English for
Academic Study

New edition

Extended Writing & Research Skills

Teacher's Book

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EDUCATION

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1 Introduction to extended writing and research

In this unit students will:

- become more aware of what extended writing involves
- find out about a writing project

Introduction

This unit introduces students to extended writing and informs them about the projects they will work on in this book. The term *project* is used throughout the course because the main focus of the course is to complete either one or two projects/pieces of extended writing.

Introduce the course by explaining that it will help students to develop practical skills for extended writing. They will also learn to carry out research in the library and online, so that they have the necessary information to tackle extended essays. Refer students to the Contents and Book map pages of the Course Book (pages 3–5) for the area of focus of each unit, and to the Introduction (pages 7–8) for the aims of the Course Book and the skills it will help them to develop.

INPUT Academic disciplines on the typical university campus

You could ask the students to briefly introduce themselves and explain which academic discipline they are studying or intend to study within. If they are postgraduate or doctoral students, they might want to say a little bit about their research interests.

INPUT Extended writing at university: Why do students write?

Briefly talk through the reasons why students carry out extended academic writing listed on Course Book page 10 and explain that these translate into different types of writing for different purposes. Highlight that the students will have the opportunity to practise each of these types of writing during this course.

Task 1 Critical thinking

1.1   You could ask the students if they can think of another example of when they use critical thinking skills in their daily life. They might find it easier to understand the concept if they first consider it this way before moving on to the more abstract uses of critical thinking in academic contexts. For example, if we need to buy some food but we only have a small amount of money, we would need to think critically about what food is the best value and most likely to be satisfying.

Possible answers:
- recognizing relevant information
- identifying the writer's purpose
- assessing the writer's argument critically
- comparing and evaluating issues
- evaluating the credibility of a writer's sources
- detecting bias
- differentiating between main and supporting ideas
- justifying ideas, comments and analyses used by a writer

Task 2 — Thinking about what students in higher education write

2.1 Ask students to write for no more than five minutes. Quickly ask around the class for suggestions about the type of writing they might have to do at university.

Possible answers:
- extended essays or projects
- theses
- dissertations
- reports
- case studies
- notes
- annotations (e.g., on handouts, photocopied originals, etc.)

Write up the students' ideas on the board, but don't add any at this stage as they will get more ideas in Ex 2.2.

2.2 Get students to read the boxed text on page 11 in order to compare their ideas with what is written there. Elicit any other types of writing that are mentioned in the Course Book and add them to the list on the board.

2.3 The types of writing that students will do depends to some extent on the academic department that they will join. Students should identify which types of writing listed on the board they are likely to engage in.

> **Language note:** *Thesis* vs *dissertation*
>
> The terms *thesis* and *dissertation* are used differently in different countries and even in different universities in the same country. In most universities in the UK, Hong Kong and Australia, a thesis is written for the research degrees of PhD and MPhil, while a much shorter dissertation is one of the final requirements for a taught Master's degree. In many American universities the terms are reversed, with theses written at Master's level and a doctoral dissertation at PhD level. For our purposes, the Hong Kong, UK and Australian terms for a PhD thesis and a taught Master's dissertation are used. See Bunton, D. (2002). Generic moves in PhD Introduction chapters. In J. Flowerdew (Ed.), *Academic discourse*. London: Pearson Education.

Task 3 — Types of writing

3.1 This task is meant simply to enhance students' understanding of the types and length of writing they may have to do. It also clarifies the level of study at which the various types of writing are practised. The sample answers on the next page are repeated as a photocopiable handout in Appendix 1a on page 23.

Possible answers:

Type of writing	Level of student (undergraduate/ postgraduate/doctoral)	Explanation
essay for examination	undergraduate/ postgraduate	traditional 600–1,000-word text written during an exam
lab report	undergraduate/ postgraduate/doctoral	written-up accounts of work done under experimental conditions – of particular relevance to students in the scientific disciplines
field study report	undergraduate/ postgraduate/doctoral	combines theoretical analysis with observation and practice, e.g., a report written about work experience carried out as part of a university Business Studies course
PowerPoint slide	undergraduate/ postgraduate/doctoral	normally contains brief, bulleted notes used to support the information and ideas being explained by a teacher/lecturer during a class, or by presenter in a seminar at a conference
wiki	undergraduate/ postgraduate/doctoral	a wiki is a collaborative website which can be directly edited by anyone with access to it
blog	undergraduate/ postgraduate/doctoral	a kind of online journal or diary which anyone can read; it may include a comments facility so that readers can comment on specific posts
extended essay/ project	undergraduate/ postgraduate	written work submitted as part of the course requirement during term-time – typically a piece of work 600–6,000 words long
thesis	doctoral	doctorate level: this will be much longer than a dissertation
dissertation	undergraduate/ postgraduate	Bachelor's level: usually 10,000–12,000 words Master's level: 15,000–20,000 words
report	undergraduate/ postgraduate	describes research; a piece of informative writing that describes a set of actions and analyses any results in response to a specific brief
case study	undergraduate/ postgraduate	an account that gives detailed information about a person, group or thing and its development over a period of time
notes	undergraduate/ postgraduate	information recorded from written sources, lectures, seminars or tutorials, for later reference
annotations	undergraduate/ postgraduate	comments, explanations or highlighting added to written sources or lecture handouts

It would be worth going through the notes here on the process that all of these types of writing will have in common: gathering ideas, organizing them into a plan, drafting and redrafting.

You could also highlight that a key part of extended writing and research is being able to communicate the research that you do to other people, both through written essays, articles and papers and orally through presentations and discussions.

INPUT Types of assessment

Explain to students that they can find out what type of assessment is used in their individual departments by checking the appropriate handbook. The Meteorology Department at the University of Reading, for example, provides an online handbook that contains information on assessment. An alternative may be to check in the relevant undergraduate or postgraduate prospectus. However, information on assessment is not consistent and is not always present.

The best way to find out about the expectations of written assessment is for the student to visit his or her particular university department and ask for samples of assessed written work. Emphasize that all three forms of assessment mentioned on page 13 of the Course Book are equally important.

You may need to explain that continuous assessment is based on how students carry out their research, organize their time and work, and how they cooperate with fellow students and teachers, as well as on attendance and participation in class activities. Emphasize the link between written and spoken language components of any course. Explain that students are expected to put the lessons of other components of their course into practice when working on projects or written tasks.

Extension activity: A course conference

You may choose to hold a conference at the end of the course, where all students are expected to give an oral presentation (of about 10 minutes) or a poster presentation. Advice on how to prepare for a poster presentation is given in Unit 8 of the Course Book. If you are planning to do this, it might be a good idea to inform your students of this right at the beginning of the course, so they can have this in the back of their minds as they progress.

Task 4	**Extended writing**

It would be worth spending some time here talking through the way that the course will work and emphasizing to students that they will need to do a considerable amount of independent study outside of class.

4.1 Highlight that they will be using the *process approach* to writing or *process writing approach*. Ask the students to consider what this involves. They may find it easiest to draw a diagram to illustrate this. Please refer to Appendix 1b on page 24 for an example diagram.

You could elicit ideas and build these up into a diagram on the board, showing how the different tasks involved move on from one another, but also linking them with arrows to show that they will have to return to earlier parts of the process – possibly several times – before they will have a finished text.

There is no need to go into too much detail about what each part of the process entails at this stage. They will focus on this in Task 5.

4.2   Point out that while this and future academic courses will involve a high degree of independent study, their tutors will be there to support them. They should try to think of at least three things they might want to discuss.

Possible answers:
- how to write an appropriate introduction and conclusion
- thesis statement
- logical organization of ideas
- appropriate use of academic conventions and style
- introduction and conclusion
- appropriate use of sources

INPUT Projects 1 and 2

Go through the information on pages 14–15 of the Course Book with the students and answer any questions they may have. Explain that they will be able to practise one-to-one tutorials in Unit 4, but will also be having such tutorials with you at regular intervals during the course.

Note: While working on projects, students should make good use of tutorial sessions by preparing any questions in advance.

For students using this book for a longer 8-week or 11-week course, the written project should be regarded as practice for a second assignment. Students on a shorter 5-week course will only have time to complete one compulsory project.

Task 5	**Writing a project**

The aim of this task is for students to discuss and cooperate in the decision-making process. Explain/review that there are three distinct stages involved in the writing process: planning, researching and writing up. Within each stage, there are also a number of phases or steps. Make sure students appreciate that certain phases can occur in more than one stage.

Before you set this task, check/explain the key terms below:
- rough outline
- establishing a clear focus
- working title
- sources
- tutorial

5.1   Remind students to write out the steps in full; *not* to simply write down the number of the steps, as this provides a better reference for future use.

> **Methodology note: An alternative procedure***
> Photocopy and cut up the sentences in Appendix 1c on page 25. Put the students in groups of three to four students and give them the jumbled slips of paper. They write the headings *Planning, Researching* and *Writing up* on this piece of paper and stick the slips on with glue according to where they belong. Students can then make a poster with arrows, linking lines, etc., to help visualize the writing process. Make it clear that students will probably have different views.
>
> *Thanks to Jonathan Smith at ISLC for this idea

5.2   Arrange the class in pairs or groups to discuss the possible stages in the answer key. Ask students if there are any stages that they think are missing from the phases. Finally, ask how the third *writing up* phase would continue, i.e., *write second draft*; *read draft*; *edit*, etc. (The process should be repeated as necessary.)

The answer key below is open to discussion and this should be made clear to the students.

Possible answers:
Planning
1.   10) Decide on a topic.
2.   16) Check that sources are available/accessible.
3.   3) Think of a working title for the project.
4.   15) Make a rough outline plan of your ideas.
5.   14) Work on establishing a clear focus.
6.   13) Plan the content in detail.

Researching
1.   4) Search for relevant journals/books/information in the library and on the Internet.
2.   5) Write down the details of your sources.
3.   9) Do some reading.
4.   12) Highlight/take notes of relevant information.
5.   6) Decide if you need to do more reading.

Writing up
1.   11) Write the first complete draft.
2.   1) Read the first draft.
3.   2) Edit the draft – decide objectively whether your ideas have been expressed clearly.
4.   8) Arrange a tutorial with your tutor.
5.   7) Write the contents page, bibliography, title page and abstract.

Task 6   Analyzing the task

6.1   As this is the first time the students have done this kind of title analysis on this course, it would be a good idea to spend some time identifying the key words and establishing exactly what the title is asking them. This will be followed up with a focus on deconstructing project questions in Task 7.

Answers:
1.   The title is framed as a statement, followed by a question:

To what extent …?

Make sure that students fully understand the statement and encourage them to provide examples of current policies *in any discipline* that might impact on future generations.

2.   Remind students that a question requires an answer. Elicit a range of answers that the question *To what extent …* might produce, e.g., *a great deal, quite a lot, not much, not at all.* Explain to students that they must decide *To what extent* through their research and then they must explain their answer in their project, using the evidence in the sources they are given to support their argument.

| Task 7 | **Starting a project** |

Deconstructing the project question

Students often start writing about a topic before really considering what they are required to do. This task takes students through the process of deconstructing project questions and analyzing exactly what is being asked of them.

7.1 Encourage the students to work individually before comparing answers in pairs or small groups. They should try to think of as many questions as they can. They will select from these in the next exercise.

Possible answers:

4–6

■ If energy is the key factor, what can be done to meet this need?
■ Is 'recycling' an effective policy?
■ How damaging is deforestation?
■ What is 'food security'?
■ How important is 'food security'?

7.2 Emphasize to the students that, at this stage, they should be thinking as widely around the topic as they can. They will be narrowing their focus as they continue planning and doing their reading and research. The more ideas they have at this stage and the more ways they can think of to approach the question, the easier they will find it to identify information in the reading texts which might be appropriate for the project.

At this stage, they should be aiming for a very loose plan – it's worth pointing out that they will revisit this many times, adding in and deleting ideas as they go along. It's important that the students become comfortable with the idea and importance of revision and editing at this early point in the course.

Extension activity

If you wish to give students further practice in deconstructing project questions, below are three essay titles you might like to use.

You could ask the students to do this task in groups. Depending on the amount of time you have, you could ask each group to look at just one of the questions and deconstruct it, before reporting back to the whole class.

Possible answers:

Food science

Childhood obesity is on the rise worldwide. Discuss some of the reasons for this.

■ What is a definition of 'obesity'?
■ What is a definition of 'childhood obesity'?
■ What evidence is there of a rise in obesity?
■ Why is it on the rise?
■ Is the cause lack of exercise / fast food / the impact of the digital age / ignorance about the causes of obesity?

Finance and investment

Analyze the causes of the credit crunch/crash of 2007–2008. What has been its most significant consequence?

- What were the causes?
- Which was the main cause?
- What were/have been the results of the credit crunch?
- Were the short-term or long-term consequences?
- Which result had the most dramatic impact?

Applied linguistics

What makes someone a good language learner? Is this something a teacher can influence?

- What is the definition of a 'good language learner'?
- What are the main reasons why some people are good language learners?
- Is gender a factor? If 'yes', what evidence is there to support this?
- Is living in the target language country a major factor?
- Is it the teacher or the teaching method which makes a good language learner?

Unit summary

You may want the students to complete the unit summaries in class or in their own time. If they complete them outside of the class, make sure you get some feedback during class time.

You may wish to set up some of the tasks, either to clarify what to do, or to help get students thinking about the topics.

Some of the items can be done individually and others are best done in pairs or groups. When working outside the classroom, encourage students to find the time to meet with others and complete any pair or group activities.

1

Answers:
a. develop
b. provide
c. dispute
d. display

2–3

Answers:
Answers depend on students.

4

Possible answers:
a. decide on a topic / check that sources are available / think of a working title for the project / work on establishing a clear focus / plan the contents in detail
b. search for relevant information / write down details of sources / highlight or take notes of relevant information / do some reading / decide if you need to do more reading
c. write the first complete draft / read the first draft / edit the first draft / arrange a tutorial with your tutor / write the contents page, bibliography, title page and abstract

5

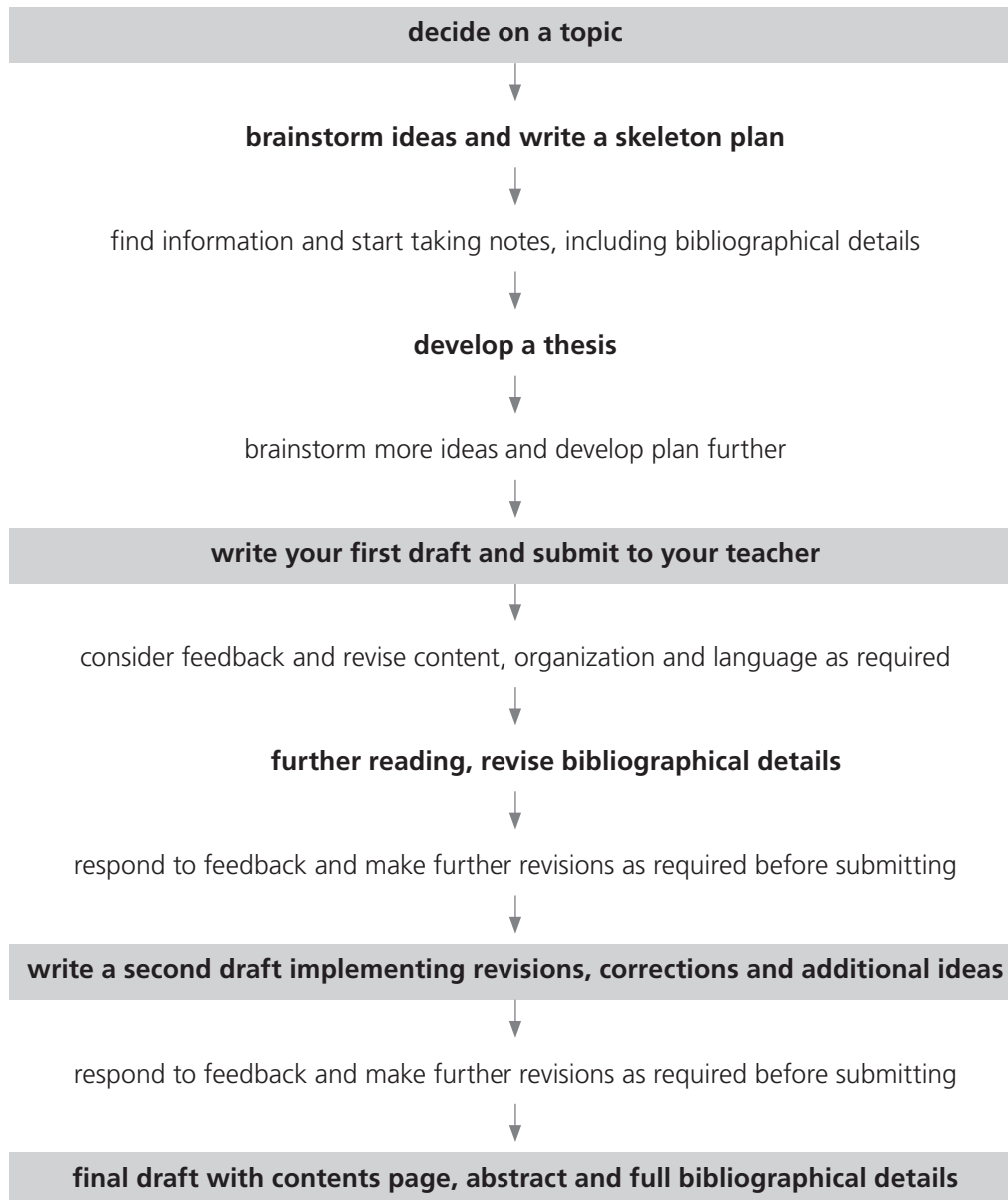**Answers:**
Answers depend on students.

Appendix 1a

Type of writing	Level of student (undergraduate/ postgraduate/doctoral)	Explanation
essay for examination	undergraduate/ postgraduate	traditional 600–1,000-word text written during an exam
lab report	undergraduate/ postgraduate/doctoral	written-up accounts of work done under experimental conditions – of particular relevance to students in the scientific disciplines
field study report	undergraduate/ postgraduate/doctoral	combines theoretical analysis with observation and practice, e.g., a report written about work experience carried out as part of a university Business Studies course
PowerPoint slide	undergraduate/ postgraduate/doctoral	normally contains brief, bulleted notes used to support the information and ideas being explained by a teacher/lecturer during a class, or by presenter in a seminar at a conference
wiki	undergraduate/ postgraduate/doctoral	a wiki is a collaborative website which can be directly edited by anyone with access to it
blog	undergraduate/ postgraduate/doctoral	a kind of online journal or diary which anyone can read; may include a comments facility so that readers can comment on specific posts
extended essay/project	undergraduate/ postgraduate	written work submitted as part of the course requirement during term-time – typically a piece of work 600–6,000 words long
thesis	doctoral	doctorate level: this will be much longer than a dissertation
dissertation	undergraduate/ postgraduate	Bachelor's level: usually 10,000–12,000 words Master's level: 15,000–20,000 words
report	undergraduate/ postgraduate	describes research; a piece of informative writing that describes a set of actions and analyses any results in response to a specific brief
case study	undergraduate/ postgraduate	an account that gives detailed information about a person, group or thing and its development over a period of time
notes	undergraduate/ postgraduate	information recorded from written sources, lectures, seminars or tutorials, for later reference
annotations	undergraduate/ postgraduate	comments, explanations or highlighting added to written sources or lecture handouts

PHOTOCOPIABLE

Process Writing Approach

Process writing on an extended writing and research programme involves several stages. At every stage, revisions to the content, organization and language of your project will be required. You will be expected to review and rewrite at every stage of the process, depending on the feedback you receive from your teacher and the information and ideas that evolve from your research and during the reading and writing process. Study the diagram below:

> **decide on a topic**
>
> ↓
>
> **brainstorm ideas and write a skeleton plan**
>
> ↓
>
> find information and start taking notes, including bibliographical details
>
> ↓
>
> **develop a thesis**
>
> ↓
>
> brainstorm more ideas and develop plan further
>
> ↓
>
> **write your first draft and submit to your teacher**
>
> ↓
>
> consider feedback and revise content, organization and language as required
>
> ↓
>
> **further reading, revise bibliographical details**
>
> ↓
>
> respond to feedback and make further revisions as required before submitting
>
> ↓
>
> **write a second draft implementing revisions, corrections and additional ideas**
>
> ↓
>
> respond to feedback and make further revisions as required before submitting
>
> ↓
>
> **final draft with contents page, abstract and full bibliographical details**

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Appendix 1c

1. Read the first draft.

2. Edit the draft – decide objectively whether your ideas have been expressed clearly.

3. Think of a working title for the project.

4. Search for relevant journals/books/information in the library and on the Internet.

5. Write down the details of your sources.

6. Decide if you need to do more reading.

7. Write the contents page, bibliography, title page and abstract.

8. Arrange a tutorial with your tutor.

9. Do some reading.

10. Decide on a topic.

11. Write the first complete draft.

12. Highlight/take notes of the relevant information.

13. Plan the content in detail.

14. Work on establishing a clear focus.

15. Make a rough outline plan of your ideas.

16. Check that sources are available/accessible.

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