and it with that of Nepal.
2. Discuss the impacts of chewing *doma* in Bhutanese society.
3. Justify the statement that ‘Bhutan does not have gender inequality’.
4. How has the damming of rivers for hydropower impacted Bhutan?
5. Analyse the effects of using mobile phones among the Bhutanese youths.
6. Compare the migration patterns between Bhutan and Japan in the last ten years.

### *Exercise 2*

Choose and write the correct instruction words for the definitions given in the table below:

*Analyse; compare; contrast; describe; discuss; evaluate; examine; explain; explore; justify*

|  |  |
| --- | --- |
| **Instruction words** | **Definitions** |
|  | examines the subject thoroughly and considers it from a variety of viewpoints |
|  | explains an item or concept, then gives details about it with supportive information, examples, points for and against, and explanations for the facts put forward. It is important to give both sides of an argument and come to a conclusion. |
|  | requires an answer that takes apart an idea, concept, or statement in order to consider all the factors it consists of. Answers of this type should be very methodical and logically organised. |
|  | decides and explains how great, valuable, or important something is. The judgement should be backed by a discussion of the evidence or reasoning involved. |
|  | gives only the reasons for a position or argument. Answer the main objections likely to be made of them. The proposition to be argued may be a negative one. |
|  | sets items one after another and shows their similarities and differences. A balanced answer is expected. |
|  | says what something is like and how it works. |
|  | offers a rather detailed and exact explanation of an idea or principle, or a set of reasons for a situation or attitude. |
|  | points out only the differences between the two items. |
|  | investigates closely, paying attention to detail and considering implications. |

Adapted from: http://www.uefap.com/prepare/task/task.htm

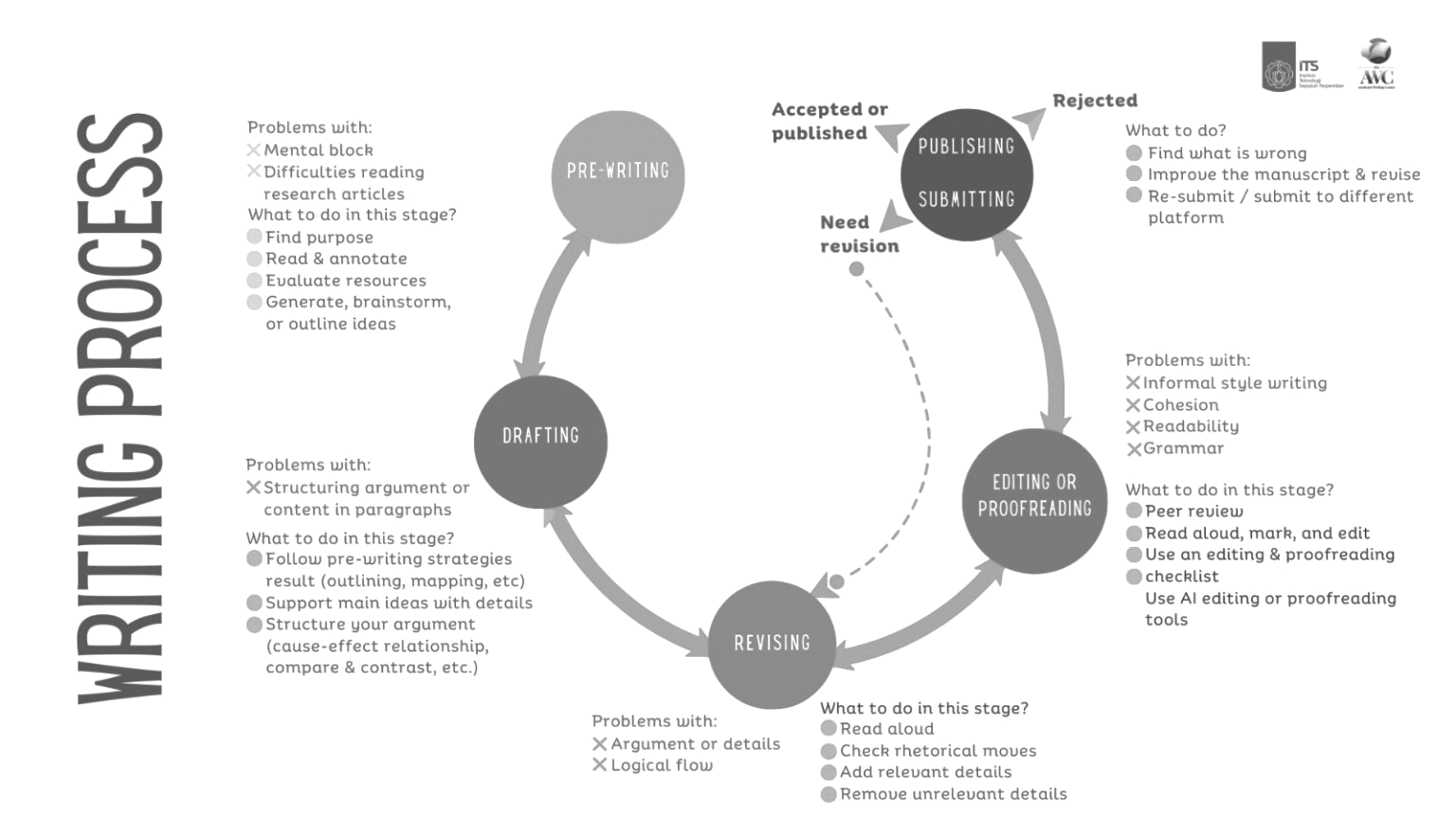
### *Exercise 3*

Read the essay questions in Exercise 1 and examine if they are True or False.

1. This question only requires the student to write the negative impacts of chewing *doma*.
2. An essay on this question will need to explain gender equality in all areas in Bhutan.
3. This essay requires the student to explain to what extent building hydropower dams has both positive and negative impacts in Bhutan.
4. This essay question requires the student to argue against using mobile phones.
5. A complete analysis of the migration patterns between Bhutan and Japan in the last decade is needed for this essay.

## 6.3 Writing Process

The writing process involves the pre-writing, drafting, revising, proofreading, and publishing stages. The first four steps of this process are a cycle that continues as new ideas form during the revising and editing stage. The writing process culminates with publishing or sharing (Dell et al., 2008).

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Adapted from: <https://www.its.ac.id/writingcenter/wp-content/uploads/sites/123/2023/04/WhatsApp-Image-2023-04-03-at-12.25.38-PM-1-1536x864.jpeg>

## 6.4 Essay Format

An academic essay follows a defined structure such as an introduction, a body, a conclusion and a reference page.

### *Exercise 4*

1. Read the essay introduction below and discuss the following questions with a partner.
2. What is the topic of the essay?
3. Does the writer have an opinion on the topic? If yes, what?
4. Which sentence gives you the main idea of the essay?
5. Does the introduction try to show you why the topic is important? If yes, how?
6. What background information does the writer give about the topic?
7. How many sub-topics will the essay cover? In what order would these subtopics appear in the essay? Why?

|  |
| --- |
| Oil forms the basis of developed economies, fuelling industries, services, homes and transport systems. If access to oil were withdrawn, most nations would descend into immediate chaos. Yet oil is a finite resource and as demand increases, global oil reserves are becoming smaller and will eventually run out. Therefore, it is vital that other energy sources replace oil, and at present the most viable alternatives are nuclear power and renewables such as solar, wind and wave power, although none are wholly satisfactory. |

### 6.4.1 The Introduction

An introduction to an essay begins with a broad and general comment on the subject. Each sentence should become more specific than the previous one, finally leading to the thesis statement (Oshima & Hogue, 1999). The thesis statement clearly states the writer’s position on the topic and is usually the last sentence of the introduction.

An essay introduction should:

* show that the subject is worth writing about
* put the essay into a wider context by giving some background information
* state the writer’s position on the given topic.

### *Exercise 5*

Read the introduction below and answer the questions given in Exercise 4.

|  |
| --- |
| Today’s world is commonly described as a ‘global village’, and the world is certainly a smaller place than it was a hundred years ago. Journeys that once took months can now be accomplished in a matter of hours, and countries that were distant dreams to our grandparents are now easily accessible holiday destinations. Tourism is currently the world’s fastest growing industry, with more people travelling for recreational purposes than ever before in human history (Franklin, 1999, p. 26). Tourism brings undeniable benefits, both to the travellers themselves and to the communities who live in popular holiday destinations. However, tourism can also do damage to local communities and their environment, and this essay will attempt to show that despite the financial and cultural benefits tourism can bring, its impacts are not as positive as is commonly assumed. |

**The Thesis Statement**

The thesis statement is the most important feature of an introduction to an essay. It indicates the stand taken by the writer on a given topic.

A thesis statement should:

* identify the topic of the essay
* state the writer’s position on the topic
* include the preview of the main points
* avoid making sweeping statements
* be arguable and capable of being supported by logical reasoning and appropriate evidence.

### *Exercise 6*

Read the following thesis statements and justify whether they are acceptable or not:

1. The status of women in China has changed remarkably in the last thirty years due to increased educational opportunities and the government’s one child policy.
2. Life in Bhutan has become better and better for everyone under GNH and all the countries in the world are learning from us.
3. Global warming is a serious problem.
4. The retreat of the Himalayan glaciers is likely to lead to severe water shortages, potentially threatening the economic and political stability of the entire region.
5. There are arguments both in favour of and against the use of genetic engineering in food production.
6. The effects of the internet are enormous, and it has transformed business, social interaction and education in ways which are only beginning to be understood.
7. This paper will review the history of the science of earthquake prediction, then discuss the major prediction methods in detail, and finally present data indicating the success-failure ratios of each method.

### 6.4.2 Process-writing in Action

Through exercises 7-13, you will learn how to write various parts of an academic essay. It will be graded as part of the continuous assessment and will be worth **10% of your final grade.**

### *Exercise 7*

Choose any TWO of the following topics and analyse them using the BUG method. Write thesis statements for the chosen topics.

1. Discuss the nature and extent of the influence of Western culture on Bhutanese culture. Illustrate your answer with examples.
2. To what extent has the internet transformed the lives of ordinary people in Bhutan?
3. Evaluate the implementation of the GNH philosophy in Bhutan since the 1970s.
4. ‘Man-made climate change appears to be an undeniable reality in the 21st century.’ Outline the causes and consequences of climate change and discuss to what extent its impacts are already being felt in Bhutan.

### *Exercise 8*

Write an introduction to one of the selected essay topics in Exercise 7. The introduction should be 10% of the word count (assuming the essay to be written in between 800-1,000 words).

### 6.4.2.1 The Body

The body of an essay comprises a series of paragraphs. Oshima and Hogue (1999, p. 20) define a paragraph as the “basic unit of organisation in writing in which a group of sentences develops one main idea.” Every essay introduction needs a thesis statement, and similarly, everybody paragraph requires a topic sentence. Just as a thesis statement tells the reader the focus of the whole essay, a topic sentence tells the reader what the focus of a paragraph is.

A topic sentence states the main idea of the paragraph. It states the topic and identifies the aspect of the topic that the paragraph will focus on. In other words, it should have a topic and a controlling idea of the paragraph. While the topic identifies the idea to be discussed, the controlling idea limits the area of discussion.

**The Features of Topic Sentences**

Topic sentences should have the following features:

* Topic sentences are complete sentences, not titles.

Examples: The Internet and Email

The internet and email have transformed the way companies do business.

* Topic sentences contain both a topic and a controlling idea.

Example: The internet and email have transformed the way companies do business.

* Topic sentences are the most general statement in the paragraph.
* Topic sentences clearly relate the paragraph to the thesis statement.

### *Exercise 9*

Refer to the features of topic sentences and justify whether the following examples are acceptable or not.

1. A major benefit of genetic engineering.
2. Another potentially beneficial application of genetic engineering is in agriculture.
3. Medicine is another area where it is already having positive impacts.
4. On the other hand, many people consider genetic engineering to be an issue for concern because it may harm the environment, damage health, lead to unethical medical practice, and change society in unforeseen ways.
5. There is concern among environmentalists that genetically modified crops will crossbreed with unmodified crops.
6. Some doctors and scientists have expressed concern about the effects of genetically modified organisms (GMOs) on health.
7. There is a great deal of evidence to suggest that GM crops may bring greater benefits to multinational companies than to poor farmers who purchase GM seeds.

### *Exercise 10*

Write three topic sentences for the thesis statements that you have developed in Exercise 7.

**Supporting Details of a Body Paragraph**

The supporting details of a body paragraph expand on the topic sentence. Explanations, examples, and illustrations form an important part of these details. In academic essays, evidence, in the form of in-text citations, is required to support the claims made in the thesis statement.

### *Exercise 11*

Write paragraphs for topic sentences that you have developed in Exercise 10 by incorporating the features of supporting details. This task will be assessed as part of the portfolio component.

### 6.4.2.2 The Conclusion

The conclusion to an essay should indicate the end of the essay. It should start with a concluding phrase and summarise the main points discussed in the body. It should end with the restatement of the thesis statement. The conclusion should be 10% of the total word count. Writers should not introduce new ideas in the conclusion.

### *Exercise 12*

Read four different conclusions from I to IV given below and justify which of them are acceptable or not.

**I**

One can see from these few examples the extent of Native American influence on the American language, art forms, eating habits and government. The American people are deeply indebted to Native Americans for their contributions to US culture.

**II**

To conclude, youth problems are leading to negative impacts on the social and economic growth of the country. These emerging problems of youth in the country can be controlled and minimised through guidance and advice, value-based education and improved recreational facilities. The government should facilitate and plan social and economic frameworks that support youth and provide skills through training for entrepreneurship.

**III**

In conclusion, it is very difficult to say that there is one type of food in a great country like Britain. Every part of the country has its own special dishes based on produce and the tastes of that region. From the ancient Britons and the Romans, Saxon and Viking invasions to present-day immigrants, the cuisine of the UK continues to change with its changing population.

**IV**

There are many ways of creating energy apart from oil. However, each alternative has both advantages and disadvantages and, therefore, it is difficult for any single alternative to replace oil completely. Renewable are the best alternative, but as yet, they are meeting less than 20% of the world’s energy demands (REN21, 2008). This is a difficult situation and the world faces a serious energy crisis in the 21st century. However, if all the countries of the world join hands to solve the problem, a solution will be found.

### *Exercise 13*

Write a conclusion to the body paragraphs that you have developed in Exercise 11.

# Unit VII: Note-Taking Methods

## 7.1 Introduction to Note-taking

Taking notes is the most effective way of storing the information that students receive during lectures or seminars. It is impossible to remember all the information given to students; so, making notes allows them to store information until they are ready to use it. They also need to make notes for a variety of other reasons. These include notes for revision, an assignment or exam, to use during group work and as a record of their research. There are different methods of taking notes. Students may use any note-taking method.

Adapted from: <http://data.bolton.ac.uk>

**Benefits of Note-taking**

Taking notes is an important part of different study strategies. Among other benefits, it helps students to:

* listen actively and critically to what is being taught
* prepare for effective writing and well-connected arguments
* organise information according to their learning
* improve their understanding by converting difficult ideas into their own words
* aid their knowledge growth and retention power
* manage their study time by focusing on important information
* create a concise and condensed record for study
* assess their progress of study.

## 7.2 Tips to Take Notes

The following tips, in the form of 5 Rs, should be used to take notes. Students can:

* Record – be selective and recognise the key concepts
* Reduce – make your notes brief by using keywords and abbreviations
* Recite – read and recall notes
* Reflect – analyse the significance of notes
* Review – prepare for exams or assignments or presentation

## 7.3 Types of Note-taking Methods

There are a number of note-taking methods, depending on the suitability of different individuals.

### 7.3.1 Cornell Method

The Cornell Method is based on two columns: one containing the keyword or concept, and the other containing the description or notes associated with the keyword or concept. This method can be used while listening to the lecturer. In the right-hand column, you can list the main ideas or write a paragraph and then on the left-hand side note the keyword or concept that relates to your section of notes. At the bottom of the page you should write paragraphs summarising the information contained in the notes. The website http://www.eleven21.com/notetaker/ will automatically generate the layout for this type of notes in a PDF form.

Adapted from: http://owll.massey.ac.nz/study-skills/note-taking-methods.php

An example of Cornell Method Notes is included below

**The Cornell Note-taking System**

|  |  |
| --- | --- |
| 2 1/2”  Cue Column | 6”  Notetaking Column   1. Record: During the lecture, use the notetaking column to record the lecture using telegraphic sentences. 2. Questions: As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later. 3. Recite: Cover the notetaking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words. 4. Reflect: Reflect on the material by asking yourself questions, for example: “What’s the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What’s beyond them? 5. Review: Spend at least ten minutes every week reviewing all your previous notes. If you do, you’ll retain a great deal for current use, as well as, for the exam. |
| 2” | Summary  After class, use this space at the bottom of each page to summarize the notes on that page. |

Adapted from: Pauk, W. (2013). *How to study in college*. Cengage Learning.

### 7.3.2 Digital Note-taking Method

Digital note-taking is a combination of techniques that allow you to take and store your notes electronically. It is the cognitive effort of making notes - actively dealing with new ideas -that provides the means to reflect, process, and internalise new concepts.

Some of the best note-taking apps in the App Store have essential features that assist technology to reinforce learning:

[**Notability**](https://www.gingerlabs.com/) (available for iOS, Android, and desktop) allows students to record audio and sync it with their notes.

[**Goodnotes**](https://www.goodnotes.com/) (iOS and macOS) divide notes into attractive digital notebooks so that it is easy to store and organize your documents in a digital space.

[**Microsoft OneNote**](https://www.onenote.com/) (all devices) connects to the OneDrive platform and allows you to integrate media, record audio notes, tag important items, build to-do lists, and more.

[**Evernote**](https://evernote.com/) (all devices) does everything from note capture and tagging to document scanning, device syncing, and even web clipping via a Google Chrome extension.

These applications come with handwriting recognition and cloud storage while the technology works in the background so that notes can be taken with ease.

**Advantages of Digital Note-taking**

* Faster and easier to take a higher volume of notes
* Easier to edit and reorganise for later studying
* Can be backed up, shared, searched
* Helps to comprehend and retain factual information
* Offers multiple dimensions- text, images, drawing, handwriting, audio, and even video that paper notes do not.

**Disadvantages of Digital Note-taking**

* Less information retention
* Virtual keyboards can be challenging
* Excessive screen time
* Technical issues might hamper the process

The following video contains more information on digital note-taking:

https://www.youtube.com/watch?v=8KrPMXOZAQY

Adapted from:

Bui, D. C., Myerson, J., & Hale, S. (2013). Note-taking with computers: Exploring alternative strategies for improved recall. *Journal of Educational Psychology, 105,* 299-309.

Mueller, P., & Oppenheimer, D. (2014).The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science, 25*(6).

### *Exercise 1*

Read the following passages, A and B, and take notes using the two methods of note-taking:

|  |
| --- |
| **Passage A**  Animals living in modern zoos enjoy several advantages over animals in the wild; however, they must also so suffer some disadvantages. One advantage of living in the zoo is that the animals are separated from their natural predators; they are protected and can, therefore, live without risk of being attacked. Another advantage is that they are regularly fed a special, well-balanced diet; thus, they do not have to hunt for food or suffer at times when food is hard to find. On the other hand, zoo animals face several disadvantages. The most important disadvantage is that since they do not have to hunt for food or face their enemies, some animals became bored, discontented or even nervous. Another disadvantage is that zoo visitors can endanger their lives. Some animals can pick up airborne diseases from humans. |

|  |
| --- |
| **Passage B**  The World Health Organization began a dichlorodiphemyltrichloroethane (DDT) spraying programme that virtually eliminated malaria. But other things began to happen. Besides killing mosquitoes, the DDT killed other insects that lived in the houses such as flies and cockroaches. These insects were the favourite food of geckos (small lizards). And so when the geckos ate the dead insects, they died from DDT poisoning. Similarly, the house cats ate the dead geckos and cockroaches, and they too died from the DDT poisoning. As a result, the rat population rose sharply, and the human population of Borneo began to die from a type of plague carried by fleas on the rats. In order to deal with the emergency, thousands of cats were parachuted into the island, in what was called ‘Operation Cat Drop’. |

Adapted from: eu.lib.kmutt.ac.th/.../08%20Note-taking%20from%20Reading.pdf

## 7.4 Listening and Note-taking

As part of their university learning, students must participate in and listen to seminars and speeches in addition to regular lectures. Therefore, they must take notes for future reference and contribute to subsequent discussions.

***Exercise 2***

Students will listen to a podcast or a TEDTalk chosen by the tutor and make notes using either the Cornell or digital note-taking method of their choice.

# Appendix 1

**ACS101 Assignment 2021 (Sample)**

The essay is worth 30% of the total marks.

|  |
| --- |
| **Examine the impacts of using mobile phones among the Bhutanese youth.** |

The essay should be in between 800 and 1,000 words. There should be two submissions (first draft and final submission), and both submissions must be typed using APA paper layout, referenced with in-text citations, and must have complete references. Instances of academic dishonesty will result in a grade of 0%.

There must be at least five different sources in the essay, and all the sources must be approached critically.

The work towards the final submission (notes, plans and first draft) will be assessed in the portfolio.

**Timeline (Sample only)**

5 September: Receive the assignment topic and begin research and note-taking.

7 September: Research, plan and draft the assignment.

14 September: Submit the first draft of the assignment. (Drafts will not be accepted after the draft submission day).

21 September: Tutors return the drafts with qualitative feedback.

28 September: Submit the final assignments. (Late submission of the final assignment will result in a grade loss of 10% per day. After the fifth day, the assignments will not be accepted).

12 October: Tutors return the final assignments with qualitative feedback and grades.

**Assignment formatting steps**

Follow the steps below while formatting the assignments according to the APA style:

**Step One – Writing title page and page numbers**

1. Select the accepted fonts (refer to **4.6 Basics of APA paper**)
2. Shorten and write the title in title case
3. Insert the page number on the upper right corner

**Step Two – Formatting the text**

1. Highlight all the text
2. Click ‘no spacing’
3. Choose 2-point line space
4. Bold and align the title in the centre
5. Press ‘tab’ each time you write a new paragraph

**Step Three – References**

1. Start in a new page
2. Bold and align the title in the centre
3. Refer 5.5 Basic Rules for Writing References

# Appendix 2

**24ACS101 Student No………………**

**Class Test, Autumn 2024**

**Sherubtse College**

**Royal University of Bhutan**

**ACS101 Academic Skills**

**Duration: 2 hours Full Marks: 50**

Write your student number at the top immediately on receipt of this question paper. This question paper consists of FOUR Sections (A, B, C, & D). All questions are compulsory and marks are given at the end of each section. **Spend the first 10 minutes reading the questions.**

**SECTION A**

**Read the following Questions and choose the MOST CORRECT answer from the options given below. (1×10=10 Marks)**

1. The alignment of text should be:
2. Whatever the author prefers
3. Justified (the words are spread equally across the line so that every line of text ends at the right margin)
4. Left-aligned with a ragged right edge (the text begins at the left margin and the spacing at the right margin is uneven)
5. Right-aligned (the text begins at the right margin and the spacing at the left margin is uneven)
6. Choose the correct formatting for a level 2 section heading:
7. Centred, boldface, uppercase and lowercase text
8. Centred, uppercase and lowercase text
9. Flush left, boldface, uppercase and lowercase text
10. Flush left, uppercase and lowercase text
11. When should et al. be used in APA style?
12. when the source has more than 3 authors
13. when the source has 6 or more authors
14. if the source has more than 2 authors and has already been mentioned once in the document
15. Both B and C
16. What does an APA in-text citation include in parentheses when the source is quoted directly and the author's name is not mentioned in the text?
17. Author, publication year, and page number (preceded by p.) all separated by commas: ( Doe, 2017, p. 25)
18. Author, publication year, and page number (preceded by p.) without intervening punctuation: (Doe 2017 p. 25)
19. Author and page number separated by a comma: (Doe, 25)
20. Author and page number without intervening punctuation: (Doe 25)
21. In APA style, personal communications (e-mail, memos, letters) are
22. ... not included in in-text citations
23. ... not included in the Reference list
24. ... need to include the author's initials and the exact date of communication
25. ...not included in reference list but include the author's initials and the exact date of communication I the in-text citations
26. Which of the following choices is the correct formatting for a citation to personal communication?
27. (J. Johnson, personal communication, September 3, 2014)
28. (Johnson, email, September 3, 2014)
29. (Johnson, personal communication, para. 4)
30. (J. Johnson, email, para. 4)
31. Which of the following separates a title and subtitle in APA formatting?
32. A colon
33. A semi colon
34. A comma
35. A hyphen
36. Rogers, K. (2009). Leadership giftedness: Is it innate or can it be developed?. In L. Shavinina (Ed.), *International handbook on giftedness* (pp. 633-645). https://doi: 10.1007/978-1-4020-6162-2\_31. This resource is a(n):
37. Chapter in edited ebook
38. ebook
39. Journal article
40. Online newspaper article
41. When citing a direct quotation from an ebook that doesn't have page numbers, which of the following is the correct approach to indicating the location of the information within the ebook?
42. A paragraph number
43. A heading plus a paragraph number within the section
44. An abbreviated heading in quotation marks if the original heading is long
45. Any of these options, depending on how the information is presented within the book**.**
46. Godfrey, D. (2005). Adapting historical citations to APA Style. *Journal of Broadcasting & Electronic Media*, *49*(4), 544-547. https://doi: 10.1207/s15506878jobem4904\_15. This resource is a (n):
47. Online newspaper article
48. Research report
49. Online journal article
50. Chapter in edited eBook

**SECTION B**

**Identify the informal expressions in the following sentences. Rewrite the following sentences, replacing the informal expressions with a more formal equivalent. (2×5=10 Marks)**

1. In my opinion, the material amenities of life have gone up in Western society.
2. With women especially, there is a lot of social pressure to conform to a certain physical shape.
3. Thus, he should have looked into how the patient has coped up previously.
4. Modern houses have labour saving stuff that it’s difficult for the person at home to have adequate exercise.
5. This will cut down the amount of drug required and the cost of treatment will become lesser and lesser.

**SECTION C**

**Read the following text carefully and prepare notes using the Cornell method of note- taking methods from the text. Give TWO reasons why you chose this method. (8+2 Marks)**

Nowadays tourism generates a significant portion of national income for many countries, but it has certain drawbacks too. The two main advantages of developed tourism industry are boost in country’s economy and a large number of new job openings for the local people. Firstly, tourists spend money on a wide range of services, including hotels, amusements, transportation, food and medical services. This way, tourism yields an additional income, greatly supporting the country’s economy. Secondly, tourism increases the level of employment by bringing new jobs. For instance, the influx of tourists results in a larger demand in restaurant workers, tour guides, hotel staff and employees of retail services, exhorting business owners to hire more people for these positions. But tourism also has some major disadvantages like destruction of popular tourist destinations and development of illegal economic activities. Ancient buildings, temples and monuments struggle to cope with a vast amount of visitor’s traffic and get damaged. Also, the large number of tourists can cause environmental problems. For instance, when places of interest are overcrowded, natural resources often become overexploited. The presence of a considerable number of tourists with a lot of money to spend, and often carrying valuables such as cameras and jewellery, increases the attraction for criminals and brings with it activities like robbery and drug dealing. However, proper hospitality management and correct usage of tourism revenue by the local government can eliminate these disadvantages.

**SECTION D**

**Prepare the references for the sources provided below. (5×4=20 Marks)**

1. Authors: Helen Clark

Title of document: Human Development Report 2010 team

Organization: UNDP

Type of publication: Website

Year of publication: 2010

Date of retrieval: April 4, 2011

Web Address: [http://hdr.undp.org/en/media/HDR\_2010\_ EN\_Complete\_reprint.pdf](http://hdr.undp.org/en/media/HDR_2010_%20EN_Complete_reprint.pdf)

1. Author: Rob Stein

Article Name: Money can buy one form of happiness

Title of publication: The Washington Post

Date of publication: July 1, 2010

Type of publication: Newspaper

Page: 7

1. Author: John Milton

Title of publication: Paradise Lost-Book I

Type of publication: Book

Year of publication: 1991

Edition: 17th Edition

Place of publication: New Delhi

Publisher: Educational Publishers

1. Author: Michael Karlberg

Title of Article: The Power of Discourse and the Discourse of Power: Pursuing Peace Through Discourse Intervention.

Title of publication: International Journal of Peace Studies

Type of publication: Journal

Year of publication: 2005

Volume number: 10

Issue Number: 1

Page number: 1-23

**Test marking guide**

**Section A**

1 mark each for correct answer

**Section B**

1 mark for identifying the informal expressions

1 mark for correct rewrite

**Section C**

The students should use the *Cornell Method* accurately.

Format of the method used: 4 Marks

Content reproduction: 4 Marks

2 reasons (Advantages): 2 Marks (The tutors have the discretion to mark accordingly)

**Section D**

**5 marks for each reference is divided into:**

Last name and initial of the first name ½ mark

Year of the publication (Month and date) ½ mark

Title, edition and proper underlining ½ mark

Publication details ½ mark

The title References ½ mark

Alphabetical order ½ mark

Double line space ½ mark

Indentation ½ mark

Any other additional information 1 mark

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