

# ACADEMIC English Stage 6 ENGLISH

Support Document 2009–2014  
for  
English (ESL) Module B: Texts and Society

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## Introduction

This document replaces the previous English (ESL) document *Studying in English*, for the Higher School Certificate 2009–2012.

It is designed to assist teachers in the delivery of the Academic English elective in Module B (Texts and Society) of the English (ESL) Stage 6 Syllabus. It contains material to assist students to develop their skills and their understanding of how to effectively use the English language for further study in an academic context.

Included are examples of different kinds of texts and contexts that students engage with as they compose and respond in the key learning areas. The examples reflect authentic learning contexts; some are extracts from texts, while others are writing and speaking tasks typical of those required in a range of subjects.

In the English (ESL) course, Academic English provides the basis for further exploration of the types of texts and contexts that students meet in their study for the HSC and beyond. Students examine and reflect on language forms and features and structures of texts, and the demands of particular learning contexts, to:

- develop their understanding of how texts are structured in particular ways
- improve their ability to locate and use information
- improve their ability to compose and respond for particular purposes of study.

Text features and structures can be applied to subjects other than those from which the texts are drawn.

## Context

### Module B: Texts and Society

‘This module requires students to explore and analyse texts used in a specific situation. It assists students’ understanding of the ways that texts communicate information, ideas, bodies of knowledge, attitudes and belief systems in ways particular to specific areas of society.’ (Board of Studies NSW, 1999, *English Stage 6 Syllabus — English as a Second Language (ESL)*, page 74)

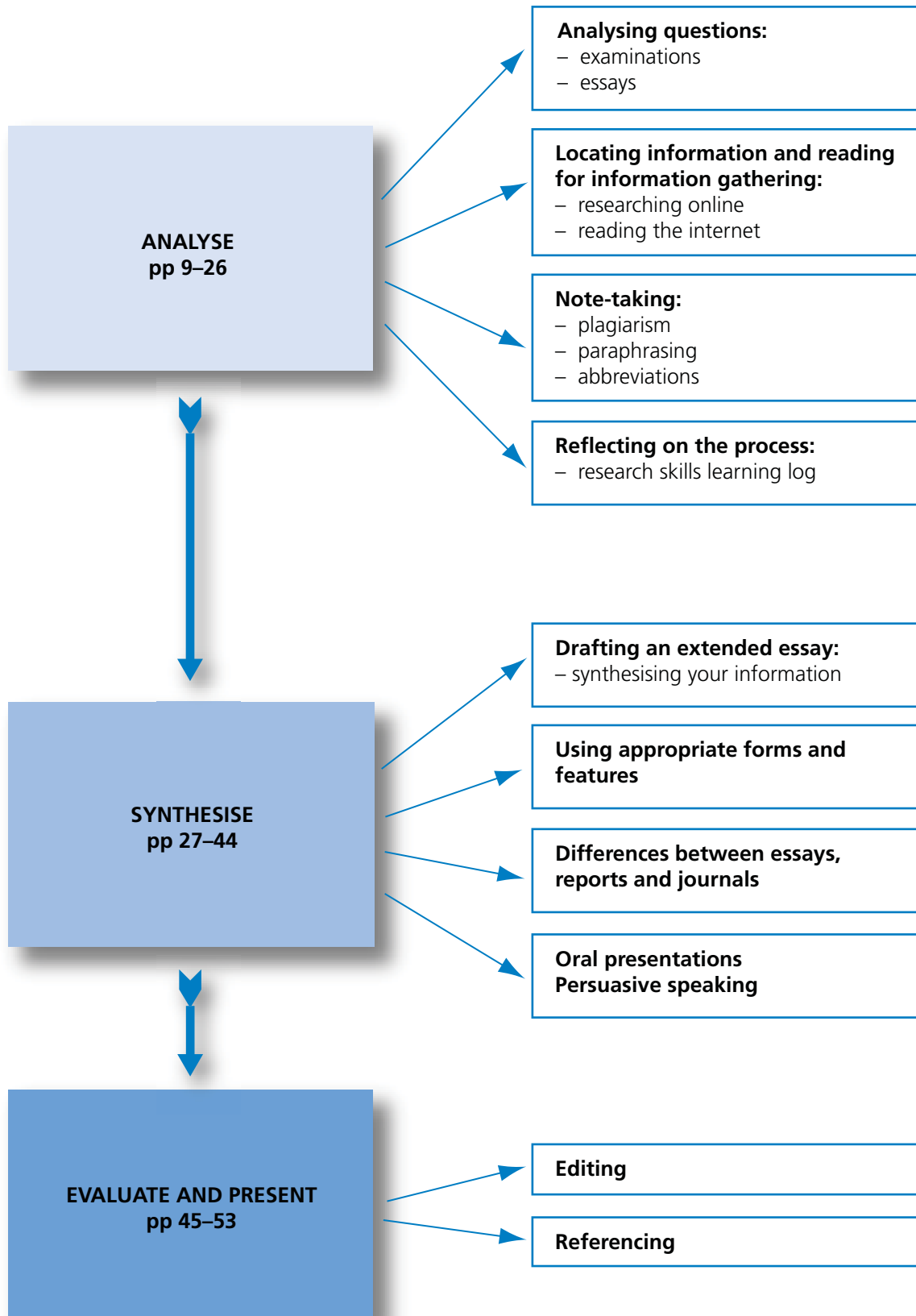
### *Elective 2: Academic English*

‘In this elective, students explore the kinds of texts that are widely used in formal learning situations. They respond to and compose texts appropriate to particular learning situations relevant to students’ needs and interests. They consider what these texts imply about the construction of knowledge in particular fields of study.’ (Board of Studies NSW, 2007, *English Stage 6 Prescriptions: Area of Study, Electives and Texts*, page 29)

## **How to use this material**

Academic English should be used to augment resource materials collected by the teacher and students. These materials should be from a range of sources relevant to the needs and interests of students. Students are not required to have knowledge of the content of specific texts.

## How this document is organised



## Overview: planning and writing an extended response

<b>ANALYSE</b>	Analyse the question/topic – <i>highlight key words</i>
	Make a preliminary plan – <i>identify steps to prepare a response</i>
	Gather information – <i>locate resources, make notes, record bibliographical information</i>
	Refine your plan – <i>consider possible formats</i>



<b>SYNTHESISE</b>	Draw all the information together – <i>organise according to the chosen format</i>
	Draft the introduction
	Draft the body
	Draft the conclusion



<b>EVALUATE</b>	Review your response: <i>did you answer the question?</i> <i>did you support your ideas fully?</i>
	Revise/rewrite for clarity of expression and depth of response
	Edit for accuracy



<b>PRESENT</b>	Compile the appendices, bibliography
	Type and proofread

# 1 Analyse

## 1.1 Analysing questions and planning responses

- HSC examination questions
- Essay questions
- Pathways of key words in assessment tasks
- ‘Analysing your topic’: Curtin University Library Infotrek

## 1.2 Locating resources and reading for information gathering

- Researching online: locating and evaluating websites
- Checklist for reading the internet

## 1.3 Note-taking

- Graphic outlines: main idea, supporting information
- Plagiarism: Board of Studies ‘All My Own Work’
- Paraphrasing: Online Writing Lab ‘Write it in your own words’
- Notemaking abbreviations: Charles Darwin University Learnline

## 1.4 Reflecting on the process

- Research skills learning log

### 1.1 Analysing questions and planning responses

#### Sample HSC Examination Question

**Question:**

Stories involve us in a range of experiences.

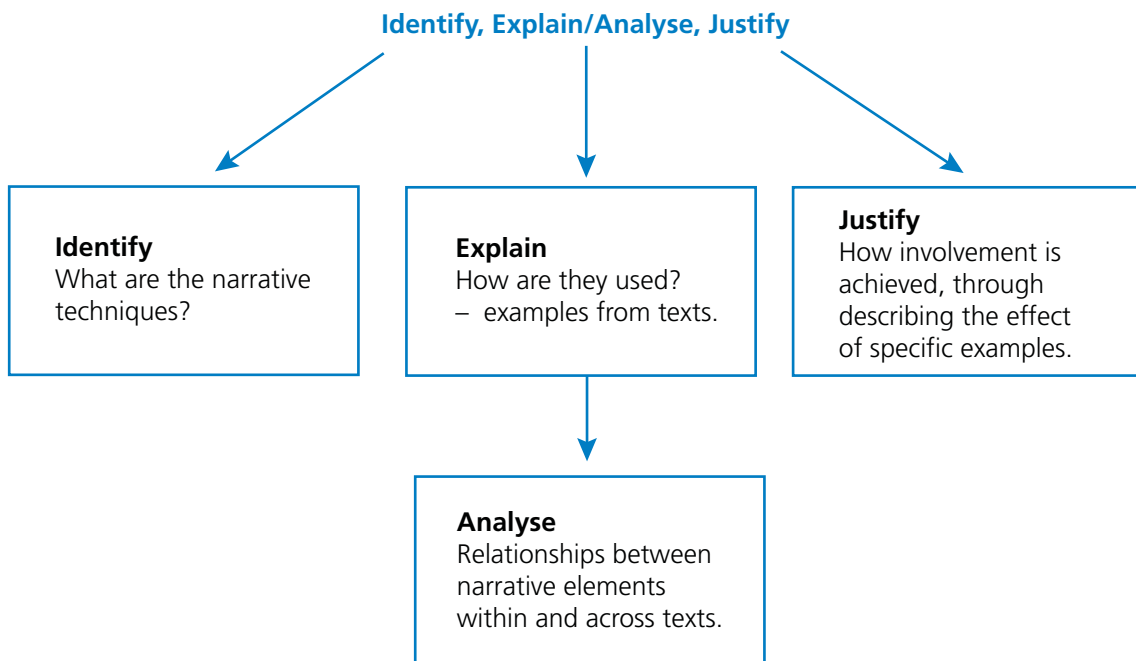
How is narrative used to involve you in the experiences presented in your prescribed text, and in at least one other related text of your own choosing?

**1. What do I write?**

**Question Focus** Question key words: How ... narrative ... involve ... experiences  
Other factors: Prescribed text ... other text(s)

**2. How do I write it?**

**Form** Critical response  
**Purpose/Audience** To explain and argue / Academic audience  
**Register** Formal academic  
**Structure** HSC Assessment key words:\*



\* Board of Studies key words for examinations and assessment tasks – see [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/glossary\\_keywords.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html)

Also, see p 15 in this document for Pathways of Key Words

### HSC Examination Question Exercise

#### Question:

Your local library is conducting a speaking competition called ‘What makes a story great?’

Write the speech you present for the competition on this question.

In your speech, you should refer to your prescribed text, and one text of your own choosing.

#### CIRCLE KEY WORDS IN THE QUESTION\*\*

##### 1. What do I write?

Question Focus

Question key words:

Other factors:

##### 2. How do I write it?

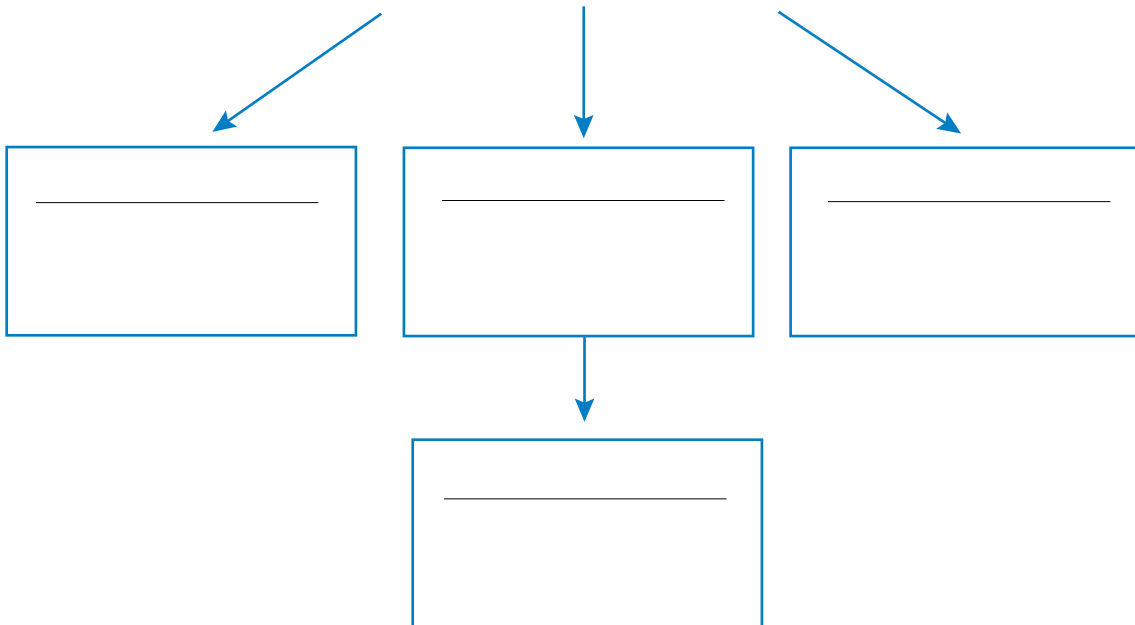
Form

Purpose/Audience

Register

Structure

HSC Assessment key words:



\*\* See next page for an example of an analysis.

### Example of analysis

#### Question:

Your local library is conducting a speaking competition called 'What makes a story great?'

Write the speech you present for the competition on this question.

In your speech, you should refer to your prescribed text, and one text of your own choosing.

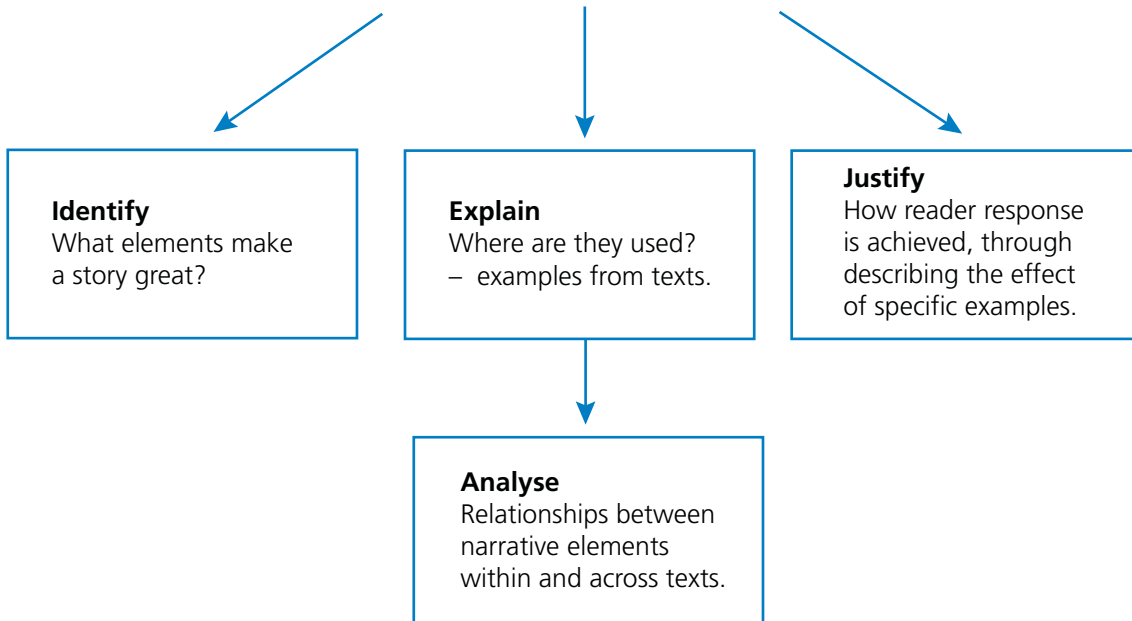
#### 1. What do I write?

<b>Question Focus</b>	Question key words: <i>local library ... speaking competition ... story ... great</i>
	Other factors: <i>prescribed text ... other text(s)</i>

#### 2. How do I write it?

<b>Form</b>	Persuasive speech
<b>Purpose/Audience</b>	To explain and argue / local community
<b>Register</b>	Semi-formal: Can include personal pronouns, humour, colloquial language
<b>Structure</b>	HSC Assessment key words:

#### Identify, Explain/Analyse, Justify



### Essay Question Exercise

#### Question:

Identify the changes we can expect in work patterns in Australia in the 21st century.

Outline the forces producing these changes, and evaluate these changes in terms of the benefits and drawbacks to individuals and society.

#### **CIRCLE KEY WORDS IN THE QUESTION UNDERLINE ASSESSMENT KEY WORDS\*\***

##### 1. What do I write?

Question Focus      Question key words: \_\_\_\_\_  
Other factors: \_\_\_\_\_

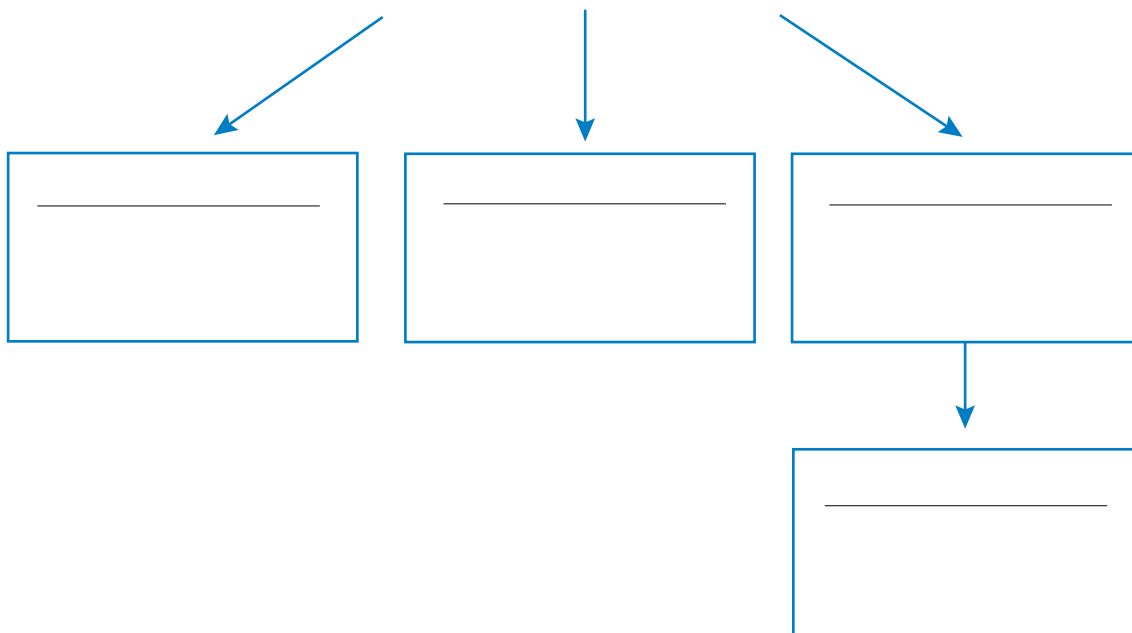
##### 2. How do I write it?

Form \_\_\_\_\_

Purpose/Audience \_\_\_\_\_

Register \_\_\_\_\_

Structure      HSC Assessment key words



\*\* See next page for an example of an analysis.

Also see p 19 for a graphic outline of this section, p 37 for an annotated final draft of one section and pp 48–50 for unedited and edited drafts.

### Example of analysis

Question: \*\*

Identify the changes we can expect in work patterns in Australia in the 21st century.

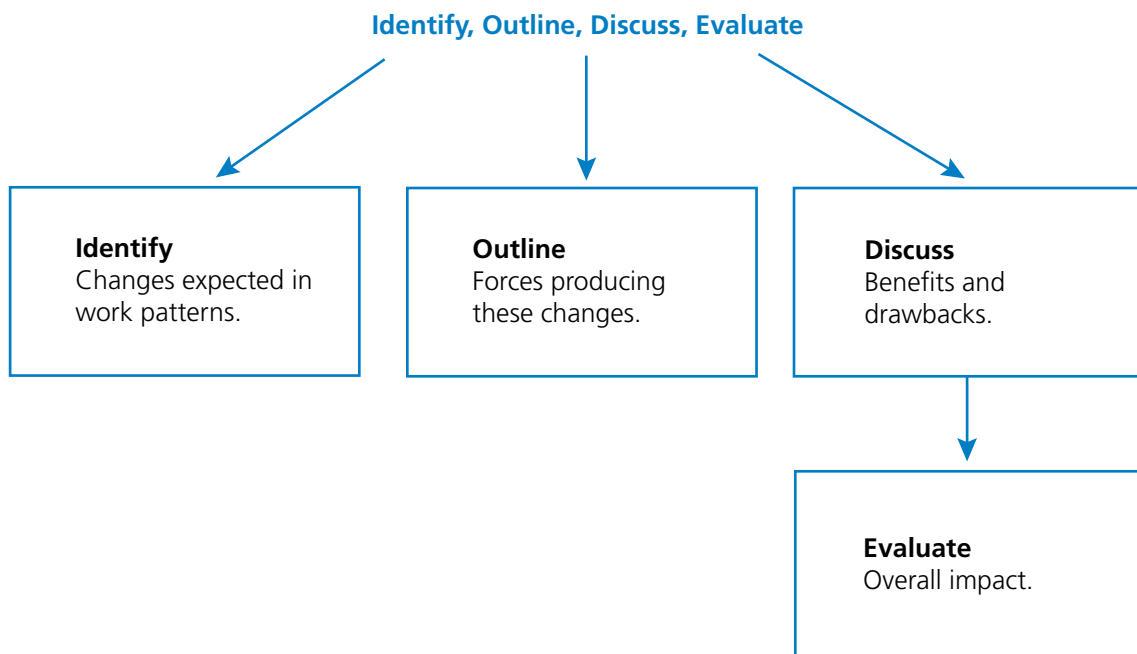
Outline the forces producing these changes, and evaluate these changes in terms of the benefits and drawbacks to individuals and society.

#### 1. What do I write?

<b>Question Focus</b>	Question key words: <i>changes ... work patterns ... Australia in the 21st century ... forces producing ... benefits and drawbacks</i>
	Other factors: <i>Assessment key words: identify ... outline ... evaluate</i>

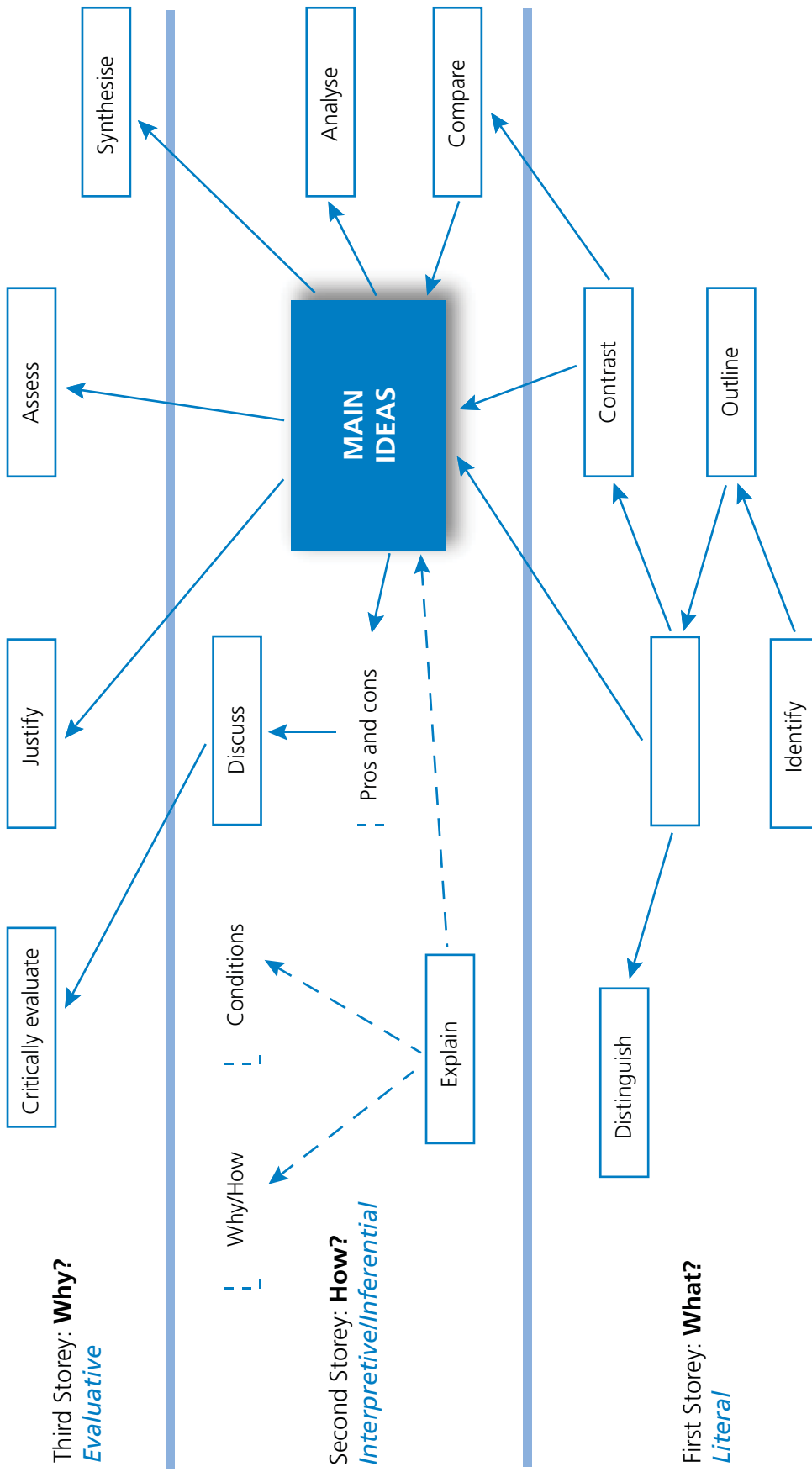
#### 2. How do I write it?

<b>Form</b>	Discussion essay
<b>Purpose/Audience</b>	Academic
<b>Register</b>	Formal academic
<b>Structure</b>	HSC Assessment key words:



\*\* Also see p 19 for a graphic outline of this section, p 37 for an annotated final draft of one section and pp 48–50 for unedited and edited drafts.

### Pathways of key words\* in assessment tasks




(See Board of Studies Glossary of Key Words; see also Bloom's Taxonomy)

### 'Analysing your topic' – Curtin University Library Infotrek

The Curtin University of Technology Library website provides help in approaching an assignment topic through its *Infotrek* online resources. *Trek 1* provides *strategies for analysing questions*, followed by an online quiz.

See <http://library.curtin.edu.au/infotrek/index.html>



# InfoTrek

your guide through the information maze

If you are feeling confused about the maze of print and electronic information around you, try InfoTrek.

InfoTrek takes you through a series of 10 steps you can use to approach any essay or presentation topic, whether you are studying from home or on campus.


Start with Trek 1, or any Trek that interests you, and test your knowledge as you go with our quizzes. (Click on the underlined text to start)

You'll be able to do the ten Treks in less than an hour. Then, to find out about specialised sources like statistics, try InfoTrekPlus, or look at our Subject Guides.

The InfoTrek team welcomes your **comments**.

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<p><b>Trek 1</b>  <u>Analysing your topic</u>                      deciding on the main aspects of your topic and planning your search</p>	<p><b>Trek 2</b>  <u>Finding keywords</u>                      checking your terms in dictionaries, encyclopaedias or thesauri</p>
<p><b>Trek 3</b>  <u>Understanding your reading list</u>                      telling the difference between books, chapters, journal articles, etc</p>	<p><b>Trek 4</b>  <u>Using the library catalogue 1</u>                      finding material on your reading list</p>
<p><b>Trek 5</b>  <u>Using the library catalogue 2</u>                      searching for resources on a subject</p>	<p><b>Trek 6</b>  <u>Finding journal articles</u>                      searching electronic databases</p>
<p><b>Trek 7</b>  <u>Searching the WWW</u>                      making sense of the World Wide Web</p>	<p><b>Trek 8</b>  <u>Evaluating resources</u>                      making sure your resources are appropriate</p>
<p><b>Trek 9</b>  <u>Referencing</u>                      citing and listing the references you have used</p>	<p><b>Trek 10</b>  <u>Using library services from home</u>                      making it easier for you</p>



"I just don't know where to start looking for information. I can't work out my reading list - and don't know how to use the library catalogue. AND I've heard people talk about electronic databases! What are they? Help!"

(Lee, first year student)

Read what other students say about InfoTrek.

## 1.2 Locating resources and reading for information gathering

### Researching online: locating and evaluating websites

#### Locating and Evaluating Websites

##### Using websites for information: what's the issue?

According to a recent study on popular search engines such as Google and Yahoo, there are more than 11.5 billion webpages publicly available on the web. For students and teachers trying to locate relevant and valid information, the task can be complex.

##### A point to remember before starting

It's important to start out with some basic knowledge of your topic, so you are able to compare information on a website with what you already know. This may give you some clues about its accuracy.

#### 1. DEFINING and LOCATING

##### Finding information / constructing a search:

- What precisely do you need to know – what search terms will produce the most useful results?
- How can you further refine your search?

*Note: Google has useful advanced search tips, including the use of search operators. Also see RMIT University Library tutorial on refining a search: <http://www.rmit.edu.au/browse;ID=bp4kn7db9soez>*

#### 2. SELECTING

##### Looking at authority and credibility:

- Who created the site? The domain name can provide clues about this (.com, .gov, .org, .edu).
- Why have they developed the site – is there a hidden purpose? Is there evidence of bias? Does it present both sides of an issue?
- Have the authors cited their sources?

##### Looking at content:

- How comprehensive is the information? How confident can you be about its accuracy?
- Is the information current enough – does it state when it was published and/or revised?
- Does this site provide information not available from other sources?

See the 'Checklist for Reading the Internet' on page 18.

## Checklist for reading the internet

Reading websites	Examples	
	Website 1	Website 2
<b>Recognise context</b> <ul style="list-style-type: none"> <li>■ site owner</li> <li>■ focus, limit and extent of information provided on the site</li> <li>■ purpose of the site</li> </ul>		
<b>Differentiate between fact and opinion</b>		
<b>Read the components of the text</b> <ul style="list-style-type: none"> <li>■ combination of words, graphics, colour, movement, sound, design</li> </ul> <b>Read the text as a whole</b> <ul style="list-style-type: none"> <li>■ to follow the signals provided by the designer to direct you</li> <li>■ to read the text and its emphases critically</li> <li>■ to recognise the target audience</li> </ul>		
<b>Read the values and imagery</b>		
<b>Read the links</b> <ul style="list-style-type: none"> <li>■ why each link has been included: how it relates to the concerns of the website</li> <li>■ how the links define the context of the website</li> <li>■ the extent to which the links are in accord with the user's expectations of the website</li> <li>■ the usefulness, reliability and relevance of the links for the user's purpose</li> </ul>		
<b>Respond to the language</b> <ul style="list-style-type: none"> <li>■ is it personalised language creating a personalised construct in an impersonal context?</li> <li>■ formal language of authority</li> <li>■ familiar colloquial language</li> <li>■ enjoyment offered in a serious context</li> </ul>		

## 1.3 Note-taking

### Using graphic outlines for main ideas and supporting information\*

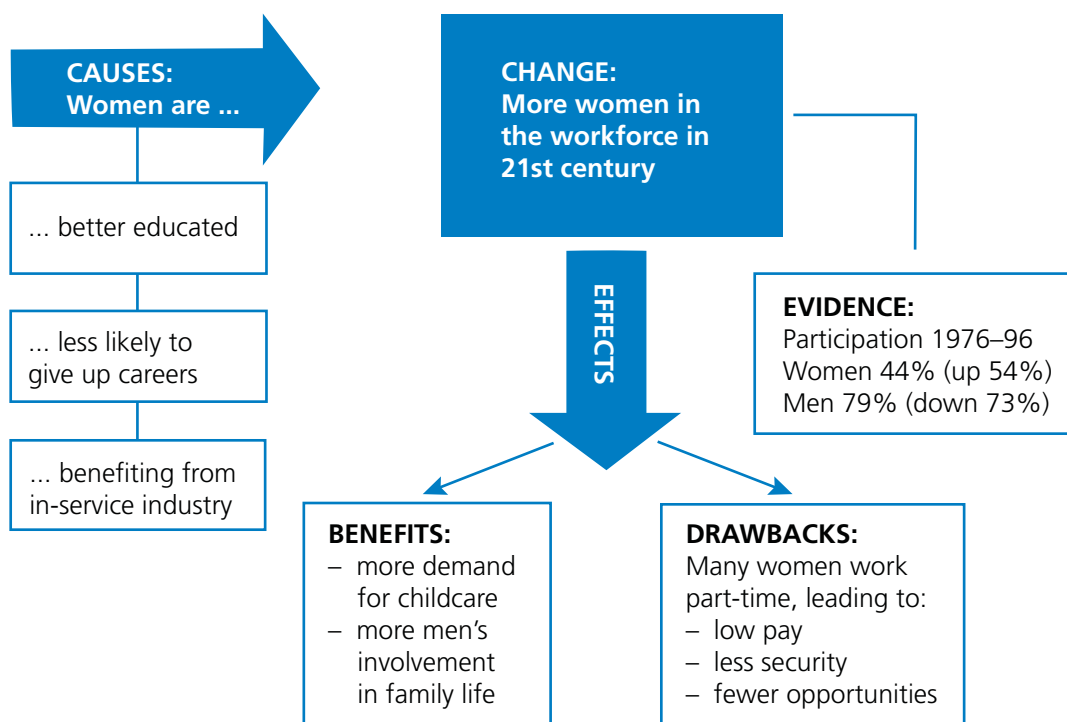
**Essay question:**

*Identify the changes we can expect in work patterns in Australia in the 21st century.*

*Outline the forces producing these changes, and evaluate these changes in terms of the benefits and drawbacks to individuals and society.*

One section of the essay will focus on changes to women's participation in the workforce.

Notes from readings on this topic can be summarised in a graphic outline:





\* See p 37 for an annotated final draft of this section, and pp 48–50 for unedited and edited drafts.

Also see pp 13–14 for an analysis of the full question.

## Plagiarism: 'All My Own Work'

<http://amow.boardofstudies.nsw.edu.au/module3/module3s1.html>

## HSC : All My Own Work

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You are here > Home > Modules > Module 3 - Plagiarism

Module Introduction | Previous | Next | 1 | 2 | 3 | 4 | 5 | Module Summary | Module FAQ | Module Resources | Module Quiz

### Plagiarism - screen 1

#### What is plagiarism?

'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.'  
(Board of Studies, [HSC Assessments and Submitted Works, Advice to Students](#), 2006)

**Consider this situation**

Your best friend rang you last night. She is really upset because she hasn't done her assessment task for PDHPE. She doesn't know what the question means. She can't do it in time. She asks you to email your finished assessment task.

If you give your friend your assessment task, she could be accused of plagiarism if she uses it. It's the night before it's due, chances are that she will.

The big issue is your academic honesty and her academic honesty.

You should tell her, 'Just do it.' Otherwise it is cheating and you are part of it.

- Why does plagiarism matter?
- What are the most common forms of plagiarism?
- Why does plagiarism happen?

#### Why does plagiarism matter?

Because it is cheating. It is unethical and dishonest.

Because you are not developing the skills and knowledge that are important for your learning development and life ahead.

Because authors own their own words and ideas.

Because there are penalties.

Assessment gives students opportunities:

- to research deeply
- to connect with different points of view
- to learn how to develop a personal point of view and to express it clearly.

If you are plagiarising, you are not gaining any deep knowledge.

#### What are the most common forms of plagiarism?

#### Why does plagiarism happen?

Which is the best explanation in each of the following?

Plagiarism is:


- Copying and pasting information from the internet.
- Using the ideas of others as if they were your own.
- Copying and pasting information from the internet, then changing the words.

Why does plagiarism matter?

- Because it is dishonest - it is stealing other people's ideas.
- Because it carries a penalty.
- Because it wastes time and prevents you from learning anything.

A reference list, which shows where you have found your information, is necessary because:

- Teachers like to give you some references to start your research.
- It lists the sources cited and shows your intention not to plagiarise other people's ideas.
- It is a requirement of the school and the Board of Studies.



#### Think about...

- What is plagiarism?
- What is the difference between intended and unintended plagiarism?
- What strategies can be employed to avoid plagiarism?
- How is plagiarism detected?
- What are the implications for plagiarism of accessing information from the internet?

### Plagiarism - screen 3

#### What strategies can be employed to avoid plagiarism?

Consider this situation

You are really into your Design and Technology project and have another big research assignment due. You decide to copy and paste the information from various websites and join it all up with your own ideas for the assignment. You deliberately didn't include references for the websites you've copied from and only list some books and an encyclopedia article which you read, but didn't take any information from. Now, you're worried!  
You know you've plagiarised.  
You just hope your teacher doesn't realise.



#### Think about...

- What is plagiarism?
- What is the difference between intended and unintended plagiarism?
- What strategies can be employed to avoid plagiarism?
- How is plagiarism detected?
- What are the implications for plagiarism of accessing information from the internet?

What are the issues in this situation?

- Honesty - your academic integrity is at stake. You should be more concerned with this than the risk of being caught.
- Lack of knowledge of plagiarism detection methods - it is much easier for teachers to detect plagiarism than many students realise.
- Wasting time on the whole assignment, instead of learning from it - your learning depends on you doing your own work.
- You are being unfair to other students.

The consequences could be:

- zero marks
- shame and humiliation
- an absence of genuine learning.

Plagiarism can be avoided by acknowledging the sources used by:

- writing in-text references or footnotes in the body of your work to acknowledge quotations, summaries, paraphrases and copies
- writing a reference list
- writing a bibliography.

What's the difference between quoting, summarising and paraphrasing?

Quoting is using the author's words exactly. (Enclose the author's words in quotation marks if it is a quote, or set it off as an indented paragraph if it is a long quote.)

A summary selects and condenses the main idea of a text.

Paraphrasing is putting someone else's idea(s) into your own words. A paraphrase covers the point the author has made, while changing the words.

All three must have citations and must be listed in your reference list.

Consider this situation

Here are the words of the original source:

'Some people cheat because they don't understand the seriousness of what they are doing and tell themselves it does not matter. Some people cheat accidentally because they do not understand plagiarism.' (Board of Studies NSW, HSC Assessments and Submitted Works, Advice to Students [\[link\]](#), 2006)

Which of the following paraphrases would be considered plagiarism?

People cheat because they don't think it is serious or that it matters. Other people cheat accidentally because they don't know about plagiarism.

Plagiarism?

People cheat because they don't understand that it is serious or that it matters. Others cheat by accident because they don't understand plagiarism. (Board of Studies NSW, HSC Assessments and Submitted Works, Advice to Students [\[link\]](#), 2006)

Plagiarism?

According to the Board of Studies NSW (2006), some people are either unaware that it is a serious matter to cheat or they cheat accidentally because they do not understand plagiarism.

Plagiarism?

## Paraphrasing without plagiarising

### Paraphrase: Write it in Your Own Words



Learn to borrow from a source without plagiarising.

Anytime you are taking information from a source that is not your own, you need to specify where you got that information.

The information on this page and the following page is from <http://owl.english.purdue.edu/owl/resource/563/02/>

#### A paraphrase is...

- Your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- One legitimate way (when accompanied by accurate documentation\*) to borrow from a source.
- A more detailed restatement than a summary, which focuses concisely on a single main idea.

#### Paraphrasing is a valuable skill because...

- It is better than quoting information from an undistinguished passage.
- It helps you control the temptation to quote too much.
- The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

#### Six steps to effective paraphrasing

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page number) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

\* An appropriate in-text citation and a detailed footnote, endnote or entry in a reference list.

*Some examples to compare***The original passage:**

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. *Writing Research Papers*. 2nd ed. (1976): 46–47.

**A legitimate paraphrase:**

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimise the material recorded verbatim (Lester 46–47).

**An acceptable summary:**

Students should take just a few notes in direct quotation from sources to help minimise the amount of quoted material in a research paper (Lester 46–47).

**A plagiarised version:**

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

After reviewing this handout, try an exercise on paraphrasing at [http://owl.english.purdue.edu/handouts/print/research/r\\_paraphrEX1.html](http://owl.english.purdue.edu/handouts/print/research/r_paraphrEX1.html).

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For more information on paraphrasing, as well as other ways to integrate sources into your paper, see the Purdue University Online Writing Lab resource ‘Quoting Paraphrasing, and Summarizing’ at [http://owl.english.purdue.edu/handouts/research/r\\_quotprsum.html](http://owl.english.purdue.edu/handouts/research/r_quotprsum.html)

### Common notemaking abbreviations

Adapted from Charles Darwin University Learnline: *Study Skills – Notemaking*

About, regarding, concerning	<b>re</b>	Less than	<
Against, opposite, versus	<b>vs</b>	Man/men, male(s)	♂
Agree	☺	Member of	∈
And	<b>&amp;, +</b>	Micro	μ
And others	<b>et al</b>	Negative, bad, not	-
And so on, and so forth	<b>etc</b>	Necessary, necessarily	□
Approximately, roughly, round about	≈	Not	<b>nx or -</b>
At	@	Not a member of	∉
Because	∴	Note	<b>nb</b>
Before	<b>b4</b>	Not the same as, does not equal	≠
Can't, couldn't	<b>cx</b>	Number	#
Change	△	Parallel	
Characteristics	<b>chx</b>	Percent	%
Confused, clarify	?	Plus or minus	±
Confused totally	<b>???!!</b>	Positive, good, plus, in addition	+
Copyright	©	Possibly, possible	◇
Definition	<b>defn</b>	Same as, equals, identical	=
Don't, does not	<b>dx</b>	Should be	<b>s/b</b>
Down, declining, decreasing	↓	Sum of, collectively	Σ
Each way	↔	Therefore	∴
Equal to or greater than	≥	That is	<b>ie</b>
Equal to or less than	≤	Unequal, not the same as	≠
Especially	≡	Up, rising, increasing	↑
Example	<b>eg</b>	Very important	**
Frequency	<b>fr</b>	With	<b>w/ or c</b>
Greater than	>	Without	<b>w/o</b>
Important	*	Woman/women, female(s)	♀

## 1.4 Reflecting on the process

### Research skills learning log

Answer the following questions in your learning log. Remember to use personal examples whenever possible. The purpose of a log is to help you to reflect on your learning experiences and build your understanding of effective learning strategies.

#### Analysis of a research task

1. Describe, in your own words, the steps involved in analysing a research task.
2. Show how to analyse a research task. Use an assessment task that you have completed in the last twelve months.
3. To what extent do you currently feel that you can understand the Board of Studies key question terms? Choose three terms that you understand and explain them in your own words. Choose three terms that you find difficult to understand and try to explain in your own words what you currently understand them to mean.
4. In what ways has analysing tasks been useful to you in your studies?

#### Finding resources

1. What is skimming and why do readers skim texts?
2. When do you need to skim-read during research?
3. What is scanning and why do readers scan texts?
4. When do you need to scan during research?
5. How much do you use the skills of skimming and scanning and how has it helped you in your research?

#### Using the internet

1. Describe how you researched a topic on the internet. (What search engine did you use? How successful was your choice of key words? How did you narrow your search? How did you identify appropriate websites? How useful was the information that you found?)
2. What is your favourite search engine and why?
3. How can you check a website for reliability and currency?
4. Give examples of TWO reliable and TWO unreliable websites and explain how you know they are reliable or unreliable.
5. What is the value of the internet to your study? To what extent has this course helped you to use the internet effectively?

#### Taking notes and summarising

1. Why is it important to have a clear purpose before you start taking notes?
2. Explain how you can identify the main idea and supporting information in a paragraph.
3. What kinds of information or words should you highlight when taking notes or summarising?

4. Why is it important to take notes in your own words and in point form?
5. Demonstrate, briefly, how to take notes using abbreviations.
6. What is a graphic outline? Choose two types of graphic outline that you find useful and explain why they are useful to your study.
7. What other information should you record when taking notes?
8. Explain the value of good notes and summaries to your study.

# 2 Synthesise

- 2.1 Drafting an extended essay response: synthesising your information
- 2.2 Appropriate form and features
  - linking the purpose of the response to an appropriate structure
  - modality
  - nominalisation
- 2.3 Transition signals in writing
- 2.4 Annotated essay response: form, structure and features
- 2.5 Differences between essays, reports and journals
- 2.6 Oral presentations
- 2.7 Aristotle's Principles of Persuasion
- 2.8 Persuasive speaking – an example

## 2.1 Drafting an extended essay response: synthesising your information

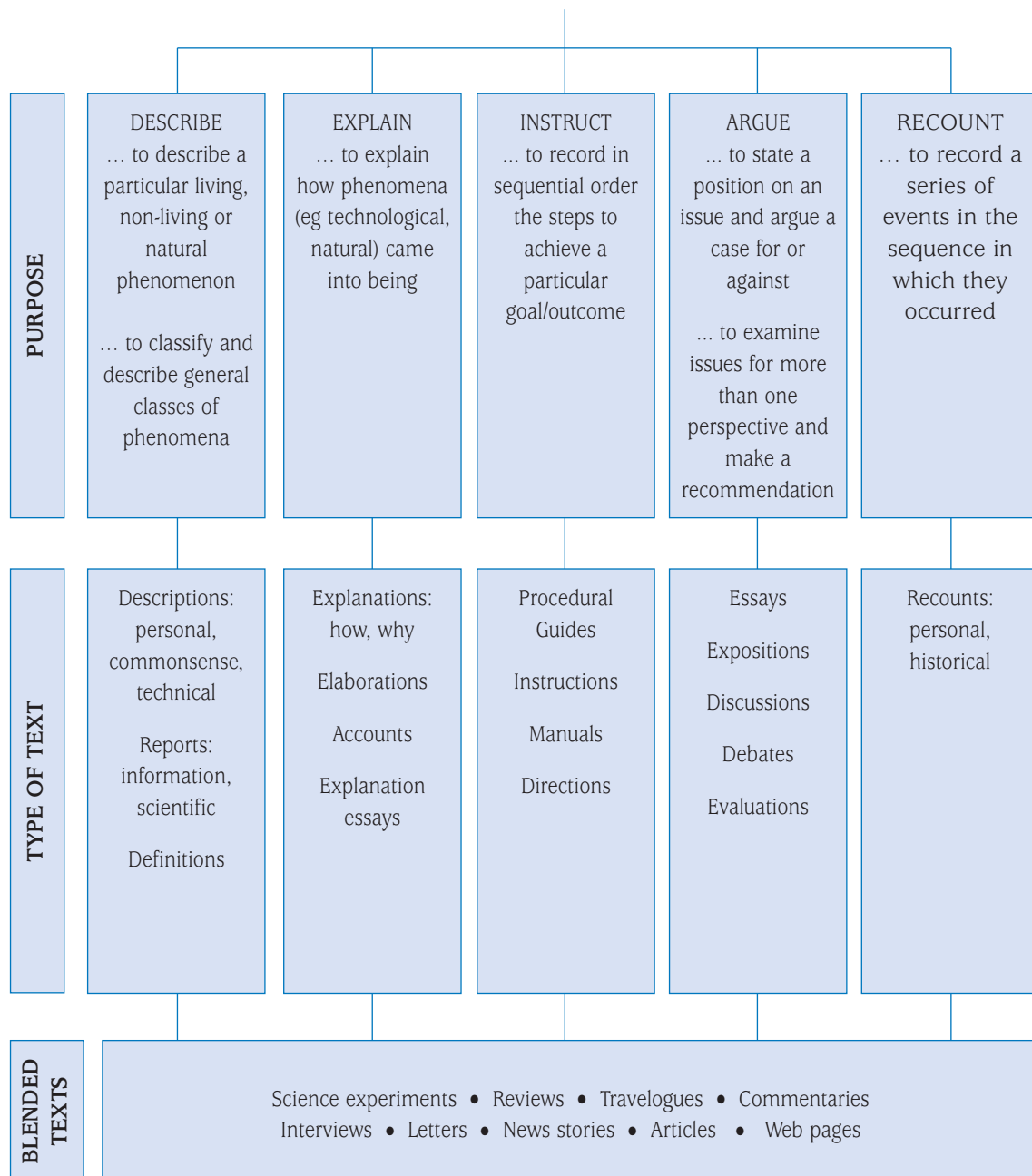
Adapted from B Pillans  
St Ives HS

TEXT FORM	<p><b>Before you begin to write:</b></p> <ul style="list-style-type: none"> <li>■ Make sure you've selected an appropriate structure for your essay.</li> <li>■ Draw together your notes from different sources into the plan.</li> </ul>
LANGUAGE	<p><b>Use a formal register:</b></p> <ul style="list-style-type: none"> <li>■ Use third person (unless a personal response is called for).</li> <li>■ Avoid colloquialisms and abbreviations.</li> <li>■ Use the technical language of the subject.</li> <li>■ Combine short sentences into a complex sentence to express ideas at a deeper level.</li> <li>■ Be concise by using nominalisation – creating nouns from verbs: <i>'The composer describes the setting...'</i> becomes <i>'The description of the setting...'</i>.</li> </ul> <p><b>Make your essay cohesive:</b></p> <ul style="list-style-type: none"> <li>■ Use appropriate connectives, such as <i>'in addition'</i>, <i>'for example'</i>, <i>'although'</i>.</li> <li>■ Keep referring back to the question – use the words of the question (or synonyms) throughout, not just in the introduction and conclusion.</li> </ul>
TEXT STRUCTURE	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>■ Use the words of the question in your first sentence(s) to describe the issue, establish your thesis, or outline the phenomenon.</li> <li>■ Define terms used in the question if necessary.</li> <li>■ Outline the points you are going to make in the essay (these can become the focus sentences of your paragraphs).</li> </ul> <p><b>Paragraph structure:</b></p> <ul style="list-style-type: none"> <li>■ Start with a focus sentence to outline what the paragraph is about.</li> <li>■ Next, elaborate on this and provide examples or evidence.</li> <li>■ Then write a concluding sentence that explains the significance of the paragraph.</li> <li>■ Follow the same points that were outlined in the introduction.</li> </ul> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>■ This is as important as the rest of the essay. Clearly summarise your main points, making links back to the question.</li> <li>■ Make some evaluation or concluding remarks that show what you think is most significant, or state a personal judgement or prediction based on your evidence.</li> </ul>

## 2.2 Appropriate form and features

### Linking the purpose of the response to an appropriate structure

The social purpose of a factual text may be to:



Adapted from Knapp, P. and Watkins, M., *Genre, Text, Grammar*, 2005, Sydney: UNSW Press AND Board of Studies NSW, English K–6 Syllabus, 1998

## Modality

The term 'modality' describes a range of grammatical resources used to express probability or obligation. Generally, obligation is used in speech, especially when wanting to get things done such as 'You should keep your room tidy.' In writing, modality of probability is used to indicate the degree or qualification of a writer's position in relation to absolute truth or fact, in order to manipulate a reader's perspective; for example, 'It *may* be necessary to punish those who disobey the rules.' Modality is expressed through various grammatical devices:

<b>Modal auxiliaries</b>	eg: can, should, will, might
<b>Modal adverbs</b>	eg: possibly (indicating probability, usuality, presumption, inclination, time, degree, intensity)
<b>Modal nouns</b>	eg: possibility
<b>Modal adjectives</b>	eg: possible

### MODAL ADVERBS

Modal adverbs express the writer's judgement regarding the 'truth' of a proposition. They typically appear just before or just after the finite element. They can, however, appear at the start of the proposition. The following list of modal adverbs classifies them according to their typical use.

<ul style="list-style-type: none"> <li>■ certainly surely, probably, perhaps, maybe, possibly, definitely, positively</li> </ul>	<b>Probability/obligation</b>
<ul style="list-style-type: none"> <li>■ always, often, usually, regularly, typically, occasionally, seldom, rarely, ever, never, once</li> </ul>	<b>Usuality</b>
<ul style="list-style-type: none"> <li>■ evidently, apparently, presumably, clearly, no doubt, obviously, of course, personally, honestly</li> </ul>	<b>Presumption</b>
<ul style="list-style-type: none"> <li>■ gladly, willingly, readily</li> </ul>	<b>Inclination</b>
<ul style="list-style-type: none"> <li>■ yet, still, already, once, soon, just</li> </ul>	<b>Time</b>
<ul style="list-style-type: none"> <li>■ quite, almost, nearly, totally, entirely, utterly, completely, literally, absolutely, scarcely, hardly, on the whole, provisionally</li> </ul>	<b>Degree</b>
<ul style="list-style-type: none"> <li>■ just, simply, ever, only, really, actually, seriously</li> </ul>	<b>Intensity</b>

**RHETORICAL FUNCTION OF MODALITY**

Writing has two important functions: one is representational in that it is telling the reader about something; the other is rhetorical in that it is positioning the reader to accept the truth or importance of what is being said. Modality is an important resource in the latter function. Writers often use adjectives and nouns in this way as an effective persuasive device. For example,

It is *necessary* to take a first aid kit.     **adjective**

This is a different use of the adjective ‘necessary’ to the following, where it is used to describe a piece of equipment.

A first aid kit is a *necessary* item to take.

Adapted from Knapp, P. and Watkins, M., *Genre, Text, Grammar*, 2005,  
Sydney: UNSW Press

## Nominalisation

Nominalisation is the process of forming a noun from a verb or clause.

### NOMINALISATION OF A CLAUSE

We need to keep the park so children have somewhere to play.

→ We need to keep the park *for children's recreation*.

### NOMINALISATION OF A VERB

Because the President failed to remove the troops, many deaths occurred.

→ The failure to remove the troops resulted in many deaths.

Nominalisations are a feature of particular types of writing, such as essays and technical writing that need to use abstract ideas and concepts. Arguments often use nominalisations as they can effectively remove agency and time from statements and therefore render the propositions more difficult to refute. Narrative writing, on the other hand, generally makes less use of nominalisations.

Nominalising clauses and verbs enable the removal of agency and time from processes, as in the President example above where the process of *failing* has become *failure*, a timeless, agentless phenomenon.

Nominalisations can be formed by simply using the present participle of the verb, such as singing, running or killing, or by adding suffixes as in the following examples:

- frustrate – frustration; nominalise – nominalisation – tion
- argue – argument; govern – government – ment
- refuse – refusal; propose – proposal – al

Adapted from Knapp, P. and Watkins, M., *Genre, Text, Grammar*, 2005, Sydney: UNSW Press

## 2.3 Transition signals in writing



### Transition Signals in Writing

#### What are Transition Signals?

*Transition signals are connecting words or phrases that act like bridges between parts of your writing. They link your sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.*

Transition signals act like signposts to indicate to the reader the order and flow of your writing and ideas. They strengthen the internal cohesion of your writing. Using transitions makes it easier for the reader to follow your ideas. They help carry over a thought from one sentence to another, from one paragraph to another, or from one idea to another.

There are several types of transition signals. Some lead your reader forward and imply the building of an idea or thought, while others make your reader compare ideas or draw conclusions from the preceding thoughts.

#### Sample Paragraphs

During the early twentieth century, Australian society experienced a transformation of the domestic ideal. At this time families were subject to an increasing array of government and 'professional' programs and advice aiming to manage and regulate family life. Some of these programs were designed to counter social changes, others were designed to engineer them; ultimately, each heralded a growing expert encroachment into the private sphere.

Intervention and influence took three forms. Firstly, techniques designed to maximise efficiency were introduced into the home and scientific principles were applied to its design. In addition, housework and parenting methods were scrutinised and subject to unprecedented standards. Secondly, all aspects of reproduction attracted increasing intervention from government and the medical profession. Thirdly, state, professional and philanthropic groups began to usurp the parental role within the family through instruction and policy. As a result, the development of 'modern' social ideals brought regulation, intervention and ever-increasing unrealistic standards.

## List of Transition Signals

### To indicate sequence or to order information

first, second etc.	followed by	at this point
next, last, finally	previously, subsequently	after that
initially	and then	next, before, after
concurrently	simultaneously	meanwhile

### To introduce an example

in this case	for example	for instance
on this occasion	to illustrate	to demonstrate
this can be seen	when/where . . .	take the case of

### To indicate time

immediately	thereafter	formerly
finally	prior to	previously
then	soon	during
at that time	before, after	at this point

### To logically divide an idea

first, next, finally	firstly, secondly, thirdly	initially, subsequently, ultimately
----------------------	----------------------------	-------------------------------------

**To compare**

similarly	by comparison	similar to
like, just like	whereas	balanced against

**To contrast**

in contrast	on the other hand	balanced against
however	on the contrary	unlike
differing from	a different view is	despite

**To introduce an additional idea**

in addition	also	finally
moreover	furthermore	one can also say
and then	further	another

**To introduce an opposite idea or show exception**

however	on the other hand	whereas
instead	while	yet
but	despite	in spite of
nevertheless	even though	in contrast
it could also be said that		

**To give an example**

for example	to illustrate	for instance
in this case	to demonstrate	take the case of

**To indicate a result/ cause of something**

therefore	thus	consequently
as a consequence	as a result	hence

**To summarise or conclude**

in summary	in conclusion	in brief
as a result	on the whole	summing up
as shown	ultimately	therefore
consequently	thus	in other words
to conclude	to summarise	finally

**Links**

[Transition Signals in Engineering, Monash University Learning Online](#)

[Connective words, UniLearning, The University of Wollongong](#)

[Transition Cues, LEO: Literacy Education Online, St. Cloud State University](#)

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## 2.4 Annotated essay response: form, structure and features

*A final draft of one section \*\**

Topic sentence identifying a change	A greater <u>representation</u> of women in the workforce will be a significant feature of the employment scene as we move into the next century. Of course, this is not a new development.	Nominalisation of 'women will be represented'
Evidence of change	Between 1976 and 1996, participation rates of women in the workforce have increased from 44 % to 54 %, while the participation rates for men have declined from 79 % to 73 % for the same period. This trend is expected to continue, so that by 2011, the participation rate for women <u>should</u> rise to 57 % while the rate of men will fall to 69 %. <sup>1</sup>	Modal auxiliary
Causes of change	This growing tendency for women to participate in the workforce can be explained by a <u>complex</u> array of factors. Not only are women <u>typically</u> better educated now, and therefore more employable than was previously the case, but also they are less inclined to give up careers for child-rearing.	Modal adverb of usuality
Benefits and drawbacks of change	<u>Furthermore</u> , women have benefited from the boom in the services industries, which comprise 51 % of the workforce, while they have not been as adversely affected as men by the decline in the production industries. <sup>2</sup>	Transition signal to introduce an additional idea
Benefits and drawbacks of change	So, women will play a higher role in the labour force early in the 21st century, especially in the growing service industries. Society stands to benefit considerably as the human resources represented by women are further developed. <u>Demand</u> for childcare will <u>inevitably</u> increase, and men, by choice or necessity, will share more of the responsibilities in raising families, a development which must ultimately <u>benefit all</u> parties involved. It is likely that many women, again by choice or necessity, will work part-time, creating problems such as low pay, lack of job security, and lack of opportunity for advancement. <u>However</u> , overall, the greater participation of women in the workforce will bring clear benefits to individuals and society in general, <u>although</u> inequalities between the sexes are likely to persist into the future.	Nominalisation of '[people] will demand'
Benefits and drawbacks of change		Modal adverb of probability
Benefits and drawbacks of change		Transition signal to contrast
Footnotes	1 Australian Bureau of Statistics, 1995–2011 Labour Force Projections – Australia, Cat No. 6260.0, p 2 fig 5 2 Australian Bureau of Statistics, Australian Social Trends, 1997 Cat No. 4102.0, p 94	Transition signal to introduce an additional idea

\*\* Also see pp 13–14 for an analysis of the question, p 19 for a graphic outline of this section and pp 48–50 for unedited and edited drafts.

## 2.5 Differences between essays, reports and journals

### Differences between Essays, Reports and Journals



Essays, reports and reflective journal writing are the most common forms of writing you're likely to experience as a student, so it's useful to see how each differs.

In the tables, there are comparisons between each type of writing in the areas of:

- Purpose
- Topic
- Audience
- Format
- Style
- Assessment

#### Purpose

Essay	Report	Journal
To write a well argued response to the question or proposition. An essay establishes a proposition (thesis).	To investigate, present and analyse information thoroughly and logically. Often to recommend action to solve a problem. A report usually makes proposals.	To record the development of your ideas and insights; reflect on the content of the subject and on your own learning process; and analyse and discuss key issues covered by classwork and/or readings.

#### Topic

Essay	Report	Journal
Usually a question or proposition. Based on reading, sometimes fieldwork.	Often a problem or case study which sets up a hypothetical situation. Based on reading, fieldwork or practical work.	Often a response to the class content including lectures, tutorials and/or set readings; may be broadly based or focus on a particular issue or aspect covered in class.

#### Audience

Essay	Report	Journal
Written for the lecturer.	Usually written for the audience established in the topic (eg. client, manager), but in reality your lecturer or teacher is also the audience.	As a learning experience, you're writing for yourself, although when it's assessed your lecturer is also the audience.

## Format

Essay	Report	Journal
Usually no headings or sub-headings. (NOTE: Many lecturers in Business and Nursing require headings – see the relevant Faculty guide. An essay in this format is sometimes called a Research Report. However, apart from the format, all other points relating to essay writing are relevant).	Always in sections and sub-sections with headings, with their order often shown by numbers or a combination of letters and numbers. It's important to know what sections are required and what information they should contain.	Frequently no headings or sub-headings, but you may choose to use sections if you wish. There are no formal format requirements but it's usual to date your work so that you can trace the development of your ideas and learning.

## Style

Essay	Report	Journal
May be a little subjective, but needs the impersonality suited to an academic study.	Must be objective. Point form is sometimes used.	Can be subjective and informal to reflect your own thinking.

## Assessment

Essay	Report	Journal
Success depends on the argument, how one point is related to the next and how well it establishes the proposition.	Success depends on the demonstration of good research skills and the objective presentation and analysis of relevant information.	Success depends on development of your insights into the topic. Your ideas may change during the semester as you gain new understanding of the inter-relationships between different aspects of the content.

These materials were produced by the RMIT University Study and Learning Centre.

## 2.6 Oral presentations

### A successful oral presentation ...

whether a persuasive speech, a report or other oral text, will use the conventions of public speaking. Although specific language choices will depend on the purpose, audience and context, there are some elements that apply to all effective oral presentations:

Element	Application
Plan your introduction to capture attention as well as to cue your audience to your topic or viewpoint.	<i>Techniques to capture attention include rhetorical questions, a quote, an anecdote, an interesting fact, a commanding use of voice, pace and stance.</i>
Make sure the content is organised clearly and cohesively.	<i>Use of repetition, synonyms and stage markers (eg 'on the other hand...', 'a further example is...') guide the listener.</i>
Select appropriate terms of address.	<i>These can be inclusive, using the first or second person plural pronouns, or impersonal, using third person. For example: 'Have you ever considered...?' or 'Careful consideration of...'</i>
Use language at an appropriate level for your audience; use examples they can relate to.	<i>Use of slang, colloquial or formal language will appeal to different audiences and age groups. Choice of content should reflect the interests and understanding of the audience.</i>
Use your body language, including stance, gestures, facial expressions, eye contact and personal presentation to help communicate your message and relate to the audience.	<i>Consider how you will stand, what gestures you will use, whether you can present with drama and flair or require more restrained use of face, gesture and voice. Consider your choice of clothing – suit or jeans, your personal grooming – polished or casual? Use palm cards or other notes unobtrusively.</i>
Use voice to emphasise your key points and evoke a response from the audience.	<i>Consider the way your volume, pace, pitch and tone of voice can convey your message and help achieve your purpose for the particular audience.</i>
Use visuals to add interest, or to illustrate a complex idea.	<i>Make sure visuals are large and clear and directly connect to the spoken presentation. A range of visuals, from well-prepared Powerpoint slides to digital photographs and data tables, can effectively support a talk.</i>

The form and language structures and features of an oral presentation will be determined by the purpose, audience, context and subject matter.

A **persuasive oral presentation** is likely to include a range of rhetorical devices and may be presented using objective or subjective language depending on the context.

A **factual oral report** will draw on more objective language, concrete evidence, data and descriptions. Purpose, audience and context along with the subject matter must always be considered in order to make effective choices when composing oral presentations.

## 2.7 Aristotle's Principles of Persuasion

Aristotle was a great Greek philosopher and orator who lived 2300 years ago. During the time of Aristotle, oral language had a central role in learning, study and applications of the law. Students listened to their teachers, discussed ideas and presented their arguments orally. The art of oratory or public speaking was highly valued and refined at this point in history and has had a great influence on debating and the art of persuasion in present times in Western society.

Aristotle outlined four principles of persuasion that continue to be used today by political speechwriters and in the practice of law.

### 1. Aristotle's first principle:

***'Well dispose your audience to yourself and ill dispose them to your enemy.'***

This means that it is not enough to make your own arguments about an issue. You also need to attack your opponent's position. You need to show that your opponent's main arguments are wrong.

*Examples:*

'I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.'

Martin Luther King, *I Have a Dream*, 1963

'This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy.'

Martin Luther King, *I Have a Dream*, 1963

### 2. Aristotle's second principle:

***'Maximise your main points and minimise your weaknesses.'***

This means that you should choose your strongest arguments, develop a theme around these arguments and use simple, straightforward and memorable language to effectively communicate your themes. It is also important that you acknowledge and deal with any weaknesses in your argument. This means either dismissing the weaknesses as unimportant or playing down their importance. Your opponents do not have the opportunity to use these weaknesses against you if you have already dealt with them.

*Example:*

'There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of cities ...' Martin Luther King, *I Have a Dream*, 1963

**3. Aristotle's third principle:**

***'Refresh the memory of your audience frequently.'***

This principle highlights the idea that to communicate your main point, you should make it many times in many different ways. It raises the importance of repetition of key words and ideas, as well as the use of synonyms to present your main argument in a memorable and cohesive way.

*Example:*

'Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation ...

'But 100 years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation, and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty...' Martin Luther King, *I Have a Dream*, 1963

**4. Aristotle's fourth principle:**

***'Execute the required level of emotion.'***

Remember the important role that emotion plays in persuasion. Involve the audience personally in the importance of your argument. Appeal to their emotions. Remember that emotive appeals need to serve a logical well-evidenced argument and should not evoke emotion for the sake of emotion.

*Example:*

'But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation.'  
Martin Luther King, *I Have a Dream*, 1963

Adapted from: <http://howardnations.com/persuasivejuryarguments/i-a-b.html>

See also: <http://richeast.org/htwm/Greeks/porter/Rhetdos.html>

## 2.8 Persuasive speaking: an example

Excerpt from Address to the Plenary Session, Earth Summit, Rio Centro, Brazil, 1992

Severn Cullis-Suzuki

1st person singular personal address.

Hello, **I'm** Severn Suzuki speaking for E.C.O. - The Environmental Children's Organization. **We are a group of twelve- and thirteen-year-olds from Canada trying to make a difference: Vanessa Suttie, Morgan Geisler, Michelle Quigg and me.**

Ethos – Severn explains who she is and establishes her credibility as a speaker.

1st person plural.

We raised all the money ourselves to come six thousand miles **to tell you adults you must change your ways.** Coming here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like losing an election or a few points on the stock market. **I am here to speak for all generations to come.**

Emotive appeal.

2nd person singular – direct address to audience. High modality.

**I am here** to speak on behalf of the starving children around the world whose cries go unheard. **I am here** to speak for the **countless animals dying across this planet because they have nowhere left to go.** We cannot afford to be not heard.

Emotive language. Unsubstantiated claims.

Anaphora – repetition of a phrase for emphasis.

**I am afraid to go out in the sun** now because of the holes in the ozone. **I am afraid to breathe the air** because I don't know what chemicals are in it.

Personal anecdote to illustrate a point.

**I used to go fishing in Vancouver with my dad** until just a few years ago we **found the fish full of cancers.** And now we hear about animals and plants going extinct every day – vanishing forever.

Unsubstantiated claims.

Emotive appeal.

In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests full of birds and butterflies, but **now I wonder if they will even exist for my children to see.**

Rhetorical question and emotive appeal.

Anaphora – repetition of a phrase to emphasise key point.

**Did you have to worry about these little things when you were my age?** All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions.

Exclamation communicates strong feeling.

Emotive appeal to sense of family and community personally connects with the audience (pathos).

I'm only a child and I don't have all the solutions, but **I want you to realise, neither do you!**

Ellipsis juxtaposes key terms, communicating a sense of urgency.

**You don't know how to** fix the holes in our ozone layer.

**You don't know how to** bring salmon back up a dead stream.

**You don't know how to** bring back **an animal now extinct.**

And you can't bring back forests that once grew where there is **now desert.**

If you don't know how to fix it, **please stop breaking it!**

High modality – command urging action.

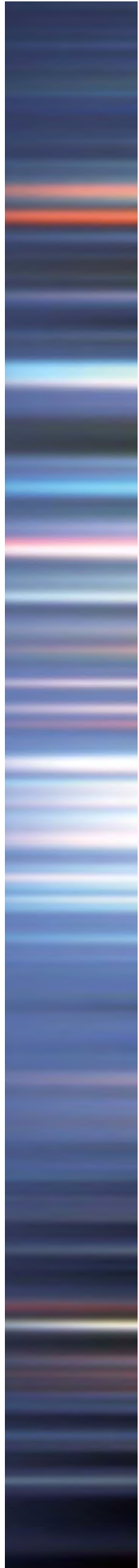
Edited speech from original speech by Severn Suzuki found at <http://www.slothclub.org/pages/activity/japan/sevtour/sevspeech1992.htm>. Annotations added.

# 3 Evaluate and Present

**3.1 Editing checklist**

**3.2 Example of editing: first draft and edited version**


**3.3 APA-style referencing**



### 3.1 Editing checklist

<http://www.lc.unsw.edu.au/onlib/pdf/edit.pdf>

# Editing Checklist



**When revising and editing your assignment, ask yourself...**

**Have I answered the question or task as fully as possible?**

- What is my thesis/ central proposition/ main assertion?
- Do I make a clear argument or take a position about the topic? Do I state that position in my introduction?
- Does my introduction or opening paragraph prepare the reader for what follows?

**Is my essay clearly structured?**

- Does my assignment have a clear introduction, a body and a definite conclusion?
- Does the assignment advance in logical stages?
- Are the major points connected? Are the relationships between them expressed clearly?
- Do the major points all relate to the topic and contribute to answering the task or question?

**Are my paragraphs clearly connected and coherent?**

- Does each paragraph begin with a topic sentence?
- Do the sentences flow smoothly and logically from point to point? Does each sentence clearly follow on from the one before?
- Does each paragraph state its case clearly and completely, or should there be more evidence/ detail?
- Are there adequate transitions between sentences and paragraphs? Are transitions varied or are they all the same kind?
- Are all examples and quotes relevant to and supportive of my answer?
- Are facts and opinions supported with examples or explanations where necessary?

**Is my written expression appropriate?**

- Have I used direct and clear language?
- Have I explained my ideas clearly and explicitly?
- Have I kept my audience in mind? Have I said all I need to say so that my reader can understand, or am I assuming they will 'know what I mean'?
- Have I written complete, grammatically correct sentences?
- In long sentences, have I separated related ideas with commas or semicolons for easier understanding?
- Is my use of tenses correct?
- Have I used non-discriminatory language?

**Have I fully referenced my sources of information?**

- Have I referenced all the words, ideas and information sources I have used in my assignment?
- Have I used a consistent referencing style?
- Is there a clear distinction between my thoughts and words and those of the author(s) I've read and cited?
- Are quotations properly introduced? Are they accurate? Are they formatted correctly?
- Do the quotations add evidence or provide an authoritative voice, or am I letting the author(s) speak for me? Would writing it in my own words be more effective?

**Have I remained within or exceeded the set word limit?**

- I don't have enough words:
  - Have I fully answered the question or task?
  - Do I need to read more? Should I include more information or discussion?
  - Have I provided enough evidence to support my argument/s?
- I have too many words:
  - Have I included only relevant information?
  - Is there any unnecessary repetition in my assignment?
  - Is my written expression as clear and concise as possible, or is it too 'wordy'?

**Have I proof read and revised my assignment for errors?**

- Have I checked my spelling? Have I read through my assignment and not just relied on a computer spellchecker?
- Is all my bibliographical information correct?
- Have I used correct punctuation? Have I ended every sentence with a full stop?

**Is my assignment well presented?**

- Does the presentation follow any guidelines set by my lecturer or school?
- Have I included a cover sheet? (assignment cover sheets are available from your school office)
- Have I made sure my assignment is legible? Is it typed or written neatly?
- Have I used double-line spacing?
- Have I numbered pages and used wide margins?
- Have I kept an extra copy?

**Further Reading**

Bemidji State University Writing Resource Center 1997, [How to Proofread and Edit Your Writing: A Guide for Student Writers](http://cal.bemidji.umsus.edu/wrc/handouts/ProofAndEdit.html), Internet, <http://cal.bemidji.umsus.edu/wrc/handouts/ProofAndEdit.html>. ( 27 August 2001)

Barnett, S. and Cain, A. 1997, [A Short Guide to Writing About Literature](#), Harper Collins.

Cuba, I. 1988, [A Short Guide to Writing About Social Science](#), Harper Collins.

Text prepared by Tracey-Lee Downey, Pam Mort and Ian Collinson for The Learning Centre, The University of New South Wales. This guide may be distributed for educational purposes and adapted with proper acknowledgement.

## 3.2 Drafting and editing: an example

### A first draft of one section of an extended essay response

*\*\* See following pages for edited draft*

Between 1976 and 1996, participation rates of women in the workforce increased from 44% to 54%, while the participation rates for men declined from 79% to 73% for the same period. A higher representation of women in workforce is a significant feature of the employment scene as we move further into the 21st century. This is not a new development. This trend will continue, by 2011, the participation rate for women will rise to 75% while the rate of men will fall to 69%.<sup>1</sup> This growing tendency of women participating in the workforce can be explained by a complex array of factors. Women have more education, and they can get more jobs than was previously the case, and don't want to give up careers for child-rearing. This is wrong because women belong at home taking care of the family. Yet they are the ones who benefit from the boom in the services industries, who compose 51% of the workforce, while they have not been as badly affected by the decline in the production industries<sup>2</sup> as men. So, women will play higher role in the labour force early 21st century, especially in the growing service industries. Society stand to benefit considerably as the human resources represented by women further developed. Demand for childcare will inevitably increase, and men, by choice or necessity, share more of the responsibilities in raising families. It is likely that many women, again by choice or necessary, will work part-time, creating problems such as (1) low pay, (2) lack of job security, (3) lack of opportunity for advancement. Overall, the greater participation of women in the workforce will bring clear benefits to individuals and society in general, although inequalities between sexes is likely to go on into the future.

1 Australian Bureau of Statistics, 1995-2011 Labour Force Projections – Australia, Cat No. 6260.0, p 2 fig 5

2 Australian Bureau of Statistics, Australian Social Trends, 1997 Cat No. 4102.0, p 94

**\*\* Also see pp 13–14 for an analysis of the question, p 19 for a graphic outline of this section and p 37 for an annotated final draft.**

### An edited version of one section\*\*

Between 1976 and 1996, participation rates of women in the workforce *increased* **increased** from 44% to 54%, while the *participation* **participation** rates for men declined from 79% to 73% for the same period.

A *greater* **higher** representation of women in *the* workforce *will be* **is a** significant feature of the employment scene as we move further into the 21st century. *Of course,* **is** This is not a new development. This trend *is expected to* **will** continue, *so that* by 2011, the participation rate for

*New para* women will rise to *57%* **75%** while the rate of men will fall to 69%.<sup>1</sup> [This

growing tendency *for* **of** women *to participate* **participating** in the workforce can be

explained by a complex array of factors. *Not only are* **have more education**,

*therefore more employable* and **they can get more jobs** than was previously the case, *but also they are less inclined* **and don't want** to give up careers for child-rearing. ~~This is wrong because women belong~~

*Furthermore, women have benefited* ~~at home taking care of the family.~~ **Yet they are the ones who benefit**

*which comprise* from the boom in the services industries, **who compose** 51% of the

workforce, while they have not been as *adversely* **badly** affected by the decline in

*New para* the production industries? *Clearly* **as men**. [*So,* **So,** women will play *a* higher role in

<sup>1</sup> Australian Bureau of Statistics, 1995-2011 Labour Force Projections – Australia, Cat No. 6260.0, p 2 fig 5

<sup>2</sup> Australian Bureau of Statistics, Australian Social Trends, 1997 Cat No. 4102.0, p 94

*in the*  
 the labour force early ^ 21st century, especially in the growing service  
*s*  
 industries. Society stand^ to benefit considerably as the human resources  
*are*  
 represented by women ^ further developed. Demand for childcare will  
*will*  
 inevitably increase, and men, by choice or necessity, ^ share more of the  
*a development which must ultimately benefit all parties involved.*  
 responsibilities in raising families, ^ It is likely that many women, again  
*necessity*  
 by choice or **necessary**, will work part-time, creating problems such as (1)  
*and*  
 low pay, (2) lack of job security, (3) ^ lack of opportunity for  
*However, e*  
 advancement. ^ Overall, the gr^ater participation of women in the  
 workforce will bring clear benefits to individuals and society in general,  
*the are persist*  
 although inequalities between ^ sexes **is** likely to **go on** into the future.

**\*\* Also see pp 13–14 for an analysis of the question, p 19 for a graphic outline |  
 of this section and p 37 for an annotated final draft.**

### 3.3 APA-style referencing



## APA

(American Psychological Association) Citation Style

*This guide is a brief summary of the APA citation or referencing style.*

the  
Library



#### Introduction

Referencing (or citing sources) is the important process of acknowledging another person's ideas used in constructing one's own work, whether quoted directly or when using a specific idea. Any work without proper references makes un-attributed sources appear as your own; this is plagiarism. Referencing correctly gives the reader the opportunity to locate and check sources if required and shows the range and depth of the research. Every scholarly discipline has a preferred format or style of referencing for their publications. APA is widely used by writers and students in psychology and the behavioural and social sciences.

Referencing is composed of two parts: **in-text citations** (i.e. brief citations in the text of an assignment) and a **Reference list** (i.e. full citations at the end of an assignment).

#### Further Readings

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington DC: APA. [808.06615 2001 PUB]. Multiple copies are available in the Biological Sciences, EDFAA and HSS Libraries.

University of Southern Mississippi Libraries. (n.d.). *How do I learn more about style guides and citation formats?* Retrieved October 25, 2006, from <http://www.lib.usm.edu/index.php?id=594>

University of Wisconsin-Madison Writing Centre. (2006). *APA documentation*. Retrieved October 25, 2006, from <http://www.wisc.edu/writing/Handbook/DocAPA.html>

#### In-Text Citations

##### Citing author, date and page numbers in the text

Where information from another source has been used in an assignment, it is supported with the author's surname and date of publication, separated by a comma.

(Johnson, 2000)

If the author appears as part of the text, cite the year of publication in brackets.

Johnson (2000) demonstrated the use of ...

If using precise information or a direct quotation, include the page number.

(Johnson, 2000, p. 64)

**Citing a work with more than one author**

Citing a work with two authors:

(Binstock & George, 1990).

When there are three to five authors:

(Keates, Clarkson, Harrison & Robinson, 2000) for the first time an in-text citation appears and (Keates et al., 2000) for each subsequent in-text citation.

If there are 6 or more authors:

(Jones et al., 1984).

**Citing numerous works for one idea**

To cite more than one work supporting an idea, separate citations with semicolons:

(Atkinson, 1998; Donnelly, 1995; Fogerty, 2000).

**Citing an author who has written more than one work in a year**

If more than one work by an author written in the same year is to be cited, distinguish the works by placing 'a' 'b' or 'c' after the publication date:

(Johnson, 1997a) or (Johnson, 1997b). Include the letter with the publication date in the Reference List.

**E-mails, Interviews, Telephone Calls & Other Personal Communications**

These require in-text citations only and are not included in the Reference List:

(J. Howard, personal communication, January 3, 2004).

**Reference List**

Any item that has a citation in the text of a paper must be included in the reference list at the end of the paper. Reference list citations are arranged alphabetically by author or by title if there is no specific author. Any reference which exceeds more than one line in length has the subsequent lines indented.

**Books and other monographs**

Author, initial. (Year of publication). *Book title*. Place of publication: Publisher.

**Book with single author**

Skevington, S. (1995). *Psychology of pain*. Chichester, England: John Wiley & Sons.

**Book with multiple authors**

Jones, E., Farina, A., Hastorf, A., Markus, H., Miller, D., & Scott, R. (1984). *Social stigma: The psychology of marked relationships*. New York: W. H. Freeman.

**Book with no author**

*The Australian Oxford dictionary* (3rd ed.). (1999). Melbourne: University Press.

**Edited work**

Binstock, R. H., & George, L. K. (Eds.). (1990). *Handbook of aging and the social sciences* (3rd ed.). New York: Academic Press.

**eBook retrieved from a Library database**

Khan, G. (2006). *Encyclopedia of heart diseases*. Retrieved July 17, 2007, from the ScienceDirect database.

**Chapter in an edited book**

Mellor, M. (1997). Gender and the environment. In M. Redclift & G. Woodgate (Eds.), *The International Handbook of Environmental Sociology* (pp. 195-203). Cheltenham, UK: Edward Elgar.

**Annual report**

World Health Organisation. (2002). *World report on violence and health*. Geneva: World Health Organisation.

**Government publication**

Ministerial Council on Drug Strategy. (1997). *The national drug strategy: Mapping the future*. Canberra: Australian Government Publishing Service.

**Australian Standard retrieved from a Library database**

Standards Australia. (1997). *Acoustics – Description and measurement of environmental noise – General procedures (AS 1055.1-1997)*. Retrieved July 17, 2007, from the SAI Global database.

**Conference paper from published proceedings**

Wilkinson, R. (1999). Sociology as a marketing feast. In M. Collis, L. Munro, & S. Russell (Eds.), *Sociology for the New Millennium*. Papers presented at The Australian Sociological Association, held at Monash University, Melbourne, 7-10 December (pp. 281-289). Churchill, Victoria: Celts.

**Articles**

Author(s). (Year of publication). Article title. *Journal Title*. Volume (issue), range of pages.

**Journal article**

Lippke, S., & Ziegelmann, J. (2006). Understanding and modelling health behaviour change: The multi-stage model of health behaviour change. *Journal of Health Psychology*, 11(1), 37-50.

**Journal article retrieved from a Library database**

Campbell, P. (2006). Changing the mental health system - a survivor's view. *Journal of Psychiatric and Mental Health Nursing*, 13(5), 578-580. Retrieved October 18, 2006, from the Blackwell Synergy database.

**Newspaper article**

Hatch, B. (2006, July 13). Smoke lingers for those who keep hospitality flowing. *Australian Financial Review*, p. 14.

**Newspaper article retrieved from a Library database**

O'Leary, C. (2006, June 29). Landmark study to aid push for public smoking ban. *The West Australian*, p. 9. Retrieved October 20, 2006, from the Factiva database.

**Article from UWA Course Materials Online (CMO)**

Rogers, T., Kuiper, N. & Kirker, W. (1977). Self-reliance and the encoding of personal information. *Journal of Personality and Social Psychology*, 35(9), 677-688. Retrieved September 26, 2006, from the University of Western Australia Course Materials Online database.

## Other Formats

### Web page

NSW Department of Health. (2005). *Diabetes*. Retrieved October 11, 2006, from <http://www.health.nsw.gov.au/topics/diabetes.html>

### Brochure Accessed Online

Association for International Cancer Research. (2005). *Spotlight appeal information guide: Cancer; the food factor* [Brochure]. Retrieved April 30, 2007, from <http://www.aicr.org.uk/Docs/20Food%20Factor%20brochure.pdf>

### DVD / Video recording

David, L. (Producer). (2006). *An inconvenient truth: A global warning* [Motion picture]. Hollywood, Calif.: Paramount.

### Thesis (Unpublished)

Rooney, R. (1996). *The psychological adjustment of Vietnamese migrants to Australia*. Unpublished PhD Thesis, University of Western Australia, Crawley.

### Thesis retrieved from a UWA database

Swarbrick, M. (2002). *Candidate genes for obesity and related phenotypes*. PhD Thesis, University of Western Australia, Crawley. Retrieved May 13, 2006, from the University of Western Australia Digital Theses Repository.

### Lecture notes

Liffers, M. (2006, August 30). *Finding information in the library*. Lecture notes distributed in the unit Functional Anatomy and Sports Performance 1102, University of Western Australia, Crawley.

### Podcast

Faint, P. (Producer) & Newby, J. (Presenter). (2007, April 26). *Why we buy - the science of shopping* [Podcast television programme]. Sydney: ABC Television. Retrieved May 17, 2007, from <http://www.abc.net.au/catalyst/stories/s1907307.htm>

### Image on the Web

*Sea grasses of the world* [image] (n.d.). Retrieved May 14, 2007, from <http://kindersley.com/coastal.htm>

### Commonly Used Abbreviations

chap.	chapter	2nd ed.	second edition
ed.	edition	Rev. ed.	revised edition
Ed.	Editor	p.	page
Eds.	Editors	pp.	pages
n.d.	no date	Vol.	Volume

08/2007